



DARLA MOORE SCHOOL OF BUSINESS

UNIVERSITY OF SOUTH CAROLINA

2010-11 Academic Blueprint
March 31, 2010

Part IA: Vision, Mission, Goals

Part IB: Goals, Initiatives, Action Plans

I. Vision, Mission and Goals

A. Executive Summary

Strategic Directions for the Moore School

Since the summer of 2007, internal and external stakeholders for the School have been working diligently on strategic planning. The first phase of the planning process was structured to identify strategic direction(s) that would reflect important problems facing business and society. In 2008 we completed the first phase of that process, identifying a new strategic direction theme to establish world class thought leadership and related programming in research, teaching and outreach on Sustainable Enterprise and Development. While we still aspire to the goals initially established for the Sustainable Enterprise and Development initiative, the budget cuts incurred to date, and those anticipated in the future challenge our ability to execute on our planning as fully as we would like. In the short term, we will make modest investments to build the foundation from which we can grow with additional support from the University for this important theme. This foundation involves further developing curriculum in this area, and coalescing our extant research expertise in this area for more pronounced visibility and impact.

We are simultaneously committed to redoubling our efforts in ensuring that our world-class reputation in International Business is bolstered by significant improvements throughout our School in this area in terms of research, teaching and outreach. The 2008 – 2009 academic year focused on the implementation of our new organizational structure to better align with our goals and strategic directions.

In 2009-2010, we began a new series of strategic planning centered on the design of our new world-class facility. We undertake this work with the clear understanding that the design of our facility must flow directly from a clear and well-understood vision of what kind of Moore School we envision for the future. We engaged with a leading design firm, DEGW, to assist with this process. Visioning and scenario planning work, involving the entire Moore School community of faculty, staff, students, as well as external stakeholders, is complete and is the precursor to the building programming effort now underway. The model vision for the School has been communicated internally and ongoing communications will continue with internal and external stakeholders so that we all understand how our individual actions relate to the School-wide model and vision. By year's end we expect to be fully engaged in building design activities with our selected architectural firm to create the facility that will enable us to develop, implement and engage in activities supporting this vision. The model vision is captured in text as follows:

Model Statement

Comprehensive educational and research activities delivered in volume for traditional core constituents and experiments and investment in new differentiated activities that enhance revenues and the brand of the Moore School of Business for the mutual benefit of all constituencies over time.

Vision Statement

The Moore School is an intellectually stimulating and collegial community dedicated to producing world-renowned research and providing an outstanding global business educational experience.

Mission Statement

To achieve our vision we will foster a dynamic and collegial environment that serves our two most important goals: the creation of knowledge and the education of future business leaders. We produce rigorous and relevant research that enriches the understanding of business and the practice of management. We develop graduates whose professional expertise, skills, and leadership are enhanced by a unique understanding of the global marketplace, and of sustainable enterprises and development. Through our service and our achievements in research and education, we contribute to the welfare of our main constituents: our students, alumni, university, state, and business partners located around the world.

Benchmarking

The Moore School has begun integrating benchmarking into our strategic planning. We have been doing so on a regular basis at the School level using statistical data accessible through AACSB. We also do benchmarking at the undergraduate (BSBA) and graduate (IMBA) levels on graduating students' satisfaction through the Educational Benchmarking Inc. (EBI) service. We are in the process of integrating benchmarking into the strategic planning activities for each degree program and academic department, and for other units such as executive education and career management. Our lists of peer and aspirant schools as well as metrics to be used for benchmarking can be found in the Appendix.

DMSB Goals & Alignment with USC Goals

- Goal 1** *Build and sustain a reputation as a world-class research institution.* This goal aligns with USC goals “Research, Scholarship, and Creative Achievement” and “Recognition and Visibility.”
- Goal 2** *Enhance and sustain the Moore School’s reputation as a thought-leader in international business.* This goal aligns with USC goals “Teaching and Learning,” “Research, Scholarship and Creative Achievement,” “Service Excellence,” and “Recognition and Visibility” with specific focus on international business activities.
- Goal 3** *Develop thought leadership and related programming for our Sustainable Enterprise and Development (SEAD) theme.* This goal aligns with USC goals “Teaching and Learning,” “Research, Scholarship, and Creative Achievement,” “Service Excellence,” and “Recognition and Visibility” with specific focus on SEAD activities.
- Goal 4** *Develop and sustain world-class global business educational experiences for master’s students – enhancing program alignment, revenue generation and international reputation.* This goal aligns with USC goal “Teaching and Learning” and “Recognition and Visibility.”

- Goal 5** *Develop a rigorous and relevant educational experience for undergraduate students that enables them to succeed professionally and to be valuable members of society. This goal aligns with USC goals “Teaching and Learning” and “Recognition and Visibility.”*
- Goal 6** *Design and implement a world-class, comprehensive advancement organization in the Moore School with a focus on leverage, co-investment and compatibility of goals with individual donors, corporations, public sector agencies and foundations. This goal aligns with USC goals “Service Excellence” and “Recognition and Visibility.”*
- Goal 7** *Reorganize our Daniel-Mickel Center for Executive Education, Division of Research, Office of Career Management and other related units in the School to create a robust External Engagement Division to provide revenues, enhance our reputation and provide valuable outreach to key constituencies, with global focus and emphasis on Innovista-relevant activities. This goal aligns with USC goals “Service Excellence” and “Recognition and Visibility.”*
- Goal 8** *Improve the work environment and collegiality at the Moore School. This goal aligns with the USC goal of “Quality of Life in the University Community.”*
- Goal 9** *Create and maintain a physical and technology-enabled distance learning, research and collaboration arena that facilitates the achievement of our educational, research, and service goals. This goal aligns with the USC goals of “Quality of Life in the University Community,” “Service Excellence” and “Recognition and Visibility.”*

B. Goals, Initiatives and Action Plans

Goal 1: Build and sustain a reputation as a world-class research institution

Initiative 1(a): Produce and disseminate rigorous and relevant research that contributes to both theory and practice

Action Plans

- Recruit, develop, and retain outstanding research faculty with the goal of having 105 tenure track research faculty in four to five years, and 115 research faculty in 10 years
- Expect and reward high quality research as determined through rigorous evaluation
- Given current financial constraints, maintain the current level of financial, administrative, and technical support for research in the near term (one to two years) and increase the level of support over the median term to long term to be on par with aspirant institutions
- Improve the promotion and dissemination of faculty research internally and externally
- Strengthen publication by doctoral students through fifth year funding and enhanced mentorship by faculty

Indicators

- Number of research faculty hired and lost
- External recognition of our research by rankings that incorporate scholarship (e.g. Financial Times, UT Dallas Rankings); citations of faculty and doctoral student research
- Expenditures on/outcomes from summer research support, data, travel to conferences, etc.
- Citations in the business press; publication of *Moore Research* magazine

Initiative 1(b): Recruit, produce, and place doctoral candidates capable of conducting rigorous and relevant research that contributes to both theory and practice

Action Plans

- a. Develop and implement a marketing plan to improve the quality of the students enrolled.
- b. Fund doctoral students in programs/areas best suited for mentorship and high quality placement
- c. Increase high-quality conference participation by doctoral students.
- d. Increase quantity and quality of refereed journal publications by doctoral students through continued fifth year funding of promising researchers
- e. Develop a plan for increasing the efficiency and effectiveness with which doctoral education is provided by eliminating duplicate courses and standardizing certain courses across areas of emphasis
- f. Develop a plan for partnering with high-quality institutions outside the United States in order to provide doctoral education for students with home institution support in markets that are currently underserved.

Indicators

- a. GMAT and GRE scores of new doctoral students
- b. Recruitment of high quality minority students in larger numbers
- c. Placements of Ph.D. students
- d. Publications of Ph.D. students
- e. Starting salaries of Ph.D. students
- f. Ranking of Ph.D. programs in various surveys as they become available and are validated in the field
- g. Externally sponsored research funding involving doctoral students
- h. Doctoral student participation in high-quality conferences
- i. Publication by doctoral students in high quality outlets
- j. Placements of doctoral students at peer or aspirant institutions

Goal 2: Enhance and sustain the Moore School's reputation as a thought-leader in international business

Initiative 2(a): Increase the scale, scope and impact of global business activities for faculty, students and other key stakeholders in the School

Action Plans

- a. Improve and expand international programs and/or course offerings
- b. Develop additional alliances with leading universities in other countries
- c. Encourage, support, and reward faculty and graduate student participation in international networks of business school scholars such as editorships, review boards, conferences and symposia

Indicators

- a. Number of and enrollments in new international programs and course offerings
- b. Number and scope of new alliances established and in progress
- c. Number of faculty serving in editorial roles, review boards, and ad hoc reviewing for international journals; number of faculty and graduate students participating in international conferences and symposia.

Initiative 2(b): Develop and enhance the Moore School's reputation for thought leadership related to international business in all of the faculty departments

Action Plans

- a. Identify and recruit scholars with international research interests in all academic departments
- b. Provide enhanced support for research on international business issues

Indicators

- a. Faculty hiring to reflect international expertise and interest
- b. Internal and external funding of international business research conducted by Moore School faculty; number of invited research presentation on international business topics
- c. Publications by faculty on international business issues in top journals; presentations by faculty at prestigious international conferences.
- d. Provide enhanced support for research on international business issues

Goal 3: Develop thought leadership and related programming for our Sustainable Enterprise and Development (SEAD) theme

Initiative 3: Develop an organizational structure and personnel to provide a foundation for building the SEAD Initiative

Action Plans

- a. With sufficient funding, hire a senior faculty member to lead the SEAD Initiative and provide staffing and financial support for developing activities to promote the SEAD Initiative.
- b. Develop an organizational structure and collaboration to support SEAD activities and signal institutional commitment to the initiative
- c. Expand curricular and extra-curricular initiatives consistent with SEAD
- d. Provide support for research consistent with SEAD
- e. Use the building project as a mechanism to advance the SEAD Initiative

Indicators

- a. Personnel and funding directly supporting the SEAD Initiative.
- b. The creation of an organizational structure to support SEAD activities; the financial commitment supporting the SEAD Initiative; rankings related to Sustainability (e.g., Beyond Grey Pinstripes)
- c. Curriculum developments (concentrations, area of emphasis, courses) consistent with SEAD; Page Prize submissions; number of students involved in student organizations involved with SEAD (e.g., Net Impact)
- d. Number of research proposals submitted and supported by the SEAD Initiative
- e. External recognition for SEAD principles in the design/build/use of our new facility

Goal 4: Develop and sustain world-class global business educational experiences for master's students – enhancing program alignment, revenue generation and international reputation

Initiative 4(a): Develop and implement a strategy to build enhanced recognition for and increased revenue from the portfolio of graduate programs

Action Plans

- a. Motivate faculty to evaluate, redesign and embrace ongoing innovation with the graduate program portfolio to meet student and market demand and leverage our intellectual resources and network connections most effectively

Indicators

- a. Student satisfaction ratings; number/quality of masters students; net cash flow from masters programs; rankings of programs; class sizes in masters classes; GMAT scores of masters students; design, development and launch of new programs and cooperative activities with other schools on campus

Initiative 4(b): Enhance Career Management Services

Action Plans

- a. Invest resources in supporting career services and extracurricular professional development for masters students

Indicators

- a. Placement statistics for all student populations; number of students involved in mentoring programs; number of students with internships; number of recruiters visiting campus; number active corporate partnerships/relationships

Goal 5: Develop an enhanced, rigorous and relevant educational experience for undergraduate students that enable them to succeed professionally and be valuable members of society.

Initiative 5(a): Provide a set of undergraduate majors or specialties that are nationally and internationally recognized for quality and attract high ability/high achieving students to the Moore School

Action Plans

- a. Expand the number of “honors” type and/or specialty cohort programs, similar to what exists in IB and GSCOM, for other majors.
- b. Expand the number of students with distinctive experiences at the Moore School, such as study abroad, research with a faculty member, faculty led student project with a company, LeaderShape camp, service learning opportunities, public speaking course
- c. Enhance career management services for undergraduates
- d. Develop cadre of professors of practice to link students to the world of practice and to provide rigorous and relevant applied learning engagements throughout the School.

Indicators

- a. Number of students enrolled in “honors”/cohort type programs, including International Business, overall program rankings in *Business Week* and *U.S. News & World Report*, IB program rankings in *U.S. News & World Report*, SAT scores and grade point averages of business students
- b. Number of students with exposure to distinctive experiences; student satisfaction measures with their Moore School experiences
- c. Placement and internship statistics demonstrating more, better, diverse opportunities for our students and graduates.

Initiative 5(b): Develop programs to enhance business offerings to non-business majors to increase revenue and grow visibility of the school both within the USC student body and beyond

Action Plans

- a. Develop and promote business minor and certificate programs that will appeal to non-business majors
- b. Develop and promote individual business courses that are open to all USC students
- c. Develop or extend and promote opportunities for non-USC students to take business courses

Indicators

- a. The number of minors in business; number of students enrolled in certificate programs
- b. Enrollment in open business classes
- c. Non-USC enrollments in business courses

Goal 6: Design and implement a world class, comprehensive advancement operation in the Moore School with a focus on leverage, co-investment and compatibility of goals with individual donors, corporations, public sector agencies and foundations.

Initiative 6(a): Recruit an advancement team of professionals capable of raising funds and other relevant support via constituents located around the world

Action Plans

- a. Recruit and hire an advancement team

Indicators

- a. Hiring data and backgrounds of individuals hired
- b. Advancement metrics developed and benchmarked

Initiative 6(b): Create the tools to enable the advancement team to succeed

Action Plans

- a. Write case statements reflecting the strategic directions of the school as well as the other goals represented in this blueprint
- b. Conduct feasibility study to launch a new capital campaign with an appropriate theme
- c. Increase annual giving
- d. Upgrade data on alumni and potential donors
- e. Develop alumni reunion strategy
- f. Increase corporation and foundation engagement; especially around new building
- g. Identify naming donor prospects for new building to raise \$10 million in value of gifts

Indicators

- a. Case statement written and approved
- b. Description of new capital campaign and initial launch data
- c. Annual giving data
- d. Accurate addresses/contact information on all alumni
- e. Alumni reunion strategy implemented, alumni participation and giving
- f. Enhanced corporation/foundation giving
- g. Raise at least \$10 million in building-related giving (to replenish the BPF)

Goal 7: Reorganize the Daniel-Mickel Center for Executive Education, Division of Research, Office of Career Management and other related units in the School to create a robust External Engagement Division to provide revenue, enhance our reputation and provide valuable outreach to key constituents, with a global focus and emphasis on Innovista-relevant activities.

Initiative 7: Continue to develop and market executive education and outreach programs and activities that generate revenue and enhance the Moore School's reputation

Action Plans

- a. Expand new markets for existing profitable and/or reputation-enhancing activities, programs and projects
- b. Develop new reputation-enhancing and/or profitable programs and projects
- c. Provide professional development to research faculty and leverage professors of practice and other executives linked to the School for enhanced engagement with business and industry within the Innovista arena and beyond
- d. Collaborate with Provost's office, Office of Research and Innovista initiative on developing programming to promote the Innovista (e.g. consultative education)

Indicators

- a. Revenue growth and net margin of existing programs, participants in existing programs; rankings of executive education programs; key client satisfaction ratings
- b. New programs launched, number of new clients, participants in new programs
- c. Participation of faculty in business-related teaching, consultation, and outreach

Goal 8: Improve the work environment and collegiality at the Moore School

Initiative 8: Develop and implement programs for faculty and staff involvement in Moore School professional and social activities

Action Plans

- a. Expand and improve the orientation given to new Moore School faculty and staff
- b. Provide increased educational, development, and social activities for faculty and staff
- c. Enhance internal communications
- d. Continued use of SAC and FAC committees within the school to meet regularly for communications and feedback vehicles

Indicators

- a. Description of new faculty and staff orientation enhancements
- b. Number and description of organized workshops, seminars, lectures, and social activities
- c. Frequency of internal e-newsletters; roll-out of intranet services
- d. Frequency of SAC and FAC committee meetings and description of substantive issues discussed

Goal 9: Create and maintain a physical and technology-enabled distance arena that facilitates the achievement of our educational, research and service goals.

Initiative 9(a): Design and develop the new physical facility for the Moore School

Action Plans

- Engage faculty and staff in new facility design along with other key stakeholders
- Finalize design and begin construction
- Assess viability of new satellite locations for key programming (e.g. Charlotte, Greenville, Charleston)—with proprietary or partnered site(s) and/or TelePresence linkage

Indicators

- Meetings held with and participation of faculty and staff
- Construction progress
- Viability assessment/potential launch of satellite sites

Initiative 9(b): Continue to improve the appearance of and/or technology in the existing facility with intent of continuation in the new facility

Action Plans

- Improve classroom technology
- Improve break-out and meeting rooms
- Pilot new spaces, technologies, etc. for further deployment in new facility
- Develop faculty programs for enhanced utilization of technology in the classroom

Indicators

- Number of classrooms with technology enhancements
- Number of break-out and meeting rooms enhanced

II. Funding

The DMSB plans to increase state revenue streams from the following major activities:

Eliminating the comparable reduced tuition given to non-residents with scholarship awards in excess of \$500

Admission of an estimated 60 additional undergraduate students

MSB Undergraduate Fee According to Planned Scale Previously submitted when fee approved by BOT in June 2009

Recruit and Enroll additional MaECON students for FY2012 and grow 2% in FY2013-2015

New EMHR Track in the MHR Program and grow 2% in FY2014-2015

TOTALS

	FY2011	FY2012	FY2013	FY2014	FY2015	Total
Eliminating the comparable reduced tuition given to non-residents with scholarship awards in excess of \$500	250,000	350,000	500,000	500,000	500,000	2,100,000
Admission of an estimated 60 additional undergraduate students		519,552	389,664	487,080	487,080	1,883,376
MSB Undergraduate Fee According to Planned Scale Previously submitted when fee approved by BOT in June 2009	2,076,827	2,612,009	3,424,768	3,918,696	3,918,696	15,950,996
Recruit and Enroll additional MaECON students for FY2012 and grow 2% in FY2013-2015		85,509	87,219	88,964	88,964	350,656
New EMHR Track in the MHR Program and grow 2% in FY2014-2015	<u>402,001</u>	<u>583,173</u>	<u>701,457</u>	<u>715,486</u>	<u>729,796</u>	<u>3,131,913</u>
TOTALS	<u>2,728,828</u>	<u>4,150,243</u>	<u>5,103,108</u>	<u>5,710,226</u>	<u>5,724,536</u>	<u>23,416,941</u>

III. Resource Requirements

The competitive landscape of global business education requires that we invest in the technologies and development of advanced teaching and program delivery pedagogies to compete locally and globally (see Blueprint Goal 8 – Create world-class facilities for the Moore School and Goal 2 – Enhance and sustain the Moore School’s reputation as a thought-leader in international business). Our international reputation requires that we have the ability to deliver our programs around the world while having the technologies to bring world-class faculty from partner institutions and executives of multinational enterprises into our educational offerings in Columbia and throughout the system via state-of-the-art technology connections.

Technology in Support of Research and Teaching

- Through collaboration with Cisco and by utilizing Cisco’s TelePresence and WebEx technologies, we will create additional technologically enhanced classrooms that will allow people situated at a distance to share their experiences and to learn from each other in faculty-led programs. The newly created learning environment will be both synchronous and asynchronous in nature and utilize the future wave of technologies throughout the Moore School of Business. This equipment will be transportable to our new building site. The MSB has an immediate need to improve technologies to support our graduate programs (PMBA, the newly implemented MIB program which is a collaborative effort with Arts & Sciences and the USC Law School, and the new Executive Master of Human Resources track). Global doctoral seminars, as well as enhanced executive education training, are two additional areas that will benefit from this investment. In addition, the technology will enhance the education of students in face-to-face classrooms by recording the material for later reference and other enhancements relative to our extant offerings. We are actively working with potential vendor/partners to refine cost estimates and potential donations of some equipment, etc. to launch this initiative. We envision one-time expenses for equipment and infrastructure upgrades (e.g. connections, wiring) and on-going expenses to support this initiative. Our efforts here will be integrated with USC system-wide planning/investments in these areas, and with facility planning by the National Advocacy Center for this building. More precise cost estimates and revenue potential from these efforts will be forthcoming.

Facilities

- The existing Moore School facilities (Hipp/Close Buildings) are in need of upgrades to the existing heating, cooling, and ventilation systems; it is anticipated that some form of cost sharing with the building’s new tenant, the National Advocacy Center, might be incorporated here. Estimate of repairs/replacement \$400,000

IV: Unit Statistical Profile

A. Instructional

1. Number of applications for Fall 2007, Fall 2008 and Fall 2009 admission by level (certificate, first professional, masters, doctoral)

	Fall 2007	Fall 2008	Fall 2009
Undergraduate	3961	4564	4425
Masters	867	1047	900
Certificate	0	0	0
First Professional	0	0	0
Doctoral	84	121	23
Total	5090	5732	5348

2. Number of admissions for Fall 2007, Fall 2008 and Fall 2009 by level (certificate, first professional, masters, doctoral)

	Fall 2007	Fall 2008	Fall 2009
Undergraduate	2366	2659	2778
Masters	299	281	358
Certificate	0	0	0
First Professional	0	0	0
Doctoral	21	9	3
Total	2686	2949	3139

3. Freshman retention rate for classes entering Fall 2006, Fall 2007 and Fall 2008

	Fall 2006	Fall 2007	Fall 2008
Same school	74.1%	73.7%	72.0%
Other school	15.0%	13.3%	15.9%
Total	89.1%	87.0%	87.9%

4. Number of majors enrolled in Fall 2007, Fall 2008 and Fall 2009 by level (headcount and FTE; undergraduate, certificate, first professional, masters, doctoral)

	FALL 2007		FALL 2008		FALL 2009	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Undergraduate	3472	2153	3785	2390	3953	2518
Masters	719	600	726	580	373	580
Certificate	0	0	0	0	0	0
First Professional	0	0	0	0	0	0
Doctoral	72	50	58	46	51	21
Total	4263	2803	4569	3016	4377	3119

5. Numbers of graduates in Fall 2008, Spring 2009 and Summer 2009 level (certificate, first professional, masters, doctoral)

	Fall 2008	Spring 2009	Summer 2009
Undergraduate	190	511	53
Masters	67	152	94
Certificate	0	0	0
First Professional	0	0	0
Doctoral	0	2	7
Total	257	665	154

6. Four-, Five-, and Six-Year Graduation rates for three most recent applicable classes (undergraduate only)

	2003 Cohort		
	4 Year	5 Year	6 Year
Same school	38.8%	46.9%	47.5%
Other school	14.2%	24.8%	27.0%
Total	53.0%	71.7%	74.6%

7. Total credit hours generated by our unit (regardless of major) for Fall 2008, Spring 2009 and Summer 2009

	SII 2008, SI 2009	Fall 2008	Spring 2009	Total
Undergraduate	3,021	34,394	34,216	71,631
Masters	1,754	7,174	7,319	16,247
Doctoral	32	290	206	528
Total	4,807	41,858	41,741	88,406

8. Number of credit hours taught by tenured and tenure track faculty, by instructors, by non-tenure track faculty (clinical and research) and by adjuncts (temporary faculty) in FY09

	ACCT	CBC	ECON	FINA	IBUS	MGMT	MGSC	MKTG	Total
Adjunct	1,922	459	3,396	2,139	567	3,780	3,033	714	16,010
Non-Tenure Track	8,661	2,103	4,956	2,592		3,810	1,149	3,702	26,973
Ph.D. Students	1,386		1,005	555		813	612	285	4656
Retired Faculty	825		612		318	462	870		3,087
Tenure Track	5,709		5,297	5,189	2,701	6,846	6,150	5,788	37,680
Total	18,503	2,562	15,266	10,475	3,586	15,711	11,814	10,489	88,406
%Adjunct	10.4%	17.9%	22.2%	20.4%	15.8%	24.1%	25.7%	6.8%	18.1%
%Non-Tenure Track	46.8%	82.1%	32.5%	24.7%	0.0%	24.3%	9.7%	35.3%	30.5%
%Ph.D. Students	7.5%	0.0%	6.6%	5.3%	0.0%	5.2%	5.2%	2.7%	5.3%
%Retired Faculty	4.5%	0.0%	4.0%	0.0%	8.9%	2.9%	7.4%	0.0%	3.5%
%Tenure Track	30.9%	0.0%	34.7%	49.5%	75.3%	43.6%	52.1%	55.2%	42.6%

9. Number of faculty by title (tenure-track by rank, research by rank, etc.) as of Fall 2007, Fall 2008 and Fall 2009

	Fall 2007	Fall 2008	Fall 2009
Tenure Track			
Professor	39	39	34
Associate Professor	18	20	21
Assistant Professor	36	38	33
Research Faculty	0	1	1
Visiting Faculty			
Assistant Professor	0	0	0
Clinical Faculty			
Professor	0	0	3
Associate Professor	1	3	0
Assistant Professor	4	1	7
Instructors	0	0	1
Lecturers	21	21	18
Adjunct Faculty	33	43	40
Total	152	166	158

10. Total Continuing Education units (standard University CEUs or Institutional CEUs generated Fall 2008, Spring 2009, and Summer 2009 (please refer to policy RACM 1.04).

	Fall 2008	Spring 2009	Summer 2009
Daniel Management Center	238	98	112

B. Research and Creative Accomplishments

1. Number of publications in 2009 calendar year by category (e.g., books, book chapters, refereed articles, non-refereed publications).

Department	Refereed Articles	Non-refereed Articles	Books Authored	Book Chapter	Total
Accounting	5	0	0	0	5
Economics	10	1	2	1	14
Finance	9	1	2	4	16
International Business	14	0	2	7	23
Management	5	1	1	1	8
Management Science	5	0	0	0	5
Marketing	6	0	0	4	10
Total	54	3	7	17	81

2. Number of research paper presentations at national or international conferences in 2009 calendar year
130

3. Number of performances and/or juried exhibitions at national or international venues in calendar year 2009
None

4. Summary of sponsored research activity (including grant applications submitted and awarded by sponsoring agency)

Sponsor	Applications	Awards
FEDERAL		
National Science Foundation	1	0
USAID	1	0
US Department of Education	1	1
STATE		
SC Department of Agriculture	1	1
SC Department of Education	1	1
PRIVATE		
Home Builders of South Carolina	1	1
UCSD Packard Foundation	1	1
Center for Audit Quality	2	0
Institute of Management Accountants	1	0
Boeing	1	1
UK Poverty Center	4	0
PWC	1	0
UNIVERSITY		
Magellan	6	6
USC OR&ED	2	0
Total	24	12

5. Total Extramural funding processed through SAM in 2009

Funding Type	Dollar Amount
Commerical	55,000
Federal	376,300
Local Government	0
State	203,087
Nonprofit	33,000
Total	667,387

6. Total research expenditures per tenured/tenure track faculty for fiscal year 2009

Description	Estimated Research Expenditures
Summer research support	2,100,000
Data	220,000
Faculty budgets	370,000
Research assistants	180,000
Seminars	49,000
Moore School grants	30,000
Center grants	105,000
BPF research budgets	25,000
Miscellaneous	75,000
Total	3,154,000
Number of tenure track faculty	88
Expenditures per faculty member	35,841

7. Amount of Sponsored research funding per faculty member
\$7,584

8. Percentage of unit faculty with sponsored research activity
9%

9. Number of faculty serving as co-investigators in cross-unit activities
1

10. Number of faculty cross appointed in Centers and/or Institutes
0

11. Number of patents, disclosures and licensing agreements in calendar year
0

12. Number of proposals submitted to external funding agencies during calendar year 2009

Department	Proposals Submitted 2009
Accounting	1
Economics	3
Finance	0
International Business	3
Management	0
Management Science	1
Marketing	0
Total	8

C. Faculty Hiring

1. Number of full time faculty hired during AY 2009-10

Department	Assistant Professor	Associate Professor	Professor	Clinical	Lecturer
Accounting	--	--	--	--	--
Economics	--	--	--	--	--
Finance	--	--	1	1	--
International Business	--	--	--	--	--
Management	--	--	--	--	--
Management Science	--	--	--	--	--
Marketing	--	--	--	--	--
Total	0	0	1	1	0

2. Number of post doctoral scholars (Ph.D., non faculty hires) in FY 2009:

None

3. Anticipated losses of faculty by year for the next 5 years

FY2008-2009								
	ACCT	ECON	FINA	IBUS	MGMT	MGSC	MKTG	Total
Losses								
<i>Tenure Track</i>								
TERI		1			4		1	6
Other			1		1	1		3
<i>Non-Tenure Track</i>								
TERI								
Other								
Planned Hires								
<i>Tenure Track</i>			1		1			2
<i>Non-Tenure Track</i>			1					1
Net		-1	1		-4	-1	-1	-6

FY2009-2010								
	ACCT	ECON	FINA	IBUS	MGMT	MGSC	MKTG	Total
Losses								
<i>Tenure Track</i>								
TERI		1					1	2
Other	2						1	3
<i>Non-Tenure Track</i>								
TERI		1						1
Other							1	1
Hires								
<i>Tenure Track</i>			1					1
<i>Non-Tenure Track</i>					1	1		2
Net	-2	-2	1		1	1	-3	-4

FY2010-2011								
	ACCT	ECON	FINA	IBUS	MGMT	MGSC	MKTG	Total
Losses								
<i>Tenure Track</i>								
TERI								
Other								
<i>Non-Tenure Track</i>								
TERI								
Other								
Hires								
<i>Tenure Track</i>	3	1	1		1		1	7
<i>Non-Tenure Track</i>								
Net	3	1	1		1		1	7

FY2011-2012								
	ACCT	ECON	FINA	IBUS	MGMT	MGSC	MKTG	Total
Losses								
<i>Tenure Track</i>								
TERI								
Other								
<i>Non-Tenure Track</i>								
TERI								
Other								
Hires								
<i>Tenure Track</i>								
<i>Non-Tenure Track</i>								
Net								

FY2012-2013								
	ACCT	ECON	FINA	IBUS	MGMT	MGSC	MKTG	Total
Losses								
<i>Tenure Track</i>								
TERI	1	1						2
Other								
<i>Non-Tenure Track</i>								
TERI								
Other								
Hires								
<i>Tenure Track</i>								
<i>Non-Tenure Track</i>								
Net	1	1						2

4. Number of CoEE chair hires and Faculty Excellence Initiative (FEI) hires in AY 09-10 and number approved

Applications (AY2009-10)		
	Submitted	Approved
CoEE	1	0
FEI	0	0

D. Funding Sources

1. The Moore School of Business has completed the Five-Year Projection Model for both A-Funds and E-Funds.

The A-Fund (education and general) budgetary sources include two major categories of revenues:

- a. Tuition and Fees from undergraduate and graduate programs
 - Actual FY2009 = \$30,812,343
 - Projected FY2010 = \$33,826,391
- b. Legislative state appropriations received from the State of South Carolina General Fund for current operations
 - Actual FY2009 = \$22,184,309
 - Projected FY2010 = \$19,338,545

The E-Fund budgetary sources include revenue from departmental self-supporting activities. Examples of departmental efforts of this type include the IMBA Program in Vienna, the Executive IMBA Program in Mexico, MSB Research Incentive Funds, the Center for Technology Commerce & Innovation Management, Student Computer Fees, the Daniel-Mickel Center for Executive Education, and the Entrepreneurship Program.

- Balances at 1/20/2009 from these sources = **\$1,441,053.16.**
- Current Balances at 3/31/2010 from these sources = **\$1,208,188.16.**

2. Information related to gifts and pledges received:

	FYE 6/30/2008	FYE 6/30/2009
Pledge Payments Received	\$2,211,030.51	\$1,578,426.40
New Cash/Property/In-Kind Grants	\$3,706,608.95	\$2,343,124.74
New Pledges for Future Cash	\$701,592.76	\$8,093,287.49
New Documented (Irrevocable) Planned Gifts	\$0.00	\$0.00
New Documented (Revocable) Planned Gifts	\$0.00	\$1,235,642.34
Number of Donors in New Cash Commitments	1,871	2,142

APPENDIX - Moore School Peer and Aspirant Benchmark Schools

Category	Unit	Peers	Aspirants	Metrics
School	Moore School	Florida State, Michigan State, Pittsburgh, Tennessee, Texas A&M	Indiana, Maryland, UNC-Chapel Hill, Ohio State, Texas-Austin	Faculty (tenure track and clinical), students (undergraduate, graduate, doctoral), sources of funds, rankings (school, program, and research).
Academic Departments	Accounting	Alabama, Florida State, Georgia State, Kentucky, Tennessee, Texas A&M, Virginia Tech	Georgia, Indiana, Missouri, Pittsburgh	Under evaluation. Final set of metrics to be determined by end of Spring 2010.
	Economics	Clemson, Florida State, Georgia, Georgia State, Kentucky, NC State, UC – Irvine, William & Mary		
	Finance	Arizona, Kentucky, Pittsburgh, Tennessee, Texas A&M, Virginia Tech	Florida, Georgia, Penn State	
	International Business	Illinois, Indiana, Michigan State, Minnesota, Southern California, Western Ontario	Duke, Georgetown, INSEAD, LBS, Michigan Wharton	
	Management	Alabama, Arizona, Colorado, Connecticut, Georgia, Pittsburgh, Rutgers, Tennessee	Cornell University, Illinois, Indiana, Minnesota, Ohio State, Texas A&M, UCLA	
	Management Science	Clemson, Florida, NC State, Tennessee, Texas A&M	Arizona State, Michigan State, Minnesota, Ohio State, Penn State	
	Marketing	Arizona, Arizona State, Georgia, Iowa, Pittsburgh, Texas A&M	Florida, Michigan, Minnesota, Ohio State, Texas, Wisconsin	
Degree Programs*	BSBA	Colorado, Florida, Miami, Michigan State, Missouri-Columbia, Pittsburgh	Participating schools with Carnegie “Very High Research Activity” classification	Students’ satisfaction with: quality of faculty instruction, interaction, and responsiveness; curriculum; student organizations; extra curricular activities; facilities; computing resources.
	IMBA	George Washington, Georgia, Pittsburgh, Rice, Thunderbird, Washington University	Participating schools with Carnegie “Very High Research Activity” classification	
	PMBA	Emory, Georgetown, UNC Chapel Hill, UMD-Smith, Clemson, UGA, UNC Charlotte, Queens College –McColl- Charlotte		
	MIB	Tufts, Florida International, John Hopkins University		
	MHR	Cornell, Michigan State, UNC Chapel Hill, Rutgers, University of Illinois-Urbana,		

		University of Minnesota, OhioState-Fisher		
	MACC	UGA-Terry, UNC-Charlotte, UNC-Chapel Hill, UMD-Smith, Clemson		
	MA-ECON	Florida State, Clemson		
	EMHR			
Other	Career Management	<u>Undergraduate</u> : Illinois, Minnesota, Texas A&M <u>IMBA</u> : Thunderbird <u>MHR</u> : Cornell, Illinois, Minnesota, Purdue, Texas A&M, <u>Overall</u> : Florida, Michigan, North Carolina, Virginia		Staff size, staff/student ratio, service offerings, required class offerings (undergraduate, masters), professional memberships (e.g., MBAFocus).
	Executive Education	Emory, Florida International, Michigan State, Minnesota, Tennessee	Babson, UNC-Chapel Hill, Notre Dame	Revenue (custom, public, total), number of public offerings, number of custom programs, number of program participants (custom, public, total).

* Peer and aspirant lists for degree programs vary year-to-year depending on which schools participate in the EBI benchmarking studies. We may pick six participating schools for each study. The 2009 selected schools are listed.

Assessment of Previous Actions Plans (Previous Goals)

Goal 1: Build and sustain a reputation as a world-class research institution

Initiatives and Action Plans from Previous Blueprint

Old Initiative 1(a): Produce rigorous and relevant research that contributes to both theory and practice

Action Plans from previous Blueprint:

- Implement periodic external assessments of research quality
- Recruit, develop, and retain outstanding research faculty
- Expect and reward high quality research
- Consider hiring a few highly visible world-class scholars in strategically important areas
- Enhance the financial, administrative, and technical support for research
- Encourage and support a wide variety of research activities such as weekly seminar series and research centers
- Create an organizational structure to strengthen the research culture and enhance research quality
- Develop a plan and budget for the proposed Office of Applied Research which will enhance the school's research reputation, generate revenue, and serve our external constituents.
- Develop plans and budgets for each of the research centers.

Assessment of Action Plans from Previous Blueprint:

- Assessments from external faculty members were not solicited for the entire School during the year. The CIBER (Center for International Business Education and Research) had an external review of its activities in the fall of 2009, which included a review of its research activities. As part of our strategic planning process, academic departments identified and began to benchmark against peer and aspirant departments based upon research support and performance. One measure of research

productivity is the rankings of top journal publications by the University of Texas at Dallas. The Moore School's performance over time is summarized in the following table.

Moore School Ranking over time in Journal Groups Organized by Discipline as compiled by UT Dallas										
		2000 - 2003	2001 - 2004	2002 - 2005	2003 - 2006	2004 - 2007	2005 - 2008	2006 - 2009	2007 - 2010*	2000 - 2010*
ACCT	TAR JAE JAR	-	-	-	-	99	67	64	57	90
FINA	JF JFE RFS	-	62	58	67	51	53	53	44	65
IS	ISR JoC MISQ	40	24	31	35	55	87	-	-	58
MKTG	JCR JM JMR MS	27	23	28	27	31	36	55	73	35
OP	MS OR JOM M&SOM POM	44	39	47	39	40	54	51	92	52
MGMT	AMJ AMR ASQ OS SMJ	41	53	60	61	54	38	26	30	41
IBUS	JIBS	2	5	5	2	2	2	1	3	2
	All	45	40	48	44	40	40	44	50	45

*Incomplete information for 2010

Journal Abbreviations: The Accounting Review (TAR), Journal of Accounting & Economics (JAE), Journal of Accounting Research (JAR), Journal of Finance (JF), Journal of Financial Economics (JFE), Review of Financial Studies (RFS), Information Systems Research (ISR), Journal of Computing (JoC), MIS Quarterly (MISQ), Journal of Consumer Research (JCR), Journal of Marketing (JM), Journal of Marketing Research (JMR), Marketing Science (MS), Management Science (MS), Operations Research (OR), Journal of Operations Management (JOM), Manufacturing & Service Operations Management (M&SOM), Production and Operations Management (POM), Academy of Management Journal (AMJ), Academy of Management Review (AMR), Administrative Science Quarterly (ASQ), Organization Science (OS), Strategic Management Journal (SMJ), Journal of International Business Studies (JIBS)

The rankings need to be interpreted cautiously, and as just one metric to assess research productivity. For example, the list of top journals used by UT Dallas is not universally accepted, and it treats all publications as equally impactful. Note that the ranking assigns publications to the author's affiliation at the time of publication. The list should not be viewed as a definitive assessment of any given discipline within the Moore School, given that faculty in one academic discipline often publish in other disciplines.

- b. Two research faculty members left for other universities this past year. We hired one new faculty member, who started in January 2010. We have hired seven faculty members who begin in FY11 and we have a search ongoing for at least one more faculty member. Two highly productive scholars retire this year; we hope both will stay on as post-TERI employees. We have at least one productive scholar that was recruited by an aspirant institution, and we were fortunate to retain him. Another productive scholar accepted a chair position at another university.
- c. We are developing a policy for allocating summer research support to provide incentives for faculty to produce high-quality research. The plan ties summer research support to recent productivity, emphasizing publications in A-level journals.
- d. We continue to hire excellent researchers in all areas.
- e. The research support budget was increased by \$100,000 this year. The money has been allocated to support the internal research grant program, the purchase of archival data, and the upgrading of experimental lab facilities.
- f. During the 2009-2010 annual year, each department was allocated \$7,000 for a seminar series.
- g. The Research Advisory Committee has been advising the associate dean on the allocation of research support funds.
- h. The Division of Research has made some progress on planning and budgeting.
- i. The three active centers, CIBER, The Global Supply Chain and Operations Management Center, and the Riegel and Emory Human Resource Center have plans and budgets.

Old Initiative 1(b): Develop and implement a plan to effectively communicate the knowledge produced at the Moore School

Action Plans from Previous Blueprint:

- a. Develop methods for translating faculty research into practical applications of use to the business community, policy makers, advisory boards, and alumni.
- b. Improve the promotion and dissemination of faculty research.
- c. Encourage and support faculty exchange programs with leading research institutions.
- d. Support and reward faculty participation in the most prestigious research conferences.

Assessment of Action Plans from Previous Blueprint:

- a. Plans have not been developed.
- b. Academic departments are starting to work with our Marketing and Communications staff to develop promotional material. In addition, two issues of Moore Research have been published.
- c. One faculty member is visiting another university on Fulbright Fellowship, and another faculty member is on leave without pay to visit KAAST in South Korea.
- d. Support is provided for faculty participation in prestigious conferences.

Old Initiative 1(c): Improve the quality of the Ph.D. program

Action Plans from Previous Blueprint:

- a. Develop and implement a plan to make the program an integral part of the research activities of the Moore School.
- b. Develop and implement a plan to improve the quality of the students enrolled.
- c. Establish standards, expectations, and programs for a world-class Ph.D. education.
- d. Establish standards, expectations, and skill levels for quality placements primarily at research-oriented institutions.
- e. Develop a plan for allocating doctoral student slots across the different programs to promote higher quality doctoral student placement through enhanced matching of students with capable faculty mentors.

Assessment of Actions Plans from Previous Blueprint:

- a. Two years ago, a new position, Executive Director of the Ph.D. Program, was created to improve the quality of, and coordination among, the individual departmental Ph.D. programs. The creation of this position has elevated the importance of the Ph.D. programs and provided much needed support, coordination, and guidance for the various Ph.D. programs.
- b. A proposal for increasing the stipends and benefits for Ph.D. students, fifth year funding for deserving students, and higher recruiting budgets was submitted to the Dean's office. Budget cuts prevented the plan from being implemented. In 2010-2011, the plan is to return funding to the 2008-2009 level.
- c. Substantial progress has been made to implement the action plan. An analysis of faculty resources devoted to doctoral seminars was conducted for each area of emphasis within the doctoral program. Greater internal financial support for student participation in important conferences was provided. Criteria and procedures for selecting students who would be supported for a fifth year of study were developed, and sufficient funding was obtained to support 12 of our best doctoral students for a fifth year, deemed important for improving our doctoral placements. A renewed emphasis on student communication skills was initiated and supported by the development of a program to assess communication skills for each entering doctoral student. This program includes assessment of oral and written communication capabilities and the provision of communication training through our Center for Business Communication, an external "job-talk" coach, and on-campus English training for international students. In order to assess the quality of the doctoral education we currently provide and to meet or exceed AACSB accreditation guidelines, a new learning-goals assessment program was developed from scratch with the assistance of our assessment office. This assessment system has already been rolled out and is being used by faculty in each area of emphasis.
- d. Lists of peer and aspirant institutions were developed for each area of emphasis within the doctoral program as a starting point for setting benchmarks for performance. Several of the actions taken to improve the quality of the doctoral education that we provide should also enhance placement.
- e. As part of the strategic planning process, a proposal for allocating doctoral student slots across programs based on the quality of prior placements has been developed.

Goal 2: Enhance and sustain the Moore School's reputation as a thought-leader in international business

Action Plans from Previous Blueprint:

- a. Establish an organizational and incentive structure to better initiate, coordinate, facilitate, and administer global activities
- b. Develop and implement a plan that will enhance the global educational experiences of the students, faculty, and professional staff
- c. Consider establishing and enhancing Moore School Centers of Global Business Excellence in strategic areas (e.g., Global Supply Chain and Process Management Center)
- d. Develop additional alliances with leading universities in other countries

- e. Encourage, support, and reward faculty and graduate student participation in international networks of business school scholars such as conferences and symposia

Assessment of Actions Plans from Previous Blueprint:

- a. An Associate Dean for International Activities was appointed, and the Office of International Activities expanded. These actions provide greater centralization of international activities within the School, and coordination with CIBER, School education divisions, and USC offices.
- b. Facilitated by the Associate Dean for International Activities appointment, a formal international education (student) plan was developed and is being used by undergraduate and graduate task forces exploring [international] program and course development. In calendar year 2009, 48 graduate student overseas internships, and 107 students studied abroad. Global education for faculty and staff is being facilitated through regional immersion courses sponsored by our CIBER. In 2009 calendar year, seven faculty and three staff traveled overseas on CIBER-funded trips.
- c. Budget cuts limit the extent to which additional Center support can be provided at this time.
- d. New alliances are being investigated that are multiplex in their coverage to reflect the significant administrative and financial resources required to effectively manage overseas relationships. These alliances will relate to our School's strategic directions. We have reinvested in our relationship with Monterrey Tec in Guadalajara for the EIMBA program, and are in the first year of a new undergraduate program with the Chinese University of Hong Kong. Negotiations are in progress with University of Chile at the doctoral level, and the Mediterranean School of Business in Tunisia at the graduate and undergraduate levels. Discussions are ongoing with business schools throughout Europe (Stockholm, Copenhagen, Helsinki, Warsaw, Vienna, Milan, Frankfurt) to partner with us at the graduate level, specifically for the MIB degree. We are also exploring membership in CEMS, a strategic alliance of leading business schools and multinational companies whose mission is to set a global standard of excellence for pre-experience Master's in management.
- e. The school supported significant faculty travel to international conferences and for presentations at universities around the world. In calendar year 2009, the following international activities occurred: 17 international conferences were attended at which 28 presentations were made; faculty taught a total of 29 courses overseas; and 147 unique international research activities occurred (40 overseas research trips, 41 presentations, and 66 research collaborations).

Initiative 2(b): Develop and enhance the school's reputation for thought leadership related to international business in all of the faculty departments

Action Plans from Previous Blueprint:

- a. Identify and recruit scholars with international research interests in each of the academic departments
- b. Provide enhanced support for research on international business issues
- c. Reorient the CIBER as a vehicle to promote greater internationalization of the faculty in terms of research, teaching and outreach
- d. In order to be representative of the international vision for which we aspire, we seek an internationally diverse population of faculty, students, and staff.
- e. Create position of Associate Dean for International Activities to promote and effectively implement the School's internationalization strategy.

Assessment of Previous Action Plans:

- a. Budget cuts limited our ability to hire in 2009-10 and thus recruit international scholars.
- b. CIBER awarded 11 grants for a total \$72,500 for research related to international business issues this year. Moore School ranked 1st among U.S. institutions in publications in the *Journal of International Business Studies* between 2001 and 2006.
- c. As mentioned in 2a, the Office of International Activities has been expanded and is under the leadership of a new Associate Dean. CIBER is closely linked to this school-wide office.

- d. Tom Lopez left the Moore School at the end of the 2008-09 academic year. Candidates are being sought to fill this position.
- e. Position filled. Dr. Randy Folks, Professor of International Business, is the new Associate Dean. Randy has extensive international administrative, researching, teaching expertise.

Goal 3: Develop thought leadership and related programming on our Sustainable Enterprise and Development (SEAD) theme

Action Plans from Previous Blueprint:

- a. Organize workshops and meetings to better define the Moore School's view and focus on sustainable enterprise and development
- b. Identify and recruit leading scholars in each of the academic disciplines that will contribute to the Moore School's thought leadership on issues concerning sustainable enterprise and development.
- c. Develop a plan for encouraging research on these issues
- d. Develop curriculum proposals for incorporating issues related to sustainable enterprise and development into the programs offered by the Moore School
- e. Continue to offer the Page Prize for Curriculum Innovation on Sustainable Development (corresponding to an endowed gift secured for this purpose).
- f. Work with faculty and staff to promote Moore School compliance with the UN Global Compact to promote sustainability and development issues within our school
- g. Bolster the activities and membership of Net Impact student association geared towards sustainability and development issues

Assessment of Action Plans from Previous Blueprint:

- a. The Moore School's view and focus on sustainable enterprise and development remains quite broad.
- b. A search is underway to hire a faculty member to lead the sustainability initiative.
- c. The sustainability task force initiated a SEAD research grant program and awarded three grants this year.
- d. The sustainability task force has not offered new curriculum proposals to date. Ten graduate courses had at least 50 percent of their content related to corporate social responsibility during the 2008-2009 academic year
- e. In its second year, the Page Prize received numerous proposals.
- f. Mechanisms to support our compliance with the UN Global Compact are still being developed.
- g. The number of students involved in Net Impact student associations remains strong.

Goal 4: Develop and sustain world-class global business educational experiences for master's students

Action Plans from Previous Blueprint:

- a. Develop evaluation metrics, assess current programs on those metrics, and recommend an optimal portfolio of master's programs.
- b. Explore and evaluate new programs that would provide a distinct and/or unique characteristic on which to build reputation
- c. Recruit and develop a critical mass of outstanding research faculty who will also be exemplary teachers in the master's programs
- d. Explore the alignment of the graduate program portfolio– in regard to structure and timing – to the needs of student-clients.
- e. Grow the enrollments of our graduate degree programs to provide greater resource security for the school
- f. Expand upon existing services to masters students in areas such as career management, extracurricular programming, academic advising and coordination of processes, procedures, and

activities across graduate programs, specifically to provide greater access for international experience

- g. Further develop international partners for programming and experience. More specifically,
 - Explore the development of international degree partners in China, Hong Kong and other areas consistent with our strategic directions.
 - Determine interest for international experiences in programs such as MHR, MAAC, PMBA and future masters level programs

Assessment of Action Plans from Previous Blueprints:

- a. Program metrics have been put in place for input/admissions criteria as well as enrollment targets.
- b. The Graduate Program Faculty Committee overseeing the degree portfolio of the division is in active discussion regarding new degree programs. Last year the MIB was successfully launched and 9 students matriculated and will graduate this spring term. The EMHR program track has been approved and we are recruiting for the first class to begin in fall of 2010.
- c. The new faculty recruited this year either are, or will develop into, excellent teachers in our masters programs.
- d. Investments will continue to be made in the expansion of programmatic and service offerings to graduate students as new programs are created and existing programs are redesigned. Over the past year significant progress has been made in regard to service and engagement of PMBA program students.
- e. We will be investing in between 2 to 4 student recruiters and or business development professionals in the next 12 to 24 months.
- f-g The Office of International Affairs has been established and we have named an Associate Dean who will lead the coordination of all international partnerships which we believe will yield opportunities for all graduate students. International visits have been underway and outlines are in place for collaborative efforts in Tunisia (Mediterranean School of Business), Iraq (University of Tikrit), Egypt (The American University in Cairo) and in China (Beijing Language and Cultural University).

Initiative 4(b):

Identify specific rankings to target, and focus on attaining a high percentage of participation of master's students in selected rankings and optimize performance in programs and associated ranking(s)

Action Plans from Previous Blueprint:

- a. Develop a strategic planning process that requires:
 - Benchmarking against peer and aspirant institutions
 - Identify categories in which we do and do not perform and link those categories needing attention to specific actions, objectives and performance goals for the offices, divisions and departments. This process will be a driving component of our enterprise performance management system process and individuals' professional development planning
- b. Launch a brand positioning and awareness program for each of our masters programs, which will target opinion leaders within our industry via email communications, direct mail and the writing and placement of opinion pieces in key outlets
- c. Work with our elected student representative groups to understand their evolving needs in masters level programming and invite them to work with us to design the experiences that they are seeking – we believe this will have a direct correlation to the manner in which students and graduate alums participate in the rankings surveys requested of them
- d. Work specifically to improve the masters program “client” experience from inquiry and application through program experience to graduation and activity as alumni. We will map the way we capture data, engage the “client” in the process and we will improve upon each attribute identified during our mapping process. In the next twelve months we will specifically address:
 - i. The application(s) process and the software technologies used

- ii. The student registration of classes, billing and management of personal data via the scaled back *OneCarolina* initiative as well as Moore School investments in necessary supporting infrastructure and technology
- iii. Our communication to students who are resident at Moore as well as those who are abroad on international study
- e. Work over the next 12 - 24 months to develop internal survey processes to measure student and faculty satisfaction

Assessment of Action Plans from Previous Blueprint:

- a. The school monitors rankings against peer and aspirant institutions from a number of publications, including *U.S. News and World Report*, *Financial Times*, and *Business Week*. A core team consisting of members of the Office of Marketing Communications (OMC), each program division dean and the Deputy Dean meet during the course of the year to discuss the rankings. A master schedule for rankings submission and tracking is being built by the OMC.
- b. This work is in progress. We successfully launched ad and sales campaigns in high traffic areas such as Greenville and Charlotte
- c. A Graduate Student Advisory Council has been formed and convened over the course of the year. We have additional work to do in this arena but are confident we are on the right track as we have increased communications with our students.
- d. We have successfully launched an online applications system. We have recruited a new director of admissions, a new director of recruitment and we have streamlined processes to make the buyer experience better.
- e. Survey instruments have not been developed.

Initiative 4(c):

Encourage and support use of blended education to enhance the educational experience, to provide flexibility for students, and to provide the opportunity for expansion of programs

Action Plans from Previous Blueprint:

- a. We will study our competitor base and work with education division deans to create plans to utilize technology with the intent of developing blended learning modules for each of our current and all future programs
- b. The Division of Executive Education will serve as an arena for the Moore School to run experiments with professional audiences that may be applied to degree based programming.
- c. Over the summer we will form faculty and professional staff committees to address the design and development of new masters level degree programs utilizing a set of flexible learning delivery mechanisms. We expect to further develop these plans over the fall.
- d. Via the Office of Marketing Communications, in concert with the Moore School Office of Technology Resources, we will capture digital content with our faculty and work to repurpose the material for existing and future programming initiatives.

Assessment of Action Plans from Previous Blueprint:

- a. We have secured an early field trial (EFT) partnership with Cisco and are in the process of experimenting with classroom technologies that will extend the reach, pedagogy and relevance of our programs
- b. The technology is now in place to begin experimentation.
- c. The Graduate Program Faculty Committee will be complete with their design processes in May of 2010
- d. Significant investments have been made to upgrade our classrooms for the PMBA programming and we intend to extend that over content capture and repurposing of material in the coming year.

Initiative 4(d):

Continue to enhance career management services

Action Plans from Previous Blueprint:

- a. Develop and implement a plan to increase the quality and quantity of job opportunities
- b. Evaluate the extent to which services will be provided to non-full-time programs
- c. Improve access of students to alumni for mentoring, career development, internships, and placement
- d. Manage relationships with firms providing career management services to achieve more effectiveness
- e. Expand upon the existing career planning and preparation programs in place and develop a “life-cycle” approach to serving masters level candidates from matriculation to alumni
- f. Develop a plan to work with the University Office of Career Management to utilize existent technologies and services available to undergraduate students (such as JobMate) for graduate students with the intent of eliminating the replication of activities and creating gain sharing opportunities between undergrad and grad services
- g. Explore the consolidation of existing and separate Moore School activities of Career Management and Internship Management into one office for career services for undergrads and graduate students across all programs at the Moore School
- h. Consolidate all corporate data and relationships into one shared data resource (SalesForce Software package)
- i. Explore the expansion of the Office of Career Management staff to meet increased needs of the various program constituents and demands from students as related to our peer and competitor institutions

Assessment of Action Plans from Previous Blueprint:

- a. Ongoing
- b. A new partner vendor has been selected and online career resources are now in place for all graduate programs
- c. Ongoing
- d. Ongoing but we need to secure collaborative relationships with placement and job agencies abroad to place our students in the international arena
- e. Ongoing
- f. Ongoing
- g. Complete
- h. Working out the bugs but we launched SalesForce in February of 2010
- i. We are understaffed in this office. We served approximately 4000 undergraduate students and 800 graduate students. We anticipate needing as many as 4 – 6 additional team members in the form of recruitment managers, student advisors and project managers. The number will depend upon what we can accomplish with international partners for placement.

Placement and Average Salary for Master's Level Graduates

Master's Program	2004	2005	2006	2007	2008	2009
International MBA						
Offer by graduation	43%	52%	78%	59%	73%	42%
Offer by 90 days	72%	85%	88%	87%	86%	67%
Accepted by graduation	42%	47%	73%	53%	67%	42%
Accepted by 90 days	72%	80%	88%	86%	86%	62%
Average Base Salary	\$63,754	\$72,421	\$76,657	\$75,402	\$79,376	\$69,000
Average Bonus Salary	\$ 5,819	\$ 8,980	\$ 8,782	\$ 9,292	\$11,819	\$10,653
Master Of Accountancy						
Accepted by 90 days		92%	94%	98%	90%	96%
Average Base Salary		\$46,000	\$46,000	\$47,258	\$55,000	\$49,500
Master of Human Resources						
Accepted by 90 days		95%	93%	92%	88%	70%
Average Base Salary		\$56,600	\$65,500	\$67,200	\$73,744	\$79,000
Average Bonus Salary					\$ 7,250	\$ 7,250

The Moore School tracks IMBA placement in compliance with the MBACSC reporting standards.

Initiative 4(e):

Develop greater collaboration with other programs at USC that will create value for the Moore School

Action Plans from Previous Blueprint:

- Continue discussions about joint programs and other cooperative activities with other schools on campus, including the School of Education, Computer Science and Engineering, HRSM, and Arts and Sciences.
- Continue to develop joint FEI proposals with other schools on campus (eliminated for 09-10)
- Explore the co-design of targeted undergraduate minors in business programming with other colleges on campus

Assessment of Action Plans:

- Collaboration with School of Education has led to a fine program outline and plan, which was presented to CHE. The program was warmly welcomed. The School of Education is the lead on this project. No other significant progress made this year but conversations regarding the MIB have progressed positively with the Law School and the Political Science Department
- Budget cuts have eliminated the opportunity for new FEI proposals.
- No significant progress made this year but conversations regarding the Innovista programmatic opportunities have progressed positively with the Honors College

Goal 5: Develop a rigorous and relevant educational experience for undergraduate students that enable them to succeed professionally and to be valuable members of society.

Initiative 5(a): Provide a set of undergraduate majors or specialties that are nationally and internationally recognized for quality and that attract high ability/high achieving students to the Moore School

Action Plans from Previous Blueprint:

- Assess whether the international business major should be expanded and/or a few other innovative and high profile majors/specialties should be created.

- b. Develop and implement a plan to enhance the reputation and visibility of the overall program, the international business major, and any innovative majors/specialties.
- c. Consider identifying specific rankings to target and focus on attaining top rankings.

Assessment of Action Plans from Previous Blueprint:

- a. We admitted 90 outstanding students to the IB major this year. In addition, we introduced direct freshman admission to the IB major in anticipation of increasing the number of IB majors to 120 next year.
- b. A committee is working on a proposal to raise expectations of students and a code of conduct for business students. Admitted freshmen for Fall 2009 had an average SAT score of 1197 which was a five-point increase from Fall 2008. Enhanced Career Management Services for undergraduates was implemented in Fall 2008. The career services office continues to expand the number of students that they serve.

Average SAT Scores and GPAs of Moore School Students

	No. of New Students	Average Test Scores
IMBA	93	643 GMAT
PMBA	157	605 GMAT
MACC	43	592 GMAT
EIMBA	20	615 GMAT/PAEP
MHR	35	595 GMAT
MAEcon	13	625 GMAT
MIB	9	602 GMAT

Note: SAT Information for Juniors and Seniors includes SAT scores of transfer students.

- c. We are tracking rankings including *U.S. News and World Report* and *Business Week*. In 2009 the IB Major retained its #1 ranking and the Risk Management and Insurance Major was ranked #10 by *U.S. News and World Report*. The undergraduate program was ranked 42 by *U.S. News and World Report* and 86 by *Business Week*.

Moore School of Business Rankings Survey

Publication	Ranking Description	Scope	2003	2004	2005	2006	2007	2008	2009
<i>Business Week</i>	MBA	U.S.		top 70		top 38			
	MBA "return on investment"	U.S.				3			
	Best Undergraduate Business Schools	U.S.						95	87
<i>Financial Times</i>	MBA	International	45	36 (23 US)	78		72	55 (25 US)	67 (38 US)
	International Experience	International					1	1	2 (1 US)
<i>The Wall Street Journal</i>	MBA Recruiters	Regional U.S.				49	49		
	MBA International Business	U.S.				7	9		
	MBA Europe	Europe					15		
<i>U.S. News & World Report</i>	Best Business Programs	U.S.				45	49	41	42
	Undergraduate International Business	U.S.	1	1	1	1	1	1	1
	Insurance								10
	Best Graduate Schools, International Business	U.S.	2	2	2	2	2	2	2
<i>Latin Trade</i>	MBA	International			5		top 45		
<i>Entrepreneur</i>	MBA	U.S.			top 50	top 100			
<i>Forbes</i>	MBA "return on investment"	U.S.			49		54 (25 public)		67
<i>The Economist</i>	Economist Intelligence Unit MBA	International				94	67	83	73
<i>Women 3.0</i>	MBA, Entrepreneurship	U.S.						38	
<i>QS TopMBA.com</i>	MBA Recruiters' U.S. and Canada	U.S.				25	14	18	
	International Management	International					8	11	
	Operations Management	International					13	32	
	Entrepreneurship	International					18	30	
	Marketing	International					19	47	
<i>ReportEd (India)</i>	MBA	International				54 (32 US)			
<i>Beyond Gray Pinstripes</i>	"Global 100" MBA Programs	(bi-annual) International					51		42

Initiative 5(b): Provide students with, and encourage them to utilize, a variety of opportunities for meaningful global business educational experiences

Action Plans from Previous Blueprint:

- Reassess the international dimension for the degree and consider requiring an international business course as part of the core
- Expand, enhance, and/or initiate opportunities such as quality exchange programs, overseas internships, and discipline-specific programs to enhance the international experience

Assessment of Action Plans from Previous Blueprint:

- Changes were not made to business curriculum
- The school continues to develop a portfolio of international partners, and we have increasing numbers of students taking advantage of international opportunities.

	# of Participating Students
International Internships	15
Study Abroad	316
Exchange Programs	28
Taking International Courses	831

Initiative 5(c): Enhance the extent to which ethics, leadership, and communication are part of the degree requirements

Action Plans from Previous Blueprint:

- Assess whether these topics are best taught by integrating the content into multiple courses across disciplines and/or requiring that students take a separate course in the topic area
- For integrated topics, encourage, support, and reward faculty to develop needed skills and commitment to participate in the integration initiatives

Assessment of Action Plans from Previous Blueprint:

- An explicit assessment has not taken place, but several initiatives are underway to enhance student exposure to leadership training, including sending having more than 150 students engaged in special leadership activities.
- Pilot project underway with Buckley School of Public Speaking to study how to scale training for all of our undergraduate students.

Initiative 5(d): Enhance students' abilities to analyze real business problems and to communicate the implications for decision-making effectively

Action Plans from Previous Blueprint:

- Develop a plan to ensure that students obtain the relevant knowledge and skills prior to entering the capstone business course
- Develop a plan to ensure that students are capable of analyzing business problems and communicating the results of the analysis by graduation
- Investigate whether to require students to complete a case-based or project-based capstone course in their major
- Develop a plan to encourage and support quality internships

Assessment of Action Plans from Previous Blueprint:

- An assessment plan is in place.
- Discussions are underway on how to ensure that students learn EXCEL prior to taking the core courses.
- Requiring students to complete a case-based or project-based course in their major has not been considered.
- A new internship program with the Carolina Collegiate Credit Union was implemented this year with success.

Initiative 5(e): Enhance the career management services available for students

Action Plans from Previous Blueprint:

- Develop and implement a plan for providing undergraduate students with the necessary competencies for successful career management
- Improve access of students to alumni for mentoring, career advisement, internships, and

- placement
- c. Improve the career tracking of students through coordination with the USC Career Center and the Moore School Alumni Office
- d. Benchmark best practices from peer and aspirant schools to evaluate the status of career management and placement as an independent function and/or in collaboration with the USC Career Center

Assessment of Action Plans from Previous Blueprint:

- a. A plan has been developed and is being implemented.
- b. Little progress has been made on involving alumni in mentoring, internship, and job placement..
- c. The tracking of internship and fulltime placement data is improving.
- d. Benchmarking indicates that most schools provide career management services to undergraduate students at levels beyond our current support for Moore School undergraduates.

Initiative 5(f): Develop greater collaboration with other programs at USC that create value for the Moore School

Action Plans from Previous Blueprint:

- a. Continue discussions about joint programs and other cooperative activities with other schools on campus, including the School of Education, Computer Science and Engineering, HRSM, and Arts and Sciences
- b. Continue to develop joint FEI proposals with other schools on campus (eliminated for 08-09)
- c. Develop a variety of business minor programs that will appeal to non-business majors
- d. Develop business courses that are open to all USC students; consider development of a proposal for an “Introduction to Business” primer course to become part of the general education requirements for all undergraduate students at the university

Assessment of Action Plans from Previous Blueprint

- a. We are participating in a Linked-Courses initiative sponsored by the Office of Student Engagement between the Speech Department and one business section of University 101 with the goal of promoting cohort experiences.
- b. The university is not soliciting new FEI proposals.
- c. A Moore School Task Force is actively engaged in evaluating area-specific minors for non-business majors.
- d. Department chairs are developing new courses and/or opening existing courses to non-business students.

Goal 6: Design and implementation of a world class, comprehensive development operation in the Moore School

Action Plans from Previous Blueprint:

- a. Hire Senior Development Officer to lead our advancement efforts in collaboration with external affairs activities within the School.
- b. Development of a new and compelling Case Statement for the School reflecting our strategic directions.
- c. Design of a capital campaign for the School with a target endowment level commensurate with the needs identified in the strategic planning process—estimated at \$150 million over five years—to permit the hiring of 20-25 endowed chairs corresponding to our School’s strategic directions, and to fulfill the obligations on the Darla Moore match gift, using professional expertise from outside the School to guide our efforts.
- d. Broaden the donor base to include individuals and organizations beyond South Carolina.

- e. Design an Advancement organization plan to enable the achievement of the capital campaign identified in point c. above, using professional expertise from outside the School to guide our efforts.
- f. Ensure the fruition of the Department of Justice negotiation that will enable the construction of the new Business School building in the Innovista within four years.
- g. Leverage the new building for naming opportunities specific to the capital campaign outlined in point (h) above.
- h. Restructure and revitalize the School's boards to promote greater advancement gains.
- i. Improve participation in the Family Fund campaign in terms of participation rates and levels of giving.

Assessment of Action Plans from Previous Blueprint:

- a. Search is in progress
- b. In progress but the "Founders Endowment," a 25 million dollar target, has been launched
- c. In progress via Founders Endowment and will accelerate when new Senior Development Officer is in place. Between July 1, 2008–June 30, 2009 the Moore School received \$2,567,813.10 from 1024 out-of-state donors. To date in FY 2009-2010, the Moore School has received \$3,473,334 from 879 out-of-state donors.
- d. In progress via the expansion of alumni outreach and reunion initiatives
- e. We have made investments in the Alumni Relations and Special Events staff over the past year, which has led to an overall professionalization of the development function. We have also partnered with the Phoenix Philanthropy group assist us in Reunion activities and annual giving. Planned giving has also been made a priority via partnerships with Ruffalo CODY and IDC. Alumni data updates are underway through a contract with Lexis-Nexis and will be screened for capacity for giving by Grenzenbach Glier in late Spring 2010
- f. Successfully completed
- g. In progress
- h. The schools advisory boards have been successfully restructured and are functioning well.
- i. Between July 1, 2008 – June 30, 2009, 151 Moore School faculty and staff Family Fund donors pledged/contributed \$209,585.28. Between July 1, 2009 and February 19, 2010, 108 Moore School faculty and staff pledged/contributed \$53,867.

Goal 7: Develop new and enhance existing programs and activities to meet the needs of external organizations, alumni, and policymakers to promote the school's reputation and enhance its resources.

Initiative 7(a): Increase revenue and enhance the Moore School's reputation through professional development and executive education programs

Action Plan from Previous Blueprint(s):

- a. Determine the reputation and funding goals, and the portfolio of programs that will achieve those goals for the Daniel-Mickel Center for Executive Education
- b. Expand new markets for existing profitable programs
- c. Address the issue of in-load versus off-load teaching for faculty involved in executive education
- d. Develop new programs with a sustainable competitive advantage that leverage core competencies within the Moore School
- e. Develop and implement a comprehensive approach to marketing the Moore School to include appropriate structure and staffing
- f. Develop strategic plan for open enrollment and custom programs
- g. Explore the MHR and MACC programs for additional market segments to attract into these programs
- h. Continue to develop existing executive education clients in regard to scope of relations and relevance and depth of programming and specifically target new clients in a "consultative

education” set of engagements

- i. Participate in industry seminars and associations to further our brand awareness and capabilities among executive education providers including UNICON, ICEDR, etc.

Assessment of Action Plans from Previous Blueprint:

- a. In progress. While new programs have been developed for both open enrollment and custom clients, the marketplace has cooled to executive education programming in the difficult financial climate. A discussion is in progress to reorganize outreach and non-traditional revenue generating activities for the Moore School.
- b. New markets and clients are being sought.
- c. Guidelines for faculty compensation have been set.
- d. Five new non-degree programs have been created to date:
 - Winning the Competition for Talent
 - Leading Strategically in an Uncertain World
 - Developing and Executing Strategies that Work
 - Creating Value through Mergers & Acquisitions
 - Managing Uncertainty & Riskand a new executive level version of the Master of Human Resources Program is being recruited for this fall semester
- e. See Marketing & Communications assessment
- f. Ongoing
- g. The MHR is redesigned and approved. The MACC program faculty have begun the process of exploring programmatic offerings in Upstate and Aiken. Program competitive advantage is being defined.
- h. Key client relationship models are under review.
- i. In process

Initiative 7(b): Increase business school faculty, student, and staff outreach activities

Action Plans from Previous Blueprint(s):

- a. Explore how the Moore School can be more involved in the Innovista project
- b. Develop a system that sets expectations and provides incentives for faculty involvement in various outreach activities
- c. Plan to locate the Moore School in the Innovista
- d. A plan for hiring clinical faculty whose responsibilities include outreach will be initiated in the coming year.
- e. We are exploring participation in development of a small venture capital fund with Robert Fletcher, in coordination with John Parks on behalf of USC.

Assessment of Action Plans from Previous Blueprint:

- a. The Moore School has been involved in critical conversations regarding the Innovista, and the multitude of vehicles to be involved with students, faculty, new technologies and existing companies.
- b. Some standardization for pricing of incentive structures for faculty has taken place (such as project work in the Global Supply Chain Center) and overload payments for teaching in entrepreneurial programs but much work is ahead.
- c. A plan has been created.
- d. Hiring of additional Clinical Faculty for teaching and outreach/engagement purposes was placed on hold last year due to budgetary constraints but will be revisited in future years. We will likely target the engagement of clinical faculty in multifaceted roles with the undergraduate programming initiatives associated with career activities, specialty programming and related extracurricular learning activities.

- e. These initiatives have been explored and slowed while we assess the financial situation ahead.

Initiative 7(c): Enhance alumni involvement

Action Plans from Previous Blueprint:

- a. Acquire and coordinate better alumni data
- b. Develop and implement plan to provide on-going educational services to alumni
- c. Improve communication and marketing of school's activities to alumni
- d. Increase alumni activities and services to Undergraduate Division.
- e. Implement regular communication to alumni in order to better connect them to the Moore School and to highlight opportunities for support and engagement, such as internships placement and speaking opportunities.
- f. Support existing programs sponsored by the USC Alumni Association, such as May Carolina, to leverage resources and to provide content to and engage with more alumni.

Assessment of Action Plans from Previous Blueprint:

- a. Ongoing - Via coordinated efforts to support alumni, development and business relations – a core team of professional staff have begun to map data flows at the school, converge databases and coordinate efforts for sharing data among departments and within the university. We now have 88.3% accuracy in our mailing list. Salesforce CRM software has been procured installed and is working at the Moore School. We are working on key client lists and coordinating outreach activities.
- b. Web casting of speaker series is ongoing. Additional programming planned for alumni events. We will look to leverage TelePresence technologies for benefit of alumni
- c. We have begun to leverage social networks such as LinkedIn (we now have 733 members) and Facebook (we now have 240 members) to connect Moore School alumni as a communication platform.
- d. We are working with student clubs and faculty to link in alumni
- e. We have launched a quarterly electronic newsletter for alumni which has received positive feedback
- f. Last fiscal year we ran 40 alumni events and are in close coordination with central alumni and development offices. We have taken steps to significantly increase programming for May Carolina in the coming year and participated, formally, for the first time last year

Initiative 7(d): Create an Office of Marketing and Communications (MarCom)

Action Plans from Previous Blueprint:

Establish standard operating procedures for marketing and communications functions:

- a. Working with all administrative and academic departments, establish a comprehensive MarCom strategy (specific to each program or service) to promote the school and further the awareness and prestige of the Moore School brand
- b. Identify advertising media to attract prospective students to all Moore School programs throughout our graduate degree portfolio
- c. Explore and develop plans for innovative marketing communications such as podcasting, repurposing PMBA recorded program content, etc.
- d. Develop and produce a publication tentatively titled *Moore Research*, which will be used to highlight the thought leadership of Moore School faculty within the management education academic and donor communities (develop/access appropriate listservs and databases – “ACAD List”)

Assessment of Action Plans from Previous Blueprint:

A new strategy has been set to work with external vendors to develop a comprehensive set of

digital and print collateral to highlight thought leadership in academic departments, programs and activities of the school. Specific progress has been made in areas including:

- a. New print collateral has been developed for graduate, executive and undergraduate programs
- b. *Moore Research* magazine has been published twice
- c. The web site has been redesigned and built upon a content management platform
- d. An Intranet site will be launched within the fiscal year
- e. Digital “storefronts” for marketing communications content is in development with a targeted completion date by the end of the fiscal year
- f. Significant efforts have been made in public relations activities and articles have been placed in digital and print media in publications such as *Business Week*, the *Financial Times*, the *Wall Street Journal*, *Time Magazine*.
- g. Significant and ongoing investments have been made in working with vendors on brand identity and intention (with Kevin Clark – a world class brand strategist) and DEGW in regard to current and future states of the school. These activities will impact our marketing and communications efforts moving forward.

Goal 8: Create world-class facilities at the Moore School

This goal is continued from the previous Blueprint. This goal is necessary to attract the best faculty and students to the Moore School.

Initiative 8(a): Renovate and/or build new physical facilities for the Moore School

Action Plans from Previous Blueprint:

- a. Develop comprehensive design/building plans that incorporate advanced technology for new and/or extensively renovated facilities
- b. Complete plans for a new facility
- c. Break ground – anticipated duration of 24 - 36 months from breaking ground to occupancy
- d. Spruce up and maintenance of existing facilities common areas, including painting, acquisition of necessary furniture and equipment that will enable desired operation and service levels, increased levels of building cleaning and maintenance have already been procured in collaboration with university facilities operations
- e. Expand upon building cleanup processes to include bathrooms, academic department areas, deans office and student lounge areas
- f. If we do not have a conclusive response from central administration on the proposed agreements with the NAC we will form a “Plan B” before the end of the second quarter of the year.

Assessment of Action Plans from Previous Blueprint:

- a. RFP process is complete for the A & E firm and a firm has been selected to monitor the building project. Search for a contractor is in final stages. Building design/plans will be complete in the next 6-9 months.
- b. Incomplete...ongoing with target completion of May 2013.
- c. Plans should be drawn and with building completion date targeted for May 2013.
- d/e. We have made significant progress in the overall operations and appearance of the current Moore School facility.
 - Painting, carpeting, and technology upgrades have been completed in many areas.
 - Break-out rooms have been enhanced;
 - Common areas improved;
 - Space has been designated for faculty/staff lounge area;
 - Space has been designated for two additional student lounge areas, one for undergraduates and one for graduate students.

- Approximately 480 facilities requests were completed to handle repairs, support, and renovations during this period. Additional upgrades will continue.
- f. Completed...lease has been secured.

Initiative 8(b): Develop and implement improved policies and procedures for safety and for the management of facilities and computing services at the Moore School

Action Plans from Previous Blueprint:

- a. Develop a plan that will ensure safety in and around the Moore School's facilities
- b. Design and implement a review process for Computing Resources/Self Computer staff with the objective of increasing accountability and rewarding effective personnel
- c. Design and implement a review process for custodial and maintenance operations with the objective of increasing accountability and rewarding effective practices

Assessment of Action Plans from Previous Blueprint:

- a. Fire safety and police officers have been engaged and approved of new emergency signage in the building. Seminars on "active shooter" have been run and "emergency call lists" have been updated along with call trees for internal school communications.
- b. Technology services have been audited and improvement plans are being implemented this year.
- c. The Facilities Office on campus has taken on this task centrally and we are reporting our service experience frequently to the central function office

Goal 9: Develop and implement programs for faculty and staff involvement in Moore School professional and social activities

Action Plans from Previous Blueprint:

- a. Provide staff with opportunities for development and advancement
- b. Expand and improve the orientation given to new Moore School faculty and staff
- c. Facilitate connections for new faculty by initiating social activities with new or young faculty in other departments and colleges
- d. Provide a location for informal social interaction among faculty and staff
- e. Investigate the feasibility and desirability of having additional Moore School social gatherings
- f. Facilitate monthly events in the faculty lounge
- g. Professional development program will be initiated this summer for financial planning and management skills associated with the strategic planning process. Estimated start time is the end of June.
- h. Development and launch of an internal digital newsletter and electronic calendar of events for the Moore School and the university
- i. Extending use of advisory committees. The SAC and FAC committees within the school meet regularly and we plan to use these as both communications and feedback vehicles for the Dean's Office and leaders around the school.

Assessment of Action Plans from Previous Blueprint:

- a. We have encouraged staff to take advantage of the university's professional and personal development opportunities.
- b. Improvements in the staff orientation and welcoming have occurred, but much progress needs to be made on faculty orientation and welcoming.
- c. Other than several receptions following faculty and staff meetings, little progress has been made.

- d. We have opened the faculty lounge as a location for faculty and staff to eat lunch, and have encouraged people to visit by periodically providing drinks and food.
- e. We usually have a reception after all Faculty and Staff meetings.
- f. We have implemented Moore Mondays – lunchtime gatherings for faculty and staff in the faculty lounge.
- g. The planned program was not implemented.
- h. Communication with faculty and staff is being enhanced through the development of an intranet. An electronic calendar of events has been implemented.
- i. SAC and FAC continue to inform the dean of issues, and provide a communication mechanism.