



**Radford**  
UNIVERSITY

Davis College of  
Business and Economics



# **Strategic Plan 2023-2028**

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## About the Davis College of Business and Economics

The Davis College of Business and Economics at Radford University prepares analytical and innovative business professionals for the ever-evolving global economy. Located in the New River Valley in southwest Virginia, this AACSB accredited college offers an array of comprehensive programs designed to shape future leaders and entrepreneurs.

The Davis College offers a variety of undergraduate programs. Students can pursue a Bachelor of Business Administration (BBA) in five majors, each catering to diverse interests and career paths. These majors include Accounting, Finance (with a concentration in insurance & real estate), Economics (with a concentration in sustainable development), Management (with concentrations in entrepreneurship and human resources), and Marketing (with concentrations in digital marketing and professional sales). Additionally, the college provides two Bachelor of Science (BS) degrees: the BS in Economics and the BS in Information Systems, with concentrations in Information Systems & Decision Analytics and Information Systems & Security Management.

For non-traditional students who are location-bound and unable to attend classes in person, the Davis College offers a BBA Online Degree Completion program focused on general business. This program is targeted to those who have completed a transferable Associate's Degree (or are within 6 hours of meeting all general education requirements).

As the Davis College of Business and Economics continues to foster innovation, collaboration, and excellence, it remains committed to developing exceptional business professionals who will thrive in today's global landscape. By offering a plethora of programs and opportunities, the Davis College stands as a catalyst for transformation and growth, preparing the next generation of business professionals.

In addition to the majors offered, the Davis College of Business and Economics offers a wide array of exciting minor programs. The 11 minors available are carefully designed to complement a student's major studies, enhance their academic experience and open up new opportunities for personal and professional growth providing the ability to tailor a student's academic journey to their unique interests and career goals.

The Davis College also takes pride in its graduate programs, offering a Master of Business Administration (MBA) degree that can be completed entirely online. The program follows a 7-week, asynchronous modality, allowing full-time students to earn their MBA in under 12 months. Two concentrations are available: a general MBA and an MBA with a focus on Business Analytics, catering to those interested in data-driven decision-making.

For students seeking to enhance their analytical skills, the SAS Joint Graduate Certificate in Business Analytics provides a valuable opportunity. This 100% online certificate program equips students with the ability to analyze data effectively, making informed decisions that set them apart in the job market. It can be pursued as part of the MBA program or as a standalone non-degree program.

In the Davis College of Business and Economics, we believe in empowering students with a diverse skill set and fostering a passion for lifelong learning.

## Kyle Hall: The Home of the Davis College of Business & Economics

One of the crown jewels of the Davis College is its striking \$44 million, 110,000-square-foot building, unveiled in Fall 2012. This architectural marvel stands proudly at the corner of Jefferson Street and Tyler Avenue, serving as a gateway to the university campus. Inside, cutting-edge facilities such as auditorium-style classrooms, conference

rooms, and collaborative spaces foster an environment that encourages teamwork and creativity. The building is fully equipped with the latest educational technology and financial research capabilities, boasting a



state-of-the-art "trading room." As a testament to Radford University's commitment to sustainability, the entire complex achieved the prestigious Leadership in Energy and Environmental Design (LEED) Gold designation; the first on the Radford University campus.

## Development of the Plan

The 2023-2028 Strategic Plan covers the time period from AY 2023-24 to AY 2027-28 and is intended to guide Davis College activities from Fall 2023 through Spring 2028. The Plan is first and foremost informed by the vision, mission, and values of the Davis College of Business and Economics. The vision, mission, and values remain the same as those developed in the 2013-2018 Strategic Plan (covering AY 2013-14 to AY 2017-18) and used in the 2018-2023 Strategic Plan (covering AY 2018-19 to AY 2022-23).

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**Vision:** *To be recognized for challenging minds, cultivating talents and connecting people in a technology-rich learning environment.*

**Mission:** *To provide an active learning environment that develops analytical and innovative business professionals for a dynamic global economy. Faculty scholarship focuses on research that advances applications of theory for organizational issues, pedagogy to improve our learning culture and discipline-based research that advances knowledge in our academic disciplines.*

**Our Values:** *The values that drive our actions include: Collaboration, Diversity, Innovation, Analytical Perspectives, Integrity, and Community.*

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The Plan represents an evolution of the goals and initiatives outlined in the 2018-2023 Strategic Plan (Appendix 4) and was developed and refined through engagement with key internal and external stakeholders. A significant amount of background work was conducted to prepare for the development of the Plan, including:

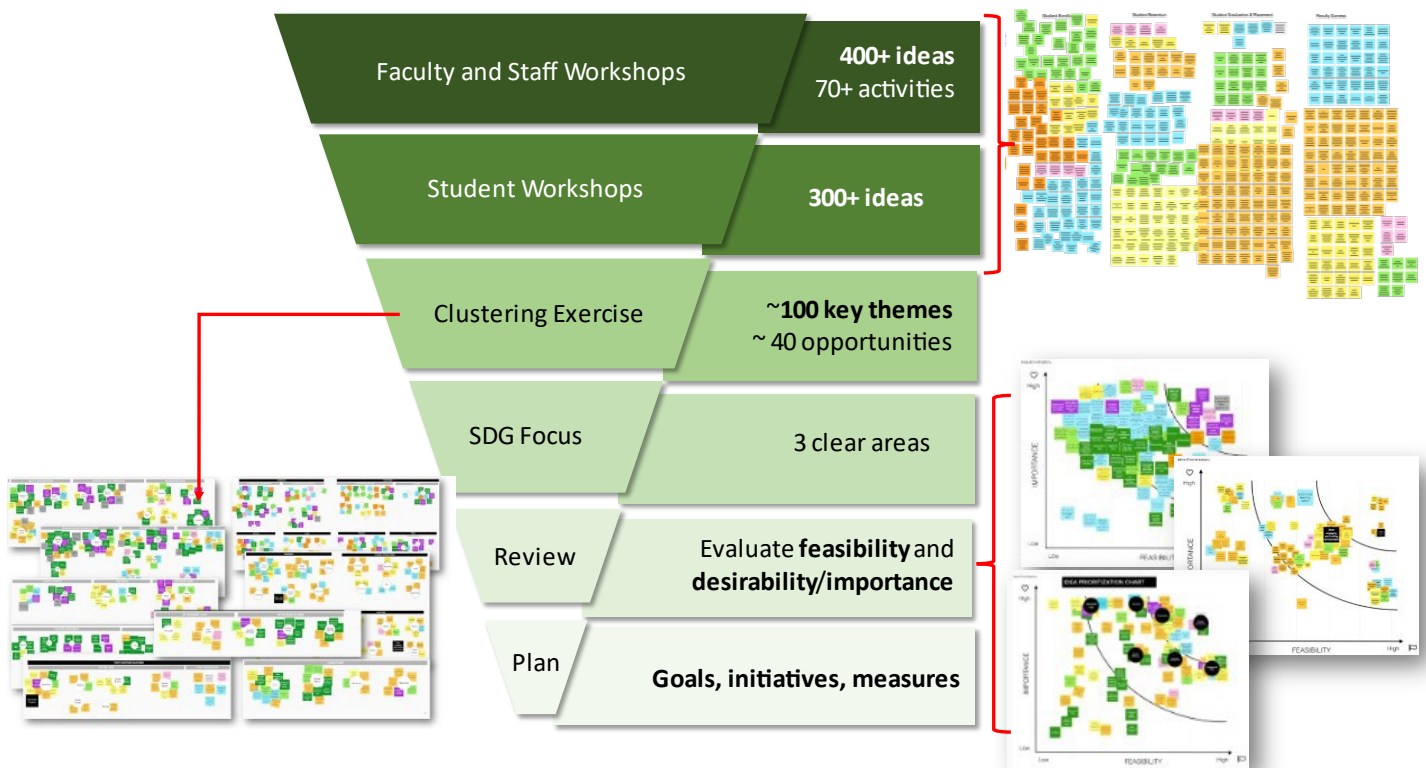
- Comprehensive environmental analysis (see Appendix 1).



- A comprehensive biennial report from the Center for Innovation & Analytics (CIA) in Fall 2021 detailed the internal and external trends and factors that have impacted recruitment and retention outcomes and are likely to continue doing so through 2029.
- The results from a Spring 2022 survey of 185 alumni measuring satisfaction with their educational experience and career preparation at Davis College were considered, as were the key risks identified by the Strategic Management Committee (SMC) through a detailed iterative process with extensive input from internal and external stakeholders (Appendix 2).
- An in-depth analysis of retention rates by the Strategic Management Committee during Spring 2022 identified strategies to improve student academic and campus belonging. These factors form the basis of the Radford University SACSCOC reaffirmation Quality Enhancement Plan, known as Realizing Inclusive Student Excellence (RISE) (Appendix 3).
- In Spring 2023, the Davis College was successfully reaccredited by AACSB for AY 2023-24 to AY 2027-28. This monumental effort began with the preparation of an extensive Continuous Improvement Review (CIR) report prepared in Spring and Summer 2022, covering the past five years activities, achievements, and strategies. The visit culminated with the on campus visit of the Peer Review Team in October 2022. Feedback from the Peer Review Team has been incorporated in the development of this Strategic Plan.

The 2023-2028 Davis College Strategic Plan is also rooted in an understanding of Radford University’s stated priorities as communicated by the university President, Provost, Board of Visitors, Faculty Senate, and SACSCOC accreditation plan.

Results of all the above-mentioned analyses, reports and communications were shared with the Davis College Advisory Board and presented to the Davis College faculty throughout 2021 and 2022. This foundational work identified four critical areas of focus: student enrollment, student academic success, student career outcomes and faculty success. In Fall 2022, the SMC arranged a college-wide workshop to generate ideas for potential solutions within each of these focus areas. Over 400 ideas were collected from the faculty and staff workshop.

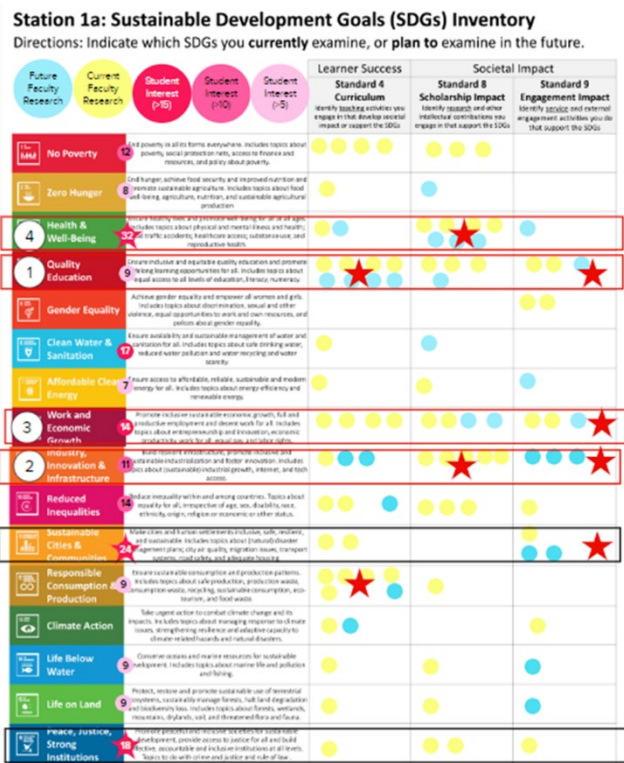


An additional 300 ideas were collected by running a similar version of the workshop with students. All the ideas were clustered by the SMC into 100 key themes with 40 opportunity areas.

Ideas were evaluated according to importance (likelihood that the idea could achieve the goal) and feasibility (likelihood that Davis College could achieve them with existing resources). Key themes were presented to the Davis College Advisory Board and to Davis College faculty in Spring 2023. Input was incorporated into the plan as deemed desirable and feasible. The recommended initiatives and goals were linked back to the prior Strategic Plan and the Davis College vision and mission to ensure consistency and evolution of priorities. The draft plan was sent to the faculty for feedback prior to a College-wide meeting and vote on the plan at the end of Spring 2023. The Davis College faculty unanimously approved the Strategic Initiatives and Goals on 21 April 2023.

## Societal Impact Focus Areas

Societal impact is an important requirement of AACSB accreditation. During the AACSB accreditation review process, the Peer Review Team recommended that Davis College “use the next five years to develop a small set of focus areas and identify direct and indirect measures of impact of teaching, research and service related to societal impact.” To achieve this, the SMC commissioned an audit of the societal impact areas the Davis College faculty currently covered, or planned to cover in the future, in their teaching, service and research activities. This audit was conducted at the college wide faculty workshop in Fall 2022. Approximately forty faculty and staff members participated, covering all departments and centers with the Davis College.



The Davis College chose the United Nations’ Sustainable Development Goals (SDG), part of the U.N.’s 2030 Agenda for Sustainable Development, as its framework for inventorying current and future societal impact activities. The SDGs offer a common language for governments, businesses, and civil organizations, making discussions around societal impact more tangible. Undergraduate students were also polled to understand which SDGs most interested them. The results from these workshops were compiled and analyzed by the SMC to identify areas of highest faculty and student interest. There was strong convergence on SDG 3, Health and Well-Being, and SDG 8, Work and Economic Growth and SDG 9, Industry, Innovation, and Infrastructure. Unsurprisingly, given the Davis College vision to be recognized for challenging minds, cultivating talents, and connecting people in a technology-rich learning environment, faculty also reported many activities related to SDG 4, Quality Education. These findings were combined into three societal impact focus areas for the 2024-2029 Strategic Plan:

1. Quality Education
2. Health and Well-Being
3. Sustainable Innovation & Economic Growth

Appendix 5 shows how these societal impact areas map onto the four goals in the 2023-2028 Strategic Plan.

# Davis College AY 2023-24 to AY 2027-28 Strategic Initiatives and Goals<sup>1</sup>

## Strategic Goal 1: Improve Davis College enrollment

*Davis College new student enrollment has declined every year since 2018, consistent with Radford University trends. This, coupled with low retention rates (around 66%), means the number of students earning business majors has declined. The Davis College shares the University's commitment to stabilize overall enrollment through improved retention and recruitment of new traditional and non-traditional student populations.*

**Strategy 1.1** Enhance marketing communications to better convey the value proposition of a DCOBE education.

**Strategy 1.2** Enhance partner engagement to facilitate applications to, and enrollment in, DCOBE.

**Strategy 1.3** Expand opportunities for non-traditional student populations.

## Strategic Goal 2: Facilitate student academic success

*According to the National Center for Education Statistics, just 41% of first-time full-time college students earn a bachelor's degree in four years, and only 59% earn a bachelor's in six years, driving up the cost of attending college significantly. Davis College shares Radford University's commitment to improving degree completion through activities known to increase competence and motivation and to reduce barriers to academic success.*

**Strategy 2.1** Invest in activities designed to improve Davis College student academic performance.

**Strategy 2.2** Invest in activities designed to improve Davis College academic and campus belonging<sup>2</sup>.

**Strategy 2.3** Reduce financial barriers to academic success.

## Strategic Goal 3: Improve student career outcomes

*One of primary benefits of a college education is increased employment opportunities. Davis College shares the University's commitment to demonstrate the value of a Radford education by preparing students for, and helping them achieve, their career aspirations.*

**Strategy 3.1** Invest in relationship building activities with Davis College alumni connections.

**Strategy 3.2** Improve student access to career pathways.

**Strategy 3.3** Improve professional skills required by employers.

## Strategic Goal 4: Facilitate faculty success

*Faculty are the backbone of the Davis College and their success plays an outsize role in determining the success of the first three strategic initiatives. The Davis College shares the University's commitment to supporting faculty wellbeing, professional development, and teaching excellence*

**Strategy 4.1** Ensure equity and flexibility in teaching and service.

**Strategy 4.2** Encourage professional activities that align with societal impact areas.

**Strategy 4.3** Encourage faculty activities that enhance student success.

<sup>1</sup> Approved by DCOBE Faculty at the Davis College Meeting on April 21, 2023

<sup>2</sup> Academic Belonging refers to students' feelings of competence and confidence in class. Campus Belonging refers to students' feelings of comfort (accepted, valued, included) within the campus community.

## Mapping of DCOBE 2023-28 Strategic Plan Goals to Radford University Academic Affairs 2023-25 Goals<sup>3</sup>

**To effectively map the Strategic Goals and Strategies of the DCOBE to the broader Academic Affairs Strategic Goals, we have identified the overlapping themes and objectives.**

AA Goals for 2023-25	DCOBE 2023-28 Strategic Goals supporting AA 2023-25 Goals	Notes
<p><b>Goal 1:</b> Define and capitalize on Radford University’s distinctive academic programs and experiences.</p>	<p><b>DCOBE Strategic Goal 1: Improve Davis College enrollment</b> <u>Justification:</u> This initiative is targeted at conveying the unique value proposition of the DCOBE; a college with nationally recognized programs and distinctive experiences.</p> <p><b>DCOBE Strategic Goal 2: Facilitate student academic success</b> <u>Justification:</u> This initiative focuses on providing distinctive experiences to improve student success specifically within the DCOBE, contributing to AA's goal of defining/capitalizing on distinctive experiences.</p>	<ul style="list-style-type: none"> <li>• <b>DCOBE Strategy 1.1:</b> (Enhance marketing communications) – Maps to <b>AA Goal 1</b> as enhancing marketing communications can help define and promote Radford’s distinctive programs.</li> <li>• <b>DCOBE Strategy 1.2:</b> (Enhance partner engagement) – Maps to <b>AA Goal 1</b> by leveraging partnerships to enhance and highlight distinctive programs and experiences offered by the DCOBE.</li> <li>• <b>DCOBE Strategy 1.3</b> (Expand opportunities for non-traditional students) – Maps to <b>AA Goal 1</b> by broadening the appeal of Radford University’s programs to a wider audience, thereby defining and expanding its distinctive academic offerings</li> <li>• <b>DCOBE Strategy 2.2:</b> (Improve academic and campus belonging) – Maps to <b>AA Goal 1</b> as belongingness is a special component throughout Radford University experience that is a component of its programming and experiences.</li> </ul>

<sup>3</sup> Presented by Provost Usher to the Radford University BOV on September 7, 2023.



AA Goals for 2023-25	DCOBE 2023-28 Strategic Goals supporting AA 2023-25 Goals	Notes
<p><b>Goal 1:</b> Define and capitalize on Radford University’s distinctive academic programs and experiences. (continued)</p>	<p><b>DCOBE Strategic Goal 3: Improve student career outcomes</b> <u>Justification:</u> This initiative aims to prepare DCOBE graduates for successful careers, contributing to AA's goal of defining and capitalizing on career-ready experiences</p> <p><b>DCOBE Strategic Goal 4: Facilitate faculty success</b> <u>Justification:</u> This initiative supports faculty expertise and engagement with DCOBE's distinctive programs, contributing to AA's goal of defining and capitalizing on unique experiences</p>	<ul style="list-style-type: none"> <li>• <b>DCOBE Strategy 3.2:</b> (Improve access to career pathways) – Maps to <b>AA Goal 1</b> by ensuring students are prepared for their post-graduation careers through the distinctive programs and experiences offered by the DCOBE and Radford University.</li> <li>• <b>DCOBE Strategy 3.3</b> (Improve professional skills) – Maps to <b>AA Goal 1</b> by ensuring every student graduates career-ready with high-impact experiences and emphasizing career preparation as a distinctive feature of the DCOBE’s and university’s programs.</li> <li>• <b>DCOBE Strategy 4.2</b> (Encourage societal impact activities) – Maps to <b>AA Goal 1</b> as it enhances the distinctiveness of Radford’s academic programs by integrating societal impact into faculty activities, promoting skills for constructive dialogue across differences.</li> </ul>
<p><b>Goal 2:</b> Stabilize enrollment through increased student matriculation and reduced attrition</p>	<p><b>DCOBE Strategic Goal 1: Improve Davis College enrollment</b> <u>Justification:</u> This initiative directly tackles increasing matriculation to DCOBE, aligning with AA's goal of stabilizing overall enrollment.</p>	<ul style="list-style-type: none"> <li>• <b>DCOBE Strategy 1.1:</b> (Enhance marketing communications) – Maps to <b>AA Goal 2</b> as more effectively telling the DCOBE story will help both the College and University attract a diverse student body</li> <li>• <b>DCOBE Strategy 1.2:</b> (Enhance partner engagement) – Maps to <b>AA Goal 2</b> as partner engagement can facilitate student transfers and matriculation.</li> <li>• <b>DCOBE Strategy 1.3:</b> (Expand opportunities for non-traditional students) – Maps to <b>AA Goal 2</b> in creating equitable pathways for diverse student populations.</li> </ul>

AA Goals for 2023-25	DCOBE 2023-28 Strategic Goals supporting AA 2023-25 Goals	Notes
<p><b>Goal 2:</b> Stabilize enrollment through increased student matriculation and reduced attrition (continued)</p>	<p><b>DCOBE Strategic Goal 2: Facilitate student academic success</b> <u>Justification:</u> Improved academic success can lead to higher retention and graduation rates, aligning with AA's goal of stabilizing enrollment</p> <p><b>DCOBE Strategic Goal 3: Improve student career outcomes</b> <u>Justification:</u> This initiative aims to prepare DCOBE graduates for successful careers, contributing to AA's goal of defining and capitalizing on career-ready experiences</p> <p><b>DCOBE Strategic Goal 4: Facilitate faculty success</b> <u>Justification:</u> This initiative supports faculty engagement with students, contributing to AA's goal of increasing matriculation and retention</p>	<ul style="list-style-type: none"> <li>• <b>DCOBE Strategy 2.1:</b> (Invest in improving academic performance) – Maps to <b>AA Goal 2</b> as facilitating student success in their studies will enhance student retention.</li> <li>• <b>DCOBE Strategy 2.2:</b> (Improve academic and campus belonging) – Maps to <b>AA Goal 2</b> by fostering an inclusive and supportive campus environment, which is key to retaining students and ensuring their persistence to graduation.</li> <li>• <b>DCOBE Strategy 2.3:</b> (Reduce financial barriers) – Maps to <b>AA Goal 2</b> as financial barriers are a significant factor in student retention and success.</li> <li>• <b>DCOBE Strategy 3.1:</b> (Invest in alumni connections) – Maps to <b>AA Goal 2</b> by fostering relationships between current students and alumni that can be promoted to enhance matriculation and used as a lever to retain students.</li> <li>• <b>DCOBE Strategy 4.3:</b> (Encourage faculty activities to enhance student success) – Maps to <b>AA Goal 2</b> as the participation of faculty in training and programs to enhance experiential learning, advising, mentoring, inclusive pedagogy, and innovative practices will improve student retention.</li> </ul>
<p><b>Goal 3:</b> Streamline Academic Affairs to increase efficiency and effectiveness</p>	<p><b>DCOBE Strategic Goal 4: Facilitate faculty success</b> <u>Justification:</u> Faculty success translates to improved program effectiveness and efficiency, aligning with AA's goal of streamlining operations</p>	<ul style="list-style-type: none"> <li>• <b>DCOBE Strategy 4.1:</b> (Equity and flexibility in teaching) – Maps to <b>AA Goal 3</b> focusing on effective and equitable academic structures.</li> </ul>

## Implementation Plan

1. At the start of every academic year, the Dean will provide Davis College with a progress report. The report monitors our progress against our planned goals, strategies and expected outcomes and communicates its progress to key stakeholders. Additionally, the Strategic Management Committee will monitor environmental factors to determine if adaptations are needed based on changes that may have occurred.
2. Stakeholder input will be sought on which, if any, of the initiatives should be activated, which ongoing ones to continue, change or discontinue (if found not feasible/relevant). Any new initiative will be undertaken only after a determination on consistency with Davis College goals, the feasibility of implementation, responsible party(ies) and metrics to track progress.
3. Budget initiatives are tied to the strategic plan. This process will continue to be refined annually and will improve as the plan is implemented over time.
4. The Strategic Management Committee, in consultation with the Dean, will make the final decision on which initiatives will (continue to) be implemented for that academic year.

## Appendix 1: Davis College SWOT Analysis

### Strengths

- Rankings of its academic programs: US News and World Report (continuously since 2019), Princeton Review (2021) and Fortune’s inaugural ranking for the MBA (2021); Study.com’s Top 50 ranking for Finance; Designation by Chartered Financial Analysts (CFA) Institute of DCOBE as a University Affiliate.
- High student placement rates: 88% (December 2019), 77% (December 2020, despite the COVID-induced economic recession at that time), 83% (Dec 2021), 88% (Dec 2022) with median earnings of \$67K (Masters) and \$42.5K (Undergraduates).
- A strong array of co-curricular programming for developing leadership potential students through 16 student organizations, the Davis College Student Advisory Board, the Truist Global Capitalism Lecture series, Executive-In-Residence events, the Truist Leadership Program, the Davis College Fellows Program, etc.
- Strong programming in Business Analytics and Innovation through curriculum, third-party certifications through the CIA and the SAS partnership (e.g., SAS Graduate Certificate in Business Analytics), out-of-classroom engagement opportunities such as the Truist Innovation Challenge, Experience Innovation certifications, Venture Lab programs, such as ELC, for freshmen.
- The Student Managed Investment Portfolio Organization (SMIPO) which manages over \$1.5 million of RU foundation funds with students under the supervision of faculty.
- A committed adherence within the College to data-informed decision making at all levels.
- An experiential learning approach to pedagogy where faculty have ensured infusion of the curriculum with applied projects, simulations, cases, guest speakers, and “real world” problems.
- Impactful scholarship by faculty, as evidenced from the outcomes since 2017-18: 377 total intellectual contributions, including 112 peer-reviewed journal articles and 151 other peer-reviewed contributions, with 91.82% of DCOBE faculty having produced intellectual contributions that collectively garnered 23,687 Google Citations (45 publications have 100+ citations each). 93.13% of all full-time faculty publish on a routine basis.
- Continuing education to RU employees and the government/non-profit sector through the two DCOBE centers CIA and GNAC, respectively.
- The Venture Lab is widely regarded as a best practice that incorporates the sustainable development goals in its work.

### Opportunities

- A strong cohort of new faculty (by Fall 2022, 18 of 41 full-time faculty, or 44%) and staff (5 of 8, or 62.5%) have joined DCOBE since Fall 2018.
- Buoyed by successful fundraising efforts conducted in partnership with Advancement since 2018, DCOBE has significant potential to further increase its annual fund and endowment.



- Growth in enrollment of non-traditional undergraduate students from the Online Degree Completion Programs. The ODC in Business Administration has seen a steady growth to 21 students by Spring 2022 (3 semesters since initiation) with future potential for development of specialized concentrations as well as its enhancement into a complete online degree.
- The Fast Track MBA, where recruitment and retention is handled by the OPM partner, Academic Partnerships, which has a strong track record in attracting working professionals to graduate programs at other institutions. The addition of the SAS Graduate Certificate in Business Analytics to the Fast Track (effective Spring 2022) as well as the new partnership with the Paris School of Business (MBA-DBA) is expected to boost recruitment.
- Growth from interdisciplinary programs such as the proposed BS in Creative Media Studies, a joint collaboration between DCOBE, the School of Communication and the Department of Art. Similar discussions are underway with the Department of Public Health and the School of Nursing for joint graduate programming between health sciences and the MBA.
- The Venture Lab, administered by DCOBE since Fall 2021, has significant potential to enroll new students with an interest in entrepreneurship through the Entrepreneurship Learning Community and its own programming, which includes recruitment.
- Enhancing the job-preparedness of our students by increasing our offering of industry-recognized certification opportunities.
- The partnership with Paris School of Business provides Radford students a direct pathway to their DBA. program. This is an inspirational pathway for the student body interested in further educational advancement.
- The Governmental and Non-Profit Assistance Center (GNAC) provides professional development to local governments and non-profit organizations. There is the potential for expanded executive education opportunities.

### **Weaknesses**

- Retention of Freshman and Sophomore students. This is a substantial risk to the DCOBE.
- Decreased prominence of the Davis College in the current (2018-2023) University Strategic Plan. This RU-internal risk has served as the foundation for strategies such as extensive representation by the DCOBE faculty, including the Dean, on key university committees and taskforces, ensuring visibility of DCOBE activities and outcomes through promotional activities, ensuring that appropriate RU-wide faculty and administrators are invited to every key DCOBE event, etc.
- Decrease in faculty and staff morale/satisfaction. Despite fiscal, institutional, and situational challenges brought on by the global pandemic, countering this risk has been central to DCOBE's continued maintenance of faculty support through funds for travel and professional development, research grants, and opportunities for additional compensation afforded by teaching in intersessions. However, the primary strategy adopted to counter this is a culture of transparency in DCOBE's governance through

monthly College meetings, routine updates from the Dean's Office, including the Dean's Annual Report, and most importantly, ensuring that every key decision within DCOBE is made only after full input and discussion with faculty and staff.

- Difficulty in attracting and retaining high quality faculty. Given the centrality of faculty to DCOBE's mission, this risk has become increasingly evident over the past few years with the departures of a few high-performing junior faculty and the retirements of several experienced and productive senior faculty. Our rural location, while attractive for some, can be a challenge for others who desire an urban environment or who have a partner seeking employment opportunities. This coupled with the difficulty of recruitment in high-demand disciplines, such as Accounting, will be a continued concern. Remediation strategies have included using expansive search criteria (as done in ACTG), enhanced focus on recruiting from local/regional professional networks (for Special Purpose, i.e. Instructor faculty), and the careful recruitment of candidates.
- Enhancing student success. This risk has been exacerbated in the several years due to the difficulties caused by the global pandemic. To counter this, the DCOBE has adopted strategies such as monitoring DFW rates and peer tutoring for high DFW courses. In addition, student development and success is a strategic goal that is scaffolded by a strong portfolio of co-curricular activities as well as preparing them for post-graduation employment.
- Delivery of quality instruction in non-face-to-face classes. Given the increasing profile of online education within DCOBE, ensuring that our student-focus is maintained for courses delivered asynchronously, synchronously or in hybrid formats is paramount. As such, DCOBE faculty have ensured that every course in the new Fast Track MBA is Quality Matters certified. Another example of countering this risk is the continued professional development of faculty in pedagogy, as exhibited by their active participation (380 participants since 2018) in training seminars/workshops offered by the Radford University Center for Instructional Technology and Learning (CITL) that is reinforced through the annual faculty evaluation process.
- Internal budget constraints.

### **Threats**

- Continued reduction in main campus undergraduate enrollment.
- MOOC's and growing success for other programs in online education, flex-MBAs and other options for working professionals.
- Uncertainty in the economic situation, especially with recurring decreases in state funding for higher education.
- Competition for students at the graduate level who are expecting online, distance learning options and flexible programs.

## Appendix 2: Davis College Risk Management Plan

Top Risks	Likelihood	Impact	Overall Risk	Mitigation Actions	Risk Owner	Timeline
Continued reduction in main campus undergraduate enrollment	<b>High</b>	<b>High</b>	<b>High</b>	Support and enhance efforts at recruitment from new student pools (degree completers, Fast-Track, etc.); Address via retention plans to be developed by SMC; Differentiate Davis College from competing regional business schools (e.g. through Venture Lab); Reduce reliance on centralized Enrollment Management for recruitment; Emphasize societal value of business in all courses to attract new generation.	Depts, Dean's Office; Enrollment Management	Next 5 Years
Failure to retain Freshman and Sophomore students	<b>High</b>	<b>High</b>	<b>High</b>	Peer-Tutoring (already has had a salutary effect on DFW rates); Enhanced engagement with FR & SO in both out of class student experiences and in class via retention plans to be developed by SMC; Improve student mental well-being (e.g. initiation of student mental health survey); Support under-prepared FR & SO; work with centralized advisors better.	Depts, Dean's Office; Academic Success Center; Advising Center; Harvey Knowledge Center; Dean of Students	Next 5 Years
Failure to attract and retain high quality faculty	<b>Med</b>	<b>High</b>	<b>Med-High</b>	Expansive search criteria (e.g., ACTG); enhanced focus on recruiting from local/regional professional networks (for Special Purpose faculty); Careful recruitment of candidates who have other ties to the region; Providing a nurturing academic environment; continued AACSB and SACSCOC accreditation.	Depts, Dean's Office; Provost; President	Ongoing
Decreasing student success with regards to performance and placement	<b>Med</b>	<b>High</b>	<b>Med-High</b>	Firm night; peer tutoring; new pedagogical approaches; audience response systems; reviewing and overhauling low pass courses; increasing out of class experiences; guest speakers; Handshake; Jumpstart conference; Davis College Fellows; SMIPO; 16 student organizations; student advisory board; student mental health efforts; internships and job opportunities; Routinized updates to our course contents, modalities and pedagogical approaches to align with societal and technological trends and ensure relevance of material taught; new programs (for credit & not-for-credit) that can be offered using existing resources; faculty advisors for Juniors and Seniors;	Depts, Dean's Office; Office of Alumni Relations; Center for Career and Talent Development; HIPS office	Ongoing

## Appendix 3 RISE Quality Enhancement Plan Summary



The Realizing Inclusive Student Engagement (RISE) Quality Enhancement Plan (QEP) grew out of concerns about low retention rates and low success rates in required 100 and 200 level courses, along with survey data showing a low sense of belonging among some student groups. The QEP aligns with Radford University's mission, values (student success, excellence, community) and the Strategic Plan and is based on institutional data identified through our ongoing and comprehensive evaluation and planning processes. The RISE QEP is about building community on campus and in the classroom and enhancing students' feeling of academic competence, so they have the confidence and motivation to participate in class and seek out faculty outside of class. This increased sense of belonging is expected to lead to increased success in required 100 and 200 level courses. The RISE QEP will enhance student success for all students through faculty development and fostering student-faculty relationships. The RISE QEP will send a signal to all students that they belong in the classroom and on campus. In Spring 2023, the RISE QEP was found to comply with SACSCOC Standard 7.2 and the QEP Development Team is in the process of transitioning to the Implementation Team.

Instructors of 100 and 200 level required courses will be targeted for invitation to participate in the RISE Faculty Institute. Each year, 20 faculty will participate in the yearlong Institute which involves a semester and summer of workshops and redesigning a course, followed by a semester of implementing the redesigned course and engaging in a community of practice. The Faculty Institute will offer workshops in student centered pedagogy, active learning, and how to foster academic belonging in the classroom. It will include training in backwards course design, creating effective teams, teaching reading and notetaking, metacognition, open educational resources, and problem-based learning. In addition to the classroom interventions, RISE Community Action Teams (R-CATs) will address sense of belonging outside the classroom and create student success focused events. A supportive classroom environment leads to an increased sense of belonging which in turn leads to increased engagement in academic activities and achievement in the course. Even small interactions between faculty and students, if they are high quality, can favorably affect a student's entire perception of all faculty members and that small interactions can cause shifts in student motivation.

**Student Success Outcome:** Students who take the RISE redesigned 100 and 200 level required courses will show significant increases in course success (defined as earning an A, B, or C in the course).

**Student Development Outcomes:** Students in RISE Faculty Fellows courses will exhibit evidence of academic belonging and affective and behavioral campus belonging.

An organizational structure including a Director, an Educational Developer, an Assessment Director, and an advisory board will monitor the plan. All parts of the plan from the institute to the classroom to the R-CATs will be regularly assessed to identify strengths and weaknesses and ensure continuous improvement in student success.



## Appendix 4: Evolution of Strategic Plan

2023-2028	2018-2023
<p><b>1. Improve Davis College enrollments.</b></p> <p>1.1. Enhance marketing communications to better convey the value proposition of a Davis College education.</p> <p>1.2. Enhance partner engagement to facilitate applications to, and enrollment in, the Davis College</p> <p>1.3. Expand opportunities for non-traditional student populations</p>	<p><b>Goal 2. Continue to build on the brand identity of the Davis College</b></p> <p>2.2 Cultivate a shared understanding of the Davis College brand identity and values.</p> <p><b>Goal 5. Grow enrollments in the Davis College</b></p> <p>5.2 Develop programs and partnerships to increase the number of transfer students.</p> <p>5.3 Increase Davis College credit and non-credit hour production.</p>
<p><b>2. Facilitate student academic success.</b></p> <p>2.1. Invest in activities designed to improve Davis College student academic performance.</p> <p>2.2. Invest in activities designed to improve Davis College academic and campus belonging.</p> <p>2.3. Reduce financial barriers to academic success.</p>	<p><b>Goal 1. Enhance the excellence of our academic programs and scholarly activities</b></p> <p>1.1 Provide opportunities for students to learn creative problem-solving.</p> <p>1.5 Infuse analytics and innovation throughout Davis College Programs.</p> <p><b>Goal 4: Enhance philanthropic giving to Davis College and relations with Davis alumni.</b></p> <p>4.2 Increase gifts from Davis College alumni, faculty, staff, students, and friends.</p> <p><b>Goal 5: Grow enrollments in the Davis College.</b></p> <p>5.5. Create a vibrant and active student community within the Davis College.</p> <p><b>Goal 6. Continue to invest in programs that ensure and enhance student success.</b></p> <p>6.4 Continue to support and grow the Davis College Fellows and Learning Community.</p>
<p><b>3. Improve student career outcomes.</b></p> <p>3.1 Reduce financial barriers to academic success Invest in relationship building activities with Davis College alumni connections.</p> <p>3.2 Improve student access to career pathways.</p> <p>3.3 Improve professional skills required by employers</p>	<p><b>Goal 3. Enhance Davis partnerships for regional economic development.</b></p> <p>3.1 Continue to enhance and expand the offerings through the GNAC.</p> <p>3.2 Increase Davis participation in economic development, outreach and education.</p> <p><b>Goal 4: Enhance philanthropic giving to the Davis College and alumni relations.</b></p> <p>4.1 Enhance engagement through signature events, guest speakers, and career events.</p> <p>4.3 Develop an alumni data base and implement an annual giving program for alumni.</p> <p><b>Goal 2: Continue to build on the brand identity of the Davis College</b></p> <p>2.1 Continue to develop and refine the Davis College Advisory Board.</p> <p>2.3 Host activities where Radford community can learn from speakers about innovation.</p> <p>2.4 Provide opportunities to obtain certifications in high-demand skills.</p> <p><b>Goal 6: Invest in programs and activities that enhance student success.</b></p> <p>6.2 Work with CCTD to cultivate to enhance career preparation and career success.</p>
<p><b>4. Facilitate faculty success.</b></p> <p>4.1 Ensure equity and flexibility into teaching and service.</p> <p>4.2 Encourage research that aligns with societal impact areas.</p> <p>4.3 Encourage faculty activities that enhance student success.</p>	<p><b>Goal 1: Enhance the excellence of our academic programs and scholarly activities.</b></p> <p>1.2 Create partnerships for faculty and students to engage in research and scholarship.</p> <p>1.3 Increase scholarly participation and productivity.</p> <p>1.4 Enhance faculty development opportunities in research and pedagogy</p>

## Appendix 5: Alignment with Societal Impact Focus Areas

		Quality Education	Sustainable Innovation and Economic Growth	Health and Well-Being
Improve Davis College enrollments	<i>Enhance marketing communications to better convey the value proposition of a Davis College education.</i>	✓		✓
	<i>Enhance partner engagement to facilitate applications to, and enrollment in, the Davis College</i>	✓		
	<i>Expand opportunities for non-traditional student populations</i>	✓	✓	✓
Facilitate student academic success	<i>Invest in activities designed to improve Davis College student academic performance.</i>	✓		✓
	<i>Invest in activities designed to improve Davis College academic and campus belonging</i>	✓		✓
	<i>Reduce financial barriers to academic success</i>	✓	✓	✓
Improve student career outcomes	<i>Invest in relationship building activities with Davis College alumni connections</i>	✓	✓	
	<i>Improve student access to career pathways</i>	✓	✓	✓
	<i>Improve professional skills required by employers</i>	✓	✓	
Facilitate faculty success.	<i>Ensure equity and flexibility into teaching and service</i>	✓		✓
	<i>Encourage research that aligns with societal impact areas</i>	✓	✓	✓
	<i>Encourage faculty activities that enhance student success</i>	✓		✓

## Appendix 6: Operational Plan

<b>Strategic Goal 1</b> <b>Improve Davis College enrollments (Approved by the Faculty in April 2023)</b>		
Strategies (Approved by the faculty in April 2023)	Tactics (Agreed upon by the SMC in Oct 2023 and modified on 31 Jan)	Actions (To be Determined)
<b>1.1</b> Enhance marketing communications to better convey the value proposition of a Davis College education.	<b>1.1.a.</b> Enhance Davis College websites. <b>1.1.b.</b> Enhance Davis College’s content marketing. <b>1.1.c.</b> Develop a comprehensive integrated branding and messaging campaign. <b>1.1.d.</b> Developing messaging targeted at different constituencies.	
<b>1.2</b> Enhance partner engagement to facilitate applications to, and enrollment in, the Davis College.	<b>1.2.a.</b> Enhance recruitment activities with high schools and community college. <b>1.2.b.</b> Develop partnerships with regional community colleges. <b>1.2.c.</b> Engage alumni through "Highlander to Highlander" partnerships to recruit prospective students in order to leverage alumni connections. <b>1.2.d.</b> Develop corporate partnerships for internships.	
<b>1.3</b> Expand opportunities for non-traditional student populations.	<b>1.3.a.</b> Grow the Online Degree Completion (ODC) Program. <b>1.3.b.</b> Explore non-degree offerings. <b>1.3.c.</b> Provide Prior Learning Assessment (PLA): to assess and award academic credit for learning acquired through work experience, military service, and other non-academic pathways, reducing the time and cost to degree completion.	

<b>Strategic Goal 2</b> <b>Facilitate student academic success (Approved by the Faculty in April 2023)</b>		
<b>Strategies</b> <b>(Approved by the faculty in April 2023)</b>	<b>Tactics</b> <b>(Agreed upon by the SMC in Oct 2023 and modified on 31 Jan)</b>	<b>Actions (To be Determined)</b>
<p><b>2.1</b> Invest in activities designed to improve Davis College student academic performance.</p>	<p><b>2.1.a.</b> Expand experiential learning opportunities to better engage Davis College students.</p> <p><b>2.1.b.</b> Establish tutoring models that better meet student demand.</p> <p><b>2.1.c.</b> Explore inclusive pedagogy.</p> <p><b>2.2.d.</b> Provide intrusive advising and early alert systems to identify and support at-risk students.</p> <p><b>2.2.e.</b> Offer soft skills workshops focused on time management, study skills, test taking.</p> <p><b>2.2.f.</b> Continue to enhance Davis Fellows.</p>	
<p><b>2.2</b> Invest in activities designed to improve Davis College academic and campus belonging.</p>	<p><b>2.2.a.</b> Create spaces or activities that encourage faculty-student interaction outside of the classroom.</p> <p><b>2.2.b.</b> Facilitate student participation in Davis College student organizations.</p> <p><b>2.2.c.</b> Create opportunities to recognize and celebrate student achievements, both big and small.</p> <p><b>2.2.d.</b> Support RISE efforts to address concerns and champion a culture of inclusion and belonging across DCOBE.</p> <p><b>2.2.e.</b> Involve alumni in mentorship and networking events to provide students with role models and connections that extend beyond their time at Davis College.</p> <p><b>2.2.f.</b> Continue to develop living learning communities.</p>	



<b>Strategic Goal 2</b>		
<b>Facilitate student academic success (Approved by the Faculty in April 2023)</b>		
<b>Strategies (Approved by the faculty in April 2023)</b>	<b>Tactics (Agreed upon by the SMC in Oct 2023 and modified on 31 Jan)</b>	<b>Actions (To be Determined)</b>
<b>2.2</b> Invest in activities designed to improve Davis College academic and campus belonging. (Continued)	<b>2.2.g.</b> Continue to develop and grow centers, e.g., Venture Lab, Center for Innovation and Analytics	
<b>2.3</b> Reduce financial barriers to academic success.	<b>2.3.a.</b> Encourage the use of low or no cost course materials. <b>2.3.b.</b> Provide targeted micro financial assistance programs for students (e.g., for food challenged, supplementing books costs). <b>2.2.c.</b> Explore partnerships with local businesses or organizations to offer tuition discounts or other financial benefits to Davis College students.	

<b>Strategic Goal 3</b>		
<b>Improve student career outcomes (Approved by the Faculty in April 2023)</b>		
<b>Strategies (Approved by the faculty in April 2023)</b>	<b>Tactics (Agreed upon by the SMC in Oct 2023 and modified on 31 Jan)</b>	<b>Actions (To be Determined)</b>
<b>3.1</b> Invest in relationship building activities with Davis College alumni connections.	<b>3.1.a.</b> Establish, maintain, and enhance connections with DCOBE alumni. <b>3.1.b.</b> Facilitate activities that bring Davis College alumni back to campus. <b>3.1.c.</b> Develop an alumni mentorship program to connect students with alumni in their fields of interest. <b>3.1.d.</b> Host regional alumni events and networking receptions to engage alumni as partners. <b>3.1.e.</b> Produce regular alumni spotlights and success stories to recognize alumni accomplishments.	

<b>Strategic Goal 3</b> <b>Improve student career outcomes (Approved by the Faculty in April 2023)</b>		
<b>Strategies</b> <b>(Approved by the faculty in April 2023)</b>	<b>Tactics</b> <b>(Agreed upon by the SMC in Oct 2023 and modified on 31 Jan)</b>	<b>Actions (To be Determined)</b>
<b>3.1</b> Invest in relationship building activities with Davis College alumni connections. (continued)	<b>3.1.f.</b> Encourage alumni to contribute to the college's growth and success through targeted giving campaigns, scholarship funds, or endowments.  <b>3.1.g.</b> Create opportunities for alumni to engage with the college beyond financial contributions, such as volunteering at events, participating in student recruitment fairs, or offering internships and job shadowing opportunities at their companies.	
<b>3.2</b> Improve student access to career pathways.	<b>3.2.a.</b> Facilitate connections between students and employers.  <b>3.2.b.</b> Increase number of students who participate in internships.  <b>3.2.c.</b> Create partnerships with businesses and organizations in relevant fields to provide internship, mentorship, and job placement opportunities for students.  <b>3.2.d.</b> Develop a user-friendly online career portal where students can access job postings, internship opportunities, career planning resources, and alumni connections.  <b>3.2.e.</b> Facilitate job shadowing opportunities and informational interviews with professionals in students' areas of interest.  <b>3.2.f.</b> Increase student awareness of internship opportunities.	
<b>3.3</b> Improve professional skills required by employers.	<b>3.3.a.</b> Provide opportunities to obtain certifications in high-demand skills.  <b>3.3.b.</b> Improve professionalism skills (e.g., time management, mock interviews, courses with professionalism skills content, etc.).  <b>3.3.c.</b> Offer workshops and seminars that focus on developing specific professional skills in demand by employers, such as digital literacy, data analysis, project management, and ethical decision-making.	

<b>Strategic Goal 3</b> <b>Improve student career outcomes (Approved by the Faculty in April 2023)</b>		
Strategies (Approved by the faculty in April 2023)	Tactics (Agreed upon by the SMC in Oct 2023 and modified on 31 Jan)	Actions (To be Determined)
3.3 Improve professional skills required by employers. (continued)	3.3.d. Leverage the alumni network to establish mentorship programs where students can be paired with alumni working in their field of interest.	

<b>Strategic Goal 4</b> <b>Facilitate faculty success (Approved by the Faculty in April 2023)</b>		
Strategies (Approved by the faculty in April 2023)	Tactics (Agreed upon by the SMC in Oct 2023 and modified on 31 Jan)	Actions
4.1 Ensure equity and flexibility into teaching, research and service.	<p>4.1.a. Align teaching, research, and service expectations with the Radford University Teaching and Research Handbook.</p> <p>4.1.b. Evaluate potential for flexible teaching practices.</p> <p>4.1.c. Develop and communicate clear, transparent criteria for the allocation of teaching loads and service responsibilities.</p>	
4.2 Encourage faculty activities that align with societal impact areas.	<p>4.2.a. Provide support for faculty engagement in societal impact areas.</p> <p>4.2.b. Recognize faculty for research, teaching or service activities within societal impact areas.</p> <p>4.2.c. Encourage collaborations across departments within DCOBE and with other faculties or institutions that focus on addressing societal issues.</p> <p>4.2.d. Develop a system of recognition that values faculty efforts and achievements in areas with a direct societal impact.</p> <p>4.2.e. Give special consideration in the DCOBE summer research grants to support research projects that have a clear societal impact.</p>	

<b>Strategic Goal 4</b> <b>Facilitate faculty success (Approved by the Faculty in April 2023)</b>		
Strategies (Approved by the faculty in April 2023)	Tactics (Agreed upon by the SMC in Oct 2023 and modified on 31 Jan)	Actions
<p><b>4.3</b> Encourage faculty activities that enhance student success.</p>	<p><b>4.3.a.</b> Encourage faculty participation in training to provide engaging experiential learning and student advising.</p> <p><b>4.3.b.</b> Develop internal faculty recognition program for research, teaching, or service activities (e.g., advising) that enhance student success.</p> <p><b>4.3.c</b> Develop and promote support programs and services specifically designed to meet the needs of underrepresented and non-traditional student populations.</p> <p><b>4.3.d</b> Develop a system to recognize and reward faculty who engage in activities that demonstrably enhance student success, such as mentoring programs, high-impact practices, or innovative teaching methods.</p> <p><b>4.3.e</b> Encourage faculty collaboration on projects, courses, and initiatives that benefit students, such as interdisciplinary learning experiences or service-learning projects.</p> <p><b>4.1.f.</b> Encourage faculty to collaborate with colleagues across disciplines and institutions, fostering knowledge sharing and best practices.</p> <p><b>4.3.g</b> Encourage faculty training on diversity, equity, and inclusion (DEI) principles to enhance teaching pedagogy and students’ sense of belongingness.</p> <p><b>4.3.h.</b> Facilitate mentoring programs that pair junior faculty with more experienced mentors, focusing on career development, navigating the academic landscape, and achieving work-life balance.</p>	

## Acknowledgements

The composition of the SMC 2023-2024 consisted of the following:

- Dr. Angela Stanton, Interim Dean and Chair of the SMC
- Dr. Mike Chatham, Accounting, Finance, and Business Law Representative
- Dr. Can Dogan, Economics Department Representative
- Dr. Jerry Kopf, Management Department Representative
- Dr. Wil Stanton, Marketing Department Representative and vice-chair of the SMC

The composition of the Strategic Management Committee (SMC) 2022-2023 consisted of the following departmental representatives:

- Dr. Jane Machin, Marketing Department Representative, Chair of the SMC 2022-2023
- Dr. Mike Chatham, Accounting, Finance, and Business Law Representative
- Dr. Dan Farhat, Economics Department Representative
- Dr. Jerry Kopf Management Department Representative

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