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**GRAVES SCHOOL OF BUSINESS & MANAGEMENT
MORGAN STATE UNIVERSITY**

STRATEGIC PLAN

2022-2027



Table of Contents

Our Mission Statement	2
Our Core Values	4
Environmental Scan	6
Strategic Goals, Objectives & Initiatives	12
Implementation of the Strategic Plan	28
Key Performance Indicators	30





Our Mission Statement

The mission of the GSBM is to offer high-quality undergraduate, master's, and doctoral programs that prepare a diverse student population to be successful professionals capable of effectively leading and contributing to society and the global economy. We advance knowledge and expertise through ground-breaking research that influences policymakers, practitioners, and educators.

HOW GSBM PREPARES DIVERSE STUDENTS TO LEAD THE WORLD

Students can choose from a comprehensive selection of business majors. They are encouraged to take advantage of the many and varied learning experiences within their courses and beyond. In courses, GSBM faculty design and facilitate effective student-centered learning experiences which integrate state-of-the-art content, technology, and instructional approaches. Outside of the classroom, students can participate in one-on-one advising, internships, workshops, study abroad programs, research projects, and a rich array of student organizations from honor societies to professional clubs to service and social organizations.

HOW GSBM INFLUENCES THE WORLD

GSBM faculty are productive, skilled, innovative researchers. They are active in professional organizations and conferences locally, regionally, and globally. Faculty research is published in respected peer-reviewed journals and books; they share their research and expertise generously, serving as collaborators, authors, speakers, peer-reviewers, editors, mentors, and educators/trainers. The GSBM seeks strategic alliances with partners that help extend its reach locally, regionally, and globally.





Our Core Values

The core values below guide the promotion of student learning and success, faculty scholarship and research, and societal impact at the GSBM.

- **Excellence.** Excellence in teaching, research, scholarship, creative endeavors, student services, and in all aspects of GSBM’s operations is continuously pursued to ensure institutional effectiveness and efficiency.
- **Integrity.** At the GSBM, honest communications, ethical behavior, and accountability for words and deeds are expected from all members of GSBM’s community.
- **Respect.** Each person within the GSBM is to be treated with respect and dignity and is to be treated equitably in all situations.

- **Diversity.** A broad diversity of people and ideas are welcomed and supported at the GSBM as essential to quality education in a globally interdependent society.
- **Innovation.** The GSBM encourages and supports its faculty, staff, and students in leading change and creating value through innovation in all endeavors including teaching, research, scholarship, and creative endeavors.
- **Leadership.** The GSBM seeks to provide rigorous academic curricula and challenging co-curricular opportunities to promote the development of leadership qualities in students and to facilitate leadership development among faculty, staff, and students.



Environmental Scan

Strengths

1. The university has a strong national brand as an HBCU and has a long-standing reputation for civil rights and community advocacy leadership.
2. The university has benefited from growing awareness of and support for HBCUs at the national level and has received an increasing number of grants and awards from corporations (e.g., Google, Apple) and private donors (e.g., Mackenzie Scott).
3. The GSBM's proximity to Washington, D.C., provides students with internships and employment opportunities from a wide range of private and public institutions.
1. The 2022 U.S. News and World Report annual ranking of top colleges and universities ranked Morgan State University as the #12 HBCU in the country.
2. The university has maintained a strong financial position, with an A+ Standard & Poors bond rating.
3. The university has benefited from a national trend of rising enrollment in HBCUs as minority students seek comfort and safety in a climate of increased racial tensions in the USA.
4. The GSBM's business and accounting programs have been accredited by the AACSB since 1996. In addition, the Master of Science in Project Management received accreditation in 2020 from the Project Management Institute's (PMI) Global Accreditation Center for Project Management Education Programs (GAC).
5. The GSBM is a leader in graduating African Americans with professional business degrees in Maryland.
6. The student population continues to grow in diversity, recruiting from other minorities and international students.
7. Students benefit from a diverse faculty with a wide range of nationalities and racial/ethnic backgrounds.

8. The GSBM recruits new faculty from top-tier doctoral programs.
9. The GSBM offers degrees at the undergraduate, graduate, and doctoral levels.
10. The GSBM provides students with flexible course delivery offerings, providing face-to-face, Morgan-Flex, and online classes.
11. To teach online, faculty must undergo certification.
12. The GSBM Honors Program enhances student experiences with workshops, seminars with business professionals, student competitions, and service projects.
13. The GSBM houses two centers that focus on business education and research, the FinTech Center and the Capital Markets Lab.
14. The GSBM's Business Advisory Board serves in an advisory capacity to the Dean, assists in fundraising, the Honors Program, student placements, and curriculum reviews.
15. The various departments and programs have created advisory boards that assist in fundraising, student placements, and curriculum development.
16. The GSBM moved to a newly built location on campus in 2015 and boasts modern classrooms, student computer labs, a capital markets lab, a focus group lab, demonstration hotel rooms, meeting rooms, and an amphitheater.



Weaknesses

1. A university hiring freeze has disrupted efforts to replace GSBM faculty that have recently retired or relocated.
2. The GSBM has been forced to increase faculty teaching loads as a result of reduced faculty size, increased course offerings, and increased student enrollment
3. Decline in quality of education delivered as class sizes have increased, total student loads have increased (reducing ability to be as responsive to each student), advising requirements have increased, and instructional delivery modes have shifted to include F2F, remote, web/online, and Flex
4. A lack of teaching assistants for courses with higher student-to-faculty class ratios
5. A lack of quality standards customized for each teaching mode
6. The university provides Inconsistent and insufficient funding support for prospective and current doctoral students.
7. The GSBM and the university do not have a standardized plan for alumni outreach.
8. The GSBM and the university do not have a standardized system in place for tracking alumni career development
9. The GSBM does not have a standardized and dedicated effort for corporate outreach and fundraising campaigns.
10. The GSBM faculty have limited experience and opportunities in the grant writing process.
11. A significant number of GSBM students do not take advantage of internship opportunities or career-related jobs.
12. The student graduation and retention rates, while improving, are low.

13. A lack of comprehensive cross-cultural diversity training and programs for faculty, staff, and students.
14. Slow and cumbersome registration process for graduate students, particularly international students, results in them entering courses several weeks late, putting them at a disadvantage and creating a barrier to success
15. Insufficient communication and preparation for online students resulting in students being unprepared to succeed in those courses (lack of reliable computer access, lack of reliable Internet access, have unrealistic expectations)
16. Bureaucratic approval and implementation process for curriculum changes (can take up to 4 years to get changes approved and implemented) resulting in difficulty keeping curriculum up-to-date and responsive to student and employer needs



Opportunities

1. Reducing the cost and debt burden of earning a college degree through feeder systems linking local community colleges with traditional four-year colleges and universities.
2. HBCUs are seeing a rise in enrollment among international students.
3. The racial justice movement has resulted in an increase in applications to HBCUs by black students who want the safety and security they feel is missing from PWIs.
4. The racial justice movement provides a spotlight for HBCUs' social mission, resulting in increased federal funding and private donations from individuals and organizations.
5. A growing drive for businesses to diversify their workforce provides an opportunity for the university to partner with corporations seeking minority students for their internship programs and job openings.
6. Increased demand for business consulting services for minority/disadvantaged business owners and small-to-medium enterprises.
7. A growing interest in research projects that support entrepreneurial ecosystems and urban economic growth.
8. Increased demand for flexible, unconventional, innovative training and credentialing approaches.

Threats

1. The traditional business model for universities is being challenged by new alternatives to the traditional higher education model (e.g. online delivery, independent study, certificate programs, community college training programs) that may impact the institution's competitiveness and value proposition.
2. The increase in online course offerings to expand enrollment at traditional brick-and-mortar universities may diminish the perceived value of educational courses at these institutions.
3. The growth of corporate universities and corporate training programs tailored to meet the needs of a corporation's employees as a substitute for traditional university business degrees.
4. The potential for a drop in state and/or federal funding and support for universities.
5. A hesitance among prospective students to return to normal campus life in a post-pandemic world that has shifted to online learning.
6. Prolonged international travel restrictions and/or changes in travel norms due to the pandemic and possible federal immigration student visa restrictions may lead to a drop in international student enrollment.
7. Cybersecurity threats such as ransomware can lead to a disruption in university operations.
8. The digital divide (availability of electricity, broadband, and technology) further exacerbates differences in quality of learning experiences.
9. Rising competition for students from PWIs and other HBCUs in Maryland.

Strategic Goals, Objectives & Initiatives

Goal 1: Become a thought leader in business and business education

Goal 2: Enhance student success and well-being

Goal 3: Elevate status to R1 very high doctoral research university

Goal 4: Advocate for and lead innovations in research and practice which increases economic well-being and social justice

Goal 5: Increase and diversify GSBM's financial resources

Goal 6: Accelerate global education initiatives and expand GSBM's international footprint



GOAL 1: BECOME A THOUGHT LEADER IN BUSINESS AND BUSINESS EDUCATION

The GSBM is committed to becoming a thought leader in business and business education by (a) identifying and cultivating research streams that are innovative and impactful, (b) creating and fostering centers of excellence that develop transformative knowledge and education programs that engage our faculty, students, and community, and (c) developing, implementing, and disseminating state-of-the-art curriculum and training.

Objective 1.1: Select a thought leadership initiative to highlight for the GSBM

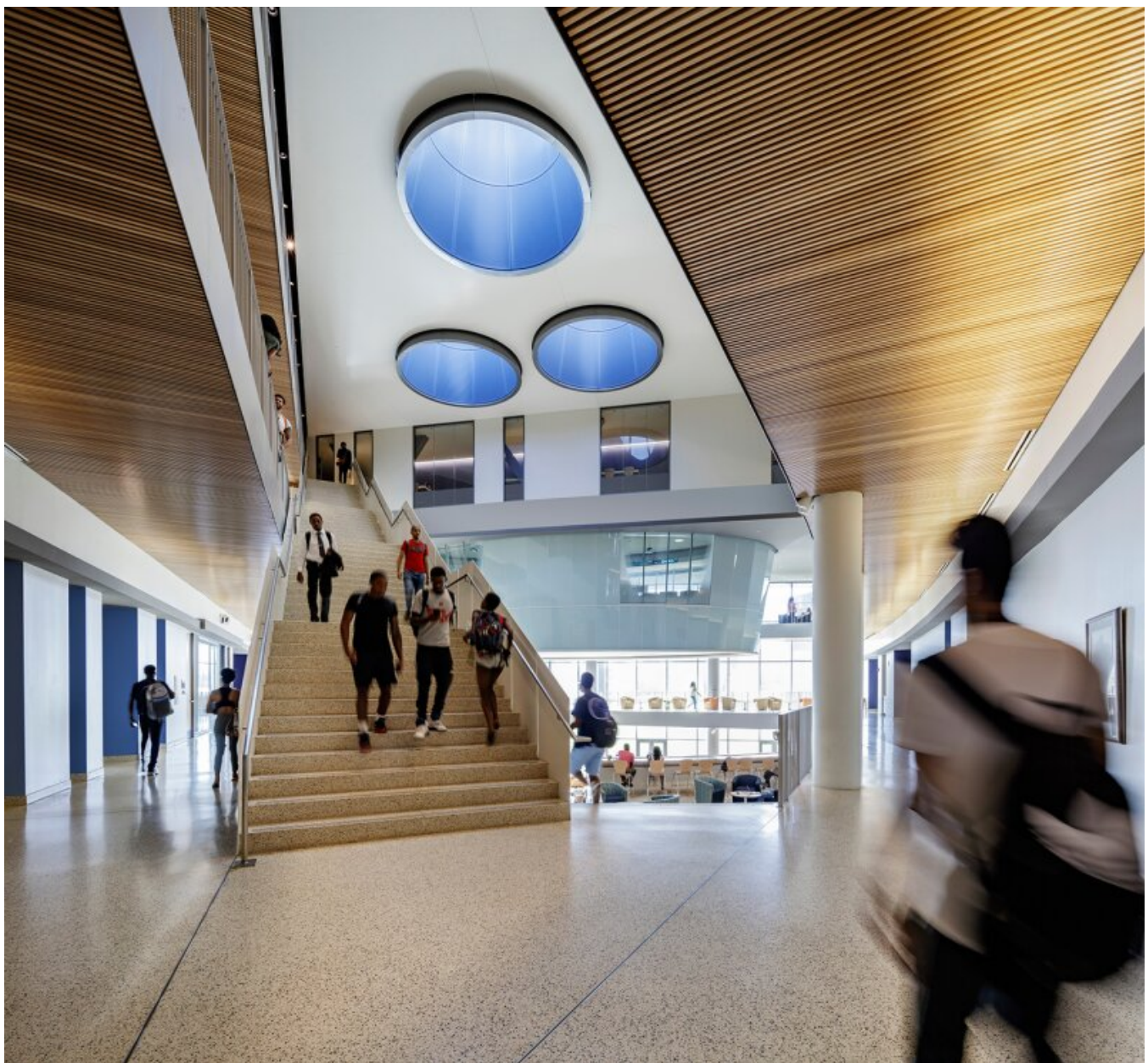
- A. Identify thought leadership areas within each department.
- B. Select one thought leadership area to highlight at the school level.
- C. The hiring of new faculty should consider areas of expertise that relate to thought leadership initiatives at the school and departmental levels.
- D. Curricular development should integrate thought leadership initiatives.
- E. Emphasize research in the areas of thought leadership.
- F. Engage with external organizations in the area of thought leadership.
- G. Engage in thought leadership events such as conferences, symposia, speaker series, and brown bag series.

Objective 1.2: Cultivate at least three Centers of Excellence (CoE) housed within the GSBM

- A. Formalize three Centers of Excellence within the GSBM.
- B. Identify continued funding sources for each Center of Excellence.
- C. Identify staffing and faculty needs.
- D. Identify program and training output, outcomes, and impacts.
- E. Identify new Centers of Excellence in partnership with other Schools at Morgan as well as external partners.

GOAL 2: ENHANCE STUDENT SUCCESS AND WELL-BEING

The GSBM will create an educational environment that enhances student success by hiring and retaining well-qualified, experienced, and dedicated faculty and staff, offering challenging, internationally relevant academic curricula, and welcoming and supporting a diverse and inclusive campus community. The goal is to provide students with a comprehensive educational and transformative experience that actualizes their full potential and empowers them to emerge as confident and competent global citizens and dynamic leaders in their selected careers and communities.



Objective 2.1: Improve retention and degree completion to attain the University's "50 by 25" Campaign (raise graduation rates of undergraduate students to 50% by 2025)

- A. Identify at-risk students and provide appropriate assistance by GSBM retention staff.
- B. Provide training and resources to faculty and staff for student advisement.
- C. Increase the number of retention staff to provide dedicated advisement to GSBM students.
- D. Provide recognition for high-performing students through awards and membership in academic honor societies such as Beta Gamma Sigma, Beta Alpha Psi, and Sigma Nu Tau.
- E. Conduct a student exit survey that explores their experience and evaluation of Morgan and the GSBM.

Objective 2.2: Increase student enrollment

- A. Expand the number of courses and programs offered online at the undergraduate and graduate levels.
- B. Expand the adoption of the use of hybrid course formats offered by faculty to provide students with face-to-face, synchronous online, and asynchronous online course options.
- C. Develop and expand partnerships with local community colleges and universities to provide additional courses and programs to their students.
- D. Work with other schools within Morgan to offer relevant business courses to non-GSBM majors.
- E. Work towards increasing the GSMB's national ranking to acquaint the public and the media with the work of the faculty, staff, and students.

- F. Develop new programs and courses that are in high demand from employers and are sought out by prospective students (e.g., cybersecurity, program management, data analytics, blockchain, entrepreneurship, and innovation).
- G. Increase by 50% the enrollment of international students within the next five years.

Objective 2.3: Increase student preparedness and job-readiness

- A. Conduct an annual assessment of employer satisfaction with GSBM's graduates.
- B. Develop a standardized exit survey for undergraduate, graduate, and doctoral graduates to capture satisfaction with the program and identify potential areas of improvement.
- C. Develop an alumni survey to track their career progress.
- D. Develop a KPI dashboard on the GSBM website for prospective students that quantitatively highlights our student and alumni achievements.
- E. Development of student Comprehensive Learner Records.
- F. Increase student certification and licenses in specific areas.
- G. Increase industry linkage to provide experiential learning/internships.
- H. Offer job readiness workshops and career preparedness workshops.



GOAL 3: ELEVATE STATUS TO R1 VERY HIGH DOCTORAL RESEARCH UNIVERSITY

The GSBM will actively participate in Morgan's goal of becoming an R1 doctoral research university fully engaged in basic and applied research, undergirded and sustained through increased research productivity and grant writing. The realization of this goal is predicated on strengthening an effective educational pipeline to advance students from the baccalaureate to the doctoral level.

Objective 3.1: Increase the number of doctorates awarded within the GSBM

- A. Expand the search for and admission of doctoral students to include those who are qualified and self-funded.
- B. Provide additional training in quantitative research methods and usage of statistical software.
- C. Increase research collaborations amongst and between faculty and students.
- D. Offer more Ph.D. seminars and workshops.
- E. Offer more funding to increase enrollment of more qualified students.

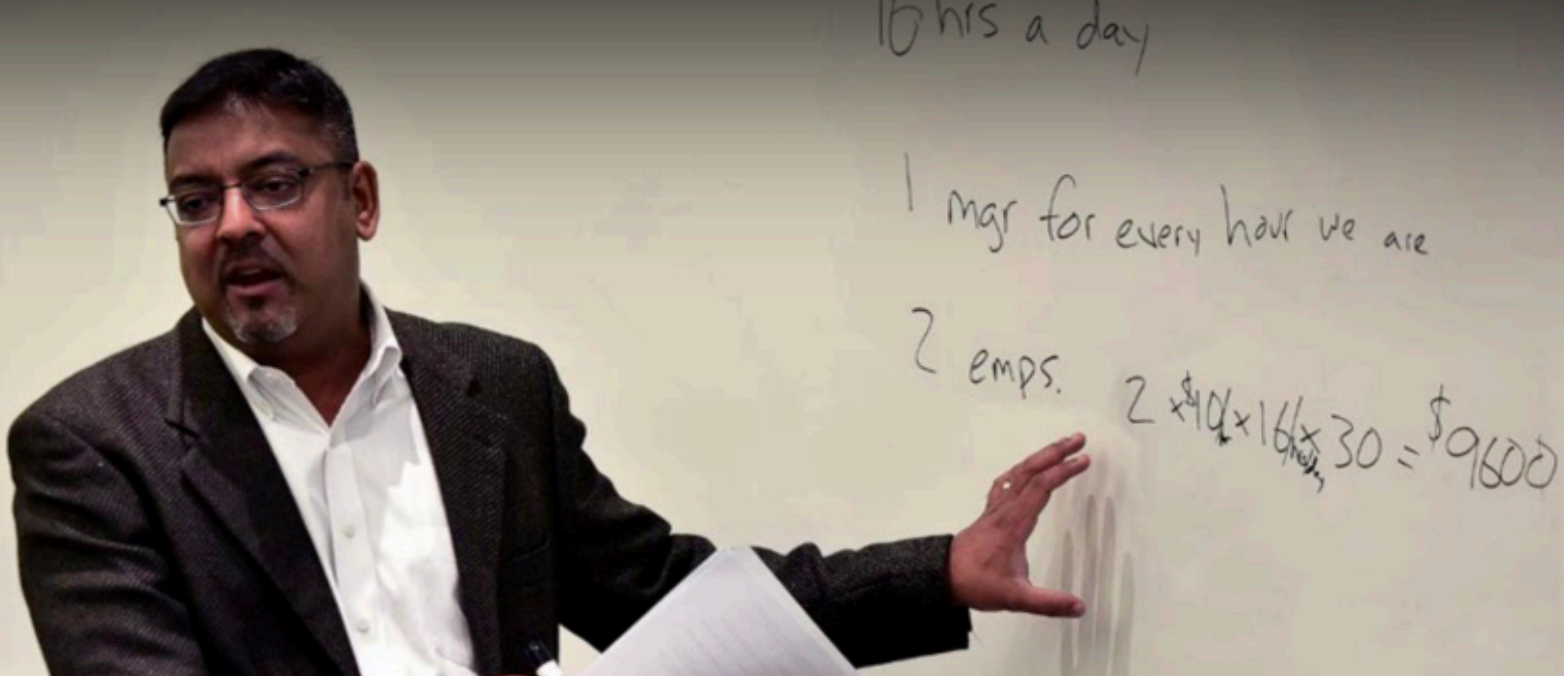
Objective 3.2 Increase the number of faculty lines within the GSBM

- A. Hire more faculty members with quality research and impressive research streams.
- B. Hire more faculty members with robust research profiles to serve as mentors, dissertation chairs and committee members.
- C. Guide and advise Ph.D. students and collaborate with them in academic research.

Objective 3.3 Increase research productivity

- A. Strive to increase research productivity for all faculty members belonging to the four designation criteria - scholarly academics (SA), practice academics (PA), scholarly practitioners (SP), and instructional practitioners (IP).
- B. Promote collaborative research among faculty members within the departments and across departments.
- C. Increase research productivity in all emerging research areas.
- D. Promote interdisciplinary and transdisciplinary research.
- E. Continue supporting the Out of Africa International Conference on African Consumer Marketing, Firm Strategies & Society, the Wall Street Comes to Baltimore Investment Conference, and other conferences related to thought leadership areas.
- F. Provide funding to assist in research, especially for new faculty.





Objective 3.4 Improve the balance between research and teaching

- A. Reduce faculty teaching loads to improve and increase research outputs.
- B. Reduce teaching load to 3-2 average across all departments.
- C. Provide incentive such as reduced course load (2-2) for active and extremely productive research-faculty members.

Objective 3.5 Increase grant writing output

- A. Encourage grant writing among faculty members, by providing them with adequate support structure, including workshops and seminars.
- B. Provide reduced course load to faculty members who receive grants.
- C. Provide 15% of grant funds added to salary for grant recipients.

GOAL 4: ADVOCATE FOR AND LEAD INNOVATIONS IN RESEARCH AND PRACTICE WHICH INCREASES ECONOMIC WELL-BEING AND SOCIAL JUSTICE FOR MINORITIES AND DISADVANTAGED PEOPLE

Consistent with Morgan's heritage as a leader in civil rights and social justice movements, the GSBM will be an advocate and leader for economic equity and social justice for minorities in organizational settings. Research, education, and centers of excellence will be used to: 1) identify the unique challenges minorities face in work environments, and 2) develop and assess the efficacy of innovative approaches to overcoming obstacles to equity, social justice, and inclusion in organizational settings.

OBJECTIVE 4.1: Produce research which identifies the unique challenges faced by minorities in work environments, particularly innovation-, entrepreneurship-, science- and technology-driven organizations

- A. Use incentives to encourage faculty and Ph.D. students to pursue research related to challenges and barriers minorities face in organizations, including but not limited to entry barriers, compensation disparities, social-cultural barriers, racism, bias, performance gaps, etc.
- B. Use incentives to encourage faculty and Ph.D. students to pursue research related to challenges and barriers minorities face in innovation-, entrepreneurship-, science- and technology-driven organizations.
- C. Pursue grants and funding to support development, launch, and ongoing operation of an annual national survey of minority entrepreneur needs.

OBJECTIVE 4.2: Develop, pilot, and evaluate programs and/or approaches which reduce the disparities/inequities in access and/or performance of minorities in work environments

- A. Use incentives to encourage faculty to develop and test theories and hypotheses about how to reduce disparities/inequities in access and performance of minorities in work environments.

- B. Use incentives to encourage faculty to develop, pilot and evaluate programs designed to reduce disparities/inequities in access and performance of minorities in work environments.
- C. Use incentives to encourage faculty to develop, pilot and evaluate curricula which prepare minorities to effectively lead and participate in innovation in fast growing technical fields (e.g., innovation/value creation, big data/data analytics, evidence-based management, people analytics, quantum supply chains, forensic accounting, etc.).

OBJECTIVE 4.3: Increase access to education and experiences for minorities which will increase their odds of success in work environments and reduce disparities/inequities

- A. Reduce barriers to access to relevant education and experiences (such as complex or burdensome application and registration processes, excessive application fees, excessive prerequisites, etc.).
- B. Increase access points and modes of access for relevant education and experiences.
- C. Increase flexibility in educational modes and programs to accommodate non-traditional students, underprepared or unprepared students, and lifelong upskilling or reskilling needs.

OBJECTIVE 4.4: Be a leader in training/supporting minority businesses, including minority entrepreneurs, minority-owned small businesses, and minority-led startups

- A. Monitor and continuously improve the entrepreneurship curriculum at the graduate and undergraduate levels based on the latest research and evidence-based practices.
- B. Develop general education course offerings related to business, value creation, innovation, and entrepreneurship to ensure all students can develop an entrepreneurial mindset and innovation skills.

- C. Continue to support student co-curricular activities related to entrepreneurship (student-led Entrepreneurship Society, Entrepreneurship Honor Society - Sigma Nu Tau, University Innovation Fellows program, etc.).
- D. Develop partnerships with organizations that support the development and growth of minority-owned businesses and minority entrepreneurs (e.g., SBDC, SCORE, Goldman Sachs 10,000 Small Businesses Program, SBA, Athena PowerLink, SheEO, etc.).
- E. Assist minority-owned businesses and minority entrepreneurs through information dissemination, training programs, and consultation.
- F. Seek external funding for research, programs, and initiatives which support the development and growth of minority-owned businesses and minority entrepreneurs (e.g., mastermind-type leadership circles, micro-lending program, etc.).



GOAL 5: INCREASE AND DIVERSIFY GSBM'S FINANCIAL RESOURCES

The GSBM will actively seek to increase and diversify its financial resources to mitigate dependency on state funding and tuition.

Objective 5.1: Increase the GSBM alumni giving rate

- A. Develop an alumni survey and system to track their career progress upon graduating from GSBM.
- B. Develop competitive alumni benefits/offerings (including but not limited to: career/life design portal/Handshake for alumni, online directory and networking platform, access to online library resources, alumni dining club, lifelong learning offerings (webinars featuring faculty experts, Coursera courses featuring faculty experts, virtual book clubs, concerts, Osher courses), travel programs, etc.)
- C. Develop networking and social events on campus in coordination with the university's Alumni House.
- D. Invite distinguished alumni to visit the GSBM and interact with students
- E. Increase opportunities for GSBM alumni participation in career events and volunteer activities such as mentorship.
- F. Develop a virtual alumni donor wall on GSBM's website.
- G. Work with the university to develop a GSBM Alumni and Friends of the GSBM donation portal on the GSBM website.

Objective 5.2: Increase corporate donations

- A. Establish a Director of Corporate Relations position that is exclusive to the GSBM.
- B. Develop virtual and physical corporate donor walls.

- C. Seek support in recruiting potential corporate donors from school-level and department-level corporate advisory boards.
- D. Identify incentives (e.g., access to graduating students, advisory board membership) for corporations to provide donations.

Objective 5.3: Increase the dollar amount of grants

- A. Support grant writing among faculty by providing adequate support infrastructure and training, including workshops and seminars.
- B. Use incentives to encourage faculty to write grants (e.g., reduce course loads and/or allocate 15% of the grant to supplement faculty salary for faculty members who receive grants).
- C. Seek interdisciplinary collaboration with other schools engaged in STEM research initiatives.

Objective 5.4: Identify and develop additional cash-generating initiatives

- A. Identify and develop revenue-generating certificate programs and training initiatives.
- B. Develop and implement a plan to rent the hotel rooms within the GSBM building.
- C. Provide sponsored naming rights to designated facilities within the GSBM.
- D. Develop and implement a “Friends of the GSBM” initiative.
- E. Target student family members as potential Friends of the GSBM donors.
- F. Discuss with Morgan’s bookstore the opportunity to provide GSBM student comfort packages that student family members can pay for during finals week.



GOAL 6: ACCELERATE GLOBAL EDUCATION INITIATIVES AND EXPAND GSBM'S INTERNATIONAL FOOTPRINT

The GSBM will support the university's goal of bringing to fruition Morgan Global over the next ten years. This initiative involves expanding the university's international footprint to: (1) expand Morgan's brand recognition around the world to recruit more international students, and (2) support our domestic students to become global citizens by providing them with opportunities to study abroad.

Objective 6.1: Work to support the university's goal of providing 10% of Morgan students with an international experience by 2030.

- A. Launch the international business degree program at the undergraduate level.
- B. Offer study abroad course credits as electives across the various majors.

- C. Encourage foreign languages (6 credit minimum requirement) as electives in selected majors.
- D. Continue supporting the Out of Africa International Conference on African Consumer Marketing, Firm Strategies & Society.
- E. Promote international internship opportunities.
- F. Facilitate seminars to create awareness of study abroad programs.

Objective 6.2: Increase the number of international students registered at GSBM by 50% within the next five years

- A. Launch the Graves Global MBA with a focus on FinTech.
- B. Increase the global appeal of GSBM programs by increasing the number of programs offered online.
- C. Continue to collaborate with TETFund and the Nigerian government to increase the number of Nigerian students at the undergraduate, graduate, and doctoral levels.
- D. Continue to work with Saudi Arabian Cultural Mission (SACM) and the Saudi Arabian Ministry of Education (MOE) to increase the number of students at the undergraduate, graduate, and doctoral levels.
- E. Identify other countries in Africa and Asia with an interest in supporting US-based education for their undergraduate, graduate, and doctoral students.
- F. Launch additional collaborations with international organizations and foreign governments to promote international students pursuing a degree or certificate at Morgan.
- G. Increase the diversity and quality of international students at the undergraduate, graduate, and doctoral levels.



Implementation of the Strategic Plan

- The new five-year plan replaces the supplemental strategic plan (2021-2023) put in place while the GSBM awaited the University's new goals. This plan will launch in the fall semester of 2022. The strategic planning committee will review the plan's progress and submit a report to the Dean at the end of each academic year.
- Year 1 will provide a baseline for identifying the current status of the strategic initiatives assigned to each Goal and Objective. These strategic initiatives will be classified as (i) Ongoing, (ii) In Progress, or (iii) Pending. At the end of each academic year, the strategic planning committee will provide recommendations to the Dean regarding the following year's strategic priorities.

- The strategic planning committee will identify any new objectives and/or strategic initiatives that should be added to the strategic plan and seek the GSBM's approval for adding, modifying, and/or deleting initiatives to the 2022-2027 Strategic Plan.
- The measurement of the inputs, outputs, and impact of the strategic initiatives will be the responsibility of the various departments, programs, and committees within the GSBM as well as the Dean's Office and the University. The strategic plan identifies several metrics and Key Performance Indicators (KPIs) that should be measured on a regular basis to monitor and evaluate the GSBM's performance with respect to the six goals. The KPIs should be communicated on a regular basis to GSBM's stakeholders and will be prominently displayed on the GSBM website. The other metrics will serve as diagnostic input and output measures to highlight potential areas that need improvement.



Key Performance Indicators

GOAL	KPIs	Additional Metrics
1. Thought Leadership	<ul style="list-style-type: none"> • Number of intellectual contributions per thought leadership area • Media coverage of thought leadership intellectual contributions • Number of active centers of excellence 	<ul style="list-style-type: none"> • Increase funding of CoEs • Number of faculty participating in CoEs • Number of faculty participating in thought leadership areas • Changes to curriculum • Number of external partnerships
2. Student Success	<ul style="list-style-type: none"> • Placement rates • Graduation rates • Average starting salary upon graduation • Employer satisfaction with Morgan graduates 	<ul style="list-style-type: none"> • Percentage of students with at least one internship before graduation • Experience satisfaction measures • Retention rates • Number of awards • Percentage increase in students graduating from GSBM • Number of non-GSBM majors taking business courses • Number of certificate and workshop participants
3. Achieve R1 Status	<ul style="list-style-type: none"> • Number of doctoral degrees awarded annually • Faculty research output • Doctoral student research output • Number of grants awarded • National rankings 	<ul style="list-style-type: none"> • Number of grant writing proposals • Average number of faculty intellectual contributions • Number of doctoral students in each stage of the program

GOAL	KPIs	Additional Metrics
4. Economic wellbeing and social justice for minorities and disadvantaged	<ul style="list-style-type: none"> • Number of intellectual contributions addressing economic and societal issues among minorities • Number of people trained • Amount of funding secured • Number of jobs created 	<ul style="list-style-type: none"> • Number of trainings delivered
5. Financial Resources	<ul style="list-style-type: none"> • Percentage increase in alumni donations • Percentage increase in corporate donations • Percentage increase in funding from grants 	<ul style="list-style-type: none"> • Number of corporate events on campus • Number of fundraising events • Number of alumni events on campus
6. International Footprint	<ul style="list-style-type: none"> • Number of international students enrolled • Number of students participating in study abroad programs 	<ul style="list-style-type: none"> • Number of students taking foreign languages • Number of students in the international business program • Number of students graduating from the Global MBA program • Number of MOUs with international organizations