

**College of Business and Public Administration Strategic Plan
DRAFT**

Draft unanimously approved by CoBPA Executive Committee on 6/21/2016¹

7/11/2016

Introduction

The College of Business and Public Administration (CoBPA) is composed of five departments (Accountancy, Economics and Finance, Management, Marketing, and Political Science and Public Administration) and one school (Entrepreneurship). In addition, the North Dakota Small Business Development Center, the Center for Innovation, and both Army and Air Force ROTC report through the CoBPA.

In 2015, the CoBPA adopted the following mission statement: learn with passion, discover with purpose, create lasting value, and transform lives. These tenets guide all that we do as a college, and delineate our responsibilities to our students, faculty and staff, colleagues within the university, alumni, donors and investors, and residents and leaders of the state of North Dakota. It is with full knowledge of and appreciation for our relationships with these important groups that the faculty and staff of the college embarked on a revision of the strategic plan. This document represents the collegiate effort to identify areas of utmost importance for the next five-year timeframe. This document will guide daily efforts in instruction, curricular design and revision, scholarly activities, administrative and academic policy formulation, and assessment. During the next five years we will conduct regular reviews to consider methods and progress, as well as any new contingencies within the environment. As a living Document, subject to ongoing revision, our intent is to pursue the realization of the CoBPA mission through attainment of the objectives identified here. This plan is consistent with and supports the achievement of the focal points of the strategic plan of the North Dakota University System (see Appendix A). We will also adapt and adjust this strategic plan to be consistent with the new University of North Dakota strategic plan to be developed in 2016-2017 under the leadership of UND's new president Mark Kennedy ensuring that the accomplishments of the college will enable the university and the state system to achieve their objectives as well.

Background

The previous strategic plan for the CoBPA was completed in 2011. As we approached five years since the strategic plan was published, and over six years since the college engaged in

¹ Progress on the strategic planning process has been paused as UND's President Kennedy, who began his tenure July 1, 2016, leads a university-wide strategic planning process.

a strategic planning process, the necessity of updating the strategic plan was clear to all. During fall semester, 2015, the Executive Committee of the CoBPA determined that the current plan still provided an appropriate framework for setting strategy and for decision-making. Thus, rather than beginning a totally new strategic planning process, we determined that the 2011 CoBPA Strategic Plan should be updated to take into account progress that had been made in recent years and to allow the college to recommit to initiatives that had not been accomplished previously or that needed to be refined.

The 2016 CoBPA Strategic Plan was constructed with the following tenets as guiding principles:

- Strategic plans should be broad enough to set the general direction of organizational initiatives, and specific enough to clearly assist strategic decision-making, implementation, and evaluation.
- Strategic planning is a collaborative activity. Departmental/School plans should fit within the CoBPA Strategic Plan which should fit within the UND Strategic Plan, and the plan of the North Dakota University System.
- Because the college is accredited by both AACSB International and NASPAA, guidance provided by these two entities regarding strategic planning is a critical consideration.

With the approval of the Executive Committee, a small, appointed working group, the Strategic Planning Task Force (the task force), developed a draft plan during the winter and spring of 2016. The task force solicited input from the following sources which was incorporated into the final strategic plan:

- The CoBPA Advisory Council and other members of our business and public sector communities
- The CoBPA Executive Committee
- CoBPA faculty
- CoBPA staff
- CoBPA students
- The UND Alumni Association and Foundation and CoBPA alumni

The CoBPA Executive Committee approved a draft of the 2016 Strategic Plan on June 21, 2016. Additional input will be sought from faculty, staff, students, foundation staff and board members, and alumni during fall 2016.

CoBPA Mission

During summer 2015, a working group developed a new mission statement for the college. This new mission was shared at a college-wide faculty and staff meeting on September 9, 2015, and adopted with enthusiasm. We will:

- Learn with passion
- Discover with purpose

- Create lasting value
- Transform lives

CoBPA Values and Vision

The visioning working group also drafted a statement of vision and values. The vision of the College of Business and Public Administration is: **We serve our global society by creating and sharing knowledge in an innovative, inclusive, and collaborative learning-centered environment.**

Our core values are:

- **Trust people**
 - Depend on and trust each other to achieve our core purpose.
 - Expect everyone to behave with integrity and civility and to uphold the highest ethical standards.
- **Value knowledge**
 - Make knowledge accessible and useful to all.
 - Ask questions and develop evidence-based answers.
- **Serve others**
 - Put others first.
 - Listen.
 - Share what we learn.
- **Practice inclusion**
 - Connect our communities with the world.
 - Respect and encourage everyone's contributions.
- **Aspire to more**
 - Do not become complacent with who and what we are now.
 - Strive to become more responsive, innovative, and relevant.
- **Inspire the human spirit**
 - Arouse passion.
 - Awaken the power for action.

Analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT)

In order to update the 2011 Strategic Plan, it was necessary to conduct a SWOT analysis based on the situation in which we find ourselves in 2016. A SWOT analysis links internal and external elements of the environment into a comprehensive summary of the situation confronting the college. The SWOT analysis should be a part of a continuous strategic planning process that analyzes the organization's internal resources and capabilities and external demands.

- **Strengths:** factors inside an organization that distinguish it from its rivals or which contribute to making it more effective (Bensoussan & Fleisher, 2013). On one level, strengths can reside in an organization's product or service offerings. However, given the reality that products or services can often be easily or effectively imitated or substituted, managers should look deeper for organizational strengths, such as resources (which may be tangible or intangible), and competencies or capabilities (which can include technologies, practices, systems, and the culture). The college's work on the AACSB notion of "distinctiveness" forms a basis for our description of strengths.
- **Weaknesses:** factors inside an organization that prevent the organization from achieving its objectives and that limit performance (Bensoussan & Fleisher, 2013). Weaknesses can also be seen by the absence of critical resources or competencies required to compete with rivals.
- **Opportunities:** elements in the external environment that signal the possibility for improving the positioning of an organization (Bensoussan & Fleisher, 2013). Rather than being potential actions that an organization can engage in, opportunities are better seen as objective elements of the environment outside of the organization. Examples include a "trend, change, or overlooked need that supports the demand for a product or service" (Bensoussan & Fleisher, 2013: 206-207).
- **Threats:** These factors are elements outside of the organization in the external environment that work against the organization or that pose challenges for its performance (Bensoussan & Fleisher, 2013).

The results of a process that included input from the Strategic Planning Task Force, Executive Committee, faculty and staff, and CoBPA Advisory Council members is shown below. More detail including the SWOT process is provided in Appendix B.

The CoBPA's main strengths, determined to be valuable, rare, inimitable, and/or organizationally feasible, include:

- The college can be more financially self-determining due to implementation of a new decentralized budget model

- Dedicated, committed, and enthusiastic alumni and friends
- Strength of our accounting major
- Synergies among private, public, and non-profit sectors
- The formation of a School of Entrepreneurship envisioned to be the hub of entrepreneurship education and activity across campus and throughout the state
- Pancratz Career Development Center: the experiences it provides our students and the opportunities it provides our college to connect with employers and alumni
- Graduate programs' on-line, synchronous format

The CoBPA's main weaknesses, judged to be rare, yet economically controvertible, include:

- Facilities are generally outdated and in poor condition, too small, and do not support our programs and mission.
- Technology and technology support for on-line, synchronous graduate programs
- Our students lack exposure to various forms of diversity which hinders their ability to develop the competences required to be effective in a diverse world.
- Curricula in some areas do not develop the knowledge and skills demanded of students by current employers.
- Current financial challenges within UND may exist into the foreseeable future.

Opportunities and threats were prioritized based on their importance and imminence.

The opportunities judged to be most relevant for the CoBPA include:

- Employer demand for skills such as communication, leadership, teamwork, critical thinking, and ability to deal with ambiguity
- Demand from other academic disciplines for their students to develop business skills
- Interest of North Dakota leadership in diversifying the economy
- Enhanced societal/business interest in and demand for graduates with cultural competencies who can be effective in global, diverse, and inclusive environments
- Interest among high school graduates and traditional college-age students in "making a difference" instead of, or in addition to, making a profit
- Regional focus on the UAS industry and close proximity to campus of the FAA-designated Northern Plains UAS test site and the UAS-related Grand Sky business park

The threats judged to be most relevant for the CoBPA include:

- Heightened competition from other schools/colleges/companies with similar and/or more appealing programs, from an increasing number of online programs, from

schools with more appealing and functional facilities, from increasingly available “degree substitutes”

- Declining state revenues within North Dakota
- The general public undervalues the research conducted at universities.
- UND’s expertise is not often sought after by state and local government, the media, and businesses.
- Changing expectations of the consumer of higher education for more personalized, flexible, convenient, and less expensive learning experiences/environments.

Identifying a Strategic Fit and Developing Strategic Objectives for the CoBPA

Based on lengthy discussions regarding the areas in which the CoBPA was considered to have a strategic advantage, areas in which it was important to work toward a competitive advantage, and activities in which it was considered important to remain competitive, the following goals were chosen for the 2011 Strategic Plan:

- To more fully capitalize on our ability to produce business and public leaders through experiential learning
- To integrate career advising more fully into student degree-earning experiences
- To elevate the quality of research and scholarship conducted by members of the CoBPA faculty.

The SWOT analysis allowed us to determine ways in which the CoBPA and UND as well as our external environment has changed since the 2011 strategic plan and to develop conversion strategies: strategic goals based on the fit of SWOT elements as shown in the following chart (Bensoussan & Fleisher, 2013):

| | Strengths | Weaknesses |
|---------------|--|---|
| Opportunities | Quadrant 1: Use strengths to take advantage of opportunities | Quadrant 2: Overcome weaknesses to take advantage of opportunities |
| Threats | Quadrant 3: Use strengths to reduce the impact and/or likelihood of threats | Quadrant 4: Overcome weaknesses to avoid threats |

Based on the updated SWOT analysis and input from a variety of stakeholders, the college decided to recommit to three of the 2011 goals in our 2016 Strategic Plan (See Table 1), although the second goal from 2011 related to career development was incorporated into the

first 2016 goal (see below). We added two additional goals based on (1) the formation of our School of Entrepreneurship which is unique within North Dakota and (2) the need for a facility that will support our new mission and vision. We believe that by concentrating effort on these strategic goals the college will better serve each of its key stakeholder groups:

- The faculty and staff who we must attract, retain, and engage and upon whom we rely to serve our other stakeholders;
- The prospective and current students who wish to gain a strong foundation for successful lives and careers;
- The employers and members of the business, government, and non-profit communities who seek to hire our students and partner with us to address their own needs;
- The current and potential donors and investors who are motivated to support our activities;
- The citizens of our state and region.

A limited number of goals is seen as a way to focus priorities; however, this does not mean that items not specifically mentioned in the plan are not important. This plan provides focal points linked directly to the mission and vision and thus represent the most important priorities for the college.

Strategic Goal #1: *Prepare business, public, and non-profit leaders by engaging students in active and relevant learning designed to help them create more meaningful lives and careers.*

We transform lives. The first two goals from the 2011 plan are combined under the umbrella of this goal. Rather than the general term of “experiential learning,” the CoBPA has embraced and will use the more specific term “high impact practices” in this strategic plan (Kuh & O’Donnell, 2013; also see <http://www.aacu.org/leap/hips>). High impact practices include such experiences as internships and cooperative education, service learning, student involvement in research, participation in learning communities, and application experiences such as the Student Managed Investment Fund and the Dakota Venture Group. The CoBPA is already offering a high level of opportunity in this area, and we expect to develop additional expertise among our faculty and staff and integrate these opportunities even further into our teaching and learning.

This goal arose from the strategic fit analysis suggesting that the following strengths internal to the college of:

- the implementation of a new, decentralized budget model,
- dedicated, committed, and enthusiastic alumni and friends,
- the Pancratz Career Development Center, and
- synergies among the private, public, and non-profit sectors

will allow us to take advantage of opportunities associated with:

- demand from other academic disciplines for business skills,
- employer demand for relevant (“soft” and analytic and technical skills), and
- interest among young people in “making a difference.”

This strategic goal also allows us to minimize threats associated with declining state revenues within North Dakota, competition from a variety of sources, and changing expectations among consumers of higher education. Specific goals are shown in Table 3.

Strategic Goal #2: *Elevate the quality and impact of research and scholarship conducted by CoBPA faculty and students.*

We discover with purpose. The University of North Dakota is the flagship, research university of the state. As such, the mission of UND includes “a distinctive responsibility for the discovery, development, preservation, and dissemination of knowledge. Through its sponsorship and encouragement of basic and applied research, scholarship, and creative endeavor, the University contributes to the public well-being.” Although members of the college faculty have been engaged in research for several decades, there is a recent recognition that, in order to achieve fully the missions of UND and the CoBPA and enhance the reputation of the college and the university, the college must increase the quality and the impact of the research we produce. We strive for the scholarship produced by CoBPA faculty to (1) address important theoretical and applied research questions by publication in top business, economic, political science, and public administration outlets, (2) expand approaches to teaching and learning by being published in top educational/pedagogical journals, and (3) influence the practice of business and public administration by being adopted by managers and leaders in a variety of organizations. Thus, the college is committed to continuing and expanding support for, and recognition of, faculty for their research and scholarly pursuits. Student involvement in research has typically been limited to graduate students and students on assistantships within the college; however, the involvement of undergraduate students in research is a high impact practice in which we would like to invest, with encouragement from UND’s Vice President for Research and Economic Development.

This strategic goal allows us to capitalize on our strength of synergies among the private, public, and non-profit sectors (our faculty collectively can address business, government, not-for-profit, economic, and policy issues) to overcome threats associated with the general public’s undervaluing of our research mission and the underutilization of our faculty’s expertise by media, government, and business.

Strategic Goal #3: *Serve as the UND hub for teaching, learning, and research in the areas of entrepreneurship and innovation.*

We create lasting value. One of the ways in which the CoBPA creates lasting value is by supporting the formation of new businesses and the growth of start-ups via the School of Entrepreneurship (SENTR), the Center for Innovation, and the North Dakota Small Business Development Center (NDSBDC). The School of Entrepreneurship as one of only a handful of such schools within the United States has the potential to serve as a conduit through which other disciplines' knowledge and expertise are leveraged to refine and bring new ideas, products, and services to the marketplace. To achieve this, entrepreneurship must be spread across the entire campus, rather than housed in a single faculty, department, school, building, or "silo." Entrepreneurship is multidisciplinary and team-based, therefore we envision entrepreneurship as a hub at which students from disciplines from across campus, as well as community members, come together to develop ideas they could not develop individually.

This strategic goal allows us to leverage the strength provided to the CoBPA by the School of Entrepreneurship to take advantage of North Dakota's interest in diversifying the economy and addressing the declining state revenues by enabling us to attract additional students to the CoBPA.

Strategic Goal #4: Provide renovated/new facilities to enable the CoBPA to achieve our mission and vision and to support the implementation of this strategic plan.

We learn with passion. Our facilities are inadequate to support our current needs much less support our envisioned future. Response to a recent alumni survey included this statement: "the building has outlived its usefulness; it actually is an embarrassment." We identified facilities and technology as weaknesses in our SWOT analysis. Overcoming these weaknesses is essential for us to remain competitive in the face of threats from other schools/colleges, an increasing number of on-line programs, and the ever-expanding range of degree "substitutes." Our strong support from dedicated, committed, and enthusiastic alumni and friends will allow us to be successful in achieving this strategic goal.

Strategic Planning Framework

The purpose of a strategic plan is to prioritize goals and objectives so that resources can be devoted to the activities that are of greatest importance to the college. The usefulness of a strategic plan depends on the extent to which it (1) continues to be placed "front and center" in the life of the college, (2) provides guidance for implementation, and (3) allows for assessment of both short and long term goal accomplishment and overall organizational health via metrics that provide the foundation for future planning processes. The following features and practices will ensure successful implementation of our strategic plan. We selected specific objectives (shown in Table 2) within each of the four strategic goals. During the spring 2017 semester we will finalize the CoBPA Strategic Action Plan that will include specific actions necessary to accomplish each objective, a timeframe for implementation, the amount and source of funds and administrative support required to accomplish the goal, and the party(ies) responsible for implementation.

We also determined a set of general metrics (see Table 3) that we will use over time to track the overall effectiveness of the college's efforts. These metrics, which represent the longer term success of the college, were selected from among those (1) that are of critical importance to UND and NDUS and (2) for which meaningful data are currently available. We will continue to work with UND administration and the NDUS system to develop additional metrics that we believe to be important for measuring our success.

Our approach to implementation and assessment is shown in Figure 1. As of November, 2016, progress on the college strategic plan is paused as UND's new president Mark Kennedy leads a university strategic planning process. The college will move ahead with its strategic planning process as soon as the university priorities and strategic initiatives have been finalized.

Once the college plan is completed, to keep our strategic plan "front and center," progress will be discussed at each bi-weekly meeting of the CoBPA Executive Committee and at all college-wide faculty and staff meetings. Department/school chairs will ensure that the college's strategic plan and relevant actions are reviewed at all department/school faculty meetings and that a department/school strategic plan consistent with that of the college is in place by **December, 2017**. The dean will engage in ongoing communication with all stakeholders regarding efforts and accomplishments of the college in relation to the strategic plan.

Table 1: Strategic Goals

| 2016 Strategic Goals | Previous (2011) Strategic Goals |
|---|--|
| Prepare business, public, and non-profit leaders by engaging students in active and relevant learning designed to help them create more meaningful lives and careers. | To more fully capitalize on our ability to produce business and public leaders through experiential learning |
| | To integrate career advising more fully into student degree-earning experiences |
| Elevate the quality and impact of research and scholarship conducted by CoBPA faculty and students. | To elevate the quality of research and scholarship conducted by members of the CoBPA faculty |
| Serve as the UND hub for teaching, learning, and research in the areas of entrepreneurship and innovation. | |
| Provide renovated/new facilities to enable the CoBPA to achieve our mission and vision and to support the implementation of this strategic plan. | |

Table 2: Specific objectives related to each strategic goal

| 2016 Strategic Goals | Objectives |
|---|--|
| <p>A. Prepare business, public, and non-profit leaders by engaging students in active and relevant learning designed to help them create more meaningful lives and careers.</p> | <ol style="list-style-type: none"> 1. Provide curricula relevant to the needs of the current and future workplace. 2. Make the Pancratz Career Development Center (PCDC) a central feature of CoBPA student life. 3. Hire and support qualified instructors and clinical faculty; raise the profile of these faculty members by incorporating them more fully into the life of the college. 4. Hire and support talented staff members and incorporate them more fully into the life of the college. 5. Engage in a college-wide conversation to establish guidelines and expectations for all forms of instruction and methods by which to assist faculty in adopting these guidelines. 6. Provide opportunities for non-business students to develop business and leadership skills 7. Support strategic enrollment growth of programs as reflected in units' strategic plans with an emphasis on employment needs of our state and region (Job Service ND, 2016) |
| <p>B. Elevate the quality and impact of research and scholarship conducted by CoBPA faculty and students.</p> | <ol style="list-style-type: none"> 1. Hire and support, at all stages of their careers, research-active faculty. 2. Create a structure and process to support and increase the production of funded, applied research projects to serve the state of North Dakota and the region. 3. Develop and implement a program to support undergraduate research by matching students with faculty to work on specific projects. |
| <p>C. Serve as the UND hub for teaching, learning, and research in the areas of</p> | <ol style="list-style-type: none"> 1. Create an opportunity for students to learn business concepts and develop skills in innovation and entrepreneurship to complement their main areas of study. 2. Create opportunities for faculty within and beyond the CoBPA to extend the work of the school by providing entrepreneurship education within their own areas of expertise. |

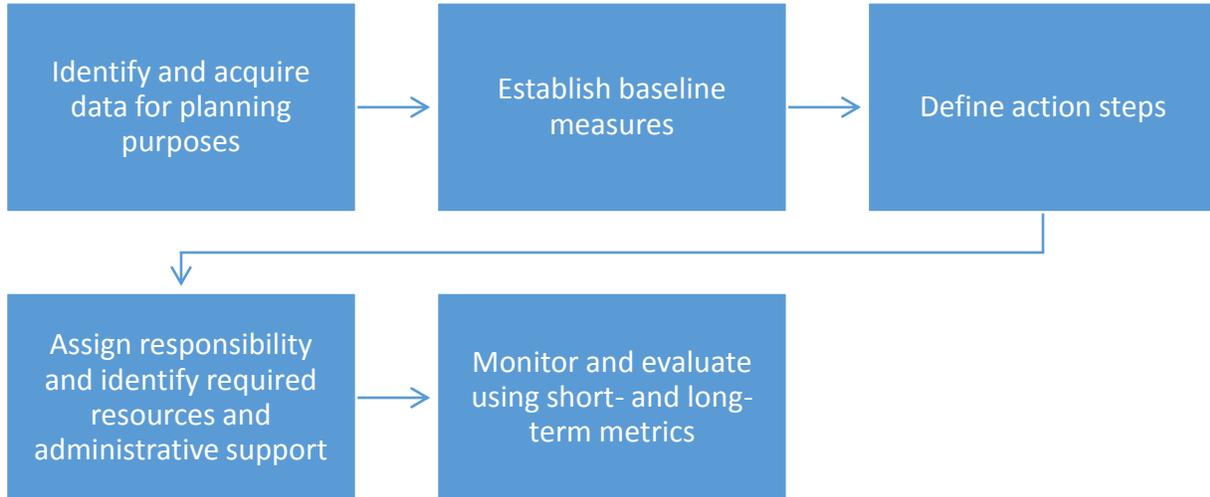
| | |
|--|---|
| <p>entrepreneurship and innovation.</p> | <p>3. Match students with small businesses and start-ups to provide internships of value to students and employers.</p> |
| <p>D. Provide renovated/new facilities to enable the CoBPA to achieve its mission and vision and to support the implementation of this strategic plan.</p> | <ol style="list-style-type: none"> 1. Based on the programming stage completed in 2016, complete facility design. 2. Raise funds for the building from a combination of private and public sources. |

Table 4: Available key success metrics and targets

| | |
|---------------------------------|---|
| Student/ program metrics | Number of students enrolled in the freshmen class; size of entering class of our graduate programs |
| | Average ACT score of the enrolled freshman class |
| | Student credit hours taught |
| | Student headcount |
| | # of new transfer students matriculating each year |
| | Retention of students from freshman to sophomore year; retention of graduate students |
| | # of certificates and degrees awarded each academic year; undergraduate and graduate |
| | 4 and 6-year graduation rates for undergraduates; completion rate for graduate programs |
| | Resources raised from private, public (e.g., North Dakota state match), and corporate sources to support our students, faculty, facilities, and programs. |
| Research metrics | Research publications |
| | Citations |
| | Editorial board memberships; editors |
| | External funding for research, teaching, and applied projects |

Figure 1

Strategic plan implementation process



References

Bensoussan, B. E., & Fleisher, C. S. (2013). *Analysis without paralysis*. Upper Saddle River, NJ: Pearson.

Job Service North Dakota (2016). *In demand occupations*.
http://www.jobsnd.com/sites/default/files/ND_In_Demand_Occupations.pdf, retrieved June 27, 2016.

Kuh, G. D., & O'Donnell, K. (2013). *Ensuring Quality and Taking High-Impact Practices to Scale*. Washington, DC: Association of American Colleges and Universities.

Appendix A

Areas of support for the North Dakota University System (NDUS) Strategic Plan 2015-2020

(The NDUS Strategic Plan can be found at <http://www.ndus.edu/board/strategic-plan/>)

| NDUS goal | NDUS strategy | CoBPA goal/objective/action |
|--|--|---|
| Goal 2: Provide programs people want, where and when they need them. | Strategy 2.1: Ensure programs are relevant, valuable, and timely | <p>A. Prepare business, public, and non-profit leaders by engaging students in active and relevant learning designed to help them create more meaningful lives and careers.</p> <p>A.1 Provide curricula relevant to the needs of the current and future workplace.</p> |
| | Strategy 2.2: Meet North Dakota's workforce needs through recruitment of students from traditional and non-traditional audiences, both in and out of state | <p>A.2 Make the Pancratz Career Development Center a central feature of CoBPA student life.</p> <p>A.7 Support strategic enrollment growth of programs as reflected in units' strategic plans with an emphasis on employment needs of our state and region (Job Service ND, 2016)</p> |
| | Strategy 2.3: Expand access to instructional opportunities through non-traditional delivery methods. | A.1.4 Determine and provide appropriate technology to support continuation and growth of hybrid, synchronous graduate programs |

| NDUS goal | NDUS strategy | CoBPA goal/objective/action |
|--|---|--|
| Goal 3: Equip students for success. | Strategy 3.2: Increase students' overall attainment rates through increased participation, retention, and completion. | A. Prepare business, public, and non-profit leaders by engaging students in active and relevant learning designed to help them create more meaningful lives and careers. |
| Goal 4: Maximize the strengths of the unified system | Strategy 4.3: Strengthen the system's ability to respond quickly to changing needs. | <p>A.1.1 Redesign the undergraduate core for the BBA to support student learning outcomes relevant for career success <i>with a mechanism to allow for future adaptation and change.</i></p> <p>A.1.3 Redesign the MBA program to support student learning outcomes relevant for career success <i>with a mechanism to allow for future adaptation and change.</i></p> |
| | Strategy 4.4: Enhance the research reputation of the research institutions | B. Elevate the quality and impact of research and scholarship conducted by CoBPA faculty and students. |

Appendix B

SWOT analysis process and results

The Strategic Planning Task Force conducted a SWOT analysis as input to strategic planning using a process described by Bensoussan and Fleisher (2013). We followed these steps:

1. The Strategic Planning Task Force brainstormed an initial list of SWOT elements which was shared with the Executive Committee. Input was gathered regarding content and process.
2. An open faculty forum was held to solicit additional SWOT elements (2/23/2016, seven participants).
3. A survey including open ended questions was distributed to faculty and staff via Qualtrics to solicit additional SWOT elements (8 thoughtful and comprehensive responses).
4. All suggestions from the faculty and staff survey were evaluated against the definitions of SWOTs, were edited for duplication and possible combination with other elements, and placed in the appropriate category (i.e., strength, weakness, opportunity, or threat).
5. This full list of SWOT elements was submitted for prioritization of elements to all faculty, staff, and Advisory Council members via a Qualtrics survey (see Table B-1 to B-4 for results of faculty and staff survey). Nine staff and 42 faculty members responded as did eight Advisory Council members.
6. These results were evaluated by the task force to reach a “short list” of SWOT elements that were judged to be most relevant to the CoBPA for the next five years. Each element on the short list was evaluated using the methods described in Bensoussan and Fleisher (2013, pp. 207-210) to reach the final list shown on pp. 4-6 of this report.
7. The task force next developed conversion strategies – the strategic actions that align fit of SWOT elements across any of the four quadrants shown on p. 6. The results of this step are shown in Table B-5. As noted by Bensoussan & Fleisher (2013) “you will realize that some of your strategies will not align with the original prioritized factors within each SWOT category. Others may align with many of them. In addition, you may identify new strategies to add to your quadrants. This is an important reminder that new and improved ideas often come from performing the process (p. 211).”

| | Table B-1: Strengths (sorted by faculty/staff ratings) | Average rating (faculty & staff) | Average rating (Advisory Council) |
|----|--|-------------------------------------|--------------------------------------|
| 1 | Strong student job placement rate | 4.44 | 4.75 |
| 2 | Strong relationships with employers and the community | 4.35 | 4.75 |
| 3 | Particular majors have strengths that represent competitive advantages (accountancy, human resources, operations/ supply chain, aviation and airport management) | 4.30 | 4.50 |
| 4 | Our students have a reputation among employers for a strong work ethic and absence of an attitude of “entitlement.” | 4.25 | 4.75 |
| 5 | Dedicated and enthusiastic alumni that provide strong support to the College in terms of time, talent, and treasure. | 4.23 | 4.38 |
| 6 | Enthusiasm of our students for our programs: strong, committed | 4.20 | 4.75 |
| 7 | Some of our students are highly engaged in meaningful educational experiences during their time here | 4.19 | 4.50 |
| 8 | Accessible faculty willing to build relationships with students | 4.17 | 4.63 |
| 9 | Strong professional advising function within the college | 4.04 | 4.38 |
| 10 | Workload plan/model that encourages faculty to contribute in their areas of greatest strength | 4.00 | 3.88 |
| 11 | Marketability of our majors, particularly connections with STEM | 3.98 | 4.38 |
| 12 | On-site information technology support | 3.92 | 4.00 |
| 13 | Graduate program format: early mover in on-line, synchronous format | 3.88 | 3.57 |
| 14 | Dual accreditation from AACSB and NASPAA | 3.85 | 3.75 |

| | Table B-1: Strengths (sorted by faculty/staff ratings) | Average rating (faculty & staff) | Average rating (Advisory Council) |
|----|---|-------------------------------------|--------------------------------------|
| 15 | Implementation of a new budget model that will allow the College to be more self-determining. | 3.73 | 3.50 |
| 16 | Highly ranked on-line MBA program | 3.70 | 4.25 |
| 17 | Pancratz Career Development Center and the experiences it provides our students | 3.58 | 4.50 |
| 18 | MSAE program | 3.51 | 3.00 |
| 19 | Strengths in market segments (MSAE in military; connections with public health) | 3.48 | 3.0 |
| 20 | Opportunities provided by the Center for Innovation and the SBDC for student and faculty engagement within the state | 3.48 | 3.75 |
| 21 | Strong MPA program with a social entrepreneurship component | 3.43 | 3.38 |
| 22 | Presence of technological work going on at UND to provide opportunity for business/economic models to advance intellectual property | 3.40 | 4.14 |
| 23 | Presence of some unique minors and certificates: social entrepreneurship, leadership, sport business, non-profit leadership | 3.38 | 3.25 |
| 24 | Public policy expertise within PSPA, economics, entrepreneurship, and our connections with public health | 3.37 | 3.00 |
| 25 | Connection with public administration and political science enables us to provide students and faculty with a unique exposure to public affairs and business and government | 3.33 | 3.0 |
| 26 | Nice program of events/symposia (Olafson Ethics, etc.) | 3.33 | 3.63 |
| 27 | Formation of a School of Entrepreneurship envisioned to be the hub of entrepreneurship education and activity across campus and throughout the state | 3.29 | 4.13 |

| | Table B-2: Weaknesses (sorted by faculty/staff ratings) | Average rating (faculty & staff) | Average rating (Advisory Council) |
|----|--|-------------------------------------|--------------------------------------|
| 1 | Current financial challenges that may exist into the foreseeable future | 4.27 | 3.63 |
| 2 | Spaces that do not accommodate active learning, that are unwelcoming to students and the community, and that discourage collaboration and innovation | 4.10 | 3.75 |
| 3 | Technology and technology support for hybrid graduate programs | 4.08 | 3.29 |
| 4 | Salaries “on the edge of being competitive” | 4.00 | 3.88 |
| 5 | Low morale | 3.96 | 3.71 |
| 6 | Traditional mindset among faculty, students, staff, and employers that discourages rapid change and innovation; we see no urgency to compete | 3.94 | 4.25 |
| 7 | No courses/programs in data analytics | 3.88 | 3.88 |
| 8 | Difficult to recruit faculty | 3.82 | 4.13 |
| 9 | Lack of promotion/advertising/PR/marketing | 3.79 | 3.38 |
| 10 | Many of our students are not engaged in high impact practices during their time here | 3.78 | 4.25 |
| 11 | The traditional undergraduate core curriculum | 3.76 | 4.25 |
| 12 | We lack flexibility to respond when a marketplace changes | 3.74 | 4.00 |
| 13 | No sense of priorities within UND (lack of a university strategic plan) | 3.73 | 4.13 |
| 14 | Not enough courses offered to satisfy enrollment: students cannot get courses they need when they need them | 3.69 | 4.38 |
| 15 | The traditional MBA curriculum | 3.65 | 4.25 |
| 16 | Prerequisite requirements in certain programs hinder students from taking our courses | 3.57 | 3.63 |

| | Table B-2: Weaknesses (sorted by faculty/staff ratings) | Average rating (faculty & staff) | Average rating (Advisory Council) |
|----|---|-------------------------------------|--------------------------------------|
| 17 | Only one required communication class in the BBA | 3.51 | 3.38 |
| 18 | Assessment plan and implementation | 3.50 | 3.38 |
| 19 | We do not demonstrate the impact of our research | 3.46 | 3.25 |
| 20 | Lack of faculty in the finance area | 3.40 | 4.25 |
| 21 | Information systems program (very low enrollment) | 3.37 | 3.50 |
| 22 | Lack of opportunity for connections related to research | 3.32 | 3.25 |
| 23 | No programs to attract Native American students or female students | 3.31 | 2.75 |
| 24 | Lack of diversity | 3.27 | 2.75 |
| 25 | Entrepreneurship program: others do a better job of training entrepreneurs without a "school" | 3.26 | 3.63 |
| 26 | Industrial technology classes that are not connected to the rest of our curriculum | 3.22 | 3.38 |
| 27 | Production of theoretical research | 3.20 | 2.88 |
| 28 | No specialized master's programs in business disciplines | 3.06 | 3.50 |

| | Table B-3: Opportunities (sorted by faculty/staff ratings) | Average rating (faculty & staff) | Average rating (Advisory Council) |
|----|---|-------------------------------------|--------------------------------------|
| 1 | Employers' desire for skills beyond traditional business skills: communication, leadership, team work, critical thinking, etc. | 4.10 | 4.50 |
| 2 | Recognition among many fields of study of the importance for students to develop some basic business skills (e.g., law, medicine, engineering, art, etc.) | 4.00 | 3.88 |
| 3 | Increasing demand for "value" on the part of consumers | 3.77 | 4.25 |
| 4 | Growth in regional demand for CoBPA graduates ("In Demand Occupations" jobsnd.com) | 3.75 | 4.13 |
| 5 | Interest among high school graduates and traditional college-age students in "making a difference" instead of, or in addition to, making a profit | 3.58 | 3.50 |
| 6 | Interest among high school graduates and traditional college-age students in "working for themselves" | 3.57 | 3.50 |
| 7 | Regional focus on UAS industry and presence of the test site and Grand Sky | 3.52 | 4.50 |
| 8 | Interest in the state of North Dakota in diversifying the economy | 3.46 | 3.50 |
| 9 | Non-profits and small businesses in the region create applied research opportunities | 3.44 | 3.863 |
| 10 | Global demand for graduate business education | 3.39 | 3.63 |
| 11 | Enhanced societal interest in and demand for diversity and inclusion | 3.33 | 2.88 |
| 12 | Business opportunities related to High Performance Computing | 3.33 | 3.75 |
| 13 | Demand for programming such as executive leadership | 3.25 | 3.86 |
| 14 | New Americans and Global Coalition (programs in the Grand Forks community) create cross-cultural learning opportunities for students | 3.16 | 2.57 |
| 15 | NDSU's extension programs have been severely cut | 2.96 | 2.75 |

| | Table B-4: Threats (sorted by faculty/staff ratings) | Average rating (faculty & staff) | Average rating (Advisory Council) |
|----|--|-------------------------------------|--------------------------------------|
| 1 | State legislators do not recognize the value of the state’s research universities. | 4.30 | 3.50 |
| 2 | We face increasing competition for students from other schools with similar and/or more appealing programs | 4.23 | 3.75 |
| 3 | Declining financial resources within North Dakota | 4.11 | 3.75 |
| 4 | Increasing pressures to maintain the affordability of higher education | 3.83 | 4.50 |
| 5 | Other schools provide “flashier” and more functional facilities | 3.81 | 3.88 |
| 6 | Changing expectations of higher education consumer: more flexible and personalized, less expensive | 3.77 | 4.00 |
| 7 | Societal challenges to the value of higher education. | 3.70 | 3.75 |
| 8 | Declining interest among high school graduates in traditional business programs | 3.66 | 3.63 |
| 9 | Dependency of the state economy on energy and agriculture | 3.65 | 3.14 |
| 10 | NDSU is viewed as having stronger outreach to the state because of the agricultural connection | 3.52 | 3.13 |
| 11 | Online vendors are providing “polished products” that some of our competitors are adopting | 3.51 | 3.25 |
| 12 | Increasing availability of degree “substitutes” (certifications, badges, etc.) | 3.30 | 3.00 |