

SIMMONS COLLEGE

School of Management BOSTON

Simmons School of Management Strategic Plan:
Investing in Excellence
2007-2012



*A Center of Excellence for Women, Leadership, and
Management*

Educating Women for Power and Principled Leadership

***THIS PLAN IS THE RESULT OF THE INPUT OF MANY PEOPLE – FACULTY, STAFF, STUDENTS, ALUMNAE,
THE BUSINESS ADVISORY COUNCIL, AND SENIOR LEADERSHIP OF THE COLLEGE. SPECIAL
ACKNOWLEDGEMENT IS GIVEN TO NANCY VINEBERG OF NORMAN LOUIS CONSULTING FOR HER
CONTRIBUTIONS.***

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**SIMMONS SCHOOL OF MANAGEMENT STRATEGIC PLAN:
INVESTING IN EXCELLENCE
2007-2012**

EXECUTIVE SUMMARY

In May 2007, the Simmons College Board of Trustees voted to make a significant financial investment in the School of Management (SOM). This Strategic Plan is designed to optimize use of this funding to support the growth and development of the School, while creating a framework for increasing the scale, impact, and sustainability of our enterprise.

Our vision is to advance the Simmons School of Management's position as a *center of excellence* in women, leadership and management. To do so, we will focus our strategic efforts internally, on our educational and research offerings, and externally, on building our national visibility and engagement with the business community. Our strategy recognizes that as a leader in women's management education, our primary customers are individual women throughout their academic and professional lifecycles. Simultaneously, our strategy allows for an emerging, complementary focus on organizational customers, in order to capture the considerable business opportunities that exist in this market. Our internal and external goals are mutually reinforcing and, to a large degree, mutually dependent.

To fulfill our vision and build a thriving management school, center of thought leadership, and hub of activity related to women, leadership, and management, the School will undertake strategic initiatives in pursuit of four critical goals: strengthened academic quality, relevance, and learning outcomes; enhanced national and international reputation and visibility; increased scale; and improved fiscal and organizational health.

The early years of our strategy will focus on internal improvement and achievement. Most notable is our goal of attaining Association to Advance Collegiate Schools of Business (AACSB) accreditation in spring 2009, an achievement that will significantly strengthen our reputation and competitive position. Fiscal year 2009 also will see the School of Management move to our new facilities on Simmons's main campus. During this period we will launch efforts to accelerate faculty hiring, increase student selectivity, strengthen the curriculum, enhance program offerings, expand internships to strengthen students' career outcomes, and deepen faculty research activity.

In the middle to later years of the strategy, the School of Management will leverage internal advancements, intensifying efforts to increase scale and tuition revenue, while expanding our marketing, corporate relations, and philanthropic activities in support of stronger brand awareness and contributed revenue. Concurrently, we will focus greater attention on business development and other means of increasing engagement with industry, establishing enduring partnerships with organizations who share our commitment to

advancing women in management, and increasing the School's market share for delivery of consultative, education, and research services.

The School of Management's plan is fully aligned with the Simmons College Ten-Year Strategic Framework, preliminarily endorsed by the College Board of Trustees in May 2008. Our plan supports the College's aspirations of national prominence and outlines the School of Management's planned contributions to the College's goals of advancing academic quality and the learning environment, deepening global and community engagement, and improving financial standing.

Exhibit 1: Simmons School of Management – Quick Facts (2006-2007)

Founded: 1973

Vision: To be an internationally recognized center of excellence in women, leadership, and management

Educational programs: MBA, undergraduate management, BA/MBA, post-MBA certificates, executive education

Enrollment:

- Number undergraduate students: 180 (est. 140 majors; 40 minors)
- Number of MBA students: 170 (80 percent part-time)
- Number of Executive Education students: 600+

Leadership Conference participants: 2800

MBA alumnae: 3900

Undergraduate management alumnae on record: approx. 2500

Faculty: 21 full-time equivalents (40 percent tenured)

Staff and senior administration: 25

Operational expenses: \$5.5 million

Instructional revenue: \$7.1 million

Contributed revenue (grants and gifts): \$1.35 million

INTRODUCTION

Simmons College, a Masters I university located in the heart of Boston, has been a recognized leader in preparing women for success in the professions for over 100 years. Established in 1973, the Simmons School of Management (SOM) is the premier management school in the world designed specifically to educate women for managerial and leadership success. Since its founding, the SOM has advanced its enterprise significantly: expanding and refining its academic programs; building an esteemed faculty; producing accomplished alumnae; and contributing valued knowledge to the field of business and management. As a result of our continuous growth and improvement, the School's regional standing has been greatly enhanced.

Today, we are poised to embark on the next phase of our development. Recognizing the School of Management's potential to compete effectively in regional and national markets, the Simmons College Board of Trustees in May 2007 committed to make a significant financial investment in the School. Funding from that investment increases the operational budget by more than \$2 million to support expansion of our faculty; innovation of new academic programs; and broadened national and international marketing. The investment in increasing the operational budget is supplemented by a \$26 million investment in a new, state-of-the-art, "green" building on the College's main campus.

Our strategy is designed to leverage this investment and guide our development as an internationally recognized center of excellence in women, leadership, and management. The next five years represent a period of intense investment with the goals of strengthening the School's academic quality and reputation in order to position it successfully for growth in enrollments, increased national visibility, and expanded engagement in the business community.

The goals and initiatives outlined in this strategic plan derive from an analysis of our strengths and weaknesses, market research, analysis of competitors and the competitive landscape, appraisal of best practices in management education provided by our accrediting agency (AACSB)ⁱ, reviews of our degree programs, on-going assessment of student learning, and iterative discussions beginning in 2005 with School of Management stakeholders, including faculty, senior managers, alumnae, the College president and trustees, members of our Business Advisory Council, and students. The Strategy will be reviewed annually and revised as required to adapt to changes in the competitive environment and assessment of our organizational performance.

VISION, MISSION, AND VALUES

The mission of the Simmons School of Management, to educate women for power and principled leadership, is rooted in the research-supported premise that expanding women's access to leadership and management opportunities is good for women, good for organizations, and good for society.ⁱⁱ

We believe that the field of management offers the greatest opportunities for women to wield influence, have impact, build successful careers, and generate wealth. Consequently, we aim to ensure that women of diverse backgrounds have unfettered opportunities and are best prepared to lead and manage at strategic levels in business, government, and not-for-profit organizations.

Our vision is for the School of Management to be internationally recognized as a leading *center of excellence* for women, leadership, and management. We pursue this vision by:

- Providing high quality leadership and management *education* designed specifically for women of diverse backgrounds at all stages of their professional careers.

- Generating cutting-edge research and *thought leadership* in the domains of women and leadership and gender and diversity dynamics in organizations.
- Serving as the *authoritative resource and a key partner* for organizations committed to strengthening their performance through the recruitment, retention, and advancement of women as organizational leaders.

We are differentiated from other schools of management by:

- Our deep knowledge and understanding of gender dynamics in organizations, their impact on leadership opportunities for women of diverse backgrounds, and effective strategies for managing these dynamics.
- Our conviction, supported by research, that expanding women's participation in leadership roles enhances organizational effectiveness, has a positive impact on society, and enriches women's lives.
- Our commitment to teaching excellence and our belief that learning is enhanced by an environment that enables personalized attention and a strong community of learners.
- Our dedication to providing a high quality student experience and our investment in each student's success as they launch, advance, and change careers.
- Our commitment to integrating theory and practice in our teaching and our research in order to generate knowledge and education that enhances effective management practice.
- Our commitment to ethical and socially responsible management practices that enhance both the performance of organizations as well as the welfare of society and the sustainability of the environment.

STRATEGY AND COMPETITIVE ENVIRONMENT

Our commitment to being the leading provider of management education designed specifically to enhance women's leadership and career success positions the Simmons School of Management as a high quality niche player in the market for management education.

Our school plays an important role in expanding women's engagement in business education and, ultimately, in business. In contrast to parity in representation achieved in education for other professions such as law and medicine, women continue to represent only 35 percent of graduate business school students, despite active efforts over the past decade to increase women's participation. Similarly, women comprise only 44 percent of undergraduate business students despite the fact that women now comprise more than 55 percent of all undergraduates.ⁱⁱⁱ While many business schools seek to attract and retain more women to their business programs, our school is distinguished by the integration of explicit attention to gender dynamics in organizations, their impact on leadership and career opportunities for women of diverse backgrounds, and effective strategies for managing these

dynamics within our management curricula in the functional, strategic, and behavioral aspects of business. We are not simply a school *for* women, but a school *about* women. Our teaching about gender and broader diversity dynamics is underpinned by a tradition of over 30 years of research in the field.

We believe that our mandate is as relevant in the marketplace today as it was at the founding of the graduate school more than 35 years ago. While the participation of women in management roles has increased dramatically from four to 50 percent since 1975, women in top leadership roles remain rare in business, large not-for-profits, and government. In Fortune 500 companies, women comprise less than two percent of CEOs and 16 percent of corporate officers.^{iv} Our research and that of others indicates that this scarcity reflects subtle, often unconscious, but tenacious organizational norms, practices, and behaviors that constrain women's opportunities.^v Research also shows that the primary reason women leave organizations is because they perceive limited leadership opportunities.^{vi} Our undergraduate and graduate academic programs, as well as our executive programs, are designed to give women the skills and knowledge they need to manage these organizational gender dynamics strategically and build successful and rewarding careers. At the same time, research shows a positive correlation between women's participation in leadership roles and organizational performance.^{vii} Our research, targeted forums, custom executive education programs, and consulting are designed to provide organizations with the resources needed to effectively recruit and retain talented women by ensuring that they have opportunities to advance and lead.

Beyond the societal import of our mandate, our strategy is formulated in direct response to the market for management education and scholarship. Current market trends (summarized in Exhibit 2) signal the presence of both opportunities and challenges for Simmons SOM.

Opportunities are presented by increased national and international attention to women's leadership and its contribution to organizational performance; growing corporate investment in talent acquisition and management; increased global connectivity and rising interest in management education among women internationally; positive demographics for undergraduate enrollment until 2011 with management as a popular major for incoming undergraduates nationwide; and positive projections for women in graduate education in the next five years.

Challenges include the impact of a three-year national decline in MBA enrollments (2003-06) and the slow recovery from that decline, especially among female prospective students; a highly competitive local market for both MBA and undergraduate management education with 10 management schools in the Greater Boston area, half of which are ranked nationally in *both* graduate and undergraduate management education; growing competition in the women and leadership market as management schools seek to expand their market share among women; expansion of management programs outside of the U.S.; increasing debt burden for students; and a critical shortage of doctorates in management education resulting in rising faculty salaries.

Our strategy is designed to build on and better leverage our **strengths**:

- Recognized focus on teaching excellence
- High quality educational programs and student services
- Exceptional learning community
- Students with professional experience and commitment to building successful careers
- Depth in research on women, management, and leadership
- Cohesive culture and commitment to our mission

Simultaneously, the strategic initiatives detailed in this report will address our **weaknesses**:

- Lack of accreditation from the Association to Advance Collegiate Schools of Business (AACSB)
- Low national and international brand recognition
- Small scale and lack of critical mass of students and faculty
- Declining state of facilities
- Separation of undergraduate and graduate programs onto two campuses

Exhibit 2: Market Trends in Management Education

MBA:

- Women comprise 35% of MBA students (30% in top schools).
- Aggregate MBA enrollments declined 20% nationally between 2002 and 2006. Local competitors declined 14% on average, with Simmons SOM declining 16%.
- Numbers of prospective students taking the Graduate Management Admissions Test (GMAT) began to recover in 2006, particularly in international markets.
- Simmons SOM has 8% market share of women MBAs in Boston-based business schools and 3% of total market share (2006).

Undergraduate Management:

- Women comprise 45% of management students nationally.
- Modest annual growth of 3% per annum in undergraduate management enrollments in New England projected to continue.
- Management/business ranked third as intended field of study for college-bound female seniors in New England, and first among all incoming undergraduates nationally.
- SOM management program has 8% of total undergraduate credit hours (2006).

Executive Education:

- Positive market trends with majority schools reporting increases in revenue from both custom and open enrollment programs in 2006-07. Custom programs growing faster than open enrollment with majority of schools deriving more than 50% income from custom programs. The SOM derives 70% of income from custom programs.

Sources: AACSB Business School Questionnaire, U.S. News and World Report

STRATEGIC GOALS AND INITIATIVES

The next five years will be a period of intensified investment and accelerated strategy execution for the SOM. At the heart of these efforts are aggressive faculty recruitment and development plans and targeted investments in staffing and marketing — major initiatives that will enable us to compete with increased effectiveness as a high quality niche player in the regional, national, and international markets for management scholarship and education, and subsequently, raise our visibility and build stronger business-to-business customer relationships.

To fulfill our vision of being a thriving management school and a leading center of excellence in women, leadership, and management, the School will undertake strategic initiatives in pursuit of four overarching and interrelated goals:

1. Strengthened academic quality, relevance, and learning outcomes
2. Enhanced national and international reputation and visibility
3. Increased scale
4. Improved fiscal and organizational health

Progress in each of these areas will allow us to strengthen our foundation and effect a period of robust and sustainable growth in the decade ahead.

A comprehensive set of performance indicators have been developed and will be used to guide the execution of our strategy. In addition to clearly defining where we stand today and identifying the goals we aim to achieve in the next five years, the performance indicators will be leveraged as a critical management tool throughout the School of Management. We envision that these metrics will be adopted for both annual planning and in performance review. The complete listing of performance indicators is found in Annex I. An “at-a-glance” Performance Indicators Map, also found in Annex I, provides an overview of the four strategic goals, top level strategy initiatives, and key indicators of our progress in each area.

GOAL I: STRENGTHENED ACADEMIC QUALITY, RELEVANCE, AND LEARNING OUTCOMES

To be a highly sought after, select school of management

Further improvements to the academic quality in our degree programs will bolster our ability to compete with upper mid-level nationally ranked schools in attracting top quality students and to grow enrollment to optimal capacity. Increasing relevance and advancing learning outcomes will add value to our degree programs and powerfully complement the School’s competitive differentiation of personalized attention, low student-to-faculty ratio, and an intimate MBA and undergraduate management classroom experience.

To ensure the rigor and distinctiveness of our academic programs, the School of Management will continue to assess our classroom experience, pedagogical approaches, and

program offerings so as to refine the concept of a management program designed for women.

Strategic Initiatives

I. Strengthen curriculum relevance

As a leading educational provider in the women's leadership and management market, it is critical that the SOM maintains the relevance and rigor of its curriculum to both women as prospective students and to organizations as prospective employers of our graduates and as consumers of both our research/consultation services and executive education offerings.

To ensure relevancy and increase the value of a Simmons management degree, the SOM will develop additional areas of strength, beyond leadership, that are valued by women, critical to high quality management education, and aligned with market opportunities for employment. These include:

- *Principled leadership* – Research reveals that, from undergraduates to executives, women aspire to be leaders who not only produce economic results and build enduring organizations, but who also act ethically and ensure that their organizations have a positive social and environmental impact.^{viii} For three years the SOM has been strengthening its teaching, research, and convening on principled leadership and the strategic alignment of profitability and social responsibility. Going forward, increased attention will be given to these topics in both SOM degree programs. We will also explore opportunities for executive education offerings in this field. We will deepen our commitment to integrating a focus on principled leadership in our extra-curricular offerings and seek out partners with parallel aspirations. Research on principled leadership and its impact on organizational performance will be prioritized for SOM funding.
- *Entrepreneurship* – Starting businesses at a rate more than twice that of entrepreneurs in general, women represent a growing and dynamic force within the entrepreneurial sector worldwide. The SOM will continue to develop curricular and co-curricular activities to encourage, educate, and support our students and alumnae who aspire to entrepreneurial careers. We will make further enhancements to our MBA Certificate in Entrepreneurship program, expand offerings in entrepreneurship for our undergraduates, and strengthen partnerships with professional organizations supporting women entrepreneurs.
- *Global perspective and engagement* – Increased global connectivity is placing new demands on organizational leaders to operate strategically in an international context and to manage effectively across diverse cultures. To increase our students' ability to lead and manage in a global, multicultural world, the SOM will ensure the integration of global perspectives within our curricula and teaching materials; aggressively recruit international students; offer study abroad programs for both

graduate and undergraduate students to countries emerging as dominant economic powers; hire faculty of diverse national backgrounds; and establish strategic partnerships with business schools abroad. We have prioritized India as the focus for our global engagement, recognizing its rapid ascendance as a global economic power and its impact on the structure of business around the world.

- *Technology* – Technology is transforming business, creating new models, expanded market opportunities, greater efficiencies, and new means of collaboration and competition. For many firms, technology is the largest capital investment and managing it no longer is the sole responsibility of the IT department. The SOM will strengthen both degree program curricula to ensure that our graduates acquire the knowledge and skills needed to successfully manage information technology and harness it for optimal organizational performance.^{ix}
- *Marketing* – Women have strong interest and representation in marketing,^x a field that provides broad opportunities for strategic and organizational leadership. The SOM will develop additional disciplinary strength in marketing and expand marketing course offerings in both the MBA and undergraduate programs. Our goal is for Simmons to compete successfully as a leading provider in marketing education among business schools in the region.
- *Gender and leadership* – Our teaching and curricula are distinguished among management programs by our systematic integration of learning on gender dynamics in organizations, their impact on career and leadership opportunities for women of diverse backgrounds, and the appropriate strategies for managing these dynamics, individually and organizationally. To fulfill our mission, it is imperative that the SOM remains at the forefront of research and teaching on gender and diversity within organizations.

2. Strengthen student profile and selectivity

The School of Management will build on recent progress in strengthening student quality and selectivity. Our 2007 MBA class had the highest average GMAT scores in five years and our students' average work experience of seven years is highest among local schools. Undergraduate students also are entering the program with stronger SAT scores and high school GPAs. To further improve the quality of student profiles in both degree programs and to ensure that our students are in the highest terciles for both standardized test scores and GPA, we will create targeted outreach and scholarships for top students and incrementally increase our selectivity. We recognize that initially the focus on improving student selectivity may be at the cost of enrollment growth.

3. Enhance and support high quality teaching

Our strategy reaffirms teaching excellence as a core value of the School of Management. Strengthening the rigor of our academic programs and the quality of student learning will require adding full-time faculty and further developing our curricula. Between FY2008 and FY2010, we will increase faculty by 45 percent to bring the School's

participating^{xi} faculty to 28.5 full-time equivalents (see Exhibit 3). Concurrently, we will improve faculty sufficiency for excellence in teaching across all disciplinary areas, particularly in our quantitative disciplines. Our goal is to ensure that participating faculty members teach 85 percent of all credit hours and the majority of required courses within the curriculum.

To support continuous improvement in teaching, we will extend our investment in our peer review and faculty mentoring processes, pedagogical workshops, and faculty professional development. We will also continue to implement rigorous and systematic assessment of learning outcomes in both degree programs and refine feedback mechanisms at both the course and program levels.

To enhance student access, flexibility, and diversity in modes of course delivery we will systematically integrate and expand our use of academic technology for web-enhanced coursework, blended learning course delivery, and online services. We aim to have 20 percent of MBA courses and 15 percent of undergraduate courses offered as hybrid (classroom/online) classes by FY2012.

Exhibit 3: Plan for Ensuring Faculty Sufficiency (number of core faculty FTEs)

Disciplinary Areas	2006-07	2009-10	Net Change
Accounting	4	4	0
Economics and Global Business	1	1	0
Finance	3	4	+1
Management	2.5	3.5	+1
Marketing	1.25	4	+2.75
Organizational Behavior	4.75	6.0	+1.25
Strategy and Entrepreneurship	2.25	3.5	+1.25
Technology, Operations, Quantitative Analysis	0.75	2.5	+1.75
Total participating (core) faculty	19.5	28.5	+9

4. Provide students with outstanding experiential learning opportunities

The SOM is aligned with Simmons College’s long-standing commitment to integrating theory and practice as the foundation for quality education aimed at educating students for career success. In order to further refine SOM experiential learning opportunities, we will sustain the undergraduate management program’s successful internship and service learning programs.^{xii} Simultaneously, we will expand internship opportunities for full-time MBA students, many of whom are career changers requiring practical experience in their fields of interest. Building on our success in establishing practicum opportunities

in the entrepreneurship certificate program, we will develop new partnerships with business leaders and organizations and secure outside funding for these initiatives.

5. **Maintain high quality, personalized, student services**

Reflecting our brand-central commitment to delivering a high quality student experience, the SOM excels in offering top quality, personalized, student services in our MBA, undergraduate, and executive education programs. We commit to sustaining high levels of student satisfaction across all three of our programs even as we grow in size. Career success of graduates is a leading indicator for any school of management and we will continue to invest in developing leading-edge career services in our MBA program. Additionally, we will increase the level of collaboration with Simmons College's Career Services office to better monitor, assess, and strengthen the career placement and graduate study outcomes for management students at the undergraduate level.

GOAL II: ENHANCED NATIONAL AND INTERNATIONAL REPUTATION AND VISIBILITY

To be recognized broadly as a leading authority and educational provider in women, leadership, and management

Achieving accreditation from the elite Association to Advance Collegiate Schools of Business (AACSB) is the single most important means for strengthening academic quality and the SOM's reputation and academic standing. An internationally recognized imprimatur of excellence, AACSB accreditation has been attained by only 40 percent of US business schools and six percent of business schools globally. Gaining AACSB accreditation will provide the SOM with a critical source of competitive strength, especially as most Boston-area schools of management (and all of our direct competitors) are AACSB-accredited. Accreditation will also allow us to compete in national rankings and further enhance our ability to establish partnerships with world class companies. Our focus on earning accreditation involves a commitment to continuous improvement in: curricula, programs, and services; quality of faculty teaching and research; and assessment of learning. The SOM has been in the pre-accreditation phase since 2005 and seeks to complete the initial accreditation process by 2009.

To build its national and international reputation, the SOM will use a three-pronged strategy of: 1) strengthening faculty research to improve the School's standing in the academic community; 2) deepening expertise as a leading authority in our core areas – women and leadership, gender and diversity dynamics in organizations, entrepreneurship, and principled leadership; and 3) aggressively expanding SOM marketing, public relations, and services and outreach to the business community, in order to enhance our brand awareness beyond the Northeast.

Strategic Initiatives

1. Strengthen faculty research and publishing

Research and scholarship enhances our reputation, keeps faculty current and engaged in their academic disciplines and professional networks, and allows the SOM to attract top talent. Research also plays a critical role in advancing our position as the premier thought leader on issues related to women, leadership, and management. The SOM has invested heavily in revivifying the SOM's research culture and enabling faculty to expand their research and publishing. By providing targeted funding and reducing teaching loads, we have seen a five-fold increase in SOM faculty academic publications in five years concomitant with a measurable increase in the quality of journals in which faculty publish. We expect our faculty to publish at least one significant intellectual contribution each year and at least two peer-reviewed articles every five years.

Going forward, the SOM will continue to support increased research productivity with an emphasis on applied research aimed at enhancing teaching and management knowledge and practice. We will encourage our faculty to translate their research into forms relevant to the world of practice and work with them to disseminate their findings broadly in the business community.

2. Cultivate external recognition as a leading authority in core areas of expertise

The SOM will provide additional support and incentives for faculty research in areas that position us as a leading authority on women, leadership, and management. Our Center for Gender in Organizations (CGO), funded originally by a grant from the Ford Foundation, is internationally recognized for its research and thought leadership on gender dynamics in organizations and their impact on organizational effectiveness and women's leadership opportunities. Our strategy calls for attracting two new faculty members with expertise in gender and leadership, expanding our network of faculty affiliated with the Center, and securing external funds in order to invest in new streams of work that will keep the Center at the forefront of this field.

We will explore the possibility of expanding the mandate of CGO to integrate our new foci of entrepreneurship and principled leadership which have already garnered external recognition for the School. We were ranked number 32 among the Global Top 100 Business Schools by the Aspen Institute's prestigious "Beyond Grey Pinstripes" initiative as a leader in integrating social and environmental stewardship into our MBA program. Similarly, we have earned national recognition from Fortune Small Business and national rankings from Princeton Review/Entrepreneur Magazine for our MBA Certificate Program in Entrepreneurship. We will advance the development of research pipelines on principled leadership and women and entrepreneurship and, when appropriate, priority will be given in hiring to faculty members who have expertise and research streams in these areas. Additionally, we will leverage our research findings to

innovate our executive education offerings and increase market share for our executive education offerings.

3. Raise visibility in and engagement with the business community

Critical to the advancement of the SOM is intensifying our engagement with industry. The formation of our Business Advisory Council in 2007 was a first step in this process of expanding these connections. The Council engages individuals who are committed to our mission and who serve as ambassadors, connectors, and supporters for the School. Members represent the perspective of industry and provide strategic guidance to the dean to ensure that the SOM's educational programs are current and serving the needs of industry.

Historically, our executive education programs and renowned Women's Leadership Conference have been the primary mechanisms for building our reputation and brand in the business arena. These initiatives have allowed us to partner with world class companies such as Deloitte, Eli Lilly, HP, EMC, Pfizer, State Street, Time Warner, and Verizon.

Going forward, we will broaden these relationships to include new areas of collaboration and develop additional partnerships aimed at: strengthening the pipeline of students for our degree programs; expanding internships and other experiential learning opportunities for our students (for example, hosting teams of students to carry out strategic projects); sponsoring or collaborating in research and using SOM faculty as consultants; creating stronger recruiting channels for SOM graduates; sponsoring and convening events; providing executives-in-residence and hosting professors-in-residence; and providing access for writing business cases. Our goal over the next five years is to establish enduring partnerships with 10-12 companies that are leaders in industries of interest to our graduates and that share our commitment to expanding opportunities for women in leadership and management. In order to organize and prioritize our efforts in raising the level of business engagement, we will complete a separate corporate relations strategic plan in FY2009.

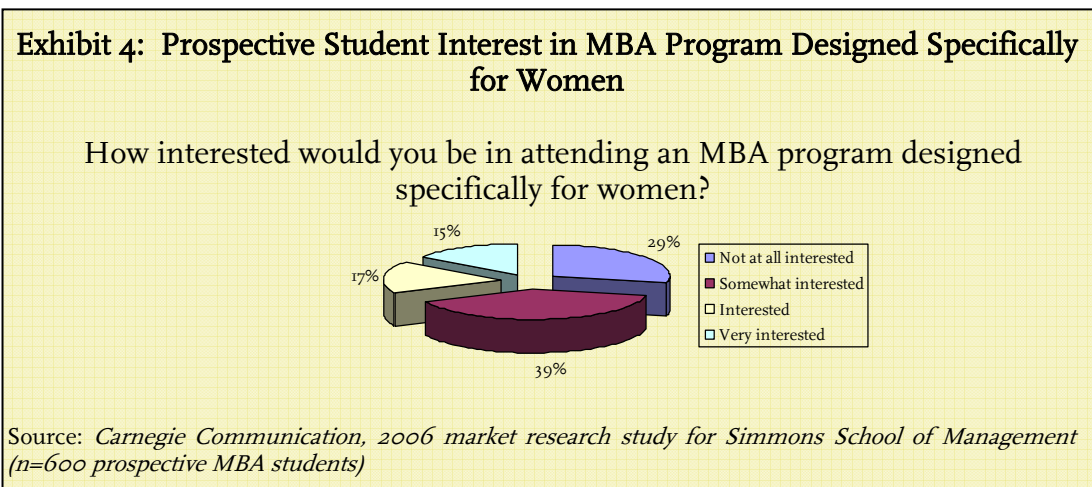
Targeted strategic partnerships with professional associations that reflect and share our priorities will also help us to improve our visibility in the business community. Illustrative examples include our strategic alliances with Madrinas, a national professional association dedicating to moving Latina women into management and leadership roles, and The Commonwealth Institute, an organization working to advance women's role in business as entrepreneurs and corporate leaders.

We also will provide incentives and recognition for SOM faculty to present in business forums and publish their research in trade journals.

4. Expand investment in marketing and public relations

Given the competitive landscape for business schools, effective marketing is essential to attracting top quality students and meeting our ambitious enrollment goals. It is also critical to communicating the value of a management program designed specifically for women. Our recent market research for the MBA program indicates that approximately one-third of prospective women students are interested or very interested in a program designed specifically for women and an additional 39 percent are somewhat interested (Exhibit 4). Our challenge, therefore, is two-fold. We need to effectively identify and reach two different market segments: 1) the 32 percent who are interested/very interested; and 2) the 40 percent who are somewhat interested and still need to be convinced. At the undergraduate level, we need to attract a larger share of prospective students to choose Simmons because of the quality and reputation of our undergraduate management program.

Competition for female students at the MBA and executive education levels is intensifying. Almost 60 percent of full-time MBA programs and 30 percent of part-time programs report conducting special outreach to women, resulting in a 300 percent increase in female applicants.^{xiii} Two local competitors – Babson and Worcester Polytechnic Institute – have been ranked as top MBA programs for women and several top-ranked schools – Babson, Dartmouth, and UCLA – have moved aggressively into our niche of executive women’s leadership development. While Simmons SOM is well-known in the Greater Boston area (aided brand awareness is 38 percent), our unaided brand awareness (when respondents are asked to name quality programs) is only 10 percent.^{xiv}



Augmenting and refining the School of Management's marketing effort also will be critical for positioning the School as the "go to" place for comprehensive, current, and valuable research and knowledge on women and leadership. Success in this regard will support business development efforts, specifically in the areas of custom executive education and sponsored research.

The role of alumnae in the School's marketing efforts is significant and will be afforded greater attention, both as SOM ambassadors and as a "proof point" of the value of a business program designed for women's career success. Alumnae engagement efforts will be developed that focus specifically on leveraging their successes and networks in service more high quality students to the degree programs as well as executive education programs.

Strategic marketing initiatives, based on the findings of our 2006 MBA market research and the College's 2007 market research on undergraduate education, will include:

- *Building a robust online presence* for Simmons School of Management by optimizing our online marketing strategy.
- *Leveraging a lifecycle marketing plan* that drives leads and supports them successfully through the decision-making process.
- *Increasing brand awareness* at the local/regional level and in select national and international markets.
- *Focusing on public relations* as a powerful tool to continue building the SOM's reputation as a leading voice and authority on women, leadership, and management.
- *Launching a comprehensive word-of-mouth marketing effort* to leverage both existing brand awareness and our powerful network of alumnae and friends.
- *Designing strategic marketing efforts* to advance the SOM's position as a leading resource for large organizations committed to women in leadership.

5. Open new building

The new School of Management building (scheduled to open January 2009) is a critical step in strengthening the School's visibility and reputation. With its new home on the Simmons College main campus, the School of Management will immediately resolve the challenges of dual sites and declining facilities. The state-of-the-art facility will enable us to better attract students and provide them with an optimal learning environment and expanded services. The LEED-certified building will reinforce our brand positioning around principled leadership by showcasing our commitment to sustainability and social responsibility.^{xv}

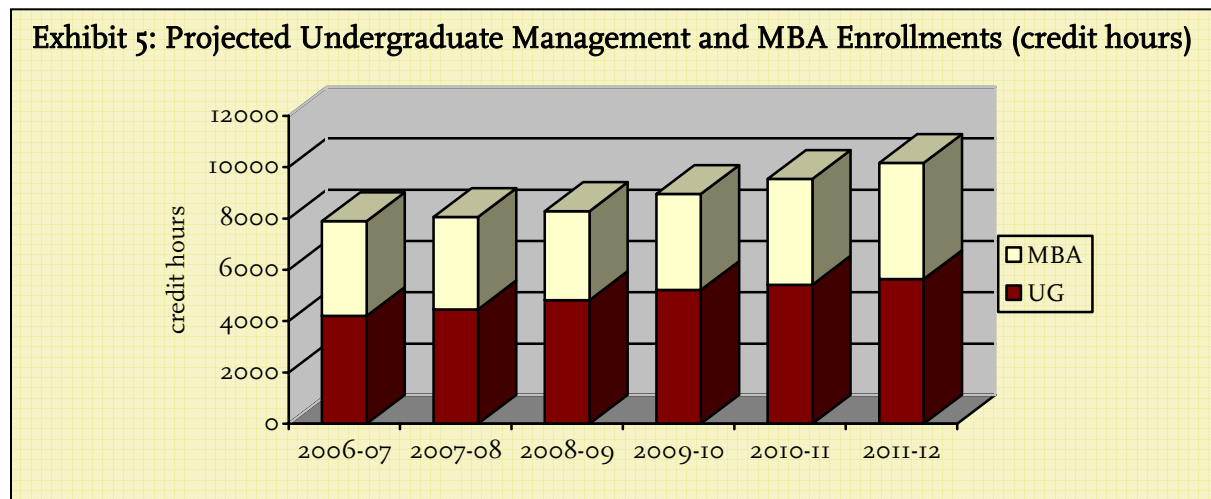
GOAL III: INCREASED SCALE

To grow enrollments across all three SOM educational programs to ensure optimal capacity

Simmons School of Management, as a relatively young school, is still in its growth stage and has yet to reach optimal capacity. Growing enrollments will allow us to achieve critical mass for optimizing efficiencies and scale economies in program and service delivery and support a faculty of sufficient size to ensure a vibrant intellectual community.

We project that enrollment growth will accelerate substantially beginning in FY2010, the point at which we expect to have achieved AACSB accreditation, moved into our new state-of-the-art facility, and expanded our full-time faculty. Between FY2008 and FY2012, we aim to grow our MBA and undergraduate enrollment and our executive education revenue aggressively by 25 percent (Exhibit 5). Continuing annual growth of 4-5 percent is projected for the subsequent five year period, at the end of which we will have reached optimal size. Our goal at the undergraduate level is to grow from 7 to 12 percent of total Simmons College undergraduate credit hours. We aim to expand from 3 to 6 percent our share of the women attending MBA programs in the Greater Boston region.

While increasing our scale, we will safeguard our differentiating features: a personalized learning environment with relatively small class sizes and a low student-to-faculty ratio.



Strategic Initiatives

I. Enhance program options

We will continually adjust our program offerings to respond to evolving best practices in management education and market demand. In fall 2008, we will change our full-time MBA option from an accelerated, highly intensive, 12-month program to a 16-month

program that affords opportunities for internships and study abroad as well as more flexibility in elective offerings. In the undergraduate program, we will continue to build our four-plus-one option for high performing management majors to move directly into the MBA program. We will offer additional evening class sections in order to attract a larger percentage of the professional women who are returning to Simmons to complete their bachelor's degree (Dix Scholars). We will revitalize and reposition in the marketplace our longstanding and well known Prince Program in Retail Management. We also will undertake a full review of the undergraduate program to assess its currency, quality, and market positioning.^{xvi}

Executive education will become a greater focus for the SOM in the latter years covered by the plan. Executive education offers significant revenue potential, as well as the opportunity for the SOM to increase its impact by directly targeting the problem of the dearth of women in top leadership roles. In executive education, we will expand our open enrollment program offerings in order to grow revenue and reduce the risk of depending too heavily on our custom client base, while at the same time developing new products that will offer innovative formats and content to organizational customers.

2. Launch cross-school programs and partnerships

In order to best respond to market demand and forecasts, we will develop new programs to capitalize on our strengths and leverage synergies with other Simmons schools and degree programs. Recognizing the growing professional emphasis on advanced education, the School of Management will expand our cross-school degree and certificate program offerings. We will pilot, assess, and hone a joint MBA/MSW degree program and launch a combined MBA/Healthcare Management Certificate program. We will participate with other Simmons schools in exploring additional opportunities for joint programming.

3. Expand international recruitment and enrollment

Reflecting the growing importance of globalism, we will broaden our international recruitment and augment our classroom and extracurricular student experiences. Currently, international students make up 20 percent of the full-time MBA student population; we aim to increase this to 35 percent. In 2006, we successfully launched an international outreach initiative targeting India for increased MBA recruitment and the formation of new strategic partnerships with top-tier business schools.^{xvii} In the undergraduate program, we initiated our first study abroad courses to India and the United Arab Emirates. We also created opportunities for our faculty to teach in both countries. Going forward, we will continue to focus our approach on India and a limited number of other emerging market countries where women are increasing their participation in management roles and our mission would be consonant with prevailing cultural values. We also will explore opportunities for creating undergraduate student exchange programs and executive education programs for women managers in India.

4. Become a preferred school for women of color students

We understand the importance of classroom diversity in enhancing learning and preparing our students to manage and lead effectively in today's organizations. Demographic research also indicates strong education market growth fueled by communities of color (nationally and in Massachusetts). Through targeted outreach efforts and our recognized expertise in diversity, the SOM increasingly has attracted women of color to all of its programs. We will continue to build an inclusive culture where diversity is explored, appreciated, and leveraged in our classrooms, in our scholarship, and in our community. An emphasis on diversity and inclusivity will also inform our recruitment efforts. We will deepen our longstanding relationship with the local African-American community, while expanding outreach to the Latino, Caribbean, and Asian communities. We will invest in scholarships and financial aid to attract and support these students, and intensify our outreach to professional organizations serving these communities. We also will continue to build diversity in our faculty and staff, ensuring that we have a vibrant, multicultural professional body that reflects and welcomes women of color students.

GOAL IV: IMPROVED FISCAL AND ORGANIZATIONAL HEALTH

To be in a strong financial position to realize our academic aspirations and to support a nimble and productive work culture

Fulfilling our vision and meeting the goals set by our strategy will depend on fostering a culture where staff and faculty are committed, productive, and energized by their work. It also will require focus, discipline, and a shared commitment to ensure that we meet our aggressive revenue goals, fully leverage the College's investment, and apply our limited resources in best service of the strategy.

Strategic Initiatives

i. Increase instructional revenue

The financial model underpinning the College's 2007 investment calls for increasing instructional revenue from \$7.1 million in FY2007 to \$11.7 million in FY2012 (Exhibit 6). To meet these revenue goals, we will grow our undergraduate credit hours aggressively at 8 percent annually through FY2010 and grow our MBA enrollments at 8 percent annually once we receive AACSB accreditation, expected in FY 2009. Enrollment growth will result from improved program offerings, enhanced marketing, recruiting partnerships, expanded outreach to new market segments, strengthened admissions processes, and a reputation enhanced by AACSB accreditation, our new building, and our expanded faculty.

Exhibit 6: Projected Revenues^{xviii}

Revenue (projected)	FY07	FY08	FY09	FY10	FY11	FY12
UG	2,226,000	2,500,243	2,808,273	3,154,252	3,411,639	3,690,029
MBA	3,404,000	3,644,322	3,940,241	4,595,898	5,459,926	6,366,274
EE	1,189,000	1,224,670	1,311,867	1,432,296	1,563,781	1,675,122
Total Revenue	6,819,000	7,369,236	8,060,381	9,182,446	10,435,346	11,731,425
Expenses	5,244,760	6,325,632	7,283,804	8,022,771	8,326,723	8,642,408
Contribution Margin	1,574,240	1,043,604	776,577	1,159,675	2,108,624	3,089,017
Contribution Rate	23%	14%	10%	13%	20%	26%

2. Achieve continuous improvement in contribution rate (Exhibit 5)

Our investment proposal to the Simmons College Board of Trustees indicated that our contribution rate to the College would decrease until FY2010. The decrease in contribution rate will result from accelerated faculty hiring and increased program expenses approved by the Board of Trustees in 2007. In 2011 the contribution rate will return to the current level of 20 percent and by FY2016 will increase to the desired rate of 40 percent of revenue. We will assess our performance annually to ensure that annual benchmarks are attained.

3. Grow contributed revenue

Currently the School of Management depends heavily on tuition with 67% of total operating revenue generated from tuition from the degree programs. An additional 18% is generated from executive education and sponsored programs. Annual revenue from grants and gifts accounted for only 15 percent of total operating revenue in FY2007. Our aim is to grow contributed revenue from \$1.6 million to \$2.5 million annually, sustaining the current share of 15% of total revenue. We will collaborate with the College Advancement Office to restructure the SOM development office to ensure that we have a full team and adequate resources to grow our contributed revenue. Increased fundraising will be supported by the launch of a three year Simmons College campaign aimed at increasing student access to education and enhancing academic quality.

Our first objective is to raise \$3-6 million for the new building. Next, we intend to grow our annual fund to \$500,000 per annum by FY2012 and secure major gifts of \$2 million for supporting program priorities. Through the efforts of the campaign we aim to increase our SOM-designated endowment from \$7.3 million to \$9 million with priority being given to endowed chairs or academic programs. We also will renew attention to corporate giving and sponsorships. The expansion of our faculty will enable increased faculty time for proposal writing and pursuit of external grant funding opportunities.

Priority will be given to fundraising to support our work in principled leadership, entrepreneurship, the Center for Gender in Organizations, and global engagement. The proceeds from the Leadership Conference are our primary source of scholarship funding; in order to ensure the financial outcomes needed to generate scholarship funding sufficient to compete for meritorious students we will continue to develop and innovate this event.

4. Improve organizational health

The investment by Simmons College will allow the School of Management to reach the critical mass of faculty required to ensure a vibrant intellectual community, sufficient coverage of core disciplines, robust research pipelines, and full coverage of faculty service responsibilities. At the same time, we know that meeting our strategic goals will depend on the full engagement, excitement, and productivity of our entire faculty and staff. The new building will instill pride, create new synergy between the undergraduate and MBA programs, and foster a greater sense of community. We will continue to invest in increasing the diversity in our community, providing professional development for staff and faculty, strengthening our learning community, developing leadership capabilities, and improving communications and involvement from faculty and staff in decision-making.

5. Deepen and broaden the engagement of our alumnae community

A school is only as strong as the level of engagement of its alumnae. The Simmons SOM alumnae network is made up of over 6,500 women, across the US and abroad, who have graduated from the school's undergraduate management and MBA programs as well as the many alumnae of our Executive Education programs. Graduates from the undergraduate management program who attended Simmons since 2002, when the undergraduate program was merged into the School of Management, hold an affiliation with the SOM as well as with the College of Arts and Sciences. Currently, about 25 to 30 percent of MBA alumnae are engaged actively with the School as donors and/or volunteers.

Alumnae are the primary stewards of our brand and reputation in the business community. They are ambassadors and connectors, serve as resources for our students, and give back as volunteers participating in academic programs and co-curricular activities. Moving forward, we intend to expand the engagement of both MBA alumnae as well as undergraduate alumnae who graduated as management majors or who are business women who have a natural affiliation with the School of Management. Deepening and broadening the engagement of the alumnae depends on positioning the School more effectively as a resource to them. We need our alumnae to strengthen the School's positioning in the business community, increase our student pipeline, expand job placement opportunities for students and alumnae, and enhance the financial position of the school. To achieve this, we will continue to engage alumnae in setting the

strategic direction of the School and will redouble our efforts to serve as a valuable resource to alumnae throughout their careers and into retirement.

IMPLEMENTATION TIMELINE AND SEQUENCING OF PRIORITIES

The following table represents the intended timeline for implementation for each of the key performance indicators from the four major goal and initiative categories outlined in the strategy.

Exhibit 7: Implementation Timeline

The following table represents the intended timeline for implementation for each of the key performance indicators from the four major goal and initiative categories outlined in previous sections.

Strengthened Academic Quality, Relevance and Learning Outcomes					
	FY2008	FY2009	FY2010	FY2011	FY2012
<i>Curriculum Relevance</i>					
Launch new academic leadership team	▶				
Design, launch and refine 16-month MBA	▶	▶	▶		
Design, launch and refine HCM Certificate	▶	▶	▶		
Strengthen technology curriculum		▶	▶		
Expand marketing offerings			▶	▶	▶
Develop and launch principled leadership initiative		▶	▶		
Strengthen entrepreneurship offerings	▶	▶	▶		
Strengthen retail management program (UG)		▶	▶		
<i>Design and execute global integration strategy</i>					
Expand international partnerships			▶	▶	▶
Launch global studies minor (UG)		▶	▶		
Integration and expansion of global in MBA and EE		▶	▶	▶	
<i>Undergraduate Management</i>					
Complete program review		▶			
<i>Execute faculty hires</i>					
	▶	▶			
<i>Expand use of academic technology</i>					
Pilot and expand hybrid learning	▶	▶	▶		
Develop technology competency standards (MBA/UG)		▶	▶		
<i>Increase student quality</i>					
MBA admissions selectivity	▶	▶	▶	▶	
Increase percent of high quality students in UG Mgt.		▶	▶	▶	
Enhanced Reputation and Visibility					
	FY2008	FY2009	FY2010	FY2011	FY2012
<i>Secure AACSB accreditation</i>					
	▶	▶			
<i>Sustain process of continuous improvement</i>					
			▶	▶	▶
<i>Expand marketing and public relations</i>					
		▶	▶	▶	
<i>Execute move to new building</i>					
		▶			

	FY2008	FY2009	FY2010	FY2011	FY2012
Build organizational customer base					
Launch Business Advisory Council	▶	▶			
Design corporate relations strategy		▶			
Develop new multi-stranded partnerships			▶	▶	
Expand alliances with professional orgs		▶	▶		
Strengthen convening			▶	▶	▶
Rebrand and reposition CGO					
			▶	▶	
Advance research productivity					
Publishing and conference activity	▶	▶	▶	▶	▶
Funding for faculty research	▶	▶	▶	▶	▶
Increased Scale					
	FY2008	FY2009	FY2010	FY2011	FY2012
Achieve critical mass					
Grow UG enrollments	▶	▶	▶		
Grow MBA enrollments			▶	▶	▶
Grow certificate entrepreneurship enrollment		▶	▶	▶	▶
Grow HCM certificate enrollment		▶	▶	▶	▶
Grow MSW/MBA enrollment			▶	▶	▶
Grow BA/MBA enrollment	▶	▶	▶	▶	
Explore joint degree programs across campus		▶	▶		
Expand international recruiting					
	▶	▶	▶	▶	
Become preferred school for women of color					
			▶	▶	▶
Increase executive education market share					
		▶	▶	▶	
Improved Fiscal and Organizational Health					
	FY2008	FY2009	FY2010	FY2011	FY2012
Increase instructional revenue					
Increase tuition revenue from degree programs		▶	▶	▶	▶
Increase executive education revenue		▶	▶	▶	▶
Grow contributed revenue					
Complete \$3-6 million capital campaign (building)	▶	▶	▶		
Launch and execute major gift campaign		▶	▶	▶	
Grow annual fund	▶	▶	▶	▶	
Increase SOM-designated endowment			▶	▶	
Deepen alumnae engagement					
	▶	▶	▶		

ANNEX I
Performance Indicators

Performance Indicators Map

Strengthened Academic Quality, Relevance, and Learning Outcomes	Enhanced National and International Reputation and Visibility	Increased Scale	Improved Fiscal and Organizational Health
<ul style="list-style-type: none"> ▪ Continuous improvement in academic quality <ul style="list-style-type: none"> ○ Student assessment of learning ○ Achievement of Assessment of Learning Plan ○ Student perception of overall program quality ▪ Strengthen curriculum relevance <ul style="list-style-type: none"> ○ Course offerings/teaching/learning outcomes ○ Integration of global ○ Marketing offerings ○ Integration of IT mgmt ○ Employer satisfaction ○ Alumnae satisfaction ▪ Strengthen student profile/selectivity <ul style="list-style-type: none"> ○ MBA student profile ○ MBA applications, selectivity, and yield ○ High performing UG mgmt majors ▪ Ensure high quality teaching <ul style="list-style-type: none"> ○ Faculty size ○ Courses taught by participating faculty ○ Student evaluations ○ Faculty peer observations ○ Faculty professional development ○ Academic technology ▪ Provide effective applied learning opportunities <ul style="list-style-type: none"> ○ Quality of internships/ service learning ○ MBA internship participation rate ○ Integration of experiential learning ▪ Maintain high quality student services <ul style="list-style-type: none"> ○ Student evaluations ▪ Strengthen student career success <ul style="list-style-type: none"> ○ Job placement rate ○ Salary outcomes ○ Career outcomes ○ Student satisfaction with Career Services Office 	<ul style="list-style-type: none"> ▪ Strengthen faculty research and publishing <ul style="list-style-type: none"> ○ Research productivity ○ Journal quality ○ Application of faculty research to practice/pedagogy ○ Academic meeting presentations ○ Funding for faculty research ▪ Cultivate external recognition as authority on women, leadership, mgmt <ul style="list-style-type: none"> ○ Critical mass of faculty with gender/diversity expertise ○ National rankings position ○ Faculty research on women/ leadership/mgmt ○ Funding for CGO research ○ Web traffic/downloads (CGO) ○ Media hits (thought leadership) ▪ Raise business community visibility and broaden connections <ul style="list-style-type: none"> ○ Corporate partnerships ○ Recruiting at SOM ○ Alliances with professional orgs ○ Faculty industry talks ○ Convening ○ Executive education ▪ Expand marketing <ul style="list-style-type: none"> ○ Brand awareness ○ Online marketing effectiveness ○ Inquiries ○ Media footprint 	<ul style="list-style-type: none"> ▪ Enhance program options to foster growth <ul style="list-style-type: none"> ○ Sixteen-month program enrollment ○ BA/MBA enrollment ○ Availability of UG evening courses ○ UG management majors/minors ▪ Launch cross-school programs and partnerships <ul style="list-style-type: none"> ○ Establishment/enrollment cross-school programs ▪ Expand international enrollment <ul style="list-style-type: none"> ○ Percentage international students ○ Global engagement of admissions function ▪ Become preferred school for women of color <ul style="list-style-type: none"> ○ Relationships with ALANA associations ○ Percentage ALANA students ▪ Achieve critical mass <ul style="list-style-type: none"> ○ Degree program enrollment ○ Certificate programs enrollment ▪ Increase executive education market share <ul style="list-style-type: none"> ○ EE enrollment (custom and open) 	<ul style="list-style-type: none"> ▪ Increase instructional revenue <ul style="list-style-type: none"> ○ Tuition revenue ○ Executive education revenue ▪ Increase contributed revenue <ul style="list-style-type: none"> ○ Contributed revenue ○ Annual fund growth ○ Grant revenue ○ Major gifts ▪ Improve contribution rate <ul style="list-style-type: none"> ○ Contribution rate ▪ Improve facilities and technology <ul style="list-style-type: none"> ○ Facilities enhance organizational performance ○ Technology meets faculty/staff/student needs ▪ Deepen and broaden alumnae engagement <ul style="list-style-type: none"> ○ Alumnae giving ○ Alumnae engagement ▪ Improve faculty and staff satisfaction <ul style="list-style-type: none"> ○ Assessment of leadership effectiveness ○ Assessment of morale ▪ Enhance diversity of experience/perspectives <ul style="list-style-type: none"> ○ Faculty and staff diversity ○ Culture of inclusivity

Strategy Implementation – Performance^{xviii, xix}

Qualitative and quantitative indicators have been established for each goal and strategic initiative. Progress in implementing each strategic initiative is tracked and reported annually to key stakeholders in the dean’s State of the School Report. Fiscal year 2007 is base year for quantitative indicators. Goals reflect projected achievements to be realized by FY2012.^{xx}

I. STRENGTHENED ACADEMIC QUALITY, RELEVANCE, AND LEARNING OUTCOMES		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
<p>Continuous improvement in academic quality</p>	<ul style="list-style-type: none"> • Student assessment of mastery of course learning objectives • Degree of achievement of goals of Assessment of Learning Plans for both MBA and Undergraduate Management programs • Student perception of overall program quality 	<ul style="list-style-type: none"> • Ratings of 4.5 or better (on 5.0 scale) for mastery of all course learning objectives by 2012 • <i>Measurement from student evaluations; will be implemented for UG management in 2008-09</i> • Assessment measures achieve a level of 80% or more as satisfactory • Increase Noel Levitz score for MBA from 5.1 to 5.9 on factor of tuition is worthwhile investment (<i>scale 1-7</i>)^{xxi} • <i>Goal and metric for undergraduate management to be determined in 2008-09</i>
<p>Strengthen curriculum relevance</p>	<ul style="list-style-type: none"> • Course offerings, teaching, and learning outcomes in priority/core areas relevant to women leaders/managers: <ul style="list-style-type: none"> ○ principled leadership ○ entrepreneurship ○ gender and leadership 	<ul style="list-style-type: none"> • Principled leadership: <ol style="list-style-type: none"> a) Implement principled leadership initiative for SOM b) Move from #32 into top 25 position in “Beyond Grey Pinstripes” ranking by 2011^{xxii} c) Increase offerings to at least 2 electives in each degree program and 1 executive education offering by 2010 d) Evidence that students are selecting SOM programs because of reputation in courses

I. STRENGTHENED ACADEMIC QUALITY, RELEVANCE, AND LEARNING OUTCOMES		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
	<ul style="list-style-type: none"> • Integration of global perspectives and experiences in curricula • Marketing offerings (undergraduate and graduate curricula) • Integration of management of technology as core management skill and area of knowledge • Employer satisfaction with quality of preparation of UG and MBA graduates 	<p>related to principled leadership</p> <ul style="list-style-type: none"> • Entrepreneurship: <ul style="list-style-type: none"> a) Increase certificate enrollment from 9 to 20 b) Documented quality improvements in MBA business plans c) Launch entrepreneurship minor in UG program • Gender and leadership: <ul style="list-style-type: none"> a) Sustain MBA students reporting preparation for exercising power and leadership as 6.0 or higher on annual career survey • Expand study abroad opportunities from 1 to 3 courses per year for UG and from 0 to 2 courses for MBA • Establish UG global studies minor by 2010 • Expand strategic partnerships with non-USA business schools from 2 to 5 • Expand course offerings and increase enrollments in UG marketing major and in MBA marketing courses • Evidence that students are selecting SOM programs because of strength in marketing • Incorporate management of information technology as required course in MBA curriculum • Documented student technology fluency in UG and MBA programs • High satisfaction rating on employer surveys • <i>Survey and metric to be developed in 2008-2009.</i>

I. STRENGTHENED ACADEMIC QUALITY, RELEVANCE, AND LEARNING OUTCOMES		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
	<ul style="list-style-type: none"> Alumnae satisfaction with relevance and quality of management training 	<ul style="list-style-type: none"> Satisfaction of 85% or higher on surveys of alumnae 5 years after graduation (<i>baseline 2008-2009</i>)
Strengthen student profile and selectivity	<ul style="list-style-type: none"> Profile of MBA students MBA applications, selectivity, and yield Percentage of high performing undergraduate students who are management majors and minors 	<ul style="list-style-type: none"> Increase average GMAT for MBA admitted students from 520 to 560 Maintain average work experience at 6 years Maintain average undergraduate GPA at 3.3 Reduce bi modal distribution in student abilities and experience (establish minimum GMAT of 450 and 25% quantitative) Increase number of applications from 130 to 190 Increase yield from 60% to 65% Increase selectivity from 88% to 70% Increase management students as percent of students graduating cum laude and above from 13 to 18%
Ensure high quality teaching	<ul style="list-style-type: none"> Faculty sufficient to ensure adequate breadth and depth across disciplines and programs Percentage courses taught by participating faculty^{xxiii} Student evaluations of teaching 	<ul style="list-style-type: none"> Grow FTE of participating faculty from 19.5 to 28.5 Participating faculty teach at least 85% of all credit hours and 90% of required courses. (<i>2006-07 base line is 86% of total credit hours</i>) Strengthen average student evaluations from 4.2 to 4.4 for required and from 4.3 to 4.5 for electives in both degree programs (scale = 1 to 5 with 5 as outstanding) Increase Noel Levitz rating for instructional effectiveness in MBA program from an average rating of 5.4 to 5.9 or above (scale = 1-7)

I. STRENGTHENED ACADEMIC QUALITY, RELEVANCE, AND LEARNING OUTCOMES		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
	<ul style="list-style-type: none"> • Student perceptions of quality and relevance of program experience • Faculty peer observations • Faculty professional development and innovation in pedagogy • Use of academic technology to enhance teaching and learning 	<ul style="list-style-type: none"> • Sustain Noel Levitz rating that faculty are knowledgeable in their fields at 6.0 or better (scale = 1-7) • Maintain average Exec. Ed. overall program quality evaluations at 4.7 and above (scale = 1 to 5 with 5 as outstanding) • Secure a Noel Levitz rating of 6.0 or higher in institution's commitment to academic excellence • Increase from 65% to 75% of MBA students who agree that MBA program is a worthwhile investment and would recommend program to others without hesitation in MBA exit survey • Attain rating of 75% of graduating UG management majors who agree that management program was worthwhile investment and would recommend it to others • <i>Survey to be developed and baseline established in 2008-09)</i> • Peer observations consistently document teaching effectiveness and continuous improvement • Faculty members engage in at least 1 professional development opportunity to enhance teaching once per every 3 years • Two pedagogy sessions offered per semester and rated very good or above • Faculty assess own competence in using academic technology as very good or higher • Students assess faculty use of technology in teaching as 4.0 or higher (scale 1 to 5 with 5 as

I. STRENGTHENED ACADEMIC QUALITY, RELEVANCE, AND LEARNING OUTCOMES		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
		<p><i>excellent)</i></p> <ul style="list-style-type: none"> • Undergraduate metric to be developed in 2008-09 • 20% MBA and 15% undergraduate courses are blended classroom/online by 2012
<p>Provide students with effective opportunities to apply learning</p>	<ul style="list-style-type: none"> • Quality of internships, service learning and practicum opportunities • MBA student internship participation rate^{xxiv} • Integration of experiential learning opportunities throughout degree program in-classroom curricula 	<ul style="list-style-type: none"> • Students evaluate internships at 4.0 or above (<i>scale of 1-5</i>) • Employers evaluate internships at 4.0 or above (<i>scale of 1-5; survey to be developed in 2008-09</i>) • Students evaluate learning experience as very good or better (<i>measurement to be determined in 2008-09</i>) • Increase percentage of full-time MBA students participating in internships or practicum to 50% • <i>Goal and measurement to be determined in 2008-2009</i>
<p>Maintain high quality program services</p>	<ul style="list-style-type: none"> • Student evaluations of responsiveness of staff in programs, career services, and library • Ranking in Noel Levitz survey on quality of services in MBA program (scale = 1-7) • Executive Education rating on quality of services 	<ul style="list-style-type: none"> • Sustain rating for “good services” of 85% or better across both programs in exit surveys • Increase ranking from 5.5 to 5.9 in service excellence; from 5.2 to 5.9 in quality of academic services; and from 5.5 to 5.9 in quality of campus climate (<i>scale 1 to 7</i>) • Sustain rating of 4.5 or better in EE program evaluations (<i>scale 1 to 5 with 5 as outstanding</i>)
<p>Strengthen student career success</p>	<ul style="list-style-type: none"> • Student satisfaction with career services 	<ul style="list-style-type: none"> • Sustain MBA student satisfaction with career services in annual alumnae survey at 4.5 or better

I. STRENGTHENED ACADEMIC QUALITY, RELEVANCE, AND LEARNING OUTCOMES		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
	<ul style="list-style-type: none"> • Job placement rate • Salary outcomes • Career outcomes 	<p>(scale 1-5)</p> <ul style="list-style-type: none"> • Increase student satisfaction with MBA career services rating in Noel Levitz from 5.7 to 5.9 or better <i>(scale = 1 to 7)</i> • Increase MBA Placement rate from 85% to 92% or better in MBA six months post-graduation • Collaborate with College Career Education Office to increase the undergraduate management major employment rate/graduate school matriculation from 72% to 85% • Achieve avg. salary for MBA students on par or above national GMAC average • Achieve 40% or greater increase in salary pre-MBA versus post-MBA • Achieve avg. salary for UG Management students on par or above NACE national average • 70 % percent of MBA graduates with upper middle management responsibilities 5 years post graduation average <i>(measurement method to be developed in 2008-09)</i> • 70% of UG management majors hold mid-management positions 5 years post-graduation <i>(measurement method to be developed in 2008-09)</i>

II. ENHANCED NATIONAL AND INTERNATIONAL REPUTATION AND VISIBILITY		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
Strengthen faculty research and publishing	<ul style="list-style-type: none"> • Research productivity 	<ul style="list-style-type: none"> • Increase from baseline of 5 significant intellectual contributions in 5 years, of which two are peer-reviewed articles, to 7 significant intellectual

II. ENHANCED NATIONAL AND INTERNATIONAL REPUTATION AND VISIBILITY		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
	<ul style="list-style-type: none"> • Quality of journals in which faculty publish • Application of faculty research to practice and pedagogy • Scholarly presentations (academic meetings) • Funding for faculty research 	<ul style="list-style-type: none"> contributions of which 3 are peer-reviewed articles (or 2 if in top tier journals) in 5 years • Sustain or exceed 2008 percentages of 75% of faculty classified as academically qualified and current as determined by SOM standards for research output • Increase percentage of faculty articles published in journals with acceptance rates of 20% or less from 48% to 60% • Maintain balance of publications in SOM portfolio of 40-50% contributing to practice or pedagogy • Every faculty member presents a paper at an academic conference at least once every two years • Grow SOM and College annual funding for research and conference participation from \$45K to \$55K • At least 35% of faculty receive funding for research or conference participation annually • Support faculty to increase research grant submissions to College and external donors from 5 to 7 per year
<p>Cultivate external recognition as authority in women, leadership, management (including women and entrepreneurship)</p>	<ul style="list-style-type: none"> • Critical mass of faculty with expertise in gender and diversity in workplace • Position in national rankings 	<ul style="list-style-type: none"> • Ensure at least 6 faculty (20%) with expertise in gender and leadership and gender dynamics in workplace • Achieve ranking in Top 5 of Princeton Review best business schools for women • Sustain Top 25 MBA entrepreneurship program ranking by <i>Entrepreneur Magazine/Princeton</i>

II. ENHANCED NATIONAL AND INTERNATIONAL REPUTATION AND VISIBILITY		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
	<ul style="list-style-type: none"> • Faculty research on women, leadership, management • Funding for CGO research • Web traffic to CGO and downloads of research publications • Media presence (thought leadership/subject matter expertise) 	<p><i>Review</i></p> <ul style="list-style-type: none"> • Move from #32 into Top 25 position in “Beyond Grey Pinstripes” ranking by 2011 • Maintain Top 10 in Net Impact ranking • Publish at least 1 significant academic and practitioner article per year related to women and entrepreneurship • Results of at least 1 significant research project on women, leadership, and management published per year in form widely available to industry (e.g. <i>Harvard Business Review</i>, <i>HR Magazine</i>) • Increase percentage of SOM journal articles, book chapters, and books published that address issues of women and gender in the workplace from 23 to 25% • Raise from external sources at least \$100,000 per year for research on gender and workplace issues beginning 2008-2009 • 2007-2008 downloads (free) = 121,000. <i>Baseline metric to be set in Fall 2008 when new fee structure introduced</i> • Increase from 25 to 50 number of hits in national press in which SOM faculty member or research is cited for expertise on women, leadership, and management
<p>Raise visibility and broaden connections in business community</p>	<ul style="list-style-type: none"> • Sustained, multifaceted, corporate partnerships for recruiting, sponsorships, executive education, research, and internships 	<ul style="list-style-type: none"> • Increase “multi-stranded” corporate partnerships from 6 to 12 by 2012^{xxv} • Increase corporate partnerships for paid MBA internships and practica from 2 to 10 by 2012

II. ENHANCED NATIONAL AND INTERNATIONAL REPUTATION AND VISIBILITY		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
	<ul style="list-style-type: none"> • Employer engagement in recruiting • Alliances and partnerships with professional associations • Faculty talks in industry/business community • Convening • Executive education 	<ul style="list-style-type: none"> • Increase number of employer representatives visiting campus for MBA recruitment from 40 to 60 per year • Increase number of companies conducting on-campus MBA recruiting from 3 to 8 per year. • <i>Metric for undergraduate management majors to be determined in 2008-2009</i> • Increase “multi-stranded” strategic partnerships with professional associations from 4 to 8 • Increase number of talks faculty give annually in business community from 50 to 100 • Sustain annual Women’s Leadership Conference attendance of 2500-3000 • Increase number of Women’s Leadership Conference sponsors from 15 to 18 • Number of SOM convened events and number of attendees (<i>base line to be set in 2008</i>) • Increase Fortune 1000 (or equivalent non-profits) custom executive education clients with at least \$50K in SOM EE business from 5 to 9 • Increase organizations hiring SOM faculty for internal executive education from 6 to 12 • Increase number of companies represented in open enrollment programs from 70 to 90
Expand marketing	<ul style="list-style-type: none"> • Brand awareness regionally and nationally 	<ul style="list-style-type: none"> • Increase unaided regional brand awareness from 10% to 30%

II. ENHANCED NATIONAL AND INTERNATIONAL REPUTATION AND VISIBILITY		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
	<ul style="list-style-type: none"> • Online presence and effectiveness of online marketing for degree programs and executive education • Number of inquiries from prospective students to degree programs, executive education, and post-MBA certificate programs • Media presence 	<ul style="list-style-type: none"> • Increase unique visitors to SOM website 30% from 156K to 203K • Increase MBA inquiries 10% per year from 1900 to 2800 • Increase BA/MBA inquiries 15% per year from 45 to 79 • Increase Certificate in Entrepreneurship inquiries 15% per year • Increase inquiries to executive education open enrollment programs by 10% per year • Creation of marketing materials for internal use and external recruiting • Increase annual media hits for SOM and faculty from 170 to 250

III. INCREASED SCALE		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
<p>Enhance program options to foster growth</p>	<ul style="list-style-type: none"> • Enrollment in 16-month program • Enrollment in BA/MBA • Additional evening class offerings at undergraduate level to attract Dix scholars • Enrollment of UG Management majors and minors 	<ul style="list-style-type: none"> • Increase full-time MBA enrollment in 11-month and 16-month programs from 20 to 30 • Increase BA/MBA enrollment from 2 to 4 per year • Increase UG mgmt course evening section offerings starting at either 5 or 6 pm to 4-6 per term, with at least 2 after 6 pm. • Grow UG majors from 190 to 240 • Grow UG minors from 65 to 85

III. INCREASED SCALE		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
		<ul style="list-style-type: none"> • Increase BA degrees awarded in management from 6% to 12% of CAS graduates
Launch cross-school programs and partnerships	<ul style="list-style-type: none"> • Establishment and enrollment in cross-school degree programs 	<ul style="list-style-type: none"> • Grow MBA/MSW enrollments from 1 to 5 students • Launch and grow enrollment in Healthcare Management post-MBA Certificate to 10 -12 students per year • Launch global studies minor by FY2010
Expand international enrollment	<ul style="list-style-type: none"> • Percentage of international students • Global engagement of admissions function 	<ul style="list-style-type: none"> • Increase international student representation from 20 to 35% in full-time MBA program • Increase international student representation from 10 to 13 management majors • Presence at international MBA fairs from 10 to 16 per year
Become preferred school for women of color students	<ul style="list-style-type: none"> • Relationships with ALANA student and professional associations • ALANA students 	<ul style="list-style-type: none"> • Evidence of deepened engagement with ALANA associations • Increase ALANA representation of entering MBA students from 17% to 23% (2007-08 baseline) • Noel Levitz MBA student rating for “curriculum in my program reflects how diversity is important in my field” increases from 5.3 to 5.9 • Sustain ALANA representation in UG management majors and minors at 23%
Achieve critical mass for optimizing efficiencies and scale economies	<ul style="list-style-type: none"> • Degree program enrollment 	<ul style="list-style-type: none"> • Increase MBA enrollment from 138 to 200 (part-time) and from 29 to 40 (full-time)^{xxvi} • Increase MBA program credit hours from 3600 to 4400 • Increase undergraduate management credit hours

III. INCREASED SCALE		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
	<ul style="list-style-type: none"> Certificate program enrollment 	<p>from 4200 to 5500</p> <ul style="list-style-type: none"> Increase local market share for female MBA students from 8 to 10% Increase market share of CAS undergraduates (as management majors) from 7 to 12% Increase Certificate in Entrepreneurship enrollment from 10 to 25 Increase HCA Certificate enrollment from 2 to 10
<p>Increase executive education market share^{xxvii}</p>	<ul style="list-style-type: none"> Exec Ed enrollment (custom and open) 	<ul style="list-style-type: none"> Increase number of participants in executive education programs by 5% annually from 545 to 700 Expansion of open enrollment program offerings Growth of custom clients

IV. IMPROVED FISCAL AND ORGANIZATIONAL HEALTH		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
<p>Increase instructional revenue</p>	<ul style="list-style-type: none"> Tuition revenue 	<ul style="list-style-type: none"> Grow tuition revenue from \$5.63 to \$10.1 million Grow executive education revenue 17% from \$1.44 to \$1.68 million^{xxviii}
<p>Increase contributed revenue (philanthropy)</p>	<ul style="list-style-type: none"> Contributed revenue Building fund 	<ul style="list-style-type: none"> Increase annual contributed revenue (incl. endowment revenue) from \$1.6 million to \$2.5 million to maintain contribution as 15% of total revenue Grow net proceeds from Leadership Conference from 4% per year from \$640K to \$780K Raise \$3 million for new building

IV. IMPROVED FISCAL AND ORGANIZATIONAL HEALTH		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
	<ul style="list-style-type: none"> • Annual fund • Grant revenue applied annually • Major gifts 	<ul style="list-style-type: none"> • Grow annual fund to \$500,000 per year by 2012 • Grow grant revenue 5% annually to increase from \$260K to \$330K • Raise \$2 million additional funds in current use major gifts by FY12 • Grow SOM-dedicated endowment from approximately \$7 million to \$9 million
Improve contribution rate ^{xxix}	<ul style="list-style-type: none"> • Contribution rate 	<ul style="list-style-type: none"> • Increase contribution rate from 22% to 27%
Improve facilities and technology	<ul style="list-style-type: none"> • Facilities enhance organizational performance • Technology meets faculty and staff needs • Student technology competencies and information literacy 	<ul style="list-style-type: none"> • Complete move to “green” building • Increase faculty and staff satisfaction with facilities quality from 55% to 85% (2008 faculty and staff surveys are benchmark) • Increase faculty satisfaction with equipment/technology from 50% to 85% (2008 faculty and staff surveys are benchmark) • Increase staff satisfaction with equipment/technology from 75% to 85% (2008 faculty and staff surveys are benchmark) • A technology/information standard is developed and implemented for MBA students • UG management students meet technology/information standards as determined by 2008/09 program review and CAS requirements • Noel Levitz MBA satisfaction ratings for "classroom opportunities to improve technology skills" increases from 4.6 to 5.4 or better, for " my

IV. IMPROVED FISCAL AND ORGANIZATIONAL HEALTH		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
		education is providing me the technology training needed for success" increases from 4.45 to 5.3, and "adequate access to computer labs" increases from 5.05 to 5.8
Deepen and broaden alumnae engagement	<ul style="list-style-type: none"> • Alumnae giving • Alumnae engagement 	<ul style="list-style-type: none"> • Increase MBA alumnae participation in annual fund from 20% to 23% • Increase level of participation of alumnae in outreach programs/events (<i>goal and metric to be determined in 2008-09</i>) • Increase number of management alumnae participating in advisory, program, or student services events (<i>metric to be determined in 2008-2009</i>)
Improve faculty and staff satisfaction	<ul style="list-style-type: none"> • Assessment of leadership effectiveness • Assessment of morale 	<ul style="list-style-type: none"> • Increase percentage of faculty assessing school leadership as effective from 67% to 80% (<i>annual faculty opinion survey</i>) • Increase % of staff assessing direct supervisor as providing quality leadership from 55% to 75% (<i>annual faculty opinion survey</i>) • Increase % of faculty reporting high morale from 68% to 75% (<i>annual faculty opinion survey</i>) • Increase % of staff reporting high morale from 68% to 80% (<i>annual faculty opinion survey</i>)
Enhance diversity of experience and perspectives	<ul style="list-style-type: none"> • Faculty and staff diversity 	<ul style="list-style-type: none"> • Increase % of non-US born faculty from 12.5% to 25% of participating faculty • Increase US-born ALANA faculty from 4% to 10% of participating faculty • Increase % of ALANA staff from 18% to 25%

IV. IMPROVED FISCAL AND ORGANIZATIONAL HEALTH		
STRATEGIC INITIATIVES	PERFORMANCE INDICATORS	METRICS
	<ul style="list-style-type: none"> • Culture of inclusivity and respect for diversity and its contribution to effective organizational performance 	<ul style="list-style-type: none"> • Sustain 90% of faculty who view SOM leadership as committed to College’s diversity goals (2008 faculty opinion survey is baseline) • Sustain or improve percentage of faculty who view Simmons as having campus climate which respects diversity in achieving organizational excellence as 92% (2008 faculty opinion survey is baseline) • Increase percentage of staff who view Simmons as having campus climate which respects diversity in achieving organizational excellence from 76% to 85% (2008 staff opinion survey is baseline) • Sustain 90% or greater staff and faculty who view members of Simmons community as respecting each other, regardless of their differences (2008 staff and faculty opinion surveys are baseline)

ANNEX II
Mission Statement

Mission Statement^{xxx}

The Simmons School of Management's mission is to educate women for power and principled leadership. Our faculty is committed to the advancement of knowledge and practice in management through excellence in education and research. Our academic programs offer a rigorous, applied, management education designed for women. We focus on leadership and our programs integrate the strategic, functional, and behavioral aspects of management. Our students gain the knowledge, analytic skills, and confidence that they need to manage successfully in dynamic and global environments. We are invested in our students' success and support them as they launch, advance, and change their careers.

We value:

- Management education that is strategic, rigorous, and experience-based.
- Decision-making that is underpinned by critical thinking and analytic skills.
- Problem-solving capability in complex environments under uncertain conditions.
- Thought leadership and cutting-edge practice in analyzing, understanding, and addressing gender and diversity dynamics in organizations.
- Ethical and socially responsible management practices that enhance the performance of organizations and the welfare of society.
- Innovation, change leadership, and entrepreneurship in for-profit, not-for-profit, and governmental sectors.
- Faculty excellence in teaching and the integration of research and teaching.
- Diversity of our students and the value that diversity brings to improving effectiveness in both the classroom and the organization.
- Continuous improvement of teaching and the learning experience.
- A dynamic and committed community of faculty and staff.
- A vibrant and expansive network of students, alumnae, employers, and partners as a critical resource for individuals and for the School.

ENDNOTES

- i Association to Advance Collegiate Schools of Business.
- ii Full mission statement is provided in Annex II.
- iii U.S. News and World Report (2007), "Looking for Ms. M.B.A." AACSB (2007), *2007 Guide to Business Education*, Tampa, FL.
- iv Catalyst. (2006) "*2005 Catalyst Census of Women Corporate Officers and Top Earners of the Fortune 500*," Catalyst, NY.
- v D. Meyerson & J. K. Fletcher, (2000), "A Modest Manifesto for Shattering the Glass Ceiling," *Harvard Business Review*; D. Merrill-Sands & D. Kolb (2000), "Women as Leaders: Paradox of Success," *CGO Insight*, No. 9, Simmons School of Management, Boston, MA; Catalyst, (2003), "What is Holding Women Back?," *Harvard Business Review*, Catalyst, NY; D. Merrill-Sands, J. Kickul, C. Ingols, (2005) "Women Pursuing Leadership and Power: Challenging the Myth of the 'Opt Out Revolution'," *CGO Insight, No. 20*, Simmons School of Management, Boston, MA; D. Kolb and J. Kickul (2006), "It Pays to Ask: Negotiating Conditions for leadership Success," *CGO Insight, No. 23*, Simmons School of Management, Boston, MA.
- vi D. Merrill-Sands, J. Kickul, C. Ingols, (2005) "Women Pursuing Leadership and Power: Challenging the Myth of the 'Opt Out Revolution'," *CGO Insight, No. 20*, Simmons School of Management, Boston, MA; Sylvia Hewlett (200&), *Off-Ramps and On-Ramps: Keeping Talented Women on the Road to Success*, Harvard Business School Press.
- vii Catalyst, (2004), *The Bottom Line: Connecting Corporate Performance and Gender Diversity*, Catalyst, NY.
- viii Our market research indicates that prospective women MBA students rank business ethics and corporate social responsibility among the top three areas of interest. Other top priorities include technology, marketing, and finance. Carnegie Communications, report to the School of Management, 2006.
- ix Technology was the second highest area of interest identified by our 2006 market research with prospective women MBA students.
- x Marketing was identified among the top five areas of interest for prospective women MBA students in our 2006 market research study.
- xi Participating faculty are those that have multi-year contractual, tenure-track, or tenured appointments with the School; engage actively in teaching, research, and service; and participate in School governance.
- xii "Service learning is a teaching method that combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service Learning programs involve students in organized community service that address local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community." Scott/Ross Center for Community Service, Simmons College.
- xiii 2007 survey of business schools conducted by mba.com.
- xiv Carnegie Communications 2006 market research study for the School of Management.
- xv The building is designed to be certified at the silver level of Leadership in Energy and Environmental Design (LEED) standards. The building will be 20% more energy efficient and 30% more efficient in water use than the norm for academic buildings. Nearly all materials used will be recycled or made from sustainable resources.
- xvi The five-year review of the MBA program was carried out in 2006-07.
- xvii Indian Institute of Management-Calcutta and Indian School of Business.
- xviii Indicators and metrics established in consultation with the SOM's Strategic Advisory Leadership Team, the Senior Management Team, Business Advisory Council and faculty during a workshops in 2007 and 2008.
- xix Metrics for scale and organizational health reflect Investment Plan approved by the President and Board May 2007.
- xx Fiscal year ends June 30, 2012.
- xxi Noel Levitz Adult Student Priorities Survey is administered bi-annually for all graduate schools at Simmons College. The most recent survey was administered in spring 2008 and this is used as the baseline. Undergraduate management students perspectives are captured in alternate years through the Noel Levitz survey administered in the College of Arts and Sciences. Management students are not disaggregated.

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- xxii Aspen Institute’s “Beyond Grey Pinstripes” ranking focuses on integration of social and environmental stewardship in MBA curriculum. This metric also appears below in strategies to enhance reputation and visibility.
- xxiii A faculty member is considered “participating” if he or she participates in: all responsibilities of teaching, research, and service; curriculum development and review; the governance of the SOM; and continuous improvement and institution-building efforts.
- xxiv All UG management students must fulfill an internship requirement.
- xxv “Multi-stranded” implies that the organization has an active collaboration with more than one facet of the SOM (e.g. Executive Education and Leadership Conference).
- xxvi MBA full-time includes students enrolled in 11-month accelerated, 16-month, and 18-month tracks.
- xxvii Metrics for Executive Education may change once strategy for growing the program is completed by end of 2008.
- xxviii Revenue goal revised from 2007 investment plan. Goal to be reviewed with completion of Executive Education strategy in 2008-2009.
- xxix Contribution rate = (operational revenue-expenses/revenue).
- xxx Developed in 2006 with faculty leadership in consultation with alumnae, students, staff, and the administrative leadership team.