

UMKC HENRY W. BLOCH
SCHOOL OF MANAGEMENT

STRATEGIC PLAN

2019-2024



UMKC

BLOCH

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SECTION 1

ABOUT THE BLOCH SCHOOL



History and background

The University of Missouri-Kansas City (UMKC) is part of the four-campus University of Missouri (UM) System, a public land-grant university with campuses in Columbia, Kansas City, Rolla and St. Louis.

UMKC was originally chartered in 1929 as the University of Kansas City. Over time, the university grew by combining operations with various freestanding educational institutions throughout the city, including professional schools that specialized in law, pharmacy and dentistry. The University of Kansas City eventually became part of the UM System in 1963.

UMKC is unique in that it is relatively rare that an urban, non-flagship, state university continues to operate separate schools in the aforementioned three areas, as well as in computing and engineering, music and dance, medicine, nursing and biological and chemical sciences. This structure, while complex, opens the door for many interdisciplinary activities that the university encourages and one in which the Bloch School is playing an ever-increasing role.

The university began offering business classes with its first class in 1933. Twenty years later, with the support and encouragement of the Kansas City community,

the university established the School of Business Administration. In 1986, Henry W. Bloch, co-founder of H&R Block and an outstanding entrepreneur and civic leader, endowed the school. The school was subsequently renamed the Henry W. Bloch School of Business and Public Administration.

In 1988, the university administration pursued efforts to close the undergraduate programs in order to focus on graduate education. However, these efforts caused significant concern among faculty and community members. As a result, the decision was made to allow the undergraduate programs to continue, albeit in a revised structure. Undergraduate majors were eliminated from the Bachelors in Business Administration (B.B.A.) program, and only full-time students were allowed to enroll. The goal was to reduce the size of the undergraduate program and encourage B.B.A. students to matriculate into the MBA program. University administrators supported efforts to restrict undergraduate enrollment because they believed that a focus on graduate programs would enhance the overall reputation of the school.

As a result of these changes, enrollment started declining from a high of 2,000 to approximately 950.

Prior to the decline, the Bloch School had a sizable undergraduate program that consisted of both full-time and part-time students. In addition, a thriving part-time MBA program operated in the evening hours. In the 1990s, the decision was made to reverse course as it related to undergraduate programming. With significant higher education budget cuts, administrators concluded that scale was needed in order to invest in developing faculty capabilities and programmatic excellence. Thus, the decision was made to work toward strong offerings at both the graduate and undergraduate level.

However, the school faced significant challenges in its efforts to rebuild undergraduate programming. The shift away from undergraduate programming had an adverse effect on the school's presence in the marketplace and partnerships with feeder schools. Further, during the period where the Bloch School shifted away from undergraduate offerings, other schools in the region expanded, increasing competition for students in the Kansas City market.

To address these challenges, multiple steps were taken to rebuild undergraduate programming at Bloch, including removing enrollment restrictions and reinstating majors. In recent years, these efforts were supported by increased marketing of UMKC within the region, investments in residential housing and changes to the tuition structure, with in-state rates now available to Kansas residents. As a result, the school noted some recovery in undergraduate enrollment. In 2005, the Greater Kansas City Community Foundation and several of the region's major

foundations commissioned a study to address the opportunities and challenges faced by the Greater Kansas City area in higher education. The resulting report, *Time to Get It Right: A Strategy for Higher Education in Kansas City*, named Kansas City as one of only a few major American cities without a world-class research institution that is deeply engaged in the community. Additionally, the report identified several key initiatives necessary to create the higher education capacity needed for the region's sustainability and growth. *Time to Get It Right* called for UMKC to elevate its programs and community engagement and to develop a vibrant school of management.

This call to action from the Kansas City civic and business community generated new energy, new support, and new aspirations for UMKC and the Bloch School. As an integral part of an urban, public research university, officials view the diverse and dynamic Kansas City region as a partner and supporter in our mission. In recent years, Bloch officials increased advisory board representation at all levels. Currently, more than 150 community leaders serve on Bloch School boards and councils. A community of generous business and civic leaders supports the Bloch School.

As lived by the school's namesake Henry W. Bloch, Bloch is committed to developing students who are innovative and agile, and ready to tackle both the business and social challenges in our region. The school is committed to working with partners across a broad range of sectors, including for-profit, nonprofit, and public sector stakeholders.

SECTION 2

OPPORTUNITIES AND CHALLENGES



Positioned for excellence

The Henry W. Bloch School of Management is well-positioned for growth and continued progress toward excellence. There are several factors that contribute to that assertion.

First, it has benefited from the sustained investment in programming, scholarships, facilities and faculty from Henry W. Bloch and the Marion and Henry Bloch Family Foundation. The investment has not simply been financial: Henry Bloch, the Bloch family and the Marion and Henry Bloch Family Foundation have worked to enhance the visibility and positioning of the school within the community. This support has created momentum with regard to building faculty capabilities, developing internship and career opportunities for students, supporting programmatic innovation and attracting students.

Second, while higher education in general and business education in particular are facing significant disruptions, Bloch is well-suited to respond to these disruptive forces. Educational content is increasingly available through a range of traditional and non-traditional providers, many of whom are well-positioned to respond quickly to shifting industry requirements.

Further, online programming provides easy and cost-effective access to many educational resources. Within this context, questions are being raised about the return on investment from traditional college experiences. In some cases, these questions are prompted by a recognition that labor market needs are likely to be dramatically affected by the accelerating pace of change being introduced by developments in artificial intelligence (AI), machine learning, the Internet of Things (IoT), 3D printing and blockchain technology.

Fortunately, Bloch is well-suited to respond constructively to this environment because of its connections and engagement with organizations throughout the Greater Kansas City area. Increasingly, in order for traditional educational providers to offer distinctive value, they will need to excel at more than content delivery. They will need to excel at linking content delivery to real-world application and experiential learning.

For the Bloch School, this means integrating traditional academic coursework with internships, service learning and faculty-led consulting projects. To be effective, such integration must be seamless, allowing for the student to regularly connect their academic experiences with their professional development experiences. Bloch is positioned to build upon its many partnerships and connections in a way that would allow for a unique educational experience.

The Bloch School is ready to respond to the needs of professionals and executives seeking graduate or certificate programs. This nontraditional student population benefits from educational experiences that combine delivery of valuable content, flexibility enabled by technology, convenient face-to-face engagement and highly accessible opportunities for experiential learning. Further, rapid changes in industry and business processes require strong partnerships to ensure rapid development of course material that meets critical talent development needs. Here, too, our positioning within the landscape of Kansas City business and community organizations allows for delivery of an impactful and distinctive educational experience.

Our positioning within Kansas City is not simply due to geography. The Bloch School has over 10,000 alumni living and working in Kansas City, and many alumni are in prominent positions in organizations within the region. The school has a long history of connecting and engaging with industry leaders. There is a strong belief among many industry leaders that Kansas City would benefit from the presence of a strong university, making partnerships with Bloch and UMKC a compelling proposition. Being linked to Kansas City in meaningful ways also offers opportunities for Bloch.

As Kansas City continues to make progress in its positioning within the larger national landscape, Bloch will benefit from being able to partner with a broader set of firms and organizations within the region. Further, it will benefit from being able to more readily attract faculty and staff, particularly those motivated by opportunities to engage with industry and community partners in efforts to do impactful research, develop innovative educational experiences and support regional institutions.

Challenges to overcome

While we have much potential at Bloch, our ability to fulfill that potential depends on our overcoming several challenges. At the undergraduate level, enrollment in our business program is low relative to other public, urban research universities. Among a set of public, urban research university peers, Bloch's undergraduate enrollment is at the 10th percentile.

There is a complex set of reasons for this. Historically, UMKC was seen as a commuter school by many potential students, offering a very different student experience than more traditional residential campuses. For many years, UMKC offered little in the way of physical infrastructure for the on-campus student. Further, opportunities for student life were limited.

While investments have been made in physical infrastructure for the on-campus experience, there are still challenges stemming from limited capacity for on-campus housing. Similarly, there are significant challenges with regard to the climate for student engagement and student life as norms and traditions need to be institutionalized.

Anecdotal evidence suggests that, historically, UMKC invested relatively little in recruiting and marketing efforts in critical markets within the region. Under-investment in marketing and recruiting limits awareness about the opportunities available at UMKC, and it affects whether Bloch and UMKC are considered by those making decisions about where to attend college.

Further, perhaps because of how we are perceived by many potential students within the region, we have not typically produced student success outcomes that allow us to demonstrate that we offer a superior experience compared to other prominent institutions in the region.

In the years ahead, even greater efforts will be needed to overcome the challenges identified above. Undergraduate population trends show declines nationally, political and economic trends are creating

barriers to international enrollments and competition is increasing from online providers and competing institutions in the region. Combined, these factors suggest that we face significant challenges in our efforts to achieve our full undergraduate enrollment potential.

UMKC and Bloch remain challenged from an execution and implementation standpoint. Because of its focus on highly independent professional schools, UMKC may not have been in a position to invest in implementing best practices across a range of student service and business processes.

Deficiencies with regard to blocking and tackling likely have taken their toll. As a result, the university is currently working to establish a range of routines and practices across a number of critical areas. However, it must be acknowledged that it will take time for implementation efforts to take hold.

The Bloch School also faces challenges as it relates to our faculty profile. We have a number of senior faculty who are eligible for retirement or are nearing eligibility. We also have a number of junior faculty who are focused on honing their research and instructional skills and building the portfolio necessary for tenure and promotion. With relatively few faculty at a mid-career stage, we face potential gaps in key areas and challenges from the standpoint of ensuring appropriate bench strength in terms of faculty and administrative leadership.

The school also struggles in regard to graduate non-degree programs targeting working professionals and executives in the region. While we are well-positioned within Kansas City to provide world-class programming for organizations, several factors have limited our focus on these programs, resulting in a weakening of our position within the market.

Much potential remains with these programs, but realizing this potential will require investments in program enhancements and outreach to the marketplace.





Our Vision

We are Kansas City's business school, partnering with for-profit, nonprofit, and public sector stakeholders to promote inclusive prosperity.

Our Mission

We leverage our partnerships and connectivity to promote experiential learning, encourage career and entrepreneurial success, provide access to thought leaders and develop talent through distinctive educational experiences.

Our Values

Following the inspiration offered by Henry W. Bloch, our work is guided by our commitment to:

- Entrepreneurial thinking
- Civic mindedness and a community orientation
- Inclusiveness and respect for diversity
- Global awareness
- Integrity
- Working hard, persevering and making a difference

SECTION 3

UMKC PILLARS AND THE BLOCH SCHOOL



UMKC Pillars and the Bloch School

UMKC's strategic plan addresses five key pillars that are guided by the University of Missouri's Compacts for Achieving Excellence. At the Bloch School, we have established goals and strategies that will allow us to achieve excellence by focusing on the five UMKC pillars. For each pillar, we outline our goals and strategies as well as targets that we will pursue.

WE THINK STRATEGICALLY.



PILLAR 1:

Provide exceptional student learning, success and experience

The Bloch School is committed to advancing student learning, success and lifelong engagement. Student needs and expectations are changing, and we are committed to ensuring that our curricula, program delivery and support services are responsive to these changes. As part of this, we are committed to encouraging an innovative and entrepreneurial mindset and supporting career planning and professional development initiatives across a broad range of enrolled students.

Further, we recognize that student outcomes are very much linked to our ability to provide a positive campus experience by delivering student services that meet customer needs and by encouraging a strong sense of community and a culture of student engagement.

GOAL 1:

Provide exceptional student learning

STRATEGIES

- A. In collaboration with overall university efforts, ensure access to appropriate support and resources for improving teaching effectiveness
- B. Support efforts to provide students with appropriate access to tutoring or supplemental instruction
- C. Encourage faculty engagement with efforts to improve teaching effectiveness and make appropriate use of new tools to enhance learning outcomes
- D. Enhance faculty search processes to ensure teaching effectiveness is appropriately assessed
- E. Promote quality online options to meet the diverse needs of students by developing an online strategy for our different programs and providing faculty with needed resources and support
- F. Encourage the development of both hard and soft skills by ensuring access to the instructional resources needed for curriculum design and delivery

GOAL 2:

Provide career planning and professional development programming that enhances student career success and encourages the development of relevant competencies and skills

STRATEGIES

- A. Encourage students to regularly participate in career coaching meetings throughout their academic career
- B. Enhance utilization of career mentoring
- C. Offer regular networking and career education events for the different segments of our student population
- D. Enhance employer engagement in career events at Bloch (e.g., participation in career fairs, employer-hosted career events, or on-campus or video-based interviews)
- E. Enhance career education by leveraging opportunities for in-person and online engagement
- F. Expand experiential learning and professional development through opportunities such as internships, micro-internships, competitions and consulting projects
- G. Encourage student commitment to professional development through initiatives such as the Bloch Launchpad scholarship program and the Smith Fellows Initiative

GOAL 3:

Provide a positive campus experience

STRATEGIES

- A. Improve the customer experience, with consideration given to opportunities to streamline the transfer process, provide multi-year course plans and enhance access to online options
- B. Enhance student support and student success resources, with attention to opportunities for leveraging university resources and services, encouraging faculty availability for co-curricular engagement and ensuring access to appropriate advisement and support services both in Bloch and at the university level
- C. Encourage student organizations and related events, with attention to opportunities for enhancing support for student organizations, case competitions, community-building events and networking events for students, alumni and professionals in the Kansas City community
- D. Utilize the Bloch Launchpad initiative to encourage on-campus student engagement
- E. Encourage a staff and faculty culture focused on providing an exceptional campus experience

GOAL 4:

Encourage enthusiasm about the opportunities at Bloch among current and potential students

STRATEGIES

- A. Leverage Bloch's commitment to student success, the student experience, flexible-yet-engaged learning, distinctive opportunities for professional development and scholarship availability to encourage enthusiasm about the opportunities at Bloch, both internally and among potential students

GOAL 5:

Encourage an entrepreneurial and innovative mindset

STRATEGIES

- A. Expose students to entrepreneurial and design thinking early in their academic process
- B. Encourage student participation in co-curricular activities, including the entrepreneurship speaker series, case and entrepreneurship competitions and career fairs
- C. Provide networking opportunities with entrepreneurs by inviting them as guest speakers in classes and other programming
- D. Provide immersion experiences such as shadowing, class projects and internships with startups and emerging entrepreneurial organizations

Metrics for student success and experience

- A. Through programmatic initiatives and student services, increase the retention and graduation rates of first-time college students
 - i. Increase the retention rate by four percent in three years, 12 percent in five years and 19 percent in 10 years
 - ii. Increase the six-year graduation rate for first-time college students by four percent in three years, 10 percent in five years and 17 percent in 10 years
- B. Through programmatic initiatives and student services, increase the retention and graduation rates of transfer students
 - i. Increase the retention rate by three percent in three years, five percent in five years and nine percent in 10 years
 - ii. Increase the six-year graduation rate by one percent in three years, three percent in five years and five percent in 10 years
- C. Through curricular and co-curricular initiatives as well as investments in marketing and recruiting, increase overall enrollment (undergraduate and graduate) by 15 percent in three years, 35 percent in five years, and 100 percent in 10 years
- D. Through program enhancements and career-related services and initiatives, increase the starting salary for undergraduates entering the workforce by eight percent in three years, 13 percent in five years and 25 percent in 10 years. Increase the career-outcome rate by two percent in three years, five percent in five years and eight percent in 10 years. Through program enhancements and career-related services and initiatives, increase the percentage of undergraduate students participating in internships during their college career to over 30 percent in three years, 50 percent in five years, and 60 percent in 10 years
- E. Increase our offering of online and blended classes, with at least 50 sections offered in three years, 75 sections offered in five years and 150 sections offered in 10 years

WE ARE FUTURE ORIENTED.

encourage wild ideas ☞ defer
judgment 📱 dream big ☁️
quantity ∞ be visual ∞
small bets 📊 build on
of others 🧱 stay focus
the topic 🌐 think global
conversation a time

RULES OF BRAINSTORMING



PILLAR 2:

Become a thriving discovery enterprise

The Bloch School is committed to fostering a culture of research excellence. It is committed to impactful research, whether basic, translational or applied. Generating and sharing new knowledge allows us to address important organizational and societal challenges and raise the profile of the Bloch School within the academy, the region and among our students and alumni. An appropriately resourced research environment will allow faculty to continuously build expertise and capabilities, enhancing the retention and attraction of faculty and enhancing the overall academic experience for students. A collaborative and dynamic research culture will serve to make the Bloch School attractive to both faculty and students. Further, the Bloch School's ties to business and community leaders will be strengthened by effectively producing, translating and communicating cutting-edge research.

GOAL 1:

Increase impactful research published in high-quality outlets

STRATEGIES

- A. Provide resources and support to encourage impactful faculty research efforts, with attention to data and data-collection needs, conference participation and training
- B. Provide resources and support to attract, develop and retain faculty producing strong research
- C. Utilize workload, evaluation, and reward processes to support and encourage research productivity, with attention to teaching loads, sabbaticals, summer research fellows and other rewards for impactful research productivity
- D. In partnership with the Division of Strategic Marketing and Communications, enhance awareness of research being done at the Bloch School, with attention both to the media and other stakeholders
- E. Review faculty evaluation and promotion and tenure policies in light of UM System research goals, the role for interdisciplinary research and research collaboration and developments relating to open access publishing

GOAL 2:

Identify, strengthen, and promote areas of excellence in research and scholarship

STRATEGIES

- A. Support development of faculty capabilities in areas linked to industry, organizational and societal needs
- B. Build faculty capabilities to address the likely impact of disruptive forces on organizations and society

GOAL 3:

Enhance research opportunities for undergraduate and graduate students to reinforce the value of research in learning

STRATEGIES

- A. Encourage students to use course credit for research opportunities.
- B. Facilitate opportunities for applied research within internships and course-based consulting classes

Metrics for research and discovery

- A. Through initiatives designed to increase research support and encourage the attraction and retention of research faculty, increase the number of publications in high-impact outlets by 20 percent in three years, 30 percent in five years and 50 percent in 10 years
- B. Through outreach and programmatic innovation, increase applied student research at regional partners, with five percent of our students involved in applied research with regional partners during their college career in three years, 10 percent in five years and 15 percent in 10 years

WE ARE TRAILBLAZERS.



PILLAR 3:

Transform our community and region with impactful engagement

The Bloch School is deeply engaged with the community through its advisory boards, its active mentorship program and its engagement with foundation partners and corporate sponsors. These community partners serve as strong advocates, provide valuable guidance and offer pathways for impactful engagement. Efforts to build additional partnerships and enhance existing partnerships in ways that align with the school's priorities will provide forward thrust for Bloch. A unified strategy for external stakeholders will position Bloch as a trusted thought leader and catalyst for innovation. An engaged and connected business and civic community will raise the Bloch School's reputation in the community and advance urban engagement, a primary goal of UMKC. Similarly, an energized and connected alumni base will offer additional pathways for community engagement and impact.



GOAL 1:

Partner with Greater Kansas City area employers to meet the region's workforce and talent needs, enhancing economic development and career opportunities

STRATEGIES

- Leverage the Provost's Academic Innovation Initiative and advisory board engagement to develop curricula and programs to address employer needs, with attention to curriculum content, program structure, and program delivery
- Explore role of certificate programs, degree programs and opportunities to use non-credit programs as entry points
- Explore opportunities to address workforce development needs via enhanced collaboration among units within Bloch and enhanced collaboration with other parts of UMKC as well as other universities
- Enhance capacity to leverage Bloch's strategic partners to facilitate efforts to meet workforce development needs
- Leverage UMKC non-credit initiatives to enhance outreach relating to workforce and talent development, expand our portfolio of non-credit offerings and increase enrollment in non-credit programs
- Through career education and outreach, work to connect students with opportunities that address workforce needs
- Consider investments for centers or initiatives to develop capabilities and partnerships critical to addressing workforce development needs

GOAL 2:

Advance urban engagement for the benefit of the community, students, faculty and the university

STRATEGIES

- Support university initiatives to encourage collaboration across UMKC in urban engagement efforts
- In partnership with the Division of Strategic Marketing and Communications, enhance coverage of community engagement through social media or other means to both support student recruitment and create a virtuous cycle of community engagement
- Appropriately recognize and support contributions to community engagement

GOAL 3:

Strengthen alumni engagement and recognition

STRATEGIES

- A. Enable substantive lifelong engagement for alumni with the Bloch School, with attention to lifelong learning and opportunities to engage via mentoring, guest speaking, philanthropy, and facilitating research and student projects

GOAL 4:

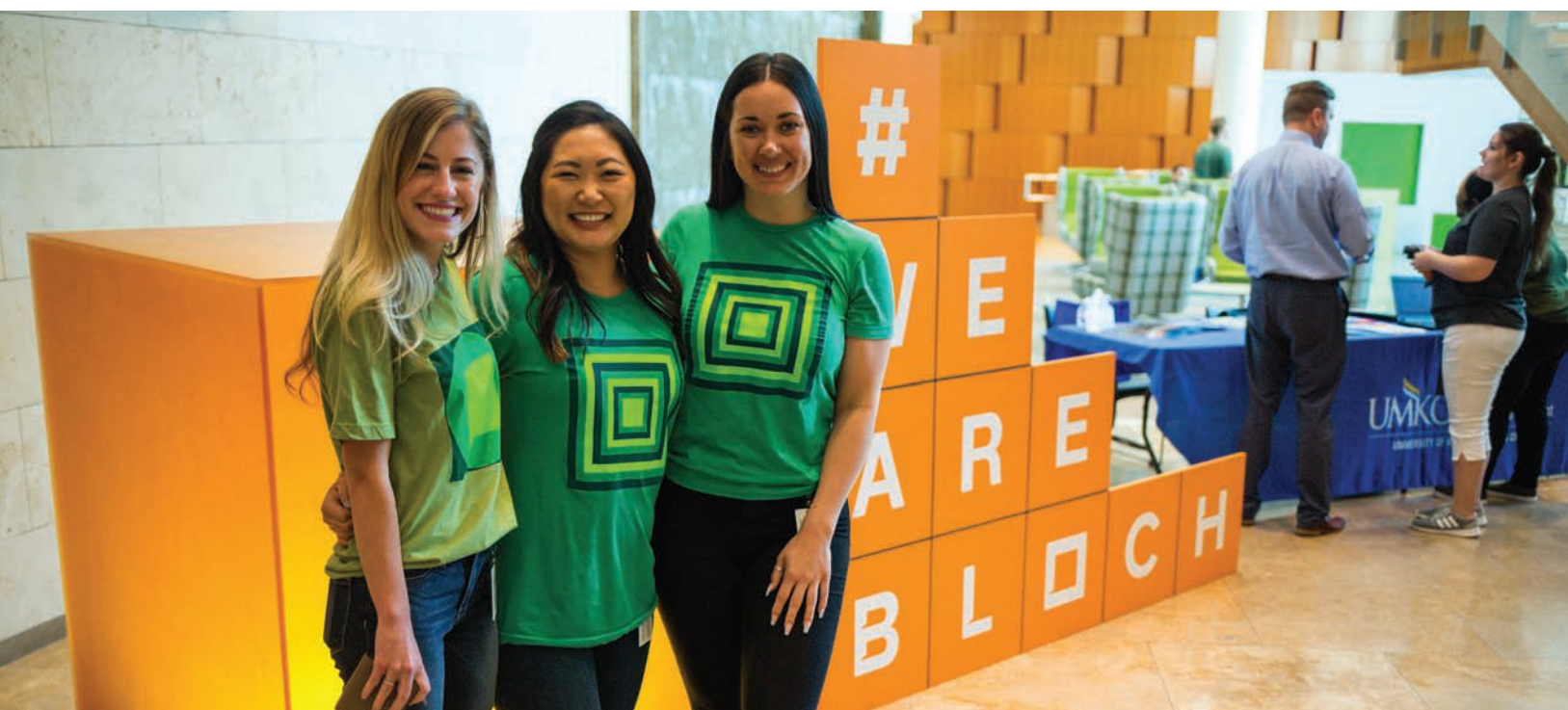
Foster partnerships with key organizations to promote entrepreneurship and innovation

STRATEGIES

- A. Enhance the Regnier Institute's role in promoting entrepreneurship and innovation across the UMKC campus, the UM System and the Kansas City entrepreneurial ecosystem
- B. Seek increased partnerships and enhanced coordination with organizations throughout the region that are promoting commercialization and entrepreneurship
- C. Improve targeted UMKC partnerships across disciplines that will:
 - i. Reinforce Bloch's role as an innovative, trusted partner throughout the university
 - ii. Advance interdisciplinary programs with UMKC schools and the UM System to both meet market needs and generate revenue
 - iii. Make available foundational business knowledge to other degree programs
 - iv. Further opportunities for leveraging intellectual property into new ventures

Metrics for community engagement

- A. Through enhancing our for-credit offerings for working professionals and executives, increase enrollment in programs serving this market by 15 percent in three years, 35 percent in five years and 100 percent in 10 years
- B. Through enhancing our non-degree offerings for professionals and executives in the region, increase revenue from such programs by 10 percent in three years, 15 percent in five years and 25 percent in 10 years
- C. Through enhancing our support for student engagement with community partners, increase the percentage of undergraduates involved in internships, service learning or consulting projects during their college career to 40 percent in three years, 60 percent in five years and 75 percent in 10 years



WE ARE GOAL SETTERS.



PILLAR 4:

Foster an environment of invigorating multiculturalism, globalism, diversity and inclusion

UMKC is an urban-serving, public research university with a strong commitment to globalism and serving the diverse population of the Kansas City region. Accreditation organizations as well as Bloch School partners and stakeholders expect our graduates to have the competencies required to operate in a global and multicultural environment and to promote inclusivity. The career prospects of our students will be enhanced by developing cross-cultural skills and the capabilities needed to support diversity and inclusion efforts. Globalism, diversity and inclusion are top priorities for our campus and system, and the Bloch School's strong adherence to these values will further a unified campus commitment. Advancing these leadership objectives will continue to elevate UMKC and the Bloch School to be the location of choice for underrepresented groups.

GOAL 1:

Cultivate diversity in the Bloch School

STRATEGIES

- A. Leveraging UMKC initiatives, support underrepresented domestic students to help increase their attraction to the Bloch School and their educational and career success
- B. Leveraging UMKC initiatives, support international students to increase their attraction to the Bloch School, their educational and career success and their integration within and contribution to our community
- C. Support efforts to recruit and retain underserved and diverse faculty and staff
- D. Support and promote culturally responsive and inclusive curricula and teaching and efforts to highlight the linkage between diverse perspectives and innovation

GOAL 2:

Prepare the Bloch School for meeting global demands

STRATEGIES

- A. Enhance the Bloch School's capabilities with regard to international and cross-cultural programming
- B. Enhance the capacity of Bloch students to understand and leverage international differences, work in cross-cultural settings and pursue global opportunities
- C. Support efforts within the region and the state to promote multiculturalism and global initiatives
- D. Provide and promote international and cross-cultural experiences

Metrics for multiculturalism, globalism, diversity and inclusion

- A. Through recruiting initiatives and efforts to encourage an inclusive environment, increase the number of faculty/staff from underutilized and underserved groups by 30 percent in three years, 60 percent in five years and 90 percent in 10 years
- B. Through recruiting initiatives, efforts to encourage an inclusive environment and programmatic enhancements, increase the number of students from underutilized and underserved groups by five percent in three years, 10 percent in five years and 15 percent in 10 years and increase the six-year graduation rate for these students by 10 percent in three years, 15 percent in five years and 20 percent in 10 years
- C. By developing and promoting cross-cultural programs and experiences, increase the percentage of students participating in cross-cultural experiences in their college career by 10 percent in three years, 15 percent in five years and 20 percent in 10 years

WE ARE BOLD AND INNOVATIVE.



PILLAR 5:

Develop a strong and resilient people, process and physical infrastructure

The Bloch School Strategic Plan can be achieved with systems that support our faculty, staff and students. These systems must be reliable, transparent and fair. They must encourage collaboration across the Bloch School, campus, the region and the University of Missouri System. They must empower and incentivize. Our processes and infrastructure must promote efficiency, empower innovation, reduce wastefulness and incentivize entrepreneurial thinking. Our systems must focus on achieving our strategic priorities of enrollment growth, student success, impactful research and community engagement.

A robust and healthy financial base and an environment of trust, transparency and open communication is foundational. Because Bloch is embedded in UMKC and the UM System, our ability to develop an effective enabling infrastructure is very much linked to systems and processes established at the campus and system level.

GOAL 1:

Create a robust financial base in an environment of trust, transparency and open communication

STRATEGIES

- A. In partnerships with UMKC initiatives, develop and implement an understandable and sustainable business model of revenue and costs
- B. Investigate and, as appropriate, implement differential tuition and/or other alternative tuition and fees options
- C. Consider financial and organizational impact when prioritizing strategic objectives
- D. Develop and implement fundraising priorities, including growth and diversification of the Bloch School's base of supporters
- E. Critically evaluate shared services initiatives and their impact on the Bloch School financial base
- F. Encourage faculty and staff to develop initiatives that generate new revenues or reduce existing costs

GOAL 2:

Create a desirable, productive and supportive place to work

STRATEGIES

- A. Encourage hiring processes that support our commitment to excellence and align with the desired culture and mission of the Bloch School
- B. Encourage development processes that support opportunities for growth, employee engagement, our commitment to excellence and that align with the desired culture and mission of the Bloch School
- C. Encourage the further development of a Bloch School culture that embraces excellence, collaboration (both within Bloch and across UMKC and the UM System), innovation, open and constructive communication, and our shared opportunity to impact our students and the region
- D. Assess and design space allocation to meet the academic, networking and social needs of our faculty, staff and students

GOAL 3:

Articulate and build a strong enduring Bloch brand

STRATEGIES

- A. Promote the Bloch School and our academic programs especially in areas within the bi-state region where there is strong growth potential

Metrics for enabling infrastructure

- A. To the extent permitted by the budget model, build the reserve fund to 15 days of operating expenses in three years, 30 days in five years and 60 days in 10 years
- B. Achieve average engagement ratings of 4.0 or higher among 50 percent of faculty and staff in three years, 60 percent in five years and 70 percent in 10 years
- C. Through programmatic excellence and recruiting and marketing initiatives, increase revenue from student credit hour production, with credit hours increasing by 15 percent in three years, 35 percent in five years and 100 percent in 10 years
- D. Through outreach and impactful programming, increase average philanthropic support by 30 percent in three years, 35 percent in five years and 50 percent in 10 years
- E. Through program innovation and business development, increase revenue from non-credit programming by five percent in three years, 10 percent in five years and 15 percent in 10 years

WE ARE CHANGE AGENTS.
WE ARE COMMUNITY LEADERS.
WE ARE KANSAS CITY'S BUSINESS SCHOOL.



BLOCH

UNIVERSITY OF MISSOURI-KANSAS CITY

5110 Cherry St.
Kansas City, MO 64110

BLOCH@UMKC.EDU

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