

IV. Priorities/Initiatives

This section describes the priorities for the college in accomplishing the overarching goal of becoming a “Top 5 Public.” Future initiatives are described (as well as some current projects, where appropriate). Each priority is a step toward achieving excellence in the four focus areas of the strategic plan: extraordinary education, research with impact, dialogue with society, and community with distinction.

The initiatives are arranged under each of the goals. **Each description of main initiatives is concluded with a summary objective to highlight the reason for, and importance of, the action. *Specific actions are presented in blue italics.***

A. Extraordinary Education

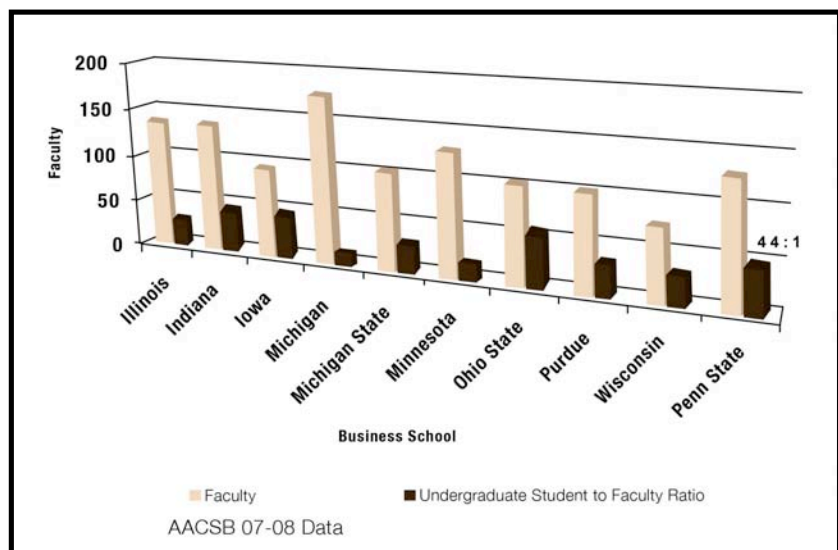
Providing an extraordinary education means that the college must conduct teaching and learning in a manner that brings out the highest potential in our individual students. The college’s faculty must challenge students to meet the highest performance standards. Programs, courses, and assignments should be relevant to the current circumstances and needs of the global economy. Students should be provided with opportunities to work together in and out of class to challenge and mentor each other.

In order to maintain relevance to the current business environment, continuous innovation and assessment of courses, outcomes, and programs are required.

The primary areas to be addressed in reaching the college’s goal to provide extraordinary education are student/faculty ratio and class size, professional development, interdisciplinary learning, learning assessment, curricula, and the creation of a new administrative position overseeing all aspects of learning.

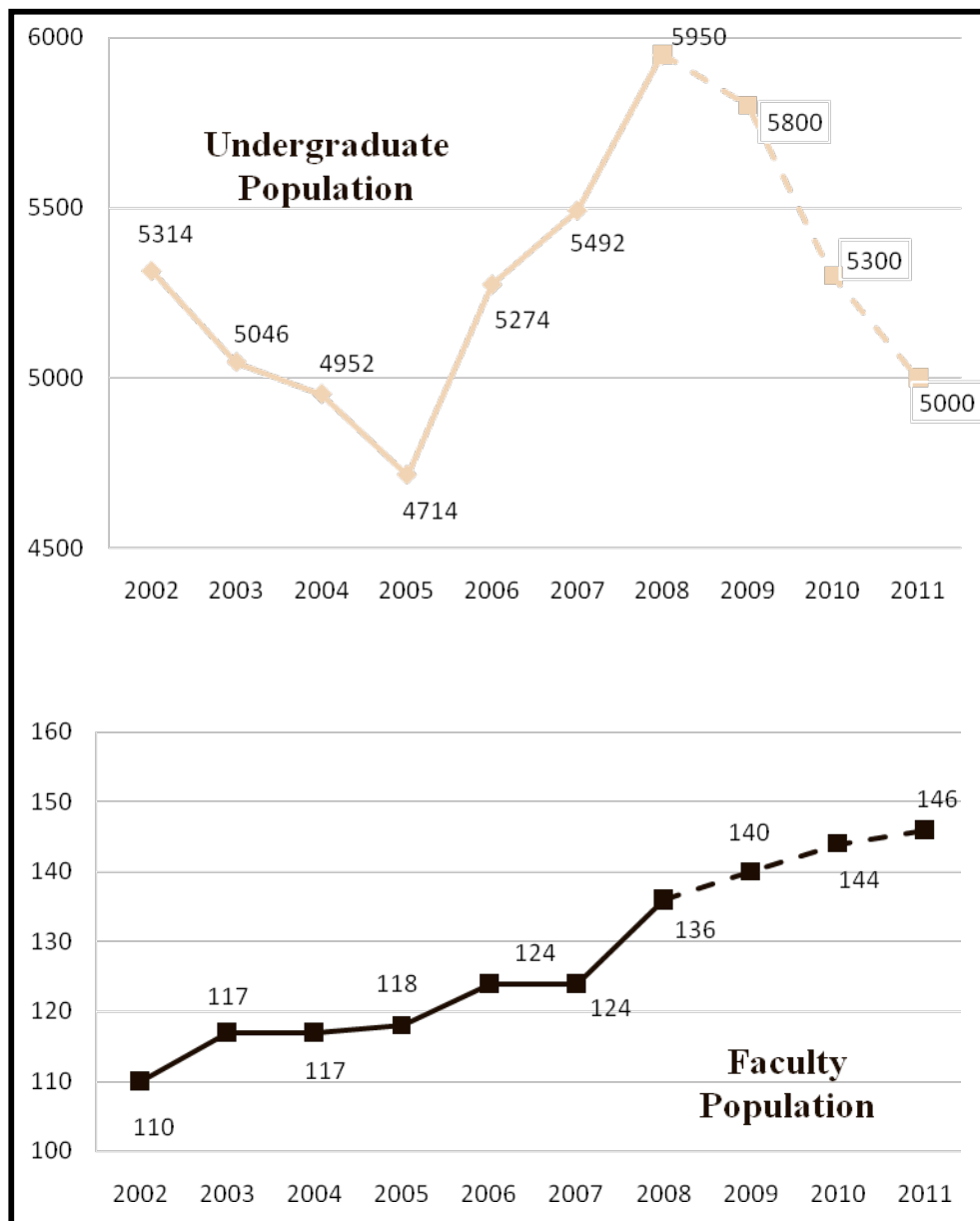
Student to Faculty Ratio

This is a baseline initiative. With essentially the worst student/faculty ratio among the top 100 business programs in the country, this will be a fundamental hurdle in our quest to reach “Top 5 Public” status. Currently at 44:1, as defined by the AACSB, student/faculty ratio impacts our ability to provide the highest quality education, inhibits our ability to take advantage of new learning methods focused on engagement

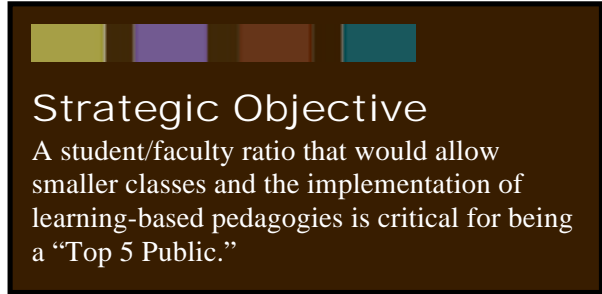


and participation, makes it difficult to mentor and advise, and frustrates our desire to customize and provide focused attention to the individual learning needs of our students. The student/faculty ratio must improve over the plan period.

Of course there are two variables in the ratio equation: students and faculty. It becomes necessary to deal with both: to decrease the number of students, while maintaining a diverse student body (currently at 5,950) and increase the number and diversity of faculty. With new enrollment management controls in place and a commitment to hire more faculty over the next three years, there will be progress made. But to achieve an acceptable balance of students and faculty, there must be a continued and longer term plan and commitment to reducing the ratio. Under the current operating and funding models, the historical and predicted student and faculty counts are shown in the graphs below (dashed lines represent future projections):



The immediate goal must be to achieve a ratio of approximately 35:1 or lower. For this ratio, and assuming that *we will settle into a 5,000 undergraduate enrollment steady-state, we would need to have approximately 150 full-time faculty* to see a difference and to be competitive in the Big Ten (though these would not be the top programs). Currently, Smeal has 136 full-time faculty members, including 90 tenure/tenure track. We were able to net nine new faculty members for fall 2008 and are on schedule to *net a minimum of eleven more faculty members over the next three to four years*. This needed ratio will put us on schedule, assuming that student counts are reduced and the current enrollment management plan is adhered to.



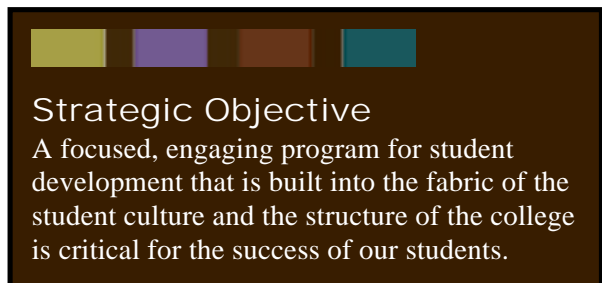
Strategic Objective
A student/faculty ratio that would allow smaller classes and the implementation of learning-based pedagogies is critical for being a “Top 5 Public.”

Numbers cannot be the only measure of achieving an extraordinary education. We must also drive toward a goal of excellent teaching in the classroom; provide incentives for that excellent teaching; engage learning endowments; make use of leading-edge technology and other support; and provide ongoing learning and teaching skill development opportunities. This applies to our entire faculty, but it is our clinical and other fixed-term faculty who will be among the leaders in leveraging the returns on these investments. As such, these faculty must be part of, and play a critical role in, the faculty hiring strategy throughout the planning period.

Professional Development

Providing the college’s students with an extraordinary education means that they will graduate from Smeal with the professional skills necessary to build the foundation for a successful career. By implementing expectations of high knowledge levels with current, relevant, rigorous courses, the college’s graduates will be competent in their professional discipline. Coursework across the curriculum will inculcate in the college’s graduates a global perspective. With a focus on experiential learning and group and leadership skills, Smeal’s graduates will be able to learn from problems and thrive in team environments.

An extraordinary education will also provide the college’s students with the skills and perspectives necessary to become well-rounded business citizens. Integrative educational experiences will challenge students to think outside of their traditional boundaries while giving them a solid understanding of society, organizations, and the business environment. By implementing current technology in the classroom, the college’s graduates will have a solid understanding of the role of technology in business and society.



Strategic Objective
A focused, engaging program for student development that is built into the fabric of the student culture and the structure of the college is critical for the success of our students.

One way of doing this is through curricula that challenge and engage students. This is discussed later in this section. Another avenue for professional development is through a formal college effort outside of the classroom. This can be accomplished through the creation of the *Institute for Student Professional Development*. The institute will provide unparalleled support and resources for student career placement and services.

At the core of this new institute is the college's *Career Planning Strategies Course (BA297A)*, a one-credit course designed for sophomore-level students interested in learning more about the job search process, networking with companies, and gaining knowledge about positions and career paths in various companies through self-assessment, exploration, goal-setting, and special projects. Students will build their theoretical knowledge of careers to a greater understanding of corporate operations and environments as they continue the self-discovery and goal-setting processes essential to their career search. And because the course occurs relatively early in the undergraduate experience, it will also help the students to select their majors.

The institute will aid students in resume development, business communication, and the interview process. It will engage students and corporate recruiters to place the college's students in internships and co-ops. Guest speakers and mentors will connect with students through student organizations and in classes. The elevation of the college's diversity programs will be a priority of the institute, achieved through mentoring and the engagement of the college's diversity organizations and initiatives.

Interdisciplinary Learning

To be able to look across the disciplines that define a business is a critical skill for all graduates. Two initiatives at the college level are discussed below.

BA 411 – Analyzing Business and Industry. Each semester in the college's capstone undergraduate course “Analyzing Business and Industry” (BA411), more than 700 students leverage all of their previous coursework to take an interdisciplinary and team-based approach to business learning. As part of the course, students work in teams to manage a simulated business, competing for market share and profits in the \$100 million electronic sensor industry. The course culminates in an event called “The Corporate Exchange at Smeal,” at which the teams whose companies have fared the best present their shareholders' reports and defend their business strategies to a panel of judges comprised of corporate executives, faculty, and alumni.

The course itself stresses the value of interdisciplinary knowledge as students learn from each other's strengths in various subject areas. Knowledge of all of the functional arenas in business is gained through the team-based activities leading up to the Corporate Exchange event. *It is critical that this course be scaled and become a centerpiece for all majors at the college.* Investing in its success in terms of instructional resources—from teachers to technology to external support—is an important ingredient for realizing the extraordinary education goal.

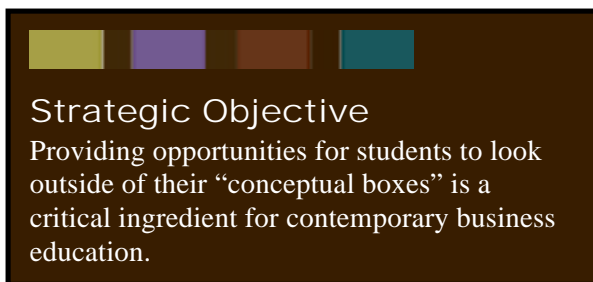
The Integrative Business Studies (IBUS) Major. While BA411 is meant to provide a foundation for all Smeal graduates, we are also developing focused curricula for those wanting to make interdisciplinary thinking a centerpiece. Continued investment, enhancement, and support are critical for setting an interdisciplinary foundation for all Smeal majors. To that end, *the college is currently developing a new major to reside in the restructured Department of Insurance and Real Estate (IRE)* that would leverage a variety of courses across disciplines both in and out of Smeal.

The Integrative Business Studies major will provide increased choice for students in course combinations while maintaining a strong basis of business knowledge via core courses. The major will leverage the high quality teaching faculty that reside in the new Department of Risk, Property, and Markets, which will have expertise in the areas of actuarial science, business economics, business law, insurance, international business, real estate, and risk management as well as be able to integrate among and across areas.

This new department focused on integration will afford students an interdisciplinary, integrative approach to business, while allowing them to concentrate their studies in areas not currently covered extensively by the college's other majors, such as business law, global business, real estate, and risk management.

Students will be expected to take the same core courses required of all Smeal majors, including at least three credits (one course) at the 400-level in *each* of the four areas and a total of fifteen credits (five courses) at the 400-level. The major will incorporate courses from around the University, including courses in economics, history, information sciences, and political science, among others. IBUS majors will be encouraged to complete a study abroad experience and participate in internships and co-ops to build on their classroom experience.

A detailed rendering of the major (to be proposed this year to the Faculty Senate after review by the college) is presented in Appendix F.

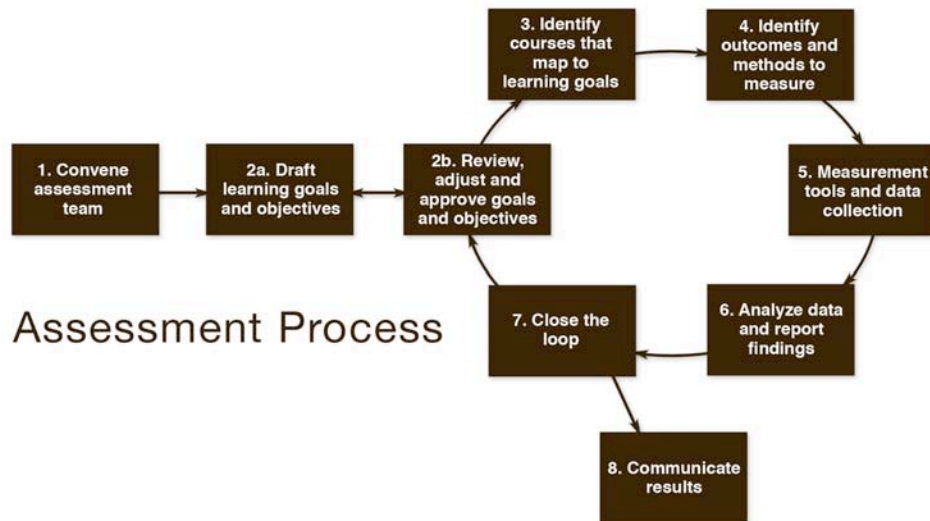
A dark brown rectangular box with a thin black border. At the top, there are four small colored squares: olive green, purple, brown, and teal. Below the squares, the text reads: "Strategic Objective" in a white serif font, followed by "Providing opportunities for students to look outside of their 'conceptual boxes' is a critical ingredient for contemporary business education." in a smaller white sans-serif font.

Strategic Objective
Providing opportunities for students to look outside of their “conceptual boxes” is a critical ingredient for contemporary business education.

Learning Assessment

Maintaining an extraordinary education at the college requires continuous and rigorous assessment and constant improvement and innovation. Assessment at Smeal is framed around continuous improvement of student learning. Using the “Assurance of Learning” standards established by AACSB International in its maintenance of accreditation guidelines, and according to learning assessment criteria outlined by the Middle States Commission on Higher Education, *Smeal is committed to continually enhancing the assessment of student learning in each of its educational programs.*

The following chart provides an overview of the assessment process at Smeal. Timelines for fall implementation, current initiatives, and planned enhancements are all developed in this section.



Assessment at Smeal addresses four basic questions:

- 1) What are the learning goals; what do we want our students to learn?
- 2) How are we going to know if students are learning and achieving those goals?
- 3) What has ongoing assessment taught us about our students' learning?
- 4) How are we going to use this assessment data to improve student learning?

While learning goals often span undergraduate, MBA, and specialized master's programs, the objectives and degree of rigor align to the mission and purpose of each program, and the process is replicable in each program.

The learning assessment process began with the convening of an assessment and learning council, chaired by the dean of the college and comprised of faculty, administrators, and key stakeholders. Draft learning goals and objectives were developed based on the college's mission statement and program purpose. Goals and objectives were reviewed and adjusted through faculty discussion and stakeholder review in each of the programs. Course-embedded measurement was identified as a primary assessment tool along with supporting evidence from satisfaction surveys and self-efficacy surveys. Learning goals and objectives were mapped to prescribed courses and measurement methods were developed. Data collection and analysis provided evidence of student learning along with shortfalls. Efforts to close the gap between learning goals and actual learning enable Smeal to continuously improve student learning in undergraduate and graduate programs.



Learning goals, which extend across the eight undergraduate majors offered in the college, focus on communication, integration, discipline competency, ethical behavior, globalization, and problem solving. These learning goals align with the college's mission and strategic plan to demonstrate that students have achieved the intended learning.

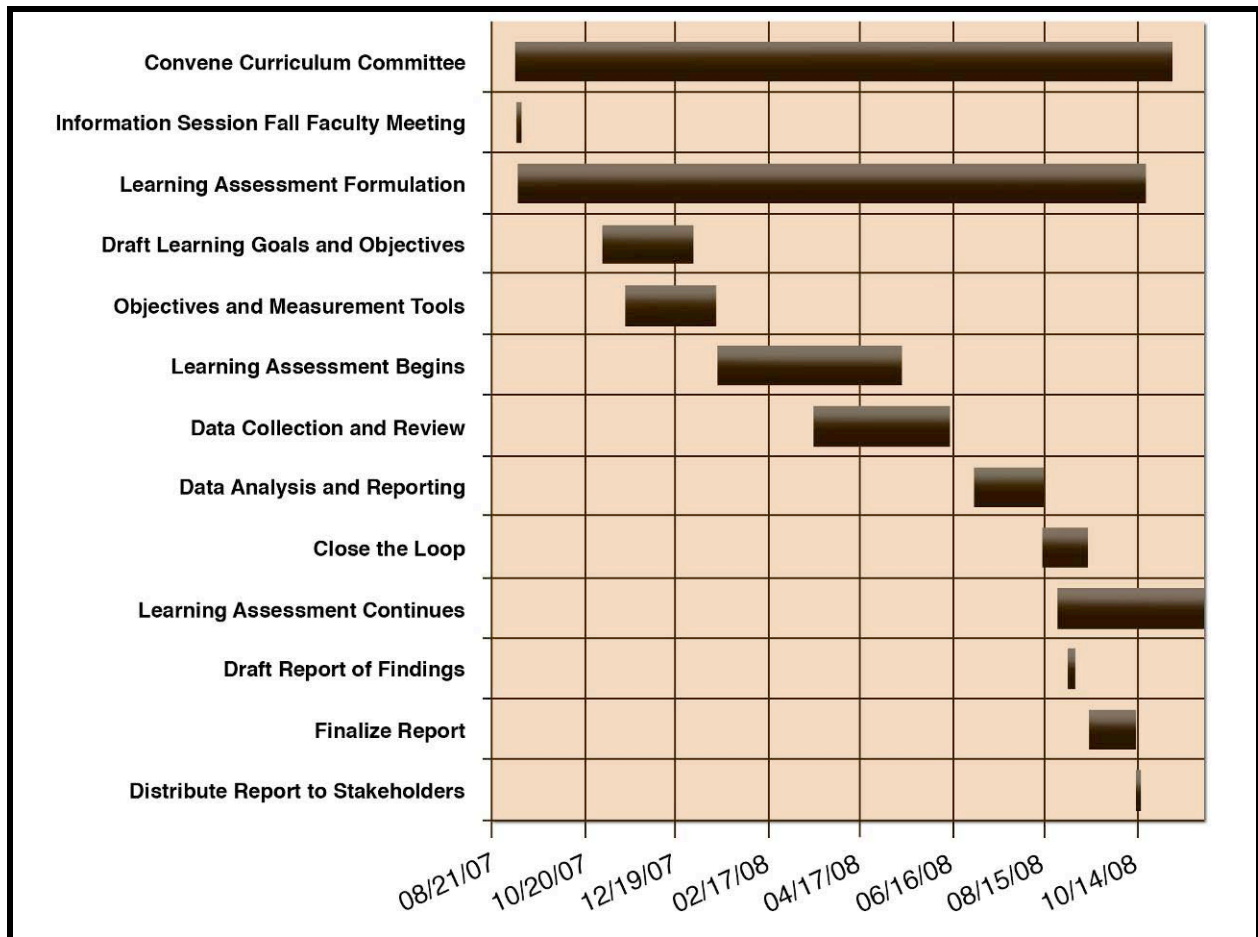
The MBA Program and the Executive MBA Program have separate learning goals and objectives as stipulated by the AACSB. While there are fundamental similarities in the learning initiatives for both programs, separate program deliverables warrant unique learning plans. Each program, however, presumes a pre-established knowledge base from undergraduate education and industry experience. This enables learning to be integrative, interdisciplinary, and critical.

The college has two specialized master's programs included in the learning assessment effort. The Master of Manufacturing Management is cosponsored with the College of Engineering and has learning goals associated with communications, product design analysis, manufacturing process analysis, and team/personal management skills. The online Master of Professional Studies in Supply Chain Management launched in fall 2007 and is in the process of developing learning goals based on analytical skills, team participation and leadership, integration and technical competency, and strategic management/analysis.

While learning assessment is embedded in capstone and integrative courses, improvements will occur across the curricula. For example, in the undergraduate learning assessment piece, the capstone course (BA411: "Analyzing Business and Industry") assumes skill sets learned in prerequisite courses. These skill sets are the foundation to the integrative nature of BA411. If weaknesses are identified, changes may be needed in the prerequisite areas rather than in BA411. The process of assessment will also be reviewed to ensure that it is not an end in itself or the primary focus for establishing learning goals in the college.

How this all plays out over time is presented in the following graph.

Learning Assessment Timeline:



Current Innovation and Assessment Projects. The college is developing *surveys to assess senior-level students' confidence in meeting Smeal's competency goals* and to measure students' satisfaction with undergraduate programs. We are creating *concept inventories to gauge students' understanding of business disciplines* in their junior and senior years. And we are *adding items to the Student Rating of Teaching Effectiveness (SRTE) surveys to include questions on the Smeal Honor Code and course rigor*.

The competency survey was pre-tested on students in the capstone course in fall 2007, revised, and applied to students in the capstone course in spring 2008. The results are now undergoing analysis with student focus groups before distribution. The Senior Exit Survey went through the same development process and is also undergoing analysis. An inventory of basic business concepts is now under development for testing in spring 2009.

The survey seeks to measure whether Smeal graduates can:

- formulate and solve problems;
- communicate persuasively and concisely in writing and oral presentations;
- understand how business disciplines and units interact;

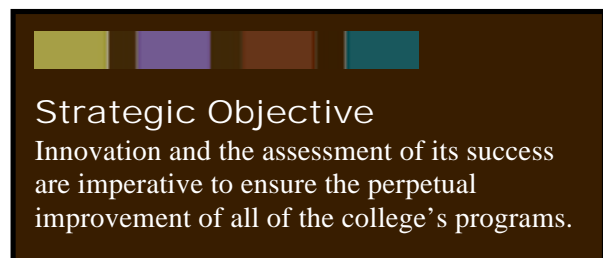
- grasp the complexities and impact of global cultures and markets;
- lead and manage people for results;
- understand the importance of maintaining sound ethical practices.

Second, the college has been *organizing and training undergraduate students to participate in Innovation and Quality (IQ) Teams* to provide instructors with feedback about the impact of course designs to improve the learning process. The college formed the first IQ team in spring 2007 and has gradually expanded the number to five teams in spring 2008. There are ten teams projected for fall 2008, directly involving more than 100 students and having an impact on the educational quality of 40 percent of the undergraduate student body.

The goals of the IQ Team initiative are:

- to provide faculty with feedback about the impact of course design on learning to improve the learning process;
- to identify barriers to learning and exploit them as opportunities for improvement;
- to gather data to document problems and develop solutions;
- to reflect on the ways students learn in order to help them become more efficient and effective learners and suggest new strategies for study and practice.

Third, the college is currently developing a *“Learning @ Smeal” Web site* to support innovation programs, including faculty pages on interactive learning in large courses (peer instruction, problem-based learning, and team-based learning); more effective lectures with interactive elements; course design based on research-based principles and practices; and methods for overcoming student resistance to course innovations.



The Web site will also feature student pages on IQ team goals and processes; team management and team learning; effective questioning and research; and how to monitor and improve learning. Finally, the college will conduct *six or more workshops per semester to introduce faculty to the design and management of interactive learning in large classes along with a series of workshops on developing appropriate concept tests and inventories* for in-class use to exploit information technologies that support student engagement.

Curricula

In the past year, the college has revamped the MBA curriculum and launched a new specialized master’s degree program, the Master of Professional Studies in Supply Chain Management (MPS/SCM). We also continually *examine our courses and programs for relevance and consider all options, including the elimination of such that are obsolete.*

Future initiatives include a proposal going before the Faculty Senate to restructure the undergraduate program curriculum and the creation of another specialized master’s degree program, the Master of Accounting program (MAcc). These are described below.

The New Smeal MBA Curriculum. *Several changes are being implemented in the Smeal MBA Program to improve the rigor of the program and further develop the management and leadership skills sought by top firms.* These changes flow from the faculty's review of the MBA program and from feedback from recruiters and alumni calling for a stronger focus on communication, leadership, and teamwork skills. The changes also provide MBA students with more of a global perspective and give them a multitude of opportunities to work on real, relevant business problems.

Recruiters and alumni share the belief that analytic and subject matter skills are of the utmost importance in business education. However, their feedback indicates a general belief that all top MBA programs train students very well in those areas and that, because of this uniformly good training, graduates distinguish themselves via superiority in other skill areas such as communication and leadership. To increase the emphasis of those areas in the MBA program, the Communications class increased from three credits to four; the Ethics class



increased from one credit to two; and a Leadership Coaching program was implemented. In addition, the program now requires a four-credit capstone project course in the second year that has cross-functional teams of MBA students work on “live” cases from our corporate partners, giving the students a final project that will require of them an important opportunity to work on a cross-functional team.

The new Smeal MBA Program seeks to increase the global exposure of the MBA students by requiring a one-credit Global Business Environment course in the first year. This new course will complement the international aspects of the program, which were previously in place: the one-credit Global Perspectives course and the weeklong Global Immersion experience, which will become a two-credit course.

Additionally, we will continue to grow the J.D./M.B.A. program with the Dickinson School of Law.

The Master of Professional Studies in Supply Chain Management. In conjunction with Penn State World Campus, Smeal *recently launched a 30-credit specialized master's degree program in supply chain management.* The Master of Professional Studies in Supply Chain Management (MPS/SCM) is designed for working professionals in the supply chain and logistics industry who seek to earn an advanced degree without interrupting their employment. Nearly all of the coursework is completed online, and the degree takes approximately two full years to complete, including summers and a short residency on the University Park campus.

The MPS/SCM program emphasizes problem-solving competencies and leadership skills critical to leading business transformations through integrated supply chain planning and execution. The curriculum offers twenty-six credits in supply chain management, including a four-credit professional paper, plus four credits in project management. As the culminating experience, the professional paper contributes to the students' professional development by demonstrating the students' ability to apply advanced supply chain management knowledge to a supply chain-related problem.

The Master of Entrepreneurship. In conjunction with the Colleges of Agricultural Sciences and Engineering, the Penn State World Campus, and the Graduate School, Smeal will be proposing a new online program at the graduate level in entrepreneurship that targets two groups of students. The first target group is those working professionals who wish to earn an advanced degree in innovation management and entrepreneurship but do not want to interrupt their careers. The second group is made up of non-business students in other graduate programs, principally in the sciences and engineering, who wish to supplement their studies with a certificate in entrepreneurship. This program would be linked to entrepreneurship initiatives at the University level and be a truly interdisciplinary program.

Undergraduate Curriculum Revision Task Force. The Undergraduate Curriculum Revision Task Force was appointed to examine the existing undergraduate curriculum structure and recommend changes that would represent a more contemporary philosophy of a business education. This fourteen-member group is comprised of Smeal deans and department chairs as well as business administrators and faculty members representing the nineteen Penn State campuses.

A graphic with a light beige background and a black border. At the top, there are four colored squares: olive green, purple, brown, and teal. Below the squares, the text reads: "Business Programs @ Penn State Penn State offers an undergraduate business education at nineteen Penn State campuses across Pennsylvania. Every semester, faculty and administrators from all campuses meet to discuss curricula, disciplinary communities, issues, and learning opportunities across all the venues. Called 'Business Programs @ Penn State,' this gathering usually is hosted once every year by a campus other than University Park."/>

Business Programs @ Penn State
Penn State offers an undergraduate business education at nineteen Penn State campuses across Pennsylvania. Every semester, faculty and administrators from all campuses meet to discuss curricula, disciplinary communities, issues, and learning opportunities across all the venues. Called "Business Programs @ Penn State," this gathering usually is hosted once every year by a campus other than University Park.

The initial focus of the task force is the content and sequence of courses taken by our students in their first two years. Other issues being investigated include:

- Major curricula
- Two-piece supporting offerings
- Customized majors through a refocused/renamed Insurance and Real Estate Department
- Visibility of a five-year Masters of Accounting (MAcc) Program for Accounting majors

The Task Force is also cognizant of various programmatic/thematic perspectives and how these might be integrated into the curriculum:

- Integration across disciplines
- International/Global presence
- Information technology (use and theory)
- Ethics/Integrity
- Entrepreneurship (perhaps a minor with the College of Engineering)
- Professional development
- Honors/Sapphire courses
- Online/Hybrid delivery

The Task Force met on several occasions and endorsed *moving the business foundation courses to the first two years*. Additionally, current entry-to-major courses are to be moved to the junior year. These shifts are displayed in the following images.

Existing Curriculum Content				
	Year 1	Year 2	Year 3	Year 4
Business	Business Law Microeconomics Macroeconomics Management Information Systems	Accounting Ethics Statistics	Management Marketing Supply Chain Finance Three Major Courses Two-Piece Course	Two Major Courses Two-Piece Course Related Course Analyzing Business and Industry
General Education	English Composition Mathematics Natural Science	Communications Humanities Arts	Humanities Social Science Natural Science Arts	Natural Science Business Writing Health Science Social Science
Electives (may include Business Courses)	Foreign Language First-Year Seminar	Foreign Language Elective	Elective	Elective

To accommodate this change, some of the existing entrance-to-major courses and prerequisites were revisited to enable the movement of the business foundation courses to the second year. The necessary adjustments were agreed to and the following was recommended:

Proposed Curriculum Content

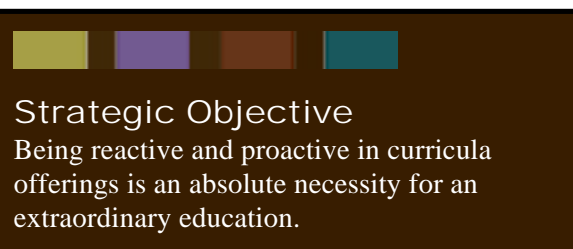
	Year 1	Year 2	Year 3	Year 4
Business	Microeconomics Accounting Statistics	Management Marketing Supply Chain Finance	Two Major Courses Two-Piece Course Business Law Management Information Systems Ethics	Three Major Courses Two-Piece Course Related Course Analyzing Business and Industry
General Education	English Composition Mathematics Natural Science	Communications Humanities Arts	Social Science Natural Science Business Writing Arts	Natural Science Health Science Humanities
Electives (may include Business Courses)	Foreign Language First-Year Seminar	Foreign Language	Two Electives Macroeconomics	One Elective

These changes to the entrance-to-major requirements will allow students at all campuses to make more informed choices of their majors, leading to an increase in student satisfaction, an increase in campus retention, and a reduction in the number of students who fail to graduate from Smeal. The end result is an efficient, effective, and student-centered major selection process.

The course changes and accompanying prerequisites will be sent to the Faculty Senate in fall 2008. Future efforts will address several concerns that were expressed by the Penn State campus representatives regarding the availability of faculty, the possible need for funding, and constraints on classroom space and scheduling. Additionally, we will consider curriculum revisions to include a focus on leadership *and* management.

The New Master of Accounting Program. Accountant licensing regulations across the United States are increasingly requiring completion of 150 credit hours as a prerequisite for licensing public accountants. To respond to these requirements, the recent legislation passed in Harrisburg, and the resulting surge in demand from existing and potential students for an expanded accounting curriculum, Smeal's Department of Accounting has proposed the *introduction of the Master of Accounting (MAcc) Program*.

The MAcc program will require an additional one year of coursework (30 credits) in the students' fifth year. It will initially be offered to the college's undergraduate students as an integrated five-year program ("3+2") and will eventually convert into a one-year MAcc program ("4+1"), which will be offered to




Strategic Objective
Being reactive and proactive in curricula offerings is an absolute necessity for an extraordinary education.

applicants from outside the University as a standalone master’s program. The content of the program will be such that it will meet the University’s Graduate School requirements, AACSB requirements, CPA licensing accounting course requirements for Pennsylvania, and the CPA licensing requirements for adjacent states.

The program will consist of ten three-credit courses. Five of the ten courses will be in accounting, one will be in finance, one will be in communication, and the other three courses will be electives that can be taken at Smeal or elsewhere within the University. Three of the five accounting courses in the program are already being taught as 400-level electives in the accounting undergraduate program and will be converted to 500-level. Only two of the five accounting courses will be entirely new.

Assistant Dean/Director of Learning

The college will create a new administrative position at the assistant dean or director level responsible for directing innovations and improvements in all aspects of learning, including curricular research and improvement, the design of learning experiences, and the formative assessment of learning and teaching. The position will provide vision and leadership for the strategic development and coordination of learning resources and services.




Strategic Objective
Someone must oversee and coordinate the learning efforts of the college. This position puts “full-time eyes” on the teaching and learning at Smeal.


The duties will include the hiring and management of a staff of specialists in measurement and assessment, instructional design, continuous quality improvement, and pedagogically driven classroom technologies; the organization and supervision of student initiatives in mentoring, quality improvement, and learning design consulting; providing support and leadership to departmental learning and innovation teams; conducting ongoing workshops in the application of research based practices; and advocacy for the adoption of learning innovations emphasizing student involvement in active and self-directed learning.

B. Research with Impact


To fulfill the college’s role as part of a major research university, Smeal is committed to producing and disseminating new knowledge. However, to attain the college’s goal of becoming a “Top 5 Public,” it is not sufficient to simply conduct and publish research for the academy. Rather, the college must be committed to producing research that makes a difference, or has an impact in society, academia, and beyond.



Strategic Objective
While earlier discussed from a student/faculty ratio standpoint, here the focus on growing faculty is to enhance the core of “towering scholars” to be competitive.



Researcher with Impact
Terry Harrison
 Professor of Supply Chain and Information Systems Terry Harrison is investigating how firms manage the potential consequences of new product introductions and product line extensions, which is the proliferation of SKUs. Although introducing new products generally increases revenue, introductions can also raise costs because of factors such as higher inventory and increased complexity. As part of his research, Harrison is developing optimization models that link market and supply chain functions to help determine the best set of SKUs for a firm to eliminate.




Researcher with Impact
Keith Crocker
 William Elliott Chaired Professor of Insurance and Risk Management Keith Crocker is researching the impact of higher insurance deductibles on consumption of health care services. When deductibles are small, health care consumers tend to “over-consume” services because they are inexpensive, thereby raising health insurance premiums. Crocker’s research investigates those who would enroll in high-deductible plans, how high-risk consumers would fare in such plans, and the impact of high-deductible plans on the health status of enrollees.

Research with impact substantially alters the discourse and trajectories of academic fields. Beyond that, it influences what is taught in business schools and affects the perspectives and actions of practitioners and legislators. Having a research piece published in a top-tier refereed journal may greatly improve the likelihood of that research having an impact, but it is not synonymous with impact. Research has an impact only when it is widely noted, highly acclaimed, and put into use, at a minimum, by fellow academics, but also by business leaders or policymakers.

In order to increase the college’s output of top research that impacts the academy and society, the college will focus on four priorities: growing research faculty, increasing faculty endowments, differential rewards and metrics, and raising doctoral student stipends. New and cutting-edge initiatives need to also be considered. These range from investing in and expanding current programs (e.g., entrepreneurship and human resources) to new areas such as sustainability and marketing analytics.

Growing the Smeal Research Faculty



Researcher with Impact
Dan Cahoy
 Associate Professor of Business Law Dan Cahoy is studying how laws that permit government incursions on patents impact the incentives to create new medicines in the pharmaceutical industry. Many countries have relaxed pharmaceutical patent rights through “compulsory licenses” in times of emergency, or simply to save money. Cahoy is analyzing whether the presumed protections afforded to patent owners under national and international law actually function to preserve innovation incentives while increasing access among impoverished nations.


One of the keys to producing research with impact is to have a faculty consisting of highly motivated, talented scholars who aspire to make a difference through their published work. The size of the college’s undergraduate enrollment and the corresponding teaching load present a challenge for the college in its efforts to attract and retain first-rate research scholars.

The top-rated business schools for research all have substantially larger tenure-track faculties than Smeal, and the college’s ability to become a “Top 5 Public” largely depends on growing the size of its faculty. *The University’s current commitment to grow the faculty by twenty*

positions over the next four years is a reasonable minimum to successfully grow the college’s research output. However, the vast majority of these new positions should be dedicated to hiring research-oriented tenure-track faculty who extend beyond narrow technical dimensions and possess a breadth of perspectives, the ability to select important research topics, superior communication skills, and an aspiration for impact.

Increasing Faculty Endowments

Endowments are essential to retain faculty and encourage year-round research. Almost all tenured faculty members at the top public business schools have endowed positions, which typically cover support for two summer months in addition to research expenses. *Smeal must expand its number of endowed professorships to cover all tenured faculty members and increase existing endowments that provide only modest support.*




Strategic Objective
Smeal cannot be competitive in terms of research and supplementary support through the sole use of General Funds. It must engage in a concerted effort to provide endowment support to be competitive.

The first priority for endowments is to obtain support for every research-active tenured faculty member. The endowment should cover at least two months of summer salary and some research expenses. Faculty with endowed positions should be reviewed at milestones against higher performance standards than faculty who do not hold such positions.

Second, endowments should be obtained for the purpose of covering additional research-related expenses and for the hiring of research assistants. Both types of resources are currently limited at the college when compared to “Top 5” programs (increasing stipends is discussed below).

Rewards and Metrics

To instill an emphasis on research impact, new indicators of faculty research performance need to be developed and new incentives put in place to encourage the production of theoretical and applied research. Smeal’s current metrics emphasize quantity of publications and the caliber of the outlets in which they appear, with too little attention paid to impact. Outside of intrinsic motives, tenured faculty members at the college currently have little incentive to maintain active, high-quality research programs.



Strategic Objective
If an emphasis on research with impact is to be in place, appropriate reward structures need to be formed.

Various measures of research performance have differing degrees of relevance depending on a faculty member’s career stage. Because evidence of research impact is difficult to measure in a short time span, tenure candidates should be evaluated primarily in terms of their ability to place their research in A-level journals. However, new attention needs to be paid to the way that external referees characterize a tenure candidate’s style of research and potential for impact.



Researchers with Impact
Peter Ebbes, Zan Huang, and Arvind Rangaswamy
 Assistant Professor of Marketing Peter Ebbes, Assistant Professor of Supply Chain and Information Systems Zan Huang, and Anchel Professor of Marketing Arvind Rangaswamy are developing new sampling techniques to better understand complex social networks, which have expansive collections of connections and nodes. Companies could better leverage these networks if they more fully understood how they operate.

Tenured faculty should be evaluated using a set of criteria that reflects both demonstrated and potential academic impact. These criteria include A-level journal productivity, citations, awards, and board positions at top journals.

Additionally, the college must measure impact outside of the academy. These indicators might include research presentations to policy or corporate groups, prominent media reports of research findings, publications in prominent practitioner outlets, or business adoption of research ideas. Various other possible ways of

demonstrating outside impact do exist. Self reports of such impacts outside of the academy should be included in faculty members' annual reports.

To incentivize research, especially for tenured faculty members, *a committee should review faculty members on a rotating basis to determine if they are research active*. Such committees already exist at many of the top business schools. Upon determination, teaching loads should vary depending on research performance. Additionally, *implementing greater variance in merit pay raises based on research performance* would encourage faculty members to maintain a robust research agenda.


Raising Doctoral Stipends

Ph.D. applicants select their programs primarily based on the reputation and placement record of the institution, but financial support is also important. Smeal's support of doctoral students is well below that of the leading business schools, and, as a result, the college is missing out on some of the top Ph.D. candidates. High-quality doctoral students greatly enhance faculty research performance, but the converse is also true; so it's essential for Smeal to attract the highest-quality Ph.D. candidates possible in order to be the most effective at producing research with impact.



Strategic Objective
 Though recently raised, the average Ph.D. stipend at Smeal still lags most competitor programs. To attract and retain top students, funding for increasing stipends must be identified.





Doctoral Stipends 07-08
* per 12 months except where noted

Texas	\$30,000 minimum
UCLA	\$25,000
Berkeley	\$24,000
Michigan	\$11,400/term
North Carolina	\$20,000
Wisconsin	\$18,000
Indiana	\$17,000-\$24,000
<i>Smeal</i>	<i>\$16,000-\$19,000</i>
Illinois	\$15,500
Ohio State	\$14,400
Michigan State	\$12,500-\$17,000

Doctoral stipends need to be on par with those of the top public business schools. Every three years the college should re-adjust its stipends to be at the median of this group. The college should also provide financial support for out-of-pocket expenses both for conducting research and traveling to conferences. This support should also be on par with the college's aspirational peers. Increased doctoral stipends will also be met by placement in top programs.

C. Dialogue with Society

An open dialogue with society means that the college is engaged with the larger, global marketplace of ideas to promote the diffusion of knowledge and the exchange of ideas and perspectives between the college and the world outside of the academy. This interaction is necessary to achieve "Top 5 Public" status and supports the college's objective of achieving excellence in education and research.

In many ways, the college is already proficient at engaging with society. All of the research centers at Smeal have among their core objectives the engagement of their practitioner constituents, Penn State faculty, and educators from other leading academic institutions. Penn State Executive Programs offers executive education that is popular among corporate leaders and managers. Leading business professionals serve on the college's various advisory boards. Their input and advice keeps individual units, and the college as a whole, connected with the key issues affecting the global business environment.

Through guest speaker programs like the college's Leadership in Focus: Executive Insights, Smeal regularly hosts prestigious executives to share their business expertise with students and faculty. Academic units, Career and Corporate Services, and corporate recruiters collaborate to host company and industry specific events to expose the college's students to various career paths and professional options. The college's development and alumni relations offices keep alumni of the college and friends of the University engaged as advisers, mentors, and philanthropists.


To expand on these successes, the college will focus on expanding its engagement with society via four priorities: conveying research, globalization, information technology support, and new/revised units in sustainability, sports management, and executive education.

Conveying Research

By focusing on the development of first-rate research and its publication in A-level academic journals, the college will continue to have an impact on academic discourse. However, to engage

audiences outside of the academy and broaden the reach of faculty research, the college must refocus its research communications efforts to connect with society as a whole.

The college must put into place new incentives to encourage faculty members to submit their research to publications that appeal to practitioners, in addition to academic journals. Research results must be translated into language accessible to practitioners, the popular and business media, and legislators. Further, *the college's communications vehicles should also work to publicize the newsworthy non-research impacts of Smeal.*




Strategic Objective
“Dialogue” means a two-way communication with society through the application of our research.

The college’s communications staff should help push more faculty research from A-level journals to editors and reporters in the business media (e.g., *Harvard Business Review*, *The Wall Street Journal*). *The communications staff should be expanded to increase Smeal’s visibility with alumni, practitioners, and public officials.* A new process of strategic communications planning will be developed to include broad participation across units and assess collaborative opportunities between academic units, research centers, and outside stakeholders. Modeled after “Knowledge@Wharton,” a new dynamic Web site will be established for the exchange of information about issues and trends affecting business and business education.

Globalization

Smeal must expand its global reach through overseas partnerships and programs that extend the college’s international presence in a concerted manner. Several research centers and academic units have sought to become more globally oriented, but individual attempts at doing so have been only marginally successful.

Peer universities that have been successful internationally have done so via major investments in multidimensional partnerships. Smeal should explore this route, via an appointed coordinator who will seek out opportunities for forming college- or University-level alliances with international universities. *The college should consider identifying three to four regional partner universities to work with in developing programs and initiatives generated by multiple Smeal units.*



Strategic Objective
“Dialogue” means engaging our expertise on a global stage.

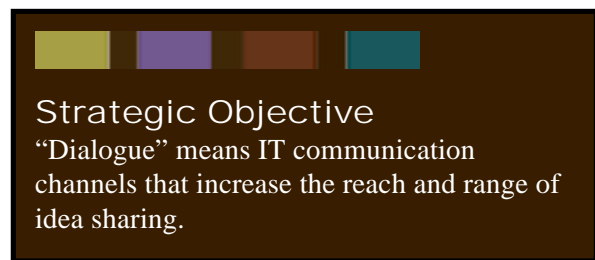
Additionally, to expand and consolidate international programs for both undergraduate and graduate students, the college is *exploring the creation of a Smeal International Council*. The council would coordinate all student international programs and assist in finding and creating new programs around the world. A detailed discussion of this is found below in the section on Cross-Goal Themes.

Information Technology Support

In sharing and promoting the strengths and impact of the college on society, technology innovations must be in place to provide dynamic and interactive methods for communication. Virtual research communities can be created of the greatest minds across disciplines within and outside of academe to collaborate on solving societal problems. At Smeal, the Research, Instruction, and Information Technology (RIIT) Group infrastructure will continue to be upgraded and simplified to support these new innovations and afford ease of use of these systems.

Specifically, the RIIT Group is focusing its resources in four areas: innovation, IT simplification, governance, and communication.

Innovation encompasses not only integrating new technologies like Web 2.0 into the infrastructure, but also providing incentives for faculty to learn and adopt these advances where they can have a transformative impact on their teaching and research. Cultivating innovation requires incentives for faculty to embrace new technologies and time for IT experts to evaluate and implement these improvements, as well as funding. To augment the funding of the RIIT Group and provide targeted funding for innovation, *the college plans to create a \$5 to \$10 million endowment to support learning innovation through IT*. Projects funded by these resources will have substantial and measurable impact on the learning and research aspirations of the college.



Through *IT simplification*, the RIIT Group will build a scalable infrastructure with standardized systems on consolidated platforms using automated tools to provide a secure and agile framework for aligning resources to the college’s vision. Such alignment must be usable and understood by everyone in the community.

Providing a *governance* structure to encompass all stakeholders, to assess and determine potential impact of proposed projects, to communicate the allocation of resources, and to include experts in the industry who understand the transformative impact of emerging technologies, the RIIT Group recommends the establishment of a CIO Cabinet. The members of the cabinet will include representatives of the Smeal Community and experts whose business careers are contingent on the successful integration of technology into their core business.

The foundation of successfully leveraging the RIIT Group as a strategic resource is *communication*. In order for the college to embrace and integrate new innovations in technology that will improve the effectiveness of instruction and research, the RIIT Group must first identify its customers’ expectations and their understanding of IT. The communication pathways between the RIIT Group and the Smeal Community need to be informative, easy, streamlined, and all encompassing of the resources and support available. The RIIT Group must improve its communication platforms to reflect current technologies, expand how it receives input from customers, market the services and support available, convey current projects and/or initiatives, and improve updates of progress on projects.

New/Revised Units

Several new initiatives to increase and innovate on our dialogue with external constituents are underway. These include discussions around a new Center for Sustainable Business, the roll out of a new Center for Sports Business & Research, and a revised philosophy and structure for executive education.

Sustainability. The college is currently *exploring the creation of a sustainability-focused research center* to examine how the activities and functions of firms contribute to economic effectiveness, societal well-being, and environmental stewardship. The Center for Sustainable Business would identify complements and trade-offs among these outcomes, encourage dialogue among stakeholders, and conduct research on facilitating complements and transcending trade-offs whenever possible.

Sustainability broadens the scope of consequences of managerial decisions so that their impact on people (health and well-being) and the planet (air and water pollution) are considered. Unsustainable decisions are ones that eventually have unacceptable, unintended long-term consequences. This is the outcome when a systems perspective is ignored—a perspective that the proposed new center would have. Working with related efforts in other centers at Smeal, around the University, and with key stakeholders in the extended Smeal Community, our hope is to focus and leverage our expertise in this area.

Sports Management. In March 2008, *the college launched a new research center dedicated to the study of sports business.* The Center for Sports Business & Research focuses on the development of first-rate academic and applied empirical research in the sports industry, while helping to define educational opportunities for students looking to start careers in sports business. Drawing on Penn State's rich athletic tradition and collaborating with two other University sports research centers in the College of Communications and Dickinson School of Law, the Center for Sports Business & Research seeks to bridge the gap between existing academic research on sports business and relevant practitioner issues in the industry.

One of the center's goals is to engage in dialogue with practitioners and the public to enhance the Smeal and Penn State brands through improved student placement and media attention to the center's research. To accomplish this goal, the center has formed an advisory board of 24 members from all of the major professional sports leagues as well as members from the various other sectors that make up the sports business industry, including sports apparel and equipment, consumer goods, food and beverage, professional and college teams, marketing and advertising, media, and sponsors.

The center's research agenda is specifically designed to engage the interests of society through the media. While focusing on the creation of research that will qualify for A-level academic journals, the center also focuses on research that will be deemed important by practitioners in sports business.

Executive Education. Penn State Executive Programs is committed to regaining its core executive education presence in the marketplace while expanding revenue levels in support of the college's overarching goal to become a "Top 5 Public."

Research from Penn State Executive Programs indicates that market demand over time has shifted from education to education with consultation in support of implementation. Demands are evolving toward a need for deep partner relationships that include assessment and consultation, with education as a byproduct.



Strategic Objective
Building additional structural “touchpoints” will enable Smeal to increase its portfolio of dialogue opportunities around key issues and customers.

As a result, most university-based providers need a new business model, one that includes the ability to build and maintain consulting relationships; conduct organizational assessments of corporate strategy, leadership challenges, and culture; and one that results in true custom learning designs based upon client needs and objectives. *Penn State Executive Programs, therefore, is now focused on senior-level leadership, strategy, innovation, and change, demonstrating the ability to develop deep, long-term partner relationships*; fully align with the client organization, its goals, and objectives; and match faculty and content expertise to needs.

D. Community with Distinction


Building a community with distinction means the college must engage all of its stakeholders in the vision of the college. The community must value differences in its members and their ideas, and facilitate connections between members with differing backgrounds, identities, experiences, and aspirations. Community members will help each other find success while remaining true to community values of integrity, respect, and openness.

The college already has a solid sense of community embedded through the shared sense of belonging of its faculty, staff, students, alumni, and friends. The Smeal Honor Code and diversity initiatives affirm the college’s dedication to integrity and opportunity for all. And its student organizations and alumni affinity groups further the sense of connection to the community.

To build on these successes and overcome some of the inherent obstacles that exist, the college will focus its community-building efforts on human resources, diversity, mentoring, and making connections.

Human Resources

Smeal’s human resources department has planned several initiatives to attract and maintain the best faculty and staff members, concentrating on *new employee orientation, career coaching, career development programs, succession planning, employee recognition programs, alternative work schedules, and e-learning*.



Strategic Objective
“Distinction” means providing human resources development and support second to none.

New employees, already in a state of transition, are often willing to try out different behaviors as they adapt to their new environment; so the college must seize this chance to present the organization and their department in a positive manner. This will be accomplished at Smeal through an effective and inviting new hire

orientation program that shortens new employees' learning curve, increases productivity, facilitates compliance with policies and procedures, improves job satisfaction and retention, and promotes communication between managers and staff.

A career coaching program will assign a more experienced or skilled individual to provide employees with advice and guidance intended to help develop skills, improve performance, and enhance career quality. Coaches must balance between encouraging and supporting a participant, while acting as a sounding board and challenging firmly held beliefs, behaviors, and skills. This may affect the participant's ability to develop and attain newly needed competencies.

Career development programs can be an effective tool for retention, improving communication, broadening employee skills, raising employee morale and job satisfaction, and even attracting quality applicants. Such programs currently under consideration at the college include individual career counseling in which the employee explores his/her values, skills, and interests; the creation of an individual development plan; ongoing training in a variety of areas such as communication, computer software, management and supervision, and technical skills; in-depth orientation programs that inform employees about all aspects of the organization; annual performance reviews; a career information library; coaching and/or mentoring programs; and succession planning programs.


Succession planning identifies and grooms candidates for future openings in key positions. It is part of a series of integrated human resources systems linking forecasting, career planning and development, assessment, and performance appraisal.

A proposed employee recognition program would create a monthly staff award program for outstanding service to the college. At the end of the year, one of the twelve winners will be named the outstanding staff member of the year. Additionally, an Above and Beyond Award should be created and presented periodically to faculty or staff members who perform far outside of their normal roles and responsibilities.

Alternative work schedules allow greater flexibility for the employer and aid the employee in achieving work-life balance. Such a program at Smeal will assist the college in providing better service to its patrons, while easing some of the scheduling challenges of its employees. Various forms of alternative work schedules are currently under consideration, including flextime, compressed work weeks, job sharing, and telecommuting.

Diversity

The goal of the college's diversity enhancement program is to make diversity a more integral part of Smeal's curricula, climate, and structure. This will be achieved through increased financial support, student recruitment and retention initiatives, focus groups, curricula integration, faculty and staff appointments, and organizational realignments.




Business Opportunities Summer Session (BOSS)

In the spring 2008 semester, Smeal launched its two-week BOSS program for diversity high school students interested in pursuing a business education. Students from Pennsylvania and Washington, D.C. participated in college prep and business fundamentals classes.

The college has the largest number of underrepresented undergraduate minorities at University Park. Nevertheless, Smeal continues to strive to enhance both its diversity profile and climate. The college is committed to:

- recruiting and retaining underrepresented students, faculty, and staff, especially faculty and M.B.A/Ph.D. degree candidates;
- enhancing curricula that reflect the many dimensions of working and living in a pluralistic world;
- providing a welcoming climate and supportive resources for all of our constituencies to realize their highest potential.



Powerful Women Paving the Way

Smeal and student organization Penn State Women in Business hosted a conference in spring 2008. More than 300 students, alumni, and business professionals explored topics of interest through breakout sessions and panel discussions featuring leaders from across the corporate spectrum. Given the event's success, plans are underway to hold the conference annually.

The college encourages faculty to be open to the possibilities of new interdisciplinary and cross-listed course offerings that help to foster the importance of diversity, while ensuring the continuation of existing diversity-focused and diversity-enhanced courses in the college. The college has introduced a new template that measures the diversity content in all of its courses and will enhance the diversity component of the Freshmen Seminar. The college also encourages and supports faculty

research in a variety of areas that focus on diversity.

Smeal's Diversity Office will continue to work with other programs and units within the University to host and/or participate in conferences and workshops that address issues of diversity. The college will continue to publish and update the Undergraduate Diversity Programs Newsletter, the Minority MBA Alumni Newsletter, the Smeal Diversity Web site, and the Minority MBA Alumni Database.

The college will continue to sponsor a series of focus groups to assess the overall climate for all of its students. Smeal's Diversity Office will work with faculty, students, and staff to enhance sensitivity to the diverse needs of the community in an effort to exemplify both a learning and a caring community.



Strategic Objective

Smeal must strive to value diversity in its education, policies, investments, and priorities. It is fundamental for a top program.

To help develop leadership, social, and study skills in underrepresented students, the college will continue to support programs such as the Black Male Leadership Symposium and the S.T.A.R.T.

(Striving Towards Awareness and Respect for Tomorrow) Conference. Further, Smeal will continue to support student organizations that enhance diversity in the college, including the Council on Multicultural Organizations, the Minority MBA Association, the Multicultural Business Society, the Multicultural Women’s Forum, the National Association of Black Accountants, the National Association of Women MBAs, the National Hispanic Business Association, Out in Business, and Women in Business.

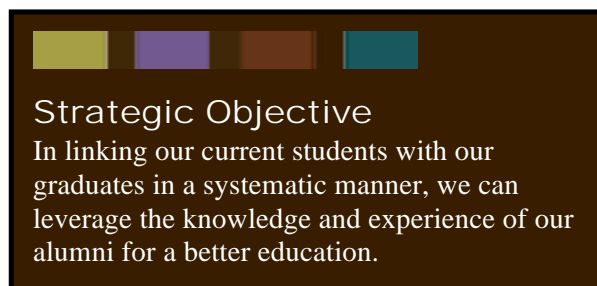
In the Smeal Executive MBA Program, the college is working to establish a Diversity Interest Group that will include current students and alumni. We will assist the group with recruitment, retention, and fund-raising. We are also creating a “culture of connectedness” between the residential MBA program and the EMBA program through SmealConnect, invitations to diversity events, and inclusion in the diversity newsletter.

As a whole, the college has recently undertaken several new initiatives in diversity, including developing a database on underrepresented minority alumni, creating an undergraduate diversity student peer-mentoring program, and forming a tutoring and mentoring program for “change of location” students. Appendix G includes a complete overview of these initiatives.

Mentoring

The college seeks to further develop its mentoring program by leveraging its large alumni base and connecting alumni with current students. One current initiative is *the launch of a new online social-networking community (SmealConnect) consisting of Smeal students, faculty, staff, alumni, and friends.*

SmealConnect was launched in the summer of 2008 with an invitation to join the online network sent to all members of the Smeal Community with an e-mail address on file. The format is similar to other social networking Web sites like Facebook and LinkedIn, so it will be familiar to users but have the added benefit of being a closed network, meaning that only invited constituents of the college can participate.



Strategic Objective
In linking our current students with our graduates in a systematic manner, we can leverage the knowledge and experience of our alumni for a better education.

SmealConnect will allow its members to connect with each other based on a variety of criteria. Current students and alumni with similar aspirations and/or interests can form online groups to discuss current trends in their fields or shared obstacles in the way of their goals. Students seeking careers in a particular discipline can connect with experienced alumni in their field to discuss career goals and opportunities.

The new site will allow alumni and students, united by their shared experiences at Smeal, to easily forge networking and mentoring relationships online while keeping them connected to the college and its goal of becoming a “Top 5 Public.”

Making Connections—Smeal for Life

Like the rest of the University, Smeal greatly values its alumni and recognizes that their continued involvement with the college is vital to achieving the goals set forth in this plan. And while every student comes to Smeal with a unique identity and distinctive ambitions, they graduate with shared experiences and a common connection to the college and the University.

To build upon these commonalities and encourage Smeal alumni to stay connected to the college, *we are exploring a new alumni marketing campaign called “Smeal for Life.”*

Together with Smeal staff and administrators, a Board of Visitors subcommittee on Smeal for Life is exploring how to fine tune this message and turn it into an effective campaign.

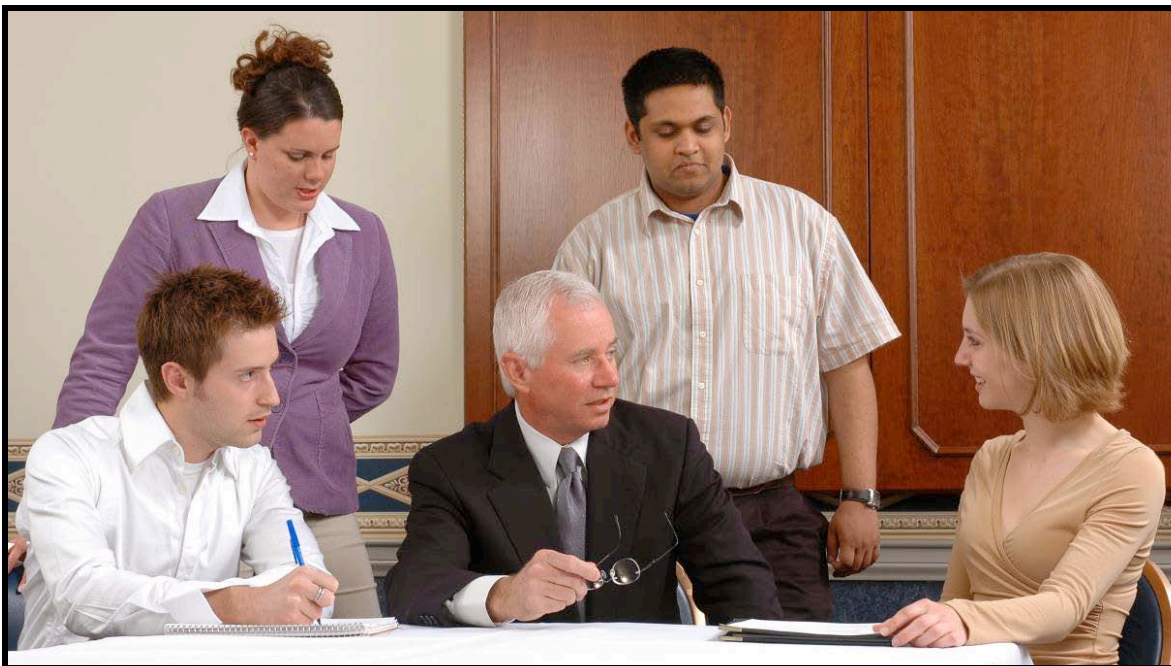


Strategic Objective

This brand, along with our advisory boards, SmealConnect network, alumni groups, and other connections, keeps our extended Smeal community alive and thriving.

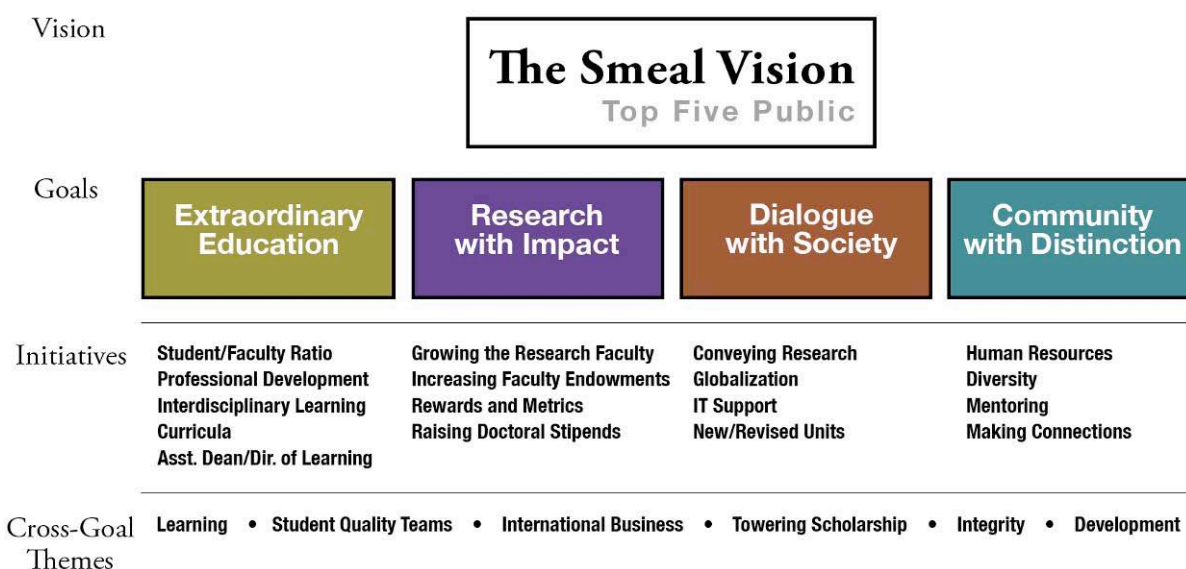
The premise is that when our students graduate from Smeal, they join thousands of other alumni with shared experiences at the college and a dedication to Penn State and *Smeal for Life*.

Our alumni give back to the college in countless ways, including mentoring, recruiting, advising, guest speaking, and financial giving. Together, our alumni make Smeal a stronger, more vibrant place, ultimately providing *Life for Smeal*.



E. Cross-Goal Themes

In this section, we identify several themes that emerged during the planning process and cut across two or more of the strategic goals. These are “higher-order” initiatives that can be implemented through standalone initiatives but some involve shifts not just in practice but also in culture. Initiatives previously discussed may be the channel through which some of these themes are realized in our community. Below is a discussion of several of the most apparent and supportable themes. Where appropriate, additional action and investment around the themes are also discussed. The chart below shows how these themes fit into the process and general structure of the plan:



Learning

In the spring of 2007, a committee of faculty, administrators, and staff was tasked with exploring how the college could foster a more student-centric learning environment from a perspective of not having to adhere to a more traditional teaching paradigm.

It was realized early in the proceedings that shifting the lens on education from teaching to learning is difficult at best. It demands a significant shift in culture, substantial faculty involvement, and the use of new technology and non-technology tools to improve pedagogy. The college’s programs require greater course integration and redesign with embedded and continuous student input. Incremental, rather than radical, steps are needed to migrate from an instructional to a learning culture within the Smeal environment; yet the committee concluded that a balance must be struck between making sufficient commitment for a real and visible difference while not risking any destructive failure.

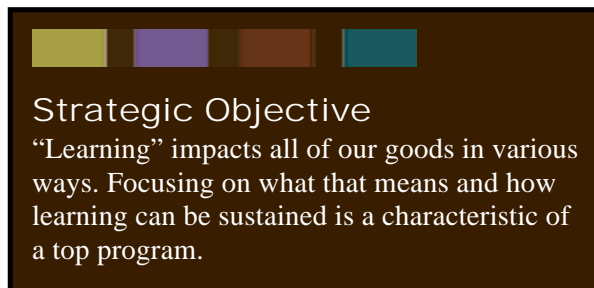
The recommended goal was to have in place, within the strategic plan’s five-year period, the foundations of a program to transform undergraduate learning. That means *two to three prototypes will be created and tried by faculty and student teams, plus a structure for assessment and budgeting time, money, and other resources.* The prototypes will use the

principles of the cognitive and learning sciences to convert students to active learners. Some of these have already begun and are discussed in other parts of the plan or are part of other initiatives such as assessment, also discussed in this plan.

The college has begun to lay out, and try out, a set of learning projects including: (1) teams of students and faculty centered on learning initiatives such as quality in the classroom, (2) course designs for problem-based and active learning, (3) a possible Leadership and Innovation minor, and (4) curriculum reviews and advising innovations such as faculty departmental advising liaisons in each academic unit. Initial feedback suggests that faculty, students, Board of Visitors members, alumni, and University administrators are enthusiastic about the results and expanding the scope and scale of these initiatives. This should result in a new level of excitement in the potential of Smeal to be ranked as a top public undergraduate business program.

The position of a “Director of Learning,” an honor code, and a strategic plan for assessment are all part of this theme and are discussed in other parts of the plan. It is truly a cross-discipline, cross-goal, and integrative theme for the college in the strategic plan period.

Student Quality Teams. Smeal’s student quality teams are groups of students in classrooms (they are enrolled in the class) that assist the faculty member in feedback, design, and identifying learning opportunities. The college has prototyped 10- to 15-member quality teams in various large classroom sections this past year. We have trained enough quality team leaders to operate a minimum of ten quality teams this fall. A faculty committee has also been set up to oversee and expand the effort in the coming year. The goal is a student-managed program with performance goals and continuous monitoring of performance by the oversight committee. *The ultimate goal is to involve 300 to 400 students per semester in quality teams.*

A dark brown rectangular box with a thin white border. At the top, there are four colored squares: olive green, purple, brown, and teal. Below the squares, the text reads: "Strategic Objective" in a white serif font, followed by a paragraph in a smaller white sans-serif font: "“Learning” impacts all of our goods in various ways. Focusing on what that means and how learning can be sustained is a characteristic of a top program." data-bbox="516 390 879 526"/>

Strategic Objective
“Learning” impacts all of our goods in various ways. Focusing on what that means and how learning can be sustained is a characteristic of a top program.

International Business

International business (IB) is not a passing trend. It is a way of business life that permeates all functions and sectors. Everything related to business today has a global dimension, and it is incumbent upon the college to integrate this into the curricula, faculty research, and its dialogue with society. This will allow us to build a community that is perceived internally and externally as distinguished in the area of IB.

Rankings of business schools based on international offerings place Smeal fairly low. While we are aware of the shortcomings of such rankings, it should be a cause for concern that the general perception is that Smeal is well behind many of the “Top 5 Public” institutions, as well as several Mid-Atlantic regional business schools.

Students of business need to understand how and why decisions made by companies, governments, and other actors around the world affect business in the United States. One popular indicator of a college’s emphasis on the importance of IB is whether it is offered as a major.

With respect to peer institutions, Smeal is in the bottom third (see examples in chart below). Among the “Top 5 Public” programs, three (Indiana, Texas, and Wisconsin) have IB majors, and among those that do not have majors (Berkeley, North Carolina, Ohio State, and Virginia), IB is available as a concentration. Among other peer universities, while Smeal does offer a minor in IB, the college lags behind many of these institutions in terms of certifying the importance of IB as a course of study. Smeal’s proposed new major (Integrated Business Studies [see section IV]) will have an IB option and will allow students to take several IB courses, which will help to fill this gap.

International Business Requirements for Undergraduates at Peer Institutions

University	International Requirement for all Undergraduate Business Majors	Major
Berkeley	Two courses related to a single country other than the U.S. or two or more countries (breadth/liberal arts requirement)	No majors in UG business program; only concentration option is Global Management
Michigan	Fourth-term proficiency in a foreign language is one of four requirements from which students choose three	No majors
UNC	At least six credits must be earned in international coursework or study. These credits count among the required business or non-business electives.	No majors, but IB is one of four concentration options
Texas	None	IB is one of seven majors
Virginia	COMM306 – Creating Business Value in the Global Community (one of seven required courses)	No majors, but IB is one of six concentrations
UCLA	N/A – No undergraduate program	
Indiana	Six credit-hour International Dimension Requirement (satisfied by upper-level language, study abroad, IB, or area studies courses)	IB major (must be paired with another major)
Wisconsin	Three semesters of foreign language	IB major (must be paired with another major)

One area where Smeal is in the forefront is in undergraduate students who study abroad. Students have the option of studying at some 140 foreign locations, and almost 400 Smeal students do so each year. Smeal provides about one-third of all University Park students who study abroad, *and almost 25 percent of Smeal students study abroad by the time they graduate. Our goal is to increase that number to at least 33 percent by the end of the planning period.*

One area of concern is that there is no IB core that defines Smeal in terms of teaching, research, or community outreach. Undergraduate students take IB courses to fulfill the IB minor requirements or as part of the two-piece sequence. Consequently, large numbers of students graduate from Smeal with little (if any) exposure to IB. Faculty often do research in which the

IB component is secondary to the functional focus, and there is little in terms of financial or publicity rewards for those who do emphasize IB in their research. Outside of the classroom and faculty offices, there is little that Smeal does to highlight the IB-related work that is being done or to build new relationships with stakeholders and the community to expand the importance of IB.

Recommendations. Given the growing importance of IB at Smeal and the University, *the college's goal is to create a position at the college level (e.g., Director for International Business Programs), which would signal our growing commitment to IB* as part of the college's strategic agenda. It will also facilitate our ability to coordinate the many pieces of a strong international business program including curricula, research, events, advising, study abroad, speakers, and more.



Strategic Objective

Education for leadership in a global economy must involve structured support for curricula, experiences, and research. It is a basic “ante” for top programs.

We also plan to *establish the Smeal International Council*. This will be an internal committee that will coordinate all international programs and learning activities at the bachelor's and master's levels. It will also have the responsibility to represent the college's coordinated efforts with the new international programs initiatives at the University.

The college is also in the process of *reorganizing and expanding the Study Abroad Office* as well as its reach and range. Co-located in the Advising Office, the staff will have a separate, but very public and accessible center of operations that will aggressively demonstrate our commitment to place 500 study abroad students per year. Adjacent to this new office will be the new International Center and Lounge. This will be a physical representation of our push to welcome, engage, and integrate our international student population into the Smeal community.

'Towering Scholarship'

Coined by a faculty member in the first strategic planning meeting in fall 2007, this term came to be a rallying cry during the planning process. It is an articulation of much of what we have and a reminder of what we need to consider as a community as we move toward “Top 5 Public” status.

Towering scholarship refers to a focus on having a community of top researchers and the support that such a faculty needs—support that comes in many forms. It also means having a passion for learning and sense of pride in the college's quest to provide an extraordinary education. It means leadership in making our goals a reality in our community and in our work lives as we strive to achieve a top program status.



One of the best examples of a **towering scholar** at Smeal is the late Michael H. Rothkopf, Smeal Chaired Professor of Supply Chain and Information Systems. Prior to joining Smeal in 2007, Rothkopf was on the faculty of Rutgers University since 1988, and previously served on the faculty at the University of California, Berkeley. His teaching and research interests focused on applied mathematical modeling, auctions, applications of operations research, and energy economics. He was widely published in journals dealing with management science, operations research, and economics, and was a leading expert on the modeling of competitive bidding. He also wrote opinion pieces on electricity deregulation under the pen name Price E. Watts. He served as president of the Institute for Operations Research and the Management Sciences (INFORMS) and editor-in-chief of the INFORMS journal *Interfaces*.

Having a theme of towering scholarship means that we hire faculty, staff, and administrators who believe in the multidimensional attributes that define the term. They believe in making a difference through their research, instruction, commitment, and leadership. They want students at all levels to succeed. Their research is in line with the goal of making an impact on the academy and our world. Their service is always geared toward helping scholarship to be towering over our peers. Faculty are towering “scholars,” but literally everyone in the Smeal Community can practice and promote towering scholarship—everyone can contribute in his or her own way to make it happen as a community value and a lens for hiring, rewarding, and action.

Recognizing that towering scholarship comes in many forms, the college will begin *an annual award for “Towering Scholarship”*—one each for tenure/tenure-track faculty, fixed-term faculty, and staff. A significant cash award will accompany the honor. Along with our existing


teaching, graduate assistant, and advising awards, these will be displayed in the Atrium of the Business Building and be awarded in a formal, public event for the community and friends.

Integrity

Over the last two years, the college has *developed, piloted, and fully implemented an honor code with our MBA students and has piloted the code at the undergraduate level* over the last year. This was a grassroots effort created out of a strong push by students as well as the Board of Visitors and the expectations of recruiters. The following are more descriptive words on the honor code from a spring 2007 open letter from students:

“We believe that all businesspeople should exemplify the highest standard of ethics in their professional lives, and we want to encourage this high standard in our actions and community culture at the business school. We believe that explicitly stating these principles is the first step to living them in our everyday lives. Therefore, in this academic year, we want to implement the first phase of our ongoing effort to achieve an ethical culture in the Smeal College of Business by installing an Academic Honor Code.”

By implementing the Academic Honor Code, the Smeal Community is firmly stating its intention to live to the highest ethical standards. By taking this step:




The Smeal Honor Code
We, the Smeal College of Business community, aspire to the highest ethical standards and will hold each other accountable to them. We will not engage in any action that is improper or that creates the appearance of impropriety in our academic lives, and we intend to hold to this standard in our future careers.

- we want to be known as a program where recruiters find the most ethical business leaders for their teams;
- we demonstrate our belief that success is only achieved through fair and ethical means;
- we want anyone who considers joining this program, whether student, faculty, staff, recruiter, or alumnus, to know that we are a community of the highest integrity;
- we will not tolerate any form of cheating in our community;
- we want every member of the community to be accountable to every other member;
- we will better our future companies by lifting our expectations;
- we will not harm others in our path to achieve our goals;
- we recognize that the success of our program is directly related to how we act both in school and after graduation.

Chaired by the dean, an Honor Committee was formed to work on the code, its processes, and the related programs but, more importantly, to steer an effort to change and enhance the expectations and culture of integrity in the college. The Honor Committee included faculty, external advisers, administration, staff, and students at both the graduate and undergraduate levels and was coordinated by a new position, the director of leadership integrity.

Over one and a half years, the committee has collected data, learned things, changed things, and worked with students and faculty at individual, small-group, and programmatic levels to move the code forward. This work has made a difference in the perceptions of the program by external constituents and by the students themselves. Over this time period, the Honor Code implementation in the MBA program (the initial site of the implementation plan) has been very successful.

The changes that faculty will see is that students will be involved in the sanction phase of honor violations and there are many more places faculty and students can go to report, deal with, and get support for any honor violations. Our new departmental faculty advisers, as well as the Undergraduate Program advisers, have been trained to help as well. Students will not only be involved in adjudication, but will also be available to help deal with any related issues. The idea is to have a support network and a college-level campaign to help prevent cheating and its negative effects in our classes, at the college, and beyond. This is all to set a platform for creating



Strategic Objective
In the end, teaching and living integrity in business is what a “Top 5” business school should be doing as a leader in education and a developer of leaders.

an environment that reflects a concern, and prepares our students for the integrity expectations they will encounter in the workplace. We believe it will pay off in many ways.

Faculty are asked to place the Honor Code text in their syllabi, reference it at the beginning of the class, and support its essence throughout the semester as part of what a top business school is all about. Faculty are also asked to treat it as important and not just “required” text that can be read at the students’ leisure. Faculty members are also asked to relate the code to their class, subject matter, and the careers their students hope to pursue. And, as mentioned above, the SRTE has been amended to assess the implementation of the Honor Code in the learning experience.

In addition, we hold students accountable for signing the Academic Integrity Pledge on graded deliverables and note this expectation in syllabi:

Academic Integrity Pledge

I, <Student Name>, affirm that I have neither given, received, nor witnessed unauthorized aid on this deliverable and have completed this work honestly and according to the professor’s guidelines.



A marketing campaign, letters to students and their parents, a new Web site, student teams to speak in classes, and support from many parts of the college are all efforts to help and show students how the code helps to prepare them for the expectations of their careers. We want students to “blink” when they are confronted with the opportunity to cheat. We want them to think about the consequences, not just our sanctions, but for their careers. And we want our employers and supporters to know that we are responding to national reports that business schools lead in cheating—literature that they have greatly noted.

Development

For Smeal, the University’s fund-raising campaign, “For the Future: The Campaign for Penn State Students,” will allow us to pioneer new opportunities for tomorrow’s business leaders. The campaign for a student-centered University will ensure that our students can continue to learn from top experts and researchers, explore their own potential for leadership and service, and make a difference in their communities and the larger world. Within the University-wide campaign objectives, Smeal has established goals to help ensure that we can be competitive with other elite business schools in our approaches to education and research and what we see as “top” as outlined in this plan. How those goals are organized is presented in the chart below. From a monetary perspective, the goals for each of these campaign objectives and how they integrate with the strategic goals of the college are presented in the graph below.

Strategic Objective
 Across all strategic goals for the college, it is critical that we obtain funding to realize those goals. We have structured the new fund-raising campaign to help accomplish that.



Campaign Objectives and Goals

Ensuring Student Opportunity

Students with the ability and ambition to attend the University will have this opportunity through scholarship support.

Enhancing Honors Education

Students of exceptional ability will experience the best honors education in the nation.

Enriching the Student Experience

Students will thrive in a stimulating atmosphere that fosters global involvement, community service, creative expression, and personal growth.

Building Faculty Strength and Capacity

Students will study with the best teachers and researchers.

Fostering Discovery and Creativity

Students and faculty members will come together within and across disciplines to pioneer new frontiers of knowledge.

Sustaining a Tradition of Quality

Students will continue to work and study with faculty whose scholarship is enhanced by continuing philanthropic support.



Smeal College of Business *For the Future* Campaign
Links to Vision and Strategic Goals
Smeal Goal: \$107 million

