

Smeal Strategic Plan 2008-2013

**Extraordinary
Education**

**Research
with Impact**



The Smeal Vision
Top Five Public

**Dialogue
with Society**

**Community
with Distinction**

Investing in excellence.

PENNSTATE



SMEAL College of Business

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This will be a living plan, not one that goes on a shelf. It must be such, given that the world continues to experience dramatic shifts. We must be proactive and reactive to these shifts as a top program. Indeed, business scholarship needs a perspective that takes into account the challenges of this new world. It needs to have graduates and research that are globally minded and socially aware. So, while we see instances of education that are reaching to match, even exceed, the requirements of a 21st-century digital, global economy, many programs have been *evolutionary* in their responses while our world has seen very *revolutionary* change.

Our job as a top business school is to prepare students for this change, impact the academy in terms of new ways of thinking and learning, and make a difference in society the global economy. To make that happen, we must confront two critical questions: “How does Smeal accelerate the evolution of education in an attempt to match the accelerated change for which we prepare our students to lead?” and “How do we engage a program of ‘towering scholarship’ to assure that our research and impact keeps pace, indeed leads, business insight and response?”

Much of our scholarship does originate from a perspective of change, but are we prepared to keep pace with the hyper competition that defines our economy, and the massive, indeed invasive, connectivity that drives our lives? A program with the promise of being the best in the world cannot be mired in overwhelming attempts to scale its education to meet the needs of one of the largest student enrollments in the world. It cannot do that and build the quality of scholarship that changes the world.

This strategic plan is a five-year journey to change all of that. It is a vehicle for testing assumptions and driving alternatives. It culminates in reaching a vision of “**Top 5 Public**” status because we passionately believe that if we provide an education that is extraordinary for our rapidly changing world, engage in research that impacts the global economy, have an ongoing and deep dialogue with a society we hope to impact, and surround all of it with a community that holds diversity, honor, and learning as key ingredients, we will be successful.

Over the next five years, for us to offer an **extraordinary education** we must examine ourselves from the pedagogies we use to the nature and philosophy of our courses. We will need to think about market-facing, integrative, IP leveraging, and globally relevant education objectives for the college, its programs, and key courses. And we’ll need to develop graduates capable of not just surviving but exerting leadership in our ever-changing global economy.

We will need to question what **research with impact** really means regarding our scholarship. Quality in the eyes of the academy should be matched with quality of ideas for the corporate community (e.g., how does this new theory translate into practice?). “Research with impact” means more than A-level publications; it also means being able to articulate how our work makes a difference.


We can do this by driving a deeper and more complex **dialogue with society**. Enhancing our research centers’ roles in articulating the value of our research to an external audience will be key; it will be a vehicle for a much wider and deeper dialogue. But there is more to a dialogue than just enhancing the impact of our research. It is also about enhancing learning and the value of the education we provide. Encouraging and facilitating students to engage in creative real-world experiences in their education will be not just appropriate, but equally as critical. It will mean bringing the world to Smeal.

How we think of the context in which this all plays out will be as important as any of the strategic goals. Building a **community with distinction** will set the stage for not just such a context, but for a Smeal brand. It is a community that values integrity, diversity, and learning. How we conduct our professional lives as faculty, students, staff, and advisers in this context makes community the root of our “Top 5 Public” vision. It is a community populated by “towering scholars” who value research and learning, a passionate staff, and students who think of us for life, not just while they are with us.

But we must be clear that enhancing “quality” across these goals will mean cultural and physical shifts. How we teach (e.g., new pedagogies); how we write (e.g., with an eye toward what it means to the manager); even who we are, are all called into question as these shifts play out. And there must be long-term investment in additional faculty and strong enrollment goals that will facilitate our ability to provide a top learning environment. That’s what this plan attempts to guide.

This plan is not just a collection of parochial plans. It identifies themes and initiatives that cut across units and are important to Smeal goal attainment and University expectations (e.g., assessment, interdisciplinary communities, etc.).

In the end, we will move forward through investing in and expecting “towering scholarship” from our faculty with support from our staff and administration. This plan is about top research, an exceptional education with currency and rigor, a culture that expects honor and respect from all its members, top staff, and programs of outreach and inclusion that demonstrate our strengths and status. These elements, in turn, will be reflected in our promotion, reward, and hiring decisions. It is what a top program is all about.



James B. Thomas, Dean
Smeal College of Business

I. Executive Summary

Our vision for the Smeal College of Business is to become one of the “**Top 5 Public**” business schools in the nation. To achieve this vision, the college will focus on accomplishing four fundamental goals: providing an **extraordinary education** for our students, supporting and producing **top research that impacts the academy and society**, continuing to build a rich **dialogue with society**, and growing a diverse **community defined by distinction, honor, and respect**.

To formulate the five-year strategic plan, each of the college’s 27 planning units crafted their unit plans to maximize the ability of the college to reach each goal. A 53-member Strategic Planning Council was formed to review the units’ plans, recommend cross-unit initiatives, and establish college-level strategic competencies, investment priorities, and tactics to reach the vision of a “Top 5 Public” program.

To achieve the four goals that make up that vision, we have identified the following priorities and initiatives at the college level to undertake for each goal. The page number where each priority/initiative is addressed in greater detail is noted in parentheses.

Extraordinary Education:

- Student/Faculty Ratio (p. 22)
 - Move to a 5,000 undergraduate enrollment steady-state.
 - Hire to approximately 150 full-time faculty (from the current 136) to have an S/F ratio approaching those of our peers (approximately 35:1, improved from 44:1).
- Professional Development (p. 24)
 - Create the Institute for Student Professional Development.
 - Make a requirement the college’s Career Planning Strategies Course (BA297A), a one-credit course designed for the professional development of our students.
- Interdisciplinary Learning (p. 25)
 - Scale and improve “Analyzing Business and Industry” (BA411) to become a centerpiece for all majors at the college.
- New Major (p. 25)
 - Create the Integrative Business Studies major to reside in the restructured Department of Insurance and Real Estate and provide increased choice for students.
- Learning Assessment (p. 26)
 - Commit to continually enhancing the assessment of student learning in each of our educational programs.
 - Craft surveys to assess senior-level students’ confidence in meeting Smeal’s competency goals.
 - Conduct concept inventories to gauge students’ understanding of business disciplines.
 - Add items to the Student Rating of Teaching Effectiveness (SRTE) surveys to include questions on the Smeal Honor Code and course rigor.

- Organize and train undergraduate students to participate in Innovation and Quality (IQ) Teams.
- Create a “Learning@Smeal” Web site to support innovation in learning programs.
- Conduct workshops 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.
- Curricula (p.30)
 - Examine our courses and programs for relevance and consider all options, including elimination.
 - Implement program changes in the MBA program to improve the rigor of the program and further develop the skills sought by MBA recruiters.
 - Grow the Master of Professional Studies in Supply Chain Management, a 30-credit specialized master’s degree program.
 - Explore the development of an online Masters of Entrepreneurship focused at both business and non-business enrollment
 - Adopt the Undergraduate Curriculum Revision Task Force recommendations to move the business foundation courses from the junior year to the first two years
 - Review the design of each major.
 - Introduce the Master of Accounting (MAcc) Program to meet changing accounting licensing regulations, including recent Pennsylvania State legislation.
- Assistant Dean/Director of Learning (p. 35)
 - Create a position responsible for directing innovations and improvements in all aspects of learning.
- Identify and award endowments for learning.

Research with Impact:

- Expand the number of endowed professorships to cover all tenured research active faculty members and increase existing endowments that currently provide only modest support (p. 37).
- Name a committee to review faculty members on a rotating basis to determine if they are research active (p. 38).
- Implement greater variance in merit pay raises based on research performance (p. 38).
- Increase doctoral stipends to be on par with those at top public business schools (p. 38).

Dialogue with Society

- Conveying Research (p. 39)
 - Put into place new incentives to encourage faculty members to submit their research to publications that appeal to practitioners as well as other researchers.
 - Work to publicize the newsworthy non-research impacts of Smeal.
 - Expand communications staff to increase Smeal’s visibility with alumni, practitioners, and public officials.
- Globalization (p. 40)
 - Identify three to four regional partner universities to work with in developing programs and initiatives generated by multiple Smeal units.
 - Explore the creation of a Smeal International Council.

- Information Technology Support (p. 40)
 - Focus the college's internal technical support team, the RIIT Group, in four areas: innovation, IT simplification, governance, and communication.
 - Create a \$5 to \$10 million endowment to support learning innovation through IT.
- New/Revised Units (p. 41)
 - Explore the creation of a sustainability-focused research center.
 - Launch the Center for Sports Business & Research, a new research center dedicated to the study of sports business and defining educational opportunities for students.
 - Focus Penn State Executive Programs on demonstrating the ability to develop deep, long-term partner relationships.

Community with Distinction

- Concentrate efforts in Human Resources on new employee orientation, career coaching, career development programs, succession planning, employee recognition programs, alternative work schedules, and e-learning (p. 43).
- Diversity (p. 44)
 - Undertake 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.
- Mentoring (p. 46)
 - Launch a new online social-networking community (SmealConnect) consisting of Smeal students, faculty, staff, alumni, and friends.
- Making Connections—Smeal for Life (p. 47)
 - Explore a new alumni marketing campaign called "Smeal for Life."

Cross-Goal Themes

While the above initiatives are linked to the achievement of specific goals, there are themes (and related initiatives) that cut across the goals and at once help address all goals and the higher-order vision-achieving efforts of the college.

- Learning (p. 48)
 - Lay 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.
 - Form Student Quality Teams involving 300 to 400 students per semester that assist faculty members in feedback, design, and identifying learning opportunities.
- International Business (IB) (p. 49)
 - Increase the number of students who study abroad to at least 33 percent by the end of the planning period.
 - Create a position at the college level (e.g., Director for International Business Programs), which would signal our growing commitment to IB.
 - Establish the Smeal International Council.

- Reorganize and expand the Study Abroad Office.
- “Towering Scholarship” refers to a focus on having a community of top researchers and the support that such a faculty needs (p. 51).
 - Hire an expanded core of faculty focused on top scholars.
 - Expand endowed support for all tenured faculty.
 - Create an annual award for “Towering Scholarship”—one each for tenure/tenure-track faculty, fixed-term faculty, and staff.
- Integrity (p. 52)
 - Over the last few 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. Now we make it part of our culture and value platform for the community.
- Development (p. 54)
 - 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.

Smeal is stepping well beyond traditional views of business scholarship and education, here. It is engaging in creating a “Top 5” culture of teaching, research, and service—in ways that go beyond the formulas of popular press rankings. It is also asking the University to go beyond the traditional assumptions that guide many policy and budget decisions. The plan is a case for “Investing in Smeal,” for helping the college realize its full potential, and for the means to allow the Smeal Community to define its own culture of excellence.

II. Overview

A. Organization of the Plan

With a focus on providing extraordinary education, creating research with impact, building a dialogue with society, and fostering a community with distinction, Smeal's strategic plan charts a course for making the college one of the "Top 5 Public" business schools in the nation over the next five years.

Section II lays out where we currently stand relative to our peers and offers a brief summary of the vision and goals that will close the gap between Smeal and the current top programs. This section also explains the process by which we arrived at the strategic ends and means described in the plan.

Section III explains in much greater detail that reaching "Top 5" status will not be measured solely by the myriad college rankings reported in the popular media; rather, the college is focused on achieving distinction by realizing goals that define academic quality.

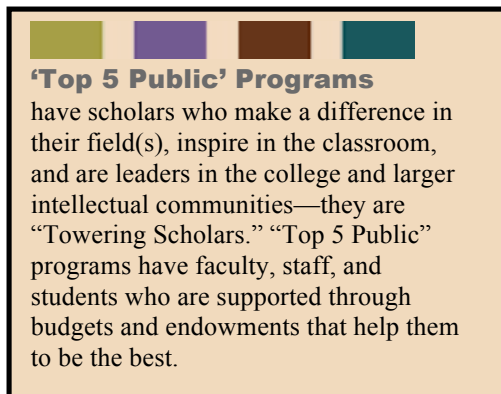
To accomplish this overarching goal of excellence, Section IV puts forth specific priorities and initiatives for each area that will move us toward a top status. This section also describes "higher-order" themes, which transcend the specific goal boundaries and impact the entire college. Focusing on these integrative themes is vital to the success of each of the four areas' priorities and initiatives.

Together, from the broad focus areas of education, research, dialogue, and community, to the detail of student/faculty ratio and doctoral stipends, this plan is a blueprint for continuing and enhancing excellence at Smeal, and positioning the college among the "Top 5 Public" business schools in the nation.

B. Defining 'Top 5 Public'

Our vision at Smeal is to be a "Top 5 Public." Measured in various ways, this vision is achievable through our work on four fundamental goals over the next five years:

- Providing an extraordinary education for our students
- Supporting and producing top research that impacts the academy and society



'Top 5 Public' Programs
have scholars who make a difference in their field(s), inspire in the classroom, and are leaders in the college and larger intellectual communities—they are “Towering Scholars.” “Top 5 Public” programs have faculty, staff, and students who are supported through budgets and endowments that help them to be the best.

- Continuing to build a rich dialogue with society
- Growing a diverse community defined by distinction, honor, and respect

A “Composite Top 5 Public” program was constructed to allow benchmarking on various dimensions. Drawn generally from statistics available through data from the Association to Advance Collegiate Schools of Business (AACSB) and ratings media sources (e.g., *BusinessWeek*), this work compares averages of top peer

institutions and Smeal along various dimensions. “Top 5 Public” is a metaphor for being a program that is performing at a similar or superior level on various dimensions to those programs that are considered as being “Top 5 Public” business schools in the media rankings for undergraduate and MBA. These programs include:

- University of California, Berkeley*
- University of Michigan*
- University of North Carolina*
- University of Texas*
- University of Virginia*
- University of California, Los Angeles (MBA only)*
- Indiana University
- University of Wisconsin
- Ohio State University
- Michigan State University
- University of Illinois

**Considered “Top 5 Public” in media rankings*

There are, of course, other publics and privates that can contribute to our aspirational model, and they have been utilized in unit plans. However, for the college’s overall plan, below we have defined a set of “Dimensions of Excellence,” and we have incorporated those dimensions in our planning discussions.

“Top 5 Public” means taking a leadership position in those attributes that define excellence and that, as a community and as a top public university, are critical for being a preeminent program. That’s why these dimensions drive much of the thinking in this plan. Dimensions of comparison with peers that are available publicly include:

- Endowment
- Class size (student/faculty ratio)
- Publications per faculty (total, in top journals, and impact)
- Classroom rigor (*BusinessWeek*’s “Academic Quality” survey)
- Contemporary curricula (Web site reviews)
- Placement and starting salaries

Other dimensions of excellence we support include:

- Learning leadership (e.g., pedagogy, student development, and instructional support)
- Research impact (e.g., citation indices)
- Diversity and climate (as indicated by climate assessment)
- Integrative thinking (cross-program and thematic leveraging of content)
- Curricular customization (choice within our resources)
- Advising (customized for the individual student)
- Assessment and continuous improvement

The following chart is a snapshot of how the college currently compares across a set of dimensions with other business schools. The comparison is done through creating a “composite program” along various dimensions from schools recommended by Smeal’s academic departments (see list above). We also look at the average of the Big Ten programs. More detailed information on the colleges included in the composite average and Big Ten average is included in Appendixes A and B.

| DIMENSIONS OF EXCELLENCE: BUSINESS SCHOOL COMPARISON | | | |
|--|---------------------|--|--|
| Indicators | Smeal | <i>Average of Composite Top 5 Schools</i> | <i>Average of Big Ten Schools²</i> |
| Operating Budget (2006-07) | \$48,745,959 | \$73,925,554 | \$63,169,825 |
| Business School Endowment (2006-07) | \$72,958,336 | \$292,650,487 | \$147,440,296 |
| | | | |
| Participating Faculty (2007-08)¹ | 124 | 140 | 113 |
| | | | |
| Full-Time Enrollment (2007-08): | | | |
| Undergraduate | 5,492 | 1,494 | 2,860 |
| MBA | 174 | 661 | 320 |
| Executive MBA | 100 | 188 | 132 |
| Special Master's | 30 | 196 | 186 |
| Doctoral | 69 | 59 | 76 |
| Total Full-Time Enrollment | 5,865 | 2,446 | 3,465 |
| | | | |
| Undergraduate Full-Time Enrollment to Faculty Ratio (2007-08) | 44.3 | 10.7 | 25.4 |
| Total Full-Time Enrollment to Faculty Ratio (2007-08) | 47.3 | 17.5 | 30.8 |

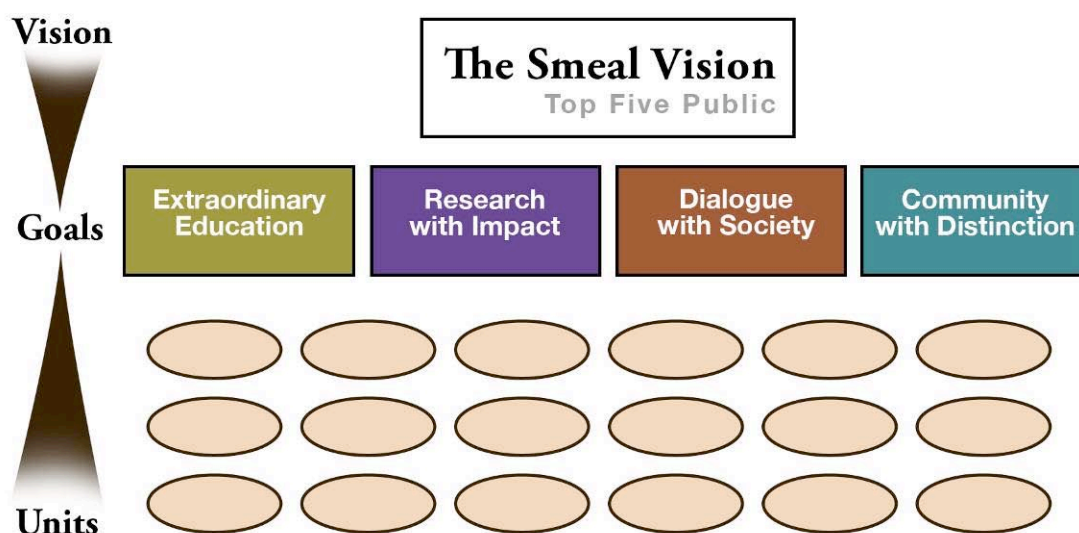
¹ A participating faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research, and service commitments.

² Excludes Smeal.

Smeal’s operating budget is 34 percent less than the average of the composite “Top 5” programs, yet our enrollment is almost two and half times greater, and our undergraduate enrollment is more than three and half times greater than the average at top five programs. Among Big Ten schools, we have twice the average undergraduate enrollment, but we operate with only a little more than three-quarters of their average budget. Smeal’s student/faculty ratio is almost three times the average at “Top 5” schools and more than 50 percent higher than the Big Ten average.

C. Planning Process

The planning process of the college can be represented in the graphic below. Driven by a vision of being a “Top 5 Public” program and a series of strategic goals, each of the college’s 27 planning units crafted its unit plan to maximize the ability of the college to reach each goal. Details of the planning process are described in this section.



In June 2007, Provost Erickson sent a note to all University-level units asking them to engage in a strategic planning process that would result in an articulation, and an implementation plan, for where the unit would be in five years. Responding to that memo, two committees of faculty and administrators were engaged at Smeal to begin to flesh out a vision and a set of goals for the college. These discussions of the strategic direction of Smeal were derived from earlier discussions and initiatives begun in the fall of 2006. The general concepts that resulted from those discussions were presented in fall 2007 to Smeal’s Board of Visitors (BOV) and Penn State’s Board of Trustees.

The feedback from all of the bodies involved was then presented to the Management Committee at Smeal in December 2007, and the request for comments at that meeting was met with many suggestions and insights during the meeting and afterward. Those comments have been included in various ways and places in the current planning document.

**Strategic Planning Council
and Core Group**

Chaired by Dean

General Membership

- Entire Committee
- Core Group

Core Group Membership

- Committee Co-chairs
- Senior Associate Dean
- Faculty Advisory Committee Chair
- Staff Advisory Committee Chair
- Board of Visitors Chair and Chair-Elect
- Business Round Table Chair
- Vice Provost for Educational Equity

Based on all of these discussions, a planning template was prepared and distributed to all 27 planning units of Smeal, including research centers, academic departments, support units, and programs. A series of questions (Appendix C) was posed as a basis for the plans that each unit prepared. Parallel to this effort were sessions with the college’s Board of Visitors to discuss vision, goals, and the preliminary results of all the unit plans.

To review the plans (including the input from the Smeal Board), a Strategic Planning Council (SPC) was formed. The 53-member SPC consisted of a “core” group and five committees: a committee representing each of the four strategic goals of the college and a fifth committee representing budget and infrastructure issues/assessment (complete membership is found in Appendix D). The “core” group represented our various stakeholders as well as the chairs of the committees that provided recommendations and insights for each of the strategic

goal domains. While the SPC was composed of the core and the members of all the committees, getting fifty-three members together was impossible, if not unproductive. Accordingly, after an initial kickoff meeting of all members, the SPC meetings were primarily with the core (see sidebar). Committee chairs were responsible for their own committee meetings and represented their respective committees at the SPC meetings.

The SPC was given the following objectives:

- 1) Assess each unit’s plan in terms of its ability to help the college realize its goals and determine priorities for the college in terms of emphasis and investment.
- 2) Explore and recommend cross-unit initiatives that would help to more efficiently and effectively implement the college’s goals.
- 3) Establish college-level strategic competencies, investment priorities, and critical tactics to reach the vision of a “Top 5 Public” program.



In early spring 2008, each committee presented its review of the twenty-seven plans. The priorities that these committees recommended are presented in Section IV. A fifth committee (Budget and Infrastructure), using these priorities and unit-specific requests, continued to craft a long-term budget for investment in each unit.

In late April, looking at tentative budgets and after discussions with the SPC, a request was made to the provost to delay the plan's delivery date of July 1 to prepare a different view of the college's structure, budget model, and its role in the larger University community. A committee of faculty and administrators met in June and July to discuss what those alternatives might look like.

The planning cycle was completed with drafts of the strategic plan being distributed to the SPC and the full BOV, and a meeting was held to discuss their insights and input. With this input included, a second draft was distributed to the whole Smeal Community, and an open meeting was arranged to get feedback prior to the submission of the plan to Old Main. That feedback is included in this version of the plan.



III. Vision/Goals

The vision at Smeal is to be a “Top 5 Public.” Measured in various ways, this vision is achievable by focusing on four fundamental goals over the next five years:

- Providing an **extraordinary education** for our students
- Supporting and producing top **research that impacts** the academy and society
- Continuing to build a rich **dialogue with society**
- Growing a **community with distinction**, honor, diversity, and respect


This is summarized in the image below. In this section, each of the elements in this image are defined in greater detail, ending with a summary of initiatives already begun to achieve our vision and goals.



A. Vision

“Top 5 Public” programs are defined by their scholars who make a difference in their field(s), inspire in the classroom, and are leaders in the college and larger intellectual communities. Top 5 programs have faculty, staff, and students who are supported through budgets and endowments that provide the resources necessary to excel at extraordinary levels.

At all levels of education, top programs have curricula that are known for emphasizing learning, currency, and rigor. Implementation of such an expectation set includes supporting and demanding top research, promoting integrity, facilitating professional development, providing passionate and rigorous instruction, and supporting applied learning with challenging content and creative delivery.



| | |
|-------------------------------------|------------------------|
| Smeal Rankings | |
| Undergraduate | |
| <i>BusinessWeek</i> | 38 overall / 13 public |
| <i>U.S. News & World Report</i> | 21 overall / 12 public |
| MBA | |
| <i>BusinessWeek</i> | Second Tier |
| <i>U.S. News & World Report</i> | 40 overall / 19 public |
| <i>Financial Times</i> | 28 overall / 12 public |
| Executive Programs | |
| Economist Intelligence Unit | 1 custom / 3 open |

All of this must happen in a context that includes top facilities, manageable class sizes, a competitive student/faculty ratio, supportive infrastructure, advising excellence, and communication, as well as a culture that values integrity, diversity, and learning.

While rankings in popular publications such as *BusinessWeek* are important benchmarks, they are not the sole metric of vision achievement. We have, from the beginning of the planning process, been driven by what we as a community see as important in a top program. So

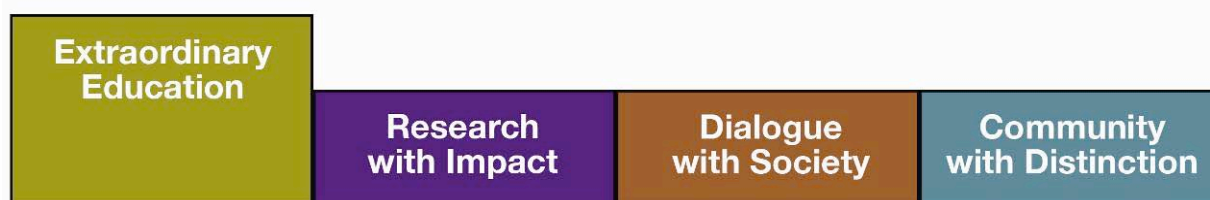
while what *BusinessWeek* measures as criteria for top programs is insightful (e.g., student/faculty ratio), we also engage in initiatives and investments that we believe are important as a top program (e.g., honor code).

B. Goals in Focus

In this section, each goal is expanded, including specific characteristics that help to define each goal. A later section discusses key initiatives that will help the college realize these goals.

Extraordinary Education

An extraordinary education is one that is personalized and flexible; is delivered by outstanding faculty using state-of-the-art teaching methods and technology; provides instructional experiences that are interactive, challenging, and relevant; and can be applied to the business issues of both today and tomorrow.



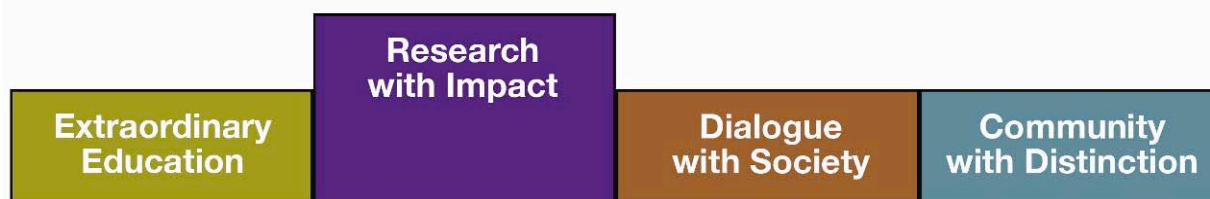
Such an education provides its students with professional development, exposure to top executives in the field, interactive learning environments, and class sizes, when possible, that facilitate participation and expression (including writing and action-learning opportunities).

An extraordinary education:

- occurs with not just an expectation of honor but also a passion for integrity that will last the student a lifetime;
- is individualized (instructors are active through office hours and engaging students outside of the classroom);
- offers rigorous, contemporary curricula;
- takes on themes that include globalization, integrative thinking, technology, leadership, and ethics;
- creatively uses technology (e.g., ANGEL, podcasts, and online supplementation) to enhance teaching and learning with students, especially with undergraduates;
- prides itself on its experiential/action learning environment with outside speakers, projects, trips, etc. (i.e., learning how to think and how to do);
- has faculty that set high academic standards and expectations for its students at all levels;
- aligns what is being taught in the classroom to current events and research;
- demonstrates how its theories and concepts apply to careers and society.

Research with Impact

Research with impact is academic work and publications that generate discovery of new ways to look at the familiar, identify a phenomenon that has previously gone unnoticed, articulate uncharted territory, and clarify an interesting, unresolved, or inadequately addressed issue in and across disciplines.



Smeal's role is to support and encourage such research efforts with the ongoing goal of conducting research that will make a difference in the academy and in society.

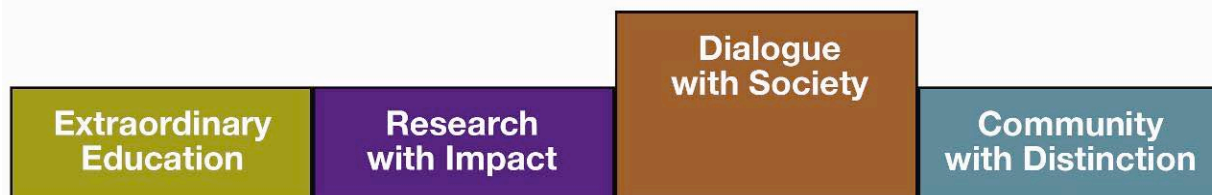
Research with impact is realized through:

- cultivating towering scholarship and scholars who set the bar high for research in terms of quality and appropriate quantity;

- facilitating and supporting efforts to engage the college's theoretical insights in the strategies and operational realities of business;
- continuing to increase citations of research originating at Smeal;
- increasing invitations to lecture, visit, and make guest appearances to share insights and perspectives;
- increasing exposure in the popular press and letting other audiences know of our work beyond Smeal and our disciplines;
- generating external grants where appropriate that enable long-term, far-reaching research efforts where there is a need for extensive equipment, travel, assistants, etc.

Dialogue with Society

The college is dedicated to the ongoing discovery and creation of new ways of providing insights to, and receiving feedback and creative perspectives from, society. This dialogue with society promotes the diffusion of knowledge, the exchange of ideas, and attention to outreach at the local, national, and international levels. Developing such a dialogue includes engaging us in the larger, global marketplace through an enhanced sensitivity and understanding of other cultures.



While the heart of such a dialogue is the units and programs explicitly engaged with outside audiences—research centers, executive education, study abroad, speakers series, etc.—the soul of such an interaction will come from the talents and engagement of our faculty.

Developing a dialogue with society means engaging:

- research centers to provide breakthrough knowledge in business fields through multiple venues and professional development engagements;
- executive education and outreach programs to provide professional enrichment and job-related knowledge for executives and managers, as well as engaging organizations to think about transformations and second-order change;
- undergraduate and graduate programs to prepare future professionals for meaningful careers;

- the Board of Visitors, Alumni Society Board, and other advisory boards to provide feedback to the college and to engage alumni in the education and professional development of students through mentoring, networking, and internship experiences;
- internships to develop connections to “real world” experiences;
- public lectures from diverse guests such as leading researchers, authors, government leaders, top managers, and other notable business speakers, to share their expertise with the Smeal Community;
- conferences and events such as the Smeal Celebrating Women in Business Conference, The Next CEO, The Corporate Exchange at Smeal, The START (Striving Towards Awareness and Respect for Tomorrow) Conference, and many others;
- student organizations to develop an outreach and service mission.

Community with Distinction

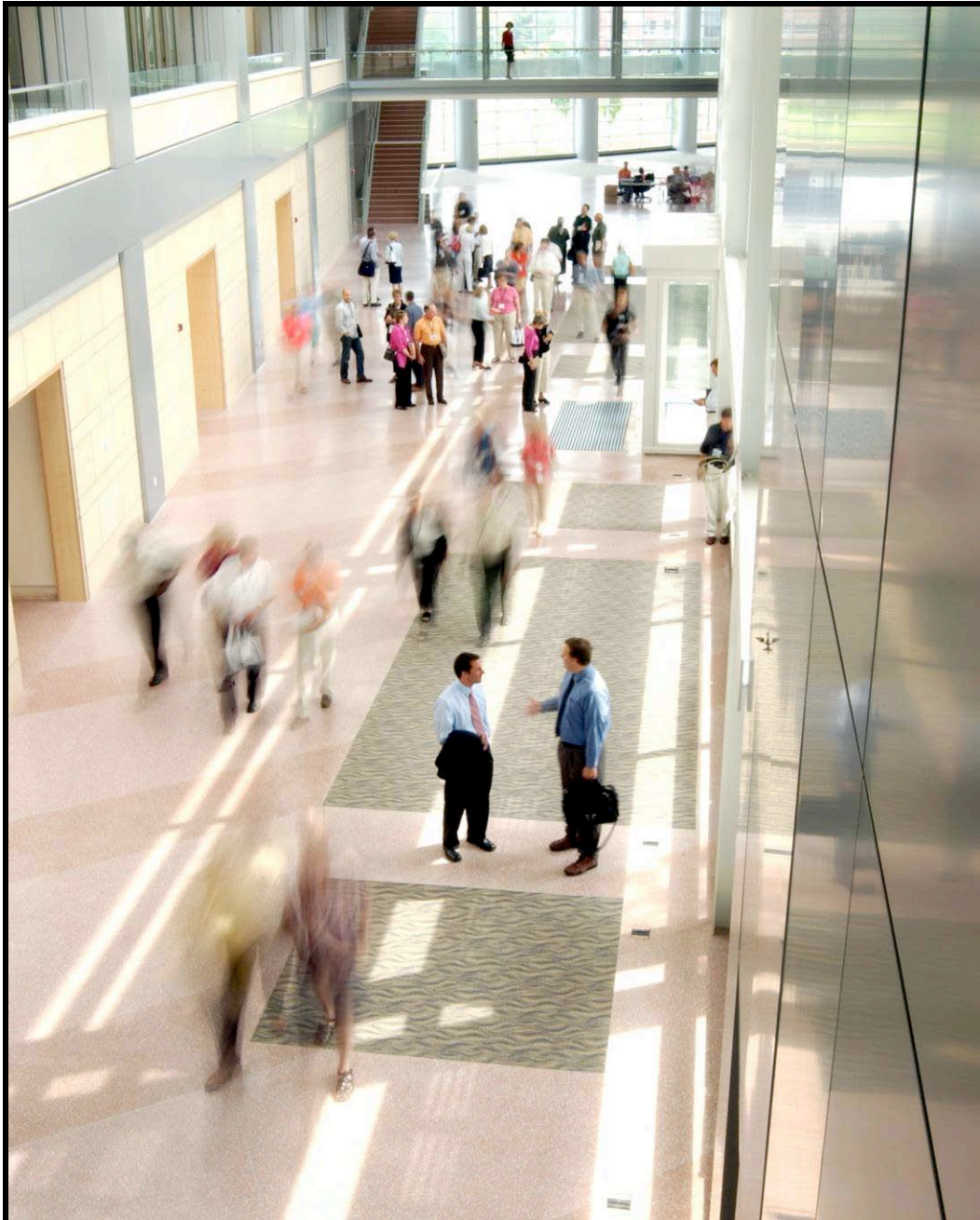
A community that is distinctive is supportive of its members, prizes “Towering Scholarship,” and holds diversity as a core value. Its members help each other to succeed in scholarly pursuits and in life. It is one that seeks to engage all Smeal faculty, staff, students, alumni, and friends in the vision of the college. It is one that welcomes differences in people and ideas, and facilitates connections for people with different identities, backgrounds, and ideas. Such a community is grounded in a set of expectations, indeed values, of integrity, respect, and openness.



A community that has distinction is characterized by:

- an honor code that sets expectations of integrity for its students;
- an advising and services staff that is both knowledgeable and passionate in its quest to help and enable students;
- mentors for faculty, staff, and students. Such mentors are drawn from the community, alumni, and other colleagues;
- an aggressive plan for diversity, multicultural leadership, and related events, services, and focused funding;
- interest houses, honor societies, and special interest events;

- tutoring for those who fall behind and those who want to excel;
- a wide variety of student organizations;
- world-class facilities;
- ways of continuously taking the pulse of the community and responding to its needs;
- an expectation of respect for all of its members by all of its members.



C. Initiatives in Progress

The next section will focus primarily on new initiatives on goal attainment driven by the Strategic Planning Council and other advisory bodies (e.g., the Board of Visitors, Accounting Advisory Board). But the college has already been engaged in a number of initiatives over the last eighteen months. Some of these are explained in more detail in the body of the plan; others are self explanatory. How these initiatives fit into our four strategic goals is presented in the following table. More details on each initiative can be found in Appendix E.

| SMEAL INITIATIVES | STRATEGIC GOALS | | | |
|--|-------------------------|----------------------|-----------------------|----------------------------|
| | Extraordinary Education | Research with Impact | Dialogue with Society | Community with Distinction |
| MBA Program Revision | ✓ | | | |
| Undergraduate Program Revision | ✓ | | | |
| Honor Code | ✓ | | ✓ | ✓ |
| Online Degree / Courses | ✓ | | ✓ | |
| Enrollment Management | ✓ | | | |
| Faculty Growth | ✓ | ✓ | | |
| Ph.D. Student Stipend Increase | ✓ | ✓ | | |
| Faculty Naming Endowments | ✓ | ✓ | | ✓ |
| Sapphire Leadership Program | ✓ | | | ✓ |
| Women's Conference | ✓ | | ✓ | |
| BOSS Program | ✓ | | ✓ | ✓ |
| Smeal Student Mentors | ✓ | | | ✓ |
| Undergraduate Research | ✓ | | ✓ | |
| Business Programs @ Penn State | ✓ | | | ✓ |
| Diversity Enhancement | ✓ | ✓ | ✓ | ✓ |
| Executive Education Revision | ✓ | ✓ | ✓ | |
| Research Center Matching and New Center Creation | | ✓ | ✓ | |
| New Development Campaign | ✓ | ✓ | ✓ | ✓ |
| Departmental Faculty Advising Liaisons | ✓ | | | ✓ |
| Disciplinary Communities | ✓ | | | ✓ |

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

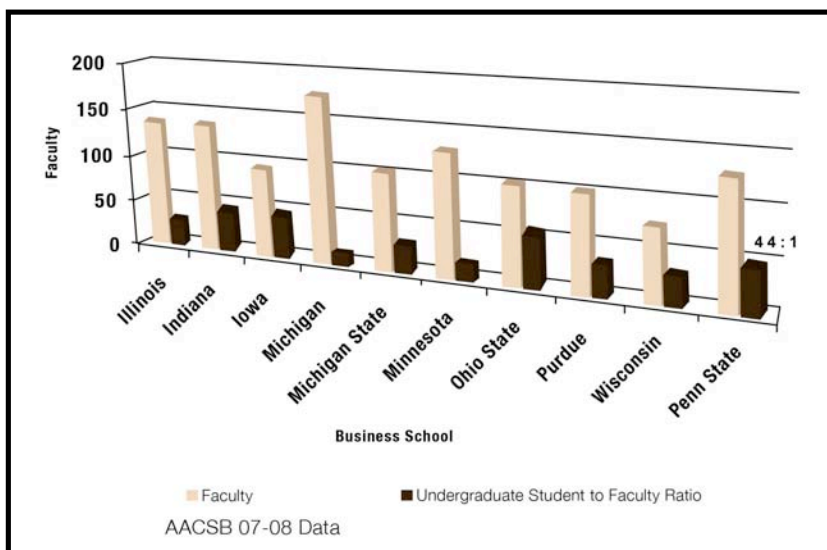
Providing an extraordinary education means that the college must conduct teaching and learning in a manner that brings out the highest potential in our individual students. The college’s faculty must challenge students to meet the highest performance standards. Programs, courses, and assignments should 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.

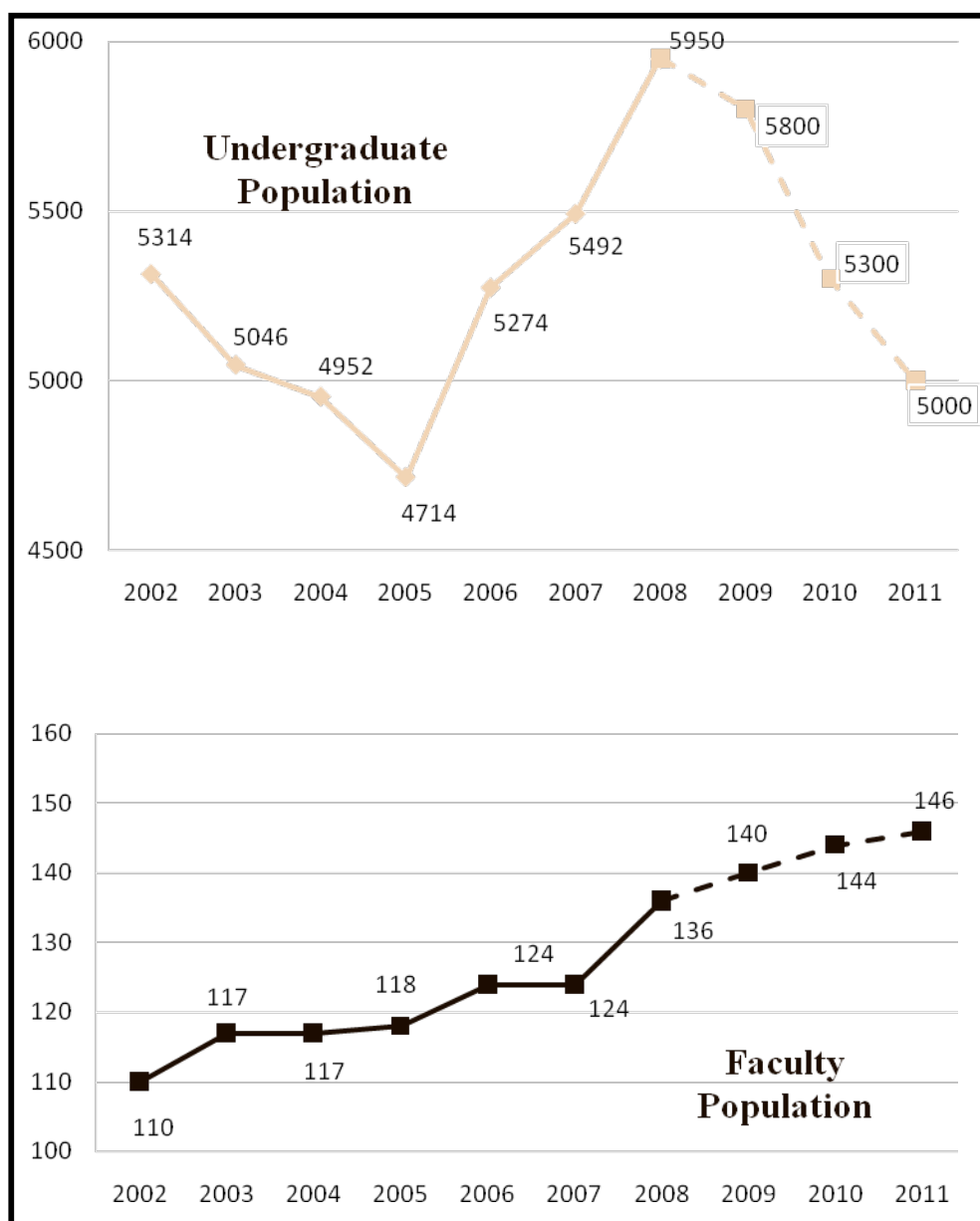
Student to Faculty Ratio

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.



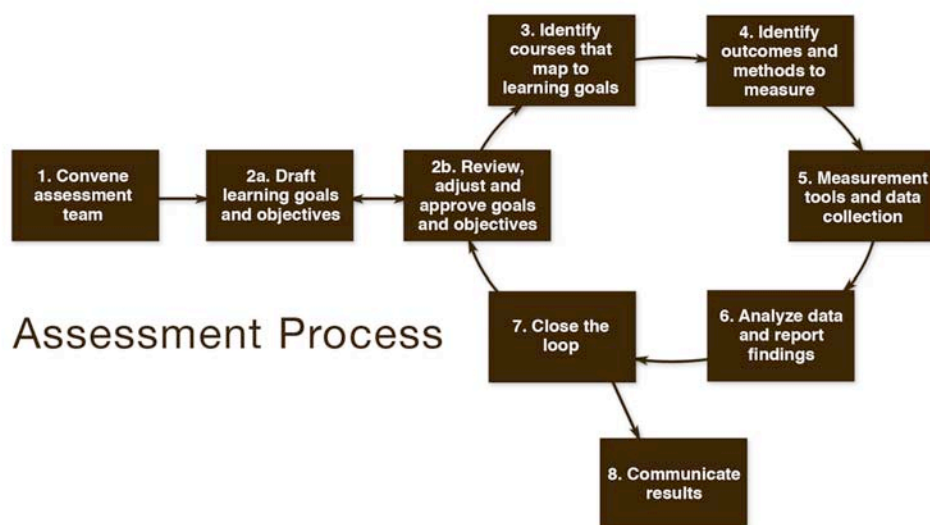
Strategic Objective

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.

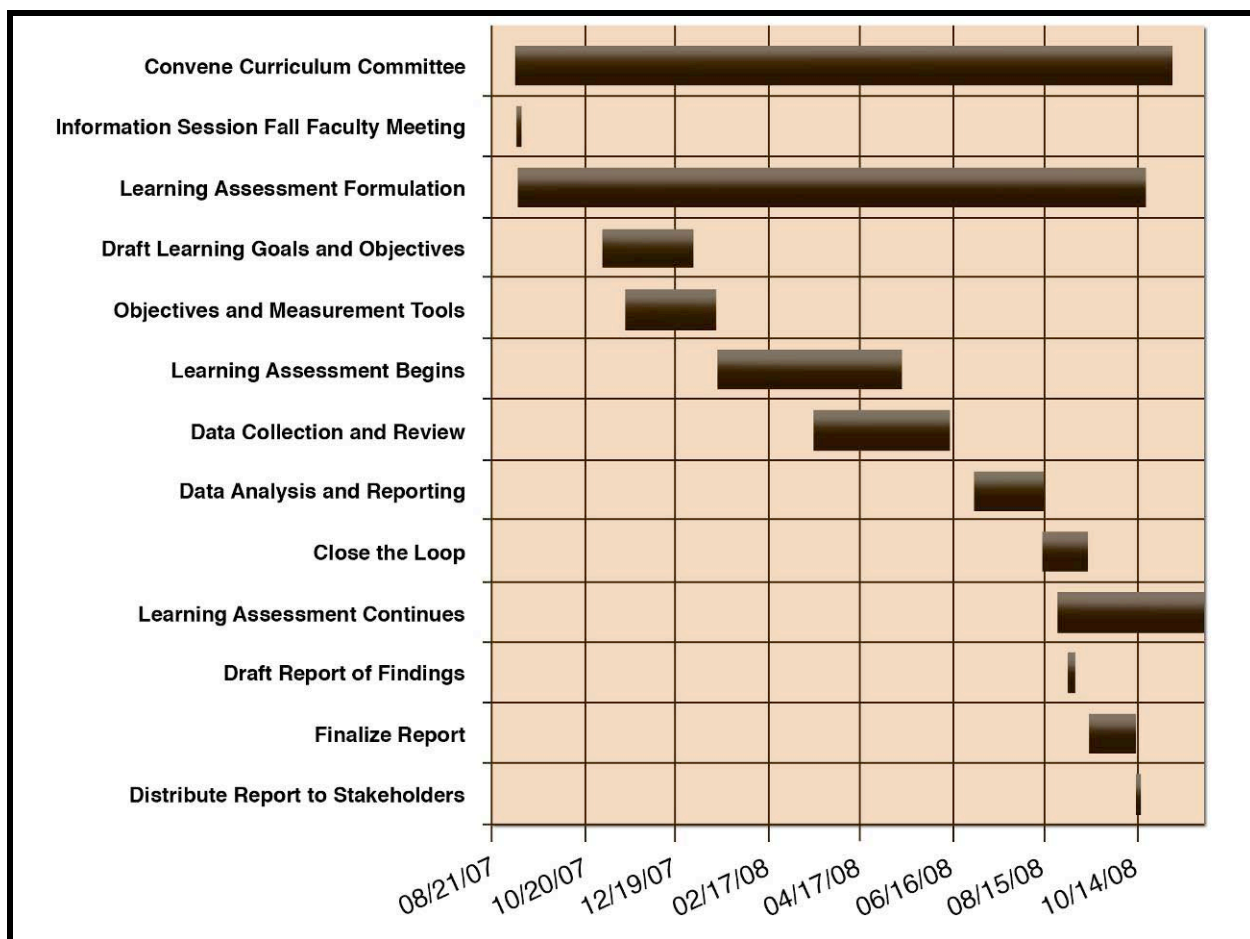
The MBA Program and the Executive MBA Program have separate learning goals and objectives as stipulated by the AACSB. While there are fundamental similarities in the learning initiatives for both programs, separate program deliverables warrant unique learning plans. Each program, however, presumes a 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.

Strategic Objective

Innovation and the assessment of its success are imperative to ensure the perpetual improvement of all of the college’s programs.

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.

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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.



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.

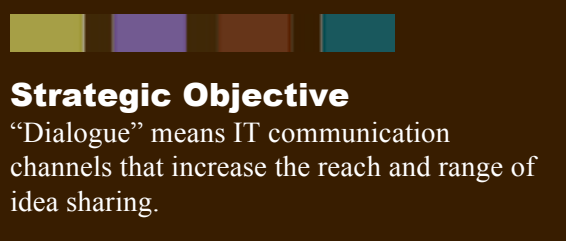
Additionally, to expand and consolidate international programs for both undergraduate and graduate students, the college is *exploring the creation of a Smeal International Council*. The council would coordinate all student international programs and assist in finding and creating new programs around 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.”*

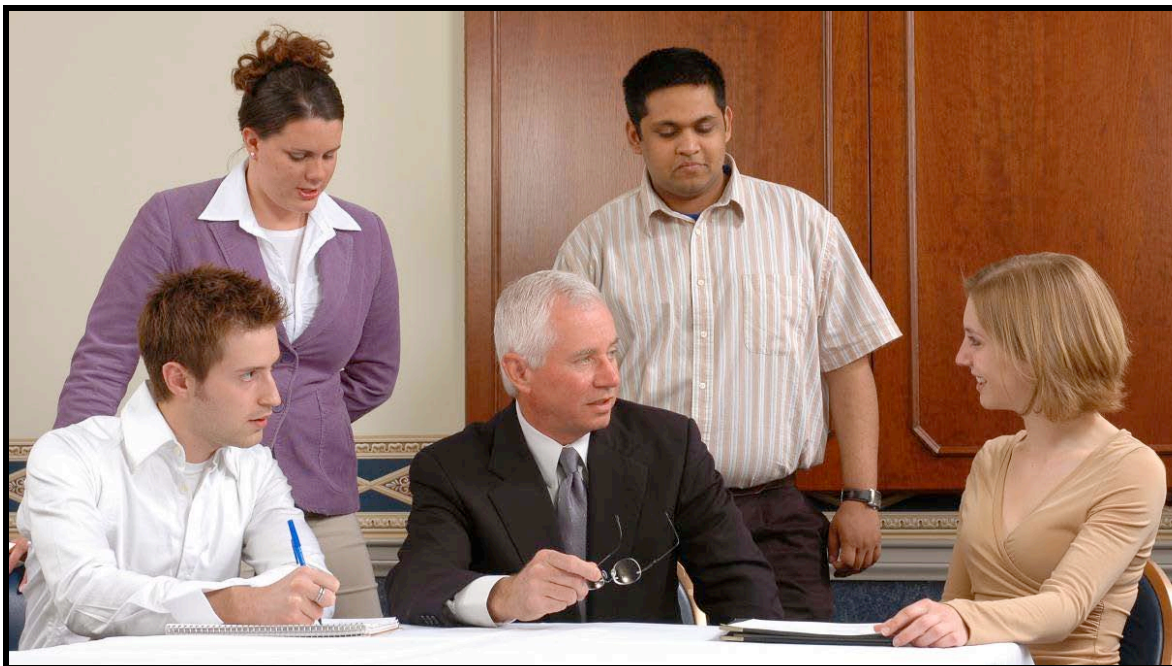
Together with Smeal staff and administrators, a Board of Visitors subcommittee on Smeal for Life is exploring how to fine tune this message and turn it into an effective campaign.

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.*



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

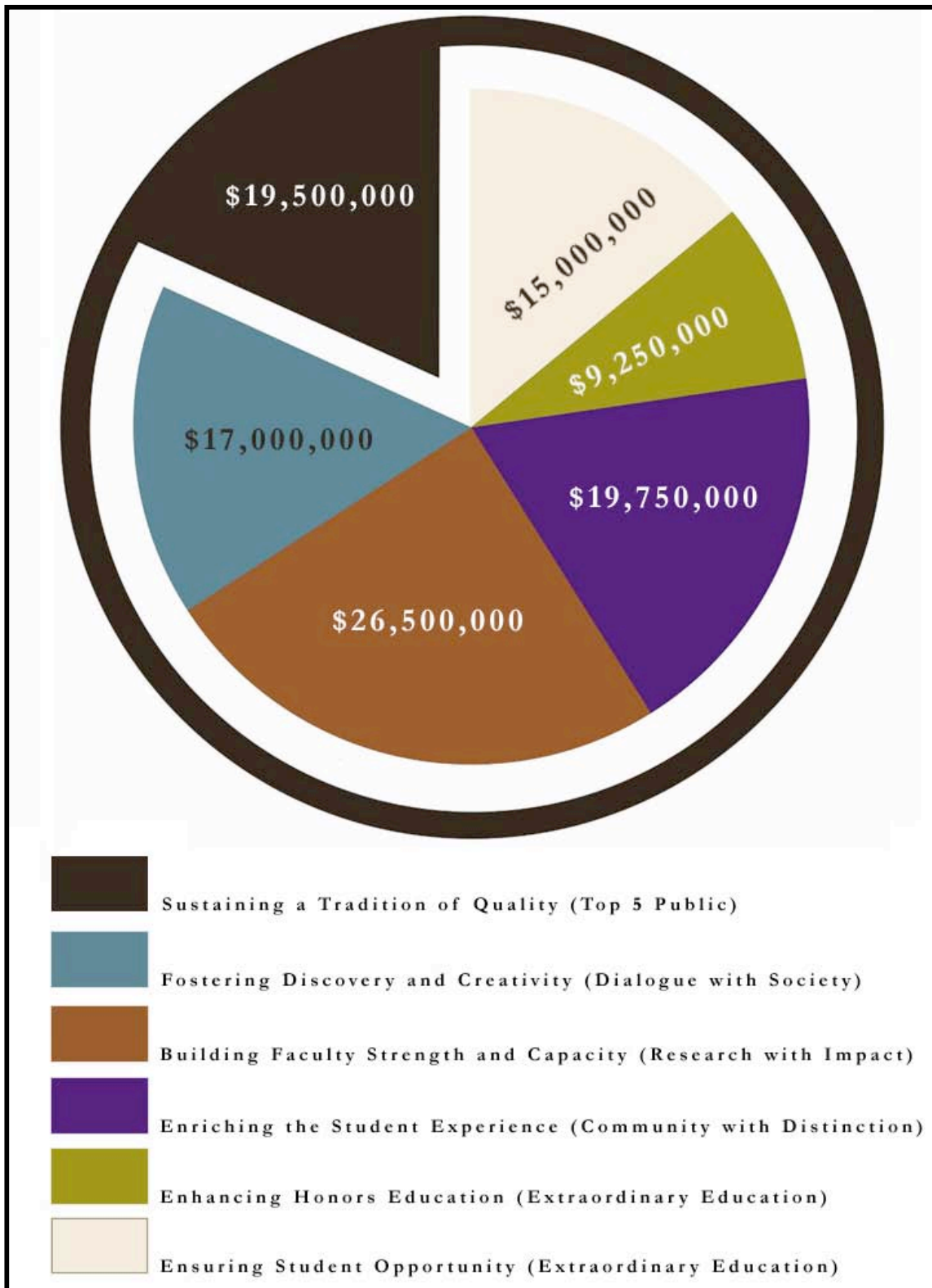
Students will continue to work and study with faculty whose scholarship is enhanced by continuing philanthropic support.



Smeal College of Business *For the Future* Campaign

Links to Vision and Strategic Goals

Smeal Goal: \$107 million



V. Conclusion

Since its establishment in 1953, Smeal has been on a positive trajectory, forging its position as one of the country's leading business schools. In more recent years, investments in our new Business Building, student scholarships, and faculty endowments have built a solid foundation from which the college is well positioned to take the next step and become one of the "Top 5 Public" business schools in the nation.



By focusing on providing extraordinary education, creating research with impact, building a dialogue with society, and fostering a community with distinction, this vision is certainly attainable. But achieving "Top 5 Public" status will depend on the support of the University, new ways of thinking, and the passion of the Smeal Community.

We must continue to put forth curricula that challenge and serve as the foundation for an education in a rapidly changing, global economy. Our faculty needs to include even more "Towering Scholars," who can break new ground in research that has an impact on industry and society. In the classroom, they need to have the motivation to challenge our students and prepare them to be players in the increasingly competitive and international marketplace.

Smeal's staff must provide the kind of support to our faculty that frees them to focus on excellence in teaching, research, and service. Staff members in marketing, development, alumni relations, and corporate relations need to increase the college's dialogue with outside constituents to support the cross-goal themes that drive this plan.

We must engage our more than 65,000 alumni around the world, connecting them to the college, our students, and our research centers. Through mentoring, recruiting, guest lectures, and philanthropy, it is imperative that the college leverage one of its greatest resources to grow and attain "Top 5" status.

Much of the groundwork is in place. To take the next step, we need to challenge traditional assumptions, think about how to lead a "new" educational paradigm, and commit to the investments necessary to be the top program that we are capable of becoming.

VI. Metrics

To assess success and/or need for refinement of the initiatives articulated in the plan, a series of success indicators are briefly described below. A top manager will be responsible for monitoring these metrics throughout the strategic planning period. Operationalization of some of the indicators will have to be designed, others are ongoing, and still others are available through University databases. While nearly all are quantitative in nature, there are qualitative overtones and companion pieces to many.

Extraordinary Education

| | |
|--|---|
| Student/Faculty Ratio | <ul style="list-style-type: none"> • Enrollment (goal: 5000) • Net new faculty (goal: 20) • F/S ratio |
| Professional Development | <ul style="list-style-type: none"> • Creation of the Institute for Student Professional Development • Successful proposal to Faculty Senate for Career Planning Strategies |
| BA411 | <ul style="list-style-type: none"> • BA411 Satisfaction Survey • Student Quality Team reports • Corporate Exchange event endowment (currently annually funded) • Implement IT and other learning supplements |
| New Major (Integrative Business Studies) | <ul style="list-style-type: none"> • Successful Integrative Business Studies (IBUS) major proposal to Senate • Enrollment in major <ul style="list-style-type: none"> ○ Number of study abroad ○ Number of co-ops, internships |
| Learning Assessment | <ul style="list-style-type: none"> • Learning assessment plan goal attainment • Assessment of SRTE Smeal Honor Code and course rigor data across college • AACSB review of plan • Innovation and Quality (IQ) Teams <ul style="list-style-type: none"> ○ Number of students involved ○ Number of students exposed ○ Number of courses/faculty involved • Interactive learning series <ul style="list-style-type: none"> ○ Number of workshops ○ Number of attendees • Launch Learning@Smeal Web site |

Extraordinary Education (*continued*)

| | |
|-----------|--|
| Curricula | <ul style="list-style-type: none">• Assess undergraduate major curricula• Implement undergraduate taskforce recommendations• Conduct, interpret, and integrate MBA stakeholder “toolbox”• Impact of curricula on MBA student recruitment (caliber) into program and placement upon graduation• Enrollment in the Master of Professional Studies in Supply Chain Management program• Plan for Master of Entrepreneurship• Successful introduction of Master of Accounting (MAcc) program• Name Assistant Dean/Director of Learning |
|-----------|--|

Research with Impact

| | |
|--------------------------|---|
| Endowment Support | <ul style="list-style-type: none">• Number of endowed professorships• Percentage of tenure-track faculty supported by endowment• Baseline and increase in average faculty endowment package support |
| Research Evaluation | <ul style="list-style-type: none">• Development and implementation of new model of research evaluation• Establish “research active” designation and reward system• Establish weight/value of applied work toward reward |
| Doctoral Student Support | <ul style="list-style-type: none">• Stipend placement in comparison with top public business schools• Number of graduates placed in top 50 business schools |

Dialogue with Society

| | |
|--------------------|--|
| Conveying Research | <ul style="list-style-type: none">• Link to Research Evaluation• Expansion of Smeal communications and further development of communication vehicles (e.g., Knowledge@Wharton - knowledge.wharton.upenn.edu/) |
| Globalization | <ul style="list-style-type: none">• Identification of regional partner universities• Number of new programs and initiatives with strategic global partners• Creation of Smeal International Council |

Dialogue with Society (continued)

| | |
|--------------------------------|---|
| Information Technology Support | <ul style="list-style-type: none">• Effectiveness survey• Implementation of learning technologies• Level of faculty integration into classroom• Endowment support• Learning/RIIT Group Web site hits• Workshops and attendance |
| New/Revised Units | <ul style="list-style-type: none">• Executive program income shifts and overall growth• Establishment of Center for Sustainable Business• Growth and funding of Center for Sports Business and Research |

Community with Distinction

| | |
|------------------------------|--|
| Human Resources | <ul style="list-style-type: none">• New program development and enrollment<ul style="list-style-type: none">○ New employee orientation program○ Career coaching and development• Creation of formal succession planning program• Establishment of employee recognition program• Implementation of alternative work schedules |
| Student and Alumni Diversity | <ul style="list-style-type: none">• Number of recruits – faculty, staff, students• Retention percentage – faculty, staff, students• Curricula enhancement measurement utilizing diversity content template• Climate focus group attendance• Diversity alumni financial support |
| Mentoring | <ul style="list-style-type: none">• SmealConnect<ul style="list-style-type: none">○ Web site hits○ Number of friends○ Number of communities○ Value survey |
| Smeal for Life | <ul style="list-style-type: none">• Development of Smeal for Life brand• Survey of alumni to assess impact |

Appendix A

Current Top 5 Public Comparison 2007/2008 Academic Year

| Indicators | Berkeley | North Carolina | Michigan | Texas | Penn State | Virginia | Average of Current Top 5 |
|---|---------------|----------------|---------------|---------------|---------------------|---------------|--------------------------|
| Operating Budget | \$60,529,064 | \$59,300,000 | \$106,345,503 | \$78,820,985 | \$48,745,959 | \$64,632,216 | \$73,925,554 |
| Business School Endowment | \$208,277,927 | \$149,444,000 | \$395,331,891 | \$235,006,242 | \$72,958,336 | \$475,192,376 | \$292,650,487 |
| Participating Faculty (Full-time headcount) | 130 | 111 | 172 | 158 | 124 | 129 | 140 |
| | | | | | | | |
| Full-Time Enrollment: | | | | | | | |
| Undergraduate | 647 | 657 | 1,069 | 4,442 | 5,492 | 654 | 1,494 |
| MBA | 534 | 568 | 868 | 574 | 174 | 760 | 661 |
| Executive MBA | 0 | 0 | 168 | 207 | 100 | 0 | 188 |
| Special Master's | 0 | 126 | 60 | 306 | 30 | 293 | 196 |
| Doctoral | 42 | 51 | 91 | 104 | 69 | 7 | 59 |
| Total Full-Time Enrollment | 1,223 | 1,402 | 2,256 | 5,633 | 5,865 | 1,714 | 2,446 |
| | | | | | | | |
| Undergraduate Full-Time Enrollment to Faculty Ratio | 5.0 | 5.9 | 6.2 | 28.1 | 44.3 | 5.1 | 10.7 |
| Total Full-Time Enrollment to Faculty Ratio | 9.4 | 12.6 | 13.1 | 35.7 | 47.3 | 13.3 | 17.5 |

Appendix B

The Smeal College of Business

Strategic Plan 2008-2012

Big Ten Comparison (excluding Northwestern)

2007/08 Academic Year

| Indicators | Illinois | Indiana | Iowa | Michigan State | Michigan | Minnesota | Ohio State | Penn State | Purdue | Wisconsin | Average of Big Ten Schools |
|---|--------------|---------------|-------|----------------|---------------|---------------|---------------|---------------------|--------------|---------------|----------------------------------|
| Operating Budget | \$51,264,000 | \$82,660,854 | | \$36,029,531 | \$106,345,503 | \$82,490,308 | \$55,434,413 | \$48,745,959 | \$35,079,161 | \$56,054,827 | \$63,169,825¹ |
| Business School Endowment | \$77,778,000 | \$101,882,749 | | \$85,072,918 | \$395,331,891 | \$150,881,660 | \$143,883,533 | \$72,958,336 | \$81,425,083 | \$143,266,530 | \$147,440,296¹ |
| Participating Faculty | 130 | 132 | 86 | 98 | 172 | 135 | 98 | 124 | 95 | 68 | 113 |
| Full-Time Enrollment: | | | | | | | | | | | |
| Undergraduate | 2,748 | 4,184 | 3,891 | 2,816 | 1,069 | 1,866 | 4,970 | 5,492 | 2,746 | 1,449 | 2,860 |
| MBA | 209 | 368 | 134 | | 868 | 216 | 261 | 174 | 281 | 224 | 320 |
| Executive MBA | 109 | | 143 | | 168 | | 108 | 100 | | | 132 |
| Special Master's | 466 | 271 | 29 | 181 | 60 | 334 | 193 | 30 | 99 | 38 | 186 |
| Doctoral | 92 | 66 | 90 | 54 | 91 | 88 | 53 | 69 | 98 | 56 | 76 |
| Total Full-Time Enrollment | 3,624 | 4,889 | 4,287 | 3,051 | 2,256 | 2,504 | 5,585 | 5,865 | 3,224 | 1,767 | 3,465 |
| Undergraduate Full-Time Enrollment to Faculty Ratio | 21.1 | 31.7 | 45.2 | 28.7 | 6.2 | 13.8 | 50.7 | 44.3 | | 21.3 | 25.4 |
| Total Full-Time Enrollment to Faculty Ratio | 27.9 | 37.0 | 49.8 | 31.1 | 13.1 | 18.5 | 57.0 | 47.3 | | 26.0 | 30.8 |

¹Iowa excluded financial data, therefore averages are calculated without them.

Appendix C

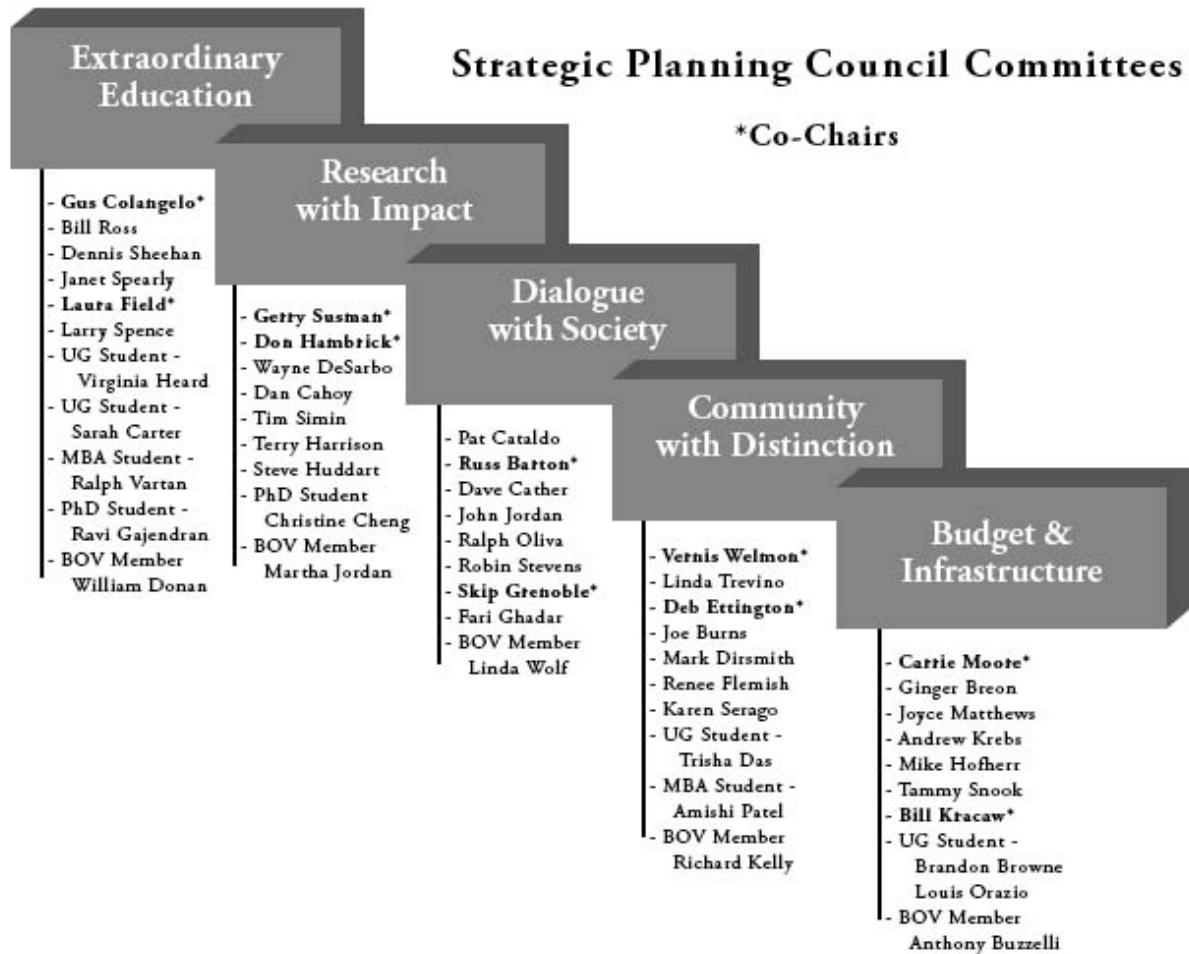
Planning Unit Questionnaire

The elements of each unit's strategic plan are presented below. Units were expected to provide comment on each item but could go beyond these basic questions. The response format and the process each unit used to arrive at answers/strategies were the choices of the unit.

- 1) In general, where do you want your unit to be in five years as it grows, reorganizes, and/or changes to contribute to our vision of being a "Top 5 Public" school? Provide a brief description.
- 2) Reaching "Top 5 Public" status is achievable by each unit helping the college realize its goals of providing an extraordinary education, engaging in and supporting research with impact, having a dialogue with society, and living in a community with distinction (see descriptions and suggested metrics above). Again, in general, how does your unit plan to contribute to these goals?
- 3) While there are multiple ways of contributing to goal attainment (see descriptions and examples), for each goal there are specific areas that you should address:
 - a) **Extraordinary education.** How will your unit promote/support **rigor** in our curriculum? What program(s) in the department will be put into place/enhanced to promote the **quality** of our instruction? What would make sense at the college level to help with that? What is the role of **information technology** in promoting scaled, quality learning. If your unit is not an academic department, how will you assist?
 - b) **Research with impact.** What **expectations** will you be articulating for hiring, retaining, and rewarding faculty in terms of "Top 5 Public" **research impact**? What will your unit be doing to support productive faculty (e.g., identifying funding, providing other support)? How will "non-academic" units contribute to helping faculty with their research agendas (e.g., data, funding, access, etc.)?
 - c) **Dialogue with society.** How will your unit reach out to promote **global business** thinking? How will your unit promote **program and research integration** with other units/programs at PSU (e.g., joint/shared programs, faculty, processes, interdisciplinary research agenda, etc.)? How will you involve those **outside Smeal and the University** who could make a difference in achieving our vision (e.g., alumni, colleagues, industry)?
 - d) **Community with distinction.** What are your plans to support our **honor code**? How will you incorporate **diversity planning** into your strategic plan? How will you promote and strengthen your unit's **interaction with the campuses**? How will your unit promote a culture and environment that reflects a leading program and shows respect for all in the community?

- 4) Who do you consider to be your **3-5 “Top 5 Public” peers**?
 - a) Why do you consider them to be “Top 5 Public”?
 - b) What are some of the specific processes, initiatives, goals, etc., that these benchmark organizations are involved in that **you would want to emulate** to help meet our college goals?
- 5) What are the new/different strategic actions **beyond your top peers’** practices that you would want to initiate to add value?
- 6) Overall, what are the **critical investments** that need to be made over the next five years to propel your unit to a top status among your peers and push the college to a “Top 5 Public” program?
 - a) Why should these be a **priority** for the college?
- 7) What does a **five-year strategic budget** look like for these investments?
- 8) How will you **measure the impact** of these investments (i.e., what are the strategic performance indicators and their metrics)?
- 9) What processes, programs, curricula, etc., should be **abandoned, consolidated, and/or relocated** because they do not contribute to attaining our goals?

Appendix D



Appendix E

Initiatives in Progress

MBA Program Revision: Several changes are being implemented in the Smeal MBA Program to improve rigor and further develop the skills sought by top firms.

Undergraduate Program Revision: The college is moving the business foundation courses from the junior year to the first two years.

Honor Code: 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.

Online Degree/Courses: The college recently launched an online master's degree program in supply chain management and is in the process of identifying other online offerings.

Enrollment Management: Smeal is moving toward a 5,000 undergraduate enrollment steady-state.

Faculty Growth: To achieve a student/faculty ration of 35:1 or lower with an enrollment of 5,000, the college needs to have approximately 150 full-time faculty members.

Ph.D. Student Stipend Increase: Doctoral stipends need to be on par with those of the top public business schools, including support for research and conference travel.

Faculty Naming Endowments: Smeal must expand the number of endowed professorships to cover all tenured faculty and increase existing endowments that provide only modest support.

Sapphire Leadership Program: A Smeal program designed to provide a special experience for advanced students and those wanting to have additional challenges in their academic lives.

Women's Conference: In spring 2008, Smeal hosted more than 300 students, alumni, and business professionals for an inaugural conference celebrating women in business.

BOSS Program: In spring 2008, Smeal launched its two-week BOSS program for diversity high school students interested in pursuing a business education.

Smeal Student Mentors: A program that assigns upperclassmen to freshman and sophomore students to assist with academic and procedural problems and opportunities.

Undergraduate Research: Funded at both the University and college level, this program links undergraduate students with faculty and their research.

Business Programs @ Penn State: Each semester, faculty and administrators from 19 Penn State campuses meet to discuss curricula, learning opportunities, and other trends and issues.

Diversity Enhancement: Smeal is 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.

Executive Education Revision: Penn State Executive Programs is focused on developing deep, long-term partner relationships; aligning fully with client organizations and their goals and objectives; and matching faculty and content expertise to needs.

Research Center Matching and New Center Creation: In March 2008, Smeal launched a new research center dedicated to the study of sports business and the college is currently exploring the creation of a sustainability-focused research center.

New Development Campaign: 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.

Departmental Faculty Advising Liaisons: Smeal has appointed faculty departmental advising liaisons in each academic unit.

Disciplinary Communities: A University-level program designed to link faculty at University Park and faculty from across all of the campus colleges along disciplinary lines to help with curricular and research efforts.

Appendix F

Proposal for a New Integrative Business Studies (IBUS) Major

There is demand amongst the students in the Smeal College for a new major that:

- Provides increased *choice* in course combinations while still providing a strong basis of business knowledge via ‘core’ courses.
- Leverages complementary course offerings from outside the College into an innovative *interdisciplinary* experience.
- Allows students interested in specific areas, such as real estate, risk analysis, legal studies, or global business, not thoroughly covered by the current College majors the *opportunity to focus* study on these areas.
- Provides increased exposure to *global* perspectives of business studies.
- Utilizes the *rigorous*, high quality teaching of faculty in the Department of Insurance & Real Estate.

The Department of Insurance & Real Estate consists of 15 (clinical or tenure track faculty) with varying teaching and research interests. In terms of teaching, the Faculty teaches highly successful and popular classes to undergraduates, MBAs and PhD students. Many of these are some of the most rigorous courses taught in the College, and faculty in the Department routinely win teaching awards for their efforts. While the Faculty’s involvement with undergraduate students is extensive via the minors and electives offered, the Department of Insurance & Real Estate does not have a major of its’ own.

In order to address this issue, the Department formed a new major committee consisting of five faculty members from different areas within the Department. The objective of the new major committee was to develop a new major that:

- Leverages the teaching and course opportunities of the Faculty of the Department of Insurance & Real Estate.
- Addresses the demands of the undergraduate students detailed above.
- Provides the Department of Insurance & Real Estate the opportunity to increase their visibility to the undergraduate population.
- Allows for flexibility of teaching commitments amongst the Faculty as well as changing make-up of the Faculty.
- Does not require extensive new resources at the time of major implementation.

The result of these efforts is a proposal for a new major entitled **Integrative Business Studies (IBUS)**. When coupled with the overall renewal of the undergraduate program, we believe that this major will be an attractive new option in the offering of the Smeal College.

Overview of New Undergraduate Major. Students are expected to take the same ‘core’ classes required of all Smeal college majors. If the current undergraduate renewal effort changes these requirements, the requirements of this major will adjust to reflect those changes. These requirements leave the student with 24 credits (8 three credit courses) to be determined by the specific major.

The proposed new major would divide those required courses into *four* areas.

Students are required to take at least 3 credits (1 course) at the 400-level in *each* of the four areas and a total of 15 credits (5 courses) at the 400-level.

Risk Analysis: Take 6 credits (2 courses) in the following classes that study decision-making in risky environments.

[B A 427](#) Risk and Decisions (3)

[B LAW 424](#) Real Estate Law (3)

[B LAW 425](#) Environmental Law (3)

[I B 403](#) International Business and National Policies (3)

[INS 301](#) Risk and Insurance (3)

[INS 405](#) Corporate Risk Management (3)

[R EST 460](#) Real Estate Financial Analysis (3)

[R EST 470](#) Real Estate and Capital Markets (3)

Business Institutions: Take 6 credits (2 courses) in the following courses that study specific institutions.

[B LAW 346](#) Agency, Employment & Business Structure (3)

[B LAW 444](#) Advanced UCC and Commercial Transactions (3)

[I B 450](#) The Business Environment of Europe (3)

[I B 497E](#) Law & Economics of Africa's Development (3)

INS 415 [INS 310W](#) Property and Liability Insurance Market (3) [INS 410 is an Actuarial Science course]

INS 420 [INS 320](#) Life and Health Insurance Markets (3)

[R EST 301](#) Real Estate Fundamentals (3)

[R EST 420](#) Analysis of Real Estate Markets (3)

Global & Integrative Perspectives: Take 6 credits (2 courses) in the following courses that study business decision-making in a global environment or integrative approach.

BA 428 Simulations and Experiments for Decision-making *NEW COURSE*

[B LAW 445](#) (W) Intellectual Property & Competition Law (3)

[I B 303](#) International Business Operations (3)

[I B 403](#) International Business and National Policies (3)

[I B 404](#) Contemporary Issues in International Business (3)

[I B 440](#) Globalization and Its Implications

[R EST 450](#) International Real Estate Markets (3)

BA 429 The Biotechnology Industry *NEW COURSE*

Supporting Courses: Take 6 credits (2 courses) from the approved list of supporting classes. Both courses must be within the *same* concentration area. See the attached list for some tentative concentration areas/courses.

Students may satisfy this requirement by either:

- Taking 6 credits from a particular concentration area outside of the College.
- Taking an approved study abroad experience.
- Taking 6 credits from another department within the College with special approval.

Features of New Major. The Integrative Business Studies major was designed specifically to meet the demands of the undergraduate students within the resources available to the Departments. Some particular features are as follows:

- The major should be attractive to highly motivated students who seek an interdisciplinary experience. Ideally, the Department would offer a substantial number of honors sections in order to signal that this is a major that caters to high quality students.
- The major affords students substantial flexibility while still having a coherent theme and requiring depth of study in specific areas.
- The major will be attractive to the students who desire more international/global perspectives. This is an area where the College is behind relative to our peer institutions. Students are also strongly encouraged to combine this course with a study abroad experience.
- Students taking the major will be encouraged to seek an internship in an area consistent with their concentration.
- The major can be supported by the Department's current course offerings without excessive upfront resource requirements. The course options within each category give the Department the flexibility to adjust to changes in faculty teaching availability.
- The major is substantially different from any other major currently or formerly offered by the College.
- The major will give the Department its own stake in the undergraduate programs offered by the College rather than simply playing a service role to other majors.
- A similarly themed concept may provide the impetus for new efforts in the MBA and PhD programs.
- The many different research areas of faculty within the Department of Insurance and Real Estate are equitably represented.

Concentration Areas. In addition to allowing the student to seek an interdisciplinary, integrative experience students may decide to *concentrate* their studies in a particular area of study. The following matrix provides suggested course sequences for students interested in particular concentration areas. These are merely suggestion and student may take courses from all concentration areas if they desire.

| | | Thematic Areas (Take two courses in each column) | | |
|---------------------|-----------------|--|--|---|
| Concentration Areas | | Risk Analysis | Business Institutions | Global & Integrative Perspectives |
| | Real Estate | R EST 460 R EST 470 | R EST 301 R EST 420 | R EST 450 (W) |
| | Risk Management | INS 301 INS 405 (W) | INS 415 INS 420 | I B 403 |
| | Business Law | B LAW 424 B LAW 425 | B LAW 346 B LAW 444 | B LAW 445 (W) |
| | Global Business | I B 403 | I B 450 I B 497E | I B 303 I B 404 (W) I B 440 |
| | Other Courses | B A 427 | | BA 428 BA 429 |

Appendix G

A Framework to Foster Diversity at Penn State: Executive Summary on Diversity from the 2004-2009 Smeal Strategic Plan

The Smeal College of Business has created a diversity strategic plan in response to The Pennsylvania State University Central Administration's seven framework challenges to foster diversity at Penn State. In the Smeal College, diversity covers a range of attributes, such as race, ethnicity, geography, age, gender, disability, religion, sexual orientation, veterans, and socio-economic status.

To meet challenge one, *developing a shared and inclusive understanding of diversity*, the college plans on continuing its distribution of diversity information, and discussions on diversity issues with students. The dean and key staff members participate in targeted recruitment and retention efforts, as well as communicating both the University's and college's diversity initiatives with the faculty, executive committee, and management committee. In addition, the Dean chairs the Diversity Advisory Committee, which has the charge to implement and monitor the Smeal Diversity Plan.

Challenge two, *creating a welcoming campus climate*, will be addressed by first making an assessment of the climate through a series of focus groups and surveys. In addition, the Dean will continue to meet regularly with student groups to address concerns. The college will use all of the information from these sources to understand how to make a more comfortable and welcoming campus climate for the colleges' diverse community. The new Business Building has enhanced satisfaction with the environment by providing a welcoming atmosphere and by hosting a variety of student focused events.

The third challenge, *recruiting and retaining a diverse student body*, will be accomplished through utilizing the University's and the college's recruitment programs for undergraduate and graduate students such as: high school recruiting events, scholars programs, case competitions, student orientation, and alumni mentoring. The college will also continue to seek funding for need based and merit scholarships.

Challenge four, *recruiting and retaining a diverse workforce*, is being completed through alliances between the college and the Affirmative Action Office and the Diversity Support Center of the University. Using these sources with social and professional networks, the college is identifying qualified underrepresented minorities for faculty and staff positions. Also, the college is pursuing innovative and alternative strategies in response to the thin minority job market. To help retain a diverse workforce, the college hosts several gatherings that bring together minority faculty, Ph.D. candidates, and MBA students in informal settings for relaxed interaction and networking. In addition, the college provides mentoring, encouragement, counseling, and support for professional events.

To achieve challenge five, *developing a curriculum that fosters intercultural and international competencies*, the college is continuously reviewing graduate and undergraduate curricula to ensure the presence of diversity and international components in courses, as well as supporting cross-linked diversity and international courses. The diversity components of freshmen and MBA orientations will also be enhanced. The college also emphasizes its respect and value of “diversity issues” research.

Challenge six, *diversifying university leadership and management*, will be achieved by financial support and the release of time for faculty and staff to attend professional conferences and workshops on leadership and management. Communication is encouraged between department heads, faculty and staff to help generate interest in creating diverse applicant pool for management and leadership positions.

The seventh challenge, *coordinating organizational change to support our diversity goals*, focuses on strategic planning. The college will ensure that strategic updates and future strategic plans will continue to emphasize diversity as one of its important strategic goals. Updates to the college’s organization, such as a stronger global perspective, have been expanded, and additional funds have been allocated for undergraduate scholarships, graduate assistantships, and a variety of diversity recruitment and retention programs.

In the future, the college plans on continuing its diversity initiatives by monitoring current programs and projects that are related to diversity. The complete diversity plan can be accessed at www.equity.psu.edu/framework/updates_04_09/colleges_04_09.asp.

This publication is available in alternative media on request.

Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

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