

School of Business

Academic Plan

2009

## SCHOOL OF BUSINESS MISSION AND OBJECTIVES

The mission of the University of Connecticut School of Business (BUSN) identifies our educational and strategic priorities:

**“Real World, Real Learning, Real Impact.** Be a globally recognized provider of exceptional managerial and business leadership through innovative experiential learning in a dynamic global business context: integrating real world education, outstanding research and strategic outreach.”

Our mission statement confirms our commitment to academic excellence, experiential learning, and globalization. We are committed to providing the highest possible quality in teaching, research and outreach in order to attain these goals. We believe that academic excellence in a modern business education requires an international perspective that strives to identify and address business challenges experienced by workers, managers, entrepreneurs, investors, policy makers, and the greater community.

Also, as part of New England’s premier public university, we are committed to enhancing the competitive advantage of Connecticut’s workforce in an expanding global business environment.

The School of Business is identified with excellent research-oriented faculty, talented students, successful alumni, and close partnerships with major corporations locally and globally. Bolstered by support from the state of Connecticut, UConn administration, and private donation, the School aspires to be a nationally and internationally recognized institution in key strategic areas of research, innovative training of business leaders for a competitive workforce, and engagement and commitment to the local and professional communities.

The School’s goal for the next decade is to gain international recognition for our ability to generate top-quality academic research on global business problems and for our ability to have a real-world impact on business practice and education. We will do this through our distinctive competencies, which include:

- an integrative curriculum that blends theory with contemporary practice.
- classroom pedagogy that provides a real-world context to business fundamentals.
- cutting-edge research that informs managerial practice, public policy, and teaching.
- strategic use of technology as an enabler in the solution of complex business issues.
- intensive experiential learning opportunities<sup>1</sup> that provide a meaningful business context to the classroom.

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<sup>1</sup> These opportunities provide our students with real-world, critical path projects sponsored by our corporate partners. This innovative approach allows our students to merge their experience and classroom knowledge in solving problems identified by the partner

Additionally, we will leverage our international partnerships to enhance learning by providing active global experiences to enrich student development.

The following academic plan provides a framework for achieving our goals. We identify the various ways in which our strategic foci (**academic excellence, experiential learning, and globalization**) complement the five interrelated areas of the greater academic plan of the University:

1. Undergraduate education
2. Graduate and professional education
3. Research and scholarship
4. Diversity
5. Public engagement

Our plan details precise objectives and innovations in each of these areas, and develops specific strategies to achieve these goals. We also list the metrics used to measure success in each area (APPENDIX A).

## **ACADEMIC PLAN**

### **GOAL 1: Undergraduate Education**

Develop programs and strategies to maintain high levels of demand from top regional, national, and international undergraduate students to meet the workforce needs of the future.

A primary objective of the School of Business is to recruit, admit, retain, and graduate the highest quality undergraduates and to provide them with a superior educational experience. The School of Business offers undergraduate degrees in eleven majors: Accounting, Business & Technology, Finance, Health Care Management, Management, Management & Engineering for Manufacturing (MEM), Management Information Systems (MIS), Marketing, Real Estate & Urban Economics, Risk Management & Insurance, and Bachelor of Science in Business & Technology (exclusive to regional campuses). In addition, the School offers a number of business minors such as General Business, Entrepreneurship, Professional Sales, and the proposed MEM.

The present success of our undergraduate programs is reflected in our admissions and in our national rankings. In 2008, we accepted approximately 40% of UConn students requesting admission to the

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companies. Student consulting teams are supervised by School of Business faculty and by corporate project managers. These accelerators include the Student Managed Investment Fund, the UConn/General Electric edgelab, the SS&C Technologies Financial Accelerator, the ING Center, the Corporate MBA Residency (CMR), the Innovation Accelerator of the Connecticut Center for Entrepreneurship and Innovation (CCEI), and the proposed Sustainable Community Outreach & Public Engagement Accelerator (SCOPE).

School of Business. These admitted students had an average SAT of 1224. In 2009, *U.S. News & World Report* ranked our undergraduate business program 30<sup>th</sup> among approximately 300 public schools and 52<sup>nd</sup> among 1,400 institutions nationally. They also rated our undergraduate Real Estate program 8<sup>th</sup> nationally, and have consistently ranked that program in the top ten over the past five years. In addition, *Business Week* ranked the undergraduate Accounting program 11<sup>th</sup> in the nation in 2008.

The School will continue to attract and retain highly qualified students, provide a strong academic program and encourage community engagement that will develop our students into successful professionals and world citizens. To that end, we propose a multi-strategy approach.

### **Strategy A: Foster success in undergraduate education that ensures access for well-prepared students to excellent teaching and outstanding learning environments.**

#### **Academic Excellence**

Academic excellence begins with admitting highly motivated, high-achieving students, and then providing support to help them realize their goals. We will pursue several strategies in order to recruit and retain outstanding undergraduates:

- We will work closely with the University Admissions office to ensure that highly qualified students are admitted to the School of Business.
- We will monitor and improve our internal admissions review process in order to assure entry of students whose academic performance maximizes their chances for success.
- We will continuously improve student advising to ensure completion of major requirements in alignment with career objectives.
- We will develop an ongoing curriculum review process that identifies and adopts best-teaching practices across all business majors.
- We will continuously update curriculum to align student skills with current and future market demand.
- We will increase the number of scholarships available to our students.
- We will direct specific efforts toward our regional campuses, including enhanced recruiting efforts, increased online and distance learning courses, participation in Transfer Pathways from the community colleges, and development of a general business major (Bachelor of Science in Business Administration).
- We will increase our support of career counseling and job placement to ensure that our undergraduates have sufficient and diverse internship opportunities, and that seniors have job placement choices so that they benefit from their educational experience.

A robust honors program is a key element to attracting and retaining the best students. We plan to strengthen our honors program in several ways:

1. Increase the number of business courses with dedicated honors sections.
2. Increase retention of students in honors program.
3. Increase number of students graduating with honors.
4. Facilitate honors student / faculty research opportunities.
5. Increase honors student participation in the learning accelerators.
6. Investigate allowing honors students to do a minor in a second business discipline.

## **Experiential Learning**

There are numerous experiential learning opportunities available to undergraduates in the School of Business. These include traditional class exercises, case studies, business simulations, co-ops, internships, and practicums.<sup>2</sup>

In addition, our unique experiential learning accelerators enable blended teams of undergraduates and graduate students to work on real-world projects in intensive research environments under the dual guidance of faculty and corporate project managers. We propose increasing the opportunities for qualified undergraduates in these accelerators.

Involvement in our next learning accelerator, the Sustainable Community Outreach and Public Engagement (SCOPE) Accelerator<sup>3</sup>, will provide a framework for qualified undergraduates to connect and collaborate with partners in the public sector.

Other experiential learning opportunities are more inclusive. We will pursue several activities that can engage the broader undergraduate population:

- Provide exposure to the professional business world by promoting class speakers, student society meetings, and other venues open to all business students.
- Increase placement in internships, co-ops, and other work experiences.
- Increase focus on experiential activities both such as consulting projects, case studies, simulations, site visits and other related assignments.

## **Globalization**

The School of Business is committed to producing future leaders who can understand and manage the complexities of an increasingly global economy. By providing our students with cross-cultural

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<sup>2</sup> For example, in 2008, students enrolled in the Venture Consulting Practicum completed 58 consulting projects for small Connecticut businesses resulting in a bottom-line impact of over \$1.93 million in cost savings or increased sales.

<sup>3</sup> See Appendix B for a complete description of SCOPE.

classroom immersion, international internships, study abroad opportunities, and increased exposure to global partnerships, we strive to emerge as a recognized leader in global business education. We have identified several initiatives that will help us attain these goals:

- Increase participation in study abroad and exchange programs and international internships.
- Increase representation of non-US students in our undergraduate programs through exchange partnerships.
- Enhance global content and exposure in undergraduate curriculum.
- Explore possible major in international business.

## **Strategy B: Develop enhanced degree programming and course opportunities in emerging areas of interdisciplinary excellence and workforce demand.**

### **Academic Excellence**

The School of Business is currently involved in multiple activities that prepare our undergraduates for an increasingly complex and interdisciplinary workplace. Currently, our partnerships include Engineering, Communications, and Actuarial Science. We also provide minors to non-business majors in general business, entrepreneurship, and professional selling. We will pursue several activities to enhance these relationships and seek new partnerships:

- Develop a Bachelor of Science in Business Administration (BSBA) for the regional campuses with advanced electives from each department and the opportunity for students to pursue interdisciplinary concentrations that include non-business courses.
- Pursue new business minors and additional interdisciplinary programs such as the proposed program in engineering management.
- Develop under-division level service courses in business literacy for non-business majors.
- Enhance the joint major in Management and Engineering for Manufacturing (MEM), housed in the School of Business and the School of Engineering through reviewing and revising curriculum requirements; expanding the coverage of professional, ethical, global, environmental, and social issues; and increasing education abroad opportunities.

### **Experiential Learning**

We plan to encourage cross-disciplinary participation in select experiential learning accelerators by recruiting qualified undergraduates from Engineering, Statistics, Economics, Actuarial Science, Computer Science, the School of Law, and the School of Medicine.

## **Globalization**

We will further build our partnerships with premier international business schools, corporations, non-profits, and alumni. This will provide our students increased opportunities to study abroad, engage in exchange relationships, conduct international internships, and engage in globally-oriented projects with companies and non-profits.

We will also continue to encourage our business undergraduates to participate in the University's International Studies minor. We will investigate increasing the business courses available to the University's International Studies minor.

## **Strategy C: Increase opportunities for small-group, experiential, and service learning for undergraduates.**

We will build on the strength of our undergraduate programs by providing a learning environment that promotes a strong sense of community and the development of global citizens. We will pursue several activities to ensure our students are successful and contributing member of society.

## **Academic Excellence**

The School of Business is committed to expanding the concept of academic excellence to experiences beyond the classroom. To this end, we propose:

- Developing the Sustainable Community Outreach and Public Engagement (SCOPE) Accelerator as a platform to integrate curricular and co-curricular experiences that complement and extend traditional classroom learning.
- Developing a Business Learning Living Community where students can experience a residential community with a focus on developing leaders through business activities and service.
- Increasing participation of under-division students in School of Business activities so they can connect with the School earlier in their academic career.
- Developing activities to develop student leadership skills; enhance the student leadership council so that students are more engaged in the activities and decisions of the school.

## **Experiential Learning**

The School of Business will explore incorporating service learning<sup>4</sup> into our regional campus curriculum.

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<sup>4</sup> Service learning, as defined by the University, is an educational approach that integrates community service with academic coursework; it promotes learning, fosters civic engagement, and accommodates different learning styles.

We will encourage and support increased student participation in national and international case competitions.

### **Globalization**

The School of Business will develop new business related study abroad programs that will allow our students to experience business issues in an international setting.

We plan to develop virtual study abroad programs for small groups of undergraduates interested in particular geographic or cultural areas.

### **Strategy D: Enhance timely placement of students in professional positions.**

One of the major goals of the School of Business is to prepare students for professional engagement. Listed below are several initiatives that we believe are essential to achieving that goal:

#### **Academic Excellence**

- Provide professional development opportunities for students to improve interpersonal skills needed for success in business.
- Provide information and support so that students can identify appropriate career opportunities.
- Increase placement of students in professional jobs.

#### **Experiential Learning**

- Ensure that experiential learning enhances appropriate employment decision-making.
- Encourage full student participation in online CareerConnections and other placement initiatives.

#### **Globalization**

- Improve contact with international alumni to facilitate placing students with international companies.

#### **GOAL 2: Graduate and Professional Education**

Develop outstanding graduate students who are able to attain high-quality employment in the public or private sector. Sustain and develop select graduate programs of national and international distinction.

The School of Business has multiple graduate and professional education programs: a full-time MBA program (FTMBA), three part-time MBA programs (PTMBA), an Executive MBA program (EMBA), a

Master in Accounting program (MSA), Ph.D. programs in 5 areas of concentration, and an Executive Education program.

In addition, the School of Business is investigating expanded options in our specialized master's programs. We are considering a Master of Science in Financial Risk Management in fall 2009; an accelerated MBA program, with a tentative start date of spring 2010, is being explored; and we are studying a Master of Science in Business Analytics and Project Management.

The present success of our graduate programs is reflected in our national rankings. Our FTMBA program recently rose to *Business Week's* top 45 (which puts us in the top 20 for public universities). *Business Week* also ranked our MBA program 7<sup>th</sup> in the nation for Return on Investment. Our MSA program is ranked 18<sup>th</sup> in the U.S. by *Public Accounting Report*; our graduate Information Systems program is ranked in the top 25 by *U.S. News and World Report*; our Real Estate program is ranked 1<sup>st</sup> in research internationally by the *Journal of Real Estate Research* and 8<sup>th</sup> nationally in education by *U.S. News and World Report*. By leveraging the positive publicity that these rankings bring, we can expand our recruitment efforts to encompass a broader national and international audience. By attracting the best students, we can also anticipate an increase in outstanding MBA and Ph.D. job placements.

While the various programs face differing needs based on their student populations, the unfailing primary objective is to provide exceptional educational training and to prepare these students for success in their chosen careers. To that end, there are several strategies that can be applied in order to continue and improve the quality of our graduate programs.

## **Strategy A: Offer a strong research, teaching and service environment that enhances the School of Business Masters, Professional Development and Doctoral programs.**

### **Academic Excellence**

Maintaining and enhancing the scholarly reputation of our faculty is key to continued success in graduate education. We have identified several actions that will help us in this goal:

- Recruit and retain highly productive faculty.
- Align faculty responsibilities to capitalize on distinctive competencies.
- Compete successfully for external fellowships and grants.

### **Experiential Learning**

Our goal is to expand upon and deepen the experiential learning opportunities for all our graduate students. Our learning accelerators recruit both Ph.D. candidates and MBA students from Storrs, Stamford, Hartford and Waterbury. We plan to increase the number and variety of opportunities for

substantive experiential learning to MBA students in both the Full-time and Part-time Professional programs. Doctoral student participation can afford excellent research opportunities, and should be further encouraged.

Some graduate courses incorporate real-world projects, for example, developing marketing plans for companies that participate in the Family Business Program, or engaging in market research projects with partner companies. We plan to expand on these classroom-based projects wherever feasible.

### **Globalization**

The School of Business is uniquely positioned to pursue international initiatives through our International Affairs Office (IAO), which contains the GE Global Learning Center and the Center for International Business Education and Research (CIBER). These two centers provide programs designed to increase the competitiveness of U.S. businesses in the global marketplace, as well as to develop internationally focused business education. They can identify new opportunities in international business for professional development/executive education.

Similarly, our graduate faculty is committed to exploring initiatives that will enhance our curriculum with global content wherever appropriate, including:

- Reviewing our graduate courses to ensure availability of global content on a regular basis.
- Increasing graduate participation in courses and activities in which global experiences are embedded, including projects with international companies and local companies operating or expanding abroad.
- Exploring online courses that will enable students abroad to take School of Business classes, and will facilitate team-teaching with faculty at institutions worldwide.
- Enhancing the current dual MBA/MA in International Studies.
- Expanding the international concentration in the part-time MBA program.
- Developing a certificate in International Business for post-graduate students.
- Using the graduate curriculum and other activities to educate students in multicultural teamwork and business practices.

### **Strategy B: Offer a resource-rich training environment for graduate students.**

The mission of the graduate programs in the School of Business is to develop outstanding graduate students and prepare them to conduct state-of-the-art research (where appropriate) and to attain high quality positions in the public and private sectors.

## **Academic Excellence**

The School has identified several priorities that we feel are essential toward achieving the best possible learning environment for our graduate students. These include:

- Monitoring and improving the admission process to target students whose qualifications maximize their chances for success.
- Employing a continuous process of curriculum assessment and improvement and adopting best practices across all disciplines.
- Continually updating curriculum to align student skills with current and future market demand.
- Exploring new programs to respond to market demands. Options may include an Accelerated MBA, a Master of Science in Financial Risk Management, a Master of Science in Business Analytics and Project Management.
- Exploring interdisciplinary programs/partnerships with Engineering, Economics, Public Administration, Public Policy, Social Work, Law, and International Studies.
- Exploring alternate instructional formats, including blended learning environments and distance learning as appropriate to curriculum suitability and market demands.
- Providing exceptional faculty mentoring.
- Strengthening graduate student / community interaction.
- Improving coordination between School of Business graduate programs.
- Providing appropriate training, oversight, and evaluation for graduate teaching assistants.

## **Experiential Learning**

Experiential learning is offered in varying degrees across graduate business programs. It is central to the FTMBA, and that program offers multiple opportunities for participation in all the experiential learning initiatives. There are more limited opportunities in the PTMBA, MSA, and Ph.D. programs; however, we seek to offer as broad an experience as possible to our entire graduate student population. Some proposals for expanding these opportunities include:

- Increasing student accessibility across all campuses to speaker series and guest lectures through use of podcasts, online classes, and video-conferencing.
- Increasing graduate participation in national and international case competitions.
- Exploring alternative, asynchronous experiential projects to encourage increased participation by regional campus MBAs.
- Expanding asynchronous online simulations.<sup>5</sup>

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<sup>5</sup> MS in Accounting currently offers simulations in the online environment, for example in Acct 5520. Similar simulations can be developed for online classes outside of the MSA.

- Increasing experiential opportunities, including summer internships, CMRs (for MBAs), and EMBA management projects.
- Increasing Ph.D. participation / research / publication opportunities in learning accelerator projects.

## **Globalization**

Increasing the number and quality of our global initiatives is central to the mission of the school. There are currently global course opportunities in the PTMBA and EMBA: for example, PTMBA offers an international marketing trip during Spring Break, and EMBA students travel abroad each summer as a requirement of their program. We seek to expand these opportunities across programs wherever feasible; the Dean of the School of Business is currently exploring additional alliances with premier foreign universities that will expand the international study/travel opportunities for our entire student population. Where travel may not be available or may be impractical, we are pursuing online course opportunities by partnering with other premier non-US universities to develop and conduct classes.

We also propose:

- Renewing the CIBER grant to provide resources for student and faculty development.
- Initiating international business education accreditation of the school.
- Expanding international partnerships with premier corporations, non-profits, and alumni.
- Facilitating international recruiting and placement.

## **Strategy C: Enhance timely placement of graduate and professional students in top positions.**

Since one of the primary goals of a graduate education is to obtain high-quality internships and employment in public or private enterprise, the School must develop strategies to ensure continued placement of our graduates in exceptional domestic and international positions. Listed below are several initiatives that we believe are essential to achieving that goal:

### **Academic Excellence**

- Provide professional development opportunities for all graduate students to enhance their progress and professional visibility.
- Assess need and provide support to improve verbal and written English language skills, in order to improve placement of international students.
- Facilitate timely degree completion, and provide five-year funding packages for Ph.D. students.
- Provide Ph.D. students with travel support to professional conferences and research funding as appropriate.

- Increase placement of Ph.D. students in tenure-track positions with peer or aspire schools.

### **Experiential Learning**

- Ensure that experiential learning opportunities directly supplement and enhance progress toward employment.
- Encourage full student participation in online CareerConnections and other placement events and initiatives.
- Provide career counseling and training to students to ensure their ability to describe, verbally and on resumes, their experiential learning and its value to potential employers.
- Provide graduating MBA's with a "virtual tool kit" to assist with ongoing career issues and changes, including online resources and counseling by the Business Career Center.

### **Globalization**

- Improve contact with international alumni to facilitate placing our Masters students in top international organizations.
- Facilitate doctoral program recruitment and research collaboration with alumni.
- Host international visiting scholars who offer seminars or colloquia for our Ph.D. students that will enhance their placement opportunities, especially at top non-U.S. business schools.
- Provide international travel resources for Ph.D. students to develop their academic network and increase their placement at top non-U.S. business schools.
- Encourage Ph.D. students to attend special globalization research workshops where appropriate.

### **GOAL 3: Research and Scholarship**

Develop strong and sustained efforts toward national and international prominence in the quality and quantity of faculty research and scholarship.

The academic reputation of the School of Business depends on our continued support for faculty research and scholarship across all disciplines. We have identified several focused areas of research excellence within the School and we will develop strategies to promote and encourage that research. Among these areas are Entrepreneurship, Financial Services, and Technology.

We will also identify and encourage multiple avenues of research collaboration across UConn schools and departments and also with public and private sector institutions, both domestic and international.

## **Strategy A: Promote and enhance high-quality research activities.**

### **Academic Excellence**

The School of Business encourages and fosters a rich, research-oriented environment for faculty and doctoral candidates. We are committed to providing feasible support for an increased volume of faculty research and publication in top peer-reviewed journals. Initiatives to aid this objective include efforts to:

- Increase summer funding to support faculty research.
- Increase extramural funding from granting agencies (NEH / NEA support, Guggenheim Fellowships, Fulbright Awards).
- Increase extramural funding from corporate partners.
- Seek new Chairs and Professorships.
- Maintain and improve high rankings in education and research.

### **Experiential Learning**

The School of Business is strongly positioned to expand upon well-established industry partnerships and extra-mural support through our learning accelerators. Our collaboration with General Electric in edgelab has completed more than 112 strategic projects, with a 95%+ successful implementation rate. The Center for Entrepreneurship and Innovation (CCEI) is funded by a \$2 million grant from the State of Connecticut, and houses several major initiatives, including the Innovation Accelerator, the Family Business Program, and the Intellectual Property Law Clinic. The ING Center was established with an endowment from ING Financial Services and sponsors projects and research focused on cutting-edge marketing scholarship. In addition, The Connecticut Information Technology Institute (CITI) supports major research across School of Business departments; for example CITI supports e-business research for the OPIM Department, which is ranked 7<sup>th</sup> worldwide in publications in premier INFORMS journals.

We propose two initiatives to deepen the research potential of our learning accelerators:

- Increase Ph.D. participation in learning accelerators wherever opportunities for research and publication apply.
- Broaden faculty participation wherever feasible to include research faculty from all departments, disciplines, and campuses.

The depth and breadth of these experiential projects can provide excellent platforms for multi-disciplinary faculty research. One strategic goal of CCEI, for example, is to facilitate cross-disciplinary

research in entrepreneurship and innovation through CCEI grants. And in edgelab, the mentoring faculty retains absolute right to publish, which has resulted in numerous research journal articles.

### **Globalization**

There are several proactive steps that the School of Business intends to follow in order to further expand the scope of our research faculty into a more international arena, including:

- Provide opportunities and resources for faculty to globalize their research and develop relationships with top-quality international scholars.
- Promote increased publication in international journals, attendance at academic conferences outside the U.S., and participation in international professional societies and organizations.
- Encourage faculty to attend FDIB (Faculty Development in International Business) workshops abroad.
- Encourage faculty to visit non-US based universities for exchanges to broaden their research agendas.

### **Strategy B: Intensify efforts to move our discoveries into applied outcomes that further enhance our standing as a research university and the quality of life for our citizens.**

A key driver for success with this strategy is to capitalize on our existing relationships with top corporate partners in the public and private sectors. As mentioned throughout this academic plan, the School of Business has a long history of productive relationships with prominent U.S. and international firms, and we anticipate deepening and expanding these partnerships for translational research. We can facilitate our efforts in this direction through a variety of approaches:

#### **Academic Excellence**

- Encourage applied scholarship, as well as basic academic research. Applied scholarship should be a particular focus for in-residence faculty.
- Increase involvement of faculty on corporate advisory boards.
- Increase faculty involvement on external boards.

#### **Experiential Learning**

Introduce a practicum with non-profit organizations for regional campus and Storrs students. Partner companies can be focused on local or global business. This course could be incorporated into the undergraduate and MBA curriculum as an elective.

## **Globalization**

- Increase exposure in applied research publications and trade books that target the international business community.
- Leverage faculty expertise in global issues to develop executive education programs, public symposia, and other mechanisms for engaging the public.

## **Strategy C: Enhance the standing and national / international recognition of our programs of research and scholarship.**

The University of Connecticut is one of only two Carnegie Foundation Research 1 public universities in New England, and the only Ph.D. granting public university in Connecticut. The School of Business houses an outstanding research facility, distinguished faculty, intensive academic programs, and excellent academic and placement ratings. In order to maintain and improve our standing in these areas, we propose the following:

### **Academic Excellence**

- Increase the visibility and impact of research activity in School of Business Quality List journals.
- Increase participation in national and international research conferences.
- Provide appropriate assistance for professional development opportunities, research related travel, and sabbaticals that will facilitate scholarship at the highest level.
- Encourage and reward faculty who are leaders in prominent professional associations or serve as editors and board members of leading journals in their fields.
- Host regular speaker series and workshops to keep abreast of recent developments in each discipline.
- Host, as appropriate, disciplinary and interdisciplinary conferences and research forums.

### **Experiential Learning**

- Explore global projects with select international academic partners.
- Promote projects that advance our reputation in Entrepreneurship, Financial Services, and Technology.

## **Globalization**

- Bring top international visiting scholars to campus.
- Develop global partnerships with top international firms in critical regions of the world.
- Obtain recognition in international research rankings.
- Facilitate top rankings of our faculty research in their areas of expertise.

#### **GOAL 4: Diversity**

Ensure an enriched learning and work environment by creating a more inclusive community that recognizes and celebrates individual differences.

Business in the 21<sup>st</sup> century will operate in highly complex and competitive global markets. In these environments, corporate America's prospects for economic growth, increased worker productivity and enhanced business/company profitability will depend significantly on its capacity to develop effective leadership in a diverse workforce.

The School of Business is committed to providing opportunities for students to experience different perspectives and cultures, not only from an international point of view, but from welcoming and engaging individuals from a variety of backgrounds and cultures within the U.S. We are further committed to developing a diversified, multi-cultural faculty, staff, and student body that operates in a mutually supportive and creative environment.

#### **Strategy A: Create more opportunities for interaction with people from different cultures and backgrounds.**

Increasing the diversity of our undergraduate population is a key goal of the School of Business. Traditionally, our undergrad classes consist of less than 20% non-white students. In fall 2008, for example, the percentages were as follows: Native American (0.2%), Asian (8.3%), Black (2.2%), and Hispanic (4.9%). Our goal is to increase our total percentage of minority students to over 20% of the undergraduate class by 2013. While our primary emphasis for increased diversity lies with African-American, Hispanic, and Native American groups, we are committed to providing complete services and support to all underrepresented minorities.

Other initiatives that we propose include:

- Improve recruitment and retention of faculty and staff from underrepresented groups.
- Increase admission, retention, and graduation rates among students from minority groups.
- Increase scholarship awards for targeted populations.
- Expand and improve academic support and tutoring for targeted populations.
- Develop partnerships with global institutions to increase opportunities for scholarly exchange and study abroad.
- Increase participation in experiential learning opportunities by minority and international students.
- Attend national conferences for minority MBA candidates to enhance recruiting strategies.
- Recruit Transfer Pathway students from Connecticut Community Colleges.

**Strategy B: Strengthen programs that promote cultural competency among faculty, staff, and students.**

- Support and strengthen the Office of Diversity Initiative (ODI).
- Support and strengthen the Teenage Minority Business Program.
- Provide increased faculty involvement with Multicultural Business Society.
- Provide training in best practices for recruiting underrepresented faculty and staff, as an element of all search processes.
- Provide training for admissions committees and directors of graduate and professional programs to facilitate recruitment of underrepresented and international students.
- Provide support to improve English language skills, both verbal and written, of international students.
- Engage in cultural sensitivity training to enhance the learning and working environment.

**Strategy C: Build accountability for promoting diversity and creating an inclusive climate into all programs of the School.**

- Incorporate and strengthen diversity goals in the strategic plans of all departments.
- Provide units with tracking data related to performance on diversity.
- Include diversity data in evaluations and reviews of all programs and departments.

**Strategy D: Enhance course content on cross-cultural, gender, and diversity management.**

- Promote enrollment in diversity and multiculturalism courses that are part of the general education requirements.
- Promote an international component in the curriculum.
- See Appendix C for current initiatives in teaching and research.

**GOAL 5: Public Engagement**

Enhance the contributions of faculty, staff, and students to the state, nation, and world through appropriate collaboration with partners in both the public and private sectors.

The School of Business has a well-established history of community involvement and public engagement through our learning accelerators, our Executive Education program, our Family Business

Program, our various campus initiatives, and our diverse centers and programs. We are actively engaged with local, national, and international partners in a wide array of projects and collaborations<sup>6</sup>.

Building on our successful track record in the arena of public engagement, we are seeking and encouraging new partnerships with state agencies, non-profit and for-profit enterprises, and international institutions, both academic and corporate. We are also engaged in nurturing our existing partnerships through continued collaborations and programs.

## **Strategy A: Increase the visibility and accessibility of faculty expertise.**

### **Academic Excellence**

The regional campuses in Hartford, Stamford and Waterbury have articulated an objective of incorporating Service Learning throughout their curriculum, increasing faculty involvement in civic and public engagement activities in each community. The regional campuses are ideally situated to engage with local civic organizations and international non-profits. The regional campuses have also identified two additional goals:

- Identify three faculty to become “Service Learning Fellows” by spring 2010
- Integrate Service Learning opportunities into three courses per semester

Our Executive Education program offers advanced training and education programs to companies and professionals throughout the greater Connecticut region, and draws on the expertise of a broad cross-section of our faculty. The programs generally cover a wide range of business skills and knowledge. Our Business Mastery Program for Public Service Professionals, begun in January 2008, was developed in conjunction with a state-wide Public Service Consortium, a group of State agency representatives. The program is designed to deliver valuable management concepts and skills to professionals working in public service positions in State government or in municipal agencies.

Executive Education plans several enhancements to its current offerings:

- Development of an online Executive Education Program.
- Providing customized courses to state and municipal employees at general tuition rates.
- Providing a percentage of tuition-free courses to UConn employees.

The School of Business has also targeted Social Innovation and Social Entrepreneurship as new areas of focus, and will be creating courses and programs in these subjects to meet demand. We define social entrepreneurship broadly to encompass activities that help create innovative non-profit organizations,

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<sup>6</sup> These partnerships include projects and programs with international firms such as General Electric and ING, state agencies such as the Connecticut Department of Public Safety, Connecticut-based firms such as SS&C Technologies, local family-owned businesses, and others.

initiate new for-profit ventures with socially-oriented missions, and support entrepreneurial efforts that lift people out of poverty by empowering them with the skills and resources to create and run their own businesses. In summer of 2009, the School will send students to work on development projects with community entrepreneurs in the highlands of Central America as part of an eight-week summer internship called “Social Entrepreneurship in Guatemala.”

### **Experiential Learning**

As detailed throughout this academic plan, our faculty work extensively with regional and global partners through projects in our learning accelerators. Our next learning accelerator, the Sustainable Community Outreach and Public Engagement (SCOPE) Accelerator, will work exclusively with partners in the public sector, extending the school’s commitment to public outreach.

### **Globalization**

The School of Business proposes to expand faculty exposure to international constituents through publication in leading international journals, attendance at international conferences, leadership in international professional societies, and presentation of their research abroad.

## **Strategy B: Develop new and stronger partnerships throughout the state.**

### **Academic Excellence**

- Engage relevant community and state agencies and organizations to identify challenges and develop partnerships to address them.
- Establish and support the Programs in Healthcare Management & Insurance Studies to develop partnerships with state-related health care issues and management.

### **Experiential Learning**

- Strengthen and expand the role of our learning accelerators, especially the Innovation Accelerator and SCOPE, with the needs of the State of Connecticut.

### **Globalization**

- Develop partnerships with Connecticut companies operating or expanding abroad.

## **Strategy C: Strengthen the State’s K-12 education system by continuing to contribute our expertise to the state’s efforts in education reform.**

- Continue and strengthen outreach to pupils and teachers in the K-12 education system; leverage students in the Teenage Minority Business Program and the Financial Literacy Program.
- Facilitate more partnerships with the state and public schools to promote evidence-based teaching and research on methods and policies that enhance learning.

**GOAL 6: ADMINISTRATIVE ORGANIZATION, CAPITAL INFRASTRUCTURE, AND BUDGET PROCESSES**

To move this academic plan forward, the School of Business proposes new monitoring and assessment systems in line with the goals articulated here. Heads of major subunits (that is, department heads, associate deans, program and campus directors, and center directors) will be responsible for annual reports that describe their units' contributions to, and shortcomings with regard to, the goals laid out in this academic plan. This accountability will also trickle down to the annual evaluation of individual faculty and staff members. Subunits within the School of Business will incorporate an annual assessment of each individual's contributions to the school's strategic foci into the merit evaluation system. For example, each department head, in consultation with his or her faculty members, will develop a set of guidelines for evaluating an individual faculty member's contributions to the School of Business's academic plan and employ these guidelines as part of the department's assessment of an individual for purposes of determining merit increases. The specific guidelines will be developed within the subunit as it deems appropriate, and the Faculty Activity reporting system will be revised in accordance with these guidelines. Given the multifaceted constituencies and diverse goals of a business school, subunit heads will be asked to emphasize an individual's contributions to multiple aspects of the School of Business's broader missions of research, teaching, and service. In addition, subunit heads and the Dean's Office will be aligning budgeting processes and capital investments with the goals stated in this academic plan. The promotion and tenure processes employed in the School of Business will, however, remain unchanged in this regard.

The School of Business will work with center and institute directors to set specific goals each academic year. Annual performance reviews will be conducted on the success of the centers/institutes in meeting those goals and in delivering excellence in their areas. On an ongoing basis, the School will consider possible reorganization and consolidation where it is evident that such actions will promote excellence and further the goals and mission of the School. We anticipate that some centers, where appropriate, will be moved outside of academic departments to be run at the school level. This will ensure that the cross- and multidisciplinary demands of these centers will be better met by faculty and staff throughout the school, and that these centers will be better focused on the school's academic priorities. The School of Business will also investigate reorganizing and coordinating faculty staffing and student recruiting functions across the learning accelerators. As part of this, mentoring of new faculty into the accelerator experience will be emphasized.

## APPENDIX A

### Metrics for Measuring Success on Academic Initiatives (Based on 11-Year Time Frame)

#### 1. Synopsis of Goals for Undergraduate Education

GOAL	CURRENT	PROPOSED
Improve & enhance honors program	25 honors graduates in 2008	Increase honors grads by 15%
Increase international opportunities		30% student participation
Develop business-oriented study abroad opportunities	2 study abroad programs 3 exchange programs	Double the number of business study abroad opportunities
Increase experiential learning opportunities		50% student participation
Develop an active learning living community	Currently none	Engage 50 students in the Living Learning Community
Increase successful job placement opportunities		15% increase in diversity of internships and jobs (by location and industry)
Maintain and improve high national rankings	Undergraduate Program ranked 66 <sup>th</sup> nationally by <i>Business Week</i> Real Estate ranked 8 <sup>th</sup> nationally by <i>US News and Reports</i> Accounting program ranked 11 <sup>th</sup> nationally by <i>Business Week</i>	Undergraduate Program ranked top 50  Real Estate ranking of 6 <sup>th</sup> in nation  Accounting program ranked in top 10
Complete programmatic assessment for all undergraduate programs, with recommendations for learning improvements	We have identified specific objectives for each undergraduate major, as listed in UConn Online Assessment Tracking System (OATS)	Implement recommended changes as listed in OATS

#### 2. Synopsis of Goals for Graduate and Professional Education

GOAL	CURRENT	PROPOSED
Improve quality of incoming students	627 incoming GMAT (MBA) 686 incoming GMAT (Ph.D.)	Improve GMAT by 5% on average
Increase experiential learning opportunities		Achieve 100% participation of MBA students
Increase study abroad opportunities	1 exchange opportunity	Create 5 new exchange opportunities
Increase international opportunities		12% student participation
Maintain and improve high national rankings	MBA Program ranked 45 <sup>th</sup> by <i>Business Week</i>  MS Accounting program ranked #18 by <i>Public Accounting Report</i>	MBA ranking in top 40 nationally  MS Accounting rank of # 10

Increase successful MBA internship and job placement	57% of MBAs placed upon graduation; 75% placed 3 months after graduation	Increase MBA job placement rates by 10%; Increase full-time MBA internships by 20%
Complete programmatic assessment for all graduate programs, with recommendations for learning improvements	We have identified specific objectives for the PhD program, as listed in UConn Online Assessment Tracking System (OATS). We are currently finalizing the objectives for Masters programs.	Implement recommended changes as listed in OATS

### 3. Synopsis of Goals for Research, Scholarship and Creative Activity

GOAL	PROPOSED
Premier journal publications per year	10% increase over present levels
Citations and scholarly impact of research	10% increase over present levels
Editorial activity	10% increase over present levels
Presentations in top intn'l conferences	20% increase over present levels
Books / grants	5% increase over present levels

### 4. Synopsis of Goals for Diversity

GOAL	CURRENT	PROPOSED
Increase diversity of undergraduates	15.6% of overall student body	22% of overall student body
Increase graduation rate of minority undergraduates	64% of enrolled minority students	75% of enrolled minority students
Increase diversity of graduate student population	Under 10% of enrolled students	10% minority graduate enrollment
Increase recruitment of minority faculty	8% of overall faculty	13% of overall faculty
Increase recruitment of minority staff	9% of overall staff	14% of overall staff

### 5. Synopsis of Goals for Community Impact and Public Engagement

1. Develop curriculum and structures in regional campuses to emphasize service learning.
2. Increase offerings and enrollments in executive education.
3. Initiate the SCOPE accelerator.
4. Increase number of partnerships with state and community organizations and for-profit companies targeting community development, including those focused on healthcare and global outreach.

## **6. Synopsis of Goals for Administrative Organization, Capital Infrastructure, and Budget Processes**

1. Create annual review and reporting system for subunits' contributions to academic plan.
2. Develop subunit-level procedures to assess individuals' contributions to academic plan for merit evaluation.
3. Tie budgeting processes within subunits and school to academic plan.
4. Review and reorganize, where appropriate, academic centers.

## **APPENDIX B**

### **Sustainable Community Outreach and Public Engagement (SCOPE) Accelerator**

#### **Background**

A hallmark of the University of Connecticut's School of Business is its emphasis on experiential learning to create impactful linkages among students, faculty, and industry. Experiential learning plays a critical role in contextualizing what is taught in the classroom to emphasize when, where, why, and how it should be applied. The UConn Business School offers diverse experiential learning opportunities, including internships, field experiences, integration of external industry leaders into classroom sessions, case study explorations, etc.

A particularly unique way that UConn School of Business creates learning synergies is through our "learning accelerators." The first accelerator was Edgelab, a joint learning venture between General Electric and UConn School of Business, and it is housed at our Stamford campus. Edgelab projects are GE-based but range across a wide array of contexts, from medical devices to financial modeling to marketing strategies. Following the success of Edgelab, two additional accelerators were founded at UConn's Business School: the Innovation Accelerator (IA) as part of the Connecticut Center for Innovation and Entrepreneurship in East Hartford, and the Financial Accelerator (FA) based in the Graduate Business Learning Center in downtown Hartford. The IA focuses on projects with entrepreneurial start-ups leveraging technology and innovation, while the FA focuses on projects on a wide range of financial issues. In all cases, accelerator projects integrate across business functions.

In a typical accelerator experience, one to two faculty members come together with a group of students from the MBA, Masters, undergraduate, and even PhD programs to work intensively with company representatives for a fixed time period (often 14 weeks of full-time effort). The faculty members and the sponsoring organization jointly decide the goals and appropriate activities for the project. For Edgelab, projects are generated from within various business units of General Electric, and it is the dedicated, full-time responsibility of two GE managers, whose offices are located at our Stamford campus, to manage the projects. For the IA and FA, companies apply to participate in the accelerator and they generate project ideas. Here projects are chosen based on the learning opportunities presented for our students.

#### **The Missing Piece**

Until recently, our portfolio of learning accelerators has not included projects that bring a business perspective to focus on social innovation and social entrepreneurship with the goal of having a positive community impact. While in the 1980s and 1990s, commentators noted the rise of the service economy in the U.S. – referring to the shift from manufacturing jobs to service jobs – we are currently experiencing a surge in a new form of service economy. Economic success at the local, national, and

global levels increasingly depends upon extraordinary efforts at public engagement and community contributions that happen alongside traditional efforts at building strong, for-profit business sectors. UConn's business students can commence their lifelong learning journeys to play a part in this new community-service-oriented economy by participating in our new accelerator – Sustainable Community Outreach and Public Engagement, or SCOPE.

The new accelerator offers learning opportunities for our business students to help address business challenges facing the social sector broadly defined. We define SCOPE's target group of organizations to include non-profit organizations and for-profit companies that have social outreach and community impact as a significant part of their strategic missions. To avoid what some have described as the "tyranny of the bottom line," our approach is based on the idea that having a positive influence on society-at-large complements the typical for-profit focus emphasized by most business schools. We emphasize the sustainability of this community influence with attention to revenue generation that is enhanced by incorporating a business or for-profit perspective. Rather than training business leaders for the non-profit sector, the SCOPE accelerator has been created to train business leaders – who pursue careers in either the private or public sector – that want to make a difference in the lives of others around them.

### **Implementing SCOPE**

The structure of the SCOPE accelerator will take a hybrid form utilizing the best of our experiences with other accelerators. It will combine a dedicated company model (such as employed with GE in Edgelab) while retaining the diversity of participating organizations (as possible with the IA and FA accelerators, which regularly add new participating companies). We envision SCOPE having four primary "pillar" organizations with which we will maintain long-term working relationships. At the same time, SCOPE will engage each year in a limited number of short-term relationships with organizations to help a diverse set of social innovation projects to achieve successful launches.

One pillar organization of SCOPE will be the Special Olympics organization, which empowers individuals with intellectual disabilities through sports training and competition. This relationship with the UConn School of Business was initiated through the financial support of a generous alumnus of the school, and personal commitments from top managers in the Special Olympics organization will provide our students with access to projects tackling the challenges of introducing new avenues toward achieving this organization's overarching social goals. We will begin our first projects with the Special Olympics organization in the fall of 2009.

The second pillar will be an in-house program that provides entrepreneurship and business management training to U.S. military veterans disabled as a result of service to their country. This program will be conducted at UConn in collaboration with the founding institution, the Whitman School of Business at Syracuse University, and its consortium partners (Florida State University, UCLA,

Texas A&M, and Purdue University). This program provides an intensive opportunity for these veterans to develop the skills and support needed to launch a new business; it also offers our UConn students an opportunity to learn from assisting the veterans in the development of their entrepreneurial ideas. We are currently in the process of preparing to be accepted into this consortium and provide the first residency for the veterans in summer of 2010 at our Stanford campus.

The third pillar is an intensive study abroad program for undergraduate business students to work with social entrepreneurs in rural Guatemala. This program was begun in 2007 in cooperation with the non-profit organization, Social Entrepreneurship Corps. Partnering with students from other universities (such as Notre Dame and Duke University), UConn undergraduates spend two months during the summer in rural Guatemala alongside local entrepreneurs initiating and growing businesses that have a positive social impact. In the past, projects have worked with entrepreneurs providing eyeglasses, water purification systems, and eco-friendly stoves to the indigenous populations.

At present, we are seeking our fourth “pillar” organization, and we believe that one such partner might be Cigna Healthcare with their emphasis on public outreach programs that provide health-related education and other services in diverse and economically disadvantaged communities. Based on preliminary discussions with Cigna managers who serve as advisors to the School of Business Healthcare Program, we are encouraged that community outreach for health-related programs is a high priority for the Cigna Foundation. Given the expertise at the University of Connecticut (Medical School, Public Health, Nursing, Pharmacy, as well as School of Business) in health-related fields, we believe that this fourth pillar organization would complement not only university priorities but also state-wide and national priorities. Longer term, this emphasis might help establish a more prominent footprint for UConn and the State of Connecticut in the global health-care community.

### **Moving Forward with SCOPE**

While we have great aspirations and expectations for the SCOPE accelerator, we not only need to secure our fourth pillar organization but we also need to establish donor support to fund SCOPE’s activities. Each of these projects requires support for the students involved in the form of an assistantship/scholarship as well as infrastructure and faculty support. We estimate that a typical project of this type will cost the school approximately \$40,000 (including faculty time) after including assistantship support and other costs, and the estimated cost of the Veterans program is approximately \$120,000/year. At a time in which the university funding to the Business School is shrinking, we need to create an endowment that would ensure the continuing future of the accelerator. We estimate that, with an endowment of \$5M and reasonable ongoing annual gifts, we can keep our SCOPE accelerator sustainable. Fortunately, the nature of SCOPE lends itself to giving and we already have tentative commitments for approximately \$1M toward the endowment goal.

Recently, one of our prominent and successful business alum was giving a presentation to the business students about the current financial crisis. A student asked him “Given the crisis and all of the financial turmoil, what should we do to ensure that things move forward?” After a few moments of reflection our speaker said “Give back to the community...engage and give of yourself and have an impact on others.” This answer embodies the very essence of what we are trying to accomplish with SCOPE.

## APPENDIX C

### Current Initiatives in Diversity and Multiculturalism

- General Education Requirements (Content Area 4) ensure that all School of Business students complete two courses with a focus on Diversity and Multiculturalism. The requirement has two categories from which students can focus: national and international. Business students must have one course from the international category.
- Courses within the Management Department put particular focus on issues of gender and diversity in the workplace; they incorporate case studies and real-world examples. These courses include MGMT 3239 (Managing a Diverse Workforce), MGMT 5639 (Gender and Diversity in the Workplace), MGMT 3245 (Managing Behavior in Cross-cultural Settings).
- International courses, both graduate and undergraduate, are offered through most of the school's departments. These include courses in Global Financial Management (FNCE 4305 and FNCE 5205), Economics for Global Business Decisions (FNCE 3451), International Business (MGMT 3225 and MGMT 5640), Global Marketing Strategy (MKTG 3370), and Marketing for Global Competitiveness (MKTG 5625). In addition, the Management Department offers an International Business concentration.
- Over half of the students receiving a University-based International Studies minor are from the School of Business.
- The School of Business has placed an increased focus on global experiences with expanded study abroad opportunities including new business exchange programs with National University of Singapore and Warwick University.
- During 2008, 18% of the school's undergraduates participated in formal study abroad programs.
- An international experience is a required part of the Executive MBA program.