Mission

The mission of the Kelley School of Business Indianapolis is to be the business school of choice in Central Indiana -- for students and for companies -- and a school where first-rate scholarship and good practice meet.

Goals and Objectives

- Enhancement of existing degree programs

Evening MBA

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2005-2006:

1. The Enterprise Experiences, loosely modeled on the Academies in Bloomington, were started. The Enterprise Experiences - DIVE (Discovery, Innovation, and Ventures Enterprise), FIND (Finance Development Enterprise), and GSCIE (Global Supply Chain and Innovation Enterprise) should help MBAs who are interested in pursuing careers different from their current jobs.

2. The student organization has been revamped and is now called the Graduate Business Council.

Evidence of Progress for 2005-2006:

MBA applications and enrollments

- 2005 Fall: 104 applications with 68 admitted for 60 positions
- 2006 Fall: 130 applications with 70 admitted for 60 positions

MBA job seeker success

- 2005 job changers: 27
- 2006 job changers: 16, some with immediate success, and it is early still in the process

Analysis has led to the creation of the Main Street initiative, which involves the Greater Indianapolis Chamber of Commerce and also works with local media.
Activities planned for 2006-2007:

1. Explore a new joint degree program in design with the Herron School of Art and Design and the Purdue School of Engineering and Technology.

2. Implement the project phase of the new Enterprise Experiences.

3. Stress the MBA portfolio of the School in marketing the Evening MBA.

4. Review the majors in the MBA program.

5. Review the Information Systems course, given trends in the discipline nationwide.

6. Consider how the MBA program might be expanded.

Kelley Direct

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2005-2006:

1. A new program with Ingersoll-Rand was begun.

2. A dual degree program with Thunderbird was agreed upon.

3. The Kelley Direct Network was expanded.

4. Kelley Direct began a series of information sessions across Indiana and elsewhere.

Evidence of Progress for 2005-2006:

Kelley Direct enrollments

2005 enrollments: Spring 1165, Fall 1399

2006 enrollments: Spring 1287, Fall 1406

Number of new partners and their happiness with the program: A new joint program has been initiated with Thunderbird.

Activities planned for 2006-2007:

1. Experiment more with marketing of the program, in order to determine the best ways to advertise the program to prospective students.
2. Keep expanding the program with new partners.

3. Bring forward a proposal for an MS in Taxation degree delivered through Kelley Direct.

Masters of Professional Accountancy

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2005-2006:

Evidence of Progress for 2005-2006:

1. Enrollments in the grad-only sections:
   2005 enrollments: 250
   2006 enrollments: 217

Activities planned for 2006-2007:

1. Devise a plan for managing students better so that they take full advantage of the grad-only sections offered and so that scheduling the MPA program is made easier.

2. Develop student exit survey.

Undergraduate Program

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2005-2006:

1. The search for a new tenure-track professor for the transportation/distribution/logistics program was successful with the hiring of Mark Frohlich.

2. The undergraduate curriculum has been revamped to enhance the senior-level experience. This means the creation of new courses: Analysis of Business Decisions; Ethics and Leadership; Human Resources and Negotiations. Also, the International Dimension requirement was made more flexible.

3. An Honors Academy was created and is now thriving.

4. The Business Certificate program was studied but it will undergo additional study this year to make it more marketable.
Evidence of Progress for 2005-2006:

Undergraduate applications and enrollments

- 2004-05 applications: 516  Enrollments: 949
- 2005-06 applications: 493  Enrollments: 1000

Undergraduate retention rates

- Freshman/sophomore: 2004-05 73%  2005-06 87%
- Junior/senior: 2004-05 91%  2005-06 92%
- All undergraduates: 2004-05 88%  2005-06 91%

Undergraduate job placement success:

- 2005 full-time jobs: 90 and 2005 internships: 112
- 2006 full-time jobs: 115 and 2006 internships: 67

Activities planned for 2006-2007:

1. Implement the newly revised Business Foundations Certificate program which reduces credit hours from 30 to 21 and provides 7 distinct course selections that can be delivered exclusively online.

2. Implement the new Senior Core.

3. Review all pre-requisite courses to enable a smooth transition for students from course to course in the program.

4. Study the demand for the Computer and Information Systems major and make a recommendation about the continuation of that major.

- Improve School operations
- Help lay groundwork for a new IUPUI building into which the Kelley School Indianapolis can move

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2005-2006:
Evidence of Progress for 2005-2006:

Activities planned for 2006-2007:

Make the case for the space needs of the School.

☐ Process improvement

Campus Planning Theme: Best Practices
Secondary Goals:
Sub Unit:
Time Frame: Fall 2005, for several years

Actions taken for 2005-2006:

1. The School has started a review of its administrative processes (e.g., student inquiry, admission, advising, degree certification) that will cut across all of the School’s academic programs. The process improvement effort is led by Prof. Tatikonda and will involve most, if not all, of the staff, at one point or another. Changes to various processes are contemplated, with the goal of improving their quality and the ease of their delivery.

Evidence of Progress for 2005-2006:

1. Processes themselves will change for the better. To date, the MBA program has been chosen as the pilot. Four internal MBA program processes were mapped and critiqued. Two of those processes, the student inquiry process and the student data update process, have undergone significant change. The next steps include (1) review of MBA external processes, (2) roll-out of process improvement training to other KSBI academic programs, and (3) cross-program review and possible consolidation of processes.

Activities planned for 2006-2007:

The administrative process study will continue.

☐ Improved research productivity of faculty

☐ Create an active research culture. Parity in research productivity with Bloomington

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit: None
Time Frame: on-going

Actions taken for 2005-2006:

1. New faculty members hired in operations management (Barb Flynn and Mark Frohlich) and management (Jim Flynn).

2. Tenure-track hires have had significant research accomplishments.
3. Continued to provide financial support for faculty research.

4. We continued to support an active Kelley Indianapolis Seminar series.

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Evidence of Progress for 2005-2006:

1. Number and quality of publications.
   - 2004 A/A- publications per the Kelley School list: 13
   - 2005 A/A- publications per the Kelley School list: 11
   - 2006 A/A- publications per the Kelley School list: 15

2. Participation in summer research grant process.
   - 2005 Summer research grants received: 7
   - 2006 Summer research grants received: 10

3. Research Colloquium presentations.
   - 2004-05: 6
   - 2005-06: 7

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Activities planned for 2006-2007:

1. Continue to assist with the start-up of the Tobias Center for Leadership Excellence which is headquartered in the School.

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Student Diversity

- Improve Recruiting and Retention of Minority Students
  
  **Campus Planning Theme:** Campus Climate for Diversity
  
  **Secondary Goals:**
  
  **Sub Unit:** None
  
  **Time Frame:** Ongoing

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Actions taken for 2005-2006:

1. The School sponsored the Business Opportunities Program of the Center for Leadership Development to enhance the high school pipeline of students.

2. Other campus programs to encourage diversity -- mentoring, clubs, Project Stepping Stone, Diversity Scholars, and others -- were continued.
Evidence of Progress for 2005-2006:

Number of minority students: 2004-05: 181  2005-06: 209  (Fall census)


Activities planned for 2006-2007:

1. Continued upgrading of the Minorities in Business Club and other activities.
2. Added recruitment activities.
3. More invitations to minority business people to visit classes.

Fiscal Health

* Fiscal health report for 2006-07 is attached as PDF file.

Below, in the section dealing with student technology fee expenditures, there are two large numbers. The first, dealing with consultants and other personnel, refers primarily to Kelley Direct’s programmers and consultants. The second, dealing with contractual obligations, deals with HelpNet (originally SPEAnet), our outsourced IT provider. There are many items in the HelpNet fee we pay, including personnel, hardware, and software.

Reallocation Plan

Other Question(s)

1) Doubling goals: In what ways has and will your responsibility center contribute to the Chancellor’s doubling goals for enrollment (retention and graduation rates and degree conferrals), research and scholarship (grants and contracts), and civic engagement (service learning, internships, community collaborations)?

In 2006 for the first time, the Kelley School graduated more students than any other school on the IUPUI campus. Contributing to that achievement were many things including the growth of the Kelley Direct degree program, the continued high retention rates for our on-campus students, and the creation of new degree programs in the past several years including the Masters of Professional Accountancy. We are more alert than ever concerning the impact of good advising and service on the well-being of our students and the impact of pleasant surroundings. To that end, we have continually tinkered with new innovations in advising (e.g., online advising, which is very popular). We have offered more services (e.g., Kelley Careers, Myers-Briggs, etiquette luncheon) from our Career Placement Office, itself a new innovation. And, we invested in the renovation of BS2000 and of the other classrooms on the second floor of the BS building, and we will be funding the creation of Learning Spaces II next summer.

We have hosted sessions on grant writing for our faculty and have extolled the virtues of funded research for them. More are interested than ever before.

We have been expanding our civic
engagement commitments. Internships have grown significantly in recent years and will likely continue to grow.

We have inaugurated our Main Street initiative which focuses on small and medium-sized businesses in Central Indiana. It reaches out to them through more media content in the Indianapolis Business Journal, with Gerry Dick’s e-mail newsletter, and importantly, with a new partnership with the Greater Indianapolis Chamber of Commerce and their own new Main Street Institute. Our newly revamped Business Foundations Certificate is a critical new component to our outreach to the local business community.

2) Diversity: What actions have you taken and what results have you achieved in retaining and graduating a diverse student body; enhancing diversity in research, scholarship, and creative activity; and recruiting, developing, and supporting diverse faculty and staff?

When Schmenner became dean in 1998 there were no minority employees of the Kelley School of Business Indianapolis. There are now 16, including 3 African-American males on the full-time faculty. Of the 9 full professors in the School, 3 are now women.

The MBA Women’s Advisory Board which we created has done a fine job of helping us to raise the number of women in our MBA program.

The Minorities in Business Club has been revitalized, and the School is sponsoring, with money and time, the Business Opportunities Program of Dennis Bland’s Center for Leadership Development, the premier high school development program for young blacks in the area.

3) Campus collaboration: In what ways has your unit collaborated with other units to enhance teaching and learning and/or research and scholarship? What plans do you have to strengthen collaborative activities in coming years?

In recent years we have increased the number of joint MBA degree offerings on campus from two (JD and MHA) to five (JD, MHA, MD, MS in Science, MS in Engineering). We have added a Certificate in Social Entrepreneurship, with SPEA, in the past year. And, we are continuing a relationship with Herron and Engineering to study the creation of a Design Methods joint degree in the years ahead.

The Computer Science department in Science teaches a number of courses for our CIS undergraduate major. Our required economics courses are all taught by the Department of Economics and not by our faculty (which is the practice in Bloomington).

We collaborate with Law and Herron on the annual Leibman Lecture.

Several of our faculty are researching on life science issues with the Medical School faculty.

4) International scholarship: How extensively are faculty in your school involved in research on international topics or in collaborations with international colleagues? Please cite some examples.

The incidence of international scholarship varies greatly across business disciplines. The work of Professors Bonser-Neal, Dhanaraj, and Lyles are explicitly international (e.g., international finance and international business and strategy). In fact, Professor Lyles is coordinating the 2007 general meeting of the Academy of International Business, to be held in Indianapolis. AIB is the leading international society for the study of international business.

5) Internationalization of curriculum: How extensive are international perspectives and content in curricula in your school? Are international perspectives present in the core requirements for undergraduate degrees? Are there degree or certificate programs with an international emphasis? Do you have study abroad programs?

Our curriculum has long had an emphasis on international business. The undergraduates must satisfy an international dimension (typically a two-course sequence in international business). International issues are addressed in many of the other courses in the undergraduate business major. An international business major (a second major) is available. International business is also addressed in the MBA program, where there is a required Competitive Strategies in Global Businesses course and where many of the required courses treat international business issues. One of the new Enterprise Experiences is the Global Supply Chain Enterprise. Prof. Marjorie Lyles’ China Study course remains a hallmark of the program, and there is a possibility that another MBA overseas study course will be instituted.