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 2007-2008:

- A new supply chain major was designed, approved, and implemented. Evening MBA students can graduate with the major beginning in Fall 2008.

- The venture and technology management major was changed to an entrepreneurship major. The curriculum was realigned to de-emphasize technology and place more focus on the general lessons of launching a new venture.

- A document detailing program level procedures, penalties, and expectations with respect to academic and personal misconduct was approved by the Evening MBA policy committee.

- A transfer pricing agreement was reached with Kelley Direct that allows, under certain conditions, general enrollment in Kelley Direct courses by Evening MBA students.

- A new executive mentorship program was launched which matched fifty Evening MBA students with twenty central Indiana business executives during the Spring 2008 semester.

- A new $200 per semester per student beyond the first year (i.e., anyone with cumulative graduate business credit greater than seventeen hours) fee funded implementation of the following new initiatives: Graduate Career Services (GCS) career coaching in Indianapolis, customization of the GCS website for the needs of part-time MBA students, access to more online assessment instruments, expansion of slots within the Leadership Development Institute simulation in Bloomington, full funding of enterprises, and access to a GCS Indianapolis “911 service” in case of sudden job loss.

- Mock interview opportunities were tripled during the summer to increase the conversion rate of first interviews to second interviews by Evening MBA students interviewing with MBA recruiters in Bloomington.
Evidence of Progress for 2007-2008:

1. Total enrollment grew from 288 students in 2006-2007 to 338 students in 2007-2008. Average GMAT is 605 which beats four of the top ten part-time MBA programs ranked by Business Week.

2. Between 2005-2006 and 2007-2008, the share of graduates saying they would “do it all over again” in the Evening MBA program increased from 68% to 83%. This share for the Spring 2008 and Summer 2008 graduates was 88%.

3. During 2007-2008, enterprise directors demonstrated an ability to place job seeking Evening MBA students with local employers, manage student projects that won the praise of large company CEOs, raise money from corporate partners, and increase the involvement of alumni in program initiatives. A new phenomenon of large companies approaching the Evening MBA program directly to recruit Kelley MBA students is a byproduct of this recent success.

Activities planned for 2008-2009:

1. Expand the number of open houses from five to seven to increase the exposure of the Evening MBA program in the central Indiana marketplace.

2. Introduce a new Brazil study course in Spring 2007 modeled after the Kelley International Perspective (KIPs) courses offered in the full-time MBA program.

3. Use the academic integrity document approved by the Evening MBA policy committee in Spring 2008 to construct an academic and personal misconduct policy document that has general application across all Kelley Indianapolis programs.

4. Establish a mechanism to survey and track the career performance of current students and recent alums.

5. Survey attitudes and preferences of Evening MBA students as they relate to online learning and online courses.

6. Update the Food Corp simulation course so that a student’s professional development strategy can be better assessed.

 Kelley Direct

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

Actions taken for 2007-2008:

1. Collaborative teaching process launched between KD and faculty at the Indian Institute of Management at Bangalore, India.

2. Collaborative teaching process launched between KD and faculty at the School of Management at Zhejiang University, Hangzhou, China.
Evidence of Progress for 2007-2008:

1. The number of new partners continue to increase.
2. Students and their employers continue to express high-levels of satisfaction with the KD programs.
3. Faculty from IIMB and Zhejiang contribute to our course teaching.
4. Students and faculty use the GLN to enhance learning in KD courses.

Activities planned for 2008-2009:

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.

Masters of Professional Accountancy

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

Actions taken for 2007-2008:

The MSA Program completed its ninth full year of operations with the graduation of the class of 2008 (academic year 2007-2008). The Fall 2007 class was the last to graduate with the Master of Professional Accountancy degree. Beginning January 2008, the name of the program changed to the Master of Science in Accounting. In 2000, the program graduated 10 students while in 2001 that number increased to 30 students. The graduating class of 2008 numbered 73.

An outgrowth of the MSA was creation and development of a proposal for the creation of Master of Science in Taxation (MST). The program was approved by the university in May, 2008 and was awaiting approval by the Indiana Commission for Higher Education (ICHE) in 2008-2009. This program is the only one of its kind in the state of Indiana. By having an MST, Indianapolis joins the ranks of most major metropolitan areas that have such programs. The program enables individuals to prepare for a career in taxation. It is a 30 credit hour program, consisting of 24 hours of taxation and 6 hours of electives.

The MSA program partnered with Becker CPA Review to develop an intensive CPA review course to be available on a credit or no credit basis.

Six open houses were held in the greater Indianapolis programs that marketed both the Kelly MBA and MSA
programs. The MSA program was advertised at a number of venues.

Evidence of Progress for 2007-2008:

The class matriculating in fall of 2008 was the largest ever, a total of 75 students. Of that amount, about 50 percent were international students. The ICHE approved the MST program in October 2008. The CPA Review course is currently schedule to be offered in summer 2009.

Professor John Hassell was recognized as the Outstanding Educator of the Year (2008) by the Indiana CPA Society. With his receipt of this prestigious award, the accounting faculty now has two members that have received the honor. The other was William Kulsrud (1990).

The strength of the MSA program and its outreach to the community enabled the school to secure funding for a faculty fellowship from the accounting firm of BKD. This amount is in addition to contributions in the prior year by BKD to the Learning Spaces project that has significantly enhance the second floor of the Business-SPEA building.

The MSA Luncheon Speaker Series sponsored by the MSA Student Association continued this year with four luncheons. The speakers included Mark McIntosh, Executive Recruiter for Creative Financial Staffing; Kathleen Culp, Senior Vice President of Colliers International; Art Arbuckle, Senior Manager of State and Local Tax Solutions; and Joseph Munson, CFO for Hubler Automotive Group. The MSA program also hosted its eighth annual MSA Picnic. The picnic was sponsored by Katz, Sapper and Miller.

Activities planned for 2008-2009:

1. Seek final approval of the MST program from ICHE and roll out of the program upon approval.
3. Continue efforts to advertise and grow the MSA and MST programs.
4. Develop a student exit survey.
5. AACSB assessment — development of course-embedded measurement techniques.

Undergraduate Program

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2007-2008:

AACSB Assessment — We completed our first collection of assessment data on all core business classes. The assessment process is demonstrating areas where we perform well and we need to improve. Faculty have introducing methods to enhance learning.
General Education curriculum was updated.

Human Resource curriculum courses for the major was updated.

Computer Information Systems (CIS) major was discontinued due to low student interest.

The Supply Chain major is up and running. We have over 40 students in supply chain currently. We recently received $40,000 from the National Association of Production Managers (NAPM) for scholarships in the supply chain area.

Our Ivy Tech Articulation agreement was expanded to the entire state.

The Accounting Major added Supply Chain Management as a concentration option.

Kelley House - In Fall 2008, we established Kelley House, a Learning Community, in student housing. We had 22 Kelley students in the first year. The goal is to enhance retention and create a greater sense of community for our Kelley students.

We began an online application process for Kelley Scholarships.

We signed a Memorandum of Agreement signed with Robert Schuman University, Strasbourg, France.

Successfully classified Integrative Core program as experiential learning allowing for zero credit notation on student's official university transcript.

Implemented new programming that emphasizes student/employer networking opportunities focusing on comprehensive job search skills rather than traditional job placement services in order to serve a more diverse student population.

Evidence of Progress for 2007-2008:

97% of our seniors would recommend us to a close friend/relative.

93% of our students state that Kelley is committed to our Honor Code.

96% of our students state that our instructors are accessible and responsive to students.

Kelley School of Business Student Government received three awards at the 2008 Leadership Recognition Reception: Student Council of the Year, Advisor of the Year, Co-Sponsorship of the Year.

Kelley Indianapolis team won the Kelley-Krannert Case Competition.

Kelley Indianapolis team took second place in the Capsim simulation competition. Capsim is international with over 600 teams MBA and undergraduate teams entering the competition. We had 8 teams that were in the top 10% of the competition.

IUPUI Top 100 – 9 Kelley students were chosen to be among the Top 100 students at IUPUI.

Undergraduate applications and enrollments:

2004-05 applications: 516 Enrollments: 949
2005-06 applications: 493 Enrollments: 948
2006-07 applications: 589 admitted: 455 Enrollments: 957
2007-08 applications: 608 admitted: 480 Enrollments: 967 fall, 983 spring
Source: Deb Moore

Undergraduate retention rates:

2004-05 freshman/sophomore: 73%
2004-05 junior/senior: 91%
2005-06 freshman/sophomore: 87% 
2006-07 freshman/sophomore: 86% 
2007-08 freshman/sophomore: 84% 
junior/senior 91% 

Undergraduate job placement success:

- 2005 full-time jobs: 90 and 2005 internships: 112
- 2006 full-time jobs: 115 and 2006 internships: 67
- 2007 full-time jobs: 118 and 2007 internships: 129
- 2008 full-time jobs: 130 and 2008 internships: 144

Activities planned for 2008-2009:

- International Experience - In Summer I 2009, we will offer a special section of International Business Environment D301 where students will spend 7 to 9 days in Strasbourg, France.
- Working with Informatics to create an Informatics Business Cognate.
- Undergraduate recruiting – We are enhancing our recruitment efforts to enhance the number of high quality applicants that attend Kelley Indianapolis.
- Scholarships - We are working with several companies in the hope of developing a renewable scholarship for minority candidates.
- Created a new employer rating system for experiential learning in order to insure quality internship opportunities resulting in standardization of the quality of all experiential learning for Kelley students.
- Initiated a new on-line self-directed career planning course for non-Kelley majors addressing a campus wide need for career planning curriculum.
- Institute an “English as a Second Language (ESL) for Job Search Purposes” program to better enhance language skills in the interview setting for the increasing international population in the Kelley School of Business.

Improve School operations

Continue to plan for the Innovation Center building that will house the Kelley School Indianapolis as well as units from the School of Science and the School of Engineering.

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

Actions taken for 2007-2008:

In 2007-2008 we continued the process of identifying space needs for the new building.

Evidence of Progress for 2007-2008:

Activities planned for 2008-2009:
In 2008-2009 we will continue the process of identifying needs, will create the case for the new building and will begin fund raising efforts.

- Improved research productivity of faculty
- Nurture our active research culture that is comparable to or better than the research productivity in top twenty business schools.

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

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**Actions taken for 2007-2008:**

1. Tenure-track hires had significant research accomplishments.
2. Continued to provide internal financial support for faculty research.
3. We continued to support an active Kelley Indianapolis Colloquium series.
4. The Kelley Accounting Faculty hosted the Big-10 Accounting Research Conference at the IUPUI Conference Center, with attendees from Indiana (Kelley Bloomington and Kelley Indianapolis), Purdue, Iowa, Minnesota, Michigan State, and Ohio State.

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**Evidence of Progress for 2007-2008:**

1. **Number And Quality of Publications in Top Research Journals.**
   - 2007A/A- publications per the Kelley School: list: 10
   - 2006A/A- publications per the Kelley School: list: 15
   - 2005A/A- publications per the Kelley School: list: 11
   - 2004A/A- publications per the Kelley School: list: 14

2. **Participation in Kelley School Competitive Summer Research Grant Process.**
   - The Kelley School has a competitive summer research grant process in which faculty from both Bloomington and Indianapolis compete.
     - 2008 Summer research grants received: 10 (with an additional 2 faculty qualifying but who received research support from other sources).
     - 2007 Summer research grants received: 11
     - 2006 Summer research grants received: 10
     - 2005 Summer research grants received: 7

3. **Research Colloquium Presentations.**
   - The Kelley Research Colloquium is an interdisciplinary colloquium where scholars from Kelley and other universities present and discuss their current research.
     - 2007-08: 5
     - 2006-07: 6
     - 2005-06: 7
     - 2004-05: 6
Kelley Indianapolis was ranked 53rd in the world and 44th in the U.S. in “Global Contests in the Production of Business Knowledge” (Long Range Planning, Mangematin and Baden). Institutions were ranked based upon article counts, weighted by the citation impact rating of the journal in which each article appeared. The authors considered 194 journals listed in the Thomson ISI database, encompassing 65,000 articles by more than 54,000 authors. http://info.kelley.iu.edu/news/page/normal/8699.html

5. Faculty Received Research Awards.

- For his research into backdating of stock options, Associate Professor Randy Heron received the 2008 Jensen award for the best paper in the Journal of Financial Economics, and he was recognized as one of the 2007 Academic Influencers by Business Finance Magazine.
- Professor Roger Schmenner received the 2008 outstanding paper award for a 2007 publication by International Journal of Operations and Production Management.
- Professor Barbara Flynn (and coauthors) received the 2008 Decision Sciences Institute’s Distinguished Paper award in the manufacturing management and practice track.
- Professor Barbara Flynn (and coauthors) received the 2008 Decision Sciences Institute’s Distinguished Paper award in the supply chain management track.
- Professor Barbara Flynn (and coauthors) received the 2008 Chan Hahn Best Paper Award from the Operations Management Division of the Academy of Management.
- Assistant Professor Sue Mantel and Associate Professor Mohan Tatikonda in August 2007 received the Journal of Operations Management Best Paper Award for 2006.
- Professor Marjorie Lyles (and coauthor) received in 2007 the award for the Journal of International Business Decade Award Paper.
- Associate Professor Todd Saxton (and coauthors) received the 2008 Stevens Institute Best Paper Award at the Babson College Entrepreneurship Research Conference for his 2007 paper on Corporate Entrepreneurship.

6. Active Extramural Grants.

- National Institutes of Health (NIH) Research Grant Title: "A Marketing Concept Test of Vaginal Microbicide Acceptability for STD-HIV Prevention Among High-Risk Adolescents." Investigators: Dennis Fortenberry (PI), Gregory Zimet, Dena Cox, and Anthony D. Cox. Budget $1.2 million, over four years.
- National Institutes of Health (NIH) Research Grant Application Title: "HIV Testing and Women's Attitudes on HIV Vaccine Trials." Investigators: Gregory Zimet (PI), Anthony D. Cox, Dena Cox, Rose Fife, Kenneth Fife, and Rose Mays (all of Indiana University). Budget: $2.3 million, over five years.

7. Faculty Made Keynote Addresses at Academic Conferences

- Professor Marjorie Lyles made keynote addresses at two academic conferences.
- Professor Barbara Flynn made the keynote address at the International Conference on Supply Chain and Operations Management, Taipei, Taiwan, July 31, 2008. "Operations Process Capabilities: Defining the Constructs, Measuring the Artifacts"

8. Media Exposure

Number of times that Kelley Indianapolis faculty were quoted in the media as faculty experts in their discipline.

- 2007-2008: over 100 times
Activities planned for 2008-2009:

1. Continue pursuit of funding for the Crossroads Center for global Supply Chain, which will have a significant research component.
2. Continue to emphasize our interdisciplinary Research Colloquium.
3. Provide additional incremental internal funds to support faculty research.
4. Continue to pursue funding for Faculty Fellowships and Chairs to support faculty research.
5. Support faculty sabbaticals to enhance research.

Student Diversity

Improve Recruiting and Retention of Minority Students

Campus Planning Theme: Campus Climate for Diversity

Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2007-2008:

1. The School again sponsored the Business Opportunity Program of the Center For Leadership Development. This sponsorship took the form of a financial contribution, faculty and staff support, and the use of Kelley facilities. These are all geared to help with the high school pipeline development of minority students.

2. The School also supported several events, with some being statewide, to help with increasing our visibility in the Latino community and attractiveness of Kelley for those students and their families. Another School aim was to better promote higher educational aspirations for those students and families.

We shared involvement in these Latino-related activities:

* Kelley hosted 30-40 high school students for an orientation to business and Kelley Indianapolis, in particular, as part of the annual, summer, National Society of Hispanic MBA’s Project Stepping Stone.
* Kelley helped to host a first-ever Networking Breakfast, as a byproduct of a series of meetings regarding interest from the Greater Indianapolis and the Hispanic Chambers of Commerce and several local accounting firms. This Breakfast, held in early May, was designed for Kelley stakeholders to facilitate interest in accounting and finance professions for Central Indiana business students.
* Kelley bought a table for faculty, staff and student use at the inaugural Latino Scholarship Fundraiser, held near downtown Indianapolis in April or May.
* Supported the Indiana Latino Institute (ILI) in its plans for Educational Fairs for 3 area high schools. In October, Kelley hosted a booth at ILI’s first ever event at George Washington Community High School.

3. Created and test marketed a new high-tech, diversity recruiting video package and strategy, primarily aimed at a high school audience, for both students and family members.

4. Hosted a table for a statewide Twenty-First Century College Fair on the IUPUI campus in October.

5. Agreed to provide initial leadership and support for a new Minority Internship student club that would serve a campus-wide student body. The INROADS organization, a national minority student pipeline development and recruitment source, is a prime supporter of this initiative.

6. Agreed to provide greater support for the local chapter of the National Association of Black Accountants (NABA), wanting to form either a city-wide or IUPUI chapter. Kelley also sponsored the attendance of 2 Masters of Science in Accounting (MSA) students and one undergraduate student to attend the Regional NABA Conference in Detroit in mid-October.
Evidence of Progress for 2007-2008:

The number of minority students for Spring 2008 was 183.

The number of minority students for Fall 2008 is 181.

The number of minority students who graduated August 2007 was 21.

The number of minority students who graduated December 2007 was 20.

The number of minority students who graduated May 2008 was 20.

The number of minority students who hope to graduate December 2008 is 16.

Activities planned for 2008-2009:

All of items 1 – 8 above will be continued in the next year. Also, more individual high school visits will be planned, particularly where there are large numbers of minority students using the package mentioned in item #3 above.

Fiscal Health

Reallocation Plan

Other Question(s)

1. What are you doing to increase
   a. the number of undergraduate degrees your unit grants?
   b. the number of undergraduate degrees you grant to low-income students (Pell recipients)?
   c. the number of first-time full-time students who complete degrees in four years?
   d. the percentage of students completing courses successfully?
   e. your research funding?

To increase number of undergraduate degrees, low income students, graduation and retention and success of undergraduate students:

1. Improved scheduling with more predictable offerings for each major alternating between day and night classes
2. More flexible general education requirements to facilitate meeting requirements, particularly for transfer students from other IHEs and students who have changed their major
3. Offer a full array of required business classes in both summer sessions, and a
reasonable selection of major requirements
4. Tutoring offered for accounting - the most difficult pre-requisite course in our program. Tutoring is offered at convenient times, days, and locations, and is staffed entirely by accounting faculty (not students or TAs). The school pays the faculty to do this so students may participate for free.
5. Direct Admit students are provided with a student mentor to assist them during their first year in college.
6. Participate in the summer bridge program (1 or 2 bridge sections offered and staff by the school’s faculty/staff) and in linked-course, Thematic Learning Communities (2 sections each fall semester)
7. Kelley orientation for all new Kellogg admits to help them complete degrees in the most efficient and effective manner.
8. Availability of academic advisors online, phone, in person, 6 days per week. We do online advising on Sunday nights for students, including non-IUPUI students who have questions about transferring to IUPUI
9. We will advise all business-bound students - not just those admitted to Kelley. We will see anyone who is interested in business at any stage of their academic career in order to facilitate efficient movement into and through our undergraduate program.
10. All of our academic advisors are professional staff members with Masters degrees. We do not ask faculty to advise students in our school. This results in faculty teaching more (no release for advising or distraction from the teaching mission). In addition, students have more access to advisors (see #8 above) who can devote their undivided attention to helping students successfully complete their degrees in a timely basis.
11. Partnerships with IVTC (including 2+2 agreements) and a designated staff person (Transfer Credit Coordinator = .2 FTE) to help students transition to Kelley.
12. Scholarships provided for juniors and seniors (some lower level but not as many) to facilitate degree completion at a faster rate so that they don’t have to borrow as much or work as many hours.
13. Conversation about 4+1 for accounting majors to encourage graduation after 4 years and continue into graduate school rather than delaying graduation for a 5th UG year.
14. Diversity research scholar program; School participates in this program. We will graduate our first two scholars in May.
15. Manage enrollment to get every waitlisted student into classrooms and to find large rooms to accommodate extra demand so that graduation is not delayed.

To increase our research funding we will continue to encourage our faculty to pursue external funding opportunities.

2. If you had to implement a budget reduction of 3-5% a) what would be your budget priorities and b) what strategies would you employ to walk the fine line of maintaining critical operations and investing in your future? Please describe how faculty will be involved in the decision making process.

The majority of our budget is salary for faculty and staff. Our priority would be to protect our personnel resources. We would reduce some discretionary spending and curtail hiring. We are intently reviewing any vacated staff positions to make sure they are critically needed before we agree to fill them. We continue to analyze our expenses to see where we can cut back or defer to future times. The School’s Budgetary Affairs Committee (composed of faculty and the School’s chief financial officer) will be part of the budget planning process.

3. Please describe current commitments or plans that require multiple year funding, including the amount of funding required and the length of time the initiative’s funding is required.
We have no multiple year funding commitments.

4. How do you intend to use your reserves over the next four years? Please provide the information by fiscal year.

At this time, we have no plans to use portions of our reserves during the next four years. The plan is to use the reserves to protect against operating deficits in future periods. We do have one project to build out some space in the current building that will occur either in FY 09-09 or 09-10 for somewhere around $150,000. We would hope to finance that remodeling with operating profits, but would use reserves if necessary.

5. What are the current numbers and percentages of tenure-track faculty, clinical faculty, and lecturers in your school? Please describe your plan for allocating new faculty positions so as to influence the number and percentage in each category.

Total number of faculty 48
Tenure Track 28 (58.33%)
Clinical 9 (18.75%)
Lecturers 11 (22.92%)

If our student population continues to grow and if our budget permits we will add faculty in certain strategic areas that will be defined by our new strategic plan which we expect will be completed in the first half of 2009.

6. How do you define return on investment for diversity efforts in your unit (e.g., numbers of faculty/staff/students recruited and retained, grants received for special studies, new teaching methods or courses, placement of graduates, program reputation)? What are you doing to improve your ROI?

Kelley Indianapolis has created the Kelley Indianapolis Diversity Council as a standing committee. During 2007-08, the Council conducted faculty and staff surveys and interviewed representatives of each Kelley Academic Program in 2008 to prepare an overview of the impact of diversity. As a result of the impact study, Kelley has created a broad definition of diversity that seeks to promote a culture of success for a variety of diverse experiences and interests.

Kelley currently emphasizes the following strategies:

• Recruiting students across central Indiana and two-year institutions (please refer to student diversity section of this report for more details concerning recruiting efforts).

• Offer students a variety of job opportunities through the Kelley Career Placement Office (CPO) and services to support placement.

• Offer more international learning opportunities and encourage study-abroad.

• Seek scholarship money for underrepresented students.
• Emphasize interdisciplinary research in the Kelley Research Colloquium for faculty and invite a broad range of academic presenters. ROI measure: number of presentations, number of attendees and number of presenters outside Kelley Indianapolis.

• Offer diversity training opportunities to staff. ROI measure: feedback from training, student surveys.

The Diversity Council instituted a “Casting a Wide Net” program in 2009 to monitor the current efforts for diversity to determine effectiveness. In addition, this program seeks to find new ways to integrate diversity efforts throughout all activities of Kelley Indianapolis.

Kelley will continue to pursue these initiatives and assess their effectiveness. Kelley will continually look for ways to increase diversity.