

July 30, 2009

MEMORANDUM

To: John Kraft, Dean

Cc: Richard Lutz, Chair of the Undergraduate Committee
Gary McGill, Associate Dean and Director, Fisher School of Accounting

From: Brian Ray, Associate Dean and Director, School of Business

Subject: Recommendations Based on Summer 2009 Visits to Peer Institutions

Horace Tucker and I visited seven peer institutions this summer: Illinois, Indiana, Minnesota, Penn State, Ohio State, Texas-Austin, and Wisconsin. The intent of the visits was to gather new ideas and discuss best practices. The timing of the visits was in part associated with the beginning of the five-year cycle for maintenance of accreditation. The individual schools were selected based on excellent results on student satisfaction surveys, particularly in the areas of facilities, services, and job placement. More specifically, each of the schools received grades of A+ or A in these areas in the 2009 BusinessWeek Undergraduate Programs Rankings. Student survey grades of A+ or A placed these institutions in the “top 20%” or “next 25%” among the 101 schools in the rankings.

Detailed observations from each school are included on pages 3-8. Based on these observations, I offer the following recommendations.

For Immediate Implementation

Career Services: 1) The School of Business must offer the “first half” of career services to its students (e.g., assistance with career exploration, resume critiques, mock interviewing). Accordingly, the seven academic advisors will shift their focus to career coaching. The seven professional staff in this area will be organized as career coaching teams around specific majors: three career coaches for finance and IS, two career coaches for BABA and management, and two career coaches for economics and marketing. 2) A working group, chaired by Horace Tucker should be convened to manage the move from Stuzin Hall to Bryan Hall. In summer 2010, the School of Business will inherit much of the space

that is currently occupied by the MBA Programs and the Office of Graduate Career Services. The area currently occupied by the Office of Graduate Career Services will become the **School of Business Career Planning Center**. Academic advising will take place in that facility, but the word “advising” will not be front-and-center.

Academics: 1) Each of the individual majors should shift to at least 16 credits beyond the core. Economics and IS already have 16-credit majors. Finance is discussing ways to get there. Management and marketing can staff a 16-credit major with the number of sections currently offered due to the decrease in headcount associated with the university-directed reductions in upper-division transfers. 2) Accounting should look at ways to staff a minor to make finance majors more competitive in the marketplace.

Alumni & Corporate Relations: 1) Career coaches need the ability to connect undergraduate students with our WCBA alumni. The WCBA Development and Alumni Relations staff should review the alumni mentor “opt in” strategies employed by other schools (discussed later in detail). Career coaches should have access to this type of data by summer 2010. 2) Corporate/government relations needs to be incorporated into the work done by the School of Business Career and Leadership Programs staff with a focus on cultivating internship opportunities.

For Implementation During the Next 12 Months

Career Services: 1) The Undergraduate Committee should consider requiring a career exploration/management course for all undergraduate students. 2) The Career coaching staff should develop a staffing model to ensure that academic advising and career coaching functions are effectively handled. The recommendations should include: the ideal “coach-to-student ratio”, the number of peer mentors needed for each coach, and the scope of services that should be offered. 3) A formal mock interview program needs to be developed. 4) A training program for peer mentors needs to be developed.

Academics: 1) The finance, marketing, and management departments should present plans for 16-credit majors to the Undergraduate Committee by the end of Fall 2009.

For Implementation During the Next 24 Months

Academics: 1) In light of RCM, the college should review the way it staffs undergraduate major courses, particularly courses beyond the core. Some departments rely quite heavily on Ph.D. students. Academic unit heads, in consultation with the AQ/PQ committee, should discuss the possibility of hiring full-time lecturers. The addition of lecturers would provide more stability in teaching quality, more depth in the individual majors, a greater variety of elective offerings, and access to various minors that were closed due to budget cuts (e.g., entrepreneurship and real estate).

Detailed Observations

Career Services: Six of the seven business schools have full-service career centers, Penn State being the exception.

Penn State (college operations): The college of business has an internship placement office. It is staffed with two full-time professionals and three MBA students who work 10-15 hours per week. Last year this office had 800 internship posted by 300 companies. Their top student internship placements included Johnson & Johnson (90 placements), KPMG (44), Merrill Lynch (34), PWC (33), Penn State (19). The staff members work really hard to get faculty to promote their services.

Penn State (university operations): The university has one of the top career centers in the nation. Nearly all flagship institutions rank it #1. For student services they have online certificate programs in three areas: career decision making, resume prep, and interviewing. The staff works hard to conduct outreach programs in major courses. 750 mock interviews were conducted at the center last year. They offer a three credit course in "career exploration" (capped at 40). They also teach one-credit seminars with sections divided by broad categories: technical, non-technical, and K-12 educators (cap is 40). My impression is that these courses serve a very small percentage of the undergraduate population.

Indiana: They have an undergraduate career services office, with 2.5 professional staff who work with undergraduates. They also use volunteer career coaches to deliver many services (approximately 20 volunteers). Coaches are required to complete a two-day training program. There are three "levels" of career coach, with each level denoting a level of expertise/experience. The college of business requires all students to take two two-credit career courses, one at the lower division and the other at the upper division (taught in sections of 250; 250X4 LD fall and spring; 250X3 UD fall and spring). Students must complete the lower division course before they are allowed to use the career services office. Students who are really lost/waffling are referred outside the college for career counseling. The LD course includes eight class sessions dedicated to presentations on majors. These sessions are conducted by faculty and UD students. Both courses require mock interviews. They focus a lot on using the STAR method to answer behavioral based interview questions (situation, task, action, result). They use MBA students to help with mock interviews, particularly those who have HR experience. They also use the university's HR office for assistance. The staff does a lot of outreach with the student organizations. They also send out 3-5 minute streaming video clips to get their message out. They report that eating lunch with employers is really a big benefit.

Ohio State: The career services office is for graduate and undergraduate students. The office has a two part mission: 1) have the best prepared students, and 2) make Ohio State the favorite place for recruiters to visit. If the college tries to get them to do something that does not help them meet one of those two objectives, they fight hard to keep it off their plate. Their annual report is outstanding

(fisher.osu.edu/supplements/10/4225/AnnualReport08Web.pdf). Full-time staff is three. They also have four GAs who work 20 hours per week. Their title is "Career Consultant." The GAs are usually in HR or student personnel graduate programs. They also have five peer mentors who work 5-7 hours per week doing mostly resume critiques. Their undergraduate career course is optional (two credits; taught in sections of 80). They have a great mock interviewing program called QUIC which stands for "qualified undergraduate interview candidate." It consists of online modules, a 30-minute face-to-face interview, and a 30-minute feedback session. Students are told the name of the company they need to research for the interview (the interviewers know all about the company and quiz them hard). The pass rate is 70% pass, 12% marginal pass, and 8% fail. Students must pass the mock interview in order to meet with companies recruiting on-campus. Exceptions are made if company preselects a student who is not QUIC qualified. 1,037 QUIC interviews were conducted last year by the three professional staff members and four GAs.

Texas: They have a distinct office for career coaching. This is separate from the advising office, the student life office, and office that schedules company interviews. All undergraduates are required to take a one-credit career course (spring for freshmen, first term of BA enrollment for all others). Section sizes are approximately 100. There is a graded mock interview which is the "final exam" for the course. Each career coach teaches two sections of this BA101 course (one fall, one spring).

Illinois: The career services office is for undergraduates only. They have 12 full-time staff dedicated to career advising and corporate relations. They also employ three (3) graduate assistants. The alumni mentor program and the job shadow program are particularly noteworthy. All undergrads participate in the job shadow program in their hometowns. This effort is made possible by an excellent network of business school alumni. Illinois makes extensive use of a paid group of peer career coaches.

Wisconsin: The career services office is for undergraduate use only. The office is staffed by 12 full-time employees. They publish an annual report to employers detailing where their students are working, how much they are making, and other vital statistics. They boast a 90 plus percent rate for acquiring exit survey data from graduating seniors. They also utilize peer career coaches.

Minnesota: They have separate career services offices for graduate and undergraduate students. They have a total of nine (9) full-time staff. They also utilize paid peer career coaches.

Academic Advising: Each of the schools has a reasonable number of academic advisors. Many were involved in admission decisions. Indiana was the only school that had a dedicated admissions staff.

Indiana: They have 13 advisors for 4,800 students (approximately 1 for every 350 students). They want to be at 300 per student. The students are randomly assigned. They are moving toward using blackboard. They do not do much with the student organizations.

Ohio State: They have 10 full-time advisors and five GAs (20 hours per week) for a headcount of approximately 4,200 students. The GAs teach some of the BA 100 sections and assist with other tasks (i.e., walk-ins, orientation, etc.) They have 10 peer advisors who assist with BA 100.

Penn State: They have approximately 15 FTE dedicated to academic advising for approximately 5,800 students. The FTE breaks down as follows: three assistant directors who have supervisory responsibilities, programming duties, and advising case loads; seven 12-month advisors, two 10-month advisors, and six part-time advisors (25-30 hours per week). All first-year students at the university take a one-credit seminar course (capped at 25). PSU wants 90% of the first year seminar sections taught by tenured/tenure track faculty. This is simply not happening. The individual colleges are responsible for paying the stipend for teaching these sections.

Texas: Ten academic advisors (two are for their honors students). No particular breakdown, but they try to encourage a four-year relationship. They have a student life staff as well (4 professional staff and 2 GAs). The student life area is similar to our Career and Leadership Programs. They run a program similar our Florida Leadership Academy (100 students per year). The programming is once per term for each of the cohorts of 100 (i.e., one program per term for freshmen, one for sophomores, etc.). The student life staff has formal relationships with all 30+ business student organizations. The student life staff also has responsibility for activities such as orientations, parents' weekend, graduation, etc.

Illinois: They have three (3) academic advisors for 2900 undergraduate students. They will begin majors-focused advising and group advising starting in the fall. They are initiating a peer advising program this fall. Walk-in advising is not provided.

Wisconsin: They have four (4) advisors for 2500 undergrads. They use peer advisors to supplement efforts of their professional staff. They are transitioning to a majors-oriented advising model this fall. Walk-in advising is not provided.

Minnesota: Minnesota had 10 advisors for 2200 undergrads.

Academics: The following are interesting facts about academics.

Indiana: 21 credit majors; finance majors can use some econ courses to count toward their major. Technology management and international business are offered as "co-majors" meaning you can't pursue these as a stand-alone major. They offer a minor in marketing.

Ohio State: Core courses are taught in sections of 250. Major courses are taught in sections of 45. They cap the number of students in a major by “awarding” slots in groups of 45 by overall GPA (e.g., FIN 3.3, ACG 3.3, etc). Majors consist of 5-7 courses and are called specializations. 25% of their undergraduates complete two specializations.

Texas: Academic majors are 15-18 credits. The average class size is 45-50. Some finance classes are as high as 60. The requirements for the finance major are significant (nine credits of upper-division accounting, calc II, stats II). Accounting is offered as a minor.

Illinois: Academic majors are 18 – 21 credits, six to seven courses. They have very high instructor to student ratios in core and majors courses (as high as 1:70). Double majoring within the school is allowed.

Wisconsin: Most academic majors are 21 credits (seven three-credit courses). They offer majors in 10 business disciplines. Double majoring within the school is allowed.

Minnesota: Students entering the program in fall 2008 will be held to new degree requirements. Four key signature experiences are part of the new requirements, including a contemporary management course for freshmen, an immersion core set of classes during the sophomore year, a mandatory international experience, and a capstone experience at the end of each major. They require 20-26 credits in each major. All students must take these four immersion core courses in the spring of their sophomore year: Principles of Marketing, Finance Fundamentals, Intro to Operations Management, and Business Strategy.

Faculty: The following are facts regarding faculty, teaching loads, etc.

Indiana: 124 tenured/tenure track faculty with target of 10% lecturers (11-14). Tenured faculty teach nine credits per year (three courses). Clinical faculty teach 18 credits (six courses). 35-40 percent of major courses are taught by clinical faculty. Ph.D. students rarely teach undergraduate courses. The reasons given were the “hit and miss” quality and their perception that excessive teaching has an adverse effect on Ph.D. placements.

Ohio State (on quarter system; shifting to semesters in fall 2011): 80 faculty and 30 lecturers/clinical faculty. All clinical faculty have a terminal degree and are on five-year contracts. Departments must have a teaching load for their faculty that equal 4.5 courses per year per tenured/tenure track faculty. Clinical faculty/lecturers have a load of nine teaching units over three quarters (6-7 teaching, 1-2 service). Major courses are taught as follows: 30% faculty, 30% Ph.D. students, 25% lecturers and 15% clinical faculty. The undergraduate program tells the department chairs what sections to teach, when to teach them, and what room they’ll be in.

Penn State: 85 tenured/tenure track faculty and 40 lecturers/clinical faculty. Lecturers teach 3-4 courses per term. Clinical faculty are on five-year contracts.

Texas: 50 full-time lecturers (4/4 load). Lecturers are paid by the section (average is \$7500 per section). Undergraduate classes are taught as follows: 65% lecturer, 30% faculty, 5% Ph.D. (usually summer). UT's lecturers also teach in external programs.

Minnesota: Coverage of undergraduate courses is as follows: 25% tenured/tenure track, 33% lecturers, 35% part-time lecturers, 7% Ph.D. students.

Alumni & Corporate Relations: For most of the institutions, alumni relations and corporate relations are separate functions. However, they are all under an umbrella of "external relations" which also includes marketing/communications.

Indiana: They use the alumni clubs, have an active board (25 individuals who meet quarterly), and have "company captains" at large firms. The alumni board meets with students and faculty, has dinner with student organization presidents, etc. The alumni office mission/motto is "Our alumni should be informed, involved, and invested" (very much the development model). The business school pays for the alumni staff. The IU Alumni Association (IUAA) gives the B-School an amount of money based on the number of BA grads who are members of the IUAA. The college holds a tailgate party each year for donors. They hold dean's receptions in major cities which are very well attended.

Ohio State: Has an online community (software is through Harris Corp.). They have an "Ask an Alum" program with 1,600 alumni who have opted to be in the database (i.e., willing to be contacted by current students). They are able to run reports that show how many times an alum's record has been viewed and how many times s/he has been contacted. They also have a presence with LinkedIn and Facebook. The development team has a pregame event for every football weekend. This is done at a nearby hotel. Alums are charged \$30. Attendance is 300-500 per game. Their alumni board has 50 people and meets twice a year. The group has many subcommittees (e.g., placement, networking, alumni awards, graduation speaker). Their annual fund is getting \$900K each year.

Penn State: Has LinkedIn and a program called "Smeal Connect."

Illinois: Utilizes an alumni mentor program for undergraduates. Alumni play a crucial role in providing opportunities for all undergrads to participate in the job shadow program.

Wisconsin: They also utilize an alumni mentor program to maintain relationships with business school graduates. They also have an online alumni directory.

Minnesota: The Corporate Clubs initiative began in 2005. Alumni in 15 pilot companies have agreed to serve as a single point of contact for Carlson School alumni and current students. The goal is to partner with other Carlson School ambassadors to build the alumni network within each pilot corporation.

Interesting Observations: The following were some of the more interesting observations.

Indiana: 60 percent of IU's undergraduate business students are out-of-state. A quarter of the out-of-state students are international. In other words, for admission purposes they zero in on SAT/ACT scores and don't really look at state residency whatsoever.

Penn State: In-state tuition is \$11,500 per year, more than three times UF's rate.

Texas: Texas has 50 full-time lecturers who teach 65% of their undergraduate courses. For 4,800 students they have 10 academic advisors, 8 career coaches, 40 peer mentors, 3 study abroad advisors, and a separate staff that works with recruiter scheduling. 35% of their students study abroad. All students must do an internship.

Illinois and Wisconsin: Both employ very aggressive methods for getting employment information from graduating seniors. These methods include calling parents 4-6 weeks after graduation, visiting final exams to require students to complete employment information cards, and putting the survey material on the graduation cards which are used to pronounce the students' names correctly.