College Mission, Vision and Goals

The challenge for business schools at the university level is to first, prepare students to thrive in an ever-changing economic and business landscape, and second, be ready to adapt to the opportunities at every milestone in their career.

The University of Central Florida’s College of Business Administration is creating the right environment, employing the best faculty and facilitating the innovative programs to meet the challenge for the next generation.

Mission

The mission of the College of Business at the University of Central Florida is to offer high-quality academic programs designed to give students a competitive advantage in the world of business now and in the future. As such, the college will establish partnerships with some of the nation’s most innovative leaders to model new best practices that harness evolving technology and ensure students are well prepared to enter the market place.

Vision

To continue the transformation into a next-generation business school through the development of a unique college culture; one that promotes engagement, risk-taking, cross-disciplinary collaboration and data-driven decision making.

Moving Forward

While core business curriculum remains unchanged, the world of business is changing the same way students learn and receive information.

The College of Business Administration’s mission and vision are in place to strengthen the college and ultimately, the Central Florida community by focusing on critical factors in higher education: students, faculty, programs and facilities. As such, the college aspires to:

- Offer the benefits of a large, metropolitan research university while providing individual attention and maintaining a sense of community for our students and faculty.
- Create a state-of-the-art educational facility that cultivates a learning environment that promotes collaboration, engagement, risk taking and data-driven decision making.
- Provide increased opportunities for student engagement and one-on-one learning.
- Cultivate an ecosystem of entrepreneurs from all backgrounds and skill sets.
- Raise the academic profile of the college by recruiting research faculty in key disciplines and by incorporating top industry executives into programming.
- Elevate the career prospects of students as well as the perceptions of graduates in the community, by ensuring students are career-ready upon graduation by providing experiential learning and developmental feedback.

On the pages that follow, we detail the specific actions and results for each of the last five years as reflected in our annual work plan and progress report.
1. THE NUMBERS

The table below compares our college with other business schools in the State University System (SUS) on a number of key input and performance-related variables. A few observations from this data:

<table>
<thead>
<tr>
<th>Florida Public University Business Schools: AACSB Data 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>FIU</td>
</tr>
<tr>
<td>FSU</td>
</tr>
<tr>
<td>UF</td>
</tr>
<tr>
<td>UNF</td>
</tr>
<tr>
<td>USF</td>
</tr>
<tr>
<td>FAU</td>
</tr>
<tr>
<td>FGCU</td>
</tr>
<tr>
<td>UWF</td>
</tr>
<tr>
<td>Median</td>
</tr>
<tr>
<td>UCF</td>
</tr>
<tr>
<td>UCF-Median</td>
</tr>
</tbody>
</table>

1. Our student population is larger than any other SUS business school (we are #2 in the US). We have just 108 full-time faculty members. The result is an incredibly high student to faculty ratio—the fourth highest in the U.S. and 1.7 times the median for the other SUS schools. This hurts our ability to compete in national program rankings and creates an impersonal environment in the college.

2. Despite a high student load, and a small number of Ph.D. qualified faculty, we place in the North American research rankings reported by UT-Dallas. None of the SUS schools get more than 4.5% of their budget through grant activity and most of these monies fund Small Business Development Centers—organizations that do not do academic research.

3. We do not have the resources to compete head-to-head with the most prominent business schools in the U.S., such as UF. They are better financed (as measured by Operating Budget per Full Time Faculty Member), have more Ph.D. faculty, a much larger endowment and fewer students. The result is that they are consistently ranked in the top 50 across-the-board.

4. We are arguably the #2 Florida business school. The closest competition is FIU, not FSU. FIU has a nationally ranked undergraduate program, is well financed, and like us, sits in a large urban area.

5. For all of the emphasis on raising endowments, these funds typically provide about 4% of total operating budget. We need to generate more spendable cash, while building our endowment.
The table below shows our “Budget Peers”—they are the five schools who are just above us and just below us in terms of operating budget per full-time faculty member.

<table>
<thead>
<tr>
<th>School</th>
<th>Operating Budget</th>
<th>Full Time Faculty</th>
<th>FAC with PhD</th>
<th>Op Budget Per FT Faculty</th>
<th>Student FTE</th>
<th>Student to Faculty</th>
<th>Spendable from Endowment</th>
<th>Govt Grants</th>
<th>B-Week UG Rank</th>
<th>US NEWS MBA</th>
<th>UT Dallas Research Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missouri</td>
<td>$22,907,012</td>
<td>64</td>
<td>59</td>
<td>358</td>
<td>4204</td>
<td>60</td>
<td>$4,214,000</td>
<td>$490,000</td>
<td>78</td>
<td>52</td>
<td>76</td>
</tr>
<tr>
<td>UK</td>
<td>$27,383,609</td>
<td>76</td>
<td>60</td>
<td>355</td>
<td>2651</td>
<td>25</td>
<td>$3,606,000</td>
<td>$892,000</td>
<td>122</td>
<td>93</td>
<td>78</td>
</tr>
<tr>
<td>SUNY Binghamton</td>
<td>$24,107,221</td>
<td>40</td>
<td>38</td>
<td>353</td>
<td>16112</td>
<td>22</td>
<td>$0</td>
<td>50</td>
<td>57</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Penn St</td>
<td>$44,992,899</td>
<td>128</td>
<td>108</td>
<td>352</td>
<td>5652</td>
<td>38</td>
<td>$7,099,000</td>
<td>$786,000</td>
<td>26</td>
<td>49</td>
<td>13</td>
</tr>
<tr>
<td>Colorado</td>
<td>$22,907,012</td>
<td>79</td>
<td>55</td>
<td>345</td>
<td>3777</td>
<td>26</td>
<td>$4,156,000</td>
<td>$5,785,000</td>
<td>101</td>
<td>79</td>
<td>63</td>
</tr>
<tr>
<td>LSU</td>
<td>$31,819,971</td>
<td>93</td>
<td>80</td>
<td>342</td>
<td>5200</td>
<td>30</td>
<td>$3,567,000</td>
<td>$208,000</td>
<td>118</td>
<td>61</td>
<td>99</td>
</tr>
<tr>
<td>Houston</td>
<td>$49,373,967</td>
<td>145</td>
<td>122</td>
<td>341</td>
<td>2192</td>
<td>23</td>
<td>$0</td>
<td>103</td>
<td>96</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>NC State</td>
<td>$30,170,459</td>
<td>89</td>
<td>79</td>
<td>339</td>
<td>2515</td>
<td>23</td>
<td>$1,050,000</td>
<td>$776,000</td>
<td>95</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Alabama</td>
<td>$41,208,456</td>
<td>122</td>
<td>110</td>
<td>338</td>
<td>6320</td>
<td>41</td>
<td>$6,557,000</td>
<td>$2,086,000</td>
<td>73</td>
<td>58</td>
<td></td>
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<tr>
<td>V Tech</td>
<td>$39,956,715</td>
<td>119</td>
<td>103</td>
<td>356</td>
<td>4070</td>
<td>31</td>
<td>$3,159,674</td>
<td>$154,000</td>
<td>52</td>
<td>75</td>
<td>77</td>
</tr>
<tr>
<td>Median</td>
<td>$30,995,215</td>
<td>91</td>
<td>80</td>
<td>344</td>
<td>3,674</td>
<td>28</td>
<td>$3,882,000</td>
<td>$633,000</td>
<td>87</td>
<td>77</td>
<td>76</td>
</tr>
<tr>
<td>UCF</td>
<td>$37,124,125</td>
<td>108</td>
<td>78</td>
<td>344</td>
<td>7371</td>
<td>52</td>
<td>$3,788,000</td>
<td>$1,806,059</td>
<td>52</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>UCF-Median</td>
<td>$6,128,910</td>
<td>17</td>
<td>-2</td>
<td>1</td>
<td>3,698</td>
<td>24</td>
<td>-$2,504,000</td>
<td>$975,059</td>
<td></td>
<td></td>
<td>91</td>
</tr>
</tbody>
</table>

1. Again, we have an average class size that is almost twice the median. An outlier in this table is Missouri—it has the highest average undergraduate class size of all AACSB accredited institutions in the U.S., but still manages to get ranked in the top 100 for its undergraduate program. Frankly, I’m not sure I believe that number, but we are investigating.

2. Again we do reasonably well in terms of research ranking among this group. Note that several schools are not ranked, while we stand at number 91.

3. Most significantly, we are the only school in this group that is not ranked in either the US News or B-Week rankings.
The final table shows our “Research Peer”—They are the five schools who are just below us and just above us in the UT Dallas Research Rankings of North American Business Schools.

<table>
<thead>
<tr>
<th>School</th>
<th>Rank</th>
<th>Articles</th>
<th>Score</th>
<th>Full Time</th>
<th>FAC with PHD</th>
<th>Op. Budget Per FT Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drexel</td>
<td>85</td>
<td>29</td>
<td>12.48</td>
<td>119</td>
<td>84</td>
<td>$336,134</td>
</tr>
<tr>
<td>George Mason University</td>
<td>86</td>
<td>33</td>
<td>12.41</td>
<td>82</td>
<td>69</td>
<td>$277,121</td>
</tr>
<tr>
<td>Northeastern University</td>
<td>87</td>
<td>25</td>
<td>12.24</td>
<td>138</td>
<td>124</td>
<td>$349,196</td>
</tr>
<tr>
<td>University of Wisconsin at Milwaukee</td>
<td>88</td>
<td>31</td>
<td>12.21</td>
<td>75</td>
<td>68</td>
<td>$333,333</td>
</tr>
<tr>
<td>Texas Christian University</td>
<td>89</td>
<td>30</td>
<td>11.99</td>
<td>84</td>
<td>74</td>
<td>$324,560</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>90</td>
<td>24</td>
<td>11.95</td>
<td>86</td>
<td></td>
<td>$246,287</td>
</tr>
<tr>
<td>University of Tennessee at Knoxville</td>
<td>92</td>
<td>28</td>
<td>11.72</td>
<td>107</td>
<td></td>
<td>$435,766</td>
</tr>
<tr>
<td>University of Texas at Arlington</td>
<td>93</td>
<td>22</td>
<td>11.58</td>
<td></td>
<td></td>
<td>$218,377</td>
</tr>
<tr>
<td>Florida State University</td>
<td>94</td>
<td>30</td>
<td>11.21</td>
<td>86</td>
<td></td>
<td>$246,287</td>
</tr>
<tr>
<td>Clemson University</td>
<td>95</td>
<td>30</td>
<td>10.81</td>
<td>74</td>
<td></td>
<td>$309,951</td>
</tr>
<tr>
<td>Washington State</td>
<td>96</td>
<td>23</td>
<td>10.77</td>
<td>69</td>
<td></td>
<td>$292,906</td>
</tr>
<tr>
<td>Median</td>
<td></td>
<td>29</td>
<td>11.95</td>
<td>63</td>
<td>79</td>
<td>$317,256</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>91</td>
<td>28</td>
<td>11.94</td>
<td>108</td>
<td>78</td>
<td>$343,742</td>
</tr>
<tr>
<td>UCF-Median</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$26,487</td>
</tr>
</tbody>
</table>

1. Note that most of these schools are reasonably comparable in Operating Budget Per Full-Time Faculty. In essence, research output is related to budget.
2. If we published just a couple of more solo authored publications in a five year period, we would move up above number 85 in this ranking.
3. Doing this largely involves hiring the right people, people who can hit this very elite set of journals. These people do not come cheap. Competition for them is fierce. That said, targeted hiring could really help us on this dimension.
Much of my first year was spent understanding the College, the community and the wider environment in which we operate. My five most important observations on the college are:

1. **The College offers far too transactional an experience for students.** It is assembly-line with little differentiation or soul, where faculty and students have gotten very comfortable with the fact that they don’t know each other or their peers.

2. **The college is well-run on a daily basis, but strategically rudderless.** It lacks a sense of identity and what it is trying to accomplish beyond the mass production of education designed to supply professional and technical employees to large firms. It also has no idea of how it fits in to the University’s overall strategy.

3. **The scope of the College’s activities far exceed its resource base.** We have kept things together through extensive use of technology, a bifurcated faculty of “haves and have nots” and a “move them along” philosophy incorrectly justified by an access mission. We need to stop “cobbling things together” and reallocate resources to invest in big ideas that we believe will yield big dividends.

4. **We do not have an effective enrollment management system.** As a result, we are forced to take large numbers of students into the college who are underprepared and limit our ability to offer the kind of competitive environment that would ensure our best students reach their full potential. These underprepared students also lack a professional demeanor, hurting the perception of UCF grads in the marketplace.

5. **People are proud of what we have accomplished and are warm and fuzzy about us.** People in the building have been conditioned to expect the next milestone and are proud of what UCF has accomplished. They see the challenge as going from big to great. Similarly, we have a great deal of good-will in the community, but have failed to present a coherent and sustained message about who we are, what we are trying to do, and how the community can partner with us to achieve common goals. We have also done a very poor job of stewardship with key donors who too frequently see us as taking the money and running.

**Bottom Line:** There are many good things going on in the College (see section 4), but we are experiencing severe growing pains. Until there is a change in the College’s culture, strategic orientation, and communication systems, meaningful improvement will not occur. If we can align these and invest in key differentiators, we could be a powerhouse. There is a lot of good will in the community, central Florida’s future is bright and we have many great faculty, students and staff.
I did a lot of listening this year. Action was concentrated in the last half of the year and tended to focus in four areas:

1. **Communications and Development**
   a. Engaged faculty, students and staff through one-on-one and regular small group meetings, blog posts, tweet-ups, and social media.
   b. Traveled to meet key alums in Atlanta, Chicago, Houston, Miami, New York, and Tampa. Held twenty-two alumni events throughout Florida and eastern part of U.S.
   c. Spoke to over twenty community groups about my vision for the college.
   d. Established key partnership with Orlando Business Journal.
   e. Held a first-rate 50th Anniversary Event
   f. Reactivated Dean's Advisory Board
   g. Put together the best communications and development staff on campus: Bridget Downs, Kelly Dowling, Tiffany Hughes, and Roy Reid. They joined an award-winning social media group headed by Jonathan Gabriel.

2. **Resource Reallocation**
   a. With the advice of a faculty committee, ended the one-year MBA program and associated Career Connections office. Reallocation these resources to other initiatives, especially the Professional Development Center.
   b. Suspended Ph.D. program in Finance due to inadequate staffing and poor program completion. Will be investing about $600K in this department over the next two years to remedy this situation and restart program.

3. **Leadership Changes**
   a. Replaced Ron Michaels as Director of the Executive Development Center with Dr. Robert Porter. Bob has a corporate background and a strategic marketing perspective that should significantly increase non-credit executive education revenues substantially. I also consolidated all MBA programs under Bob's direction to rationalize our recruiting, admission and placement functions in these areas.
   b. Relieved Chair of Finance of duties after a year of very poor performance from this group. Have initiated a national search for his replacement.

4. **Vision and Culture**
   a. **Articulated a Vision for the College:** I want the college to be at the crossroads of town and gown: an engaging place where people from a wide variety of backgrounds and disciplines come together to collaborate, get out of their comfort zones, take risks and use real time data to invent the future.
   b. **College Ambassador Program:** Created a new student leadership experience in the college designed to help support the new vision by engaging students in the creation
of a culture that stresses risk-taking, cross-disciplinary collaboration, and real time data analysis.

c. **Awards program to support Vision**: Investing about $15K per year in new student, faculty and staff awards that highlight the types of behaviors and outcomes consistent with this new vision.

d. **Failure Competition**: Piloted a competition in our strategic management course where every student had to reveal a failure they have had, what they and others could learn from the experience, and what they did differently as a result of the failure. We plan to institutionalize this competition as a way of taking the stigma out of failure and emphasizing the importance of resilience in achieving success.

# 4 Successes

Some very good things happened this year that had little or nothing to do with me. The highlights were:

1. **AACSB Reaccreditation**: Thanks to a masterful job by Foard, Taylor and Hosni we passed our five-year accreditation visit with flying colors. The team was especially impressed with the day-to-day management of the college.

2. **University-wide Recognition for the Dixon School of Accounting**: The Dixon School won both the undergraduate and graduate faculty advisor awards (Donna Bobek-Schmidt, and Marcie Hampton). Robin Roberts was recognized as a Pegasus Professor. This is the highest award given to a faculty member in the University and the first one to go to a College of Business Professor.

3. **The Center for Entrepreneurial Leadership**: Received a $2.3 Million dollar grant the Blackstone Foundation to establish a Launch Pad on Campus. This will bring entrepreneurial resources to a wide variety of students on campus.

4. **The Joust**: celebrated its 10th year with a very competitive set of business plan proposals. The winners already have their product in stores.

5. **Dr. Phillips Real Estate Institute**: held a very successful inaugural real estate conference that drew well over 100 attendees.

6. **The Professional Sales Program**: Graduates of this signature program continue to be in very high demand—they averaged four job offers per graduate.
5 THE YEAR AHEAD

We need to go from largely talking about the vision to enacting it through curriculum revision, the
development of co-curricular experiences, the establishment of new rituals, the branding of faculty and
students who exemplify this new culture, and the acquisition of resources to fund these initiatives. The
most salient activities in these areas include:

1. **Curriculum:** We are going to create a more competitive and engaging environment that
meets the needs of our best students and lightens our most research active faculty’s class
size by moving to selective admission into our functional majors and offering a general
business major for our other students. This will also help us with enrollment management
and allow us to experiment with new forms of student engagement through the innovative
use of technology. We are also considering having general business students minor in
something outside the college as a way of increasing their breadth and market value.

2. **Professional Development:** We are developing a new four course sequence of one credit
hour courses that will integrate academic advising, career services, and professional
development workshops throughout the business school experience. We are also exploring
partnering with staffing firms on content to make sure that our students are career ready as
well as co-branding opportunities that would generate resources to pay for these activities.

3. **Faculty:** My business is not complicated: The schools that attract, develop, and retain the
best faculty win. We will be filling some key senior positions in the college this year (ie.,
endowed chairs) and will target people who can move us up in the UT Dallas ranking. We
will also be engaging in a faculty branding campaign designed to help further our best
faculty members’ careers by publicizing what they do and highlighting how their activities
are creating our unique culture.

4. **Partnerships with other units on campus.** This is at the heart of our vision to become the
cross-roads of campus. We need to develop competency in working in cross-functional
settings with others to commercialize their ideas and develop sustainable business models.
To this end, we are working on a Big Data initiative with the College of Sciences, various
entrepreneurship initiatives with the College of Engineering, and social entrepreneurship
experiences with the College of Health and Public Affairs. We are also in preliminary
discussions with the College of Medicine.

5. **Fund-Raising:** All of these initiatives will require new resources. We did a great deal of
work last year on stewardship and re-establishing relationships. This year we need to turn
this goodwill and visibility into dollars. We have set a goal of $2 million in net new funding.
It is a very aggressive goal, but we can’t get to where we want to go without it.
6  SCORECARD FOR 2013-2014

With my second year in the books, here is my self-evaluation on our outcomes related to the five strategic goals identified on page 7:

1. **Curriculum:** (1) Working with faculty and important external constituents, we designed and gained unanimous college and university approval for a new integrated Business Degree that will debut in Summer 2015; (2) Working with faculty and important external constituents, we designed and gained unanimous college and university approval for an enrollment management plan that creates some selective admissions majors while ensuring that all our students receive face-to-face instruction in their majors. (3) The plan will reduce class sizes by full engaging our regional campus faculty in partnership with that unit. It will also result in the ability for students to complete some or all of their integrated business degree at four of our regional campuses.

   Grade: A ....I believe we fully met our goals for this year.

2. **Professional Development:** (1) We transformed our advising center into a professional development center, re-staffing the unit with seven people from human resources/employee recruitment backgrounds; (2) We have partnered with four firms on sponsoring various professional development activities and our in talks with Verizon about having them provide us with a “human resource professional in-residence;” (3) We have fully developed and will launch the first of four professional development courses this Fall 2014; (4) We have recruited and trained additional “A Team” members — peer advisors who can help students with basic scheduling questions; (5) We have streamlined the curriculum and moved some responsibilities to the departments for courses substitutions and petitions; (5) We have kept important stakeholders (i.e., SDS) informed of our changes and have worked with them to smooth the transition.

   Grade: A ...I believe we fully met our goals for this year.

3. **Faculty:** (1) We launched a highly successful “Dean Speakers Series” at the Citrus Club that features ted-like talks by faculty. These have routinely drawn 70 to 100 attendees; (2) We have featured videos of our faculty on the website and in social media campaigns we have run throughout the year; (3) We have built, but not yet implemented, new faculty web-pages that will promote their activities and accomplishments; (4) We failed to hire in any of our open chair positions and over the course of the year lost one sitting chair to industry. We also failed to fill a
vacant department chair position in Finance; (5) On a positive note, we did move some non-
tenure track positions to seven tenure track positions and recruited junior people to the college.

Grade: C... We did very well on the branding front and adding junior people, but very poor on the chair-filling front.

4. **Partnerships with other units on Campus:** (1) Working with the College of Sciences we designed a new Business Analytics track in our Professional Masters of Science Program. This program has passed all of the relevant curriculum committees as well as the Finance Committee of the UCF Board of Trustees. We anticipate it will get approval from the full Board as well as the Board of Governors and that we will launch in Fall 2015; (2) Our Blackstone Launchpad set the record for most student generated ideas generated by any member of the Launchpad group in the first six months of operation. In fact, we more than doubled the prior record. We also expanded our sales engineering initiative and other activities related to new product development; (3) We essentially made no progress with medicine. Here we have both a volume and program support hurdle. The program would generate small numbers and the Med School seems concerned about how students would pay for the MBA.

Grade: B — The Business Analytics track will be a nice addition to our programs and co-curricular entrepreneurship activities are doing well. Working with Medicine remains a challenge while some other opportunities are yet to be tapped.

5. **Fund-Raising:** (1) Including new corporate sponsorships raised by Tiffany and Tara, the annual fund, a $500,000 pledge from the Florida High Tech Corridor for the Starter Lab/Launch Pad and what Kelly and Tara helped bring in just for the College, we made our $2 million goal. (2) We also had $1.5 million in gifts that just missed the closing on the cutoff for last year and will count toward next year’s total. (3) The bad news is that most of this money is in estate gifts...its present value is less and we won’t have access to some of these funds for several years.

Grade B: Again, while we hit the mark in one sense, the large amount of estate gifts reduces the total present value of our efforts significantly. That said, I do think we are on track for a very big year in 2014/2015.

Overall, I grade the year an A-/9+. We were very successful with a number of our internal initiatives and frankly rocked the house in the community and external visibility generally. We also did a decent job in raising funds, but we lag in attracting the right people to some very key faculty positions. We have got to get those done this next year, while continuing to implement the sweeping changes in our curriculum and communicating our message to students, faculty, alumni and staff.
1 2014-2015 WORK PLAN SCORECARD

We enter 2014-15 with great momentum and a lot of optimism. The College’s base budget could increase by $4 million due to faculty pay increases (about 1.0 million), revenue from differential tuition ($1.2 million), and the addition of new faculty lines (up to 1.8 million). Dr. Hitt had a very good year!

Our strategic goals have not changed for 2014-15, but both external and internal imperatives have shifted their order of importance. The specific actions needed to continue to make progress on these dimensions have also evolved. I summarize the three most important actions to move our priorities along in the order of importance below.

Goal 1: Building and Promoting a Faculty of Thought-Leaders: To attract, develop, and retain the best faculty, position them as thought-leaders and broadcast their accomplishments in ways that improve and sharpen perceptions of the College among all stakeholders.

1. Fill Critical Faculty Lines: Fill ten lines. These include four endowed chair positions as well as talent for our new Business Analytics, Finance and Tax programs. This will build disciplinary strength in focused areas and allow us to resurrect suspended programs in Tax and Finance.

   Result: We filled three of the five endowed chair positions (only Crotty and Dixon remain), as well as the senior Big Data hire. We also added two assistant professors in Accounting, three in Finance, and 1 in Economics.

2. Reconfigure Faculty Resources: Build on core strengths and provide more resilient staffing for critical programs, so that small offerings don’t get stymied by loss of a few faculty.

   Result: This was a very mixed bag. Accounting decided to essentially close its Masters in Tax program. This should allow a redirection of resources to more core programs. Real Estate was successful in securing a senior faculty member to lead its efforts, but it still relies on adjuncts more than I would like. Management, in my view, did nothing to solidify the MSM in HR program. This remains a big problem despite efforts to hire in this area.

3. Retain and Better Reward Institutional Contributors: We have strong incentives for faculty research and teaching, but little reward for institutional service and efforts to build programs. I would like us to explore ways to rectify this situation and provide more ways to reward behaviors that enhance our products and culture.

   Result: We started talks about changing AESPs in ways that would allow for great weight in overall evaluations for institutional service. We have yet, however to come up with a good approach.

Overall Assessment: The new faculty hires were a big win. We were able to reinvigorate Finance, find a leader for our Business Analytics initiative and fill several chairs. We still have some work to do in reconfiguring the faculty and rewarding institutional contributors.
Goal 2: Curriculum Change: To create a more competitive and engaging classroom environment that better prepares our students for a more turbulent marketplace. The plan also lightens our most research active faculty's student load by moving to selective admission in some majors and permits us to experiment with new forms of student engagement supported by the innovative use of technology.

1. Create and Implement a Structure for Integrated Business Program Delivery: This involves creating an administrative structure, amending the by-laws, identifying program champions, and hiring some clinical faculty to help launch the program.

   Results: We have an administrative program structure in place, lead instructors have been hired for all courses (except maybe applied data analysis) and curriculum has been developed in anticipation of launch. We have not yet made by-law changes, judging that to be premature.

2. Pretest Mechanism for Admission into Selective Admission Majors: Work with primary core faculty to pre-test course grading systems and methods for access to selective admission majors.

   Results: Two pretests have been performed. They suggest passage rates into selective admission majors will be less than 50%, but it’s unclear whether students will respond differently when they know what is at stake.

   It would seem prudent that we develop some early warning system that will allow notices to go out to students as they complete exams etc. The goal would be to remind them of the new requirements and that they are currently falling short of the target.

3. Create and Execute a Promotional Campaign for Integrated Business Major: This campaign will target parents, students, internal stakeholders and employers. It is meant to establish the value of the program to Central Florida and show how it differs from more traditional business majors in ways that can advantage students in the marketplace.

   Result: This has been developed and will continue to be refined over the next few semesters. The information at the heart of this campaign was released via our website in late April.

Overall Assessment: We are on-track but will have to remain vigilant and nimble as we go forward. Early student enrollment figures suggest that the transition out of the primary core courses will be a little slower than expected. The good news is that this will give us more time to adjust, but December is still going to be a key period for us as the realities of the new system hit students for the first time.
**Goal 3: Branding our Students through Improved Professional Development:** To help students make good career choices, instill in them a set of qualities that will help differentiate them in the market and provide them with the professional polish necessary to make them career-ready day one.

1. **Create an Office of Student Engagement:** This office will be charged with the design and implementation of co-curricular activities that get students out of their comfort zones, make them better risk-takers, cross-functional collaborators and data-driven decision-makers. This includes a range of activities from study abroad, leadership experiences, and research opportunities, to job shadowing, mentoring, and competitions. This office will create the opportunities the Office of Professional Development will promote to help students "get to the one."

**Results:** A budget request was made of the Provost Office, but was ultimately unfunded. That said, I believe we have found a cheaper and perhaps equally effective way to push in this area. It will be one of our goals for this year.

2. **Establish relationships with 50 of the Top 100 employers in Central Florida:** Develop a program where these employers commit to interviewing at least 5 of our graduating seniors each year.

**Results:** We are in the process of developing a comprehensive corporate sponsors/partners program. Once the parameters of this program are in place, we will approach the targeted companies.

3. **Market our “Get to the One” Campaign:** Build student awareness about the importance of engagement, differentiation and professional development to achieving long-term career goals.

**Results:** Student awareness was built through three highly successful “Welcome to the Majors” events, work of the student ambassadors, Lonny’s efforts to drive students to events like the Joust and individual as well as group meetings with students as part of our professional development sequence.

**Overall Assessment:** The Get to the One campaign and the OPD initiatives jump started student engagement as attendance at events skyrocketed. The full-time job numbers in the senior survey also took a huge leap. While a recovering economy clearly played a role in this increase, so did the efforts of our career coaches. In short it was a good year and the key challenge is to continue to expand our linkages with area employers.

**Goal 4: Fundraising to Achieve our Objectives:** Raise $4 million in additional resources through private and public sources, including...

1. **Raise $2 million to fund the remodel of BA1 First and Second Floors:** Reconfigure space to accommodate the culture of engagement we are trying to create in the College.
Results: This got bogged down in facilities with a lot of red tape. We think we are near the end of the road on this and will be able to gear up in earnest in Fall 2015.

2. Expand Corporate Sponsorships: Target and secure support for our signature events and programs by a net increase of $50,000.

Results: We exceeded this goal. Corporate support increased by $75,000.

3. Build a Stronger Sense of Giving among Dean’s Advisory Board Members: We would like to get commitments of $5K per year for 5 years from 20 board members. This would raise $500,000.

Results: This was a focal area for us. Twenty-two Board members stepped up for a total $550,000 over five years.

Overall Assessment: We have done a good job over the last few years widening the scope of our development efforts. This has resulted in more cash flow to the college from DAB members and corporations along with some estate gifts, but has not moved the endowment needle (what I might term depth). Total development dollars for the year going to the COB is $1,842,720. Total corporate sponsorships (through Dean’s Office activities) is $169,000, an increase of $82,000.

Goal 5: Growing Partnerships with other Units on Campus: The College aspires to become the crossroads of campus. We seek to do this by creating opportunities for collaboration with people from across campus and in the community to build signature programs, commercialize ideas, and develop sustainable business models.

1. Launch our Business Analytics Program in Collaboration with the College of Sciences: Recruit 30 students to the program and launch it through our Executive Development Center.

Results: The program is set to launch in Spring 2016. Early indications are that we will meet our enrollment limit.

2. Launch a version of our MBA program at Medical City: This program might be targeted at medical professionals as well as STEM professionals more generally. A feasibility study is currently underway.

Results: We are going to launch a daytime PMBA program with the support of the Medical School in the Fall of 2016.

3. Cross-College Enrollment: Develop of plan to increase the number of engineering, science, medicine and College of Public Affairs students taking our courses and engaging with our students starting in 2015.

Results: This has been stalled by the lack of a budget model. We thought we would have one by now, but it appears it will be at least another year before it becomes a reality. In the
meantime we have preliminary plans to offer various certificate program (e.g., sales, entrepreneurship) to non-business majors...

**Overall Assessment:** We did a very nice job here and could do more (there are several opportunities), but without a budget model we take on costs without increasing revenue. I am not willing to do that.

## 2 OTHER NOTABLE HAPPENINGS IN 2014-2015

Not everything that happened in the College last year related to a specific goal from our work plan. A brief summary of the other major accomplishments and challenges confronted in 2014-15 is briefly summarized below:

**Challenges Addressed:** As noted in last year’s report we had three challenges that confronted us in 2013-2014 that we sought to address. Thanks to the hard work of a number of people, a couple of these challenges were addressed:

1. **Evening MBA Enrollments:** We have had a dramatic turnaround in Evening MBA programs as aggressive marketing and a familiarity with the new admission standards have taken hold. Applications are up 54%, Admission are up 145% and enrollment has increased 38%.

2. **Study Abroad:** The program has been restarted. Some schools are not being renewed and we have a new International Business minor that will provide students with much more flexible methods for realizing a valuable study abroad experience. Several administrative procedures were also stream-lined and we have hired a new full-time experienced person to grow the program to 200 students in the next two years.

3. **Tax Program:** Accounting made the decision to streamline its graduate offerings by eliminating the MST program. There is still work to be done in explaining this decision to the community, but it has allowed the Dixon School to focus on more core programming.

**Awesome Accomplishments:** Our faculty, staff and students did a lot of great things over the past year. These included:

1. **Rankings:** The Devos program achieved both a number 2 in the World and number 2 in the USA ranking by *Sports Business*. The Dixon School received top 45 rankings for both its undergraduate and graduate program by

2. **Hall of Fame:** Attendance at our Hall of Fame continues to sky-rocket, reaching 700 this year. Kudos to the external relations team.
3. **A $7 million Estate Gift:** Kelly and Tara landed a huge gift that will fund scholarships for single parents. The gift will benefit more than the College of Business, so I didn’t include it in the evaluation of our goals, but it is an impressive accomplishment.

4. **Entrepreneurship Program:** Our student entrepreneurs racked-up several awards at competitions this year, including the top overall team at the inaugural Blackstone Business Plan competition.

5. **Management Ph.D. Student Success:** The department placed students at Syracuse, Creighton, Miami OH, and Suffolk Universities. A very nice portfolio.

6. **Real Estate Conference:** Third Annual Real Estate Conference drew a record 455 attendees.

**Challenges:** As in past years, a few new challenges present themselves. Two will certainly require our attention this year:

1. **Ph.D Recruitment:** Perhaps this is a small numbers problem, but virtually effort department noted problems with the incoming class of Ph.D. students. To put it bluntly, retention was awfully. We need to address how we are recruiting and evaluating students to the program.

2. **AACSB Accreditation:** Yes, I know it seems like they were just here, but they will be back soon and armed with new standards. We need to make progress on operationalizing the new faculty qualification framework and assess the impact of our work.
3 The 2015-2016 Work Plan

The 2015-2016 academic year will be marked by the debut of several initiatives that have been in the planning stages for the last two years (e.g. MS in Business Analytics; Integrated Business Major; Enrollment Management Program, Student Engagement Initiatives). It will also be characterized by efforts to build disciplinary strength in key areas that will further research and graduate education and create incentives that support our culture of engagement.

The maturation of some of our initiatives, the feedback from our external constituents and the lack of a formal budget model have also resulted in a shift in our goals relative to prior years. Most visible in this regard is the elevation of our engagement initiatives and the corresponding de-emphasis on building partnerships with other units on campus. The latter is being set aside, at least as it relates to traditional programs, until a new budget model is in place that helps us understand the financial ramifications of this strategy.

While the goals outlined below are presented in relative order of importance, I would stress that they are intertwined as poor performance in one area has significant implications for attainment of our other goals and initiatives. In reading the action items and target outcomes under each goal, please keep in mind these are meant to be succinct statements of the general direction of each effort: they are not meant to substitute for formal policies or guidelines—those will be intermediate outcomes of these efforts.

Goal 1: Building and Promoting a Faculty of Thought-Leaders: To attract, develop, and retain the best faculty, position them as thought-leaders and broadcast their accomplishments in ways that improve and sharpen perceptions of the College among all stakeholders.

1. Expand the Tenure-Track Faculty: Fill ten lines. These include two endowed chair openings (Dixon and Crotty) as well as positions that will strengthen our middle, provide senior leadership, create opportunities for cross-departmental collaboration and add much needed depth in critical graduate programs (e.g., Big Data, HRM, Ph.D. program).

2. Find the right Clinical Faculty to staff the IB program: The new Integrated Business major has an applied focus and is meant to stand in contrast to our more traditional academic offerings. To realize this vision, we need to find people with relevant, up-to-date professional experience that they can bring to these classes as they roll out over the next year to 18 months.

3. Have a Faculty Cluster Hire Proposal that Wins University Support: The College participated in several cluster proposals last year, but was only the driver in one (Entrepreneurship). While our colleagues in Economics may get a senior hire through one of the funded clusters, we have not fared well in this effort. I will be talking the key faculty about this initiative, but recognize that success will require new thinking about clusters and the sources of revenue they may generate.

4. Provide Funding for faculty needing expert subject pools for research: Our behaviorally-oriented faculty are facing increasing demands to use complex research designs and gather data from
professionals or subject experts. To assist in the publication of high-quality research, we will make available up to $30,000 in College funds to pay participants for such studies. This fund will be administered by a faculty committee and will require matching funds from the department.

**Goal 2: Advancing the Curriculum:** To provide students with a relevant and rigorous portfolio of degree programs that develop the knowledge, skills and abilities necessary to make them competitive in the marketplace and get them to the future they envision (e.g., “get them to the one”).

1. **Launch Big Data Program:** Our Business Analytics program will launch in January in partnership with the Statistics Department. We look to enroll 25 students in the first cohort.

2. **Roll-Out IB Courses and the Enrollment Management Plan:** The Enrollment Management Program kicks in this Fall. The first IB students will take class in the Spring. We expect somewhere around 400 to 500 students to complete the Primary Core by the end of this fall. To facilitate this transition, we are looking at messaging and early alert systems that will inform students of their status and options as early in the semester as possible.

3. **Prepare one Market Rate Specialty Master Program for Approval:** More generally our goal is to have one market-rate, specialty master program associated with each department, rolling them out one at a time over the next three to four years. This is both an effort to build graduate reputation through MS programs rather than the MBA and to provide additional resources for departments through a profit sharing arrangement from these programs with the Dean’s office.

4. **Hit our Target Enrollment of 300 in the Evening MBA:** As noted on page 4, a little advertising and hard work by EDC staff, led to a huge jump in Evening MBA interest and enrollment. To help us stabilizing our staffing, ensure students get courses in sequence, and improve quality we look to hit our cap of 300 students enrolled in the program each fall.

**Goal 3: Branding our Students through Improved Professional Development:** To help students make good career choices, improve their job prospects and provide them with the co-curricular experiences necessary to get them out of their comfort zones and mature into good risk-takers, cross disciplinary collaborators, data-driven decision-makers and exert problem solvers.

1. **Launch the Exchange:** Transform the McGruder Lab into a space that hosts 100 students a day to engage with alumni, prospective employers, faculty, or student thought-leaders about careers, work-life issues, financial literacy, big ideas and other topics that will impact their future and how they get to the one.

2. **Establish relationships with 50 of the Top 100 employers in Central Florida:** Use our new corporate sponsorship program to get commitments from 50 local firms to interview at least 5 of our students each year.

3. **Improve the Full-Time Job Offer at Graduation by 5%:** Last year we saw the percent of students who left school with a new full-time job in hand, increase from 18 to 31%. I have challenged Lonny
and the career coaches to move this figure to 36% this year. Combined with the percent of students who graduate and stay in full-time jobs, our overall full-time employment rate should rise to 67% among students in the labor force.

4. **Develop and implement consistent messaging that explains the IB Program to the world:** Our early market research suggests the Integrated Business label doesn’t immediately speak to employers. They are not clear what it is and we will need to shape their perceptions and provide IB students with specific ways to educate prospective employers about how the program is integrated and what this means to their value as employees.

**Goal 4: Cementing our Emerging Culture of Engagement:** To create the structures, incentives and platforms that will make the college the cross-roads of both town and gown: An engaging place where people from different backgrounds and experiences come to get out of their comfort zones, take risks, collaborate and use state-of-the art data analytics to create ideas and take actions that advance our world as well as their careers.

1. **Implement a Rubric for Assessing Department Vitality and Contributions to College Dashboard:** To better leverage departmental activities to achieve our common goals, provide a method for assessing departmental strengths and weaknesses, and create a systematic framework for department annual goal-setting, we are implementing a rubric that provides a comprehensive assessment of the health of each department.

2. **Revise our AESPs:** The goal is to have a more parsimonious evaluation of faculty efforts that focuses on the critical behaviors that drive results, rather than a laundry list of activities that should indicate baseline performance. The new AESPs should also have an expanded view of what constitutes teaching and allow for more weight to be place on service where such service is meant to drive specific department or college goals.

3. **Establish an Engagement Grant Program:** This program will provide grants of $5k to faculty interested in developing exercises that promote risk-taking, cross-functional collaboration and quick data-driven decision-making in the curriculum. Proposals will be required to include a rubric for how the exercise will be assessed and grantees will be expected to present at a faculty lunch about their project and the results.

4. **Increase Coordination among Primary Core Faculty:** The primary core is delivered by just six faculty at any one time. In addition to being key courses in our enrollment management program, these courses introduce students to the culture of the College. We need to develop a consistent set of expectations across these courses that fosters academic excellence and student engagement. There are also opportunities here to integrate the primary core experience with the Exchange.
5. **Student Engagement Index:** The student engagement index is based on responses to the graduating senior survey that asks students whether they participate in six key activities: student leadership, experiential learning, community service, membership in professional organizations, membership in UCF clubs and UG research. We have turned this into an index with the base year being 2008-2009, Our goal will be to increase this index by 5% this year.

**Goal 5: Fundraising to Achieve our Objectives:** Raise $4 million in additional resources through private and public sources, including...

1. **Raise $2 million to fund the remodel of BA1 First and Second Floors:** Reconfigure space to accommodate the culture of engagement we are trying to create in the College.

2. **Increase Corporate Sponsorships:** With our new corporate sponsors program we have set a goal of $100,000 in new money. We see opportunities through the new Exchange as providing a lot of potential value to companies.

3. **Increase our Endowment by $2 million:** This is a year we look to "go deep" rather than broad and secure some significant endowment funds.
The 2015-2016 academic year was marked by the debut of several initiatives that have been in the planning stages for the past two years (e.g. MS in Business Analytics; Integrated Business Major; Enrollment Management Program, Student Engagement Initiatives). It was also characterized by efforts to build disciplinary strength in key areas that will further research and graduate education and create incentives that support our culture of engagement.

While the goals and outcomes reviewed below are presented in relative order of importance, I would stress they are entwined, as poor performance in one area has significant implications for attainment of other goals and initiatives. Please also keep in mind, this document is a succinct summary of our efforts over the past year meant to convey our sense of whether things are moving in the right general direction, rather than a detailed analysis of particulars in a given area.

The actions in green have been completed. The ones in orange are well on their way to completion. The red actions still need a fair bit of work this year. Initiatives in black didn’t get off the ground because conditions changed.

**Goal 1: Building and Promoting a Faculty of Thought-Leaders:** To attract, develop and retain the best faculty, position them as thought-leaders and broadcast their accomplishments in ways that improve and sharpen perceptions of the college among all stakeholders.

1. **Expand the Tenure-Track Faculty:** Fill 10 lines. These include two endowed chair openings (Dixon and Crotty), as well as positions to strengthen our middle, provide senior leadership, create opportunities for cross-departmental collaboration and add much needed depth in critical graduate programs (e.g., Big Data, HRM, Ph.D. program).

Result: Considerable progress was made toward this goal. We filled seven of the 11 lines (I added one), including the Crotty Chair. Only the hires in Marketing, Economics and Accounting went unfilled. We also added in the middle with associate and early full level hires in Accounting, Finance, Marketing and Management.

2. **Find the Right Clinical Faculty to Staff the IB program:** The new Integrated Business major has an applied focus and is meant to stand in contrast to our more traditional academic offerings. To realize this vision, we need to find people with relevant, up-to-date professional experience they can bring to these classes as they roll out over the next year to 18 months.

Result: The IB program added three key faculty for 2016-2017. They look very promising on paper. Time will tell us whether they perform well in the classroom.

3. **Have a Faculty Cluster Hire Proposal that Wins University Support:** The college participated in several cluster proposals last year but was only the driver in one (Entrepreneurship). While our colleagues in Economics may get a senior hire through one of the funded clusters, we have not fared
well in this effort. I will be talking with the key faculty about this initiative, but recognize that success will require new thinking about clusters and the sources of revenue they may generate.

Result: The Provost’s call didn’t correspond with this academic year. It is just now happening with selection scheduled for Fall 2016. We are likely to go forward with a Data Analytics proposal in combination with sciences and engineering that I think has a strong likelihood of success.

4. Provide Funding for Faculty Needing Expert Subject Pools for Research: Our behaviorally-oriented faculty are facing increasing demands to use complex research designs and gather data from professionals or subject experts. To assist in the publication of high quality research, we will make available up to $30,000 in college funds to pay participants for such studies. This fund will be administered by a faculty committee and will require matching funds from the department.

Result: A proposal was adopted by the CEC to help faculty needed to collect additional data to secure a tier 1 publication and will be put into effect in Fall 2016.

Goal 2: Advancing the Curriculum: To provide students with a relevant and rigorous portfolio of degree programs that develop the knowledge, skills and abilities necessary to make them competitive in the marketplace and get them to the future they envision (e.g., “get them to the one”).

1. Launch Big Data Program: Our Business Analytics program will launch in January in partnership with the Statistics Department. We look to enroll 25 students in the first cohort.

Result: We launched the program in January on schedule with 18 students in the first cohort. There have been some growing pains with both the instructors and students. We will continue to monitor the progress of the current cohort and make a decision on whether to continue this program at the Executive Development Center, bring it to main campus, or perhaps both by November 2016.

2. Roll-Out IB Courses and the Enrollment Management Plan: The Enrollment Management Program kicks in this Fall. The first IB students will take classes in the Spring. We expect somewhere around 400 to 500 students to complete the Primary Core by the end of this fall. To facilitate this transition, we are looking at messaging and early alert systems that will inform students of their status and options as early in the semester as possible.

Result: Students have moved through the Primary Core slower than anticipated. By the end of the Spring 2016 semester, 934 students had gained admission into a major. With the exception of Finance, the distribution of students into a major has been about what was expected. Interest in IB has been strong. It is the second largest major choice for students. Finance has remained well above the other majors and is driving the percent of students entering selective admission majors up to about 66 percent, instead of the target 50 percent level. We expect roughly 2,500 students to complete the Primary Core and choose majors by December 2016, giving us more data on which to judge whether the enrollment management system is meeting its objectives.

3. Prepare One Market Rate Specialty Master Program for Approval: More generally our goal is to have one market-rate, specialty master program associated with each department, rolling them out one at
a time over the next three to four years. This is both an effort to build graduate reputation through MS programs rather than the MBA and to provide additional resources for departments through a profit sharing arrangement from these programs with the Dean’s office.

**Result:** We were in the process of preparing a proposal for a program in Entrepreneurship, but were told not to send it forward because the Governor has placed a moratorium on market-rate programs. We will be looking for guidance from central administration this fall on how to proceed.

4. **Hit our Target Enrollment of 300 in the Evening MBA:** A little advertising and hard work by EDC staff led to a jump in Evening MBA interest and enrollment. To help us stabilize our staffing, ensure students get courses in sequence and improve quality we look to hit our cap of 300 students enrolled in the program each fall.

**Result:** We don’t have final numbers, but it looks like we are still going to be above the 300 mark. Part of this is the result of strong demand. Another factor is the emergence of a new budget model that will help us better determine optimal program size going forward. During this transition to the new model, we erred on the safe side believing it better to be a little over our target than below it.

**Goal 3: Branding our Students through Improved Professional Development:** To help students make good career choices, improve their job prospects and provide them with the co-curricular experiences necessary to get them out of their comfort zones and mature into good risk-takers, cross disciplinary collaborators, data-driven decision-makers and expert problem solvers.

1. **Launch The EXCHANGE:** Transform the McGruder Lab into a space that hosts 100 students a day to engage with alumni, prospective employers, faculty, or student thought-leaders about careers, work-life issues, financial literacy, big ideas and other topics that will impact their future and how they get to the one.

**Result:** The EXCHANGE has been a tremendous success. We have had more speakers and more positive feedback from students, faculty and community leaders than we had anticipated. From October 2015 to June 2016 we had 96 exchanges with a total attendance of 7,370 students.

2. **Establish Relationships with 50 of the Top 100 employers in Central Florida:** Use our new corporate sponsorship program to get commitments from 50 local firms to interview at least five of our students each year.

**Result:** The College has more than 50 corporate partners across all of our efforts, a little over half are in the Top 100 list. We added eight new partners last year, while creating four new advisory boards to offer additional engagement opportunities for companies and alumni.

3. **Improve the Full-Time Job Offer at Graduation by 5%:** Last year we saw the percent of students who left school with a new full-time job increase from 18 to 31 percent. I have challenged Lonny and the Career Coaches to move this figure to 36 percent this year. Combined with the percent of
students who graduate and stay in full-time jobs, our overall full-time employment rate should rise to 56 percent among students in the labor force.

Result: Turnover in Career Coaches hurt our ability to move this number. Instead, we held serve, remaining at 31 percent. We will make this challenge to the team again for 2016-2017 and redouble our efforts to generate better results.

4. Develop and Implement Consistent Messaging that Explains the IB Program to the World: Our market research suggests the Integrated Business label doesn’t immediately speak to employers. They are not clear what it is, and we will need to shape their perceptions and provide IB students with specific ways to educate prospective employers about how the program is integrated and what this means to their value as employees.

Result: While we have developed a set of messages designed to help people understand the goal of the program and how graduates will contribute to the bottom line for small and medium size firms, the real test will come when we have students ready to look for employment. We are still about a year away from that milestone and will need to identify some of those early job seekers and have them work with the Career Coaches to clearly articulate their value proposition.

Goal 4: Cementing our Emerging Culture of Engagement: To create the structures, incentives and platforms that will make the college the cross-roads of both town and gown: An engaging place where people from different backgrounds and experiences come to get out of their comfort zones, take risks, collaborate and use state-of-the-art data analytics to create ideas and take actions that advance our world as well as their careers.

1. Implement a Rubric for Assessing Department Vitality and Contributions to College Dashboard: To better leverage departmental activities to achieve our common goals, provide a method for assessing departmental strengths and weaknesses, and create a systematic framework for department annual goal-setting, we are implementing a rubric that provides a comprehensive assessment of the health of each department.

Result: This rubric has been well received by Department Chairs. It has helped us frame discussions about department performance and resulted in more focus on these issues at CEC meetings where, each month, a set of department performance dimensions are discussed and best practices are shared across departments.

2. Revise our AESPs: The goal is to have a more parsimonious evaluation of faculty efforts that focuses on the critical behaviors that drive results, rather than a laundry list of activities that should indicate baseline performance. The new AESPs should also have an expanded view of what constitutes teaching and allow for more weight to be placed on service where such service is meant to drive specific department or college goals.
Result: We worked with Faculty Excellence to develop a radically different AESP for the IB program that is in line with the objectives discussed above. That AESP is now being used by the other departments to modify their document, and we expect to finish this process in Fall 2016.

3. Establish an Engagement Grant Program: This program will provide grants of $5,000 to faculty interested in developing exercises that promote risk-taking, cross-functional collaboration and quick data-driven decision-making in the curriculum. Proposals will be required to include a rubric for how the exercise will be assessed and grantees will be expected to present at a faculty lunch about their project and the results.

Result: This program was announced in June, with the first group of proposals to be selected by Aug. 1, 2016.

4. Increase Coordination among Primary Core Faculty: The primary core is delivered by just six faculty at any one time. In addition to being key courses in our Enrollment Management program, these courses introduce students to the culture of the college. We need to develop a consistent set of expectations across these courses that fosters academic excellence and student engagement. There are also opportunities here to integrate the primary core experience with the EXCHANGE.

Result: We have made strides in developing consistent expectations across courses, similar approaches to grading and working with The EXCHANGE, but have yet to fully incorporate the primary core faculty into helping us build a common core experience for students.

5. Student Engagement Index: The student engagement index is based on responses to the graduating senior survey that asks students whether they participate in six key activities: student leadership, experiential learning, community service, membership in professional organizations, membership in UCF clubs and undergrad research. We have turned this into an index with the base year being 2008-2009. Our goal will be to increase this index by 5 percent this year.

Result: UCF changed the Graduating Senior Survey in ways that made it impossible to calculate this figure. We are going to shift to the First Destination Survey. It doesn’t give us as long a series of data, but it is a much richer set of data. I will present some numbers at the Fall Faculty meeting.

Goal 5: Fundraising to Achieve our Objectives: Raise $4 million in additional resources through private and public sources, including:

1. Raise $2 million to fund the remodel of BA1 first and second Floors: Reconfigure space to accommodate the culture of engagement we are creating in the college.
Result: This has gone nowhere in large part because we have been unable to get final approval of the architectural and design plan changes from UCF.

2. Increase Corporate Sponsorships: With our new corporate sponsors program, we have set a goal of $100,000 in new money. We see opportunities through the EXCHANGE as providing a lot of potential value to companies.

Result: The net increase was $100,000, bringing the total to more than $260,000 for the year.

3. Increase our Endowment by $2 million: This is a year we look to “go deep” rather than broad and secure some significant endowment funds.

Result: Pledges obtained this year, when filled, will increase our endowment by about $1.5 million. Add to it cash gifts and we hit a total dollar figure of a little over $2 million.

2 OTHER NOTABLE HAPPENINGS IN 2015-2016

Not everything that happened in the college last year related to a specific goal from our work plan. A summary of the other major accomplishments and challenges confronted in 2015-16 is presented below:

Challenges: Not everything goes according to plan. We had to address at least one issue from the year before and attempt to solve another that presented itself during 2015-2016:

1. Ph.D. Student Recruitment: We had a very poor first year retention rate in our Ph.D. program two years ago. This left us down a significant number of students. We believe we have attracted a better group of students for Fall 2016. With Finance back in the game, 22 new Ph.D. students will be joining us. They will be the first group to have guaranteed 12-month stipends and expectations to reach yearly performance milestones.

2. Turnover in OPD Staff: We had very large turnover in career coaches. This meant we were short-staffed for almost the entire year. We have made several new hires and have brought on a new Assistant Dean of Undergraduate Programs. We have also developed a better on-boarding process for the career coaches that we think will help reduce turnover and increase coach effectiveness.

Awesome Accomplishments: Our faculty, staff and students did a lot of great things over the past year. These included:

1. Ph.D. Placements: Accounting placed students at Mississippi State, Rhode Island, University of Missouri-Kansas City, North Texas and UNLV. Management had a student land a job at Indiana University. With the Indiana placement, Management has placed at least one student in each of the power 5 conferences over the last few years. Pretty impressive.
2. **Rankings:** The DeVos Sports Management program achieved both a No. 2 in the world and number 2 in the USA ranking by *Sports Business*. The Dixon School ranks 60th in the world for all disciplines/methods of research and sixth in the world for Accounting Information Systems, according to BYU. Marketing is 82nd in the UT Dallas Rankings among North American Schools over the past five years, and Management is 78th.

3. **Hall of Fame:** Attendance at our Hall of Fame was more than 600, and the interaction with the students at the event drew a great deal of attention. The consensus was that it was our best Hall of Fame yet.

4. **Study Abroad:** Thanks to Holly Bouma’s efforts, we have dramatically increased the number of students who will be studying abroad this upcoming year from 26 to 110, a more than 300 percent increase.

5. **Capital Markets Advisory Board:** The Finance department has established a capital markets advisory board in NYC, with a strong group of members who are committed to donating time and money to expand the number of students who will move to NYC and work in the industry.

3 **The Work Plan for 2016-17**

We have unfinished business to complete in 2016-2017. The goals from 2015-2016 in orange or red have yet to be accomplished, and we will be redoubling our efforts to bring these projects to completion this year. This academic year also brings significant changes in our external environment. Three are especially salient: (1) The University has a new strategic plan; (2) We have a new budget model that allows us to make rational investment decisions to expand programs and develop new ones; (3) The Foundation’s Comprehensive Campaign kicks off in earnest.

These changes in our external environment, as well as our own progress to date, has resulted in some reordering and redefining of priorities. Partnership is again on our list of goals, and curriculum changes have been placed on hold until we fashion a plan that takes advantage of the new budget model and university priorities. So in some ways, this year will be as much about planning for the future as it is implementing for today. We summarize the most important actions to move our priorities forward and track our progress in the order of importance below

**Goal 1: Branding our Students through an Engaging Culture that Improves Professional Readiness:** To help students make good career choices, improve their post-graduation outcomes and provide them with the co-curricular experiences necessary to get them out of their comfort zones and mature into good risk-takers, cross disciplinary collaborators, data-driven decision-makers and expert problem solvers.

**Key Initiatives:**

1. **Implement an On-Boarding Process for all Entering Students in the College of Business:** We are extending the “Welcome to the Majors” experience through the first eight weeks of the student’s first semester. In addition to attending Welcome to the Majors, students learn “street smarts” on how to succeed in the college from the Ambassadors, participate in a Career Week and attend
events highlighting each major during Majors' Week. The goal is to give students everything they need to be academically successful in the college, get them into the right major and help them understand why they need to be engaged in the opportunities we provide.

2. Increase Coordination among Primary Core Faculty: The Primary Core is delivered by just nine faculty at any one time. In addition to being key courses in our Enrollment Management program, these courses introduce students to the culture of the college. Our goal is to integrate these faculty into the on-boarding process, perhaps in coordination with the Ambassadors, as well as get them better connected to what is going on in the EXCHANGE.

3. Establish relationships with 50 of the Top 100 employers in Central Florida: Use our new corporate sponsorship program and the EXCHANGE to build bridges with prospective employers and the OPD with the goal of getting commitments from 50 local firms to interview at least five of our students each year.

4. Improve Internship Opportunities in the College: Develop and Implement an action plan to create more uniform and consistent coordination of internship experiences for our CBA students. This plan should include all internship opportunities in the College, provide common standards for student and employer participation, set numeric goals for increasing the number of students who gain internship experience while with us and identify who is responsible for reaching these objectives.

Key Measures and Targets:

1. Improve Degree Efficiency by 1 Percent: Degree efficiency is the number of students who graduate in a year divided by the number of upper division (UD) students at the start of the year. We currently stand at 32 percent. (This means that UD students spend about three years with us taking an average of 20 credit hours per year).

2. Improve our New Student Engagement Index by 2 Percent. Our new student engagement index comes from the First Destination Survey. It is the average participation rate across a set of seven activities: (1) Joined Org. related to Major; (2) Joined Professional Org.; (3) Held Leadership Position in Org.; (4) Completed Internship or similar experience; (5) Engaged in Community Service/Volunteer work; (6) Studied Abroad; and (7) Participated in Research with a faculty member. The current average is 23 percent.

3. Improve the Full-Time Job Offer at Graduation Rate by 5 Percent: This currently stands at 51 percent. We want to move it to 56 percent.
Goal 2: Building and Promoting a Faculty of Thought-Leaders: To attract, develop and retain the best faculty, position them as thought-leaders and broadcast their accomplishments in ways that improve and sharpen perceptions of the college among all stakeholders.

Key Initiatives:

1. **Expand the Tenure-Track Faculty:** We need to fill two critical senior positions, including one endowed chair (Dixon). We also want to continue to invest in Big Data hires, especially those that can help us build strong linkages with sciences and engineering.

2. **Secure a Second Pegasus Professor:** We have a number of excellent candidates for this honor. I have been disappointed that we haven't been successful the past two years and want to make a very concerted effort to get this done this year.

3. **Brand At Least One Faculty Member as a Nationally-Renowned Expert in their Area of Research:** This will be a media and PR campaign designed to make one of our faculty a go-to person for comment and analysis on issues related to their research. This is likely to include stories on them and their work in various media outlets and trade publications like the Chronicle. The long-term goal would be to have one person in each department who is recognized in this manner.

4. **Broadcast Significant Research Accomplishments of Faculty Across the College and to Other Stakeholders:** Work with the chairs and our marketing team to develop regular reporting of significant research accomplishments to everyone in the College. The goal would be to feature at least one faculty accomplishment each month in our various communication channels.

Key Measures:

1. **Number of Tenure Track Faculty:** Increase the number of tenure track faculty to 85 by Fiscal Year 2019.

2. **UT Dallas Ranking:** Be back in the Top 100 by end of 2018.

3. **Create a Google Scholar Influence Measure:** Use Google Scholar faculty profiles to track the stock and flow of the influence of our publications on the academic community.

Goal 3: Securing the Resources to Achieve our Objectives: As part of iGNITE: The Campaign for UCF, we have a goal of raising $20 million in private support by 2020. Our milestone for this year is $3 million. More generally, the new budget model allows us to expand our resources by making good investments in sustainable programs that will draw the right kinds of students and support expansion of our regular tenure track faculty.
Key Initiatives:

1. **Raise $2 million to fund the remodel of BA1 First and Second Floors:** Reconfigure space to accommodate the culture of engagement we are trying to create in the college.

2. **Expand Corporate Sponsorships:** Add five new partners in our corporate sponsorship program resulting in a net increase in corporate partner funding by $70,000.

3. **Increase our E&G Budget through Sustainable Growth in SCH:** Add $1 million to our E&G funding through increased SCH generation at the undergraduate and graduate level by FY 2019 (that's two years) in ways that will expand our ability to hire more tenure track faculty.

4. **Have the EDC Contribute $500,000 Annually to College's Operating Budget starting in Fall 2018:** This is an annual net cash flow goal that will require the EDC to have a 12.5 gross margin on its annual revenues of a little more than $4 million.

Key Measures:

1. **E&G Budget:** Increase to $30.5 million by FY 2019.

2. **Number of Tenure Track Faculty:** Increase to 85 by FY 2019.

3. **Annual Private Support:** Increase to more than $3 million this year.

Goal 4: Growing Partnerships with other Units on Campus: The College aspires to become the crossroads of campus. We seek to do this by creating opportunities for collaboration with people from across campus and in the community to build signature programs, commercialize ideas and develop sustainable business models.

**Key Activities:**

1. **Double the Size of the Professional Selling Program (PSP) by Fall 2018:** In so doing, I’d like to see the percent of PSP students from outside the college rise to at least 30 percent.

2. **Develop an Undergraduate Signature Cohort Experience in Data Analytics:** Recruit a set of high-achieving undergraduates from Engineering, Business and Sciences to take courses together across the three colleges.

3. **Participate in a Research Cluster:** Working with another college, propose and secure the funding for a cross-disciplinary research cluster that would have significant participation from the College of Business.

**Key Metrics:**
1. **Increase the Percent of Undergraduate SCH Generated by Non-business Majors** from 15 percent to 20 percent by 2020.

2. **Have Two Faculty Lines in the College Supported through the Provost’s Cluster Initiative by Fall 2017**: We will likely get one through the Coastal Waterway cluster. The second one is likely to be dependent on achieving goal No. 3 above.

**Goal 5: Preparing for Success over the Next Five Years**: Changes in the environment, a new budget model, accreditation needs and the end of my five-year term, make it the right time to assess the state of the college and do some work to set the stage for success over the next five years.

**Key Activities:**

1. **Finish the Revision of our AESPs**: Building off of IB’s success, every department will adopt a more parsimonious evaluation of faculty efforts by the end of Fall semester that focuses on the critical behaviors that drive results. The new AESPs should also have an expanded view of what constitutes teaching and allow for more weight to be placed on service meant to drive specific department or college goals.

2. **Identify Potential Alternatives to Lecture Capture for Experimentation in 2017-18**: Lecture capture represents the single biggest barrier to furthering our culture of engagement. We literally turn students away from classes during the very first week, teaching them to never return. We need to develop a new delivery mode that gives faculty the opportunity to meaningfully and realistically engage with all of their students. The goal this year is to identify a set of three to five possible alternatives to lecture capture that we could begin to experiment with in 2017-2018,

3. **Develop a New Strategic Plan**: With a new University Strategic Plan in place, we must look for opportunities to align our efforts with those of the university and leverage partnerships that will increase our resources and impact. We need to create a succinct document with a parsimonious set of goals to help guide our efforts and track our progress over the next five years.

4. **Prepare for AACSB Reaccreditation Visit**: The accreditation visit is scheduled for Spring 2018. This is the year for us to complete the bulk of our self study and to set the groundwork for the visit. The goal is to have a draft of the document ready by May 2017, and in so doing, have as many collaborations as possible between this effort and the strategic planning project mentioned above.