

## Mission and Vision of the School of Business Administration

The SBA's plan begins with its vision and a mission – who are we, and what we aspire to be. The beliefs and aspirations contained in our mission and vision should be reflected in our short-term actions and the long-term direction they create.

### **SBA Mission**

The School of Business Administration is a learning community committed in the Catholic and Marianist tradition to educating the whole person and to connecting learning and scholarship with leadership and service in an innovative business curriculum designed to prepare ethical leaders for successful careers in a global business environment.

### **SBA Vision**

To be a leader in collaborative, transformational business education and scholarship, producing graduates recognized for practical wisdom and the values of the Catholic and Marianist tradition.

#### **Characteristics of a Marianist Education in the SBA**

- 1) **Educate for Formation in Faith.** Our graduates may build their professional lives as altars to God, using commerce to advance God's purposes.
- 2) **Provide an Integral Quality Education.** Our graduates receive an education of the whole person, with a rigorous and coherent business curriculum that emphasizes the intersections of business functions and the integration of commerce with the rest of society.
- 3) **Educate in Family Spirit.** Our graduates communicate effectively, extensively, and respectfully with others and lead others through the traits of openness, graciousness, and faith.
- 4) **Educate for Service, Justice, and Peace.** Our graduates learn that the essential function of commerce is to fill human needs and that their business skills can be used to serve others in areas beyond the commercial.
- 5) **Educate for Adaptation and Change.** As our graduates learn the newest trends and developments in business, they also receive firm grounding in the enduring principles of business, which will permit them to adjust and adapt to a quickly changing and uncertain environment.

## **Core Values Guiding the Business School of the University for the Common Good**

Serving the Common Good requires that we think about the Common Good – what it means and what it asks of us. The Common Good refers to the collective values that members of a society hold about our mutual obligations to one another. In their professional lives, our graduates serve the Common Good by acting with integrity in all their endeavors, by recognizing the intrinsic dignity of work, and by harnessing their creative talents to bring to the market new ideas that improve the human condition, and in so doing make the Common Good accessible to all people.

With the Common Good in mind, the University of Dayton School of Business Administration embraces several core values that guide our decision making about people, curriculum, and research. Collectively, these core values weave their way through our short-term priorities, our long-term aspirations, and into the fabric of our Catholic and Marianist identity.

### **Learning through Experience**

The University of Dayton's Marianist values call for us to educate for practical wisdom, which is rooted in the idea that meaningful contributions to any endeavor rely on reasoning, analysis, knowledge, and problem-solving skills. Educating for practical wisdom leans heavily on the principle that experience is the best teacher. Experiential learning spans the space between theory and practice in business education. In business, learning-by-doing provides the foundation for practical wisdom. Experiential learning extends into our major fields of study and our many co-curricular activities. SBA students should graduate having worked with real companies on real and consequential projects that deepen their engagement and accelerate their understanding of business.

### **Grounded in Integrity**

Our faith calls on all of us to treat others with honesty, dignity, and respect. This is as true in commerce as it is in any other setting. Because true prosperity requires integrity, the SBA equips students with the analytical and decision-making tools necessary to make sound ethical choices. Educating in the Marianist spirit means emphasizing the intrinsic value of all people, the inherent dignity of work, and the vital role that integrity plays in economic life. Conduct with integrity in business recurs often as a theme in classes and student activities, many of which prominently feature business ethics in their content. SBA students should graduate with a clear understanding of why ethics in business is critically important and equipped with tools to help them make sound ethical choices.

### **Enhanced by Diversity**

The beauty of God's creation lies in its diversity. The education of our students would not be complete without the opportunity to experience its richness during their time here. Thus, the SBA commits to seeking diversity and inclusion in its many facets. We seek to enhance the diversity of our student body, faculty, and staff, in ideas, perspectives and modes of learning. We seek to engage our students, faculty, and staff with diverse cultures and populations and to cultivate an environment in the SBA that accepts and includes people from all backgrounds. Beyond our philosophical commitment to diversity and inclusion, which is in keeping with Catholic and Marianist principles, diversity in business is both a competitive advantage and a marketplace reality. SBA students should graduate with an appreciation of why diversity matters in both moral and economic terms.

### Seeking Truth through Discovery

The SBA is committed to producing relevant, high-impact basic and applied scholarship, using state-of-the-art theory and methods of inquiry. Scholarship not only serves to advance the interests of business and commerce, it also serves society generally by shedding light on how business activities ultimately contribute to delivering standards of living to people around the world. Scholarship also serves important educational purposes not only by assuring that faculty remain at the leading edge of their disciplines, but through supporting student scholarship and integrating student and faculty scholarship into SBA classes. Students should graduate understanding how theory informs business practice and how to critically evaluate information and ideas.

“Education is more than the provision of instruction. It is the awakening of creative human potential; it is the building of endogenous capacities; it is forging attitudes of tolerance and understanding; it is providing individuals with the ability to master their own destiny.”

-- Federico Mayor

## Strategic Goals and Objectives for the School of Business Administration

To follow are four thematic goals that will guide the SBA over the life of this plan. Following each goal are aspirational targets intended to help us assess whether these thematic goals have been achieved. These targets are not exhaustive, nor are they absolute. They serve to guide our efforts and to provide points of reference against which we may evaluate our progress and allocate our resources.

### 1. The SBA Will Lead in Experientially Focused Business Education

Our educational philosophy centers on the timeless adage that “experience is the best teacher.” Learning by doing is a key component to all SBA majors and many SBA co-curricular activities. These objectives reflect the SBA’s continuing commitment to educating in creating and growing experiential learning opportunities that provide graduates with degrees that distinguish them from graduates of other universities as they embark on their careers.

Our emphasis on experiential learning occurs in the context of our broad commitment to educational excellence in all our endeavors, whether experientially focused or not. We reaffirm our dedication to creating and delivering an excellent education to all students through highly qualified and talented faculty and staff, relevant and meaningful curricula, and facilities that support our objectives.

The SBA will educate students in relevant business knowledge grounded in practical wisdom, global perspectives, sensitivity to ethical issues, and problem solving skills through curricular and co-curricular opportunities that emphasize experiential learning and use theory to inform practice.

We define experiential learning opportunities as those requiring students to engage in the application of business skills to specific and consequential business-related problems faced by for profit organizations, nonprofit organizations, or individual interacting with those organizations.

In the context of these commitments, we aspire to the following objectives:

By five years from the adoption of this plan, every SBA graduate will complete at least one co-curricular experiential learning opportunity.

By five years from the adoption of this plan, the SBA will grow the number of curricular experiential learning opportunities available to students by fifty percent.

By five years from the adoption of this plan, the SBA will grow the number of co-curricular experiential learning opportunities available to students by fifty percent.

By five years following the adoption of this plan, education on ethics and integrity in business will be included in all co-curricular experiential learning opportunities in the SBA.

By five years following adoption of this plan, the SBA will increase by twenty-five percent the number of students who participate in internships.

The SBA will align resources to achieve these objectives.

## 2. The SBA will Produce Impactful High Profile Scholarship

Pushing forward the frontiers of knowledge of business fulfills an essential part of the SBA's mission. Impactful and quality scholarly contributions to the understanding of business and commerce helps differentiate the SBA's faculty from those at the majority of business schools and keeps the SBA faculty at or near the leading edge in their respective disciplines. Intellectual curiosity is a hallmark of Catholic and Marianist education. If we expect it from our students, we should also expect it from our faculty.

The research and scholarly activities by SBA faculty, staff, and students will be recognized for their quality and impact, and will be supported to encourage alignment with university and SBA priorities.

In the context of these commitments, we aspire to the following objectives:

By five years following adoption of this plan, the SBA dean's office will increase available research funding through faculty research grants and direct funding of research activities to \$150,000 per year.

In one year following adoption of this plan, SBA departments will set departmental research productivity objectives for their faculty.

In keeping with the University vision to encourage student scholarship, by five years following adoption of this plan, the SBA will double the number of graduate and undergraduate students participating in faculty-advised student research projects including but not limited to honors theses and independent projects.

By five years following the adoption of this plan, the SBA will develop a reputation for impactful research in subjects connected to research areas critical to the Common Good vision of the University, (healthcare related issues, autonomous systems, and sustainability and human rights), and in topics related to business ethics.

The SBA will align resources to achieve these objectives.

### 3. The SBA Will Cultivate a Diverse and Inclusive Environment for All

Diversity, equity, and inclusion are essential to UD's Catholic and Marianist character. The Catholic church has long been called to address issues of social justice, and as a business school in a Catholic university, we are similarly called. The SBA remains committed to these principles and to increasing our capacity to bring principles of diversity, equity, and inclusion to all facets of the school. As children of God, we are all created in His image.

The SBA will promote and support diversity and inclusion in faculty, staff, and students through developing initiatives and supporting programs that provide SBA constituents with greater understanding and appreciation of how diversity contributes to personal and professional success.

We define diversity as including but not limited to personal characteristics such as race, sex, religion, age, national origin, sexual orientation and identification, and socioeconomic status.

In the context of these commitments, we aspire to the following objectives:

The SBA will actively participate in the University diversity and inclusion strategic planning process and develop plans and programs consistent with UD's strategy and recommendations.

By five years following adoption of this plan, the SBA will double participation by SBA students in educational programs and opportunities whose primary purpose is to advance the discussion of diversity-related issues.

By five years following the adoption of this plan, the SBA will put in place at least two faculty and staff-focused programs or opportunities per year whose primary purpose is to advance the discussion of diversity-related issues.

By five years following the adoption of this plan, the SBA will increase the proportion of SBA students studying abroad by twenty-five percent.

The SBA will align resources to achieve these objectives.

#### 4. The SBA Will Productively Engage with the University Community and External Stakeholders

The SBA is a part of many communities and remains committed to serving all of them. In particular, the SBA seeks to reach across disciplinary boundaries within our own unit and across units of the university, and to partner with the business community, in particular businesses with ties to Southwest Ohio, in ways that will advance our commitment to experiential learning, scholarship, and community service.

The SBA will cultivate and grow productive and collaborative relationships with for-profit and non-profit organizations, focusing on those in the Dayton and surrounding area, and with UD academic units, centers, and institutes outside of the SBA.

In the context of these commitments, we hope to achieve the following objectives:

In addition to participation on standing or long-term University committees established with SBA representation, the SBA will increase the number of SBA faculty regularly serving on University committees, working groups, task forces, and the like in five years following the adoption of this plan.

By five years following adoption of this plan, the SBA will increase the number of experiential learning opportunities involving businesses headquartered or with significant facilities in the Dayton area.

By five years following adoption of this plan, the SBA will provide at least five experiential learning opportunities per year involving businesses owned or managed by minority, underserved, or underrepresented groups in the Dayton area.

In five years following adoption of this plan, the SBA will provide at least three experiential learning opportunities per year involving nonprofit philanthropic organizations serving the Dayton area, in addition to projects conducted by Flyer Consulting.

The SBA will align resources to achieve these objectives.