



NEW ACADEMIC UNIT REQUEST

See [Guidelines](#) for Requesting Academic Unit Changes for Renaming, Mergers, Transferring or Disestablishment of an Existing Academic Unit.

I. Campus and Location Offering – indicate by highlighting in yellow the campus(es) and location(s) where this academic unit will reside.

Main – Tucson &/or Oro Valley

Phoenix – Phoenix

[AZ Online](#) – Please provide proof of approval to launch

[AZ Distance Education](#) – Please provide proof of approval or letter of support

Southern AZ – Work with UA Distance Education, same link as above

[AZ Global](#) – Work with UA Global

II. Academic College—Provide the name of the academic college where this unit will be housed.

Eller College of Management

- A. Name of the new unit/school/department/committee: *School for Business Analytics*

III. Purpose and Activities of the Unit

- A. Identify the basic goals and objectives of the new unit.

We aim to create a new School for Business Analytics in Eller College of Management to consolidate the Eller School of Management's business analytics activities related to educational programs and fostering research. A separate school will also allow us to hire tenure track faculty with expertise in business analytics who may not fit into the traditional departments at the Eller College. Overall, a distinct organizational structure will provide the focus needed to grow the new programs and aid coordination across the college to develop state-of-the-art curricula and a healthy program.

- B. Describe the activities, projects, and programs that will be conducted by the new unit.

Our college offers MSBA (Master of Science in Business Analytics) and a new undergraduate major in Business Analytics in the BSBA degree program has been approved and will be offered starting in Fall 2023. Both programs will be the responsibility of this newly proposed school. The trend in business analytics programs across the country is to incorporate more experiential-learning data analytics projects into the curriculum, and the school would be able to coordinate with the Partnerships Office to obtain relevant projects for our students at both the undergraduate and graduate levels.

- C. Describe demonstrable partnerships and partnership support that arise from the creation of the unit.

This unit will be able to develop partnerships with schools and departments across the campus, both internal and external to the Eller College of Management. Specifically, there are opportunities for academic synergies that are useful from both educational and research standpoints. Furthermore, given the nature of our Eller College, we need to build relationships to



NEW ACADEMIC UNIT REQUEST

place students in businesses. So, the new School for Business Analytics will focus on building partnerships that aid us with our college's educational and research missions.

- D. How does formal creation of this unit directly promote the fostering of collaborative and synergistic research and outreach beyond what is already happening on campus with existing entities?

The School for Business Analytics will be an interdisciplinary hub that brings together business relevance and technical data analytics. By nature, our business school research must be concerned about managerial insights and relevance (our leading publication outlets ask for managerial insight summaries). We need talent that can understand business problems, translate them into research questions that have academic rigor, and propose insights relevant to businesses as well. Faculty members in this unit should be able to do the translation well and also have a deeper understanding of the technical content. Naturally, those skills need to connect with functional domains such as accounting, marketing, finance, and other traditional areas of the business school.

- E. Alignment of the proposed unit's purpose to the reporting unit and the University's strategic goals.

Developing preeminence in data and analytics is a key strategic goal for the university. Our ability to develop educational and research programs on analytics in this unit will contribute to this goal. Also, there is an extensive demand for talent within Arizona and across the US for talented individuals with both business relevance and technical strength. Our goal of training students to meet that talent need will align with the land-grant mission of the university.

- F. Documented support from affiliated faculty, department heads, and deans. At the college level, alignment of the proposed unit's goals and objectives to the college's recruitment plan and programmatic priorities.

A vision document proposing how the unit will be structured and set up was discussed by the college's faculty representation called CAC. The department representations at CAC voted 6-1-1 (6 in favor, 1 "split," and 1 negative). Additionally, the vision was voted on by the College faculty. 55% of the eligible voters and 73% of the actual votes favored the proposed vision.

- G. Clear statement of the evaluative criteria to be used in the comprehensive review. How will the proposed unit demonstrate success?

Our ability to attract and enroll students in both undergraduate and graduate programs will be a key measure of the unit's teaching success. We expect the unit's success also to be measured by the revenue generated. We expect the school to generate additional revenue of at least \$3 mil for the Eller College through university investments and tuition revenue growth. We will also measure the success of the unit based on typical publication metrics that are used in evaluating other departments within the college.

III. Resources



NEW ACADEMIC UNIT REQUEST

A. Faculty and Staff

1. Provide the name and employee ID of the unit head.
Jayanthi Sunder, jayanthisunder@arizona.edu
2. List the name, rank, highest degree, primary department and estimate of the level of involvement of all current faculty and professional staff who will participate in the new unit. Also, indicate the position each person will hold in the new unit.

Currently, we have many career-track faculty members who have been placed in other departments and who teach analytics courses with BNAD prefixes. They will be moved slowly into this new entity in a fashion that does not disrupt the service they provide to their current departments. Additionally, new tenure-track faculty members will be hired in the future. Some of the tenure track hires will intentionally overlap with some of the existing departments. Others may be solely in the new unit as well. Currently, we will move only one person to the new unit:

Gray Hunter, Ph.D., Senior Lecturer, Academic Director for MSBA program.

3. List the clerical and support staff positions that will be included in the new unit.

We intend to hire an administrative assistant for the department. All other business manager related services will be offered at the dean's office level.

4. Project the number and type of new faculty and staff positions that will be needed by the unit during each of the next three years.

We intend to have about 4 career track faculty members and 3 tenure track faculty members with joint appointments with existing departments. Additionally, we expect to hire the administrative staff member noted in the previous response.

B. Physical Facilities and Equipment

1. Provide the Unit address for the new department. Include the following:

Mailing address: 1130 E Helen St, Tucson, AZ 85721
Building Name: McClelland Hall
Building #
Room: 417
PO Box
Zip Code: 85721
Unit phone number

2. Identify the physical facilities that will be required for the new unit and indicate whether those facilities are currently available.

We will need to convert a segment of the third floor space of McClelland Hall into offices



NEW ACADEMIC UNIT REQUEST

for the unit.

3. List all additional equipment that will be needed during the next five years and the estimated cost.

Usually, the cost of laptops and phone equipment for the faculty hired has to be borne. It is approximately \$4K per faculty.

C. Library Resources, Materials, and Supplies

1. Identify any additional library acquisitions that will be needed during the next three years and the estimated cost.

None

2. List any special materials or supplies, other than normal office supplies, that will be required by the new unit.

None.

D. Other Information

1. Identify any implications of the proposed change for regional or programmatic accreditation.

Our AACSB accreditation which is relevant to the business school will be applicable here. The accreditation review is conducted every five years. Since we underwent that process this year (2022-23 cycle), our next one is due in 2027-28.

2. Provide any relevant information, not requested above, that will assist reviewers in evaluating this proposed addition.

None

E. Financing

1. Explain the university's plan for providing adequate financing for the unit.

We have multiple ways to fund the school for business analytics.

- a. Majority of the funds for the operation of the school will be generated from undergraduate and graduate business analytics programs.*
- b. The generous gift from Bert and Czarina Lopez sets up a \$10M endowment from which some faculty chairs will be awarded. It will also help fund research activities and cover administrative operating costs.*
- c. Additionally, the faculty members may seek external funding through grants for research.*

2. Identify potential sources for external funding for the unit.



NEW ACADEMIC UNIT REQUEST

If state funds will be used, indicate whether new appropriations will be requested or existing appropriations will be reallocated. If reallocating existing appropriations, indicate where these will be drawn from.

The revenue generated from the programs will be used for funding the activities in the school.

- 3. Complete the Budget Projection Form, projecting the operating budget for the proposed unit for the next three years.

Attached.

- 5. Estimate the amount of external funds that may be received by the unit during each of the first three years.

Currently, the donor is scheduled to contribute \$2M each year for the total five years, including the next three years. Those funds will be moved into an endowment. Distributions from the endowment contributions will be used toward running the school. We had requested recurring SBA funds for efforts towards business analytics. At the end of FY23, we were given \$1.64M of recurring SBA funds.

- 6. Provide the unit account number (if previously assigned). NA

IV. **Additional Information** --provide any other information not requested above that may be useful in evaluating this proposal.

V. **Required Signatures**

Managing Unit Administrator: Jayanthi Sunder, Vice Dean, Strategic Initiatives and Global Ed
(name and title)

Managing Administrator's Signature: _____ Date: 7/24/23

Dean's Name: Karthik Kannan Date: 07/24/23

Dean's Signature: K. Karthik Kannan Date: 7/26/2023



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: School for Business Analytics

Budget Contact Person: Lin Qian	Projected		
	1st Year 2023 - 2024	2nd Year 2024 - 2025	3rd Year 2025 - 2026

METRICS			
Net increase in annual college enrollment UG	30	87	180
Net increase in college SCH UG	150	921	2,540
Net increase in annual college enrollment Grad	120	180	250
Net increase in college SCH Grad	3,060	4,680	6,600
Number of enrollments being charged a Program Fee	30	87	180
New Sponsored Activity (MTDC)			
Number of Faculty FTE	4.5	6.0	6.5

FUNDING SOURCES			
<u>Continuing Sources</u>			
UG AIB Revenue	48,750	231,285	595,900
Grad AIB Revenue	2,965,727	4,616,397	6,570,220
Program Fee Revenue (net of revenue sharing)	124,590	261,833	437,033
F and A AIB Revenues	-	-	-
Reallocation from existing College funds (attach description)	-	-	-
Other Items (attach description)	-	-	-
Total Continuing	\$ 3,139,067	\$ 5,109,515	\$ 7,603,153

<u>One-time Sources</u>				Descriptions:
College fund balances		-	-	
Institutional Strategic Investment		-	-	
Gift Funding		85,000	127,500	
Other Items (attach description) (A)	185,000	85,000	85,000	
Total One-time	\$ 185,000	\$ 170,000	\$ 212,500	
TOTAL SOURCES	\$ 3,324,067	\$ 5,279,515	\$ 7,815,653	

EXPENDITURE ITEMS			
<u>Continuing Expenditures</u>			
Faculty	545,606	671,592	797,908
Other Personnel	81,800	84,254	86,782
Employee Related Expense	200,770	238,847	283,101
Graduate Assistantships	70,472		
Other Graduate Aid	29,528		
Operations (materials, supplies, phones, etc.)	50,000	50,000	50,000
Additional Space Cost			
Other Items (attach description) (B)	267,000	267,000	267,000
Total Continuing	\$ 1,245,176	\$ 1,311,694	\$ 1,484,791

<u>One-time Expenditures</u>			
Construction or Renovation	350,000	750,000	750,000
Start-up Equipment	34,000	-	-
Replace Equipment			
Library Resources			
Other Items (attach description) (C)	777,733	67,467	101,200
Total One-time	\$ 1,161,733	\$ 817,467	\$ 851,200
TOTAL EXPENDITURES	\$ 2,406,909	\$ 2,129,160	\$ 2,335,991

Net Projected Fiscal Effect	\$ 917,158	\$ 3,150,355	\$ 5,479,662
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(A) The U of A Eminent Scholars Program matching fund (State fund) will provide \$85,000 (a match of the projected payout of a \$2M endowed chair) per year for five years. In addition to the match, a one-time award of \$100,000 will be provided to the holder of the chair to use towards graduate student support.

(B) The annual continuing costs include \$17,000 for transcription of online lectures, \$50,000 for Classroom Tech Support, \$150,000 for Classroom Infrastructure (Pods, Virtual Computing Lab), and \$50,000 for Program Marketing/Advertising

(C) The 1st year expenditures include: (a) Course development cost of \$ 580,800 for new curriculum in order to launch the online MS Business Analytics (MSBA) program. (b) Marketing campaign cost of \$150,000 for the MSBA programs. (c) faculty start-up funds of \$46,933. The 2nd