



Northeastern University

# D'Amore-McKim School of Business



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# DEFINING OUR FUTURE

D'AMORE-MCKIM 2025

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Breakthrough technologies, including robotics, artificial intelligence, the Internet of Things, and blockchain, promise higher productivity, enhanced efficiencies, and economic growth. These technologies are changing the way we live, learn, produce, and consume content, as well as how employees and enterprises work across all industries.

For businesses, advanced technologies coupled with advances in computing, connectivity, and the cloud have enabled the tight integration of the physical, digital, and human resources in the business world, i.e., digital convergence, leading to enormous opportunities. For example, Tesla cars receive over-the-air software updates that add new functionality and improvements over time. These connected technologies have also enabled the physical world to become more and more digitized (for example, GE's Predix digital platform connects with industrial machines and analyzes their data to improve real-time performance) giving birth to integrated digital and physical ecosystems and requiring talented people who can lead this world of digital convergence.

Digital convergence potentially entails paradigm shifts in two different ways. First, there is a greater need for organizations to orchestrate resources within an ecosystem rather than merely controlling resources. For example, Airbnb and Uber have achieved scale by collaborating and working with resources in the community, i.e., the network of producers and consumers is the chief asset. Second, the proliferation of data resources implies that analytics is becoming a crucial competency for firms. As such, beyond the content competencies, technology, data, and human literacies are crucial for leaders to be successful in the emerging business world.

While digital convergence disrupts industries and jobs, higher education in business – through research and teaching – is a critical component in helping people and industries navigate challenges with digital convergence and turn them into opportunities.

**EMBRACING THIS CHANGING WORLD IS MANDATORY.**

# Inspire. Discover. Innovate.

The D'Amore-McKim School of Business will embrace opportunities that arise from this changing world by discovering, designing, and delivering the competencies required for thriving in this future. We will position ourselves as a bold and impactful business school that prepares the world for a future rooted in digital transformation and convergence.

This optimism for D'Amore-McKim's strategic renewal is borne out of our immense strengths. We excel at many things: we are a large business school with both broad and deep areas of excellence; our faculty is renowned for their use-inspired research; and we have a tremendous legacy of experiential learning, which has been honed and perfected for over a century and capitalizes on the fusion of rigorous academic knowledge with real-world application. We will remain true to this legacy of excellence, while exploring new ways to prepare our communities for the technology-driven future of work.

Beyond the strengths of D'Amore-McKim, Northeastern University's academic reputation as a world-class university is soaring. We are a highly innovative and networked university with multiple campuses around the world, and our community of corporate employers, university partners, students, graduates, faculty, staff, parents, and friends around the world, is extensive. We also benefit from a strong global entrepreneurial ecosystem, and our school has robust relationships with the other colleges within Northeastern. We seek to harness these extensive networks to enable D'Amore-McKim to flourish as a leading university-based business school. We will become vital to the global business community by partnering across disciplines, industries, geographies, and with stakeholders through our research and teaching.

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## OUR MISSION

- We educate leaders and thinkers to be prepared for the future of work in a world being shaped by digital convergence.
  - We contribute use-inspired thought to the global business world that empowers companies to be prepared for this future.
  - We foster an inclusive culture of excellence that transforms lives.
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## OUR PROMISE TO STUDENTS

We will be student centric. A D'Amore-McKim student is a doer with the drive to innovate and get things done. We will create this next generation of principled leaders and thinkers in this world of digital convergence by:

- Questioning conventional wisdom, learning to solve problems with concepts from different fields, experimenting courageously, making informed decisions, and driving significant progress and impact;
- Understanding the possibilities of technologies and generating insights from the utilization of technologies that will solve modern society's grand challenges;
- Leveraging soft skills such as critical thinking, social interactions, working with diverse teams, curiosity, creativity, entrepreneurial thinking, collaboration, and complex problem solving;
- Embracing the co-op experience on the job and fusing the relevant real-world application with academic learning; and
- Recognizing the importance of lifelong learning, values, diversity, gender equality, tone, and a culture of inclusiveness

In general, we will strive to develop the competencies necessary for students and learners to be successful in this world marked by digital convergence.

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**VISION  
AND PLAN**

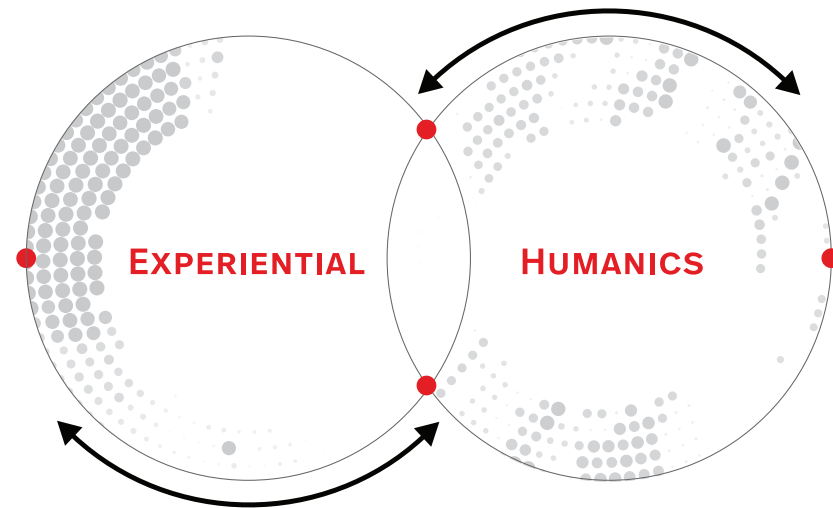
# Our Vision

D'Amore-McKim will be widely recognized as a preeminent business school that generates impactful knowledge and develops leaders who will shape business in a landscape of digital convergence. By doing so, we will become the school of choice for elite talent around the world.

We will accomplish our vision by aligning the school's vision with the Northeastern University 2025 plan, which is rooted in network building: "... networks for lifelong learning and discovery that make people more agile, adaptable, and creative, and inspire us to be fully human. Networks of humans and intelligent machines collaborating to build communities that are connected and creative, resilient and entrepreneurial—advanced, not marginalized, by technology."

## HOW WILL WE ACCOMPLISH OUR VISION? LEADERSHIP IN THE ERA OF DIGITAL CONVERGENCE

We have a pioneering reputation in experiential learning. Humanics, our new framework for well-rounded education, is emerging as one of Northeastern's differentiated characteristics. **Humanics education**, coupled with **experiential learning**, will become the "X Factor" for D'Amore-McKim and form the **foundation** to help power our curriculum in order to transform ourselves into a preeminent business school for the age of digital convergence.

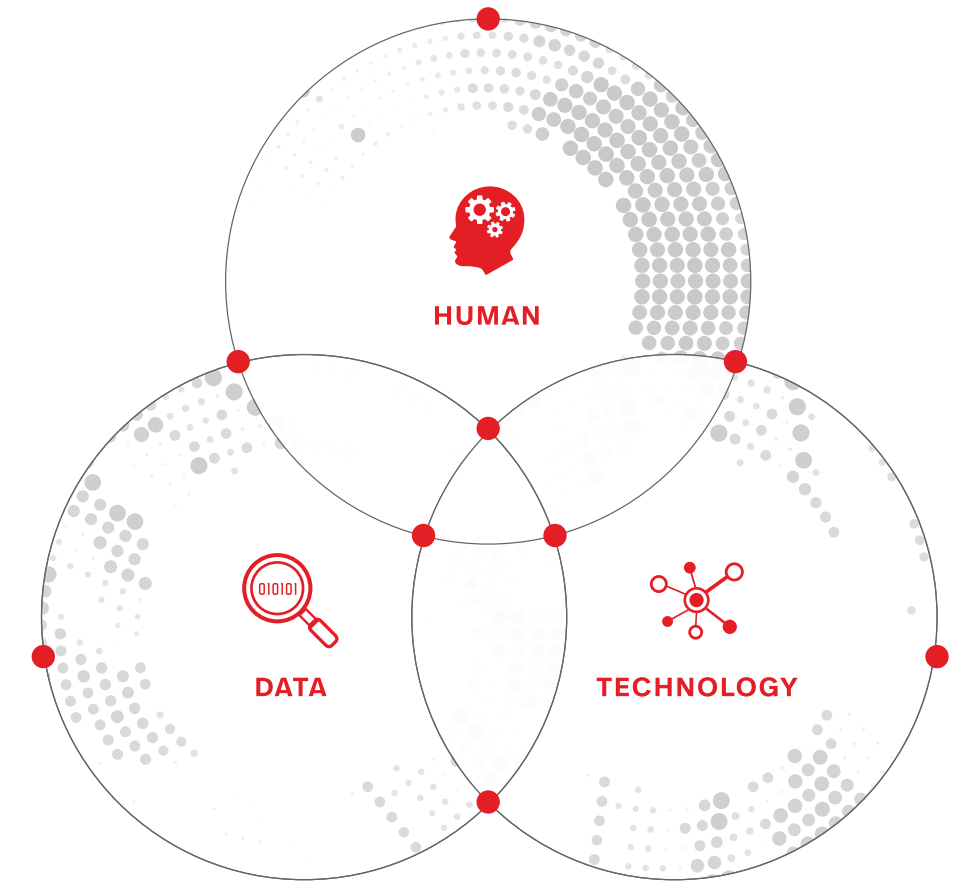


### EXPERIENTIAL LEARNING

At the core of everything we do is experiential learning that fuses robust classroom education with real-world application. Co-op education is embedded in our DNA. We have created the requisite structures and capabilities in this domain that make us unique and difficult to imitate. We will continue to build upon our existing co-op partnerships and recruit new partners around the world to advance our mission. Our heritage of focusing on relevant experiential application, in both research and teaching, creates virtuous loops between faculty and students, and hence positive student outcomes.

### HUMANICS

Humanics is the integration of human, technological, and data literacies. We will be able to cultivate humanics education in D'Amore-McKim students and learners by focusing on three interdisciplinary learning literacies: teaching technology trends and their value, providing hands-on experiences with data and digital tools that students will use in modern business, and creating opportunities to explore what makes humans unique and potentially "robot proof." Where these learnings converge is the foundation of humanics at Northeastern.

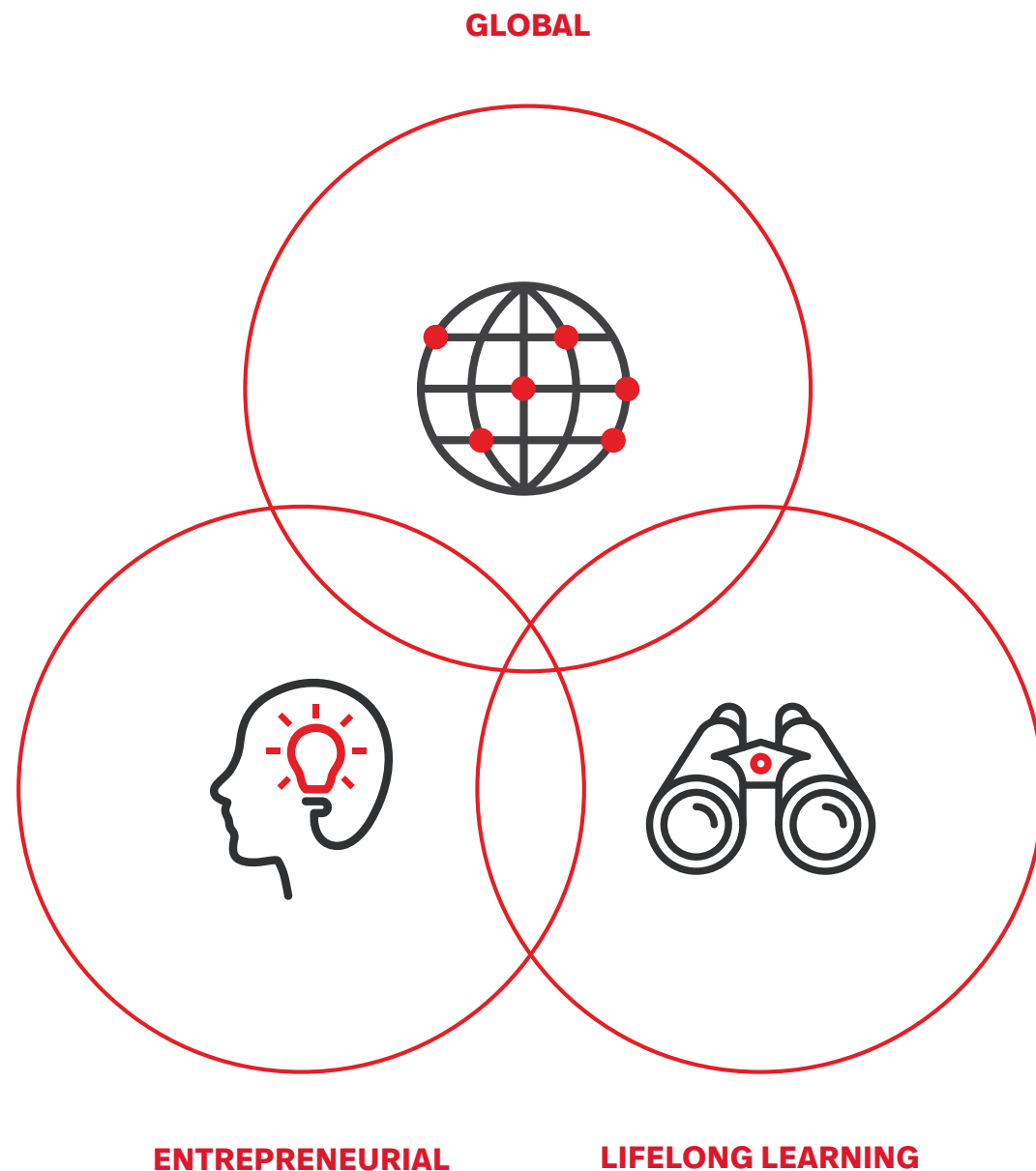


### What are these three specific literacies?

- **Human** capacities such as creativity, ethical reasoning, cultural agility, collaboration and systems thinking are central in a context where some estimate that in the next 10 years over 50 percent of jobs will be lost to robots, and where the use of artificial intelligence is raising new ethical questions on a daily basis. In this world, emphasis on human literacies endows students with both a creative mindset and mental elasticity to create and capture value.
- Understanding the ways in which **technology** operates and affects global business now and in the future is also crucial to being successful in the digital economy. In the world marked by a seamless transition between the physical and digital, technological literacy will play a role in understanding the sources of scale and scope advantages.
- The driving forces of big **data** and the Internet of Things has led to the proliferation of large amounts of data. In the world of digital convergence, data is a resource and analytics will become a competency. People who can manage the flow of data, capture the potential value of data by utilizing the right approaches, and then develop insights, are likely to stand out. We will train students with the right data literacies.

## DEVELOPING DISTINCTIVE MINDSETS

Building upon the foundation of humanics and experiential learning, there are three distinctive mindsets –global, entrepreneurial and lifelong learning–that empower the supporting structure for the D'Amore-McKim vision. These distinctive mindsets play to our strengths. They infuse everything we do.



### #1. GLOBAL MINDSET

Having a **global** mindset and being culturally agile are necessary proficiencies for success, since the globalization of education and business continues to accelerate rapidly. D'Amore-McKim will embark on a strategy encouraging distinguished alumni and friends to share their extraordinary passion, expertise, and connections to advance our efforts for impactful engagement with the world. We will also be intentional and strategic about our global corporate and university partners to provide opportunities for our students and faculty to engage in global experiences, with even greater possibilities for customization, in order to absorb the flavor of local and regional business cultures and landscapes. D'Amore-McKim is already excellent in this area, with highly productive international business faculty and an undergraduate program that is consistently ranked in the top 10 in *U.S. News & World Report*.

### #2. ENTREPRENEURIAL MINDSET

It is widely known that thinking like an entrepreneur aids success in the world of business. The essentials of an **entrepreneurial** mindset include being comfortable with innovation and risk taking in order to create impact. Entrepreneurial thinking is an important tenet for both D'Amore-McKim and Northeastern, and it shows. *Princeton Review* consistently ranks the University's entrepreneurship programs among the top 10 in the country. It is not just about creating new ventures. It is also about developing entrepreneurial skills – thinking differently, doing more with less, developing into a proactive problem solver, taking calculated risks, as well as taking failures in stride thereby building resilience, that will help our students be successful in the business world. An entrepreneurial mindset provides students with skills and abilities that they can carry through in any situation – whether working at a startup, a large established company, or at a nonprofit organization.

### #3. LIFELONG LEARNING MINDSET

We believe that education doesn't end after graduation. Members of the D'Amore-McKim community understand that **lifelong learning** is imperative to long-term success in business and life. Our professional education and corporate learning practice will take the lead on this initiative.

In summary, D'Amore-McKim will seek to build leaders and thinkers fueled by a distinct ability in humanics in order to reap the benefits of digital convergence by becoming proficient in human, data, and technological skills. This is enhanced by our signature strengths in experiential learning and developing entrepreneurial and global mindsets. In addition, our students will understand that their portfolio of skills must be constantly invested in through lifelong learning.

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## FOUNDATIONAL PRIORITIES AND METRICS





**FOUNDATIONAL PRIORITIES FOR D'AMORE-MCKIM**

**RESEARCH**

We will provide an intellectually stimulating atmosphere for **our faculty** that fosters impactful knowledge creation and use-inspired research in a highly collaborative environment. Use-inspired research is characterized by both rigor and relevance in that it solves or illuminates practical problems.

D'Amore-McKim research disseminated in top-tier business journals is increasing, and our research rankings continue to rise. Our research is also featured in the top practitioner-oriented and specialty business journals in keeping with our mission of real-world impact. We generate a broad portfolio of impactful research that reflects the breadth of our faculty. Our faculty continues to increase our presence as editorial board members of prestigious academic journals, as fellows in prestigious academies, and as leaders in top academic organizations. We will further strengthen and expand our reputation for high-quality, high-impact research.

There is also an increase in the number of D'Amore-McKim faculty members engaged in interdisciplinary research with faculty from outside the school. We will promote faculty appointments across colleges. As the world becomes more complex, the need for interdisciplinary research that generates creative solutions for solving the grand challenges of our times increases exponentially. We will continue to invest in, and incent, faculty who work in the intersections of disciplines.

We will continue to recruit top scholars to our faculty, including both transformative established scholars and promising junior faculty. At the same time, in the spirit of engaged scholarship, we will establish mechanisms to integrate accomplished practitioners into our fold.

We already have established strengths in many areas that we will continue to leverage. We seek to invest in new faculty talent that will build upon recognition for D'Amore-McKim as thought leaders in digital convergence involving individual domains in humanics, including: (a) analytics across the enterprise, (b) digital transformation across the enterprise, (c) people and talent issues, and (d) global business in order to enhance our strengths and promote maximum impact.

**POTENTIAL METRICS FOR MEASUREMENT**

Number of tenure system and tenured faculty by rank

Number of faculty intellectual contributions annually

Number of fellowships and endowed chairs

Number of faculty in editorial boards / editors of journals

Percent of women and under-represented minorities among faculty

Number of interdisciplinary collaborations within centers

Amount of research grants with a separate tally of cross-disciplinary funding

Number of research partnerships with international universities

Number of industry / academic partnerships

Number and type of faculty awards / including recognition

Number of co-authorships across groups and colleges

Number of strategic hires

**UNDERGRADUATE PROGRAMS**

We will further strengthen our **undergraduate degree programs** to position D'Amore-McKim as a preeminent undergraduate business school.

Our undergraduate degree programs—our crown jewel—are both large and strong. Our legacy strengths in experiential learning are a powerful draw in the education marketplace. We attract a specific kind of student who values the combination of classroom education and outside experience, so there is an innate fit. Our interdisciplinary offerings are also a major differentiator and are now more popular than ever. We will provide enhanced opportunities for students to study abroad and experience international and out-of-state co-op placements so they can continue to broaden their horizons.

We will continually improve ourselves with future-focused curricula that reflect both market-driven and market-driving topics. We will develop more interdisciplinary offerings and capitalize on the growing opportunities available in the marketplace. We will go forward with innovative new majors, new concentrations and minors, and signature student experiences. We will work purposefully on revamping our undergraduate courses to ensure that new material is added, outdated material is dropped, and new delivery mechanisms are leveraged to make them more efficient, productive, and accessible.

**POTENTIAL METRICS FOR MEASUREMENT**

Undergraduate student-to-faculty ratio

Student satisfaction with experiences (average of TRACE scores across D'Amore-McKim)

Number of students in combined majors

4-year graduation rate

Freshmen retention rate

Number and percent of undergraduate class sections with fewer than 20 students

Percent of undergraduate students participating in research

Undergraduate placement rate at graduation

Number of students involved in student clubs

Number of credit hours

Number of students with out-of-area or global co-op placement

Percent of students with global experience

Percent of women and under-represented minorities in student body

Number of courses with SAIL attributes

Number and percent of students per academic advisor

Number of innovative programs

Number of Honors students

Number of students in global campuses

**GRADUATE PROGRAMS**

We will reconfigure, enhance, and grow our **graduate degree programs** to be in tune with current trends in order to position D'Amore-McKim as a recognized leader in graduate business education.

Graduate business education nationwide is in a state of flux. There is tremendous uncertainty among international students pursuing graduate business education in the United States. Demand for full time MBA programs is ultra-competitive, leading to heavy price discounting. In order to chart a differentiated path, a modularized and re-imagined Full-Time MBA program was launched for fall 2018. Using the new curriculum as the guiding framework, we will pursue opportunities to create “market-moving,” interdisciplinary MBA program offerings (for example, MBA x CS) that play to D'Amore-McKim’s strengths and stand out as clear differentiators in the graduate business education marketplace.

There is robust growth for one-year master’s programs that teach specific job skills, including analytics, technological entrepreneurship, and technology management. Our specialty masters programs are good, but they need to be more efficient to overcome low enrollments and limited resources to market them. We need to introduce interdisciplinary programs to keep up with our humanics focus. We need to create many “PLUS One” pathways in order to provide more choices to the undergraduate students who are intent on staying here for five years. Where appropriate, we will employ a strategy to develop a “core” platform of courses and various concentrations which can be added for enhanced efficiencies. Ultimately, we seek to empower students and learners to be a new kind of leader.

Some students find face-to-face education inflexible as they consider the constant commuting to campus inconvenient, and hence, incompatible with their professional lives. These students choose online options or hybrid education that combine online and face-to-face learning utilizing modern technologies that enhance their curricula. We have opportunities to develop new delivery mechanisms to reach much larger learner audiences. We will also be agnostic to the learning modality and experiment with new ways to offer courses online, face-to-face at both the Boston campus and at the various regional campuses, or a hybrid option that blends both.

**POTENTIAL METRICS FOR MEASUREMENT**

Undergraduate GPA
Student satisfaction with experiences (average of TRACE scores across D'Amore-McKim)
Number of students with international immersive experiences
Number of interdisciplinary programs
Number of blended / flipped / online classes
Placement rate at graduation
Number of students in global campuses
GRE / GMAT / TOEFL scores
Number of credit hours
Number of students with corporate residency
Percent of women and under-represented minorities in student body
Starting salaries of students
Placement rate three months after graduation
Number of programs in global campuses

**LIFELONG LEARNING AND PROFESSIONAL EDUCATION**

We will expand our **professional education** offering to meet the new demands of both individual learners and the corporate marketplace.

The professional education environment is currently subject to distinctive global market forces, such as the rising quality of schools in Asia and Europe which introduce intense competition; alternative business models from platform companies such as Coursera and EdX that threaten to disrupt professional, non-credit education; and corporate players such as IBM and BCG that are moving into the non-credit business education market. At the same time, the traditional executive education model is declining.

However, professional education opportunities abound. Lifelong learning will become important for all learners. Education and training for all employees in an organization will be democratized, and re-skilling and up-skilling opportunities for employees at every stage of the life cycle are likely to grow. This trend presents a huge opportunity for D'Amore-McKim by rejecting the “content-not-invented-here” syndrome. We will assist corporate partners with cutting-edge content, with articulation pathways to for-credit education at D'Amore-McKim, and collaborate with platform companies for access to their talent pipelines.

We will also test newer models of online learning that utilize new technologies and deliver scale. This would include creating “bite-sized” learning modules in focused areas with enormous market demand such as Health and Artificial Intelligence for Business, and “stacking” them into larger modules for credit, certificates, and degrees. We will also explore how to bring experiential learning into the virtual world using technology, as well as more ways to license D'Amore-McKim content for valued educational players around the world, disseminated under the University’s brand.

**POTENTIAL METRICS FOR MEASUREMENT**

Number of custom programs
Number and percent of students who proceed from non-credit to credit education
Number of faculty involved in professional education
Number of partnerships for licensing content
Number of students reached through lifelong learning
Number of interdisciplinary programs

# SUPPORTING PRIORITIES AND METRICS



**SUPPORTING PRIORITIES**

We need to ensure we have the resources required to keep the community strong and deliver on our promises and priorities outlined here. In order to do this, our supporting priorities include:

**SUPPORTING AND EMPOWERING PEOPLE**

Our people are our most important assets. We will acquire, develop, and manage talent within an inclusive and diverse work culture that helps talent flourish and makes D'Amore-McKim a great place to work. We want every person in the D'Amore-McKim community to be proud of the part they play to make our college the best it can be. We will also provide alumni and corporate partners with a brand that they are proud to associate with so they feel empowered to invest in us through their time, talent, and treasure.

POTENTIAL METRICS FOR MEASUREMENT	
Number of training and mentoring programs for faculty and staff for improving individual and team-level productivity	Percent of women and under-represented minorities among staff
Percent retention	Faculty and staff satisfaction and engagement

**LEVERAGING TECHNOLOGY**

Where appropriate, we will utilize technology to create and deliver high quality business education in order to reduce geographic and mobility barriers for learners who desire a world-class business education.

POTENTIAL METRICS FOR MEASUREMENT	
Number of students enrolled in blended / flipped / online classes	
Number of online programs available	Number of massive open online courses
Enrollment in online programs	Completion rate of online offerings

**RAISING RESOURCES THROUGH ADVANCEMENT EFFORTS**

Exciting opportunities await us, and we will forge ahead to transform this strategic plan into action. This requires maximizing the resources available to D'Amore-McKim to ensure success in implementation. We will develop a concerted alumni engagement strategy and build a robust advancement organization

to support bold initiatives that enhance our intellectual capital, including faculty research and centers of excellence, student access to our programs and support for quality academic performance, academic innovation initiatives, and relevant partnering opportunities for our constituents.

POTENTIAL METRICS FOR MEASUREMENT	
Number of events for alumni	Number of alumni participating in events
Number of alumni / corporate partners engaged in the classroom / mentorship programs	Number of events for corporate partners
Amount raised through philanthropy	Participation rates in philanthropy
Number of major gift proposals generated	Number of principal gift donors

**FOCUSING ON OPERATIONAL EXCELLENCE**

In order to fulfill D'Amore-McKim's vision of excellence in all areas, we need to be operationally efficient to maximize impact. We need to communicate one D'Amore-McKim brand with one voice. Beyond growing revenues, we will commit to improving efficiencies and reducing costs, allowing the appropriate allocation of resources into our operations. We will invest in productivity and reporting tools, including a strategic dashboard that will uncover trends, predict outcomes, and discover insights that help us make decisions quickly and efficiently.

POTENTIAL METRICS FOR MEASUREMENT		
Website visits and views	Number of followers on social media	Number of people receiving D'Amore-McKim newsletters
Open rates for D'Amore-McKim newsletters	College energy expenses	Space utilization
FTEs of staff to revenues	Program profitability	Budget surplus / deficit

**THESE ARE LOFTY GOALS.**

The D'Amore-McKim community is ready for the challenge. It is not the time to maintain the status quo. The global business world is changing rapidly, and we are confident that our students, our faculty and staff, and our alumni and corporate partners, will be prepared for this technology-driven future.

**LVX  
VERITAS  
VIRTUS**