Program Review Committee Report  
Department of Marketing

Review Process

The Department of Marketing prepared a self-study, following program review guidelines. A two-person external review team visited the campus. They met with members of the Program Review Committee (PRC), Marketing faculty members and university administrators. The PRC reviewed the self-study and the report of the external review team. A member of the PRC met with the Marketing faculty, the Chair of Marketing met with the PRC, and the PRC met with the Dean of the College of Business Administration to discuss issues raised in the review process. The findings and recommendations of the PRC are summarized in the report that follows.

Summary of the Self Study

Introduction

The Department of Marketing was founded in 1965 with four undergraduate specializations within the BSBA degree program: advertising, marketing research, retailing, and selling and sales management. In 1984 the Department opted to combine the programs into one comprehensive marketing specialization.

Mission

The mission of the Department of Marketing commits the faculty to the following goals:

1) to design and deliver academic programs in marketing that develop the skills and knowledge necessary for success in business and society;
2) to expand and disseminate knowledge and ideas that promote excellence in marketing thought and practice;
3) to provide meaningful professional service to the marketing discipline, the business community, the College and University; and
4) to continue to establish specific goals and objectives consistent with this mission and strive to continuously improve the level of performance as reflected in these goals.
The Department’s general philosophy is in line with the University’s role and mission; it is expressed in the faculty’s program offerings and research directions. In teaching, faculty are encouraged to use formal and informal feedback from their students, peers and external sources to improve their teaching and to be continuously innovative. The Department recognizes and rewards quality and quantity of faculty research efforts, expecting faculty to strive for publication in refereed journals on an annual basis, although there is no numerical goal formally specified. Service activities are viewed as of lesser importance, which is in keeping with the view of the University and College.

The Department’s mission is consistent with the College’s mission to be a center of learning that fosters intellectual creativity, innovative leadership, critical thinking, ethical behavior and an understanding of the cultural implications of marketing in an international environment. The Department, like the College, places emphasis on quality educational experiences for non-business students and for educational outreach to the professional business community.

The Department used an Academic Challenge Grant from OBOR in 1989 to fund a new position in Business-to-Business Marketing and to begin a Business-to-Business Institute which became a separate organization within the Department in 1992. Many significant activities were undertaken as a result of the Academic Challenge grant, including the development of a specialization in the MBA program in Business-to-Business Marketing, which utilized significant personnel resources. However, in 1996 the Business-to-Business concentration in the MBA program was eliminated due to faculty losses, low enrollment in this concentration and increasing undergraduate student enrollment. The Department put the Business-to-Business Institute under temporary suspension, but in 1999 it was reactivated as the Marketing Management Institute with a new, broadened mission in four areas: enhancing student education, interfacing with practitioners, serving as a resource for area businesses and engaging in research to advance the field of marketing.

**Description of the Department**

The Department is a tenuring academic department with a standard structure including a chairperson and a variety of standing and ad hoc committees. The Department has an acting Chair during the summer while the Chair is out of town. The Chair maintains responsibilities for recruiting while the acting Chair attends to budgeting, meeting attendance and student issues.

Marketing offers a specialization in the College’s BSBA undergraduate program, participates in the MBA program by offering required and elective courses and offers coursework to non-business graduate students.

The Marketing Management Institute is led by a director and by an executive-in-residence who serves as chair of the marketing advisory council and director of the annual marketing symposium. An institute oversight committee, composed of the Chair of the Department and three other faculty, serves as an internal advisory council to the Director of the Institute.
secretary coordinates many of the Institute’s activities; she also serves as the person responsible for planning the annual marketing symposium.

Faculty Resources

The faculty comprise 13 tenured and tenure-track individuals (two professors, seven associate professors and four assistant professors). The Department also has one full-time instructor and one instructor/executive-in-residence. Part-time instructors are used on a term by term basis.

Graduate Assistant Resources

The Department had four GAs (total of 45 hours) in fall of 2000-01 and one GA in spring, 2000-01 (20 hours). Upon occasion, the Department’s needs require funding additional GA hours.

Staff Resources

The Department employs one full-time secretary who is assisted from time to time by part-time student assistants. Since December of 1999, the Department has employed a part-time secretary in the afternoons. The College’s centralized word processing center is also utilized by the Department.

Students

In fall, 2000, the number of undergraduates in the marketing specialization was 395, up from 293 in the fall of 1995. The number of marketing minors was 290 in fall, 2000, up from 10 in fall, 1995. The Department is currently experimenting with an “alternative faculty advising system,” assigning three faculty members to take on all undergraduate advising in the Department. The Department has no graduate students other than those enrolled in the College’s MBA program.

SCH Production

The Department’s SCH/FTE faculty for 1999-00 was 19.84. For fall 2000-01 it was 16.92, slightly below the average for departments in the College of Business Administration.

Instructional Services

Three marketing faculty participate in BA 150, which seeks to utilize the best college instructors in a course meant to help retain freshmen and sophomores who have a major in Business Administration. The Department offers sections of the Principles of Marketing course for the University and College honors programs, and offers a marketing minor, which is currently the largest minor in the University. A marketing faculty member is director of the Hospitality Management Program, and three faculty have served on Ph.D. committees of students from other areas.
**Facilities and Equipment**

Department classes are held in the BA building and in Olscamp Hall. The Department has a computer for each faculty member, two for the secretaries and a laser printer networked to the faculty computers. Some ink jet printers are available along with a copier and a fax machine. The Chair and secretary each have laser printers. Two older laptop computers and the college “rollabout” are available for classroom purposes.

Full-time faculty members have their own offices; part-time faculty and GAs share space. The Department also has a storage and small conference area.

**Information Resources and Services**

The self-study reports that faculty are satisfied with library resources in marketing and in related disciplines. They are pleased with the availability of OhioLINK and the services of the business librarian. They are displeased that a frequently used multi-volume text (hard copy) is outdated and that the new online version is difficult to use.

**Financial Resources**

Aside from the personnel budget ($1,129,465 in 1998-99), the Department’s expenditures are funded through its operating budget and the OBOR Academic Challenge Grant. The operating budget for 2000-01 is $21,600 (an amount determined by the College’s formula: $1,600 times the number of faculty in a department). In addition, the Department receives $37,714 from the Academic Challenge Grant.

The Department has been successful in funding a number of student scholarships. Also, negotiations are currently underway to provide two additional $1,000 scholarships for junior/senior level students in spring, 2001.

An external grant provided $5,000 of funding for a faculty member working on an OhioLINK project.

**Self-Evaluation**

Primary emphasis for the tenure and promotion of the Department’s faculty is placed on teaching; the evaluation of research productivity emphasizes publications in refereed journals and refereed conference proceedings. During the review period, 1993-2000, the publication rate of the Department averaged 0.6 refereed journal publications and 0.5 refereed conference presentations per faculty member per year. The faculty have historically published in “good” journals with a few in the “excellent” category (as determined by the Department’s ranking of journals). Given the teaching loads and the lack of graduate program, the self-study argues that this level of publication is quite an accomplishment. Faculty are also actively engaged in attending professional conferences, publishing book
chapters, reviewing articles for journals and conferences and other research related activities.

While the Department clearly attracts some very good students with excellent qualifications, the student body in the marketing specialization is somewhat below average in its entry characteristics. A considerable number of students have ACT scores under 20; in recent years marketing specialists have had an average ACT score of 21.6.

The self-study identifies the strengths of the current marketing curriculum as: a) the fifteen hours of required courses produces consistency of coverage for all students specializing in marketing; b) a broad spectrum of elective courses meet students’ career objectives; c) courses are innovative; and d) students are allowed to take approved courses outside of marketing to meet their program requirements. Weaknesses include the possibility that having too many required courses and not enough hours in marketing does not allow students to develop a strong enough career focus. Also, insufficient curriculum coverage has been identified in the area of information use and management, database marketing and the development of marketing plans. Another weakness identified in the self-study is the large number of students (395 in the specialization and 290 in the minor), which makes it difficult for faculty to get to know the students individually and to track them with respect to job placement. Mechanisms for quality control and enrollment management need to be considered. Another perceived weakness is the low percentage of marketing students who participate in internships or co-ops. A lack of focus within the field of marketing might also be considered a program weakness. There is no annual assessment of marketing students’ job placements.

The marketing minor is a strength because it allows students from a wide variety of majors outside of the CBA to have their knowledge of marketing recognized on their transcripts and resumes.

**Learning Outcomes**

Student learning outcomes for the marketing specialization are as follows:

1) Marketing students will communicate working knowledge of the basic marketing framework. In particular students will demonstrate an understanding of:
   a) customer analysis;
   b) information acquisition management and use;
   c) marketing mix design and marketing strategy development for purposes of creating customer value leading to a sustainable competitive advantage.

2) Marketing students should be able to demonstrate the ability to:
   a) work effectively as a member of a larger team;
   b) communicate clearly and concisely in both written and oral form; and
   c) develop and evaluate creative solutions, while solving problems.
The Department assessed their student learning outcomes by
1) measuring students’ knowledge of marketing as represented in three courses – MKT 300, MKT 302, and MKT 460;
2) analyzing the treatment of oral communication skill development across department courses;
3) videotaping student presentations in a required course in spring, 1999; and
4) using the results of the CBA’s senior survey.

Inferences drawn from the assessment results are:
1) students acquired more knowledge of marketing as they proceeded through the program;
2) the curriculum emphasizes the development of oral communication skills; and
3) teamwork, reading and writing were developed but to a lesser extent.

Demand

There is a strong demand for the marketing specialization, the marketing minor, and marketing courses: marketing currently has the largest student enrollment of any specialization in the CBA. The marketing minor is the largest on campus. The vast majority of classes are at capacity and the Department receives in excess of 100 closed course appeals each term. Over 50% of those gain admittance to some section.

Following graduation, 94% of marketing students obtained full-time positions in a variety of different industries. Starting salaries were competitive, with 37% earning salaries over $30,000 (CBA Alumni Survey, 1999-2000).

Centrality to Mission

The Department embraces the core values of the University; the self-study claims the faculty serve as models with respect to cooperative spirit and respect for one another.

Comparative Advantage/Uniqueness

The symbiotic relationships with other programs both within and outside of the CBA makes the marketing program distinctive in the sense that marketing provides students majoring in other disciplines with ample exposure to general marketing knowledge, theories, and models, while other programs provide marketing students opportunities to apply to or gain in-depth knowledge in a specific industry or business function area.

A possible area of course duplication at the undergraduate level involves communications-related courses. These courses are offered in the Departments of Art, Journalism, Telecommunications and Marketing. However, these offerings differ in perspective and content.
Financial Considerations

Overall, the Department has been able to offer starting salaries that, while not in the high range of offers, have been competitive. While there is some compression among salaries of assistant, associate and full professors, this situation was more pronounced a few years ago.

The self-study claims that the current support staff is not sufficient to manage the Department and the Institute, and to provide the desired level of service to students in an effective manner. As a result, the Department does not currently give the level of support service to faculty that is consistent with its goals and objectives.

As with many departments at the University, the Department of Marketing budget is a constraint. The Dean’s method of determining budget allocations ($1,600 per faculty member) does not consider the level of activity of units or the relative performance level of units. In the past, the Department has used funds from the Academic Challenge Grant to cover basic operating expenses; the case is made in the self-study that this is an inappropriate use of Academic Challenge funds.

Unit Planning

General Program Improvement Objectives

1) Improve the quality of students specializing and minoring in marketing by investigating the feasibility of implementing a new admission standard for the marketing specialization and minor. New admission standards should be operational for fall, 2002.

2) Improve the quality of advising received by students specializing in marketing by continuing training of selected faculty, and reducing their teaching loads, to become advisors for all marketing students. Experimentation with this alternative method began this year, 2000-2001.

3) Prepare students for professional life before entering the job market by implementing a continuous student professional development program. Fall implementation is to begin in the 2001-2002 academic year.

4) Improve professional outreach efforts to help secure both internships and employment opportunities by increasing involvement with the Cooperative Education and Internship Program and with Career Services.

5) Determine the post-graduate success of marketing specialization students by periodically surveying alumni and employers. The alumni survey is planned for 2001-2002 (to be repeated every five years); the survey of employers is to be conducted in the 2002-2003 academic year.
Curriculum Development Objectives

1) Revise curriculum to reflect increased attention to information technology in marketing and the analysis of marketing information by changing coursework to reflect marketing’s use of databases, secondary data, relationship marketing, and information technology. A revised curriculum is anticipated by the end of the 2001-02 academic year.

2) Increase the ability of marketing specialists to demonstrate marketing knowledge by requiring them to develop portfolios. Discussion will take place during the 2001-02 academic year with implementation at the time of adoption of the new curriculum.

3) Explore development of new MBA specialization opportunities by discussing possibilities with faculty in the Departments of Finance, Accounting and MIS, and Management. Discussion will begin in fall, 2002.


Research Objectives

1) Increase research productivity with respect to refereed publications by a) providing reassigned time for research, b) offering summer research grants, and c) encouraging/supporting faculty development with respect to scholarship. This objective is continuous.

2) Foster a culture of research productivity by implementing research colloquia within the Department and with area schools. This objective is continuous.

Service Objectives

1) Increase professional service by supporting faculty involvement with professional organizations. This objective is continuous.

2) Increase outreach activities by continuing support of the Marketing Management Institute. This objective is continuous.

Resources – Faculty

1) Hire new faculty in information technology. This recommendation was put forth last year but was not funded.

2) Hire a second faculty member once the revised curriculum is approved.
3) Increase faculty salaries to competitive levels.

**Resources – Support Staff**

1) Hire a new full-time secretary or convert the half-time secretary position to full-time.

2) Change the responsibilities of the full-time secretary and upgrade current secretarial positions as deemed appropriate by Human Resources.

**Resources – Operating Budget**

1) Increase operating budgets to levels necessary to support department activities, including those designed to recruit and retain students.

**Results of Previous Reviews**

This is the first cycle of program review for the Department of Marketing.

**Summary of External Report**

The external report is organized in three main sections: strengths and concerns; evaluation of the Department’s planning objectives; and responses to specific questions raised in the report.

**Strengths and Concerns**

The external report finds that the Department has the profile of "an excellent teaching culture." For instance, faculty are available and responsive to students. The external report also finds that the Department is a collegial unit, whose faculty "demonstrate an enthusiasm for research and a willingness to contribute to new initiatives." Another strength identified is learning outcomes assessment, in which the external report finds the Department to be "far ahead of its peers."

The external report finds that the research productivity of the Department is hindered both by a high teaching-related workload and by minimal rewards related to research productivity. The research activities of the faculty are also hampered by being asked to participate in too many different initiatives, a situation that could be addressed by more careful planning and prioritization. Furthermore, the external report finds that in judging research productivity, the Department weighs quantity over quality. The research productivity of the Department as a whole could be improved through the identification of a unifying research focus, a goal that the Institute could help accomplish. Finally, the external report finds that faculty salaries are low in comparison with peer institutions, a situation that will have negative impact on recruitment efforts.
Evaluation of Departmental Objectives and Plans

General Program Improvement
1) The external team was persuaded by the self-study’s proposal to implement an admission standard for the marketing specialization and the marketing minor.
2) Although they commented favorably on the strategy of having three faculty specialize in advising, the external team counseled that it might be valuable to assign academic advising to the College and career-related counseling to the Department.
3) The plan for a student professional development program is expected to be valuable, but to be costly and time-consuming. The external team believes this program should be implemented at the college level.
4) The external team was fully supportive of the Department’s desire to increase involvement with the Coop and Internship Program.
5) The external report was also supportive of the objective of surveying graduates, but suggested a shorter cycle time.

Curriculum Development  The external team supported all of the Department’s objectives in this area.

Research  The external team generally supported the Department’s objectives and strategies to improve research productivity.

Service  
1) The external team noted that the American Marketing Association offered a number of opportunities for faculty to contribute professional service.
2) They believe that stronger bonds to business organizations would be valuable, and that an institute could contribute to this effort.

Resources  The external team supported the Department’s arguments for increased resources.

Support Staff  The external team supported the Department’s arguments for increasing and upgrading staff positions.

Operating Budget  The external team supported the Department’s argument for increased operating budget.

Response to Specific Questions

To the age-old debate of treating topics with individual courses vs. infusion into the curriculum, the external team advocated infusing e-business content into the core curriculum. They provided a report from Arizona State University that might provide ideas about revising the curriculum to accomplish the stated end.

Faculty development in the area of e-business is necessary in support of the curriculum revision and its implementation.
In order to promote research productivity, the external team advocated several financial incentives, department meetings on research topics and outreach to the business community.

The external team emphasized the business outreach functions of the Institute. They left the question of focus up to the Department, providing four options for what a focus could be: executive roundtable, services marketing, a cross-functional initiative with the Supply Chain Management Institute, or a generalist strategy.

**Recommendations**

The report concludes with a set of recommendations, which recapitulate themes raised earlier in the report.

**Program Review Committee Findings**

The Department of Marketing is recognized as demonstrating the characteristics of a strong teaching culture. Students recognize marketing faculty as the most responsive and helpful in the College of Business Administration. The faculty are committed to the educational needs of their students. The faculty’s collegiality is evident in their work with students as well as in their self-study materials, especially in their future planning for curriculum revisions.

Marketing is a strong academic department determined to improve itself. The following findings and recommendations are offered as vehicles to assist in their efforts.

1) *Departmental “focus” and the role of the Institute.* The PRC finds, in agreement with the self-study and the external team, that the Department is in need of a unifying focus or identity that could enhance its visibility and help establish a nationwide recognition and reputation. The Dean, the external reviewers and, to a lesser extent, the faculty have recognized this goal. It also seems that those involved think a strategy based in the Marketing Management Institute would be productive. The external reviewers suggested four possible strategies; however they suggested that the faculty should make the decision. The PRC believes that the Department must be responsibility for weighing these options and deciding among them. However, we found strength in the following ideas:

   a) the Institute has been hampered in its success by not having a mission that is either distinct from or a clearly identified subset of the Department’s mission;
   b) there are obvious advantages in including “profitability” in the Institute’s mission, particularly if income from the Institute is used in support of the Department’s broader mission;
   c) the Supply Chain Management Institute could serve as a useful model;
   d) the Institute needs faculty leadership to be successful, but reliance on just one individual is an inherently weak design.
2) **Enrollment management.** The PRC recognizes the Department’s concerns with the relatively low level performance of a significant portion of its students. However, we find that an enrollment strategy that relies on a GPA-driven enrollment “cap” cannot be used without adversely affecting the CBA and the University. The PRC finds that an enrollment management plan should emphasize recruitment of higher level students so that the overall enrollment can be kept where it is (or perhaps increased) while increasing the proportion of stronger academic students. Having a greater percentage of stronger students will help all students who are enrolled to improve. Given a foundation of strong enrollments of well-qualified students, models for enrollment management not based strictly on GPA might be considered, as they are effectively used elsewhere in the University.

3) **Advising.** The PRC recognizes there is no simple method to the selection of departmental advisors, especially in a department with no majors but many students with specializations and minors. However, the PRC was persuaded that the external reviewers had raised some important reservations about the plan to assign advising responsibilities to three faculty. This is an expensive solution to advising and takes faculty out of the classroom, where the self-study argues there is substantial demand. On the other hand, early reports are that the three departmental advisors are having a positive impact on students in marketing. The Department should be alert to changes in the success of this advising program. If evidence indicates a drop-off in effectiveness, consideration should be given to either greater reliance on college advising staff or the employment of non-faculty advisors in the Department (at lower salaries than faculty’s).

4) **Assessment.** The external reviewers have recognized the Department as being out in front, as compared with their peers nationally, in the area of learning outcomes assessment. The PRC encourages the continued use of assessment to improve student outcomes in marketing; in particular the PRC encourages the Department to “close the loop” with their assessment efforts, both in terms of using assessment results to identify areas for improvement in curriculum or pedagogy, and in terms of implementing appropriate programmatic change.

5) **Research culture.** The PRC finds that the research culture of the Department needs to be enhanced. Faculty who seek to maintain graduate faculty status should be active scholars. The level of scholarship, with some obvious exceptions, is not what it should be given the mission of the Department.

6) **Salaries.** Faculty salaries appear to be low compared to peer institutions nationally; this situation is particularly important with respect to faculty who have been here for a few years and have been productive. To avoid losing these faculty to other institutions, the PRC finds that this problem should be addressed through market adjustments. The PRC believes that those individuals who are productive scholars and teachers should be retained.
7) **Operating budget.** Although the Department’s operating budget appears to be lean to the external reviewers, the PRC finds that within the context of the CBA and BGSU it is not atypical.

**Program Review Committee Recommendations**

1) **Departmental “focus” and the role of the Institute.** The PRC recommends that the Department form a task force in collaboration with the Dean to develop a positive unifying focus and to clearly specify the Institute’s role. Furthermore:
   a) the mission of the Institute should be clearly articulated and in support of the Department’s broader mission;
   b) the Institute should be expected to be profitable; and
   c) the whole faculty must support the mission of the Institute and its relationship to the Department.

2) **Enrollment management.** Develop a recruitment plan that aims at academically well-qualified students specializing in marketing. Enrollment management must couple maintenance of healthy numbers with elevated standards.

3) **Advising.** The PRC recommends that the Department and CBA collaborate in order to find the method that meets the needs for both auditing and career counseling while at the same time maintaining efficiency relative to the faculty teaching workload situation.

4) **Assessment.** The Department should contribute to the BSBA annual assessment report to the SAAC so that its successes can be shared with the university community.

5) **Research culture.** The PRC recommends that the Department implement the following strategies to enhance the overall level of commitment to scholarly productivity:
   a) implement the policy recognizing differential teaching loads so that those tenured faculty who choose not to be active in scholarship are assigned a full teaching load of four classes per semester;
   b) reward concrete research productivity with more workload time assigned to research; and
   c) reward concrete scholarly productivity with additional opportunities to enhance research efforts through summer research stipends, extra travel support for professional development activities and other support within the Department (perhaps access to special funds reserved in the Academic Challenge Grant budget).

6) **Salaries.** The Department’s case for increased salaries should be pursued on a case-by-case basis through the market adjustment process, independently of program review.
7) **Operating budget.** The PRC recommends that the Department and the CBA jointly explore the following possibilities to assist with concerns about resources:

a) implement a position audit of the secretary’s job responsibilities to determine if the external reviewers are accurate in stating that her responsibilities with regard to outreach activities are beyond the original job description. If this is determined to be the case, the Department and CBA should negotiate a method of providing additional support for these outreach activities. Perhaps the CBA could supplement monies from the Academic Challenge grant to fill this resource allocation void;

b) if the Institute is to be a profit-making unit (see recommendation 1), then support departmental activities through the Institute.

*The Department of Marketing should report annually on progress implementing these recommendations to the Dean of the College of Business Administration, with a copy to the Provost.*