DEPARTMENT OF MANAGEMENT
PROGRAM REVIEW

REVIEW PROCESS

The Department of Management prepared a self-study following program review guidelines. A two-person external review team (Dr. Keong Leong and Dr. Peter Sorensen, Jr.) visited the campus; reviewed the self-study documents; interviewed unit personnel, university administrators, undergraduate and graduate students; and submitted an external review report. The Program Review Committee (PRC) studied all written materials. The PRC liaison for the Department discussed the self-study materials and external report with the external reviewers, and with the department chair and faculty. The PRC discussed the Department with the Dean of the College of Business Administration. This document summarizes the self-study and external reviewers’ report, and adds the PRC’s findings and recommendations.

SUMMARY OF THE SELF-STUDY

Introduction

The Department of Management is one of the seven departments in the College of Business Administration. At the undergraduate level, the Department offers four of the specializations of the Bachelor of Science in Business Administration (BSBA) degree (Human Resource Management, International Business, Production & Operations Management, and Purchasing & Supply Chain Management). At the graduate level, the Department offers the Master of Organizational Development (MOD) and Executive Master of Organizational Development (EMOD) degrees, and provides necessary courses to support the Master of Business Administration (MBA) degree and the Executive Master of Business Administration (EMBA) degree.

Mission and History

The Department’s mission is consistent with its role as a major component of the College of Business Administration in support of the BSBA and MBA/EMBA degrees. These responsibilities include providing a practical liberal education in the basic principles of business management and development, and also specialized background courses, internships, and research opportunities in the specific specializations described above. In addition, the Department makes a unique contribution to the University by offering the MOD/EMOD degrees.

The history of the Department is described in detail in the self-study report. The more important details include the establishment of the Department in support of the BSBA and MBA programs
in 1967, creation of the MOD program in 1975, creation of the EMOD program in the early 1990's, creation of the Supply Chain Management Institute in 1999, and reception of various individual and unit recognitions during the 1980's and 1990's.

Description of the Unit

Undergraduate Program. The Department offers four professional core courses required for the BSBA degree. Other courses are designed for non-majors, or as Honors courses, or freshman-only courses. Certain courses are required or are popular electives for Technology, Criminal Justice, and the College of Arts & Sciences’ minor in business. In addition the Department offers four of the BSBA specializations (Human Resource Management, International Business, Production & Operations Management, and Purchasing & Supply Chain Management). Each specialization requires 18 credit hours (15% of required credit hours for graduation). Total enrollment in the specializations increased from 159 students (1995) to 229 students (2002), mostly due to increased enrollment in Human Resources Management (HRM). The total number of graduates per year from the Department range from 58-95 students (14%-19% of the College of Business Administration).

Graduate Program. The Department offers four courses required of the MBA programs. The MBA program requires 47 credit hours, and has different formats for full-time students, evening students, the Executive MBA (six two-week sessions during summers), and the Dana Corporation MBA. The MOD program requires 30-33 credit hours and a 12-week internship. Also available is the Executive MOD program (20 weekend sessions without the internship). The EMOD program is designed for middle- and senior-level managers, and the students are sponsored by their organizations. Both the MOD and EMOD degrees require ten courses and do not have a thesis requirement. Admission to the MOD/EMOD programs is selective based upon a formula that includes average GRE or GMAT scores and GPAs. The Department graduates 7-54 students per year (average 27 from 1995-2002). In addition, certain graduate courses are part of Organizational Development specializations in other programs.

Institutes. The Department houses the Institute for Organizational Effectiveness (IOE) and the Supply Chain Management Institute (SCMI). The IOE has been inactive since 1995. The SCMI forges academic-industry relationships and sponsors campus meetings. Its director receives one course reduction and a stipend.

Governance. The Department has a fairly common internal structure of Chair, Budget Committee, Chair Evaluation Committee, Scholarship Committee, Equipment Committee, Faculty Performance Evaluation Committee, and MOD Committee. It forms other ad hoc committees as necessary (Tenure, Promotion, and/or Recruiting). The Department has a published Policy Manual.

Faculty Resources. The Department has had a relatively stable total number of faculty (18-21) during 1995-2002 but has seen a shift to a larger percentage of untenured assistant professors and instructors during this time interval. The Department reports hiring nine tenure-track assistant professors since 1995, versus losing three associate and six assistant professors to other institutions and losing one associate professor and two full professors to retirement. The
Department has had four different department chairs since 1999. New hires have improved the diversity of faculty.

**Faculty Workload.** The normal teaching load is three courses per semester for faculty and four courses per semester for instructors. Course reductions (1 course per year) are granted for probationary faculty in their first three years, for the MOD program director, and for the SCMI director. The Chair receives two course reductions per semester. Faculty typically advise 10-20 students. In addition there are four professional student organizations with faculty advisors. The expectation for publication is one refereed journal article per year in a quality journal throughout the probationary period. Faculty are expected to serve on at least one college or university committee each year. Several faculty have been active in professional service.

**Graduate Assistant Resources.** The Department supports 13 to 19 GAs from a variety of sources: (1) six or seven GAs for the MBA program from the Graduate College, (2) ten GAs from the Graduate College for the MOD program, and (3) several externally funded GAs for various purposes. The Department believes it has an adequate number of GAs, but notes concerns about instructional quality and the need for faculty supervision.

**Staff Resources.** At present the staff include two full-time secretaries and the chair. In addition, there is a full-time program coordinator and full-time secretary supporting the MOD/EMOD programs, both being paid for from a special fund generated from the EMOD program.

**Facilities & Equipment.** The Department has offices, a computer lab, space for the staff of the *Journal of Organizational Development*, a library, and a storage room. The Department and its students also have access to three computer labs in the Business Administration Building. Most classes are taught in large lecture halls (BA Building or Olscamp Hall), with the exception of graduate courses offered during evenings and weekends.

**Student Recruiting and Retention.** Most incoming students are less well aware of the Department of Management, so the Department recruits most of its undergraduates from undecided freshman and sophomore students within the College of Business Administration. In addition to typical recruiting efforts, the Department awards an average of 40 scholarships ($250-$1500) annually as part of recruiting efforts. Retention efforts include encouraging undergraduate participation in co-ops or internships, working with recruiters, job fairs, and professional development efforts.

**Financial resources.** The self-study summarizes pertinent financial data, such as personnel costs. The Department has an operating budget of $31,186 (2001-2002). The Department also draws upon an Academic Challenge Grant ($32,000 to $35,000 per year). The EMOD program provides surcharge fees of $1,400 per student, which support the MOD program (salaries of the coordinator and secretary and other costs). The EMOD program provides textbooks, other materials, and meals to its participants as part of its operating expenses. The Department also conducts purchasing training programs for businesses, raising $746,300 in revenues between 1994-2001 (expenses included instructional materials and faculty salaries, and in some cases meals and lodging). Profits were used to fund scholarships or provide seed money.
for the Supply Chain Institute. External funding included three $5,000 research grants ($15,000 total) during the review period.

Self-evaluation

The Department's self-evaluation focused on five issues: quality, demand, centrality to the university mission, comparative advantages/uniqueness of its contributions, and financial considerations.

Quality. The Department strives for faculty quality by hiring the best possible candidates from well-respected doctoral programs. The self-study document describes departmental expectations (such as at least one "A" level refereed publication per year). The Department notes that all candidates for renewal, promotion, and/or tenure have been successful, but that retention has been difficult (six assistant professors and three associate professors have left since 1995). The high rate of turnover has had a negative impact with respect to recruiting costs, lack of continuity, and lost organizational knowledge.

The Department strives for student quality through an entrance GPA requirement of 2.5 for any of the undergraduate specializations. The self-study noted that 25-34% of its incoming students had high school GPAs over 3.5 and 8-14% had ACT scores above 26.

Teaching quality is measured by a variety of indicators including student evaluations (average of 3.27 on 4.00 scale from 1995-2001), peer evaluations, and teaching awards or recognitions. Coop/internships are evaluated and show a high degree of employer satisfaction with University students.

The MOD/EMOD program is nationally recognized as one of the six top graduate programs in the field of organizational development. Incoming MOD graduate students have an average undergraduate GPA of 3.31. Employers are willing to pay a 125% tuition surcharge for employees in the EMOD program, indicating its perceived quality.

Demand. An alternative measure of programmatic quality is employer demand for graduates of the Department. From 1995-2002 89% of the production/operations and purchasing/supply chain management graduates accepted a job within the field or were accepted into graduate within three months of graduation, although the percentages have declined recently. The average starting salaries for recent graduates was almost $41,000 in 2001.

Centrality to University Mission. The self-study reviews the University’s criteria for student success, and notes the implications of smaller class size, a tradition of active academic advising, placement in internships and coops, and professionally-oriented extracurricular activities (such as guest speakers through the Supply Chain Management Institute) in support of student success. The self-study evaluates the interrelationships of programs (specializations within the undergraduate degree program and the graduate programs). The Department contributes toward a liberal education with emphasis on interpersonal skills, communication skills, analysis, teamwork, and problem solving. There is an active effort to link teaching and
faculty research. There is also an effort to foster professional service and professional development of faculty.

**Comparative Advantage/Uniqueness.** The self-study notes the unique contribution of the MOD/EMOD programs to the University both programmatically and as a contribution to the diversity of the student body (primarily through recruitment of international students). The department's offerings in production & operations management, purchasing & supply chain management, and cooperative education create a competitive advantage for the University relative to other universities. In Ohio, only Case Western Reserve University offers graduate programs in Organizational Development. At many schools, OD is offered in colleges of arts & sciences or education, whereas the business focus of the MOD/EMOD program at the University is another competitive advantage. The department's combination of production & operations management and purchasing & supply chain management offer other competitive advantages with respect to regional schools. Other Ohio universities offer undergraduate specializations in human resources management, operations management, and purchasing management. The self-study evaluates differences between the University’s requirements and those of other schools.

**Financial Considerations.** The Department's personnel expenditure per SCH is $128 to $152, slightly higher than other departments or the CBA average. Reasons for this are varied, including competitive salaries for faculty in these specializations and teaching loads skewed towards smaller upper-level undergraduate and graduate classes. The Department operating budget is not adequate for professional development and faculty support, but funds available from the EMOD program surcharge, the academic challenge grant, and the SCMI provide additional funds.

**Unit Planning**

**Strengths and Weaknesses.** The Department lists its strengths as including the reputation of the MOD/EMOD program, diversity of its students, possible synergies between the MOD and EMOD programs, reputation of its undergraduate specializations, high quality faculty and staff, strong external funding sources, alumni support, recent incorporation of international business into the Department, and opportunities for cross-disciplinary research collaboration within the Department.

Weaknesses include high faculty turnover, high chair turnover, difficulties in faculty retention due to salary compression, 3/3 teaching loads, and high perceived service requirements, increased competition from other universities in purchasing & supply chain management, lack of technology integration into courses, high demands of undergraduate recruiting, lack of synergy between MOD/EMOD and human resource management specializations, poor placement record for human resource management students, and relatively low research productivity.

**Goals.** The Department lists goals including (1) increase faculty productivity (refereed publications), (2) improve the technology component of the production & operations management and purchasing & supply chain management specializations, (3) evaluate the poor placement record of human resource management students and consider major curriculum revision, (4) consider offering a supply chain management specialization or component of the
MBA degree program, (5) enhance the international business component of the program, (6) further enhance synergies between the MOD and EMOD programs, (7) build closer relationships with MOD alumni, and (8) initiate fund raising for endowed faculty positions.

RESULTS OF PREVIOUS REVIEWS

This is the first cycle of academic program review for the Department of Management.

SUMMARY OF THE EXTERNAL REPORT

The external reviewer report found the self-study a useful and accurate appraisal of the department's strengths and weaknesses. The report also found the unit planning goals well conceived and feasible.

The external report identified the following strengths of the Department: (1) the leadership of the present chair, (2 & 3) the national reputation of the MOD program (including its history of faculty leadership, its strong community and business connections, its sponsored conferences, and the diversity of its student body), (4) the national reputation of the Purchasing & Supply Chain Management specialization (including its history of faculty leadership, the SCMI, its strong business and community connections, and internships), (5) faculty editorships of two professional journals (the Organization Development Journal and Journal of Operations Management), (6) student professional development through several student professional organizations with active faculty mentoring and advising, (7) effective interactions with Career Services in support of internships and coops, and (8) the loyalty and depth of commitment of the faculty and staff.

The weaknesses or concerns include: (1) the low number of refereed publications in quality journals; (2) the need to develop differential teaching loads and other incentives, e.g., summer research support, travel support for conferences, GA support, and merit pay to improve faculty retention and increase research productivity; (3) improving faculty success, both with probationary faculty achieving tenure and promotion to associate professor, and mid-career faculty being promoted from associate professor to professor by creating retention plans; (4) addressing faculty retention in general and its implications for leadership and future direction; (5 & 6) improving the success of undergraduates within the Human Resources specialization, through collaboration with the OD programs and internships; (7 & 8) see below; (9) undergraduates from the Human Resources specialization often continue into the MOD program, suggesting that a progression of courses should be formalized; and (10) that a proposed management major is not feasible at this time.

The external report noted the following comments from undergraduate and graduate students, but did not add their own recommendations. (7) Undergraduate students are concerned about improving the technology component of classroom instruction; are interested in reducing overlap and redundancy between classes; would like courses other than professional core courses available during summers (because internships are now available year-around); have concerns about outsourced elective courses in the Human Resources specialization; and suggest internships should be required and granted credit hours. (8) Graduate students raised concerns
about the need for internships among graduate students without previous experience, and overlap between undergraduate and graduate courses. Finally, (11) the external reviewers did not evaluate the International Business specialization due to its review last year prior to joining the Department of Management.

The PRC liaison met with the Department faculty on April 22, 2003. The Department believes there were several misconceptions in the external report. The first deals with the graduate student request/recommendation for MBA internships. The Department pointed out that changes in MBA requirements are external to the Department. They also noted the difficulty in maintaining a viable internship program for their own MOD students, which limits the size of the program to 25-30 students. Second, the Department believes the external reviewers misunderstood comments about a "Management Major." The Department was not proposing major, but was considering creating a specialization in management as a possible replacement for/revision of the human resources management specialization. Finally, the Department has already started working on the problem of outsourced HR elective courses.

**PROGRAM REVIEW COMMITTEE FINDINGS**

The Program Review Committee is pleased to review a well-organized and generally complete self-study document and external reviewer report. It is evident that the faculty and staff of the Department of Management are highly dedicated individuals who have worked hard and creatively to enhance the education and professional success of their students. The Department has made unique contributions to the University through its MOD/EMOD graduate degree programs and its undergraduate specializations, its diverse student body, professional service, and quality of its faculty.

Several goals identified in the self-study and comments made in the external report do not require further evaluation or review by the PRC. These include normal academic endeavors undertaken as routine by all academic units—in this case specifically: (1) curriculum review and updating of certain undergraduate specializations, (2) student advising about course electives and sequencing, (3) enhanced use of technology in classroom teaching, (4) outreach to alumni for the purposes of internships, coops, and fundraising activities, and (5) integration of the newly arrived International Business specialization into the Department. The PRC assumes that these types of routine activities will proceed in accord with the best judgment of the department faculty.

**Findings Requiring Action**

1. **Improved Success of Probationary and Mid-Career Faculty.** During the interval 1995-2002, the Department has not promoted any associate professors to full professor, despite numerous candidates based upon time-in-rank. Due to retirements and administrative appointments, the Department has declined from a stable base of four full professors to one. In addition, only two assistant professors have been promoted to associate professor (one subsequently left the University). The PRC concurs with the external reviewers that a priority for the Department is to formulate individual plans for the success of its faculty at all ranks.
2. Improved Faculty Retention. Retention is obviously linked to faculty success and several related action items. Salaries and issues such as salary-compression and even salary-inversion are institutional problems not likely to be solved by individual academic units. Nevertheless, academic units are not completely without recourse to improve faculty retention. Individual faculty success plans (discussed above) might, as appropriate, detail exactly how teaching assignments, differential teaching loads, course reductions, service expectations, and professional development efforts can be used over a period of years to enhance productivity, success, and morale. Departmental documents for promotion, tenure, and merit should be re-evaluated, as needed, to improve faculty success and retention. Overhead return funds from external grants or other externally generated funds can be used as seed money. The Department has recognized its problem(s), but then failed to use the self-study document to propose its own solution(s).

In discussing this problem with the PRC liaison, the Department faculty expressed concerns about the quality of temporary faculty if faculty time buyouts are used for improving retention and productivity. The Department would want to find a qualified replacement for an entire year rather than for a course. This is an admirable position to take, but may make it difficult or impossible to obtain the release time needed to address these problems. The Department also noted that funds raised by corporate partnerships have their own "price" related to expectations for faculty time commitments. These legitimate concerns underscore the need for department-wide planning and strategy to address the serious problems of faculty retention and productivity.

3. Improved Faculty Research Productivity. The Department recognized that its research productivity is relatively low. The reviewers concurred. The Department noted recent efforts such as a Research Incubation Discussion Group, an IOE sponsored annual research series, and plans for rewarding researchers with course releases. This issue is obviously related to the above two action items, and the Department is to be commended for initiating these efforts. The PRC believes there is a clear need to reaffirm a departmental commitment to a research culture. As an academic unit, the Department should re-evaluate its business partnerships (which have been primarily instructional and service-related) in terms of opportunities for applied and basic research. There is a clear need to set goals and evaluate the progress of these efforts to increase research productivity.

The Department has established an expectation of one quality publication per year per faculty member. The self-study then discusses department averages with respect to this goal. It is not clear from the provided information if there is a wide disparity between faculty with respect to research productivity. Such concerns mandate the need for individualized success plans as opposed to use of averages. In addition, the department governance documents authorize the use of differential teaching loads, but there is no information about whether or not such policies exist. The external reviewers concurred with the potential use of such differential teaching loads.

The PRC notes that there are aspects of research productivity other than publication in journals. First, the Department has had some success securing external funding, but must continue to build on that success. External funding is most likely to be available through selling of certificate programs or specialized graduate programs, or through supply chain opportunities with specific companies. Department governance documents should be re-evaluated to see if these do not
adequately recognize or reward the importance of external grants or other funding. Second, consistent with the mission of the Department of Management as an academic unit, the activities of the IOE and SCMI should be directed towards applied and basic research. Can the institutes provide additional opportunities for funding directly in support of faculty research? Can the institutes better provide for undergraduate and graduate student research opportunities? Third, can internships have a better designed research focus?

4. Improved Department Long-range Planning. The PRC understands the difficulty the Department has faced due to loss of senior faculty (retirements or resignations) and turn-over at Chair. It is hoped there will be a period of stability and continuity at the leadership positions.

In the meantime, the Department shows some effects of lack of centralized planning and prioritization. The department goals, as stated in the self-study report, show little cohesion or effort at prioritization. There is an over-emphasis on routine curriculum review and revision, the unending advance of classroom technology, the near constant need for alumni relations and fund raising, and so on. The Department fails to articulate a clear vision of where it wishes to be in seven years. It does not detail the necessary steps to take in order to reach those goals. Aside from general comments about resources, there is no real attempt to detail the adequacy of resources with respect to those goals.

The PRC is left with fundamental questions regarding department priorities. Is the goal to attain/maintain national recognition of the MOD/EMOD graduate program? If so, what are the implications with regard to faculty, graduate student, and financial resources? How will this prioritization impact upon other programmatic needs? Or is the goal to re-establish the primacy of the Supply Chain Management specialization? Or to build the Human Resources Management specialization to the level of a recognized strength? In short, the Department has limited resources and shows a tendency to dissipate its efforts. This comes at the expense of lower faculty research productivity and faculty burn-out.

When meeting with the PRC liaison, the Department agreed its efforts may be dissipated, but noted that it has no choice but to staff the MBA required classes, that the MOD and Supply Chain Management sequences are the department's strength, that the International Business component has been recently added, and many courses are requirements of other programs.

While these are legitimate observations, all academic units perform important service components for the University community, and each finds a way to sets its goals and proactively manage its resources. Planning is most needed and most effective during times of high demand and stress. The Department may wish to consider mechanisms to facilitate long-range planning in the face of a history of turnover at the leadership positions, such as forming an Executive Committee within the Department, or an expanded external Advisory Committee.

5. Department Resources. The PRC cannot evaluate the adequacy of resources because of the central lack of planning delineated above. The Department should be commended for its success seeking academic-business partnerships that provide resources (both financial and otherwise). Such success might be enhanced by focused efforts in accord with a long-range plan.
There are major resource issues the Department needs to address. There needs to be an objective appraisal of the roles of the two institutes (IOE and SCMI) in the Department. Both were established and championed by now-retired faculty. Are they (individually and collectively) an asset to the Department or a detriment? Have their roles changed? Do they provide resources or draw upon resources? Are there limits to their demands for faculty involvement and time? Should they be consolidated? Can their activities be shifted toward an applied or basic research focus? Should there be an effort to shift certain resources, such as scholarship funds, more towards endowed accounts? Do corporate sponsors still value these institutes? Has there been an attempt to objectively assess if student professional development is best served through these institutes or by some other combination of methods? How much of the faculty's attachment to these institutes is tradition and inertia? 

6. Assessment and Learning Outcomes. The Department has concerns about curriculum review and revision. There is no discussion about the basis for making decisions about curriculum revision. Using its knowledge of the profession and benchmarks from peer institutions, the Department should develop models for learning outcomes and find ways to assess progress toward those educational goals, in accordance with the articulated goals of the NCA re-accreditation report (2003). Each specialization should have a separate evaluation of student achievement of learning outcomes. Such assessment of student outcomes should reveal which courses fit together, the integration of the entire program, and the role of internships as part of the learning outcomes. This approach will provide a justification for departmental requirements and efforts.

PROGRAM REVIEW COMMITTEE RECOMMENDATIONS

Based on reviews of the self-study and external review documents, and consistent with the major findings that resulted from these reviews, the PRC makes the following recommendations. For detail about the rationale for each recommendation, see the finding with the corresponding number, just above.

1. Improved Success of Probationary and Mid-Career Faculty. The Department needs to develop individualized plans to improve the success of each of its probationary and mid-career faculty. Plans for current faculty should be developed by the end of fall semester, 2003.

2. Improved Faculty Retention. The Department needs to find practical ways to address the faculty retention issue consistent with success plans delineated above and existing departmental resources. A departmental retention plan should be developed in consultation with the Dean, by the end of spring semester, 2004. Such a plan might include an amended or modified differential workload policy, if necessary.

3. Improved Faculty Research Productivity. Consistent with the Department of Management's mission as an academic unit, there needs to be a re-affirmation of a research culture that becomes the primary standard for all of the department's activities. The Department needs to prioritize improved faculty research productivity (as measured by publications, grants or other external funding, and supervised undergraduate/graduate student research) as part of its goals to improve faculty success and retention. Plans for increased productivity should be
incorporated into the individual and departmental success/retention plans discussed above. The Department should consider re-evaluating its promotion & tenure and merit documents to see if there is proper weight on research activities. The Department might also wish to reconsider the intended role of student internships as professional development tools—Could these be better defined as research experiences? Finally, the Department may wish to re-evaluate whether or not business partnerships (including activities through the institutes) adequately serve the primary research focus of the Department.

4. Improved Department Long-range Planning. The Department needs to articulate its vision of how it wishes to change over the next seven years, prioritize its goals, evaluate its ability to successfully attain each goal, and articulate the steps it plans to follow. A fully-articulated plan should be developed and presented to the Dean for his approval by the end of spring semester, 2004.

5. Department Resources. The Department cannot fully evaluate its resources without articulating its goals and priorities. Its outreach efforts (e.g., academic-business partnerships) must be a means to an end, not an end in itself. Its institutes need to be re-evaluated to determine if they are assets or detriments in their present form, or how they can be modified to meet current needs. The Department should complete a review of its institutes and their role in the Department, and present the results of this review to the Dean by December, 2004.

6. Assessment and Learning Outcomes. The Department's desire to review and revise its curriculum should be based upon assessment of student achievement of articulated learning outcomes for each specialization. Learning outcomes and a plan for assessing student achievement of those outcomes should be implemented by the beginning of the 2004-2005 academic year.

The Department of Management should report annually to the Dean of the College of Business Administration, with a copy to the Provost, on the implementation of these recommendations.