ACADEMIC AFFAIRS PORTFOLIO AND OPERATIONS REVIEW

DEPARTMENT/PROGRAM PHASE 1 TEMPLATE

Name of school/college: Albers
Name of department/program: Department of Management
Date: June 20, 2016

Introduction

As the school/college reviews and builds out data sets provided by the university, it will also solicit, in a manner appropriate to the organization and culture of that school/college, the information needed from departments or programs for well-informed analysis and recommendations. Such material falls into two categories:

1. Workload and operations information that is held (or largely held) within the department/program rather than the school/college or central university data sources, such as faculty service performed within the department/program.
2. Information, perspectives, and concerns that the department/program believes should be considered as part of the broader review, such as challenges inherent to teaching within a particular discipline.

The questions below reflect the baseline information that meets the criteria above. Schools and colleges should feel free to add to these questions as appropriate. Please note that this template is part of the Workload and Operations phase; each department/program will have another opportunity to provide information relevant to the Portfolio Review.

Department/Program Review

Please address the questions below and add whatever information deemed relevant to this process.

To the extent that this information is not already available in the template for your school or college, advise regarding the parts of the workload for your faculty not captured by course load and credit generation measures. In particular, if there is any research/scholarship/creative work or service that distinguishes the contributions of the faculty in this department or program from others in the school/college and university, please describe it.

Response:

The quality and quantity of scholarship and service efforts engaged by department faculty members are numerous:

Distinctive scholarship contributions

1. Full-time faculty members must maintain their academic qualifications, normally as “Scholarly Academics” with an active research portfolio. The school and department follow a detailed numerical approach that assesses research productivity. Faculty members are made aware of journal quality distinctions based on the Albers Scholarship Impact Scale (ASIS) that ranks journals in terms of their

quality. Many faculty members publish in excellent journal outlets (e.g. recent publications appear in *Strategic Management Journal* and *Academy of Management Journal*), and this process is very time consuming. The amount of scholarship pursued by faculty members is also extensive and time consuming. For example, one faculty member, Eunice Rhee, currently has seven research projects going on concurrently, all aimed at top-tier journals. This amount of and focus on high quality scholarship supports accreditation for the Albers School by our accrediting body, the Association to Advance Collegiate Schools of Business (AACSB).

2. Journal editorial duties -. Several department faculty members make scholarly contributions via their editorial positions at quality journals. For example, one faculty member, Jeffery Smith, is a book review editor at the *Business Ethics Quarterly* in which he reviews 16 books per year for the journal. Moreover, a majority of faculty members serve as reviewers for a variety of journals and academic conference programs. For example, Marc Cohen reviews for *Journal of Business* Ethics, *Business Ethics Quarterly*, *Journal of Mind and Behavior*, and for the Society for Business Annual Conference, Holly Ferraro reviews for *Human Relations*, Jennifer Marrone reviews for *Journal of Management* and *Academy of Management Journal*, Jeffery Smith reviews for *Ethical Theory and Moral Practice*, Eunice Rhee reviews for *Administrative Science Quarterly* and *Journal of Management Studies*, David Reid reviews for *Emerging Markets*, and Lisa Zhao reviews for *Journal of International Marketing* and *Journal of Product Innovation Management*. This is just a small list of scholarly contributions the Management department faculty members make to journals in their respective fields. This is a very involved and time consuming activity.

3. Academic and non-academic group board members – Several department faculty members serve on distinctive academic boards. For example, Jeffery Smith serves on the executive board for the Society for Business Ethics, Holly Ferraro is an Advisory Board member on Women and Gender Studies at Seattle University, Bill Weis serves on the board of the Magi's Contemplative Leaders in Action under the Magi's office as well as the Seattle University Women's Soccer Advisory Board, Jennifer Marrone serves on the Athletic Advisory Board, and David Reid serves as a Board member on the local Trade Development Alliance, the Asia Business Forum, and the Asia Pacific Conference on Information Management.

4. Several department faculty members are involved with and coordinate the Albers Scholarship Seminar Series in which scholarly presentations are made and successful scholarship strategies shared.

5. Many department faculty members are heavily involved in academic groups serving as panel and discussion leaders and other roles for national conferences and academic meetings. For example, Marc Cohen coordinates sessions at American Philosophical Association meetings, Eunice Rhee serves as the Social Media liaison for the Academy of Management's Organization and Management Theory Division, Madhu Rao served as a panelist on a CIO discussion at a conference for the Society for Information Management, David Reid serves on the "China Council" and "Global Advisory Team," each of which were established by the Associate Provost for Global Engagement here at Seattle University and he presented to the Economic Development Council of Seattle & King County and the Trade Development

Alliance of Greater Seattle, and Holly Ferraro served as a symposium discussant at a recent Academy of Management meeting and presented at that groups Doctoral Consortium.

6. Perhaps most importantly, department faculty members not only have high research standards, but they also face high course enrollments, many course preps, and high quality teaching performance expectations. Given the combined performance requirements associated with high quality scholarship and teaching, we believe that Management department and Albers school faculty face very demanding teaching loads.

Distinctive service contributions

1. Specific student support contributions – Department members contribute to a variety of activities specifically targeted at students. For example, faculty members serve at accepted student open house presentations wherein they describe concentration/major characteristics both for Management and International Management degrees. They also serve by phoning accepted students, advising student groups (Management Major Advancement Club; Undergraduate Leadership Program), writing student recommendation letters (e.g. 20 in one year), guiding Independent Studies for students (e.g. 12 in one year), presenting at new student orientation sessions, advising individual students, and guiding students via informative *Intake Session* presentations. This list contains just a subset of activities engaged by faculty members in specific support of students.

2. University, Albers, and department committee assignments – Department members spend a great deal of time contributing to the diverse needs of our institution. For example, faculty serve on the New Faculty Institute planning committee, the Institutional Review Board, the Scholarship Review Committee (SRC), department and school Personnel Committees, University Technology Committee, etc. This list represents just a subset of committees that department faculty serve on that requires their time and efforts.

3. Non-committee support for University groups – Department faculty members serve diverse university groups through talks, seminars, and workshops. For example, faculty members made formal presentations to Enrollment Services, University Advancement, Mission and Ministry, Alumni Affairs, and Campus Admissions.

4. Miscellaneous service contributions –. Faculty members are very involved in University and non-University service activities. For example, Jeffery Smith directs and coordinates the Northwest Business Ethics Network, David Reid serves on President Sundborg's China Kitchen Cabinet, Jennifer Marrone coordinates the Red Winged Leadership Award and serves as facutly advisor to the "Leadership" University Residential Learning Community, Ben Kim is a Faculty Fellow at Center for Indian Law and Policy in connection with the Seattle University Law School, Jessica Imanaka made a presentation on Laudato Si' at Christ Our Hope Catholic Church and co-led the Summer Faculty Study Group at the Catholic Thought and Culture program in the Center for Environmental Justice and Sustainability, Colette Hoption serves on Victoria Advanced Technology Council in Canada, and Holly Ferraro is the Albers Liaison for the Seattle University Youth Initiative.

5. All department faculty members participate in Assurance of Learning activities to ensure that established objectives for student learning are being met and faculty members also contribute by conducting Peer Observations and Evaluations of fellow faculty members.

Is there information that needs to be considered as a part of an analysis of the "teaching productivity" of the department or program? Are there differentiators in the kinds of instruction taking place or the population of students being educated that impact the ability of faculty to generate credit hours?

Response:
A variety of teaching activities by Management faculty impact the department's teaching productivity:

1. The Management department faculty members are intricately involved in the Professional MBA (PMBA) degree program. Many were involved in revising the program and several serve as "lead" teachers in the co-taught core sections of the PMBA

2. Department faculty members serve a variety of students, many of which are International students. These students require additional efforts on the part of faculty members due to unique cultural differences and communication characteristics.

3. Class sizes for department offerings are often over 30 students. This causes additional time and effort associated with teaching these classes.

4. The Department of Management is unique because two Centers are supported by department faculty and as such limit the amount of teaching from faculty in those areas. In particular, the Department supports Center for Business Ethics as well as the Center for Innovation and Entrepreneurship. Each of these Centers has Department faculty members who have reduced teaching loads in order that they can devote their efforts towards the mission of the Center. However, the effect of this is to reduce the contact time of these qualified faculty members in the classroom.
5. Many courses offered by department faculty members include required service learning projects. These projects support University and Albers missions, but require additional effort and focus on the part of faculty members.

6. Department faculty members also lead a variety of study tours across the globe. Tours include trips to Korea, Japan, China, Viet Nam, France, Germany, Guatemala, Argentina, and Chile to name a few. These trips take significant effort to plan and the teaching involved is done on an overload basis.

7. Several department faculty members have chosen to teach classes that are offered with some component of distance-learning included. As such, they have spent much time training to be able to teach pure *distance* classes or *hybrid* classes.

What unrealized opportunities do you see? Are there ways that the contributions of the department/program to the mission and financial health of the university could be improved?

Response:
There are many existing avenues and opportunities that would, in both the short and long terms, contribute to the mission and financial health of the Albers School as well as Seattle University:

1. Higher compensation for excellent adjunct instructors would indirectly enhance the financial health of the university. That is, adjunct instructors who are excellent instructors improve the reputation of the School as well as the University, which ultimately enhances enrollments. While Albers has made some improvements in the last year or so to adjunct pay rates, we are still lagging the market. Under-market compensation rates for adjunct instructors limit the quality of instruction available for Management Department offerings.

What particular constraints or challenges does the department/program face?

Response:
Several constraints exist that confront the Management Department:

1. Some constraints relate to class cap sizes for department offerings. Specifically, UCOR 2910, IS 3150, MBA 5100 and PMBA 5205 are all capped at less than 30 students. These caps ultimately affect costs associated with course delivery.

2. The Management department is unique in that several faculty members are also contracted to teach part time for the Seattle University Philosophy department. This puts a strain on the department's ability to staff Albers offerings.

3. The Management department shares a single Administrative Assistant with the Marketing Department, and this limits the teaching and research support available to the Management faculty. Importantly, the teaching load for the Management department faculty is particularly heavy. Specifically, the file "ASBE Faculty Course Sections" includes a worksheet "Faculty Teaching Load By Dept," that indicates that the Management department faculty teaching load for the time period considered equals 161. Moreover, the Marketing department faculty load equals 78. Despite these large loads, the two departments are constrained by sharing a single Administrative Assistant. This limits the productivity of department faculty. Given the amount of faculty in these two departments together with the respective course loads of associated faculty members, additional Administrative Assistant support is appropriate.

Is there anything else you would like to put on the record?

Response:
No other responses