ACADEMIC AFFAIRS PORTFOLIO AND OPERATIONS REVIEW

DEPARTMENT/PROGRAM PHASE 1 TEMPLATE

Name of school/college: Albers School of Business and Economics
Name of department/program: Department of Marketing
Date: June 16, 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 Marketing Department maintains standards for scholarship, teaching and service that are as high as any in the university. Included below are just a few of the many ways in which Marketing Department faculty members exceed normal expectations.

The scholarship in this department is consistent with the high quality and output that characterizes Albers. On average, the faculty in the Marketing Department achieved almost three times the scholarship impact scores required for Academic Qualification (350 ASIS points required; department mean = 966). While maintaining excellence in teaching as the primary goal, our faculty

members are remarkably productive of publication in the highest quality journals. Current department members have achieved a total of seven "big hit" awards, granted for publication in the most prestigious journals in each field.

In addition, the Marketing Department provides the same high levels of service expected across the Albers School. Business Law faculty include an editor of one of the leading Business Law journals, our University Faculty Athletic Representative, and liaisons with the Law school to work on collaborative Business-Law degree programs. Marketing faculty are members of the editorial boards of leading journals. Our service learning classes include a Project Management course tailored around building a house for Habitat for Humanity. The student chapter of the American Marketing Association was recognized with a national award for its outstanding business plan and is regarded as one of the most active clubs on campus, and the Marketing Faculty administer yearly networking activities that connect students with business.

Marketing Department faculty members have led the campus in development of virtual classrooms. Our faculty members were pioneers in the development of hybrid classes and were some of the "go to" people before the university created its own support staff. We developed and taught the first completely on-line business undergraduate courses—MKTG3500 (Introduction to Marketing) and BLAW3700 (Business and International Law).

Faculty, along with the undergraduate Marketing Club, have presented workshops on LinkedIn skill building and Body Language Communications (for students in Arts & Sciences), as well as the usual workshops on Interviewing and Resume Design.

All students with concentrations in Marketing and some with concentrations in other areas are linked to specific faculty in the department as advisees. Faculty members meet these students at our annual Profs and Pizza luncheon event. In addition, each September, the Marketing majors are invited to an "intake" session, at which faculty introduce themselves, courses are described, career plans are discussed (with suggestions for electives), and advisors and career planning support staff are introduced. Students know that they can contact any faculty member with questions, not just their designated advisors.

Department faculty and students have been called upon to provide service to the school, the university and the community. Faculty members have served on key committees to enhance the Seattle University and Albers brands. Another faculty member developed and executed a social media plan for the Department of Fine Arts, with YouTube videos, and edited YouTube stories for Arts & Sciences. The same faculty members are now developing social media marketing plans for Albers, the Innovation & Entrepreneurship Center, and the School of New and Continuing Studies.

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:

Depending on the measures, some faculty may have skewed indicators of credit hour generation: A few of the courses in the Marketing Department have lower caps--MKTG4520, SUST5310, the PMBA core classes and the BRMB classes. The first two of these are consulting project courses and are capped to improve student-teacher contact time; the latter two have program-wide class caps.

Several faculty members in the department teach courses with distinct titles but less-than-normal contact hours. The PMBA core courses are integrated and taught by teams of three faculty. Each course gives most instructors responsibility for two to five nights. Thus, faculty in Marketing, Operations, Business Communications and Business Law may teach in as many as six PMBA core courses, with a total load equivalent to only two or three conventional courses. We also have two faculty teaching 2-credit courses, in Business Communications and in Business Administration.

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:

Nothing that is apparent, the members of the Marketing Department already exceed expectations for contributions to the mission and financial health of the university.

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

Response:

The department (and the School, in general) attempts to offer a full spectrum of choices of electives in both undergraduate concentrations and graduate programs. Because of the sizes of the faculty and student body, this requires a careful juggling of offerings, in order to make a full array of desired courses available in the normal two-year window of opportunity for students. A downside of offering many electives is a reduction in economies of scale for faculty. At a larger university, faculty may specialize in electives, teaching three sections of Retailing in a given year, for example. Other than our core courses, we rarely offer even two sections of an elective per year. The result is that most of our faculty members have many different course preps. One senior faculty member in Marketing is teaching six completely different courses in 2016-17; nearly all senior faculty have four or five preps.

Multiple preps means a heavier teaching load, for the same number of credit hours, as well as a reduction in resources available for scholarship.

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

No.