



February 3, 2021

Daniel A. Reed
Senior Vice President for Academic Affairs
205 Park Bldg.
Campus

APPROVED:



Daniel A. Reed
SVP for Academic Affairs

2/4/21

Date

RE: Graduate Council Review
Department of Management



Ruth V. Watkins
President

2/4/21

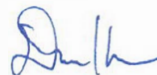
Date

Dear Vice President Reed:

Enclosed is the Graduate Council's review of the Department of Management. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval, please forward this packet to President Ruth Watkins for her review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,



David B. Kieda
Dean, The Graduate School

Encl.

XC: Harris Sondak, Chair, Department of Management
Taylor R. Randall, Dean, David Eccles School of Business
Rachel M. Hayes, Associate Dean for Faculty and Research, David Eccles School of Business

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The Graduate School - The University of Utah

**GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT
FOR ACADEMIC AFFAIRS AND THE ACADEMIC SENATE**

January 27, 2020

The Graduate Council has completed its review of the **Department of Management**. The External Reviewer was:

Batia Wiesenfeld, PhD
Andre J.L. Koo Professor of Management
Leonard N. Stern School of Business
New York University

The Internal Reviewer for the University of Utah was:

Robert A. Goldberg, PhD
Professor
Department of History

This report of the Graduate Council is based on the self-study submitted by the Department of Management, the reports of the external and internal reviewers, and responses to the external and internal reports from the Chair of the Management Department and Dean of the David Eccles School of Business.

DEPARTMENT PROFILE

Program Overview

As one of the six departments in the David Eccles School of Business (Eccles School), Management is responsible for educating and training undergraduate and graduate students in the areas of ethics, communication, workplace environments and organizational behavior. In addition to undergraduate majors, the Department supports the MBA and executive education programs and trains PhD candidates in the discipline. A total of 8 tenure-line and 11 career-line faculty fulfill the teaching, scholarly and service missions for the Department and Eccles School. The Department occupies space in the newly built Spencer Fox Eccles Building and faculty, students and staff have full access to library and other technology.

Faculty

At the tenure-line, the Department of Management has 4 full professors, 1 at the associate level and 3 assistant professors. The 11 career-line faculty represent each rank. Five faculty have left the Department since the last review. Some departures are likely due to the spin-off of the Department of Entrepreneurship & Strategy, which occurred in 2014, but two African-American faculty members left the Department and the University for unspecified reasons.

There are 3 female faculty in the group of 8 tenure-line faculty. All listed tenure-line faculty are white. Females dominate the group of career-line faculty that include one African American, one Hispanic American and one Asian American. Although it has been difficult to replace 2 African-American faculty who left the Department, there appears to be a more concerted effort to diversify the career-line and tenure-line faculty bodies. The Department's commitment to inclusion, described in the self-study, includes being a founding co-sponsor/organizer of an LGBT reception at the Academy of Management. Overall, however, efforts towards diversity and inclusion at all levels within the Department must be improved if the Department is to succeed in supporting and building a robust pipeline that can meet the needs of the changing demographics in Utah as well as throughout the US.

In general, the Department has developed a better sense of collegiality and community since the last review. Faculty express their opinions freely and enjoy the privilege of offering electives in specialized areas of instruction. The latter is countered by students' concerns related to the lack of organization of the electives that are loosely structured. There appears to be a critical need to achieve a better balance between tenure-line and career-line faculty. Pressures have steadily increased on the faculty at-large. Senior faculty are stretched for time and find it difficult to be available to guide the careers of junior faculty. The latter are placed in service roles that compromise both their teaching and research duties. Junior faculty specifically noted a need for more teaching support, including having graduate students serve as teaching assistants, and the internal reviewer noted the lack of a systematic onboarding process. The external reviewer states that the tenure-line faculty have an "impressive reputation" and are known particularly for their "research in ethics, fairness, leadership, motivation and learning." This reviewer further stressed the alignment between this expertise and the mission of the Eccles School.

The need for additional tenure-line faculty is a central concern expressed in the self-study, external and internal reports as well as by the Chair. The Dean's response is somewhat ambivalent. Comparisons are made to other departments in the Eccles School and point to faculty research productivity below the level evidenced in other Eccles School units and to class sizes not being overly large. The Dean does reach the conclusion, however, that approval is granted for the hiring of new faculty, which will advance the Department's and School's mission.

Students

It appears that admission criteria into undergraduate majors in Management as well as the PhD program follow the Eccles School's policies and procedures, although it is difficult to assess the level of holistic evaluations that are in effect. The undergraduate program currently enrolls over 100 majors that represent a fairly diverse group -- 40% are female and 20% are reported from racially and ethnically diverse groups. Page 28 of the self-study document reveals a sore lack of federally classified (underrepresented) minorities. Low success rates in recruiting African-American and Hispanic/Latino students are noted since 2011.

In general, undergraduate students appreciate the quality of education they receive and comment on the open and personalized mentoring faculty offer them throughout their training. Concerns are directed towards the overall crowding of classes with scant attention paid to content and group discussions. As detailed below, the electives were viewed as badly coordinated, not user-friendly and not well integrated into the overall curriculum. Students also felt that the Department could offer more career-oriented tracks in the major, although this was tempered by the need for additional faculty due to the heavy teaching burdens placed on both career-line and tenure-line faculty. Students dislike the negative perception about the Department of Management within the Eccles School as accepting "default" students who fall short of higher standards. This could be counteracted by active reinforcement of the importance of the Management major and the opportunities it creates. Inadequate provisions for students bearing family responsibilities was also cited as a limitation of the Department.

The current group of 11 PhD students, described by the internal reviewer as having racial/ethnic and gender diversity, are part of a flourishing program. These students were very positive about the learning environment and were aligned with the clearly communicated expectations of outcomes in terms of research, publications, and placements. There were some concerns raised, however, that should be further evaluated, including the need for more teaching support. A process to ensure doctoral students receive comprehensive feedback on an annual basis was also recommended.

Curriculum

Core courses for the undergraduate program are rated positively by students and cover a comprehensive range of topics that offer significant depth and breadth of understanding of management principles. The external review rates the *Foundations of Business Thought* class as pivotal since it provides a valuable introduction to the business profession while providing instruction on personal and professional development to entry-level students. While the Department offers a major in Management as well as a minor, the major does not enroll many students and its small range of elective offerings are taught by career-line faculty. The electives curriculum appears to be overlapping and disorganized, with no stated connection to the core subject matter. Courses that require a more favorable faculty-to-student ratio appear to be struggling

as they require time-intensive assessment and additional teaching assistants who need to be calibrated afresh each year.

Although faculty in the Department contribute to the MBA curriculum, there was a noted absence in instruction on ethical principles. This is surprising, as instruction in ethics is considered integral in other top-ranked MBA programs. Adding this, along with executive education offerings, is a prime opportunity to promote the theme of ethical leadership as a signature of the Eccles School that is very likely to resonate at the University of Utah and more broadly.

The PhD program adds distinction to the Department of Management's portfolio. Tenured faculty provide strong and effective mentoring and rigorous instruction. Incorporating training and mentoring in teaching for graduate trainees through teaching assistantships is one recommendation to advance the program while creating a fully-prepared pipeline for future PhD faculty recruits. And, the Department should evaluate student comments relating to dissatisfaction with the rotation system (which does not match students with faculty who have aligned disciplinary interests), as well as the desire for more field work in their training and for more seminar options.

Program Effectiveness and Outcomes Assessment

Evaluation of learning outcomes for undergraduate and MBA programs mostly follows guidelines prescribed by the AACSB Association as well as the MBA Assurance of Learning. The Eccles School of Business's self-study report details these measures that utilize ETS evaluations and assignments. Teaching effectiveness is used as a valuable tool to assess faculty performance.

The PhD program is covered in more depth in the central Eccles School report, but a noteworthy sign of successful outcomes is the impressive placements for students who earn PhDs in the Department and an overall record of graduates from the program enjoying successful careers.

Facilities and Resources

The physical plant and building space are modern and, in general, appear adequate for meeting the general needs of faculty and students. A concern addressed by external and internal review committees relates to the limited privacy for student counseling afforded career-line faculty who are assigned cubicle office space. As of yet, no solutions were offered to resolve this limitation.

Resource-related concerns include the need for additional faculty positions, implementing a merit-based salary plan for career-line faculty, and addressing support needed for class sizes.

Importantly, the self-study report cited the need for advancing a highly capable administrative program coordinator, a Hispanic female, whose promotion appears stalled due to politics.

In-class technology support was cited in the internal reviewer report as being insufficient. Other library and technical resources appear to meet the needs of the Department of Management.

COMMENDATIONS

1. The Department of Management is a cohesive community of collegial faculty, engaged students and dedicated staff who drive towards providing high quality education and mentoring to undergraduate students, MBA and PhD trainees in the areas of organizational behavior and business communication. These areas of instructional focus enrich the Eccles School's portfolio and provide a valuable educational forum for those seeking careers in management.
2. The Department is successful in steadily attracting applicants into its undergraduate and graduate programs. Students evaluate the Department and their faculty mentors positively. PhD graduates have high job placement rates at prestigious institutions.
3. The core courses provide foundational knowledge in a broad array of topics and faculty expertise is strong in these areas of instruction. Exemplary is the *Foundations of Business Thought* course that provides guidance for personal and professional decision making.
4. All faculty have a voice in governance and contribute wholeheartedly to fulfilling departmental missions and goals.

RECOMMENDATIONS

1. The Department of Management should formalize its current strategic plan for diversifying its faculty, students and staff to include underrepresented minorities and maintain gender balance. While the prior recruitment of 2 African-American individuals is acknowledged, a better understanding of the reasons for their departures will facilitate the development of retention strategies.
2. With the stated support of the Dean's office, the Department should plan for the next phase of growth and development through the targeted hiring of new tenure-line faculty who are multifaceted individuals. The addition of faculty who are service oriented and who are outstanding educators, scholars and mentors will help ensure that program offerings are both robust and sustainable as well as competitive nationally and internationally. Such hiring policies must naturally embrace the strategies adopted for diversifying the future pipeline of management graduates by providing the role models for trainees at all levels of education.
3. While developing the critical mass needed to fulfill both educational, scholarly and service missions, the Department must work towards a seamless integration of its core and elective course offerings for the undergraduate program. Courses on ethical leadership for the MBA programs must be developed, potentially in collaboration with other Eccles School departmental units. Engaging on this topic with the Colleges of Law, Social and Behavioral Science, and other entities on campus would be timely and significant.
4. The Department should consider additional steps to foster an exceptional student experience through deliberate alignment of students with faculty who have shared disciplinary interests, teaching assistantships for PhD trainees, and private space that is conducive for counseling sessions with faculty.

Submitted by the Ad Hoc Committee of the Graduate Council:

Rena D'Souza (Chair)
Professor, School of Dentistry

Tallie Casucci
Assistant Librarian, J. Willard Marriott Library

College Name
David Eccles School of Business

Department Name
Management

Program
All

Faculty Headcount

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
With Doctoral Degrees Including MFA and Other Terminal Degrees	Full-Time Tenured Faculty	10	11	9	9	4	4	5	5
	Full-Time Tenure Track	3	3	3	4	3	4	3	3
	Full-Time Career Line/Adjunct Faculty	5	7	8	9	4	4	6	8
	Part-Time Tenure/Tenure Track	0	0	1	1	1	0	0	0
	Part-Time Career Line/Adjunct Faculty	0	0	1	0	0	0	2	1
	Total	18	21	22	23	12	12	16	17
With Masters Degrees	Full-Time Tenured Faculty								
	Full-Time Tenure Track	1	1	0	0	0	0	0	0
	Full-Time Career Line/Adjunct Faculty	2	1	1	3	2	2	1	4
	Part-Time Tenure/Tenure Track								
	Part-Time Career Line/Adjunct Faculty	0	0	0	0	0	0	2	3
	Total	3	2	1	3	2	2	3	7
With Bachelor Degrees	Full-Time Tenured Faculty								
	Full-Time Tenure Track								
	Full-Time Career Line/Adjunct Faculty	0	0	0	0	1	0	0	0
	Part-Time Tenure/Tenure Track								
	Part-Time Career Line/Adjunct Faculty								
	Total	0	0	0	0	1	0	0	0
Total Headcount Faculty	Full-Time Tenured Faculty	10	11	9	9	4	4	5	5
	Full-Time Tenure Track	4	4	3	4	3	4	3	3
	Full-Time Career Line/Adjunct Faculty	7	8	9	12	7	6	7	12
	Part-Time Tenure/Tenure Track	0	0	1	1	1	0	0	0
	Part-Time Career Line/Adjunct Faculty	0	0	1	0	0	0	4	4
	Total	21	23	23	26	15	14	19	24

Cost Study

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Direct Instructional Expenditures	3,919,829	4,724,793	2,977,124	3,074,482	3,283,181	3,348,531	3,629,527	3,806,636
Cost Per Student FTE	6,442	7,564	4,492	7,089	8,043	7,839	8,722	9,202

Student FTE from Cost Study by Instructor's Status with the University

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Full-Time	21	23	25	17	11	13	14	14
Part-Time	1	1	2	2	1	0	1	0
Teaching Assistants	1	1	0	1	1	1	0	0

Funding

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Grants	0	0	0	1,538	1,871	0	0	0
State Appropriated Funds	2,221,580	2,264,564	2,277,775	2,130,284	690,095	597,329	3,601,369	3,762,624
Teaching Grants								
Special Legislative Appropriation								
Differential Tuition								

Student Credit Hours and FTE

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
SCH	Lower Division	90	0	243	0	0	0	0	0
	Upper Division	9,769	10,278	11,470	8,241	7,396	7,719	7,266	7,280
	Basic Graduate	5.250	5.343	5.114	2.940	3.073	3.190	3.288	3.281

	Advanced Graduate	347	298	332	241	161	207	191	139
FTE	Lower Division	3	0	8	0	0	0	0	0
	Upper Division	326	343	382	275	247	257	242	243
	Basic Graduate	262	267	256	147	154	159	164	164
	Advanced Graduate	17	15	17	12	8	10	10	7
FTE/FTE	LD FTE per Total Faculty FTE	0	0	0	0	0	0	0	0
	UD FTE per Total Faculty FTE	14	14	14	14	20	18	16	17
	BG FTE per Total Faculty FTE	11	11	9	8	12	11	11	11
	AG FTE per Total Faculty FTE	1	1	1	1	1	1	1	0

Enrolled Majors

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Undergraduate Pre-Majors								
Undergraduate Majors	91	88	88	96	93	102	89	115
Enrolled in Masters Program								
Enrolled in Doctoral Program								
Enrolled in First-Professional Program								

Degrees Awarded

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Undergraduate Certificate								
Graduate Certificate								
Bachelors	81	73	94	62	63	82	73	74
Masters								
Doctorate								
First-Professional								



Memorandum of Understanding Department of Management Graduate Council Review 2018-19

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on September 30, 2020, and concludes the Graduate Council Review of the Department of Management. Daniel A. Reed, Senior Vice President for Academic Affairs; Taylor R. Randall, Dean of the David Eccles School of Business; Rachel M. Hayes, Associate Dean for Faculty & Research of the David Eccles School of Business; Harris Sondak, Chair of the Department of Management; David B. Kieda, Dean of the Graduate School; and Katharine S. Ullman, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the review summary report presented to the Graduate Council on January 27, 2020. The working group agreed to endorse the following actions:

Recommendation 1: The Department of Management should formalize its current strategic plan for diversifying its faculty, students and staff to include underrepresented minorities and maintain gender balance. While the prior recruitment of 2 African-American individuals is acknowledged, a better understanding of the reasons for their departures will facilitate the development of retention strategies.

The Department of Management has had success in increasing diversity among its doctoral students and career-line faculty. With the prospect of building on this momentum, the departures of African-American faculty are cause to reflect. Our discussion of reasons for departures did not, however, point toward a systemic problem. The Department puts effort into supporting diversity, such as participating in the PhD Project, which prepares historically underrepresented students for academia in business school settings, and sponsoring a Traveling Scholars program that brings visiting professors with broad diversity in to enhance training opportunities. With the popularity of the Foundations of Business Thought class and the need to offer more sections, Chair Sondak is considering a postdoctoral position for a history scholar who could also bring an underrepresented perspective to the Department. There are some factors outside their control that impact attracting colleagues from underrepresented populations – one being the perception people have of Utah as a non-diverse community. In regard to this, it is important to have people visit to experience positive aspects of our city and campus – *and the department's own community*, but also to link them to supportive networks, such as the Black Faculty and Staff Association. Chair Sondak also described opportunities lost at times when hiring lines were out of sync with a particular recruitment opportunity. SVP Reed noted that a matching program to help with diversity hires is now active: <https://academic-affairs.utah.edu/about/svpaa-guidelines/facultydiversityhiring>. Overall, many elements of a strategic plan are in place, but articulating its full scope will help to keep this an active and unifying departmental priority.

Recommendation 2: With the stated support of the Dean's office, the Department should plan for the next phase of growth and development through the targeted hiring of new tenure-line faculty who are multifaceted individuals. The addition of faculty who are service oriented and who are outstanding educators, scholars and mentors will help ensure that program offerings are both robust and sustainable as well as competitive nationally and internationally. Such hiring policies must naturally embrace the strategies adopted for diversifying the future pipeline of management graduates by providing the role models for trainees at all levels of education.

Since the time of the site visit, several hires were made (2 tenure-line, 1 career-line to replace a departure). Dean Randall thanked Chair Sondak for his patience while this was worked out and expressed high enthusiasm for the senior hire and others. Chair Sondak described the senior hire as both an impressive ethics scholar and service-oriented; this will be important to bolstering mentorship, which is an important factor in ensuring the success of junior faculty. Even with these hires, though, Dean Randall conveyed that feedback from their accreditation body prioritized expansion in the tenure line, and a new model is starting with the intent to have a new line in each department every other year, as well as targeted growth. Other mechanisms for growth are driven by enrollment, with the specific example of the "Diversity in Management" course which is expected to expand since it fulfills a requirement within the business school. In the years ahead, it will be important to evaluate the mix of tenure- and career-line faculty as well as the overall numbers of faculty for optimal size and course coverage. It will also be important to use the strategic plan referred to in Recommendation 1 to achieve greater diversity hand-in-hand with growth. Finally, although the group did not discuss this, reviewers pointed out that with more faculty, the Department could make additional contributions to executive education (also an important part of the financial model) and possibly collaboratively develop a master's program centered on leadership and ethics; these are points to consider in the future as well.

Recommendation 3: While developing the critical mass needed to fulfill both educational, scholarly and service missions, the Department must work towards a seamless integration of its core and elective course offerings for the undergraduate program. Courses on ethical leadership for the MBA programs must be developed, potentially in collaboration with other Eccles School departmental units. Engaging on this topic with the Colleges of Law, Social and Behavioral Science, and other entities on campus would be timely and significant.

Recent faculty hires, including their specific disciplinary expertise, has laid the groundwork to achieve better alignment between course topics and faculty strengths (i.e., more intentional assignments based on specialties in organizational behavior vs communications). Since some issues with elective curriculum centered on having enough classes available, SVP Reed wondered about partnering with other units on campus, such as the Philosophy Department. The Eccles School does have partnerships across campus, and Chair Sondak felt that an integrated approach, which bridges business to topics in the humanities and social and behavioral sciences, is a strength that could be leveraged and made more visible. He specifically thanked Dean Randall for allowing his participation in the Aspen Institute's programs aimed at strengthening these ties. Given renewed interest in Philosophy and other parts of campus for these collaborations, this is

an opportune time for growth in a collaborative approach. Underscoring the importance and value of interdisciplinary teaching, SVP Reed is working on team-taught course solicitation. Another aspect of integration of core and electives is having clear maps through the curriculum. Reviewers suggested that availability of more explicit information laying out pathways for majors (e.g., posted on web-site) would be beneficial. Dean Kieda asked about the curricular planning process and, while there was not time to focus on this topic, there was indication of a need to improve overarching School-wide processes to coordinate elective content and keep subject matter aligned with the expertise of respective departments. The Dean's office will need to spearhead such interdepartmental coordination.

Having ethical leadership coursework as a requirement in the MBA program is outside of departmental level control, but the external reviewer stressed its importance and even felt that this could be a signature theme of the Eccles School educational experience. Given the entrenched problems that COVID-19 has revealed, Chair Sondak pointed out a growing need to address this topic in light of future pandemics and crises sure to come.

Recommendation 4: The Department should consider additional steps to foster an exceptional student experience through deliberate alignment of students with faculty who have shared disciplinary interests, teaching assistantships for PhD trainees, and private space that is conducive for counseling sessions with faculty.

Alignment of students with faculty was an issue brought up in the context of graduate student rotational assignments. Here, there may be a need to better communicate the benefits of gaining experience outside one's central disciplinary interest as this is an intentional component. The discussion brought up the need to have written guidelines on expectations -- of both students and faculty -- more generally, as well as to have onboarding and mentoring opportunities for new faculty. Recent initiatives in the Academic Affairs Office for Faculty will help in this arena, but need to be complemented by department-specific support. Chair Sondak brought up that there is also a need for alignment between undergraduate honors students and thesis advisors; he is taking an active role in making these matches and would like to see wider participation of faculty. The group did not discuss teaching assistantships due to time, but the review raised the need for graduate students to get mentorship and feedback on teaching. Including this as part of their training experience -- in what is already lauded as an extremely strong program -- will be excellent preparation for their future careers. Space issues have been alleviated and appear to be equitably solved for faculty, but will need continuous evaluation in the years to come.

In concluding the meeting, Dean Randall commended Chair Sondak for being a strong and creative leader, and SVP Reed added his gratitude.

Memorandum of Understanding
Department of Management
Graduate Council Review 2018-19
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This memorandum of understanding is to be followed by regular letters of progress, upon request of the Graduate School, from the Chair of the Department of Management. Letters will be submitted until all of the actions described in the preceding paragraphs have been completed. In addition, a three-year follow-up meeting may be scheduled during AY 2022-23 to discuss progress made in addressing the review recommendations.

Daniel A. Reed
Taylor R. Randall
Rachel M. Hayes
Harris Sondak
David B. Kieda
Katharine S. Ullman



David B. Kieda
Dean, The Graduate School
February 3, 2021