

**W. Frank Barton School Of Business
Program Review
For The Management Major
2002 - 2008
WICHITA STATE UNIVERSITY
KANSAS BOARD OF REGENTS PROGRAM REVIEW**

a) Centrality of the program to fulfilling the mission and role of WSU

Mission and Objectives of the Program

Teaching: The objective of the Management Major is to provide students with the skills and knowledge necessary become successful managers in organizations. Furthermore, the major equips students with the resources and motivation necessary to continue lifelong learning and professional development. Thus, the Management major contributes directly to (1) the University mission of “seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community” and to (2) the W. Frank Barton School of Business mission to “prepare individuals to be business leaders in the global entrepreneurial marketplace”.

The Management program supports the mission of the University and the Barton School through its teaching, the intellectual activities of the faculty, and the service activities of the faculty to the academic, business, and university communities.

Intellectual Activities: The focus of the intellectual activities of the faculty is designed to contribute to the body of knowledge in management and to disseminate research findings to the practitioner community. These purposes are accomplished in several ways. Faculty are expected to publish their research results in academic outlets at the national and regional level. Faculty are also expected to share their work with the management community by publishing their findings in widely disseminated practitioner journals. Faculty are expected to present their findings to the appropriate academic and professional associations.

By focusing our research efforts on theoretical and applied academic outlets at the national and regional level, we further the University’s goals of “providing high quality teaching” (by having faculty on the cutting edge of research and transmitting this knowledge to students) and “making original contributions to knowledge and human understanding” (by focusing on scientific peer-reviewed journals that form the foundation for knowledge in the discipline). This focus also furthers the Barton School’s objective to “engage in scholarly research to develop business and economic knowledge and enhance its applications.” Additionally, efforts to disseminate our research through practitioner journals and other outlets contributes to the University’s objective of “serving as an agent of community service” and the Barton School’s objective to “practice good citizenship by serving our constituencies and the University community.”

Service: The service objectives of the program are focused primarily on local and regional organizations. The intent is to offer technical support and current management thinking to private, public, and nonprofit organizations so that they can improve their effectiveness and productivity. Faculty are encouraged to blend the expertise they provide to these organizations with their teaching and research activities. Additionally, faculty are encouraged to provide support services (e.g., chair committees, review papers, etc.) to local, regional, and national chapters of both academic and professional organizations.

By providing our expertise to organizations wishing to enhance their productivity and become more competitive, we directly support the University’s objective to “seek to foster the cultural, economic, and social development of a diverse metropolitan community and of the state of Kansas” and the Barton

School's objective to "practice good citizenship by serving our constituencies and the University community."

b) The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty

Faculty Strengths

The Management Department now encompasses faculty who teach in the areas of Management, Human Resource Management, International Business and Entrepreneurship. The faculty have terminal degrees from very good universities including:

1. Columbia University School of International and Public Affairs (and Harvard Law)
2. Georgia Institute of Technology
3. Indiana University
4. Louisiana State University
5. Pennsylvania State University

6. Texas Tech University
7. University of Central Florida
8. University of Memphis
9. University of Minnesota
10. University of Utah
11. University of Washington
12. Washington State University

Our two full-time Instructor level faculty have extensive high-level business experience along with graduate degrees in business from AACSB accredited universities. The Management faculty oversee the content and teaching of Management courses offered by instructors and adjuncts to ensure the highest level of coordination and program quality.

Faculty areas of expertise correspond closely to the mission of the school in preparing students for successful business careers. The faculty have published in most of the influential journals in their respective areas of expertise. The subjects covered include: entrepreneurship, innovation, small and family businesses, employee motivation, volunteer management, communication in organizations, technology management, power and politics, leadership, and many others.

As members of an urban institution, the faculty is able to utilize management professionals to enrich the classroom experiences of our students. Guest lecturers, panel discussions, and debates on current management topics are used as appropriate as an enhancement to normal classroom activities. Also because of our urban setting, our students have numerous opportunities to gain practical experience through cooperative education placements and internships.

The quality of teaching in the Management major is demonstrated by the number of university-wide awards received by Management Department faculty: three faculty have won the Regents Award for Excellence in Teaching, one has won the Board of Trustees Award for Leadership in the Advancement of Teaching, and two have won Academy of Effective Teaching Awards. The Barton School also rewards outstanding teaching in its own faculty through the annual teaching awards process. Eleven Management Department faculty have won teaching awards from the Barton School. Two have received the WSU Fairmount Chapter of Mortar Board Educator Appreciation Award. One has received the Student Association for Masters in Business Administration Professor of the Year Award, and one has been nominated several years in a row for the WSU Board of Trustees Excellence in Teaching Award and the Academy for Effective Teaching Awards.

Intellectual Activity and Contributions: Of the faculty currently teaching in this program, one is a two-time recipient of the W. Frank Barton School of Business Researcher/Writer of the Year Award (2000, 2002),

and also received the Wichita State University Young Faculty Scholar Award for 2002. Other awards received by Management faculty include the Editor's Award for Best Scholarly Paper in Nonprofit Management and Leadership Journal (1999), Best Paper Award for the Public and Nonprofit Sector Division of the Academy of Management (1997), and a nomination for the Carolyn Dexter International Award given by the annual meeting of the Academy of Management (2001). The faculty currently at WSU have published over 37 articles in a variety of top management outlets including the following:

Academy of Management Journal
Academy of Management Journal
British Journal of Social Psychology
Decisions Sciences
Emotions in Organizational Behavior
Entrepreneurship Theory and Practice
Entrepreneurship Theory and Practice
Group and Organization Management
Group Processes and Intergroup Relations
Human Resource Management Review
Innovative Theory and Empirical Research on Employee Turnover
Internal Auditor
International Journal of Management and Decision Making
Journal of Applied Psychology
Journal of Applied Social Psychology
Journal of Business and Entrepreneurship
Journal of Business Communication
Journal of Business Venturing
Journal of Development Administration
Journal of Employee Responsibilities and Rights
Journal of Management
Journal of Organizational Behavior
Journal of Organizational Behavior
Journal of Small business Management
Journal of Small Business Strategy
Journal of Technology and Engineering Management
Journal of the American Medical Association
Managerial Decision Economics
Organizational Science
Personnel Psychology
Public Personnel Management
Research in Multi-Level Issues: Multi-level Issues in Organizations and Time
Small Group Research
Strategic Entrepreneurship Journal
Strategic Management Journal
Strategy and Leadership
Time and Society

One of our faculty is on the editorial boards of the Journal of Organizational Behavior and also Small Group Research. Management faculty are active reviewers for the Academy of Management Journal, Academy of Management Review, Journal of Management, International Business Review, Journal of Business Research, Organizational Behavior and Human Decision Processes, Journal of Applied Social Psychology, Human Relations, Nonprofit Management and Leadership, and Journal of Management Studies. Several of our faculty serve as reviewers for the Academy of Management national meetings, Strategic Management Society national meetings, and for regional Academy of Management meetings.

c) The quality of the program as assessed by the curriculum and the impact of the curriculum on the students

The Management Major has just this past year gone through an extensive internal review conducted by the department faculty. One of the motivations for this review was the issue of assessment of the major. The Management Major had been developed for maximum flexibility for both faculty and students. The curriculum (replaced beginning in the Fall of 2009 by a new curriculum) consisted of a choice of seven courses from a long list of courses. Since very few students would have the same experience in the management program, assessment was extremely difficult. Below is the curriculum which has been replaced.

“Management Curriculum (PRIOR to Fall of 2009):

Management Major

Seven courses selected from the following:

| <i>Course</i> | <i>Hrs.</i> |
|---|-------------|
| MGMT 430 Business, Government, & Society . . | 3 |
| MGMT 462 Leading and Motivating | 3 |
| MGMT 464 Communicating Effectively in Organizations | 3 |
| MGMT 660 Designing Effective Organizations . | 3 |
| MGMT 661 Coaching, Developing, and Mentoring | 3 |
| MGMT 662 Managing Workplace Diversity | 3 |
| MGMT 663 Building Effective Work Teams | 3 |
| MGMT 680 Making Effective Decisions | 3 |
| HRM 466 Fundamentals of Human Resource Management | 3 |
| HRM 664 Labor Relations | 3 |
| HRM 666 Human Resource Staffing | 3 |
| IB 600 International Management. | 3 |

Up to 6 credit hours may be substituted from upper-level courses in business administration with adviser’s consent. A maximum of 3 credit hours of co-op may be used in the major.”

The initial step in developing the new curriculum was to benchmark by determining what leading universities were requiring of their students. Unfortunately, there was almost no unanimity in course offerings. Therefore, the faculty began by determining an appropriate set of Learning Objectives. Below are the Learning Goals that were developed.

Learning Goal 1: Leadership. Graduates will understand the critical importance of leadership to organizations. Graduates will understand major perspectives on leadership and be able to assess their advantages and disadvantages in different situations, particularly concerning how leadership affects goals and workforce motivation.

Learning Goal 2: Teamwork. Graduates will be able to determine the appropriateness of team-based work in different situations, and will be able to determine how to assemble, lead, and maintain a well-functioning team.

Learning Goal 3: Communication. Graduates will be able to communicate their ideas effectively to others, whether verbally or in written form, using appropriate means or media.

Learning Goal 4: Workplace diversity. Graduates will understand the role that workplace diversity plays in the global marketplace, and will be able to assess how it affects organizational functioning in specific situations.

Learning Goal 5: Organization. Graduates will understand the elements of organization— systems (formal, informal; rational, political; culture); design (division of labor; horizontal and vertical differentiation; mechanistic/organic designs; the necessity of structure); and group

processes (social dynamics/politics; conflict; management of agreement)—and how the elements interact to facilitate the goals of the firm.

Each of these goals with the exception of Learning Goal 3 is covered in a required course in the new Management Major. The Communication Goal will be assessed in all of the required courses and communication topics will be embedded in the required courses. A stand alone communication course is not included in the major as the Barton School has approved a new required communication course for all business majors.

Below is the new curriculum which has been approved by the university and will be in place in Fall of 2009.

The following four courses are required. Management 460 should be taken early in the student's major.

REQUIRED COURSES:

| | |
|--|----------|
| MGMT 460 – Designing Effective Organizations | 3 |
| MGMT 462 – Leading and Motivating | 3 |
| MGMT 463 – Building Effective Work Teams | 3 |
| HRM 466 – Fundamentals of Human Resource Management | 3 |

ELECTIVE COURSES:

Three courses taken from the following list. Up to 3 hours may be substituted from upper-level courses in business administration with adviser's consent. A maximum of 3 credit hours of co-op may be used in the major.

| | |
|-----------|--|
| MGMT 430 | Business, Government, & Society |
| MGMT 464 | Communicating Effectively in Organizations |
| MGMT 661 | Coaching, Developing, and Mentoring |
| MGMT 662 | Managing Workplace Diversity |
| MGMT 680 | Making Effective Decisions |
| HRM 664 | Labor Relations |
| HRM 666 | Human Resource Staffing |
| IB 600 | International Management |
| IB 601 | International Marketing |
| IF 625 | International Financial Management |
| IB 561 | International Economics and Business |
| Entre 440 | New Venture Feasibility Analysis |
| Entre 620 | Growing and Managing an Entrepreneurial Firm |

The Learning Goals will be assessed as follows in the required courses.

MGMT 460 – Designing Effective Organizations

Learning Goal 5: Organization. Graduates will understand the elements of organization—systems (formal, informal; rational, political; culture); design (division of labor; horizontal and vertical differentiation; mechanistic/organic designs; the necessity of structure); and group processes (social dynamics/politics; conflict; management of agreement)—and how the elements interact to facilitate the goals of the firm.

MGMT 462 – Leading and Motivating.

Learning Goal 1: Leadership. Graduates will understand the critical importance of leadership to organizations. Graduates will understand major perspectives on leadership and be able to assess their advantages and disadvantages in different situations, particularly concerning how leadership affects goals and workforce motivation.

MGMT 463 – Building Effective Work Teams

Learning Goal 2: Teamwork. Graduates will be able to determine the appropriateness of team-based work in different situations, and will be able to determine how to assemble, lead, and maintain a well-functioning team.

HRM 466 – Fundamentals of Human Resource Management

Learning Goal 4: Workplace diversity. Graduates will understand the role that workplace diversity plays in the global marketplace, and will be able to assess how it affects organizational functioning in specific situations.

Because of this total revamping of the major, assessment activities which focus on student learning will begin in earnest during the 2009-2010 academic year.

The department has developed a schedule by which the faculty will be offering the required courses in the major. The schedule will be provided to the advising center so that students can plan their academic program more effectively.

d) Demonstrated student need and employer demand for the program

The table below provides the numbers of students enrolled in the Management Major for the years covered by the program review and the numbers of BBA degrees in Management conferred. These numbers reflect the need that students perceive for the major. The major tends to be one that is chosen by students who aspire to moving into management level positions in organizations.

| Section II: Part A: Majors in the Discipline | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| FR/SO | 37 | 42 | 48 | 52 | 41 | 45 | 58 |
| JR/SRS | 103 | 98 | 90 | 80 | 86 | 65 | 80 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 140 | 140 | 138 | 132 | 127 | 110 | 138 |
| Degrees Conferred | | | | | | | |
| Baccalaureate | 27 | 29 | 21 | 29 | 17 | 31 | 32 |

e) The services the program provides to the discipline, the university, and beyond

The faculty in the management program teach a number of required business courses: Mgmt 360, IB 333, Entre 310, and the capstone course – Mgmt 681 – Strategic Management. Approximately 75% of the credit hours generated by the department faculty are taken by students earning other degrees.

Service to the discipline: The Management program provides service to the discipline by creating new managers who disseminate the latest management knowledge. Program faculty provide service to the management discipline by active participation in numerous professional organizations, such as the Academy of Management, the Academy of International Business, the Strategic Management Society, and the Southern Management Association. Management faculty have regularly providing reviewing

services for these organizations, both on editorial boards and on an ad hoc basis, as well as acting as session chairs and discussants during the annual meetings.

Service to other programs at the university: The Management program provides support to all other programs within the Barton School. First, many students get double majors in Management and Accounting, Economics, or Marketing. Second, several of its courses are a required part of the curriculum for all undergraduate business students. These courses include Management 360, Management and Organizational Behavior, and the undergraduate business capstone Management 681. Additionally, faculty teaching in the Management major program offer several required MBA courses (Management 803 Business Decision Making and Analysis, Management 862 Organizational Behavior, and Management 885 Strategic Management). Additionally, all sections of the business capstone class, Management 681 Strategic Management, must be taught by Management faculty holding a doctorate in the strategy area, as are sections of the MBA capstone course, Management 885.

Service to the community: Our faculty have provided service to numerous organizations locally, regionally, and nationally. Recently, one of the Management faculty was recognized for such service with the Wichita Business Journal's 2002 "40 under 40" Award. A partial list of organizations which have been assisted includes:

For-Profit:

Bank Earnings International
Boeing Company
Coleman Company
Cox Commercial
Crossland Construction
CyberCrop.com
Koch Industries
PPB Manor Care Facilities
Professional Engineering Consultants
Ritchie Construction
Sasnak Corporation
W.H. Smith Wholesale
Walters Morgan Construction Company
Wichita Eagle

Non-Profit:

Association for Volunteer Administration
Galachia Heart Hospital
Goodwill/Easter Seals
Kansas Contractors Association
Larksfield Place
Mosley Street Melodrama
Sedgwick County Big Brothers Big Sisters
The March of Dimes
United Way of the Plains

Government:

Federal Home Loan Bank of Topeka
Kansas Turnpike Authority
Missouri Department of Transportation
Oklahoma Department of Transportation
Texas Department of Transportation
U.S. Army Corps of Engineers

f) The program's cost effectiveness

The faculty in the department of Management collectively teach four required courses for the Barton School of Business and provide the instruction for four majors within the college (Management, Entrepreneurship, International Business, and Human Resource Management). In addition, the courses offered by the department are electives in a number of majors in the college and in other majors across the university.

Summary:

The Management Major is a general management degree appropriate for any student desiring to prepare themselves for a leadership role in organizations.

Statistical Overview

The data below for 2002 - 2008 was prepared by the Office of Institutional Research at WSU.

| WICHITA STATE UNIVERSITY | | | | | | | | | | |
|---|------------|---------|---|-----------|-------------|-------------|-----------|-------------|-------------|-------------|
| PROGRAM REVIEW - *FISCAL YEAR 2002-2008 | | | | | | | | | | |
| Note: Section I : Part D, Part E and Part F are based on the fall semester in the fiscal year. Section II: Part A and Part B are based on the fall semester in the fiscal year. | | | | | | | | | | |
| SECTION | DISCIPLINE | SECTION | DESCRIPTION | *YEAR | | | | | | |
| MANAGEMENT | | | | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| Section I: Part A: Academic Instruction Expenditures | A1 | | 1. Salaries/Benefits | \$875,314 | \$1,028,520 | \$1,051,099 | \$850,839 | \$1,090,086 | \$1,250,951 | \$1,160,328 |
| | A2 | | 2. Other Operating Exp. | \$19,699 | \$24,474 | \$17,398 | \$15,784 | \$9,195 | \$13,108 | \$12,892 |
| | A3 | | 3. Total | \$895,013 | \$1,052,994 | \$1,068,497 | \$866,623 | \$1,099,281 | \$1,264,059 | \$1,173,220 |
| S1A Total | | | | | | | | | | |
| Section I: Part B: Student Credit Hour Production | B1 | | 1. Lower Division | 0 | 0 | 0 | 0 | 0 | 81 | 0 |
| | B2 | | 2. Upper Division | 7,792 | 8,346 | 7,318 | 6,801 | 6,805 | 7,940 | 7,484 |
| | B3 | | 3. Masters | 891 | 900 | 728 | 636 | 585 | 7,941 | 621 |
| | B4 | | 4. Doctoral | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | B5 | | 5. Total | 8,683 | 9,246 | 8,046 | 7,437 | 7,390 | 15,962 | 8,105 |
| S1B Total | | | | | | | | | | |
| Section I: Part D: Percentage of Departmental SCH taken by: | D1 | | 1. Their Undergraduate Majors | 24.6 | 22.5 | 21.3 | 24.7 | 22.8 | 24.9 | 23.4 |
| | D2 | | 2. Their Graduate Majors | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | D3 | | 3. Non-Majors | 75.4 | 77.5 | 78.7 | 75.3 | 77.2 | 75.1 | 76.6 |
| S1D Total | | | | | | | | | | |
| Section I: Part E: Departmental Faculty | E1 | | 1. Tenured/Tenure Track Faculty Head Count | 6 | 8 | 9 | 6 | 8 | 9 | 9 |
| | E2 | | 2. Tenured/Tenure Track Faculty with Terminal Degrees | 5 | 7 | 9 | 6 | 8 | 8 | 8 |
| | E3 | | 3. Total Tenured Faculty | 2 | 3 | 5 | 5 | 6 | 6 | 6 |
| | E4 | | Total Instructional Faculty FTE in Department | 9 | 10 | 10 | 9 | 10 | 11 | 11 |

| SJE Total | | | | | | | | | | | | |
|---|--|--------|--------|--------|--------|--------|--------|--------|--|--|--|--|
| Section I: Part F: Actual Instructional FTE | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| F1 | 1. Tenured/Tenure Track Faculty | 6.5 | 8.5 | 9 | 6 | 8 | 10 | 9 | | | | |
| F2 | 2a. Instructor of Record (IOR) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| F3 | 2b. Not Instructor of Record | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| F4 | 3. Other Instructional FTE | 5.5 | 2.75 | 3.5 | 4.25 | 3 | 3.25 | 3.5 | | | | |
| | 4. Total FTE | 12 | 11.25 | 12.5 | 10.25 | 11 | 13.25 | 12.5 | | | | |
| F5 | 5. SCH generated by Tenured/Tenure Track Faculty | 1,563 | 2,128 | 1,944 | 1,222 | 1,665 | 1,904 | 1,692 | | | | |
| F6 | 6. SCH generated by GTA's (IOR) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| F7 | 7. SCH generated by Other Instructional Faculty | 2,361 | 1,953 | 1,871 | 2,025 | 1,367 | 1,640 | 1,872 | | | | |
| F8 | 8. Total SCH | 3,924 | 4,081 | 3,815 | 3,247 | 3,032 | 3,544 | 3,564 | | | | |
| F9 | 9. Average SCH per Tenured/Tenure Track Faculty | 240.46 | 250.35 | 216.00 | 203.67 | 208.13 | 190.40 | 188.00 | | | | |
| F97 | 10. Average SCH per GTA (IOR only) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| F98 | 11. Average SCH per Other Instructional Faculty | 429.27 | 710.18 | 534.57 | 476.47 | 455.67 | 504.62 | 534.86 | | | | |
| F99 | 12. Average Overall SCH per FTE | 327.00 | 362.76 | 305.20 | 316.78 | 275.64 | 267.47 | 285.12 | | | | |

| S1F Total | | Section II: Part A: Majors in the Discipline | | | | | | | | | |
|------------|----|--|-----|----|----|----|----|----|----|--|--|
| MANAGEMENT | G1 | 1. Freshmen/Sophomores (optional) | 37 | 42 | 48 | 52 | 41 | 45 | 58 | | |
| | G2 | 2. Jrs., Srs., 5th Year Majors | 103 | 98 | 90 | 80 | 86 | 65 | 80 | | |
| | G3 | 3. Masters | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | G4 | 4. 1st Prof / Specialist / Certif. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | G5 | 5. Doctoral | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

| S2G Total | | Section II: Part B: ACT Scores of Undergraduate Jrs.,Srs | | | | | | | | | |
|------------|----|--|--------|--------|--------|--------|--------|--------|--------|--|--|
| MANAGEMENT | H1 | 1. Average ACT Composite | 21.9 | 20.9 | 21.8 | 22.3 | 22.4 | 20.5 | 21.1 | | |
| | H2 | 2. Low ACT | 11 | 11 | 11 | 15 | 15 | 13 | 7 | | |
| | H3 | 3. High ACT | 31 | 31 | 31 | 29 | 30 | 30 | 30 | | |
| | H4 | 4. Number Reporting an ACT Score | 56 | 55 | 55 | 47 | 48 | 36 | 42 | | |
| | H5 | 5. Percent Reporting ACT Score | 54.37% | 56.12% | 61.11% | 58.75% | 55.81% | 55.38% | 52.50% | | |

| S2H Total | | Section II: Part C: Degrees Conferred | | | | | | | | | |
|------------|----|--|----|----|----|----|----|----|----|--|--|
| MANAGEMENT | I1 | 1. Associate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | I2 | 2. Baccalaureate | 27 | 29 | 21 | 29 | 17 | 31 | 32 | | |
| | I3 | 3. Masters | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | I4 | 4. First Prof / Specialist / Certificate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | I5 | 5. Doctorate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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Program Review
For The Human Resource Management Major
2002 - 2008
WICHITA STATE UNIVERSITY
KANSAS BOARD OF REGENTS PROGRAM REVIEW**

a) Centrality of the program to fulfilling the mission and role of WSU

Mission and Objectives of the Program

Teaching: The Human Resource Management program is the only such specialized program offered by a Kansas Board of Regents University. The Human Resource Management program has the goal of providing graduates with the knowledge base and skills necessary to perform successfully as Human Resource professionals in the private, public, or nonprofit sectors, to use their Human Resource knowledge in a variety of positions in the private, public, or nonprofit sectors, or to pursue further graduate study. A secondary objective is provide students with the knowledge and skill base necessary to successfully pass the Professional in Human Resources Certification Exam (Human Resource Certification Institute).

Intellectual Activities: The research mission of the program is two-fold. The primary focus is applied and theoretical research published in academic outlets at the national and regional level. A secondary focus in on the dissemination of research results to the practitioner community through publication in widely disseminated outlets and through participation in relevant professional organizations. Faculty are expected to contribute to both aspects of this mission by communicating their findings to appropriate academic and professional associations.

Service: The service mission of the program includes providing state-of-the-art assistance and technical support to private, public, and nonprofit organizations with the goal of improving organizational productivity and effectiveness. Faculty are encouraged to provide organizations with relevant expertise, especially when such activities can enhance their teaching and research activities. Additionally, faculty are encouraged to provide service (e.g., chair committees, review papers, etc.) to local, regional, and national chapters of both academic and professional organizations.

b) The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty

Teaching: The Human Resource Management major seeks to equip students with the necessary knowledge and skill base to enable them to become successful human resource specialists or generalists. Furthermore, the major equips students with the skills necessary to continue lifelong learning and professional development. Thus, the Human Resource Management major contributes directly to (1) the University mission of "seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community" and (2) the W. Frank Barton School of Business mission to "prepare individuals to be business leaders in the global entrepreneurial marketplace" and to "provide quality undergraduate, graduate, and professional educational programs in business that encourage lifelong learning."

Intellectual Activity: By focusing our research efforts on theoretical and applied academic outlets at the national and regional level, we further the University's goals of "providing high quality teaching" (by having faculty on the cutting edge of research and transmitting this knowledge to students) and "making original contributions to knowledge and human understanding" (by focusing on scientific peer-reviewed journals that form the foundation for knowledge in the discipline). This focus also furthers the Barton School's objective to "engage in scholarly research to develop business and economic knowledge and enhance its applications." Additionally, efforts to disseminate our research

through practitioner journals and other outlets contributes to the University's objective of "serving as an agent of community service" and the Barton School's objective to "practice good citizenship by serving our constituencies and the University community."

Service: By providing our expertise to organizations wishing to enhance their productivity and become more competitive, we directly support the University's objective to "seek to foster the cultural, economic, and social development of a diverse metropolitan community and of the state of Kansas" and the Barton School's objective to "practice good citizenship by serving our constituencies and the University community."

3) A statement that analyzes the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty

The current Human Resource Management faculty are well-trained and active in professional community. Recently retired faculty member, Dr. John Belt focused his efforts on the practitioner community in recent years and has worked extensively in the public sector in providing his expertise in the development and execution of Assessment Centers to Fire Departments in the Midwest Region. Dr. Nancy Bereman currently has a lead role in the Human Resource Management program. She teaches HRM 666 HR Staffing and HRM 668 Compensation and Benefits. She has a Doctorate in Industrial Relations from the University of Minnesota. She has published refereed articles on employee benefits, pay compression, drug testing programs, and recruitment advertising. She is a recipient of the WSU Leadership in the Advancement of Teaching Award and a Barton School of Business Award for Research. In addition, Dr. Bereman has been extremely active in the local Society for Human Resource Management professional association. For a number of years she has served as that chapter's Education Advocate and in that capacity has served on their Board of Directors. In addition, she has served as the Faculty Advisor for the Wichita State University Student Chapter of the Society for Human Resource Management. Currently, she is the WSU SHRM Chapter co-advisor working with Bobbie Knoblauch who is assuming a leadership role in working with the student organization.

Bobbie Knoblauch, a full-time instructor with an MBA from Wichita State University, teaches sections of the introductory HRM course (Fundamentals of Human Resource Management) and works extensively with the student organization and is active in the local SHRM Chapter. Dr. Gergana Markova has a doctorate from the University of Central Florida and teaches the introductory HRM course and HRM 669, the Training and Development course. Dr. Xin Yao, PhD from the University of Washington also teaches in this area. In addition to these faculty we are fortunate to have a number of highly qualified adjunct faculty who assist us by teaching introductory HR courses and the Labor Relations course (HRM 664). Dan Dymarkowski, adjunct faculty member, is currently the Director of Labor Relations for Raytheon Aircraft Corporation and holds a J.D. from the University of Toledo. In addition, he has 25 years of corporate experience in all phases of employee / labor relations.

As members of an urban institution, the faculty are able to utilize human resource professionals to enrich the classroom experiences of our students. Guest lecturers, panel discussions, and debates on current topics are used as appropriate as an enhancement to normal classroom activities. Many of these activities are organized and delivered through meetings of the WSU chapter of SHRM. Also because of our urban setting, our students have numerous opportunities to gain practical experience through cooperative education placements and internships.

Teaching: Of the faculty that are currently teaching in or have recently taught in the HRM program, one has received the WSU Board of Trustees Excellence in Teaching Award, one has received the Leadership in the Advancement in Teaching Award and has received nominations for the Academy for Effective Teaching Awards. One faculty member has written a casebook in compensation system design that has been widely used by faculty across the country.

Intellectual Activity and Contributions: Faculty currently teaching in this program have been published in the following outlets:

Emotions in Organizational Behavior
 Group Processes and Intergroup Relations
 Human Resource Management Review
 Journal of Employee Responsibilities and Rights
 Journal of Higher Education
 Journal of Management
 Organizational Science
 Public Personnel Management

c) The quality of the program as assessed by the curriculum and the impact of the curriculum on the students

The Human Resource Management program requires the same core set business courses covering the functions of Management, Marketing, Economics, Finance, International Business, Decision Science, Management Information Systems, Entrepreneurship, Business Law, and Accounting. In addition, program majors complete five 3-hour courses in Human Resource Management along with 6 hours of supporting electives.

| <i>Required Courses</i> | <i>Hrs.</i> |
|---|-------------|
| HRM 466 Fundamentals of Human Resource Management | 3 |
| HRM 664 Labor Relations | 3 |
| HRM 666 Human Resource Staffing | 3 |
| HRM 668 Compensation | 3 |
| HRM 669 Training and Development | 3 |
| <i>Electives, from the following:</i> | 6 |
| ECON 661 Collective Bargaining | |
| MGMT 462 Leading and Motivating | |
| MGMT 464 Communicating Effectively in Organizations | |
| MGMT 660 Designing Effective Organizations (will be MGMT 460 beginning in Fall 2009) | |
| MGMT 661 Coaching, Developing, and Mentoring | |
| MGMT 662 Managing Workplace Diversity | |
| MGMT 663 Building Effective Work Teams (will be MGMT 463 beginning in Fall 2009) | |
| Other courses may be used as electives with adviser consent, including HRM 481, 491, or 492. A maximum of 3 credit hours of co-op may be used in the major. | |

Other upper-division courses may be substituted for the elective hours with the consent of the major advisor. Internships or cooperative education hours may be used as part of the 6 hours of electives. Students may be allowed to substitute appropriate upper-division Economics or business courses for the listed courses.

The curriculum for the HRM major is designed around the HR Body of Knowledge developed by the Human Resource Certification Institute (affiliated with SHRM). The Body of Knowledge serves as the basis for PHR and SPHR examinations. The HR body of knowledge was first established in 1976. Since then, it has been completely revised four times. Each revision (now known as a practice analysis study) tries to answer the question, "what should a human resource practitioner know and be able to apply in order to be considered a competent HR generalist?"

The body of knowledge serves of the focal point for the course work in the HRM major. Because of resource limitations, the curriculum does not cover one minor portion of the Body of Knowledge (Health, Safety, and Security) in a separate course. This subject matter is covered in the introductory course (HRM 466). Strategic Management is covered in both Mgmt 360 and Mgmt 681 (core courses for all business majors).

Current HR Body of Knowledge

Functional Areas, Responsibilities, and Associated Knowledge

After each major functional area are the weightings for that area. The first number in the parentheses is the PHR percentage weighting and the second number is the SPHR percentage weighting.

Strategic Management (12%, 26%)
Workforce Planning and Employment (26%, 16%)
Human Resource Development (15%, 13%)
Compensation and Benefits (20%, 16%)
Employment and Labor Relations (21%, 24%)
Occupational Health, Safety and Security (6%, 5%)

Graduates of the HRM major are encouraged to sit for the Professional in Human Resources (PHR) exam soon after graduation. The exam is given at selected sites across the U.S. (including WSU) in early December and in early May. We are unable to calculate a passing rate for our students as students may elect not to inform us that they are taking the exam.

d) Demonstrated student need and employer demand for the program

The five-year average of students at all levels selecting the HRM major is 59.8 with no particular trend noticed over the five year time period. Some students in the program are adults currently working in some aspect of the field who are pursuing a degree to enhance their career options. The five-year average for number of degrees conferred is 18.

e) The services the program provides to the discipline, the university, and beyond

The senior-level courses that are required in the HRM major are popular electives among many of the other majors in the college. HRM 666 and 668 are recommended to students in the Masters in Accountancy program. Management majors frequently choose HR courses to round out their management major. Business Administration majors also select some of the HR courses as part of their major. Students in this major frequently enroll in co-op hours to gain valuable work experience. The WSU SHRM group is closely affiliated with the Wichita SHRM group and the interactions between the professional members and the student members are mutually valuable.

f) The program's cost effectiveness

The courses in the HR major are offered on a very strict course rotation that allows the major to be offered with a minimum number of faculty. HRM 466 is becoming a required course in the new Management Major and will be offered both day and night in both the fall and spring. The four required courses in the major are offered only in the evening and on a rotation with two being offered in the fall and the other two being offered in the spring. This provides a great deal of cost effectiveness as the faculty teaching in the program also teach other courses. One of the faculty teaching a required course is an extremely highly qualified adjunct (Dan Dymarkowski).

Summary:

The Human Resource Management major has a long record of producing high quality graduates many of whom become employed in the HR field either locally or nationally or go on for advanced degrees in the field.

Statistical Overview

The data below for 2002 - 2008 was prepared by the Office of Institutional Research at WSU.



PROGRAM REVIEW - * FISCAL YEAR 2002-2008

Note: Section I : Part D, Part E and Part F are based on the fall semester in the fiscal year. Section II: Part A and Part B are based on the fall semester in the fiscal year.

| SECTION | DISCIPLINE | SECTION | DESCRIPTION | *YEAR | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
|---|------------|---------|---|-------|-----------|-------------|-------------|-----------|-------------|-------------|-------------|
| MANAGEMENT | | | | | | | | | | | |
| Section I: Part A: Academic Instruction Expenditures | A1 | | 1. Salaries/Benefits | | \$875,314 | \$1,028,520 | \$1,051,099 | \$850,839 | \$1,090,086 | \$1,250,951 | \$1,160,328 |
| | A2 | | 2. Other Operating Exp. | | \$19,699 | \$24,474 | \$17,398 | \$15,784 | \$9,195 | \$13,108 | \$12,892 |
| | A3 | | 3. Total | | \$895,013 | \$1,052,994 | \$1,068,497 | \$866,623 | \$1,099,281 | \$1,264,059 | \$1,173,220 |
| S1A Total | | | | | | | | | | | |
| Section I: Part B: Student Credit Hour Production | B1 | | 1. Lower Division | | 0 | 0 | 0 | 0 | 0 | 81 | 0 |
| | B2 | | 2. Upper Division | | 7,792 | 8,346 | 7,318 | 6,801 | 6,805 | 7,940 | 7,484 |
| | B3 | | 3. Masters | | 891 | 900 | 728 | 636 | 585 | 7,941 | 621 |
| | B4 | | 4. Doctoral | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | B5 | | 5. Total | | 8,683 | 9,246 | 8,046 | 7,437 | 7,390 | 15,962 | 8,105 |
| S1B Total | | | | | | | | | | | |
| Section I: Part D: Percentage of Departmental SCH taken by: | D1 | | 1. Their Undergraduate Majors | | 24.6 | 22.5 | 21.3 | 24.7 | 22.8 | 24.9 | 23.4 |
| | D2 | | 2. Their Graduate Majors | | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | D3 | | 3. Non-Majors | | 75.4 | 77.5 | 78.7 | 75.3 | 77.2 | 75.1 | 76.6 |
| S1D Total | | | | | | | | | | | |
| Section I: Part E: Departmental Faculty | E1 | | 1. Tenured/Tenure Track Faculty Head Count | | 6 | 8 | 9 | 6 | 8 | 9 | 9 |
| | E2 | | 2. Tenured/Tenure Track Faculty with Terminal Degrees | | 5 | 7 | 9 | 6 | 8 | 8 | 8 |
| | E3 | | 3. Total Tenured Faculty | | 2 | 3 | 5 | 5 | 6 | 6 | 6 |
| | E4 | | Total Instructional Faculty FTE in Department | | 9 | 10 | 10 | 9 | 10 | 11 | 11 |

| SJE Total | | | | | | | | | | | |
|---|--|--------|--------|--------|--------|--------|--------|--|--|--|--------|
| Section I: Part F: Actual Instructional FTE | | | | | | | | | | | |
| | | | | | | | | | | | |
| F1 | 1. Tenured/Tenure Track Faculty | 6.5 | 8.5 | 9 | 6 | 8 | 10 | | | | 9 |
| F2 | 2a. Instructor of Record (IOR) | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| F3 | 2b. Not Instructor of Record | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| F4 | 3. Other Instructional FTE | 5.5 | 2.75 | 3.5 | 4.25 | 3 | 3.25 | | | | 3.5 |
| | 4. Total FTE | 12 | 11.25 | 12.5 | 10.25 | 11 | 13.25 | | | | 12.5 |
| F5 | 5. SCH generated by Tenured/Tenure Track Faculty | 1,563 | 2,128 | 1,944 | 1,222 | 1,665 | 1,904 | | | | 1,692 |
| F6 | 6. SCH generated by GTA's (IOR) | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 |
| F7 | 7. SCH generated by Other Instructional Faculty | 2,361 | 1,953 | 1,871 | 2,025 | 1,367 | 1,640 | | | | 1,872 |
| F8 | 8. Total SCH | 3,924 | 4,081 | 3,815 | 3,247 | 3,032 | 3,544 | | | | 3,564 |
| F9 | 9. Average SCH per Tenured/Tenure Track Faculty | 240.46 | 250.35 | 216.00 | 203.67 | 208.13 | 190.40 | | | | 188.00 |
| F97 | 10. Average SCH per GTA (IOR only) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | | 0.00 |
| F98 | 11. Average SCH per Other Instructional Faculty | 429.27 | 710.18 | 534.57 | 476.47 | 455.67 | 504.62 | | | | 534.86 |
| F99 | 12. Average Overall SCH per FTE | 327.00 | 362.76 | 305.20 | 316.78 | 275.64 | 267.47 | | | | 285.12 |

| S1F Total | | Section II: Part A: Majors in the Discipline | | | | | | | | | |
|---------------------------|------------------------------------|--|----|----|----|----|----|----|--|--|--|
| HUMAN RESOURCE MANAGEMENT | | 19 | 13 | 11 | 19 | 9 | 18 | 12 | | | |
| G1 | 1. Freshmen/Sophomores (optional) | | | | | | | | | | |
| G2 | 2. Jrs., Srs., 5th Year Majors | 62 | 49 | 39 | 42 | 58 | 46 | 45 | | | |
| G3 | 3. Masters | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| G4 | 4. 1st Prof / Specialist / Certif. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| G5 | 5. Doctoral | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |

| S2G Total | | Section II: Part B: ACT Scores of Undergraduate Jrs.,Srs | | | | | | | | | |
|---------------------------|----------------------------------|--|--------|--------|--------|--------|--------|--------|--|--|--|
| HUMAN RESOURCE MANAGEMENT | | 21.1 | 22.3 | 20.8 | 21.2 | 21 | 22 | 20.9 | | | |
| H1 | 1. Average ACT Composite | 8 | 12 | 14 | 14 | 15 | 16 | 12 | | | |
| H2 | 2. Low ACT | 29 | 29 | 29 | 31 | 29 | 31 | 31 | | | |
| H3 | 3. High ACT | 30 | 20 | 18 | 21 | 29 | 24 | 23 | | | |
| H4 | 4. Number Reporting an ACT Score | 48.39% | 40.82% | 46.15% | 50.00% | 50.00% | 52.17% | 51.11% | | | |
| H5 | 5. Percent Reporting ACT Score | | | | | | | | | | |

| S2H Total | | Section II: Part C: Degrees Conferred | | | | | | | | | |
|---------------------------|--|---------------------------------------|----|----|----|----|----|----|---|---|---|
| HUMAN RESOURCE MANAGEMENT | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| I1 | 1. Associate | 29 | 28 | 15 | 16 | 18 | 26 | 15 | | | |
| I2 | 2. Baccalaureate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| I3 | 3. Masters | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| I4 | 4. First Prof / Specialist / Certificate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |
| I5 | 5. Doctorate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | |

**W. Frank Barton School Of Business
Program Review
For The International Business Major
2002 - 2008
WICHITA STATE UNIVERSITY
KANSAS BOARD OF REGENTS PROGRAM REVIEW**

a) Centrality of the program to fulfilling the mission and role of WSU

Mission and Objectives of the Program

The objective of the International Business program is to prepare students for the global entrepreneurial marketplace.

Teaching: The international business program is the only such program in the Kansas Board of Regents system. It has the goal of providing graduates with the knowledge base and skills necessary to meet the growing demand for managers who can function at the international level as well as in domestic firms facing global competition. Therefore, the international business program emphasizes the global perspective in managing organizations.

The International Business major seeks to equip students with the necessary knowledge and skill base to enable them to become highly skilled and qualified managers in an environment of increasing global competitiveness. Furthermore, the major equips students with the resources and motivation necessary to continue lifelong learning and professional development. For instance, students are expected to gain knowledge of a foreign language, and of various cultures and areas. Thus, the International Business major contributes directly to (1) the University mission of "seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community" and (2) the W. Frank Barton School of Business mission to "prepare individuals to be business leaders in the global entrepreneurial marketplace" and to "provide quality undergraduate, graduate, and professional educational programs in business that encourage lifelong learning."

Intellectual Activities: The research mission of the program is two-fold. The primary focus is applied and theoretical research published in academic outlets at the national and regional level. A secondary focus is on the dissemination of research results to the practitioner community through publication in widely disseminated outlets and through participation in relevant professional organizations. Faculty are expected to contribute to both aspects of this mission by communicating their findings to appropriate academic and professional associations.

By focusing our research efforts on theoretical and applied academic outlets at the international, national, and regional level, we further the University's goals of "providing high quality teaching" (by having faculty on the cutting edge of research and transmitting this knowledge to students) and "making original contributions to knowledge and human understanding" (by focusing on scientific peer-reviewed journals that form the foundation for knowledge in the discipline). This focus also furthers the Barton School's objective to "engage in scholarly research to develop business and economic knowledge and enhance its applications." Additionally, efforts to disseminate our research through practitioner journals and other outlets contributes to the University's objective of "serving as an agent of community service" and the Barton School's objective to "practice good citizenship by serving our constituencies and the University community."

Service: The service mission of the program includes providing state-of-the-art assistance and technical support to local and regional firms involved in international business and trade. Faculty are encouraged to provide organizations with relevant expertise, especially when such activities can enhance their teaching and research activities. Strong linkages between the Center for International Business Advancement (CIBA) and the World Trade Council of Wichita (WTC) support the program's mission in

these areas. Additionally, faculty are encouraged to provide service (e.g., chair committees, review papers, etc.) to local, regional, and national chapters of both academic and professional organizations. By providing our expertise to organizations wishing to enhance their productivity and become more competitive, we directly support the University's objective to "seek to foster the cultural, economic, and social development of a diverse metropolitan community and of the state of Kansas" and the Barton School's objective to "practice good citizenship by serving our constituencies and the University community."

b) The quality of the program as assessed by the strengths, productivity, and qualifications of the faculty

The current International Business faculty are extremely well-trained and particularly active in the areas of the behavioral sciences, particularly international business. Dr. Dharma deSilva is a Rudd Foundation Senior Fellow for Distinguished Service, received a Fulbright Senior Specialist Award in 2002, the WSU President's Outstanding Achievement Award in 2001, and is currently Director of the Center for International Business Advancement and Chair of the World Trade Council of Wichita, Inc. Dr. deSilva has worked extensively to build linkages between WSU and the international academic and business sectors. For instance, he was instrumental in obtaining the Memorandum of Understanding for faculty and student exchange and partnership with the University of Canberra, Australia, and has brought numerous Ambassadors, Consuls General, and trade delegations to Wichita. He is also a founder of the Wichita chapter of the International Association of Students in Economic and Commerce Related Disciplines (AIESEC).

Dr. Sriram Beldona has held teaching positions in Iceland and Japan, and is Assistant Director of the Center for International Business Advancement, is an Executive Board member of the Wichita Trade Council, and is faculty adviser to the International Business Studies Students Association at WSU. Dr. Beldona has published in the areas of international corporate governance and multinational firm performance. Dr. Beldona left the faculty in 2007 to become Department Chair at Bryant University.

Dr. Clyde Stoltenberg was hired to replace Dr. Beldona. He is a graduate of Harvard Law and the Columbia University School of International Affairs. He holds the W. Frank Barton Distinguished Chair in International Business. Dr. Stoltenberg has extensive experience in the International Business area at California State University – Long Beach, University of Texas at San Antonio, and at the University of Kansas. His area of emphasis is International Law and International Management.

In addition to these faculty, Dr. Masud Chand has been recruited and will join the faculty in the Spring of 2009. Dr. Chand is a graduate of Simon Fraser University.

The program has also shared faculty members with the Management major, ensuring that both management and international business issues are emphasized throughout the curriculum. Management faculty qualified to teach in the IB program, include Dr. Steven Farmer, Dr. Tim Pett, and Dr. James Wolff (please see Management Program Review document for their details). Faculty from the Economics Department (Dr. William Miles, Dr. J. C. Cheng) and from other areas on campus (LAS, Anthropology, Political Science/International Relations, and Languages) also teach International Business electives.

As members of an urban institution, the faculty are able to utilize international business professionals to enrich the classroom experiences of our students. Guest lecturers, panel discussions, and debates on current management topics are used as appropriate as an enhancement to normal classroom activities. Many of these activities are organized and delivered through meetings of IBBSA and the WTC. Also because of our urban setting in proximity to a strong cluster of firms actively engaged in export and international trade, our students have numerous opportunities to gain practical experience through cooperative education placements and internships.

Teaching: Of the faculty that are currently teaching in or have recently taught in IB program, one has received the W. Frank Barton School of Business Instructor of the Year Award and the WSU Fairmount

Chapter or Mortar Board Educator Appreciation Award, and one has been nominated several years in a row for the WSU Board of Trustees Excellence in Teaching Award and the Academy for Effective Teaching Awards.

Intellectual Activity and Contributions: Department faculty teaching in the program during the review period have published in the following outlets:

International Journal of Corporate Innovation
Journal of International Corporate Governance
Management International Review
International Journal of Organizational Analysis
Journal of Global Business
Strategic Alliances
Journal of World Business
International Journal of Entrepreneurship and Innovation
Journal of Management Research
Business Process Management Journal
Journal of Small Business Management

c) The quality of the program as assessed by the curriculum and the impact of the curriculum on the students

The International Business major is suited for both domestic students AND for international students who have come to the United States to study business. While rigorous in the breadth of the courses, the program has flexibility to enhance the individual student's goals.

The International Business program requires a core of 36 hours of business courses covering the functions of Management, Marketing, Economics, Finance, International Business, Decision Science, Management Information Systems, Entrepreneurship, Business Law, and Accounting.

Students majoring in international business must make three choices early in their programs:

1. Regional emphasis: Latin America, Europe, or Asia Pacific. This choice dictates language and cultural/area studies choices.
2. Language. Depending on regional emphasis, there may be two or more language options.
3. Minor. International business majors must choose a functional area of business as a minor. Students majoring in international business are also required to have an international experience: either spend a semester abroad at a university in their chosen region, or participate in an academic summer study tour to their region.

Required Courses

IB 561/ECON 672 International Economics and Business (3 credit hours)
IB 600 International Management (3 credit hours)
IB 601/MKT 601 International Marketing (3 credit hours)
IB 625/ECON 674/FIN 625 International Financial Management (3 credit hours)

Language courses: a minimum of 10 hours of an appropriate foreign language is required. IB majors who already have language skills beyond the elementary level should consult with an adviser. They can use these hours either to obtain a minor in their language, or to take other classes toward their degree.
Directed electives: IB majors must take a minimum of 9 hours from the following courses chosen with the consent of their adviser.

IB 400 International Purchasing
IB 481 Cooperative Education
IB 491 International Business Independent Study

IB 492 International Business Internship
IB 691 Global Skills for Business Managers
DS 665 Supply Chain Management
POLS 220 Introduction to International Relations
POLS 226 Comparative Politics
POLS 320 Politics of Developing Nations
POLS 336 International Organizations
POLS 370 European Politics
POLS 390 Special Topics
POLS 523 Government and Politics of Latin America
POLS 524 Politics of China
POLS 533 US Foreign Policy
POLS 575 Latin American International Politics
ANTH 303 World Cultures or
ANTH 515 China: People and Culture or
ANTH 516 Japan: People and Culture
(may be taken as culture/area studies)
MKT 403 Marketing Research or
MKT 405 Consumer Behavior

History: History courses approved by an Adviser

Language courses: 200-level and above

International experience: All IB majors must have an international experience.

The preferred option is to spend a semester at a university in the student's region.

An alternative is an academic international study tour to the student's region. Students may count up to 6 credit hours of international experience toward their directed electives.

Business Minor

IB students must achieve a minor in the Barton School. Available minors are: accounting, economics, entrepreneurship, finance, human resource management, management, management information systems, marketing, operations management.

Note for international students: International students who are already studying abroad at WSU or who have transferred to WSU from another country may be deemed to have met the international experience requirement. International students who choose their home region need to work with an adviser to plan their courses to fulfill the language and cultural/ area studies requirements. It is recommended that non-English speakers choose English language courses and courses on U.S. culture, history, and/or political systems to fulfill these requirements. International students who choose a regional emphasis outside their home region are required to fulfill the same language and cultural/area studies requirements as domestic students.

The international business program at Wichita State is a multidisciplinary program designed to provide students with the knowledge and skills needed to effectively manage human and nonhuman resources in an environment of increasing global competitiveness, with special focus on multinational trade and global skill building. The curriculum for the IB major is designed around the international of the common body of knowledge emphasized in the standards of the major business school accrediting body, the Association to Advance Collegiate Schools of Business. Accordingly, as a multidisciplinary program the IB curriculum focuses on international applications linkages between different areas of business such as accounting, behavioral science, economics, and mathematics and statistics, as well as with cross-cultural and language areas. As judged by this outside stakeholder criterion, quality of the IB program per its curricular content is high.

d) *Demonstrated student need and employer demand for the program*

The International Business program is responsive to the needs of its majors in terms of scheduling the required courses in the major. The faculty have developed a schedule by which courses are offered and have followed this schedule over a number of years. The program schedules high-volume courses such as International Business 333 during a number of different time periods and on several different days, to

ensure that all our students have the opportunity to take the courses they need. It is also offered both during the day and in the evening, both on-campus at WSU's off-campus instructional sites. The 600-level courses are normally offered in the evening, as we do not have the faculty necessary to offer these courses both day and night and have chosen to offer these courses only during the evening. Additionally, during each term the IB faculty supervise several student co-ops and internships, allowing students to gain credit hours and advance their work careers concurrently.

Student demand for the program is evidenced by the number and quality of students choosing International Business as their major. The five-year average of undergraduate students enrolled with a major of International Business is 107.2.

e) The services the program provides to the discipline, the university, and beyond

Service to the discipline: The International Business program provides service to the discipline by creating new globally-skilled managers for the international, national, regional, and local labor markets. Program faculty provide service to the management discipline by active participation in numerous professional organizations, such as the Academy of Management and the Academy of International Business.

Service to other programs at the university: The International Business program provides support to all other programs within the Barton School. First, many students get double majors in International Business and Accounting, Economics, or Marketing. Second, International Business 333, International Business, is a required part of the curriculum for all undergraduate business students. During the fall 2002 semester alone, seven sections of IB-designated courses are being taught, with 350 students enrolled. This course fulfills the Issue & Perspectives requirement in general education and provides a global perspective.

The International Business program continues to assist the internationalization of the Barton School by strengthening the linkages with multidisciplinary units across campus. The following are examples of programs and linkages to the IB major: Liberal Arts and Science (LAS), International Studies Field Major (IS), Asian Study Group, Department of Anthropology (Culture) and Department of Modern Languages. The IB program supports the LAS International Studies Field major with courses for the Option B - International Business. The LAS students taking the IB courses also have to complete the prerequisite Business core. Many other students in Engineering, Communications, Languages and Liberal Arts take selected IB Courses. In addition to 134 students enrolled in the IB Program, there are students within the LAS-IS major (Option B) who are served by the IB Program.

Service to the community: Our faculty have provided service to numerous organizations locally, regionally, and nationally. Recently, one of the International Business faculty was recognized for such service with the WSU President's Distinguished Service Award in 2001.

The IB program has also functioned as a bridge to the World Trade Council of Wichita in joint venture exploration of international trade educational and export research activities. In the last five years, many country/agency trade programs were offered in collaboration with the WTC and other co-sponsors, for the benefit of both local/regional business and IB students.

f) The program's cost effectiveness

The overall cost effectiveness of the program can be deduced from the average overall SCH / FTE of the Management Department (it is not possible to break this figure out specifically for the IB program) which was in 2008 equal to 285.12. Courses in the International Business major are also taken by students in the Business Administration major and by many of the other majors within the Barton School of Business.

Summary:

The International Business major is an interdisciplinary major which directly supports the Barton School's mission. "The Barton School of Business advances the knowledge and practice of business, reaches out to constituents, and prepares students to successfully compete in the global entrepreneurial marketplace" The Global Entrepreneurial Marketplace is the focus of the International Business major.

Statistical Overview

The data below for 2002 - 2008 was prepared by the Office of Institutional Research at WSU.

**WICHITA STATE UNIVERSITY
PROGRAM REVIEW - *FISCAL YEAR 2002-2008**

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| | A2 | 2. Other Operating Exp. | \$19,699 | \$24,474 | \$17,398 | \$15,784 | \$9,195 | \$13,108 | \$12,892 | | |
| | A3 | 3. Total | \$895,013 | \$1,052,994 | \$1,068,497 | \$866,623 | \$1,099,281 | \$1,264,059 | \$1,173,220 | | |
| S1A Total | | | | | | | | | | | |
| Section I: Part B: Student Credit Hour Production | B1 | 1. Lower Division | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 81 | 0 |
| | B2 | 2. Upper Division | 7,792 | 8,346 | 7,318 | 6,801 | 6,805 | 7,940 | 7,484 | | |
| | B3 | 3. Masters | 891 | 900 | 728 | 636 | 585 | 7,941 | 621 | | |
| | B4 | 4. Doctoral | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | B5 | 5. Total | 8,683 | 9,246 | 8,046 | 7,437 | 7,390 | 15,962 | 8,105 | | |
| S1B Total | | | | | | | | | | | |
| Section I: Part D: Percentage of Departmental SCH taken by: | D1 | 1. Their Undergraduate Majors | 24.6 | 22.5 | 21.3 | 24.7 | 22.8 | 24.9 | 23.4 | | |
| | D2 | 2. Their Graduate Majors | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| | D3 | 3. Non-Majors | 75.4 | 77.5 | 78.7 | 75.3 | 77.2 | 75.1 | 76.6 | | |
| S1D Total | | | | | | | | | | | |
| Section I: Part E: Departmental Faculty | E1 | 1. Tenured/Tenure Track Faculty Head Count | 6 | 8 | 9 | 6 | 8 | 9 | 9 | | |
| | E2 | 2. Tenured/Tenure Track Faculty with Terminal Degrees | 5 | 7 | 9 | 6 | 8 | 8 | 8 | | |
| | E3 | 3. Total Tenured Faculty | 2 | 3 | 5 | 5 | 6 | 6 | 6 | | |
| | E4 | Total Instructional Faculty FTE in Department | 9 | 10 | 10 | 9 | 10 | 11 | 11 | | |

| S1E Total | | Section I: Part F: Actual Instructional FTE | | | | | | | | | | | |
|-----------|--|--|--------|--------|--------|--------|--------|--------|--------|--|--|--|--|
| | | 1. Tenured/Tenure Track Faculty | 6.5 | 8.5 | 9 | 6 | 8 | 10 | 9 | | | | |
| F1 | | 1. Tenured/Tenure Track Faculty | 6.5 | 8.5 | 9 | 6 | 8 | 10 | 9 | | | | |
| F2 | | 2a. Instructor of Record (IOR) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| F3 | | 2b. Not Instructor of Record | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| F4 | | 3. Other Instructional FTE | 5.5 | 2.75 | 3.5 | 4.25 | 3 | 3.25 | 3.5 | | | | |
| | | 4. Total FTE | 12 | 11.25 | 12.5 | 10.25 | 11 | 13.25 | 12.5 | | | | |
| F5 | | 5. SCH generated by Tenured/Tenure Track Faculty | 1,563 | 2,128 | 1,944 | 1,222 | 1,665 | 1,904 | 1,692 | | | | |
| F6 | | 6. SCH generated by GTA's (IOR) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | |
| F7 | | 7. SCH generated by Other Instructional Faculty | 2,361 | 1,953 | 1,871 | 2,025 | 1,367 | 1,640 | 1,872 | | | | |
| F8 | | 8. Total SCH | 3,924 | 4,081 | 3,815 | 3,247 | 3,032 | 3,544 | 3,564 | | | | |
| F9 | | 9. Average SCH per Tenured/Tenure Track Faculty | 240.46 | 250.35 | 216.00 | 203.67 | 208.13 | 190.40 | 188.00 | | | | |
| F97 | | 10. Average SCH per GTA (IOR only) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| F98 | | 11. Average SCH per Other Instructional Faculty | 429.27 | 710.18 | 534.57 | 476.47 | 455.67 | 504.62 | 534.86 | | | | |
| F99 | | 12. Average Overall SCH per FTE | 327.00 | 362.76 | 305.20 | 316.78 | 275.64 | 267.47 | 285.12 | | | | |

| | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|---|---|---|
| 3. Masters 5 Year Average | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. First Prof / Specialist / Certificate 5 Year Average | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5. Doctorate 5 Year Average | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6. Total 5 Year Average | 27 | 29 | 21 | 29 | 17 | 20 | 33 | 24 | | | |

3. Masters
5 Year Average

4. First Prof / Specialist /
Certificate
5 Year Average

5. Doctorate
5 Year Average

6. Total
5 Year Average

