

OPERATIONS MANAGEMENT PROGRAM REVIEW

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Table of Contents

Ia.	Introduction and Background	1-2
Ib.	Mission and Goals	3
II.	Graduate Follow-up Survey	4-6
III.	Employer Follow-up Survey	7
IV.	Student Evaluation of the Program	8
V.	Faculty Survey-summary of Findings	9-11
VI.	Advisory Committee Perceptions	12
VII.	Labor Market Analysis and Trends	13
VIII.	Facilities/Equipment	14
IX.	Program Review Panel Perceptions	15
X.	Enrollment Data and Analysis	16-17
XI.	Program Productivity	18
XII.	Conclusions	19-21
XIII.	Recommendations	22-23

Appendices

A.	Graduate Survey Instrument
B.	Faculty Survey Instrument
C.	Advisory Committee Survey Instrument
D.	Productivity Report
E.	Enrollment Data
F.	Vitae of Faculty

Ia. INTRODUCTION AND BACKGROUND

It must be understood from the outset that the Operations Management Degree program (OM), as is the case with most Management Department programs, is not a “stand alone” program, but is created by selecting specific courses from the College/ University “menu.” There are no courses in this program, which are not required by other programs. The strategy of the Department, for decades, has been to serve the academic market by adjusting programs, courses and faculty so as to fulfill multiple functions. One could make a case that program review for the Management Department programs should be focused on the Department itself and only review individual programs as addenda. To review individual programs separately gives the impression that small programs are not as important as the larger programs, whereas the truth is that each program has been created to be part of an integrated department and a menu of offerings.

Picture the Department and its offerings as a collage. The collage is made up of pieces, unlike a puzzle where each piece fits together neatly giving a visual picture, the collage pieces overlap with one another yielding a picture of richness and complexity. The pieces cannot be removed, shifted, or replaced without altering the overall effect.

Or one might reflect on the Department and its programs as one would a Zen garden. As in the garden each element is carefully placed to realize an overall effect. The movement or other altering of the placement of the elements, if done without artistry, destroys the overall effect.

It is helpful to understand the concept of sub-optimization. No institution can do everything. Choices have to be made as to what is to be emphasized and developed. In this process of prioritizing, some activities or sub-units are intentionally restricted as to resources and even outcomes so as to permit the overall institution to develop to its fullest extent. The evidence is that the Operations Management Program is one of those sub-units being sub-optimized so that the institution as a whole can be optimized.

There are a large number of major programs in the Management Department. This is so because the Administration refused to allow minors until shortly before semester conversion. Therefore to be competitive with other universities, the College of Business had to create whole programs often requiring multiple faculty members. Now that the College of Business is smaller in terms of enrollment, the program majors remain.

The Operations Management Degree program is a “niche” program, at this time, but it need not be if it were supported by the University. To be a full line College of Business one needs to maintain a variety of programs to be competitive in the student admissions marketplace.

The program has been under informal review for some years. No resolution has been reached relative to changing the curriculum so as to increase enrollment. Preparations are being made with the Statistics Faculty to create an enhanced “combination” program. It will be noted that enrollment in OM declined from 46 (majors and transfer students) in 1990 to three (3) in 1998. There were only 26 before the program was modified for semester conversion. Therefore the decline began before the program was made more rigorous.

There are several reasons for this decline in enrollment.

First, beginning in 1992 the Department faculty were very busy in preparing for and implementing the semester conversion. Most department faculty had to process around 50 Course Conversion Agreements (CCAs) with and for their advisees. There are a large number of faculty at this University that do not even know what a CCA is let alone having to prepare and implement fifty of them. This is in addition to the usual course and program revisions needed for semester conversion. It is to be noted that enrollment began to fall the year before FSU converted to semesters. The explanation is the large volume of paper work required for the conversion diverted faculty energies from teaching. Appropriate at this point are some comments from an observer of the Russian officer corps circa mid-1915:

Russia's military administration entangled everyone so thoroughly in trivial bureaucratic routines that no one had time to think about what really needed to be done or to deal with the responsibilities of real command....

Military administrators became so trapped in this maze of rules and office routines that they lost all sense of direction and common purpose. ...

The paper work malaise that left officers deadened by the morphia of trivia --"sucked oranges," in one observer's words--was especially prevalent in Petrograd's General Staff Headquarters, where the average officer, the army's leading newspaper Russkii invalid once reported, "never decides anything and never expresses an opinion of his own, but spends his time in collating the opinions of others." Men with intelligence and initiative turned bitter in their frustration at not being able to accomplish anything they thought worthwhile, while their mediocre associates advanced quickly thanks to their mastery of the army's bureaucratic routines.... (Passage through Armageddon by W. Bruce Lincoln, pages 132-133: Simon and Schuster.)

Second, at the time of semester conversion, many students decided to accelerate their academic efforts so as to avoid the confusion and perceived penalty of the conversion process. Many students graduated ahead of expected schedules. Student peer leadership was more than decimated. A large portion of student organizations, which help promote programs, became leaderless and many have disappeared. In addition, there are more course preparations per year since the conversion (this leads to a diminution of faculty preparedness).

Third, as the college age cohort of students declined in the early 1990s other institutions could (defacto) lower their admission standards to maintain enrollment levels: FSU could not.

Fourth, it should be noted that the University's insistent demands for documents prepared by the departmental faculty results in "adverse selection" of those faculty. The less committed avoid this activity and the more committed are overwhelmed with this task to the point that other academic activities suffer.

Ib. MISSION AND GOALS

The mission of the Operations Management program is to equip prospective managers with both the technical and human skills central to the functioning of contemporary managers so that those managers may contribute to the economic vitality of the state and enjoy the benefits and responsibilities of full citizenship in an increasingly complex society.

PURPOSES

1. To provide students with marketable skills.
2. To assist students in becoming and remaining competitive in an expanding, changing, and complex global economy.
3. To provide students with a background for career advancement and growth as well as personal growth and satisfaction.
4. To provide students with the basis for making decisions using the most appropriate information technology while simultaneously considering the societal and ethical impact of those decisions.
5. To provide students with a foundation of relevant theory, an exposure to contemporary and emerging management practices, and opportunities for application of the concepts.
6. To maintain a timely curriculum that reflects the needs of society, business, and the students.
7. To provide students with opportunities for personal growth and development.

GOALS

1. To develop students' competence with respect to contemporary and future management practices by focusing on relevant theory and practice and providing increasing opportunities for application of the concepts.
2. To develop knowledge and skills for adapting to a dynamic society by continuing to integrate a global perspective.
3. To integrate the application of appropriate information technologies into the curriculum.
4. To insure faculty development in needed areas, especially in the area of appropriate information technology and alternative teaching techniques.
5. To encourage student participation in activities that contribute to the student's professional and personal growth and development.
6. To increase enrollment and retention in the program.
7. To improve the assessment of student academic outcomes.

II. GRADUATE FOLLOW-UP SURVEY

Survey Population: Survey instruments were mailed to graduates of the Operations Management degree program whose names and addresses were on file at the Alumni Office. The Alumni Office had on file only thirty-eight graduates. There are more graduates, but we have been instructed to use only the Alumni records.

Response Rate: Survey instruments were mailed to 38 graduates of the Operations Management degree program. Four surveys were returned for analysis yielding a response rate of 10.5%. The returns are not statistically significant, but they are all we have.

Questionnaire Content: For the most part, the questionnaire was modeled after the one used to survey graduates of all degree programs offered by the Management Department in the academic year 1996-97. Both graduate survey instruments are also patterned after an Exit Survey that has been used to query students in the capstone course for the department, MGMT 499 - Strategy and Business Policy.

The graduates were asked about the year of their graduation and whether or not they had also completed minors, associate degrees, and/or certificates. A second section of the instrument solicited information about the graduates' employment status, job titles, industries in which the graduates were working, and current salary. If the graduates were unemployed, they were asked to provide the reason for the unemployment. A third portion of the survey instrument was designed to solicit the graduates' evaluation of their degrees in terms of preparation for their careers and intellectual challenge, their reflection upon the business courses most and least beneficial to their careers, and their identification of selected academic areas which they thought needed strengthening in the programs. The graduates were also queried about their involvement in graduate study, participation in extracurricular activities, employment during their college years, and participation in a cooperative education or internship experience. Finally, the graduates were provided with ample space to make any comments they wished about the quality of or deficiencies in their undergraduate degree programs.

Survey Results:

Employment Status: All four respondents are employed. The **job titles** provided by the respondents and the **industries in which they are employed** indicate that graduates of the degree programs find employment in a broad spectrum of positions and industries. The job titles suggest that most of the graduates work in positions with substantial professional responsibilities.

The **salaries** of the respondents range from \$30,000 to \$60,000. Asked how much their current salaries were as a **multiple of their starting salaries**, the graduates responded as follows: One reported a salary level one-third higher than the starting salary, one reported twice the starting salary, one three times the starting salary, and one four times the starting salary.

Evaluation of the Degree Program: Asked to rate their degrees in terms of **preparation for a career**, using a scale that ranged from poor to outstanding, the vast majority (75%) rated their degree programs as average or above average. Rating their degree programs on the measure of **intellectual challenge**, the majority (50%) rated their programs as above average while 25% rated it as below average. There was no response from the respondents about the **business course that had been most beneficial to their careers**. Nor was there a response about the **business course that had been least beneficial to their careers**.

Ten academic areas were listed on the survey instrument that the respondents could check if they felt the areas needed strengthening. The academic areas and the response rates are as follows:

Academic Areas	Response Rates
Accounting Skills	0.0%
Computer Skills	50.0%
Finance Skills	0.0%
Foreign Language Skills	0.0%
Interpersonal Skills	50.0%
Management Skills	25.0%
Problem-Solving Skills	0.0%
Statistical Skills	0.0%
Verbal Communication Skills	0.0%
Writing Skills	50.0%

These graduates are sending clear messages that they think their degree programs needed strengthening, but so few respondents does not give these messages much weight.

Graduate Study: The graduates were asked if they **had attended graduate school**, if they **had completed a degree**, and if they **had plans for future graduate study**. The response was negative on all these questions.

Extracurricular Activities: The graduates were asked if they **had been involved in extracurricular activities** while they were at Ferris and the **extent to which that involvement enhanced their career preparation**. Only 25.0% of the respondents had been involved in extracurricular activities. That respondent claimed the activity was somewhat important to their career preparation.

Value of Employment during Completion of Degree: The graduates were asked whether or not they **had been employed while they were completing their degree programs** and, if so, the **extent to which that employment enhanced their employability**. Three (75.0%) of the graduates responded that they had been employed while completing their degree programs. The majority (75.0%) reported that their work experiences had made very little contribution to their employability.

Cooperative Education/Internship Experience: The graduates were asked whether or not they had **had a cooperative education or internship experience** while they were at Ferris, and, if so, the **extent to which the experience enhanced their career preparation**. Those who had not had a cooperative education or internship were asked the extent to which such an experience would have enhanced their career preparation. The one respondent who had had a cooperative education or internship experience rated the experience as making a somewhat important contribution to their career preparation. Among those who responded to the question speculating about the extent to which such an experience would have contributed to their career preparation (3 respondents), they speculated that the experience would have made a relatively important (33.3%), and extremely important (66.7%) contribution to their career preparation.

Narrative Comments: The graduates were provided with the opportunity to provide comments they would like to make **about the quality of or deficiencies in their degree programs**. There were **no responses**.

III. EMPLOYER FOLLOW-UP SURVEY

The Department does not track our graduates after they leave FSU and therefore we are utilizing the Advisory Board Survey as a substitute for this section of the report.

IV. STUDENT EVALUATION OF THE PROGRAM

Survey Population: Because there are so few majors (3), it was decided that a student survey would be unrepresentative and so it was not undertaken.

V. FACULTY SURVEY - SUMMARY OF FINDINGS

There were twelve forced choice questions (with limited space for comments), and three open ended questions.

Using a five point scale (five being excellent and one being poor) was used on the faculty survey. The results are summarized below:

(Don't Know responses were not tabulated)

1. Participation in development of Program:

Administrators and others involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input.

2.43

2. Course objectives:

Objectives have been developed for the courses and are used to plan and organize instruction.

3.71

3. Use of information on labor market needs:

Current data on labor market needs and emerging trends in the job market are used in developing and evaluating this program.

2.57

4. Use of student follow-up information:

Current follow-up on graduates and those who do not complete all of the program are consistently used in evaluating this program.

2.33

5. Relevance of supportive courses:

Applicable supportive courses (such as communications, computer usage, accounting, etc.) are relevant to program goals and current to the needs of students.

3.625

6. Provision for work experience / Cooperative education:

Ample opportunities are provided for related work or co-op experience is available for students.

2.75

7. Program availability and accessibility:

Students and potential students desiring enrollment in this program are identified through recruitment activities, treated equally in enrollment selection, and not discouraged by

unrealistic prerequisites. The program is readily available and accessible at convenient times and locations.

2.25

8. Efforts to achieve a bias free environment:

Emphasis is given to assuring that no illegal or improper bias (whether it be sex, race, or other) occurs in this program.

3.75

9. Provision for program advisement:

Instructors in the program advise students on program and course selection. Registration procedures facilitate course selection and sequencing.

3.25

10. Provision for career planning and guidance:

Students in this program have ready access to career planning and guidance services.

4.0

11. Adequacy of instructional facilities:

Instructional facilities and equipment meet the program objectives and student needs.

4.0

12. Use of advisory committees:

The advisory committee for this program is active and representative of the occupation.

4.0

There were a total of thirteen "Don't Know" responses scattered throughout the survey - and this survey was made of management faculty only. Perhaps the faculty could be more involved - but what a folly it would be to ask non-departmental faculty for their input!

OPEN END QUESTION RESPONSES

1. What are the strengths and weaknesses of the Management Program?

Weaknesses

Too tough to get into
No students (5 responses)
Lack support and interest
Neglect of curriculum

Strengths

Tough to get into
Potential cooperation with industry
The program is job related

2. What are the major needs for improvements in the Management Program?

Further revision of program to meet employers needs
Close relationship with industry
Closer ties with business and with current management practices
Internships
A more student friendly faculty

3. Additional comments:

The program has suffered from neglect since semester conversion

VI. ADVISORY COMMITTEE PERCEPTIONS

The Advisory Committee generally affirmed the content of the courses in the program. They did suggest that the mathematics requirement be reduced to Mathematics 115 only, down from the current Mathematics 116, 126, and 216. They advised strengthening the oral and written communications component of current coursework. The Advisory Committee also suggested a separate required course be developed covering all aspects of teams and team management. The committee agreed with the direction of programmatic changes being considered by the management and statistics faculty. Lastly the committee encouraged more promotion of the program by the University. They believe that students come to the University because of the programs and not the obverse.

VII. LABOR MARKET ANALYSIS AND TRENDS

The forecast by the Bureau of Labor Statistics for the period from 1990 to 2005 is for slow growth in the entire U.S. labor market. The total growth in the managerial and administrative occupations is expected to be about 27.4% and proportionally grow from 10.2% to 10.8% of the labor force. The total number of general managers and top executives is expected to grow by at least 600,000 persons.

The U.S. has been in an information age for some time now. The reengineering of American society may lead to new opportunities for executives beyond those forecast by the Bureau of Labor Statistics. Because of the broad education Ferris students receive across the campus and in the College of Business professional core, a graduate with a degree in Operations Management may find employment in almost any career field, especially where the skills of an executive are required.

The latest data from the FSU Placement office (1995-1996) indicates that there is too scant data from which to draw conclusions or make projections.

Surveys over four months of employment advertisements in the Grand Rapids Press reveal that there are an average of fifteen positions available every issue for operations management and quality assurance professionals. The department chair reports the department receives numerous requests each semester for operations management interns and graduates from employers who are very eager to place students.

VIII. FACILITIES / EQUIPMENT

The program uses only general classroom facilities and computer laboratories. In so far as these facilities are adequate for other programs they are adequate for this program. Gradual enhancement of some classrooms is ongoing relative to multimedia capabilities.

Faculty office computers are by and large two or more generations behind what is available in the student laboratories. Some students can utilize the computer in ways that faculty have only heard about. A complete upgrade of faculty computers (hardware) would be most helpful. Software workshops are often useless as the faculty computers cannot support the applications.

IX. PROGRAM REVIEW PANEL PERCEPTIONS OF THE PROGRAM

The Program Review Panel perception of the program is one of dismay. Dismay that the University has neglected the enrollment declines in the entirety of the Management Department and College of Business programs. The loss of enrollment in the department and College over the last few years has cost the university millions of dollars in tuition revenue alone and yet until this April 1999, no one from the upper levels of the university had ever met with the departmental faculty to listen to the faculty. Other previous meetings were instructional meetings to order the faculty as to what bureaucratic documents must be prepared and to threaten the faculty if these documents were not scrupulously prepared.

X. ENROLLMENT DATA AND ANALYSIS

Enrollment Data Winter Semesters (On Campus)

Years	1993	1994	1995	1996	1997	1998	1999
College of Business	3107	2547	2047	1788	1720	1731	1821
Management Department	1059	789	665	573	561	554	602
Operations Mgmt Program	13	11	10	5	3	3	4

The reasons for the decline in enrollment in the Operations Management Program follow:

1. The Operations Management program suffers from an image problem in that many students in the College of Business are the first in their families to attend college and/or one or both of their parents work in manufacturing as manual laborers. The students are cautioned by their parents to avoid any program that appears to be in manufacturing. Most parents want their children to be white collar professionals. Whereas Operations Management is not manual labor and, in fact, is very a very challenging profession, unless the students are acquainted with the program before they choose another major it is very difficult to attract them to OM. The new Core Program to be adopted will require an Operations Management course which should help recruit students to the OM program.
2. At the time of semester conversion the Operations Management Program was perhaps made more rigorous relative to quantitative tools courses so as to meet perceived demand in the market. Some quantitative courses were replaced with others. There is considerable controversy as to whether rigor was increased.
3. There was a substantial loss of senior student cadres through accelerated graduation at the time of semester conversion. These senior student cadres could have given peer leadership and support to underclassmen.
4. Other colleges and universities could lower admissions standards, while FSU Admissions standards were already low. High school graduates with above average ACT scores were now recruited by other formerly more demanding Institutions.
5. Whereas the University is concerned with retention and recruitment, the departmental faculty have to be concerned with Student Outcomes Assessment reports, Action Plans, Three Year Plans, etc. In addition, everyone knows that most student attrition occurs during the Freshman year of studies and Management Department faculty see very few students in their Freshman year.

There is reason to believe that enrollment will rise as President Sederburg's initiatives to encourage the admission of students with greater academic abilities progress and as the University College Honors Program expands. This program will probably never be any bigger than it was at the beginning of the semester conversion as students academically qualified to progress in this program are attractive to and attracted by other colleges and career paths. The coordination of programs and courses between the Management Department Faculty and the Statistics faculty to create a new program will be of help in increasing the number of majors. The statistics faculty will see students in their sophomore year and may be able to recruit many into the program. The new core for the COB will have an Operations Management course in it and this will expose students to the opportunities in the program at an early stage of their academic careers.

XI. PROGRAM PRODUCTIVITY

As the Department does not break out data by program, but by course prefix, it is impossible to tell what the productivity for any program is for the department. For the APRC consideration data has been placed in the appendices.

XII. CONCLUSIONS

- The program is in congruence with the FSU mission.
- The program is quite invisible and under normal operations will remain so, as many of the smaller departmental programs are overshadowed by the larger programs, however, the program is being rebuilt, in part to appeal to the honors students and in part to serve the demand for graduates in Operations Management.
- More work is being done in curriculum revision. Some courses may not be what the program graduates require for successful careers. Some courses may need to have content changes, other courses added or deleted.
- By graduating qualified persons the program does serve both the State of Michigan and the nation.
- Demand has diminished because of the attractiveness of other programs to academically able students.
- Currently there are eighteen faculty in the Department, all of whom teach some courses used in the Operations Management Program. Eight of these faculty are believed to be suffering the effects of major health problems or are over age 65. There are, however, some excellent performers in the Department.
- Demand for graduates is high. Historical data suggests a excellent placement rate, salary, and salary growth.
- Facilities and equipment are adequate with the important exception of faculty computers. More classrooms could be technologically altered so as to allow the permanent installation of multimedia stations.
- From the faculty viewpoint there can never be enough library resources, but FSU business students are not able to use all that is possibly available. There is hope that the new library will carry more resource materials. Frankly, the internet is being used with increasing frequency and a person with internet access can keep up with developments far faster and less expensively than a library dependent upon a print medium can.
- Cost : unknown and unknowable at this time.
- More professional and/or scholarly activity could take place, but the emphasis in hiring faculty is to hire experienced business persons as faculty to teach applications and not create hypotheses or theories. There is also a paucity of travel / workshop monies. For instance there are nine disciplines within the management

department alone for which there are professional meetings which should be attended annually.

- All surveys of persons not teaching at FSU agree that some adjustments could be made which would improve the curriculum of the program.
- The administration has to make choices as to what can be done and what cannot with the limited resources available. The evidence is that the administration has chosen to retain the program, but not to make any major efforts or devote additional resources toward the program which might be better used, in their judgement, elsewhere.
- There are many bases for being competitive in the academic marketplace. Among these is cost. FSU is no longer the low cost state university. An additional cost placed on students was the mandating of Friday classes in the COB. This put an extra financial burden on single mothers (day care) and most other students (lost work opportunities). Since many of our students come from the Southeastern part of the state they may well conclude that FSU costs an hour of driving time and has no cost or other advantage relative to Central Michigan University or Saginaw Valley State University. In the lower peninsula, FSU is the most isolated university from major population centers, yet believes that it need not encourage students to bypass other institutions, by giving them added value or reduced costs. Another basis for improving competitiveness is building on “core competencies.” A “core competency” is what an organization does better than other organizations. Successful core competencies are based on the cultivation of skilled personnel. How well does FSU develop its core competency in the Operations Management Program? There have been no new hires, in the department, in the past seven years. No retiring faculty have been replaced. Any new hires must be paid less than the persons they replace. FSU faculty are not above the state university average in compensation. There are four faculty over age 70 and one other beyond age 65. The university has made little or no effort to encourage a graceful, well earned retirement so these experienced faculty can be replaced by faculty with expertise in expanding academic fields. It is not that older faculty are not competent, but the university provides little financial support for conferences, workshops, etc. The median age of the departmental faculty is 58. The knowledge with which they came to FSU has eroded. With many faculty teaching three or four preparations per semester it is difficult enough to keep up with teaching activities let alone keep up with advances in several disciplines. The bulk of our faculty graduated before the mid 1960s and some may have graduated in the late 1940s and early 1950s.

As a matter of practicality, when the University or Senate requires documents to be prepared by departmental faculty the Chair must select from the more committed faculty to perform these tasks. The burden of document preparation thus falls on less than the full complement of faculty. These faculty find that their teaching, and other academic activities taking a back seat. The

reason for this adverse selection are the threats from Bishop Hall to close programs if the documents are not prepared. No program has been threatened because of poor teaching!

The traditional core competency of any university is its faculty. In the Management Program / Department, the university is practicing "benign neglect."

- Faculty skills have eroded over time as there is very little turnover of faculty, there is very little development money available, and the non-teaching workload of faculty has mushroomed.

A summary conclusion is that the Operations Management Program is being sub-optimized, while being administered with "benign neglect" as the central administration focuses on recreating the university. The goal of the central administration would seem to be to let attrition take care of the current faculty surplus and to upgrade, in the sense of a different selection of academic fields of specialization, the faculty as the opportunities arise. Meanwhile, the faculty and local administration are performing so as to keep the program viable and a valuable program for graduates and employers.

XIII. RECOMMENDATIONS

- After the events of the past five years there can be no doubt that the Board of Trustees is in detailed control of all normal operations at FSU. Therefore, it must be concluded that the Operations Management Program is just as the Board wants it to be.
- If the Senate wants recommendations to make the Program “bigger and better,” then the following steps would need to be taken:
 - 1) Provide incentives for eight or so faculty to voluntarily leave employment at Ferris. Incentives beyond contractual amounts are apparently needed.
 - 2) Provide incentives for the remaining faculty to spend time in their career fields studying and perhaps practicing so as to keep current with new developments.
 - 3) Provide incentives earmarked for fifty or so students of superior academic ability per year majoring in Operations Management.
- A crisis is about to occur in the Management Program / Department. As mentioned above there are eight faculty who are in poor health or are beyond normal retirement age. Anyone or all eight of these persons could leave FSU over a short period of time. This opens up opportunities to remake and vitalize the Program, if FSU accepts the challenge and not all of the above faculty leave at once.
- There are eighteen faculty in the Department as it is currently constituted. Less the eight mentioned above leaves ten. Of these eleven, most are in their early or mid-fifties and could take early retirement soon. A demographic opportunity / disaster awaits the program. As it is a valid, viable, valuable program it should be retained, but many of the high performing faculty may not be around to guide the program relative to new directions and replacement faculty hiring. The Department is perceived to be overstaffed as of now and for this reason the Board has refused permission to replace retiring faculty, but this could have long term damaging consequences for the Program.

□ <u>Realistic recommendations to keep the program viable:</u>
--

- a) Upgrade and keep upgrading faculty computers.
- b) Alter University policy to the extent that bureaucratic documentation is no longer tied to programs, but to Colleges or Departments.
- c) Replace five faculty.

d) Replace the faculty with three persons with specialties in:

- 1) Operations Management
- 2) Policy/General Management

NOTE: Work experience and the ability to teach are far more important in the teaching of business subjects than are doctoral degrees.

- e) Provision for extensive faculty training and experiences in their academic fields.
- f) Provision for monies to assist in the cooperative education / internship programs. There will be a need for a person designated and dedicated to these activities.
- g) Provision for monies to finance program revisions needed to attract and keep high academic ability students. The Honors Program has been quite successful in attracting students, but few non-professional programs are in existence to keep the students here at FSU.

h) Monies should be included in the normal departmental budget for :

Computer software for classroom usage
Faculty travel and conference fees
Advisory group meetings
Student Recruiting
Upgrading the program to be more attractive to students and employers

i) Reorganize the program review process in departments such as the Management Department to be a departmental review so as to save time for all concerned and so as to give a better impression as to what is happening in the department and its programs.

**Appendix A:
Graduate Survey
Instrument**

**FERRIS STATE UNIVERSITY
MANAGEMENT DEPARTMENT ALUMNI SURVEY**

Year of graduation: _____
 Major(s): Production Operations Management Other _____
 Minors: _____ Associate Degree(s): _____ and/or Certificate(s): _____

EMPLOYMENT STATUS

Are you presently employed fulltime Yes No (If no, have you ever been employed since graduation? Yes No)
 If yes, what is your present job title? _____ Type of Industry _____ (see enclosed list for code)
 If no, what was your last job title _____
 If no, what is the reason for your unemployment or part-time status? _____

If you are now (or have ever been) employed, what is (or was) your or last salary range?
 under \$20,000 \$20,001 - \$30,000 \$30,001 - \$40,000 \$40,001 - \$60,000 \$60,001 - \$80,000 \$80,001 - \$100,000 over \$100,000

How does your latest salary compare to your starting salary in your first position after graduation?
 the same twice the starting salary three times the starting salary four times the starting salary other: _____

EVALUATION OF YOUR DEGREE

On a scale of 1 (Poor) to 5 (Outstanding), how do you rate your Production Operations Management degree (circle your response):
 a. in terms of preparation for a career? 1 2 3 4 5 b. in terms of intellectual challenge? 1 2 3 4 5

Did your Production Operations Management degree include technical training? Yes No
 If yes, what kind of technical training was included in your Production Operations Management program? (Summarize below)

If yes, has your career been enhanced by this technical training? Yes No
 What single business course has been most beneficial to you in your business career? _____
 Why _____

What single business course has been least beneficial to you in your business career? _____
 Why _____

What area of your management degree do you feel needed strengthening? (Please check all those that apply)

- | | | |
|--|---|--|
| <input type="checkbox"/> Accounting skills | <input type="checkbox"/> Interpersonal skills | <input type="checkbox"/> Verbal communication skills |
| <input type="checkbox"/> Computer skills | <input type="checkbox"/> Management skills | <input type="checkbox"/> Writing skills |
| <input type="checkbox"/> Finance skills | <input type="checkbox"/> Problem-solving skills | <input type="checkbox"/> Project management skills |
| <input type="checkbox"/> Foreign language skills | <input type="checkbox"/> Statistical skills | <input type="checkbox"/> Process skills |

Other: _____

Where you have indicated skills that needed strengthening, could you please provide the specifics of the skills training which would have been beneficial to your career? _____

GRADUATE STUDY

Have you attended graduate school since your graduation? Yes No
 If yes, did you complete a degree? Yes No What is that degree? _____
 If no, do you have future plans for graduate study? Yes No

EXTRACURRICULAR ACTIVITIES

Were you involved in a professional business organization while you were at Ferris? Yes No If yes, which? _____
 If yes, to what extent did your participation enhance your business career preparation?
 it contributed very little it was somewhat important it was relatively important it was extremely important

EMPLOYMENT DURING COMPLETION OF DEGREE

Were you employed while you were completing your degree? Yes No

If yes, to what extent did your work enhance your employability?
 the work contributed very little the work was relatively important
 the work was somewhat important the work was extremely important

COOPERATIVE EDUCATION OR INTERNSHIP EXPERIENCE

Did you have a cooperative education or internship experience while at Ferris? Yes No

If yes, please indicate the extent to which the experience enhanced your business career preparation.

- it contributed very little it was relatively important
- it was somewhat important it was extremely important

If you did not have a cooperative education or internship experience, please indicate whether or not such an experience would have enhanced your career.

- it would have contributed very little it would have been relatively important
- it would have been somewhat important it would have been extremely important

COMMENTS

Please provide any comments you would like to make about the quality of, or deficiencies in, your undergraduate degree at Ferris.

**Appendix B:
Faculty Survey
Instrument**

**FACULTY PERCEPTIONS OF
FERRIS STATE UNIVERSITY
PRODUCTION / OPERATIONS PROGRAM**

INSTRUCTIONS: Rate each item using the following guide:

- E = EXCELLENT** means nearly ideal, top 5 to 10%;
- G = GOOD** is a strong rating, top one-third;
- A = ACCEPTABLE** is average, the middle-third;
- BE = BELOW EXPECTATIONS** is only fair, bottom one-third;
- P = POOR** is seriously inadequate, bottom 5 to 10%;
- DK = Don't Know.**

A comment column has been provided if you wish to explain your rating.

Please Rate Each Item Below	E	G	A	BE	P	DK	Comments
1. Participation in Development of Program: <ul style="list-style-type: none"> ● Administrators and others involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input. 							
2. Course Objectives: <ul style="list-style-type: none"> ● Objectives have been developed for the courses and are used to plan and organize instruction. 							
3. Use of information on Labor Market Needs: <ul style="list-style-type: none"> ● Current data on labor market needs and emerging trends in the job market are used in developing and evaluating this program. 							
4. Use of Student Follow-Up Information: <ul style="list-style-type: none"> ● Current follow-up on graduates and those who do not complete all of the program are consistently used in evaluating this program. 							
5. Relevance of Supportive Courses: <ul style="list-style-type: none"> ● Applicable supportive courses (such as communications, computer usage, accounting, etc.) are relevant to program goals and current to the needs of students. 							
6. Provision for Work Experience/Cooperative Education: <ul style="list-style-type: none"> ● Ample opportunities are provided for related work or co-op experience is available for students. 							
7. Program Availability and Accessibility: <ul style="list-style-type: none"> ● Students and potential students desiring enrollment in this program are identified through recruitment activities, treated equally in enrollment selection, and not discouraged by unrealistic prerequisites. The program is readily available and accessible at convenient times and locations. 							
8. Efforts to Achieve a Bias Free Environment: <ul style="list-style-type: none"> ● Emphasis is given to assuring that no illegal or improper bias (whether it be sex, race or other) occurs in this program. 							
Please Rate Each Item Below	E	G	A	BE	P	DK	Comments

<p>9. Provision for Program Advisement:</p> <ul style="list-style-type: none"> ● Instructors in the program advise students on program and course selection. Registration procedures facilitate course selection and sequencing. 								
<p>10. Provision for Career Planning and Guidance:</p> <ul style="list-style-type: none"> ● Students in this program have ready access to career planning and guidance services. 								
<p>11. Adequacy of Instructional Facilities:</p> <ul style="list-style-type: none"> ● Instructional facilities and equipment meet the program objectives and student needs. 								
<p>12. Use of Advisory Committees:</p> <ul style="list-style-type: none"> ● The advisory committee for this program is active and representative of the occupation. 								
<p>13. Perception of Students who go on for a B.S.:</p> <ul style="list-style-type: none"> ● Students going on for a Bachelors Degree are some of the better students in the College of Business. 								

1. What are strengths and weaknesses of the Production / Operations Program?

2. What are major needs for improvements of the Production / Operations Program?

3. Additional comments (use the back of this paper if necessary).

9. Provision for Program Advisement: <ul style="list-style-type: none"> ● Instructors in the program advise students on program and course selection. Registration procedures facilitate course selection and sequencing. 								
10. Provision for Career Planning and Guidance: <ul style="list-style-type: none"> ● Students in this program have ready access to career planning and guidance services. 								
11. Adequacy of Instructional Facilities: <ul style="list-style-type: none"> ● Instructional facilities and equipment meet the program objectives and student needs. 								
12. Use of Advisory Committees: <ul style="list-style-type: none"> ● The advisory committee for this program is active and representative of the occupation. 								
13. Perception of Students who go on for a B.S.: <ul style="list-style-type: none"> ● Students going on for a Bachelors Degree are some of the better students in the College of Business. 								

1. What are strengths and weaknesses of the Production / Operations Program?

2. What are major needs for improvements of the Production / Operations Program?

3. Additional comments (use the back of this paper if necessary).

**Appendix C:
Advisory Committee
Survey Instrument**

Topics Covered in Operations Management Courses

Please take a moment to complete this survey. Rank the topics below: the five most and the five least important. Place an M for most and an L for least.

- | | |
|--|---|
| Analysis of Variance _____ | Product & Service Design _____ |
| Assignment Problems _____ | Production Planning _____ |
| Attribute Confidence Interval & Control Charts _____ | Project Management _____ |
| Basic Statistical Quality Tools _____ | Project Management: PERT/CPM _____ |
| Capacity Planning _____ | Purchasing _____ |
| Chi-Square Tests _____ | Quality Costs _____ |
| Continuous Improvement _____ | Quality Management _____ |
| Deming, Juran & Crosby _____ | Regression & Correlation _____ |
| Descriptive Summary Measures _____ | Scheduling _____ |
| Distinctive TQM Concepts _____ | Simple Linear Regression & Correlation _____ |
| Facility Layout _____ | Site Location _____ |
| Forecasting _____ | Statistical Inference: One-Sample Designs _____ |
| Group & Team Tools _____ | Statistical Inference: Two Sample Designs _____ |
| Inventory Management _____ | Statistical Quality Management _____ |
| Inventory Models _____ | Supply Chain Management _____ |
| Job Analysis _____ | Tables & Charts (Attribute Measures) _____ |
| Job Design _____ | Tables & Charts (Variable Measures) _____ |
| Just-In-Time _____ | Total Quality Management _____ |
| Linear programming _____ | Transportation _____ |
| Management & Planning Tools _____ | Transportation Problems _____ |
| Materials Requirements Planning _____ | Use of Statistical Software _____ |
| Network Models _____ | Using SPC Software _____ |
| Probability & Probability Distributions _____ | Variable Confidence Interval & Control Charts _____ |
| Process Capability _____ | Waiting Line Models _____ |
| Process Improvement Tools _____ | Work Measurement (time study, etc.) _____ |
| Process Planning _____ | |

Appendix D: Productivity Report

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
<u>College of Business</u>													
<u>Economics/Applied Statistics</u>													
STQM	1998-99	435.00	1,002.00	1,113.00	2,115.00	2.41	3.42	4.00	3.71	180.57	293.27	278.25	570.34
<u>Management</u>													
BLAW	1994-95	942.00	1,990.00	1,385.00	3,375.00	3.56	5.59	4.75	5.17	264.98	356.27	291.37	652.87
BLAW	1995-96	594.00	1,350.00	1,162.00	2,512.00	1.50	3.67	3.69	3.68	396.00	367.74	314.49	682.06
BLAW	1996-97	426.00	1,204.00	1,066.00	2,270.00	2.00	4.04	4.11	4.08	213.00	297.65	259.40	556.75
BLAW	1997-98	372.00	1,065.00	1,346.00	2,411.00	1.61	2.99	4.15	3.57	231.47	355.99	324.02	674.80
BLAW	1998-99	351.00	1,193.00	1,459.00	2,652.00	1.25	4.83	4.42	4.63	280.80	246.83	329.83	572.98
BUSN	1994-95	27.00	447.00	460.00	907.00	0.09	0.84	1.00	0.92	300.00	529.49	458.47	981.85
BUSN	1995-96	111.00	342.00	515.00	857.00	1.25	0.75	1.64	1.19	88.80	456.00	314.21	717.44
BUSN	1996-97	126.00	360.00	489.00	849.00	1.17	0.92	1.33	1.12	107.69	392.73	366.75	754.67
BUSN	1997-98	0.00	723.00	345.00	1,068.00	0.00	2.51	1.98	2.25		287.83	174.37	475.67
BUSN	1998-99	0.00	513.00	300.00	813.00	0.00	1.93	1.50	1.72		266.00	199.75	473.99
FINC	1994-95	366.00	1,344.00	1,086.00	2,430.00	1.25	5.28	4.69	4.98	292.80	254.76	231.44	487.50
FINC	1995-96	516.00	1,278.00	1,044.00	2,322.00	1.58	5.17	4.00	4.58	325.89	247.35	261.00	506.67
FINC	1996-97	372.00	1,122.00	852.00	1,974.00	1.58	4.76	4.08	4.42	234.95	235.71	208.65	446.44
FINC	1997-98	318.00	792.00	663.00	1,455.00	1.21	3.75	3.25	3.50	261.88	211.20	204.00	415.77
FINC	1998-99	333.00	756.00	663.00	1,419.00	2.00	3.00	2.75	2.88	166.65	252.00	241.09	493.50
INSR	1994-95	27.00	132.00	120.00	252.00	0.25	0.67	0.67	0.67	108.00	198.00	180.00	378.00
INSR	1995-96	42.00	102.00	84.00	186.00	0.25	0.50	0.50	0.50	168.00	204.00	168.00	372.00
INSR	1996-97	0.00	102.00	114.00	216.00	0.00	0.67	0.67	0.67		153.00	171.00	324.00
INSR	1997-98	0.00	72.00	78.00	150.00	0.00	0.50	0.50	0.50		144.00	156.00	300.00
INSR	1998-99	0.00	39.00	150.00	189.00	0.00	0.50	0.75	0.63		78.00	200.00	302.40

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Winter	F + W (a)	Summer	Fall	Winter	Avg F + W (b)	Summer	Fall	Winter	F + W (a / b)
College of Business													
Management													
INTB	1994-95	249.00	600.00	561.00	1,161.00	1.12	2.75	2.75	2.75	222.32	218.18	204.00	422.18
INTB	1995-96	162.00	414.00	372.00	786.00	0.63	2.33	2.43	2.38	259.20	177.43	153.01	329.94
INTB	1996-97	198.00	279.00	309.00	588.00	1.51	2.09	2.60	2.35	131.13	133.28	118.95	250.68
INTB	1997-98	36.00	321.00	336.00	657.00	0.00	2.17	2.26	2.21		148.15	148.67	296.84
INTB	1998-99	15.00	387.00	378.00	765.00	0.25	2.33	2.25	2.29	60.00	165.86	168.00	333.82
LLAW	1994-95	4.00	192.00	185.00	377.00	0.13	1.33	1.23	1.28	32.00	143.88	150.74	294.34
LLAW	1995-96	0.00	155.00	138.00	293.00	0.00	1.24	1.23	1.23		125.13	112.26	237.44
LLAW	1996-97	0.00	120.00	147.00	267.00	0.00	1.54	1.50	1.52		77.84	98.00	175.56
LLAW	1997-98	0.00	122.00	120.00	242.00	0.00	1.67	1.50	1.59		72.84	80.00	152.44
LLAW	1998-99	2.00	135.00	150.00	285.00	0.00	1.08	1.50	1.29		124.62	100.00	220.65
MGMT	1994-95	1,641.00	3,335.00	3,381.00	6,716.00	6.89	11.21	12.33	11.77	238.10	297.54	274.13	570.55
MGMT	1995-96	1,306.00	2,602.00	3,320.00	5,922.00	4.05	9.59	12.02	10.80	322.77	271.32	276.29	548.17
MGMT	1996-97	1,068.00	2,532.00	2,640.00	5,172.00	4.25	9.79	10.87	10.33	251.50	258.68	242.88	500.74
MGMT	1997-98	907.00	2,260.00	2,383.00	4,643.00	4.46	10.09	11.00	10.55	203.53	223.97	216.58	440.23
MGMT	1998-99	779.00	2,150.00	2,247.00	4,397.00	3.16	9.65	9.17	9.41	246.38	222.76	244.93	467.13
REAL	1994-95	39.00	81.00	135.00	216.00	0.42	0.33	0.77	0.55	93.98	243.00	174.71	390.58
REAL	1995-96	6.00	114.00	165.00	279.00	0.00	0.33	0.69	0.51		342.00	238.33	544.05
REAL	1996-97	9.00	69.00	147.00	216.00	0.17	0.25	0.83	0.54	54.00	276.00	176.40	398.77
REAL	1997-98	6.00	36.00	108.00	144.00	0.00	1.00	0.75	0.88		36.00	144.00	164.57
REAL	1998-99	0.00	48.00	90.00	138.00	0.00	0.25	0.52	0.39		192.00	172.17	357.18

Appendix E: Enrollment Data

COLLEGE OF BUSINESS
ENROLLMENT PROFILE
Winter Semester

Program	1991	1992	1993	1994	1995	1996	1997	1998	1999	% of 99
Masters - Accountancy	11	7	6	0	0	0	0	0	0	0.0%
Masters - Information Systems Mgt.	20	23	26	5	5	2	0	0	20	0.9%
Accountancy	263	264	197	159	119	125	93	90	76	3.5%
Accountancy - T	24	34	27	20	19	15	7	3	2	0.1%
Accountancy/Finance	43	56	38	24	15	17	19	20	20	0.9%
Computer Information Systems	174	173	148	153	139	134	175	191	214	9.8%
Computer Information Systems - T	39	32	33	30	33	26	21	11	3	0.1%
CIS/Accountancy	41	43	34	34	31	22	29	21	25	1.1%
CIS/Management	62	41	32	21	16	12	10	8	0	0.0%
CIS/Marketing	14	15	9	4	1	2	2	7	0	0.0%
Office Automation Systems	23	19	14	17	7	2	3	1	1	0.0%
Office Automation Systems - T	4	6	14	8	7	6	0	0	0	0.0%
Administrative Assistant (A.A.S.)	39	44	39	18	9	4	1	0	0	0.0%
Court & Freelance Reporting (A.A.S.)	48	48	37	33	20	3	0	0	0	0.0%
Executive Secretary (A.A.S.)	31	23	8	4	2	0	0	0	0	0.0%
Legal Secretary (A.A.S.)	23	20	8	6	3	0	0	0	0	0.0%
ACIS DEPARTMENT TOTALS	859	848	670	536	426	370	360	352	361	16.5%
Quality and Productivity Mgt.	4	6	4	3	2	1	2	2	0	0.0%
Quality and Productivity Mgt. - T	0	2	2	0	0	0	0	0	0	0.0%
ECAS DEPARTMENT TOTALS	4	8	6	3	2	1	2	2	0	0.0%
Accelerated Business	0	0	0	0	0	0	0	0	0	0.0%
Business Administration	540	449	386	285	221	165	147	159	178	8.1%
Business Administration - T	86	75	70	42	33	35	24	16	8	0.4%
Business Economics	15	9	1	0	0	0	0	0	0	0.0%
Business Economics - T	2	0	0	0	0	0	0	0	0	0.0%
Finance	79	69	65	40	38	28	21	32	41	1.9%
Finance - T	10	5	4	6	2	4	3	0	1	0.0%
Human Resources Management	32	46	31	31	27	27	37	36	53	2.4%
Human Resources Management - T	8	5	11	7	2	5	6	4	0	0.0%
Insurance	38	35	34	13	13	8	9	10	13	0.6%
Insurance - T	4	7	4	0	1	2	1	0	0	0.0%
Insurance/Real Estate	32	21	15	17	13	12	15	11	9	0.4%
International Business	51	68	67	62	52	43	35	36	31	1.4%
International Business - T	4	9	6	3	5	1	0	0	0	0.0%
Management	215	180	128	103	71	60	66	50	55	2.5%
Management - T	26	25	26	17	6	10	10	5	1	0.0%
Operations Management	27	27	13	11	10	5	3	3	4	0.2%
Operations Management - T	19	16	11	7	5	2	0	0	0	0.0%
Small Business Management	55	59	50	40	32	30	30	30	45	2.1%
Small Business Management - T	15	24	17	11	7	7	7	3	6	0.3%
General Business (A.A.S.)	46	27	27	31	84	94	115	133	122	5.6%
Legal Assistant (A.A.S.)	69	66	72	51	35	25	23	22	27	1.2%
Real Estate (A.A.S.)	23	17	21	12	8	10	9	4	8	0.4%
MGT DEPARTMENT TOTALS	1396	1239	1059	789	665	573	561	554	602	27.5%

COLLEGE OF BUSINESS
ENROLLMENT PROFILE
Winter Semester

Program	1991	1992	1993	1994	1995	1996	1997	1998	1999	% of 99
Advertising	201	161	137	108	74	67	63	74	77	3.5%
Advertising - T	26	27	27	20	16	10	6	1	2	0.1%
Hospitality Management - T	78	73	78	71	64	61	35	26	23	1.1%
Marketing	214	207	172	163	125	99	114	88	93	4.3%
Marketing - General - T	23	15	12	5	7	8	4	2	1	0.0%
Music Industry Management	0	0	0	0	0	3	10	17	41	1.9%
Pre-Professional Golf Management	0	0	0	0	0	0	0	43	27	1.2%
Pre-Visual Communication	0	0	0	0	0	0	0	0	5	0.2%
Professional Golf Management	355	386	381	364	311	285	251	239	249	11.4%
Professional Tennis Management	63	80	70	63	63	64	58	64	69	3.2%
Public Relations	60	67	49	50	34	31	31	37	34	1.6%
Public Relations - T	8	18	14	8	2	5	3	1	1	0.0%
Retailing	45	37	28	27	21	17	15	18	19	0.9%
Retailing - T	4	2	3	5	3	5	1	0	0	0.0%
Sales	102	100	97	77	50	29	31	40	43	2.0%
Sales - T	16	31	25	12	5	5	6	0	0	0.0%
Visual Communication	17	11	24	37	39	31	33	27	36	1.6%
Food Service (A.A.S.)	169	155	122	105	63	54	60	60	52	2.4%
Retailing (A.A.S.)	66	51	37	15	11	8	4	2	4	0.2%
Visual Communication (A.A.S.)	100	100	96	89	66	62	72	84	82	3.7%
MKT DEPARTMENT TOTALS	1547	1521	1372	1219	954	844	797	823	858	39.2%
ON CAMPUS TOTALS	3806	3616	3107	2547	2047	1788	1720	1731	1821	83.3%
Masters - Information Systems Mgt.	17	13	12	56	62	69	73	112	96	4.4%
Accounting	19	33	43	38	52	54	55	46	45	2.1%
Computer Information Systems	0	0	0	0	0	13	26	40	60	2.7%
ACIS DEPARTMENT TOTALS	36	46	55	94	114	136	154	198	201	9.2%
Business Administration	121	127	153	155	142	182	92	90	93	4.3%
International Business	0	0	0	0	0	0	3	3	0	0.0%
MGT DEPARTMENT TOTALS	121	127	153	155	142	182	95	93	93	4.3%
Marketing	0	0	0	0	13	19	25	23	28	1.3%
MKT DEPARTMENT TOTALS	0	0	0	0	13	19	25	23	28	1.3%
UNDECLARED TOTALS	45	31	38	65	43	44	54	71	44	2.0%
OFF CAMPUS TOTALS	202	204	246	314	312	381	328	385	366	16.7%
COLL. of BUS. TOTALS	4008	3820	3353	2861	2359	2169	2048	2116	2187	100.0%

Appendix F: Vitae of Faculty

VITA

I. **Name:** Douglas R. Wozniak

Rank: Professor

Tenure/Non-tenure: Tenure

Department or Division: College of Business/Management Dept.

Year Joined the Institution: 1978

Teaching Experience:

Areas of involvement (in teaching)

Management

1978 - Present Assistant/Associate Professor, Ferris State University

1969 - 1978 Assistant Professor, Economics, Business Administration, Defiance College, OH

II. **Education Background (include fields of specialization):**

1976 M.B.A., Bowling Green State University

1969 M.A., Western Michigan University, Economics

1963 B.A., Aquinas College, History

III. **Prior Experience not in Education:**

1964 - 1968 United States Air Force, Special Project Officer Squadron Executive Officer, (in both positions supervised personnel and career decisions for 900 person squadron).

IV. **Professional Memberships (include offices held):**

V. **Professional Meetings Attended (include dates):**

VI. **Papers Presented (include dates):**

VII. **Publications:**

VIII. **Other Research Activity:**

IX. **Consulting:**

X. **Professional Growth Activities:**

- XI. Seminars, Training Programs, etc., Conducted for Business and Industry:
- XII. Professional Presentations, Speeches, etc.:
- XIII. Institutional Services Performed:
- XIV. Recognition and Honors:
- XV. Professionally Related Community Activities:

VITA

I. **Name:** Raymond F. Balcerzak, Jr.

Rank: Associate Professor

Tenure/Non-tenure: Tenure

Department or Division: College of Business/Management Dept.

Year Joined the Institution: 1985

Teaching Experience:

Areas of involvement (in teaching)

Productions/Operations	Small Business
Business Policy	Business Ethics
General Management	Supervision

1985 - Present Ferris State University

1989 - 1993 MBA Program, Aquinas College,
Production Operations/Logistics Mgt.

1983 - 1984 Assistant Professor, Suny, Buffalo

II. **Education Background (include fields of specialization):**

1990 APICS Certification - CPIM, CPFIM - 2/3 done

1975 M.B.A., Suny, Buffalo, Management Science, Industrial
Relations, Material Science

1968 B.M.E., General Motors Institute, Mechanical Engineering

III. **Prior Experience not in Education:**

1980 - 1982 Vice President, Manufacturing Universal
Engineering Division, Houdaille, Inc.

1977 - 1980 Alco Division of British General Electric

1974 - 1977 White Motors

1974 - 1980 Manager, Manufacturing Engineering and Service
Departments

1972 - 1974 Management Consultant - Document Controls

1964 - 1972 Manufacturing Supervisor, Tool Engineer, Gear
Quality Engineer, Chevrolet Buffalo Plant,
General Motors Corporation

IV. Professional Memberships (include offices held):

Michigan Restaurant Association
Great Lakes Ice Cream & Fast Food Association
American Production and Inventory Control Society (APICS)
Society of Manufacturing Engineers

V. Professional Meetings Attended (include dates):

APICS, 3-4 per year including regional meeting November 1995
MRA, 9/94, 9/95 and 9/96
GLIC and FFA, 2/88, 2/89, 2/90, 2/91, 2/92, 2/93, 2/94 and 2/95

VI. Papers Presented (include dates):

Student Chapter - Relations 1995 Region 14 APICS

VII. Publications:

Thesis - Vibration Analysis of Hypoidgears

VIII. Other Research Activity:

1990 Negotiations - Ferris Faculty Association

IX. Consulting:

1992 Majestic Ind.
1986-89 Plastic Plate Inc.
1985-89 Lacks Ind. Inc.
1985 Globe Int.

X. Professional Growth Activities:

POS Systems Training, Student/APICS Certification Trainer

XI. Seminars, Training Programs, etc., Conducted for Business and Industry:

1990 Fitzsimmons
1991-92 APICS Certification - Grand Rapids Chapter

XII. Professional Presentations, Speeches, etc.:

1991-92 Speaker ODK
1988-89 Student Government
1986-89 Ferris State Professional Development Committee
1990-92 Summer Study, Chair 1992
1995-97 Athletic Advisory Committee
1996-97 Hockey Team Advisor

XIII. Institutional Services Performed:

1992-95 College of Business Curriculum Committee, Chair 1995
1992-94 Management Department Off-Campus Committee
1992-94 Management Department Tenure Committee
1986-93 Ferris Faculty Association Representative, Vice President
1991-93

XIV. Recognition and Honors:

1992-93 APICS Student Chapter - Bronze
1994 APICS Student Chapter - Gold

XV. Professionally Related Community Activities:

1989-97 Higgins Lake Winter Fest
CFO Nibble/Nibble West Restaurants

VITA

I. **Name:** Richard E. LaBarre

Rank: Professor

Tenure/Non-tenure: Tenure

Department or Division: College of Business/Management Dept.

Year Joined the Institution: 1978

Teaching Experience:

Areas of involvement (in teaching)

Small Business

Real Estate

Management

1978 Assistant/Associate Professor, Ferris State University

II. **Education Background (include fields of specialization):**

1976 M.A., Central Michigan University, Management and Supervision

1967 B.A., Michigan State University, Materials Management

1965 - 1967 Michigan Technological University, Mechanical Engineering

III. **Prior Experience not in Education:**

1972 - 1978 Ford Motor Company, High Potential Employee Program (selective program designed to develop superior employees for middle and senior management positions)

1976 - 1978 Transportation Department, Automotive Assembly Division

1974 - 1976 Automotive Assembly Division, Senior Transportation Analyst

1973 - 1974 Ocean Shipping Analyst Automotive Assembly Division

1970 - 1972 Ford Motor Company, College Graduate Trainee Program

1963 - 1967 Ford Motor Company, College Trainee Program, (worked four summers in area of Supplier Quality Assurance, Quality Control, Statistical Analysis and Production Control)

IV. **Professional Memberships (include offices held):**

National Association of Realtors

Michigan Association of Realtors, Director 1985

Paul Bunyan Board of Realtors, Director 1981-1985,

Chairman, Education Committee 1986 - 1987, Member
of the Professional Standards Committee 1984-1986
Realtors National Marketing Institute
Realtors Land Institute
International Society of Small Business
Small Business Institute Directors Association
Michigan Education Association

V. **Professional Meetings Attended (include dates):**

Small Business

How to Successfully Start a Small Business (8 hrs.)
Wharton School University of Pennsylvania

International Business for Small Businesses (6 hrs.)
U.S. Department of Commerce/Import-Export Bank

Insurance for Small Businesses (6 hrs.)
Citizens Insurance Company

Economic Development (9 hrs.)
Michigan Department of Commerce

Financial Packaging (15 hrs.)
Lawrence Gardner Associates/Michigan Dept. of Commerce

Real Estate

Broker's Preparation (33 hrs.)
Holloway's Institute

Real Estate Business I (36 hrs.)
Michigan Association of Realtors

Real Estate Business II (36 hrs.)
Michigan Association of Realtors

Investment and Income Property Analysis (36 hrs.)
Michigan Association of Realtors

Real Estate Law (36 hrs.)
Northwestern Michigan College

Continuing Real Estate Education (6 hrs.)
Holloway's Institute

Real Estate Teaching Techniques (14 hrs.)
Real Estate One, Inc.

Buyer Brokering (6 hrs.)
Michigan Association of Realtors

How to Counsel Your Clients (6 hrs.)

Realtors Land Institute

How to Manage the Financial Resources and Risks of a Real Estate Business (30 hrs.)

National Association of Realtors

Real Estate Brokerage Management (22 hrs.)

National Association of Realtors

Real Estate Appraisal (6 hrs.)

Paul Bunyan Board of Realtors

Continuing Real Estate Education (6 hrs.)

Traverse City Board of Realtors

Ideas to be Different (6 hrs.)

Marty Lorenz

Simulation of a Licensure Complaint Hearing (4 hrs.)

Michigan Department of Licensing and Regulation

VI. **Papers Presented (include dates):**

VII. **Publications:**

VIII. **Other Research Activity:**

IX. Consulting:

Consulted with seven different clients referred through the Ferris State University Small Business Development Center and the Manton Area Chamber of Commerce. These clients involved:

tool manufacturer - cost analysis
water well parts manufacturer - market research
jewelry manufacturer - organization and promotion
screw machine operator - SBA loan application
computer retailer - start-up assistance
motorcycle repair shop - business plan and SBA loan
orchard owner - cider mill feasibility

Also worked with the students with four Small Business Institute clients. These clients involved:

wholesale bakery - cost analysis and packaging
screw machine operator - cash flow analysis
restaurant - advertising
supermarket - feasibility of building a new store

X. Professional Growth Activities:

XI. Seminars, Training Programs, etc., Conducted for Business and Industry:

XII. Professional Presentations, Speeches, etc.:

XIII. Institutional Services Performed:

XIV. Recognition and Honors:

XV. Professionally Related Community Activities:

Vita of James Douglas Maas

I. Demographic Information

- Rank: Professor
- Tenure/Non-tenure: Tenured
- Department or Division: Economics and Applied Statistics
- Year Joined the Institution: 1973
- Teaching Experience: Ferris State University, 1973 - 1997
Central Michigan University 1988 (PSY 511)
Traverse City Senior High School 1966 - 1969
- Areas of involvement (in teaching): Teach the following courses: STQM 260 - Introduction to Statistics, STQM 322 - Inferential Statistics, and STQM 341 - Management Science, MATH 115 - Intermediate Algebra

II. Educational Background (include fields of specialization):

- Ph.D., Curriculum Research, Michigan State University (1975)
- M.A., Measurement, Evaluation & Research Design, Michigan State Univ. (1969)
- B.S. - Mathematics Education, Michigan State University (1966)

III. Prior Experience not in Education:

- **Research Consultant** in the Office of Research Consultation for the College of Education at Michigan State University. Advised faculty and graduate students on their research methodology (1970-73).
- **Data Analyst** for the Michigan Department of State Highways, Testing and Research Division (1961-65)

IV. Professional Memberships:

- American Society for Quality – (1997-99)
- Association of Michigan Collegiate Faculties - Secretary (1986-87)
- American Institute of Decision Sciences (1982-85)
- FFA, MEA, NEA (1973-97)

V. Professional Meetings Attended (include dates):

- American Society for Quality Workshop - Arlington Park IL (1999)
- Michigan Association for Computer-related technology Users in Learning (MACUL) - Detroit (1999)
- North Central Accreditation Workshop - Chicago (1992)
- Michigan Conference on Teaching and Use of Statistical Theory and Methods - Michigan State University (1990)
- FSU Representative on Association of Michigan Collegiate Faculties (1987-88)
- President's Council Analytic Studies Committee Meetings (1987-88)
- American Institute for Decision Sciences National Conference - San Antonio (1985)
- American Institute for Decision Sciences Midwest Conference - Indianapolis (1984)
- American Institute for Decision Sciences Midwest Conference - Milwaukee (1982)

- Statistical Users Groups International Convention - Clearwater (1979)

VI. Papers Presented (include dates):

- ANOVA of Median Deviations as a Test for Homoscedasticity, 15th Annual Midwest Conference, American Institute for Decision Sciences, May 2-4, 1984

VII. Publications:

- ANOVA of Median Deviations as a Test for Homoscedasticity, Proceedings of the 15th Annual Midwest Conference, American Institute for Decision Sciences, May 2-4, 1984
- Text Review for BPI (1983), West Publishing Co. (1981) and Allyn and Bacon (1979)

VIII. Other Research Activity:

- Obtained a Research Grant to study ANOVA of median deviations as a test for homoscedasticity (1982-83)
- Equity Study for FFA

IX: Consulting:

- Consultant to several Colleges and Universities that were in the process of changing to an early semester system (1993-98)
- Research methodology consultant to several FSU faculty members (1973-99)
- Served as consultant for several CISM Masters Thesis Committees (1989-96)
- Consultant to Big Rapids Tube Company in Big Rapids MI. Developed production quality control processes, performed capability studies, and performed designed experiments to reduce variation on bend angles (1983)
- Assisted American Packaging Corporation of Grand Rapids and the Northern Michigan Health Departments with the statistical design and computer analysis of their data (1974-75)

X. Professional Growth Activities:

- Attended 5 day Faculty Winter Institute on WebCT Training (1999)
- Attended Sessions on Lexis-Nexis and Web Page Design, and Web CT (1998)
- Attended Sessions on Hyperstudio, Powerpoint and the Internet Offered by the COB microcomputer lab (1997)
- Student Outcomes Assessment Committee Workshop on program assessment.
- Attended Sessions on Access, Powerpoint and the Internet Offered by the COB microcomputer lab (1996)
- Member of the Micro Soft Office Users Group (1996)
- 5-day seminar on Statistical Thinking for Manufacturing Process Control conducted by Ford Motor Co. in Detroit (1983)
- 1-day ASQC seminar on Supplier Quality Control in Grand Rapids (1983)
- 4-day Institute for Professional Education seminar on Computer Simulation in Washington D.C. (1982)

- Professional Development Grant entitled “Teaching Statistics and Statistical Data Analysis Using the Computer”. This resulted in the use of MINITAB in the Statistical Inference courses, including the purchase of monitors and computer terminals for our students (1980)

XI. Seminars, Training Programs, etc., Conducted for Business and Industry:

- Conducted a 15 week training program in Mathematics for Statistical Process Control for Evert Products and Evert Glass in Evert Michigan (1996)
- Conducted In-service training sessions to Hillcrest Elementary School teachers on using the Commodore PET microcomputers (1983)

XII. Professional Presentations, Speeches, etc.:

- Served as a panelist on Semester Transition Implementation Program at Northwestern Michigan Community College (1993)
- Served as a panelist on Semester Transition Implementation Program at Lansing Community College (1992)

XIII. Institutional Services Performed:

- COB Department Standards for Post Tenure Review Committee (1998-99)
- COB Business Core Committee (1998-99)
- COB Promotion/Merit Committee: Co-Chair (1998-99)
- COB Scholarship Committee (1997-99)
- ECAS United Fund Solicitor (1997-99)
- Autumn Adventure Committee (1998)
- Dean’s Council (1997-98)
- Academic Senator (1996-98)
- College of Business On-Course Representative (1997-98)
- Technology in Education Committee (1997-98)
- FSU/FFA Summer School Committee (1997)
- FFA Exceptions Committee – Chairman (1997)
- ECAS Promotion/Merit Committee (1997)
- College of Business Re-Engineering Committee (1997-98)
- College of :Business Core Committee (1997-98)
- College of Business Curriculum Committee Member (1996-98)
- Coordinator of Applied Statistics Unit - Led the development of the Quality and Productivity Management program, the Quality and Productivity Management Certificate, the revision of the Applied Statistics Minor and other Curriculum Issues (1996-98)
- *The Insider* Committee Member (1996-98)
- College of Business Assessment Committee (1997-98)
- Department United Way Solicitor (1997)
- Senate Elections Committee (1997)
- Discussion Leader – ISM Learning/Living Center Proposal (1997)
- Coordinator of Applied Statistics programs (1996)

- Ferris State University Blue Line Club (1993-97): Served as President (1993-95), as Editor of the Blueliner Newsletter (1993-96), and as Membership Chair (1996-97)
- College of Business Representative on the Academic Senate, COB Elections Committee Member (1993-97)
- University College Implementation Committee Member (1996-97)
- Search Committee for the Dean of the College of Business (1996)
- Search Committee for HCSA faculty in the College of Allied Health Sciences (1996)
- Program Review Panel for the Criminal Justice Program (1995-96)
- Participant in the Strategic Planning for Grand Rapids COB Programs (1996)
- Summer School Committee member (1994-95)
- College of Business Promotion /Merit Committee (1994-95)
- Search Committee for Associate Dean of College of Business (1993)
- Chaired the Semester Transition Team, the group that oversaw the conversion from a quarter system to a semester system. Chaired subcommittees on Academic Calendars, Graduation Requirements, Academic Policies, Class Scheduling, Examination Week, and Summer Sessions (1990-93)
- SOB Tenure Policy Committee (1989-90)
- School of Business Representative on the Academic Senate (1987-89)
- Association of Michigan Collegiate Faculties FSU Representative (1987-89)
- School of Business Academic Program Review Committee (1988-89)
- Search Committee for Assistant Dean of Student Academic Affairs (1987-88)
- Search Committee for Assistant to Institutional Studies Officer (1987-88)
- CIS Department Promotions/Merit Committee (1987-88)
- CIS Department Tenure Review Committee (1987-88)
- Impartial College of Business Tenure Review Committee, Chair (1987-88)
- Director of Institutional Studies in the Office of Planning and Development (1986-88)
- Director of Institutional Studies (1985-87)
- Search Committee for Marketing Department Head (1984-85)
- Masters of CIS Task Force (1983-84)
- CIS Department Tenure Review Committee (1983-84)
- CIS Department Sabbatical Review Committee (1983-84)
- Senate Charter Committee Chairman (1981-83)
- School of Business Promotions Committee (1982-83)
- RFAC Representative from the School of Business (1981-83)
- Committee on Faculty Research (1978-82)
- Distinguished Teacher Committee (1981-82)
- RFAC Elections Committee, and RFAC Committee on Committees (1981-82)
- Departmental Promotions Committee - Chairman (1980-81)
- Masters of Accountancy Task Force (1979-80)
- Treasurer FFA (1979-80)
- RFAC representative from the School of Business (1976-78)
- Articulation Committee (1974-75)
- Dean's Faculty Evaluation Task Force (1974-75)
- Dean's Advisory Committee (1974-75)

XIV. Recognition and Honors:

- *Big Rapids Pioneer* Favorite Teacher Award (1998)
- Provost Award for Excellence (1996)
- Distinguished Teacher Award (1989)
- Finalist for Distinguished Teacher Award (1987)
- Finalist for Distinguished Teacher Award (1977)
- ASG Teacher of the Year (1985)
- Finalist for AACSB Corporate Fellowship (1981)
- Finalist for ASG Teacher of the Year (1976)

XV. Community Activities:

- *Solid Ice* Organization - Chaired the committee that wrote the Bylaws and Constitution for the organization (1992-94)
- Sports Booster Scholarship Committee - Chaired the committee that awarded college scholarships (1992-94)
- Member of the Big Rapids Public Schools Sports Boosters - Chaired the Committee that rewrote the Bylaws and Constitution for the Organization (1990-93)
- Big Rapids Senior High School Hockey Boosters (1989-93)
- Coached Girls Little League Girls Softball teams (1990-91)
- Big Rapids Junior Hockey Association Executive Board member - Served as President 1984-86. Chaired the Committee that rewrote the Bylaws and Constitution for the Organization (1984-89)
- Coached Boys Little League Baseball Teams (1985-88)
- President of Hillcrest Elementary School PTA (1982-83)
- Big Rapids Public Schools Curriculum Advisory Committee member (1982-84)
- Active Member of Big Rapids Jaycees (1975-77)

VITA

I. **Name:** John C. Valas

Rank: Professor

Tenure/Non-tenure: Tenure

Department or Division: College of Business/Management Dept.

Year Joined the Institution: 1982

Teaching Experience:

Areas of involvement (in teaching)

1982 - Present Associate/Professor of Management,
Ferris State University

II. **Education Background (include fields of specialization):**

1952 M.A., University of Michigan, Economics

1950 B.A., Michigan State University

(119 credit hours) University of Michigan and Wayne State
University, B.S. in Mechanical Engineering

Advanced General Management

Resident program in Vevey, Switzerland, developed specifically for General Motors Overseas Operations by IMEDE* and General Motors Institute as an accelerated version of Harvard Business School's "Program for Management Development." Faculty was a combination of visiting Harvard and leading British Business School professors. (Program was five weeks, in lieu of HBS's nine weeks.)

* l'Institut pour l'Etude des Methodes de Direction de
l'Entreprise

III. **Prior Experience not in Education:**

1978 - 1982 General Motors Corporation, 'J' Car World Project
Center, GM Overseas Representative/Administrative
Engineer/Contract Administrator-Technology License
to Japanese Affiliate

1976 - 1978 General Motors Corporation, Overseas Assignments

1971 - 1976 General Motors Corporation, Vauxhall Motor, England
Administrative Engineer/Assistant Chief Engineer

1969 - 1971 General Motors Corporation, Parts Division, Staff
Engineer

1956 - 1969 General Motors Company, Cadillac Motor Company

Division, General Supervisor/Assistant Staff
Engineer
1952 - 1954 M & S Manufacturing Company , Production
Manager/Comptroller

IV. Professional Memberships (include offices held):

V. Professional Meetings Attended (include dates):

VI. Papers Presented (include dates):

VII. Publications:

VIII. Other Research Activity:

IX. Consulting:

X. Professional Growth Activities:

XI. Seminars, Training Programs, etc., Conducted for Business and
Industry:

XII. Professional Presentations, Speeches, etc.:

XIII. Institutional Services Performed:

Advisor - Society for the Advancement of Management - 1984-94

Advisor - International Business Association - 1984-86

Coach - Ferris State College Women's Soccer Club - 1983-84

Member - Committee to Evaluate Health & Occupational Safety
Curriculum - 1983

Member - Representative Faculty Advisory Council - 1985-86
Chair - Appointments Committee
Member - Curriculum Committee

Member - Academic Senate - 1985-89
Chair - Sub-Committee on New Functions - 1986-87
Member - Organizing Committee - 1986-87
Member-at-Large - Senate Executive Council - 1992-94
Vice President - 1993-94

Member - University Strategic Planning Committee - 1987-93
Chair - Sub-Committee on Environmental Scanning -
1987-91
Co-Chair - Business Affairs Sub-Committee - 1991-93

Chair - AC Sparkplug Program Committee - 1986-87

Member - Search Committee - Dean of Technology - 1994

XIV. Recognition and Honors:

XV. Professionally Related Community Activities:



Operations Management

APRC 1999-2000

Extra pages: 8

TO: Vincent King: Chair, Academic Program Review Council 3 March 2000
FROM: Douglas Wozniak
SUBJECT: Operations Management Program Review Report

1. I am directed to respond to the Academic Program Review Council relative to the Operations Management Review of 1999.
2. Responses to Section Two of the Review of Operations Management
 - a) No program coordinators have been assigned to any programs within the College of Business because of the number of programs (over 20) and the associated costs of release time for coordinators. Professor Raymond Balcerzak has taken the initiative, however, to create a new program, **Integrated Resource Management**. This program has been approved by the College of Business and its recommendation has been forwarded to the University Curriculum Committee. It is expected that this program will replace the **Operations Management** program. Professor Balcerzak deserves the credit for creating and guiding this program through the approval process.
 - b) The meeting in June 1999 with the advisory committee did provide information relative to the knowledge and skills needed by graduates. Professor Balcerzak is creating a data base of employers/advisory group members. He is also actively following graduates of the program.
 - c) Reviewing leadership in the Management department is not in my job description and this recommendation must have been written for someone else to review.

Attachments:

- a) Recommendations from the APRC relative to the program
- b) Routing documents for the Integrated Resource Management program proposal (including the rationale for the program).
- c) Original rationale for the Integrated Resource Management as submitted
- d) Checksheet for the Integrated Resource Management program
- e) Listing of current Advisory Board Members.



MEMORANDUM

DATE: November 16, 1999

TO: Academic Senate

FROM: Academic Program Review Council

RE: Recommendations for the Operations Management Program

CC: Doug Wozniak, John Valas, Jim Maas, Doug Haneline

We recommend the Operations Management Program be continued with redirection. The present curriculum is not attractive to students. The enrollment in the program plummeted from 46 in 1990 to 3 in 1997 and has remained at this same low level for 1998 and 1999.

(1) We see some potential strengths for a modified program:

- There are similar programs in existence at other institutions that are popular with students.
- There is a demand for graduates of these programs.
- Opportunities exist for certifications in various areas related to operations management.
- The potential exists for Ferris State University to have a strong and unique program if the current curriculum in Operations Management is modified.

(2) We recommend that the Dean of the College of Business with advice of the Management faculty select an interested member or members of the Management faculty with time release to supervise the following steps:

- A survey of employers of operations management graduates must be done to determine the knowledge and skills they require of their employees.
- An advisory committee must be established and utilized to obtain input about the knowledge and skills that graduates of the program must possess.
- A curriculum must be developed that will achieve the knowledge and skills revealed by the employer survey and advisory committee input. This curriculum should be innovative and flexible allowing laddering from associate degree programs as well as entry directly into the first year of the four-year curriculum.
- Faculty, library, equipment, and support resources necessary for conducting this curriculum must be identified.
- The faculty must develop a plan to follow alumni of the program.
- The faculty must develop a plan for professional development.
- The program must report to the Academic Program Review Council on progress made on the first four steps listed above by March 13, 2000.
- Leadership of the Management Department needs review. The program lost an opportunity to rectify the problem with the curriculum sooner because faculty proposals were not supported and forwarded through appropriate administrative channels in a timely fashion.

PROPOSAL SUMMARY AND ROUTING FORM

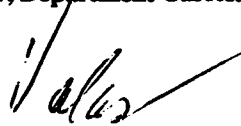
Proposal Title: OPERATIONS MANAGEMENT - Program Revision and Title Change to INTEGRATED RESOURCE MANAGEMENT

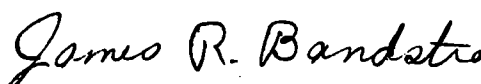
Initiating Department: Management


College: Business

- | | |
|---|--|
| <input type="checkbox"/> 1. New Degree/New Program | <input type="checkbox"/> 5. Single Course Change |
| <input type="checkbox"/> 2. New Minor, Concentration, Track or Option | <input type="checkbox"/> 6. Curriculum Clean-up |
| <input checked="" type="checkbox"/> 3. Revision to Major/Minor | <input type="checkbox"/> 7. Certificates |
| <input type="checkbox"/> 4. New Course(s) | |

Signatures, as appropriate	DATE	Vote Results, as appropriate
	<input type="text"/>	Approved _____ Opposed _____ Not Voting _____

Chair, Department Curriculum Committee		Approved <u>12</u> Opposed <u>0</u> Not Voting <u>1</u>
	<u>22 FEB 00</u>	

Chair/Head/Coordinator - Faculty Vote		Approved <u>5</u> Opposed <u>0</u> Not Voting <u>1</u>
	<u>2/23/00</u>	

Chair, College Curriculum Committee		Approved _____ Opposed _____ Not Voting _____
	<u>2/23/00</u>	

Dean, College (Faculty Vote)	<input type="text"/>	Approved _____ Opposed _____ Not Voting _____
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Chair, University Curriculum Committee	<input type="text"/>	Approved _____ Opposed _____ Not Voting _____
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President, Academic Senate (Senate Vote)

Vice President, Academic Affairs

1. Proposal Rationale: (Refer to "Philosophy", p.3)

This program, while never large in terms of enrollment, graduates students in high demand by business and industry. Since these graduates fill an important functional role in a firm they are frequently some of our most successful alumni. As this program relies on existing courses from the combined course menus of the Colleges of Business and Technology it is very nearly a NO cost program. The program enrollment ranged from 57 to 26 prior to the revision of general education and conversion to semesters. Since then enrollment has declined from 17 to 3.

The Academic Program Review process reinforced the need to revise the program and potentially return enrollment to at least double digits. The Advisory Committee and independent review concluded that might be accomplished should the program be recast in a less rigorous mode and renamed. The title Integrated Resource Management is more appealing to the American Production and Inventory Control Society (APICS) who are committed to supporting a Student Chapter on the Ferris State University campus.

2. Summary of All Course Action Required

a. Newly Created Courses to FSU:

Course Designator	Number	Title
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b. Courses to be Deleted From FSU Catalog:

Course Designator	Number	Title
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c. Existing Course(s) to be Modified:

Course Designator	Number	Title
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d. Addition of existing FSU courses to program

Course Designator	Number	Title
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BLAW	301	Legal Environment of Business
ENGL	211	Industrial and Career Writing
ENGL	311	Advanced Technical Writing
Scientific Understanding		Chemistry or Physics Recommended (7-8 Credits)
MATH	115	Intermediate Algebra
Social Awareness	3XX	PLSC 323, 331 or 341 Recommended
Cultural Enrichment		(6 Credits + 3 cr Hist Recommended)
Elective (Non-Business)		(9 Credits)
MGMT	373	Human Resource Management
Directed Elective		(3 Credits)

1. Proposal Rationale: (Refer to "Philosophy", p.3)

1. A program that had as many as 46 students in 1991 is down to 3, with no transfer students. (COB enrollment profile attached)
2. The proposal is to revert back to a resource management emphasis. We want to actively recruit Ferris State University students in two year programs, and this will allow us to recruit in the College of Technology with a degree that will have COT support. (See note from Gary Ovans.
3. We can open up a ladder for all students in two year technical programs at Community Colleges to complement their Technical degree with a Management program that provides a four year degree.
4. We have lost students because of specific requirements in the areas of scientific understanding, cultural enrichment, and social awareness, which are now electives.
5. In this proposal, a total of 30 hours of free and directed electives allow for a two year degree individual going into this program the opportunity to finish a four year degree in four years.
6. Dr. Donna Stewart, chair of the Industrial Technology Department at University of Wisconsin Stout, indicated that they have a similar program (industrial management) with 75 to 100 graduates per year, and a placement rate of 100 percent, and students generally receiving more than one offer.

2. Summary of All Course Action Required

a. Newly Created Courses to FSU:

Course Designator	Number	Title
--------------------------	---------------	--------------

Name: _____ SS#: _____

Ferris State University-College of Business Bachelor of Science Degree in Business

Integrated Resource Management – 125/127 Credits

Required	Course Title – Prerequisites Shown in Brackets	S.H.	Grade	Gr. Pts.
Communication Competence – 12 Credits Required				
COMM	105 121	Interpersonal Communication OR Fundamentals of Public Speaking	3	
ENGL	150	English I	3	
ENGL	211 250	Industrial and Career Writing (ENGL 150) OR English II (ENGL 150)	3	
ENGL	311 325	Advanced Technical Writing (ENGL211/250) OR Advanced Writing for Business (ENGL211/250)	3	
Scientific Understanding – 7-8 Credits Required Select two courses from the following subject areas (one must be a lab course): ASTR, BIOL, CHEM, GEOG 111, GEOG 121, GEOL, PHSC, PHYS				
		Scientific Understanding Elective (PHSC, PHYS, CHEM Recommended)	4	
		Scientific Understanding Elective (PHSC, PHYS, CHEM Recommended)	3-4	
Quantitative Skills – 3 Credits Required				
MATH	115 116	Intermediate Algebra (MATH 110) OR Intermediate Algebra & Numbers Trig (MATH 110) If MATH ACT score is 24 or higher, substitute a free elective.	3-4	
*Cultural Enrichment – 9 Credits Required Complete the courses listed below and select one course from the following subject areas, 200 level or above: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN, LITR, MUSI, SPAN, THTR.				
		Cultural Enrichment	3	
		Cultural Enrichment	3	
		Cultural Enrichment (HIST Recommended)	3	
*Social Awareness – 9 Credits Required				
ECON	221	Principles of Economics 1 (Math 110 or Proficiency)	3	
ECON	222	Principles of Economics 2 (ECON 221)	3	
		Social Awareness 300+ (PLSC Recommended)	3	
Free Electives – 21 Credits Required				
		ISYS 105 or Microcomputer Proficiency (If proficient, free elective may be substituted)	3	
		Elective (Non-Business)	3	
		Elective (Non-Business)	3	
		Elective (Non-Business)	3	
		Free Elective	3	
		Free Elective	3	
		Free Elective	3	

* Between Cultural Enrichment and Social Awareness, Global Consciousness requirement must be met.

Ferris State University – College of Business Integrated Resource Management Major

Required		Course Title – Prerequisites Shown in Brackets	S.H.	Grade	Gr. Pts.
Production Management Major – 36 Credits Required					
ACCT	205	Managerial Accounting	3		
MFGE	351	Introduction to Industrial Engineering	3		
MFGE	451	Introduction to Plant Engineering	3		
MGMT	302	Organizational Behavior	3		
MGMT	371	Production/Operations Management-(Junior standing)	3		
MGMT	373	Human Resource Management-(MGMT301)	3		
MKTG	466	Purchasing-(MKG321)	3		
STQM	351	Quality Control for Management-(STQM260)	3		
Directed Elective - Advisor recommended based on career objectives			3		
Directed Elective - Advisor recommended based on career objectives			3		
Directed Elective - Advisor recommended based on career objectives			3		
Directed Elective - Advisor recommended based on career objectives			3		
Business Core – 28 Credits Required					
ACCT	201	Principles of Accounting 1-(MATH110 with a grade of C- or better)	3		
ACCT	202	Principles of Accounting 2-(ACCT201 with a grade of C- or better)	3		
BLAW	301	Legal Environment	3		
FINC	322	Financial Management 1 (ACCT 202, MATH 115)	3		
ISYS	202	Principles of Information System	3		
MGMT	301	Applied Management (Junior standing or permission of professor)	3		
MGMT	499	Strategy and Business Policy (MGMT 302 & 371, MKTG 321, FINC 322)	4		
MKTG	321	Principles of Marketing (ECON 221)	3		
STQM	260	Introduction to Statistics (MATH 115)	3		

**Operations Management
Advisory Committee Members
1999**

Cindy Bieszk
Due North Surveying
6316 Kirsch Drive
Jonesville, MI 49250
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