

Human Resource Management

APRC 2005-2006

Section 1

HRM PRP Reply to APRC Questions

September 15, 2005

I. Program Overview

1. Discuss how recruiting for the HRM program could be more effective.

Assuming the Admissions Office and Dean's office are performing their function regarding overall recruiting (e.g. attending college night at the high schools and contacting counselors at the high schools and community colleges), support from non-program faculty in their roles of professor and advisor would be helpful. As noted in the program review report there are some faculty who are less than supportive and likely direct students to other areas (e.g. Small Business Management, Entrepreneurship, Marketing, or general Business Administration). Support from the department head's office in this matter is needed. We should also strive to reestablish the closer relationships with community colleges that have existed in the past.

A brochure and/or web page specific to the program indicating the options within HRM and career opportunities may also be helpful. However, institutionally, we haven't the resources to promote every degree program aggressively. Emphasis must be predicated on potential market size. Overall HR is a relatively small field thus it is not clear that those prospects warrant such an investment in this program at this time. While it is noted in the program review report that the fall 2004 enrollment in the major was 20 and in July 2005 we were anticipating 24 in the major this fall, the number is actually 27, which is a 28.6% increase in the major in the past year.

2. Who has the main responsibility for recruiting for the program?

The main responsibility for recruitment in the past has been the admissions office, however they don't typically promote 'minor' programs. The Dean's office (COB recruitment officer, COB educational counselor), the department head and the program faculty also engage in recruiting students.

II. Collection of Perceptions

1. Based on the many comments in the alumni survey, has the program considered a required internship?

A required internship has been considered for the program since the program's inception about 1969-1970. Over that time, advisory committees have always mentioned internships and internships have always been strongly recommended to students. The advantages of an internship are well known to the program faculty, and have been known since the inception of the program. This matter was thoroughly discussed when the program was established. Students were more prone to consider an internship when they could earn up to 16 quarter hours of credit -- 12 for the internship and 4 for the seminar/comprehensive report. That was a full quarter of credit. At that time, the faculty did not want to make the internship compulsory due to the uncertainty of station availability at the time a student was ready for one.

Under the current structure, students can typically earn three or six credits for an internship, depending on what the job entails and what the workload will be. When approached about an

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available internship, students have expressed concern about the cost to them (living expenses), location (having to locate housing), and effect upon the time involved in getting their degree since the internship is less than a full load for the semester. A local station, or one in a student's hometown over the summer, is fine because of its convenience and minimal effect upon the time to complete their degree requirements, however, stations in GR, Flint/Saginaw, or Detroit for a student not from those areas are not very appealing for the reasons cited above. In addition, students have recently begun voicing concerns about the paperwork involved in an "official" internship. Students are given the opportunity to take an internship for credit, but for the most part have considered the problems/disadvantages to them more than the advantages to be gained.

As identified in the program review report it is common for students enter the HR program after their freshman year. In an effort to help students graduate in a timely manner classes that they have previously taken, but that are not required by the program, are counted as electives often "using them up." Wherever possible, we are encouraging students not to use up their electives, allowing room for an internship.

While students may not take an "internship", an increasing number are obtaining experience by working in Ferris' HR department as a student employee. This fall the HR department hired students from other majors because not enough HR students applied. It also should be noted that an increasing number of internships are paid and we have an increasing number of our courses available on-line to enable students who are away on internships to take 3-6 credit hours of coursework in addition to their internship credit hours.

In conclusion requiring internships is something that needs further research and discussion before any changes in the program are made.

2. The advisory board singled out diversity as an important issue for the curriculum. How is diversity addressed in the various courses in the program?

In MGMT 301 (required of all COB students), covers the topic: what is diversity and is it really important? It also covers diversity and organizational cultural, valuing diversity versus managing diversity, gender diversity, and the learning organization and diversity.

In MGMT 302 (required of all HR majors) covers diversity awareness, diversity in teams, managing diversity in organizations, diversity training, and barriers to diversity.

The basic HRM class, Mgmt 373, Human Resource Management, which is required, contains a great deal of material related to diversity. Diversity material includes an extended discussion concerning the composition of the labor force, the challenges of diversity (cultural changes, social issues), cases dealing with diversity, and equal employment opportunity laws.

Mgmt 377, International Human Resource Management, a required course, is filled with aspects of diversity and culture as they impact all parts of the HRM functions on an international level. There are 11 chapters in the basic text and each chapter deals with some aspects of diversity/culture. Videos are shown reflecting diversity/culture impacts. Specific

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countries are studied furthering understanding of diversity/culture. Countries studied are Germany, Sweden, Japan, and Great Britain, with tangential references to China and Russia. Students prepare papers on a country of their choice, present the contents of their papers to the class, furthering the classes understanding of diversity/culture. Among many other diversity/culture items, students get an understanding of global diversities in customs, cultures, pay, ethics, law/politics, work values, attitude toward time, and management.

BLAW 421 (required of all HR majors) covers managing a diverse workforce, paradigms for managing diversity, diversity and affirmative action, and diversity training.

In addition, Soc 340, Minority Groups in America, has been a required course since the inception of the program, or at least since Soc 340 was created. A look at the contents of Psych 150, Introduction to Psychology and Soc 121, Introduction Sociology would show that there are some aspects of diversity in them as well as Mktg 321, Principles of Marketing. All of these are required courses.

3. The need for a benefits course was identified. What plans does the program have to offer one?

As noted in the program review report, we already have a specific Employee Benefits class, INSR 375, (see Section 2(F)) and need to find an adjunct from the insurance industry to teach it so it can once again become part of the regular class rotation (see Section 5(F)).

Benefits are also covered in the basic HRM class, Mgmt 373, Human Resource Management. It is part of a three-chapter sequence, which deals with compensation -- wage/salary calculations, incentive pay, and benefits. All benefits are discussed (both elective and required), benefit costs are discussed, and problems/issues involved with benefits are discussed.

Benefits are also part of the Mgmt 474, Cases and Issues class. Types and cost of benefits are part of an HRM game (simulation), which is used in the course. A number of cases dealing with benefits are also used.

In addition benefits are also covered in Mgmt 472 Compensation given that benefits are a large part of an employee's total compensation.

III. Program Profile

1. The program is relatively small at the moment. What plans are there for increasing enrollment?

Unless there are specific brochures, etc., freshman students have a difficult time determining what exactly this type of field is. Without a specific person identified to devote to this program, it is difficult to spend time with recruiting efforts on only this program for the COB. It should be noted that the COB recruitment officer is only ¼ time devoted to recruiting for ALL COB programs.

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The issue of increasing the number of students in the program may relate in part to better coordination with the Admissions Officer assigned to the College of Business. Also, perhaps some relationships could be developed between FSU and high school clubs that focus on business related careers. Indeed in the last few years two or three of the HR students and one of the program faculty have represented Ferris at the annual DECA and BPA state competitions for high school students. The biggest obstacle to increasing this type of involvement is the amount of time involved for faculty who are already stretched very thin with teaching, professional development, service, and program responsibilities.

2. The need for more assessment measures is identified. What plans are there to develop and implement them?

At this time there are no firm plans. Again the issue is one of faculty having any time available, however, the Assessment office now identified in COB may be able to assist in this development.

IV. Facilities and Equipment

1. Is the classroom technology adequate for students to develop their presentation skills?

Yes.

Human Resource Management Program -- Dean's Analysis

It is my assessment that the HRM program represents a quality offering constrained by limited resources and a soft market.

Undoubtedly, an understanding of HRM is an integral part of a complete business education. Increasingly, HRM is recognized as an element of strategic importance for organizational effectiveness. Hence, from my perspective, coursework in this area should be mandatory for all COB students, as well as for students from various other fields. Such is not currently the case.

It is also entirely appropriate to offer a concentration, minor, and certificate in the field as alternative vehicles for those seeking greater depth of knowledge in HRM. However, the question, and it is not one that has achieved resolution, is whether the prospective student population (with particular emphasis on Ferris' market) has sufficient awareness and interest in this field to justify HRM as a major. If there is latent interest, but limited awareness, is it feasible for us to energize that interest and promote programmatic enrollment? I must admit that I think that daunting, since it entails (a) instilling visibility into an area that for many is non-descript; and (b) demonstrating why our offering is sufficiently distinctive to prompt selection over others. Focusing sufficient resources to accomplish these objectives is tough in light of the reality that the program presently accounts for only about 1% of the college's enrollment (even with the increase experienced this Fall). Like a number of other programs, the issue becomes one of potential critical mass. Can we generate enough enrollment to warrant investment in faculty to create offerings of sufficient breadth and depth to promote visibility and distinctiveness necessary to prompt the enrollment? Or, are we better off to concentrate our available resources on ensuring foundation knowledge across our broad spectrum of business students, supplemented by focused development of expertise in limited areas? I am inclined to the latter.

We are fortunate to have the two skilled faculty members that constitute our HRM faculty. They are both knowledgeable in the field and dedicated to fostering the learning necessary and appropriate to assure employability of their students. Available evidence is that they are very effective in this. The learning experience that they provide is outstanding, extending beyond the classroom through activities such as Dr. DeMarr's class projects in support of the Business Development Council of the Mecosta Chamber of Commerce. As a measure of the quality of the learning experience, the faculty can proudly point to the performance of its student team in a state-wide competition against teams from the other major HR programs in the state (placed 1st in the state year before last). I do think it important that more broadly applicable measures associated with the program's learning objectives need to be developed. This would provide assurance that all of the program's students are consistently developing the desired competencies. It would also provide guidance for our continuous improvement efforts. In the vein of CQI, one curricular suggestion that I would make would be to require a HR internship, rather than just recommending it (student follow-through on 'recommendations' is very low). Our external stakeholders extol the value of internships, and increasingly, express the position that it is a necessary aspect of the learning experience for prospective employees in the field.

Human Resource Management Program Review 08/29/05

Committee Members:

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Alex Pomnichowski - Program faculty
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Beth Krueger - Individual with special interest in the program
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Section 1: Overview

The Human Resource Management (HRM) major has been in existence since 1967, however, the minor and certificate have only been available to students since the fall of 2001. The addition of a minor and certificate was one of the recommendations of the 1999-00 program review. The required courses for the major, minor and certificate with course descriptions are included in Appendix A. The mission of the Human Resource Management (HRM) Program is to prepare students for careers in the Human Resource (HR) field. This mission is accomplished by offering students a variety of courses in specific aspects of HR along with a comprehensive background in business.

A. Program Goals

It should be noted that the stated HR program goals in the 2004 Administrative Program Review are different than the goals stated in the last academic program review. To document the differences and provide a starting point for the development of revised goals, both are included here.

The goals of the program as identified in the 2004 Administrative Program Review are as follows:

To apply business concepts: Human Resource Management graduates will have knowledge of basic business concepts and practices and be able to apply these concepts to make business decisions.

Expected Outcome: Ability to apply business concepts to solve problems and plan business activities from a Human Resource Management perspective.

Effective Communication skills:

Expected Outcome: Human Resource Management graduates should be able to communicate effectively in both oral and written form, graduates will be able to write at an acceptable level; to present ideas and information effectively.

Team skills:

Expected Outcome: Ability to be a productive member of a team.

Adaptation to the globalization of business:

Expected Outcome: Human Resource Management graduates will have the knowledge and skills needed for adapting to the globalization of business including the ability to apply their particular field to the international business community as well as understanding the effect on local business.

To use technology as a tool for problem solving and communication:

Expected Outcome: Human Resource Management graduates should be able to use technology as a tool for business communications, for solving business-related problems and as a tool in helping them make business decisions

Effective decision making skills:

Expected Outcome: graduates will be able to make logical and effective decisions independently and cooperatively

Participation in student professional organizations related to field of study:

Expected Outcome: Human Resource Management students will participate in co-curricular activities that contribute to their personal growth and development through membership in professional associations in the Human Resource Management field that complement classroom experience.

These goals appear to have been in place for several years and patterned very closely after those of the Business Administration program. They are not the same as the Program Goals outlined in the 1999 HR Program Review, which are as follows:

1. To increase students' competence in the field of Human Resource Management.
2. To maintain, through program content, that capability of students to gain needed business experience for eventual employment in Human Resource Management.
3. To increase students' competence in decision-making.
4. To increase students' competence in communication.
5. To increase students' knowledge and competence in the most current hands-on technology in Human Resource Management.
6. To increase students' global perspectives in the field of Human Resource Management.
7. To increase support for faculty development

Clearly there needs to be one set of well defined goals for the program that support the vision and mission of the COB and FSU. These goals must also apply to preparing students for careers in and meeting employer needs in the community/region/marketplace. Therefore, we propose the following goals for the HR program:

1. To provide students with the skills required to obtain employment in the field of HR, which include knowledge and skills in all aspects of HR as well as communication, decision-making, and inter-personal skills.
2. To provide students with a solid understanding of business.
3. To provide students with an opportunity to gain relevant HR related experience prior to graduation.

4. To cultivate in students a commitment to lifelong learning and an ability to deal with change.
5. Build and maintain good relationships with employers and the community, and be responsive to changing workforce needs.
6. To provide options for students in other degree programs or who already have a degree to obtain a minor or certificate giving them basic knowledge, skills, and abilities in HR.

These goals support the mission of the COB and the university by giving students the skills needed to obtain employment in Human Resources or other entry level management positions upon graduation and by providing a solid foundation for the rest of their careers. They are based, in part, on input from the HR program advisory board.

B. Program Visibility and Distinctiveness

The program has become more visible in the last two years. In both 2004 and 2005 students competed in the state HR Games with our students emerging as state champions in 2004. We are also establishing an ongoing relationship with the Mecosta County Area Chamber of Commerce (MCACC) to engage students by conducting research for the chamber. The first project, which took place in the fall 2004 semester, was done as a stand-alone class with ten students and involved research on nine business trend areas identified by the Chamber. This project was very successful and brought much good press to the program and the COB as a whole. A second project for the Chamber was conducted during the winter 2005 semester. It involved the development and testing of a survey instrument to be used by the Chamber's member organizations to assess their employees' needs for various employee benefit programs. This project was done as a component of the Compensation class and 25 students participated. This project was also successful although not to the extent of the first project due to the excessive workload in the class and the number of students involved. It is expected that the collaboration with the MCACC venture will continue beyond the 2004-05 academic year. From these projects we learned much about how these types of projects should be handled in the future.

We also have a good working relationship with the HR department at Ferris. Each semester we have several students work in HR. This allows our students to gain valuable work experience without having to commute to an internship outside of Big Rapids, while providing HR with good student employees.

The program's ability to attract quality students is the same as most other programs in the COB. As the reputation of the program grows, it should become easier to attract more quality students especially to the minor and certificate programs. The institutions that are the main competitors for prospective students in this program are also the same as for most other COB programs, the other regional colleges and universities. They include, among others, Grand Valley State University, Central Michigan University, Eastern Michigan University, Western Michigan University, and Baker College.

Most of these programs are very similar to the FSU program in terms of curriculum and requirements. The biggest difference is that some of the other programs are much larger (e.g. CMU, EMU, and Baker) and much more actively recruit students. From this we learn that if we seek to increase enrollment in our program we must become much more aggressive in our recruiting.

C. Program Relevance

Overall demand for human resources, training, and labor relations managers and specialists is expected to grow about as fast as the average for all occupations through 2010 (<http://www.collegegrad.com/careers/manag18.shtml>, retrieved July 21, 2005). Even though some organizations are outsourcing some of their HR work, the work must still be performed. What this means for our graduates is that instead of performing recruiting and selection function for a particular company, graduates may work for a company that handles the hiring process for multiple companies. Regardless the function must still be performed and is unlikely to be moved offshore as has happened with many IT jobs. Ferris' 2002/03 Graduate Follow-Up Survey Summary reported a 100% placement rate and an average salary of \$29,425, which is similar to other COB majors.

The program responds to emerging issues in the discipline, changes in the labor force, changes in employer needs, changes in student needs, and other forces of change in several ways. Program faculty keep current in the field, maintain contacts with practitioners, and are active in professional organizations. When curricular changes are needed program faculty initiate the curriculum revision process.

With the exception of the students from Botswana who were in the program from the late 1990s through the early 2000s relatively few of the students in the program come to Ferris specifically for the HR program. Students are more likely to transfer into the major or decide to pursue a minor or certificate after taking the Organizational Behavior or Human Resource Management course where they find they are interested in the material. This is likely because many students don't have a good understanding of what is involved in the various aspects of management (HR, operations, etc.) until they have some exposure in their management classes.

The program does a good job of meeting student expectations based on the standard university Student Assessment of Instruction (SAI), and the surveys of students and alumni conducted for this program review. The SAI instrument measures the sentiment of current students and is administered every semester in almost all HR classes. A summary of the results for Professor DeMarr are included in Appendix A. The results of the surveys of students and alumni conducted for this program review will be covered in Sections 2(D) and (A) respectively.

D. Program Value

The HR program is part of a complete offering of business programs thus benefiting the college and the university. This view is supported by a majority of the COB faculty and will be further discussed in Section 2 (E) along with other faculty perceptions. The developing relationship with

the Chamber of Commerce contributes to building a stronger relationship with the community. It is beneficial to the community in that it provides access to research/consulting services. It also provides students with experience that gives them an added edge when they are searching for a job. The program also provides the university with qualified student workers for the HR department. The program faculty are active participants in the work of the department, college, and university serving on numerous committees. The faculty are also an important, albeit underutilized, resource for the college and university when it comes to HR activities such as the selection of new faculty.

The faculty are active in several professional associations. They review paper submissions for national conferences, participate in a variety of conference activities, and review textbook manuscripts, as well as volunteering in their communities. For a complete list of faculty activities please refer to the vitae in Appendix B. This is beneficial to students in that faculty are current in the field and have contacts that are beneficial to students involved in a job search.

Based on input from employers involved in the advisory board and the responses to the employer survey the program personnel conclude that the program is valuable to employers. The minutes of the advisory board meeting are included in Appendix C and will be discussed in more detail in Section 2(F). The employer survey will be covered in detail in Section 2(B) of this report.

Section 2: Perceptions

As a part of the program review process alumni, employers, students, and COB faculty were surveyed. The surveys were developed in conjunction with, and approved by, Institutional Research and Testing.

A. Alumni Survey

A mail survey of the HR program alumni was conducted in June-July 2005. The survey instrument is included in Appendix D. Names and mailing address for 228 alumni were obtained from University Advancement and Marketing. Based on a chance encounter and conversation with a recent graduate, one of the program faculty found out that the alum had not received a survey even though her address has not changed. Subsequently alumni for whom the faculty member had a current email address were emailed to ascertain if they had received a survey. Those who had not received a survey were asked to supply their current address and another survey was mailed. A total of 44 completed surveys were returned for a response rate of 19.3%. Majors comprise 39 (88.6%) of the respondents, while two (4.5%) obtained a minor and three (6.8%) obtained certificates. Complete survey results are included in Appendix E.

Overall it appears most alumni are satisfied with the education they received while at Ferris. Of the respondents who answered the questions, 30 (71.4%) agreed or strongly agreed with the statement "The HR degree/minor/certificate is valuable in my career", while only 1 (2.4%) disagreed or strongly disagreed. Twenty-two (52.4%) agreed or strongly agreed with the statement "The program prepared me to work in the field" and only four (9.5%) disagreed or strongly disagreed. The results also show that more than three-fourths of the respondents (33 or 78.6%) would recommend the program to others, while only three (7.1%) would not. The area the alumni were least satisfied with is academic advising with ten (23.8%) of the respondents disagreeing or strongly disagreeing with the statement "The academic advising was effective." Fifteen or 34.1% of the respondents mentioned internships in their comments. Based on the comments, alumni feel that more needs to be done with internships to give students experience that will help them obtain a job. While there were several alumni who had quite negative comments about their experience in the program, it should be noted that the respondents to the alumni survey graduated over a number of years going back to 1987. Many changes have been made in the program since then and as will be covered in Section 2(D) current students seem quite pleased with the program.

B. Employer Survey

In an effort to obtain input from a wide variety of employers, an email survey was conducted of 803 members of the Human Resource Group (HRG) of The Employers Association (TEA) of Grand Rapids. A copy of this survey can be found in Appendix F. A link to the web-based survey was sent to a TEA representative who forwarded the request to complete the survey to the HR representative of its member organizations. A total of 102 surveys were completed for a response rate of 12.7%. Complete survey results are included in Appendix G.

The majority of the respondents (66 or 64.7%) were from organizations with 250 or fewer employees. In the area of general skills, all of the respondents placed either a high or extremely high value on business ethics, interpersonal, and written communications skills, while all but two placed a high or very high value on presentation skills. The lowest rated general skill area was international business with 25 (24.5%) of the respondents rating it as either low or extremely low value.

As shown in Appendix G the majority of respondents placed either a high or extremely high value on all but three of the specific HR skills. Eleven (10.8%) of the respondents placed a low or extremely low value on skills in labor contract negotiation. Similarly 15 (14.7%) placed a low or extremely low value on skills in union/management relations. This is likely due to the predominance of nonunion organizations in West Michigan where the survey was conducted. A number of employers (21 or 20.6%) also rated international human resources as low or extremely low value. This is likely related to the fact that most of the respondents are from smaller organizations, which are less likely to have employees working outside of the U.S.

C. Graduate Exit Survey

The COB surveys all graduating seniors however the data is not available by program. Currently there is no separate graduate exit survey in place specifically for students in the HR program. This is something that needs to be addressed in the future.

D. Student Survey

A mail survey of current students in the HR program was conducted in June-July 2005. The survey instrument is included in Appendix H. Names and mailing address for 38 students were obtained from Ferris' Student Information System. While only nine completed surveys were returned, it does represent a response rate of 23.7% of the majors and minors in the program. Still, one should use caution in interpreting the results. Complete survey results are included in Appendix I.

Of the surveys received four (44.4%) were from program majors and five (55.5%) were from students pursuing HR minors. Overall the students seem very satisfied with the program. Six (66.7%) of the respondents agreed or strongly agreed with the following statements, while the remaining three (33.3%) responded "neutral".

- The HR instructors are knowledgeable in the subject matter.
- I am generally satisfied with the program.
- I would recommend the program to others.

Perhaps more significant in light of the concerns of alumni about academic advising, is the current students' level of satisfaction with the faculty. Indeed seven (77.8%) of the respondents

agreed or strongly agreed with the following statements, while the remaining two (22.2%) responded “neutral”.

- The academic advising is effective.
- The HR instructors are available to students.
- The HR instructors are helpful to students.

When asked if they thought the program was preparing them to work in the field six (66.7%) agreed and three (33.3%) were neutral. Students were also asked if they would prefer to take classes that meet either partially or entirely online. Three (33.3%) of the respondents either agreed or strongly agreed with both questions. Program faculty need to investigate this further to see if some of the classes could be offered partially or fully online.

E. Faculty Survey

A survey of 74 fulltime faculty in the College of Business, as required for the program review, was conducted in June-July 2005. Since the survey was conducted over the summer when not all faculty are on campus, the survey was mailed to the faculty’s home address, which were obtained from the COB Dean’s secretary. A copy of the instrument is included in Appendix J. A total of 26 completed surveys were returned for a response rate of 35.1%. Complete survey results are included in Appendix K. Most (16 or 61.5%) of the respondents indicated that they were familiar with the HR major, however, only ten (38.5%) indicated they were familiar with the minor and certificate. Only five (19.2%) indicated they had recommended the HR degree to students who are undecided or thinking of changing their major. Furthermore only three (11.5%) have encouraged my advisees to get a minor or certificate in Human Resources. This is somewhat surprising given that a majority (20 or 80.0%) of the faculty who responded to this question agreed or strongly agreed that the HR degree/minor/certificate is valuable to the COB.

In addition to the quantitative survey data faculty were asked to “provide any comments, thoughts, criticisms, and/or suggestions for improvement you would like to make about the Human Resources degree/minor/certificate.” The vast majority of the comments were very supportive of the program and its faculty. Some even commented that the HR course should be part of the business core. Sadly, it appears that some faculty in the COB hold quite negative views toward the HR program. One comment, “No one has ever come to FSU to recruit for 22 years HRM Majors = Drop the Major & Retire Alex” was particularly nasty. Students have also reported that some faculty have disparaged the profession in their classes. One student even reported that she challenged the professor in class when he made derogatory comments. This negativism on the part of a few faculty creates an obstacle for the program faculty to overcome in promoting and building the program.

F. Advisory Committee Input

An HR program advisory board meeting was held in FLITE on June 10th, 2005. Minutes from the meeting are included in Appendix C. There was a general consensus that students need more

in the areas of insurance and benefits, interviewing and presentation skills, and training and policy writing. There is an existing course that covers insurance and benefits, INSR 375 – Employee Benefits, however this course has not been taught in more than five years. The possibility of offering this class was discussed. Due to the rapidly changing nature of insurance and underwriting the general consensus was that it would be best to try to find a practitioner who would be willing and able to teach this class on an adjunct basis. There was also a brief discussion of potential changes to the negotiations class (MGMT 375), including a title change, and the need to do more to help students develop interviewing and presentation skills overall. Program faculty will also investigate the possibility of including more on training and policy writing in existing classes.

The advisory board members also felt it important for all classes to consider diversity issues in all classes. Members also discussed the need for students to understand all aspects of business and the interrelationship with HR. They also felt the HR module needs to be used in all sections of the simulation used in the capstone course (BUSN 499). The members also discussed the possibility of structuring the HR program around the Professional in Human Resources (PHR) certification exam offered by the Society of Human Resource Management (SHRM), which is the primary professional organization in the field, as some colleges have done. Overall the members feel that student involvement in the student SHRM chapter is very important, but that the PHR certification is not necessary for a graduating student.

Section 3: Program Profile

A. Profile of Students

Of the 20 students enrolled in the program in the fall of 2004, 19 (95%) were enrolled fulltime and 16 (80%) were female. The ethnic breakdown was as follows: 15 (75%) white, 3 (15 %) black, 1 (5%) Hispanic, and 1 (5%) Indian/Alaskan. It is interesting to note that while in 2001 there were 13 foreign students in the HR program, by 2004 there were no foreign students. The events of September 11, 2001 may have contributed to the decrease in foreign students. Not only are there no foreign students, all of the students currently in the program are residents of the state of Michigan.

The GPA and ACT scores of HR majors have increased consistently since 2000 as shown in the following table.

Human Resource Management Students (Majors)
FSU GPA and ACT

Term	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
2000f	2.7	1.12	3.797	17.6	13	25
2001f	2.721	1.774	3.856	18.3	13	29
2002f	2.607	1.662	3.749	18.8	12	29
2003f	2.856	2.049	3.985	19.8	13	30
2004f	2.895	2.055	3.99	20.8	16	30

The increasing quality of the students in the program is likely due in part to the increased admission standards in the COB. Some examples of recent student successes include:

- Renee Bush was awarded a COB Student Excellence award in 2003.
- Students in the HR Cases and Issues class successfully completed a large research project on nine current business trend areas for the Mecosta Country Area Chamber of Commerce in the fall 2004 semester.
- Kristy Nunn, Mary Barraco, and Jennifer Kailing competed in the 2004 state HR Games and won the state championship.
- Mary Barraco, Jennifer Kailing, and Kristy Nunn were awarded COB Student Excellence awards in 2004.
- LaTasha Perkins obtained a highly competitive internship in HR for the summer of 2005 at the Mayo Clinic and has subsequently been offered and has accepted a position upon graduation.
- Jennifer Baier, Sarah Johnson and LaTasha Perkins were awarded COB Student Excellence awards in 2005.

As noted earlier, Ferris' 2002/03 Graduate Follow-Up Survey Summary reported a 100% placement rate and an average salary of \$29,425. Overall the recent graduates of the program are doing well in their careers. Some specific examples include:

- Kristy Nunn successfully passed the PHR certification exam in December and recently accepted a position as an HR Generalist for Credigy in Atlanta, Georgia.
- Mary Barraco is the Human Resource Operations Manager at a large waste disposal company in the Detroit area.
- Renee Bush recently accepted a position at Universal Forest Products as their Regional Payroll Administrator.
- Natalie Owen is the Human Resource Manager at Corporate Security Solutions, Inc. and is in the MBA program at Western Michigan University.
- Kathy Taylor is a Sales Coordinator at Nishikawa Standard Company in Novi.
- Jamie Terryn is the Human Resource Administrator at the Regional offices of Ryder Truck Rental in Grand Rapids.
- Julie (Bauer) Fullerton is a Staffing Specialist at Talent Tree in Grand Rapids.
- Steve Pylman is an HR coordinator for Custom Building Products in Huntington Beach, California.
- Gwen Lindquist is an Office Supervisor at Addecco in Grand Rapids.
- Kelly (Benash) Ackerman is a Sales Coordinator at Walt Disney World Parks & Resorts in Lake Buena Vista, Florida.
- Melanie Thornton, Daden Wagner, and Erica Triner are completing their MBAs in the graduate program.

B. Enrollment

Enrollment in the Human Resource Management major by year is detailed in the following table.

Human Resource Major Fall Semester Enrollment					
2000/01	2001/02	2002/03	2003/04	2004/05	2005/06*
48	48	36	23	20	24

* Based on early enrollment numbers as of 07/25/05

Overall the enrollment in the Human Resource Management major declined quite dramatically from 2000 to 2004, dropping from 48 to 20. A large part of this decline is due to the impact of a relatively large number of students from Botswana who came to Ferris in the late 1990's and had all graduated by the end of 2002-03 academic year. Since 2003 enrollment in the major appears to have stabilized. In fact early enrollment numbers show 24 students in the major as of 07/25/05, which could indicate a turnaround in enrollment.

What is not visible from these numbers is the increase in the number of students obtaining a minor or a certificate. These numbers are not easily tracked since students often decide to add a minor or a certificate after they have already taken one or more of the classes. They may, in fact, not submit the paperwork for a minor or certificate until they have completed all of the courses. We were able to determine that as of the Winter '05 semester there were 19 students pursuing an HR minor, however to see the true impact of minors and certificates one must also look at the graduation numbers presented in Section 3(D). There were five HR certificates granted in 2004-05. When those are combined with the 20 majors and 19 minors, the total number of students

pursuing a degree, minor, or certificate in HR was 44, which is much closer to the program enrollment in 2000-01, and suggests the program is sustainable.

C. Program Capacity

Historically there has been no cap on enrollment in the program. There are no accreditation requirements or state and federal regulations concerning program capacity. Enrollment has ranged from 20 to more than 60 with two program faculty members. As indicated earlier enrollment in the major appears to have stabilized and may be turning around, but it is not expected that this will present any problems.

D. Retention and Graduation

The data from Institutional Research and Testing indicate that of the three freshmen who entered the program in the fall of 2001, only one (33%) was still enrolled in the program in 2002 and 2003. This would paint a truly dismal picture for the program if the majority of students in the program enrolled in their freshman year. Fortunately, they don't. As shown in the following table of enrollment in the HRM program by class standing students are more likely to enter the program after their freshman year.

HRM Fall Enrollment (Majors)
By Class Standing

	2000	2001	2002	2003	2004
Freshmen	2	3	1	2	4
Sophomores	8	10	5	5	7
Juniors	20	13	9	5	4
Seniors	18	22	21	11	5
Total	48	48	36	23	20

Note: The winter 2005 enrollment was 21.

The table shows the same three freshmen in the fall of 2001 as the IR&T data, however in 2002 there were five sophomores, in 2003 there were five juniors, and in 2004 there were five seniors. The pattern is similar when tracking the number of students through other years. Thus it seems that standard retention numbers for freshmen are not a meaningful measure for the HR program. The enrollment numbers also seem to indicate that retention of students who enter the program after their freshman year is very good.

Program faculty seek to retain students in the program by building strong relationships with the students. Faculty are available to students outside of office hours and the traditional academic year. They are very responsive to students' requests for assistance with scheduling, critiquing resumes and cover letters, etc.

The numbers of majors, minors, and certificates granted from 1999-00 through 2004-05 are detailed in the following table.

HRM Graduates

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Majors	6	8	16	13	15	3
Minors	0	0	0	5	0	2
Certificates	0	0	2	2	7	5

There were a relatively large number of students who graduated from 2001-02 through 2003-04. A number of these would have been the students from Botswana. Based on enrollment data presented in Section 3(D) it is estimated that the number of graduates is likely to remain in the five to ten range per year for the foreseeable future.

The minor and certificate options are still relatively new as reflected by the numbers completed thus far. It is expected that these numbers will increase as the minor and certificate become increasingly well known across campus.

As is the trend in many other programs fewer students are graduating after four years in college. Students are able to graduate from the program in four years, however due to the large percentage of students who change their major, at least once if not multiple times, before coming to the program many students take five years to graduate.

E. Access

The HR program strives to be accessible to the greatest number of students possible. In addition to the major, the program also offers a minor and a certificate as options for students who want to supplement another major. Classes are offered in the summer and at several off-site locations including Traverse City and Flint. The time when upper level (one section per year) classes are offered is rotated from year to year to accommodate non-traditional students who desire to take classes after work. The basic Human Resources class (MGMT 373) is being developed for online delivery to the TACOM students and other classes may follow.

The minor and certificate seem to be well received. While the tracking of the number of students pursuing minors or certificates is problematic as noted earlier, program faculty are seeing an increase in students in their classes from other programs in the university, in particular Psychology, Communications, and Criminal Justice. Offering the program off campus gives the students an opportunity to add some specialization to their Business Administration degrees.

F. Curriculum

Admission Requirements:

Applicants must present evidence of graduation from high school or the GED. To enter a Bachelor of Science degree (B.S.) Program in Business, applicants are expected to meet two of the following: a minimum high school grade point average of 2.50 (on a 4.00 scale); ACT math score of 19 or higher; an ACT reading score of 19 or higher.

Graduation Requirements:

The Human Resource Management program at Ferris leads to a Bachelor of Science degree. Graduation requires a minimum 2.0 GPA in core classes, in the major and overall.

Requirements for the major, minor, and certificate with course descriptions are included in Appendix A. Sample syllabi can be found in Appendix M. The courses are appropriate and fairly standard for an HR program. Input from the Advisory Committee discussed in Section 2 (F) will be reviewed and will likely result in changes to individual courses if not the program.

There have been significant revisions to the program since the last program review with the addition of the minor and certificate. In addition, the former "Wage and Salary Administration" class is now titled "Compensation" and the former "collective Bargaining course is now titled "Negotiations." In addition to the title changes, both classes have been completely revised. There are currently no curriculum changes in process, however, changes a likely as a result of the program review process. Changes in existing course assignments, etc. are ongoing in an effort to offer the highest quality educational experience possible in each class. Guest speakers are also regularly used in classes to maintain a connection with what is going on in the field.

G. Quality of Instruction

The results of the student survey are to be found in Appendix J and indicate the students are very satisfied with the program. Students feel the academic advising is effective, the HR instructors are knowledgeable in the subject matter, are available to students, and are helpful to students. They also believe the program is preparing them to work in the field and would recommend the program to others. In addition a summary of the SAI results by course by semester for Professor DeMarr are included in Appendix B.

While the results of the alumni survey (Appendix F) are not quite as positive no meaningful conclusions can be drawn since the respondents include graduates from 1987 to 2005. For purposes of evaluating the quality of the current program, how a graduate from the late 1980s and 1990s views the quality of the program is irrelevant. It should also be noted that we are not including a discussion of the advisory committee and employer perceptions of the quality of instruction since they have not experienced the instruction directly. Any conclusions they would draw about the quality of the program would only be based on what is on paper, not the actual classroom experience.

Program faculty participate in a large number of professional development activities including reviewing papers for national conference, presenting papers and chairing/facilitating sessions at national conferences, participating in Center for Teaching and Learning offerings, etc. For a complete list of faculty activities please refer to the faculty vitae in Appendix C. Dr. DeMarr is also certified as a Senior Professional in Human Resources (SPHR) and is a Community Mediator certified by the State Court Administrative Office.

Students typically have a number of opportunities to interact with faculty, peers, and HR professionals. Some examples include participation in the student chapter of the Society for Human Resource Management (SHRM). The group participates in a number of activities, which range from attending monthly professional meetings of the HRG in Grand Rapids to participating in the regular student SHRM chapter meetings, which may involve guest speakers or other activities to attending the annual SHRM BBQ at Dr. DeMarr's house. HR students are also encouraged to apply to work in the HR office at Ferris and/or become COB delegates. HR students have also volunteered at professional conferences including the State SHRM conference and the Michigan CUPA-HR conference.

Faculty development efforts increase the quality of teaching and learning in the program by insuring that faculty are current and active in the field, which helps to insure students are getting an education that is relevant for the current market. Interaction of the students with faculty, peers, and HR professionals increases the quality of teaching and learning in the program by providing opportunities for students to gain experience that goes beyond the classroom. Students are also in a position to network with professionals in the field, which can be invaluable in obtaining employment or internships.

H. Composition and Quality of Faculty

There are two faculty in the HR program, Dr. Alex Pomnichowski and Dr. Beverly J. DeMarr. Both are terminally qualified, tenured, full professors. Dr. DeMarr was promoted to the rank of full professor in 2002 and tenured in 2004. The professional activities of the program faculty can be found in their vitae in Appendix C.

The normal workload for program faculty is 12 credits (four three-credit classes) per semester or 24 credits per year. Program faculty do not currently teach overloads or receive release time for other activities.

The recruiting process for new faculty would be the same as for other faculty in the COB; the position would be advertised, a search committee would be formed, the applicant pool would be narrowed down through a review of the application materials and a phone interview before bringing the finalists to campus for interviews. Candidates would meet with faculty, staff, administrators and students who would be asked to provide input to the search committee. The search committee would then vote on the candidates and make a recommendation to the administration who is responsible for making any offers.

Typically candidates are expected to have a terminal degree in the field from an accredited university and appropriate industry experience. The program faculty would like to see increased diversity in not only the program faculty, but also in the COB and University as a whole. Sadly there are some faculty in the COB who do not hold this view. New faculty are required to participate in the year long CTL new faculty orientation program.

The FFA labor contract makes it very difficult to reward individual performance via salary increases. The administration does have some flexibility with professional development funds,

travel funds, UCEL and FSUGR incentive money and has been very supportive of program faculty in the funding of professional development activities. At this point there are no formal standards for allocating such funds, however the Faculty and Staff Development Continuous Quality Improvement (CQI) committee is addressing this issue.

At this point graduate instruction is not applicable and there are no fulltime, non-tenure track faculty in the program. In the fall of 2004, Barber (Bea) Cooper taught one section of Human Resources (MGMT 373) on campus. She currently works in HR at Spectrum Health and holds a masters degree, which meets the requirements for adjunct faculty. The program faculty feel this is an appropriate use of non-tenure-track faculty.

I. Service to Non-Majors

The program faculty do not provide any General Education service courses, however, as noted earlier an increasing number of students from other programs and colleges are pursuing minors and certificates. In addition, students from some programs outside the COB do take the basic Human Resource (MGMT 373) and/or the Negotiations (MGMT 375) classes, however, the number of students involved does not have a significant impact on the program. It is expected that this level of service at a minimum will continue and could increase as the classes become more well-known on campus.

J. Degree Program Cost and Productivity Data

The 2002-03 Degree Program Costs report shows the HR degree is a relatively low cost program. The total average cost per SCH for the HR program is \$164.96. This compares quite favorably with the University average of \$211.68, the COB average of \$187.88, and Management Department average of \$179.77.

According to the Ferris Productivity Report Fall 1999 – Winter 2004 SCH/FTEF is a measure of productivity that gives the average number of student credit hours generated per fulltime equated faculty member. The report provides data at the university, college, department, and course prefix levels. Since Human Resource courses share the MGMT prefix, along with several other management classes, the data reported is for all courses that use the MGMT prefix. The following table shows a comparison of the SCH/FTEF for the MGMT prefix courses, the Management department as a whole, the COB, and the university.

SCH/FTEF Comparison 1999-00 – 2003-04

	1999-00	2000-01	2001-02	2002-03	2003-04
MGMT Prefix	576.25	572.94	621.30	579.66	658.13
Management Dept.	493.59	541.48	580.76	504.51	559.82
College of Business	485.89	497.97	490.67	475.89	522.16
University	454.53	451.32	446.69	439.43	454.22

The table clearly shows that the MGMT prefix courses have consistently led the department, college, and university in terms of productivity since the 1999-00 academic year. The high productivity of the faculty, combined with the lack of need for special facilities/resources, indicates Human Resource Management is a very low investment program for Ferris.

K. Assessment and Evaluation

Data that is used in assessing the effectiveness of the program includes SAI results, Advisory Board input, and alumni, employer, student, and faculty surveys. A summary of SAI results for all classes taught by Professor DeMarr since the fall of 2000 are included in Appendix B. Unfortunately, there are no published averages for the department, college, or university with which to compare. The input from the Advisory Board is detailed in the advisory board meeting minutes found in Appendix D and is discussed elsewhere in this report. The same is true for the alumni, employer, student, and faculty surveys, which are found in Appendix F, H, J, and L, respectively. While the college collects annual data from ETS Major (Business) Field Test and EBI Undergraduate Business Exit Survey and can therefore identify trends, the data is not available at the individual program level. There are also no independent accreditation benchmark standards.

Due to the relatively small number of students in the program, program faculty are able to stay in contact with graduates long after they graduate. The program alumni often also attend the annual SHRM BBQ. This contact provides faculty valuable input in terms of what aspects of the program are most/least valuable to students when they are in the workforce. While program faculty use this input and the assessment data that is available to determine the need for changes in the program as well as individual classes, more must be done in the area of assessment. A means of assessing program outcomes (e.g., project, portfolio, test, etc) to measure the extent to which those completing the program are achieving the desired competencies must be developed and implemented.

L. Administration Effectiveness

The administration has been very supportive of the HR program. When there are needs, the administration does everything possible to see they are met. Clerical support for the program consists of the Management Department Secretary, with occasional assistance from other department secretaries, and a recently hired adult part time worker. The clerical staff do all they possibly can to provide assistance to all COB faculty, however, they are often stretched quite thin.

The program is run in an efficient manner. There is a great deal of respect and cooperation between the program faculty allowing necessary work to be accomplished without conflict. Class and teaching schedules are developed cooperatively and students are able to take the courses they need in a timely manner. In general the department is run in an efficient manner, although

occasionally there are breakdowns in the communication of what is going on in the department. This is likely due to the size of the department and number of programs involved.

Section 4: Facilities and Equipment

A. Instructional Environment

The HR program is housed in the College of Business and all classes in the major are taught in the COB building. Overall the classrooms and faculty offices are adequate for the HR program with one exception. Classes are often scheduled in BUS 206, which for some unknown reason is always a very hot room. Students often complain about the heat in the room, regardless of the season and faculty have requested not to have classes in this room. This problem is currently being addressed.

B. Computer Access and Availability

All classrooms are equipped with a computer with necessary software and a hook-up to a projector, VCR, and standard overhead projector. Faculty offices and computers are also adequate. The only problem occasionally encountered by program faculty is the amount of space allotted to their Lotus Notes accounts. This is becoming increasingly problematic as more students and committees (e.g. college curriculum committee) send documents electronically. Thus far, this has been resolved within a couple of days by contacting the computer support group and providing assurance that the faculty are using the email system only for work-related email.

C. Other Instructional Technology

At the present time no other instructional technology is being used and none is needed.

D. Library Resources

The print, electronic, and other resources available through FLITE are adequate for the program. The service and instruction provided by the COB reference librarian, David Scott, has been outstanding. David was especially ready to lend a hand in helping students locate pertinent materials for the Chamber of Commerce projects. He also worked with program faculty to acquire study guides for students who are studying to sit for the PHR exam and to acquire other books and materials for the HR program. To date there have been no problems with the budget allocation for the program provided by FLITE.

Section 5: Conclusions

A. Relationship to FSU Mission

The mission of Ferris is to “be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological, and professional education.” The mission of the COB is: “We in the College of Business are committed to academic excellence, ethical conduct, and a learner-centered environment characterized by quality teaching, outcomes assessment, and continuous improvement. Our students will take pride in their developed competencies and the distinctiveness of the College’s programs. We will be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers; preparing our students to excel in a global environment; and providing high-quality interns and graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning.”

The HR program provides a good fit with the mission of the university and the COB by giving students an education based on the current needs of employers in the workplace. The skills students develop will help them obtain employment in Human Resources or other entry-level management positions upon graduation and provide a solid foundation for the rest of their careers. Program faculty need to insure that the program remains current. To this end advisory board meetings should be held on an annual basis.

B. Program Visibility and Distinctiveness

While the visibility of the program has increased over the last few years, program faculty need to continue to build the reputation of the program and publicize the successes of the students and the faculty. The developing relationship with the Chamber of Commerce needs continued nurturing if it is to become a distinguishing feature of the program. The relationship between the program and Ferris HR should also be promoted to a greater extent as a distinguishing feature. Much more also needs to be done in the area of recruiting. The denigration of the program by non-program faculty cannot be allowed to continue and must be addressed by the administration.

C. Program Value

As discussed in Section 1(D) the program is valuable to the COB, University, students, community, and employers. It is part of a well-rounded offering of business programs, a view that is supported by the results of the faculty survey discussed in Section 2(E). The low cost nature of the program means that it is contributing to the financial health of the university as well. In addition to providing another choice of major for students, it also offers students from across the university an option for a minor or certificate. As discussed in Section 2(A) alumni overwhelmingly feel the program is valuable in their careers and would recommend the program to others. The local community has already benefited from the projects completed by the students for the Chamber of Commerce. To the extent this relationship continues the community

will continue to benefit from the work of the students, the students will benefit from the experience, and employers will benefit from graduates who have more real world experience.

D. Enrollment

As noted earlier enrollment in the major appears to have stabilized and may be on the upswing with 24 students enrolled in the major as of 07/25/05. While the minor and certificate are still relatively new, the enrollment numbers are very encouraging. In the winter 2005 semester 19 students representing a variety of majors were pursuing HR minors. It appears that the minor is the most popular one offered by the Management Department. Since 2003 seven students have graduated with HR minors and 16 students have earned HR certificates. As noted in Section 3(B) enrollment in the major is down significantly from 2000-01, however, the combined enrollment in the major, minor, and certificate is comparable. Still, more needs to be done to increase enrollment in the major, minor, and certificate, and it is important to publicize the minor and certificate, as well as the program. A formal method of tracking students pursuing certificates prior to graduation is also needed.

E. Characteristics, Quality and Employability of Students

As discussed in Section 3(A), the FSU GPA and ACT scores of students majoring in HR has been on the rise. While data is not available for students pursuing minors or certificates, there is nothing to suggest that the same would not be true for them. Also as reported in Section 3(A), the Ferris' 2002/03 Graduate Follow-Up Survey Summary reported a 100% placement rate and an average salary of \$29,425. Based on knowledge of recent graduates it appears that they are doing well in their early careers. While it has taken some several months to find employment this is more likely due to the nature of the current economy than the quality of the graduates since once they find employment they generally do very well. It should also be noted that most of the students in the program are from Michigan and wish to remain here. Thus, they do not seek jobs outside of the state, which limits their employment options. To make our graduates even more attractive to employers we need to encourage more students to pursue internships and gain other relevant experience either through work or special projects.

F. Quality of Curriculum and Instruction

As discussed in Section 3(F) the curriculum is typical of an HR program. Based on input from the advisory board covered in Section 2(F) and the employer survey covered in Section 2(B), there will likely be changes in individual courses, and possibly the program, to include a stronger focus on interviewing, presentation skills, training, policy writing, and ethics. Program faculty will also seek to insure that the HR module is used in all sections of the simulation used in the capstone course (BUSN 499) and promote the inclusion of workplace diversity in all classes. A qualified adjunct with experience in the insurance industry must also be found so the Employee Benefits course (INSR 375) can once again become part of the regular course rotation. As noted in Section 3(K), a more sophisticated means of assessing program outcomes must be developed

and implemented. Based on SAI results the quality of the instruction is high. It is important that with the multitude of other faculty responsibilities, that providing a high quality instructional experience remain the highest priority.

G. Composition and Quality of the Faculty

As noted in Section 3(F) there are only two faculty in the program. While they are both very well qualified, high performers, they are stretched very thin. In addition to teaching, advising, and working with students on a daily basis, they are also very highly involved in service to the department, college, and university, in addition to various professional development activities. Needless to say as the program continues to grow, the demands on the faculty will undoubtedly increase with the number of students. The close relationship between the faculty and the students is a major strength of the program, however, it takes additional time. This is also true of nurturing the relationship with the Chamber of Commerce and employers. Although the faculty are currently meeting the demands, the workload must be monitored over time.

H. Input from the Department Head, William Smith

Every organization that has at least one employee is involved with human resource management. It is universal to all organizations. Whether the organization has its own HR, or out-sources it, someone has to do it. Our program prepares students to be that someone. It is a very important part of my department. Every graduate from my department should have a working knowledge of the topic. This appears to be a growing consensus in other programs within and without the College of Business measured by the recent growing interest in both the certificate and minor. I certainly encourage students whom I advise to consider at least the certificate, if not the major or minor.

When I took over as Department Head in the spring of 03, the HR program was reeling from the after affects of 911. The program relied heavily on students from Botswana. As can be seen from the statistics provided in this report, the program enrollment fell from 48 students in the fall of 01 to 20 students in the fall of 04. In my first full year as department head, I had serious concerns that I would have to close the program. Of the four courses that are basically unique to the major, MGMT 375 (Negotiations), MGMT 472 (Compensation), MGMT 474 (Issues and Cases in HRM) and BLAW 421 (Labor and Employment Law), none reached the preferred minimum class size of 15 even though each course is only offered once a year. Thanks to the hard work of Professor DeMarr, her reputation as a professor and her great rapport with the students, MGMT 375 has averaged 26 students during the last two fall semesters (F04 and F05) and MGMT 472 had 23 students in winter of 05. MGMT 474, 11 (F03), 9(F04), and 11(F05) and BLAW 421, 10(F03), 03 (F04) and 11(F05), continue to struggle. Both the HR certificate and the minor can be completed without MGMT 474 and BLAW 421, thus increases in those two programs will not necessarily help. The basic source of increased enrollment will have to come from an increase in majors. As can be seen from the chart on page 14 of the report, we are still a long way from having enough majors to fill those two classes each year, but I am not worried. The decision as to whether this program continues as a major or a concentration within

the Business Administration degree, should not be based on the failure to support those two classes. If in the near future we do not reach the preferred number of students per class and are unable to get an exception to run the smaller classes, I can substitute MGMT 488 which is the case study course for many of the other majors in my department for MGMT 474. The subject matter contained in BLAW 421 can be infused into the other HR courses. Thus, the continued health of the program does not rely on increasing enrollment in MGMT 474 and/or BLAW 421.

Another aspect of this program that can not be ignored is the quality of the students. Both Professors Pominchowski and DeMarr are very student orientated. Professor DeMarr plays an active roll in student professional organizations and cultivates long term relationships with her students. She takes great interest in their careers, tracking students after they graduate and pointing out their success to present students. There exists a human resource management family which one does not leave upon graduation. There is a real feeling of belonging. This is invaluable.

I am sure the APRC will find that this program is on the right track, in the right hands, and an important part of my department and the College of Business.

Section 5 - Appendices

Appendix A – Checksheets: Major, minor, and certificate

Required Courses for HR Major

General Education	Course Title/Description	Cr. Hrs.
<u>COMM</u> <u>121</u>	Fundamentals of Public Speaking Training and experience in preparation and delivery of short speeches with emphasis on the clear, concise, logical communication of ideas. Emphasis will be placed on informative and persuasive speaking.	3
<u>ECON</u> <u>221</u>	Prin of Macroeconomics*S Scope and meaning of economic principles basic to a free market economy. Equilibrium price formation and the efficiency of resource allocation in a market economy. National income accounting; determination of equilibrium national income, recession, and expansion. Government policy toward economic fluctuation; unemployment and inflation. The role of money and banking in recession and inflation. This course meets General Education requirement: Social Awareness, Social Foundations.	3
<u>ECON</u> <u>222</u>	Prin of Microeconomics*S Markets and equilibrium price formation. The theory of consumer demand, price elasticity of demand, productivity and the firm's costs of production. Market structure, price and output determination. Market structure, resource allocation, and economic efficiency. Resource demand, supply and pricing. The functional distribution of income. This course meets General Education requirements: Social Awareness, Social Foundation.	3
<u>ECON</u> <u>331</u>	Labor Economics-Labor Relations* RS Using modern tools of economic analysis, a rigorous study of the evolution and the changing composition of labor and labor institutions is made. The labor movement, as shaped by labor, government, and the post-industrial economy is scrutinized. The new, emerging, international labor relations are analyzed. This course meets General Education requirements: Social Awareness, Global Consciousness; Race/Ethnicity/and/or Gender Issues.	3
<u>ENGL</u> <u>150</u>	English 1 Organize and develop papers for diverse audiences and purposes; including how to discover and focus on a topic, develop ideas, gather support, and draft and revise papers effectively. Fundamental language skills and introduction to library research and argumentation.	3
<u>ENGL</u> <u>250</u>	English 2 The second of a two course sequence. Focuses on research. Students will learn how to use the library resources to produce a longer documented paper, how to evaluate conflicting claims and evidence to write an extended argument, and how to write papers based on primary research. Stresses problem solving and reasoning skills, but also includes grammatical structure, diction, and style appropriate to professional writing situations.	3
<u>ENGL</u> <u>325</u>	Advanced Business Writing Continues skills begun in ENGLISH 2, with focus on typical types of problems and documents used in Business. Emphasis on audience and rhetorical analysis, working with multiple documents, primary and secondary research skills, and completion of a major analytical report.	3
<u>MATH</u> <u>115</u>	Intermediate Algebra A study of complex fractions, first and second degree equations and inequalities, exponents, radicals, and introduction to complex numbers, logarithms, and systems of equations.	3
<u>PSYC 150</u>	Introduction to Psychology* RS Psychology, its tools and techniques, psychological factors influencing behavior, and some applications of psychological principles to understanding behavior patterns and societal problems. Topics typically include psychological methods, development, learning and memory, motivation and social factors. Other topics will be drawn from biological factors, mental processes, individual differences and mental health. This course meets General Education requirements: Social Awareness, Race/Ethnicity/and or Gender Issues; Social Foundations.	3

<u>SOCY</u> <u>121</u>	Introductory Sociology* RS Human behavior as affected by group situations and relationships. Brief study of scientific method, examination of culture, investigation into the nature of social groups and social institutions. Principles and major theoretical perspectives basic for understanding human societies. This course meets General Education requirements: Social Awareness, Race/Ethnicity/and or Gender Issues Social Foundations.	3
<u>SOCY</u> <u>340</u>	Minority Groups in America* RS Traces the history of several minority groups in the United States, and analyzes their current demographic, economic, and social situations. Minority/dominant relations are examined. Emphasis is placed on the study of prejudice and discrimination. This course meets General Education requirements: Race/Ethnicity/and or Gender Issues.	3
Electives:	Scientific Understanding	7-8
	Cultural Enrichment	6
Choose one:		
<u>HUMN</u> <u>325</u>	Eastern Religions*GC An introduction to the religions of Eastern Culture with an emphasis on Hinduism, Buddhism and Shinto. This course meets General Education requirement: Cultural Enrichment, Global Consciousness.	3
<u>LITR 203</u>	Intro - African Literature*GRC The most important voices and talents in post-colonial Africa, both novelists and poets. Includes the works of Armah, Ngugi, Soyinka, Achebe, Bessie Head, Diop, Coetzee, Brutus, Bernard, and Lessing. This course meets General Education requirements: Global Consciousness; Cultural Enrichment.	3
<u>LITR 204</u>	Native American Literature*RC Oral and written works by and about North American Indians. The social, historical, cultural and political issues which have influenced the lives of Native American people of the past and present.	3
Business Core		
<u>ACCT</u> <u>201</u>	Principles of Accounting 1 Introduction to accounting principles with an external reporting emphasis on the preparation and use of financial statements. Includes recording and adjusting accounts, the accounting cycle, accounting for merchandising operations, internal control and cash, receivables, inventories, assets, liabilities, corporate organization, stock transactions, dividends, and retained earnings and investments.	3
<u>ACCT</u> <u>202</u>	Principles of Accounting 2 Continuation of ACCT 201. Introduction to management decisions in reliance on systems that provide historical and projected data to guide present and future operations. Includes managerial accounting, job-order costing, process costing, cost behavior, cost-volume-profit relationship, variable costing, activity based costing, profit planning, standard costing, flexible budgets, segment reporting, profitability analysis and decentralization, capital budgeting, service department costing, statements of cash flows and financial statement analysis.	3
<u>BUSN</u> <u>499</u>	Integrating Experience Introduces the basics of business strategy and policy and moves to use of a computer simulation with students functioning in multidisciplinary teams. The teams have the challenge of developing and executing a strategy that involves production operations, procurement, distribution and marketing, pricing, research and development, employment levels and compensation, financing the operations, and other aspects of a business competing in a global environment.	3
<u>BLAW</u> <u>301</u>	Legal Environment of Business Develops an understanding of the interaction between law and business through a survey of public and private law. Emphasis on understanding business regulation in the areas of competition, labor law, securities regulation, consumer protection, and environmental law. A brief overview of contracts and business organizations is included along with a review of the court system and the constitutional rights of business.	3
<u>FINC 322</u>	Financial Management 1 The environment, goals, and techniques of financial management; emphasizes both investment and financing decisions; incorporates control techniques including ratio analysis,	3

	budgeting, and forecasting; includes time value of money, bond and stock values, the use of operating and financial leverage, capital budgeting techniques, cost of capital, and basic information concerning international financial management.	
<u>ISYS 321</u>	Business Information Systems Introduction to strategic information systems functions. Provides an integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective. Included are the uses of information technology to grow, expand, and efficiently and profitably manage an organization. Of particular focus are the interrelationships between information systems. An interdisciplinary team project(s) is required.	3
<u>MGMT 301</u>	Applied Management A description and analysis of business activities designed to manage an organization to efficiently serve employees, customers, and the community. Topics studied include planning, organizing, leading, and controlling; the business environment, business institutions, government regulations, organizational structure, human resources, human behavior, and current practices. Designed to meet the needs of graduates and employers in the global economy.	3
<u>MGMT 370</u>	Quality/Operations Mgmt The philosophy of continuous quality improvement, basic process improvement tools, basic management and planning tools, teaming, and models for improvement. Maximizing customer service and satisfaction, optimizing inventory investment, and maximizing operations efficiency. Principles of operations management; dependent and independent demand, forecasting; work measurement; work standards. Practical application of these techniques (in team settings) on a variety of business-related problems will enhance the ability to carry out the operations aspect of a business.	3
<u>MKTG 321</u>	Principles of Marketing Introduction to the basic functions of marketing. Included as topics of study are: consumer behavior, marketing research, marketing planning, physical distribution, selling, promotion, retailing, pricing, wholesaling, purchasing, international marketing, and e-commerce.	3
<u>STOM 260</u>	Intro to Statistics Practical aspects of sampling, data presentation, measures of central tendency and dispersion, basic probability theory, the normal probability distribution, the sampling distribution of sample means and sample proportions, confidence intervals and hypothesis tests for one-sample designs, simple linear regression and correlation.	3
Major		
<u>BLAW 421</u>	Employment Law Course covers Title VII Civil Rights Act; Equal Pay Act; Age Discriminations in Employment Act; Rehabilitation Act of 1973; Michigan Civil Rights Act; National Labor Relations Act, as amended; FLSA, minimum wage, overtime provisions.	3
<u>ISYS 200</u>	Database Design & Implementation Introduces database concepts, design methodologies, and implementation procedures. Stresses the importance of sound database design to insure data integrity and flexibility. Common data structures, normalization techniques, integrity constraints, security features, query and report facilities are discussed. One or more popular commercial database management systems will be used to implement the designs.	3
<u>MGMT 302</u>	Organizational Behavior Fundamentals of individual and group behavior in organizational settings and the processes and skills essential for the success of individuals as members of contemporary organizations; the changing makeup of organizations with increases in the numbers of women, minorities in the work place, and diverse backgrounds that make up the changing work place and how the manager must deal with these cultural differences.	3
<u>MGMT 373</u>	Human Resource Management Covers the objectives, functions, and organization of personnel programs; discusses such topics as selection training and development, job analysis, wage and salary administration, performance appraisal, disciplinary systems, employee safety and health, and the collective bargaining process.	3
<u>MGMT 375</u>	Negotiations This course focuses on the behavioral aspect of human resources, specifically negotiations. The course covers the broad spectrum of negotiations from common negotiations that occur	3

in everyday life (e.g. buying/selling a car, negotiation a job offer, etc.) to specific labor-management negotiations. In addition to studying the subject from a theoretical and empirical standpoint, students will participate in a variety of in-class role-plays and simulations, and complete a personal negotiation project outside of class.

<u>MGMT</u> <u>377</u>	Intl Human Resource Mgmt*G Human Resource Management/Industrial Relations Systems/procedures in other countries. Reference will be made to management philosophies/relationships with employees.	3
<u>MGMT</u> <u>472</u>	Compensation Course provides an in-depth view of the total compensation system. Design, develop, and implement a complete compensation system and the aspects of which include: establishing the compensation objectives, analyzing and evaluating jobs, establishing the organization's pay policy relative to the external labor market, and utilizing the compensation system to adjust employee wages. Emphasis will be placed on balancing internal consistency and external competitiveness while equitably rewarding individuals' contributions.	3
<u>MGMT</u> <u>474</u>	Cases & Issues in HRM Discussion of current issues, trends, and a variety of cases/problems in Human Resource Management.	3
Electives:	Directed	9
Additional:		
<u>ISYS 105</u>	Intro Micro Sys & Software Use of common micro application software, including: windows type operating systems, word processing, spreadsheets, presentation software, and the Internet.	3
Electives:	Free *	9-10
	Minimum credit hours required for B.S. degree	124-126

*Electives may be used for internships to strengthen your major

Required Courses for HR Minor

Required Courses	Credit Hours
<u>MGMT</u> Organizational Behavior <u>302</u>	3
<u>MGMT</u> Human Resource Management <u>373</u>	3
<u>MGMT</u> Negotiations <u>375</u>	3
<u>MGMT</u> Compensation <u>472</u>	3
Electives: Choose one from the following:	
<u>COMM</u> Interviewing <u>301</u>	3
<u>ECON</u> Labor Economics-Labor Relations* RS <u>331</u>	3
<u>PSYC</u> Psychology of Teaching* RS <u>310</u>	3

<u>SOCY</u> 340	Minority Groups in America* RS	3
	Choose one from the following:	
<u>BLAW</u> 421	Employment Law	3
<u>INSR</u> 375	Employee Benefits	3
<u>MGMT</u> 377	Intl Human Resource Mgmt*G	3
<u>MGMT</u> 474	Cases & Issues in HRM	3
Minimum credit hours required:		18

Required Courses for HR Certificate

Required Courses		Credit Hours
<u>MGMT</u> 302	Organizational Behavior	3
<u>MGMT</u> 373	Human Resource Management	3
Electives: Choose two from the following courses:		
<u>MGMT</u> 375	Negotiations	3
<u>MGMT</u> 377	Intl Human Resource Mgmt*G	3
<u>MGMT</u> 472	Compensation	3
<u>MGMT</u> 474	Cases & Issues in HRM	3
<u>BLAW</u> 421	Employment Law	3
Minimum credit hours required:		12

Appendix B – Faculty SAI Summaries

Student Assessment of Instruction Summary for Beverly J. DeMarr

Semester	Class	Instructor		"n"
		Grand Average	Rated Excellent	
Winter 2005	MGMT 302 Section 001	4.2	4.3	16
	MGMT 302 Section 002	4.2	4.2	20
	MGMT 373	4.2	4.2	33
	MGMT 472	4.4	4.4	19
Fall 2004	MGMT 302 Section 001	4.2	4.3	22
	MGMT 302 Section 002	4.1	4.3	28
	MGMT 375	4.6	4.7	22
	MGMT 474	4.6	5.0	10
Winter 2004	MGMT 302 Section 001	4.4	4.6	25
	MGMT 302 Section 002	4.4	4.4	17
	MGMT 373	4.2	4.3	32
	MGMT 472	4.5	4.7	12
Fall 2003	MGMT 302 Section 001	3.8	3.7	24
	MGMT 302 Section 002	4.2	4.4	20
	MGMT 373	4.1	4.4	23
	MGMT 375	4.6	4.4	9
Winter 2003	MGMT 302 Section 001	4.3	4.7	20
	MGMT 302 Section 002	4.2	4.2	21
	MGMT 373	4.4	4.4	30
	MGMT 472	4.4	4.7	18
Fall 2002	MGMT 302 Section 001	3.9	3.9	19
	MGMT 302 Section 002	4.4	4.7	25
	MGMT 373	4.1	4.1	24
	MGMT 375	4.4	4.7	33
Winter 2002	MGMT 302 Section 001	4.1	4.2	34
	MGMT 302 Section 002	4.2	4.5	29
	MGMT 373	3.9	4.1	31
	MGMT 472	4.1	4.2	22
Fall 2001	MGMT 302 Section 001	4.0	4.0	29
	MGMT 302 Section 002	3.9	4.0	22
	MGMT 373	4.2	4.3	21
	MGMT 375	4.6	4.8	11
Winter 2001	MGMT 302 Section 001	4.4	4.5	22

Fall 2000

MGMT 302 Section 002	4.2	4.3	21
MGMT 373	4.4	4.7	27
MGMT 374	4.2	4.1	17
MGMT 302 Section 001	4.2	4.3	19
MGMT 302 Section 002	4.3	4.2	23
MGMT 373	4.2	4.3	26
MGMT 375	4.2	4.3	25

Appendix C – Faculty Vitae

Beverly J. DeMarr, Ph.D., SPHR
Professor of Management
Ferris State University
8/1/05

Office:
119 South Street, BUS 345
Big Rapids, MI 49307
(231) 591-3756

Home:
4596 Deer Creek Drive
Muskegon, MI 49441
(231) 798-3560

EDUCATION:

Ph.D. School of Labor and Industrial Relations, Michigan State University. Major: Organizational Behavior/Human Resource Management. Minor: Labor Relations. Cognates: Management and Industrial Psychology. December 1996.

Dissertation: The role of stress in employee preferences for family-friendly benefits: Testing an integrated model.

Master of Labor and Industrial Relations, School of Labor and Industrial Relations, Michigan State University, June 1991.

Master of Business Administration, F.E. Seidman School of Business, Grand Valley State University, May 1988.

Bachelor of Science in Business Administration, Cum Laude, Aquinas College, May 1982.

Associates Degree in Business Data Processing, Muskegon Business College, March 1980.

ACADEMIC EXPERIENCE:

8-00 to present Professor of Management, Ferris State University. Promoted from Associate to Full Professor 8-02. Tenure granted 08-04. Courses taught include:

Mgmt 302 - Organizational Behavior
Mgmt 373 - Human Resources
Mgmt 375 - Negotiations (formerly Mgmt 375 - Collective Bargaining)
Mgmt 472 - Compensation (formerly Mgmt 374 - Wage & Salary Administration)
Mgmt 474 - Cases & Issues in HRM

9-92 to 6-00 Associate Professor of Management, Davenport College of Business, Grand Rapids Campus. (Promoted from Assistant to Associate Professor 9-98). Developed a concentration and minor in Human Resources, which included the development of

several new courses. Courses taught include:

Mgt 306 - Human Resource Management
Mgt 360 - Selection and Training
Mgt 371 - Compensation
Mgt 375 - Organizational Behavior
Mgt 424 - Labor and Employment Law
Mgt 425 - Negotiation and Dispute Resolution
Mgt 426 - Labor Relations
Mgt 441 - Diversity in the Workplace
Mgt 485 - Business Policy and Strategy

5-88 to 8-92 Visiting Instructor of Management, F.E. Seidman School of Business, Grand Valley State University. Courses taught include:

Mgt 331 - Concepts of Management
Mgt 332 - Administrative Behavior
Mgt 334 - Law of Labor-Management Relations
Mgt 368 - Management Information Systems
Mgt 432 - Grievance Administration, Arbitration and Collective Bargaining
Bus 563 - Business Information Systems

9-91 to 4-95 Research Assistant Graduate School of Labor and Industrial Relations, Michigan State University. Major projects involved:

- Serving on a team of consultants that worked with Ford Motor Company to develop proposals for human resource systems (e.g., Compensation, benefits, work organization, etc.) for a proposed plant in Poland.

- Serving on a research team that worked with General Motors North American Operations (NAO) to evaluate the effectiveness of a career empowerment training program.

- Investigating the feasibility of establishing a center for sponsored research within the school.

- Drafting chapters on the evolution of Information Services and Human Resources in organizations, and the information systems project development process for a proposed textbook on Human Resource Information Systems (HRIS).

9-87 to 6-88 Adjunct Instructor of Information Systems, Baker College of Muskegon. Courses taught include:

CIS 102 - Software Applications I
CIS 301 - Software Applications II
CIS 304 - Advanced Structured COBOL

REFEREED PUBLICATIONS:

- McKendall, M. A., DeMarr, B. J., & Jones-Ridders, C. (2002). Ethical compliance programs and corporate illegality: Testing the assumptions of the corporate sentencing guidelines. Journal of Business Ethics, 37(4), 367-383.
- Kossek, E. E., Noe, R. A., & DeMarr, B. J. (1999). Work-Family role synthesis: Individual, family, and organizational determinants. International Journal of Conflict Management, 10 (2), 103-130.
- Kossek, E. E., Roberts, K., Fisher, S., & DeMarr, B. J. (1998) Career self-management: A quasi-experimental field assessment of motivational influences on the effects of a training intervention. Personnel Psychology, 51 (4), 935-962.
- DeMarr, B. J. (1995). Job burnout and satisfaction in information services: Antecedents and Consequences. Proceedings of the Forty-Seventh Annual Meeting of the Industrial Relations Research Association, pp. 10-20. Ithaca, NY: ILR Press.
- Kossek, E. E., Dass, P., & DeMarr, B. J. (1994). The dominant logic of employer-sponsored work and family initiatives: Human resource managers' institutional role. Human Relations, 47, (9), 1121-1148.
- Kossek, E. E., DeMarr, B. J., Backman, K., & Kollar, M. (1993). Assessing employees' emerging elder care needs and reactions to dependent care benefits. Public Personnel Management, 22 (4), 617-638.

CONFERENCE PRESENTATIONS:

- DeMarr, B. J. (2005, September). Gown and Town: Possibilities and Pitfalls. Paper to be presented at the 5th Annual Lilly Conference on College & University Teaching – North, Traverse City, MI.
- DeMarr, B. J. (Session Chair) (2005, August). “Diversity & Human Resources: Selection, Referral, and Under-representation” session at the Annual Academy of Management meetings, Honolulu, Hawaii.
- DeMarr, B. J. (Session Chair) (2004, August). Professional Service session in the Gender and Diversity in Organizations Division doctoral student consortium at the Annual Academy of Management meetings, New Orleans, LA.
- DeMarr, B. J. (2002, September). Connecting with university services: Theory application for students' career self-management. Paper presented at the 2nd Annual Lilly Conference on College & University Teaching – North, Big Rapids, MI.

- DeMarr, B. J. (Discussant) (2001, August). Personal and Interpersonal Influences on Work-Family Conflict session at the Annual Academy of Management meetings (Gender and Diversity in Organizations Division), Washington, DC.
- DeMarr, B. J. (Facilitator) (2000, August). Legal, Institutional, and Arbitration Perspectives on Discrimination session at the Annual Academy of Management meetings (Gender and Diversity in Organizations Division), Toronto, Ontario.
- McKendall, M. A., & DeMarr, B. J. (1999, July). Ethical practices and corporate illegality. Paper presented at the Decision Sciences Institute 5th International Conference, Athens, Greece.
- DeMarr, B. J. (1999, May). Dependent Care: Coping with emergencies and support for family-friendly benefits. Paper presented in the Flexibility and Family-Friendly Benefits: Issues From Research and Practice symposium at the 14th Annual Conference of Industrial/Organizational Psychology, Atlanta, GA.
- DeMarr, B. J. (Discussant) (1998, August) Work/family programs and alternative work arrangements session (Jeffrey Greenhaus, Chair) at the Annual Academy of Management meetings (Gender and Diversity in Organizations Division), San Diego, CA.
- DeMarr, B. J. (1998, April). Caring for Children or Elders: Is Dependent Care Always Dependent Care? Paper presented in the New Directions in Work and Family Research symposium at the 13th Annual Conference of Industrial/Organizational Psychology, Dallas, TX.
- DeMarr, B. J. (1997, August). The role of stress in employee preferences for family-friendly benefits: Testing an integrated model. Paper presented at the Annual Academy of Management meetings (Women In Management Division), Boston, MA.
- Kossek, E. E., Noe, R. A., & DeMarr, B. J. (1997, August). Work and family matters: A boundary management perspective on the work-family interface. Paper presented at the Annual Academy of Management meetings (Women In Management Division), Boston, MA.
- Kossek, E. E., Noe, R. A., & DeMarr, B. J. (1997, April). Self-management of work and family roles: Individual and organizational determinants of role synthesis. Paper presented in the Role of Personality in Work-Family Conflict symposium at the 12th Annual Conference of Industrial/Organizational Psychology, St. Louis, MO.
- Kossek, E. E., Roberts, K., Fisher, S., & DeMarr, B. J. (1995, August). Personal and contextual influences on career outcomes. Paper presented in the Careers in Context: Fostering Psychological Success in Transforming Organizations symposium at the National Academy of Management meetings, Vancouver, BC.

DeMarr, B. J. (1995, January). Job burnout and satisfaction in information services: Antecedents and Consequences. Paper presented at the Forty-Seventh Annual Meeting of the Industrial Relations Research Association, Washington, D.C.

Kossek, E. E., & DeMarr, B. J. (1993, August). Reconceptualizing Dependent Care. Paper presented in the theory development workshop at the National Academy of Management meetings, Atlanta, GA.

WORK IN PROGRESS:

DeMarr, B. J. Balancing work and family: Does it really matter where you work? Working paper.

DeMarr, B. J. Investigating employee responses to dependent care responsibilities and benefits. Working paper.

DeMarr, B. J. Children or parents: The impact of type of dependent on stress. Working paper.

OTHER ACADEMIC AWARDS/HONORS/CONTRIBUTIONS:

Ad hoc reviewer for the Academy of Management National Conference, Gender and Diversity in Organizations Division (1998-present) and "Emergency Reviewer" (2005).

Blind Reviewer for a new textbook on Diversity, July 2005.

Reviewed: Diversity in Organizations 1st ed. (Bell) July 2004.

Ferris thesis advisor for Salomon Engles from Saxion University Ijselland in the Netherlands, February-August 2004.

Advisor to the 2004 Michigan HR Games state championship team, March 2004.

Reviewed: Human Resource Management 9th ed. (Dessler) April 2003.

Recipient of a Ferris State University Student Affairs Division Faculty/Staff Appreciation Award, October 22, 2002.

Invited presentation, "In Search of Work-Life Balance", for the Ferris State University Honors Program "Pizza with a Prof" series. October 3, 2002.

Recognition on Ferris State University's 7th Annual Student Satisfaction Survey (2000-2001).

Recipient of the Davenport College Faculty Merit Grant 1997 & 1999.

Ad hoc reviewer for Sex Roles: A Journal of Research.

Runner-up, Sage Publications and the Women in Management Division of the Academy of Management Best Paper Based on a Dissertation award (1997).

Co-authored, with E. E. Kossek, the definition of "Elder Care" for the Blackwell Encyclopedic Dictionary of Human Resource Management (1997).

Academy of Management OB/OMT/ODC Doctoral Consortium at the National Academy of Management meetings, Cincinnati, Ohio, August 1996.

Academy of Management Human Resource Division, doctoral student consortium at the National Academy of Management meetings, Vancouver, BC., August 1995.

Contributed an Organizational Behavior course assignment to Teaching Tools (1994), a teaching supplement to accompany Northcraft and Neale's Organizational Behavior: A Management Challenge, 2nd ed.

Recipient of the Amoco Foundation Scholarship, 1993-94.

PROFESSIONAL CERTIFICATIONS/ASSOCIATIONS:

Community Dispute Resolution Mediator, certified by the Michigan State Court Administrative Office. Training: September 16-18, 23-24, 2003 - Big Rapids, Michigan. Internship completed September 2004

Balanced and Restorative Justice (BARJ) certification through the Westshore Dispute Resolution Center June 14, 2005. Certified to conduct Victim/Offender Mediation.

Senior Professional in Human Resources (SPHR), certified by the HR Certification Institute of the Society of Human Resource Management since December 2002.

Academy of Management: Organizational Behavior, Human Resource, and Gender and Diversity in Organizations divisions. Member since 1995.

Society of Human Resource Management. Member since 1999.

PROFESSIONAL/COMMUNITY SERVICE:

Volunteer community and victim/offender mediator for the Westshore Dispute Resolution Center, June 2005 - present.

Volunteer community mediator, West Michigan Dispute Resolution Center, September 2004 – June 2005.

Judge, District II DECA Conference:

January 5, 2005

January 8, 2004

January 9, 2003

Invited contributor for the Shoreline Business Monthly:

January 1999, "Family-friendly benefits attract and retain workers"

May 1998, "Performance based pay: A glimpse of the future".

Invited panelist for the "Johnnie Cochran: Bridging the Racial Divide" conference sponsored by The Inter-Collegiate Minority Affairs Network. April 17, 1998.

Invited presentation, "Managing a Diverse Workforce", for the Professional Manager's Network of the General Motors Steel Fabrication Division. March 27, 1997.

Invited presentation, "Integrative Negotiation - Nobody Loses", for the West Michigan Chapter of the National Contract Management Association. January 16, 1995.

Invited presentation, "Job Burnout: Are IS Professionals at Risk?", for the Lake Michigan Regional Users' Group (Hewlett Packard). January 9, 1992.

COLLEGE SERVICE:

Ferris State University, Society of Human Resource Management student chapter faculty advisor, 2000-present.

Ferris State University College of Business Faculty/Staff Development Committee Co-Chair (August 2004 - present).

FSU College of Business Continuous Quality Improvement Coordination Committee member (March 2005 - present).

Human Resource Program Review Panel, chair (Dec. 2004-present).

Ferris State University College (Business) Curriculum Committee (September 2003 - present).

Ferris State University College of Business Promotion/Merit Committee member (2004-05)

Ferris State University College of Business Student Excellence Awards Committee member (2004-05)

FSU COB Management Department faculty search committee member (winter 2005).

Ferris State University College of Business Vision/Mission Committee Chair (February-August 2004).

Conducted independent studies for:

Jennifer Kailing, winter 2004

Renee Bush, winter 2003

Represented Ferris State University College of Business at the state Business Professionals of America (BPA) competition for high school students, Grand Rapids, March 5-6, 2004.

Represented Ferris State University College of Business at the state DECA competition for high school students, Dearborn, March 12-13, 2004.

Ferris State University College of Business Strategic Planning Committee (January 2003 – present).

Search committee (Ferris State University), Management Department Head (May-July 2002).

Search committee (Ferris State University), College of Business Assistant Dean for Advancement (May-July 2002).

Search committee (Ferris State University), Director of the Center for Teaching, Learning, and Faculty Development (Aug. 2001-Aug. 2002).

Recruiting, Retention, and Marketing Committee (Ferris State University), member, 2001- 2002.

Worked to develop and implement the Cadillac Area Human Resources Association Scholarship, which provides a Ferris Human Resources student with a scholarship of up to \$1000 per year.

Davenport College, Society of Human Resource Management student chapter faculty advisor, 1998-2000.

North Central Association Self-Study committee on institutional effectiveness (Davenport College), member, September, 1996 - June 1997. Committee formed to address the issue of institutional effectiveness for the NCA accreditation review.

Interdepartmental Curriculum Task Force (Davenport College), Co-chair, January, 1996 - June, 1996. Task force formed to determine core business requirements and outcomes assessment for degree programs.

Faculty Assessment Task Force (Davenport College), Chair, September, 1995 - June, 1996. Task force formed to establish a peer review process and develop new methods of assessment.

Faculty Advocacy Committee (Davenport College), member, September, 1992 - September 1997 and May 1998 - June 2000. Faculty committee that serves as the liaison between the administration and faculty senate.

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES:

Center for Teaching and Learning “Getting up to Speed with WebCt” workshop May 10-13, 2005.

INDUSTRY EXPERIENCE:

- 2-86 to 1-88 Senior Programmer/Analyst, The Shaw-Walker Company. Served as project manager for a large scale computer systems conversion project (NCR to IBM). Major responsibilities included: preparing the Project Definition and Survey, The Preliminary Systems Design; directing the activities and monitoring the progress of 16 people who were assigned to the project, and providing progress reports to top management.
- 10-84 to 2-86 Programmer/Analyst III, Brunswick Division, Brunswick Corp. Headed up the project team that was responsible for transferring computer system support for the Eminence, KY plant, from the Zebco Division to the Brunswick Division. Designed and developed an online Customer Assistance and Repair Tracking system. Worked with an outside consultant in developing a Service Parts Forecasting system.
- 6-81 to 10-84 Programmer/Analyst promoted to EDP User Support Analyst in August 1983, Kaydon Corporation. Responsible for all user training for Kaydon's six plants. Developed and conducted user training programs for computer users from the various departments. Also functioned as the MIS contact for all users. Other major responsibilities included: the design and development of an online Financial Planning and Forecasting system, the implementation of the IBM COPICS manufacturing packages and the McCormack & Dodge General Ledger system.
- 9-79 to 6-81 Junior Programmer promoted to Programmer in June 1980, GTE Data Services. Responsibilities included writing new programs to enhance existing systems and maintenance of established programs.

Human Resources Management

APRC 2005-2006

section 2

VITA

a. Name: Alex S. Pomnichowski

Rank: Professor of Management

Tenure: Tenured

Teaching experience:

1967 to present Professor of Management at Ferris State University

1984 to present Full-time teaching. Courses taught:

Mgmt 301, Administrative Principles
Mgmt 302, Organization Behavior
Mgmt 310, Small Business Management
Mgmt 373, Human Resource Management
Mgmt 374, Wage and Salary Administration
(now Compensation)
Mgmt 375, Collective Bargaining
(now Negotiations)
Mgmt 377, International Human Resource Management
Mgmt 448, Business Policy
Mgmt 449, Strategy Formulation
Mgmt 474, Cases, Issues in Human Resource Management
Mgmt 484, Contemporary Management Trends
Mgmt 499, Strategy and Business Policy
(Mgmt 448 and 449 were combined)
Independent Study

1967 to 1984 Was Head of the Management Department for 17 years. Part of the requirements included teaching one class per quarter/semester. Courses taught:

Some of the courses above, as Mgmt 301, Mgmt 310, Mgmt 373, Mgmt 448, and Mgmt 449. Others were:

Mgmt 447, Business Environment and Social Responsibility
Mgmt 470, Internship
Mgmt 471, Internship Seminar
(now Mgmt 491, Cooperative Education)

1961 to Associate, then full Professor at Parsons College in Fairfield, Iowa.
1967 Was Acting Chair of Business Administration/Economics Department
1966 – 1967. Emphasis was on full-time teaching. The chair was an
additional activity. Courses taught:

Industrial Relations
Labor Economics
Personnel Management
Administrative Principles
Principles of Economics – Macro
Principles of Economics – Micro
Business Law I
Business Law II
Investment Fundamentals
Corporation Finance
Principles of Advertising
Principles of Marketing
Office Management
Business Seminar (emphasis upon Social Responsibility)

Fall On sabbatical from Parsons College, taught as a member of the
1966 graduate faculty at St. Cloud State College, in St. Cloud, Minnesota.
Courses taught:

Personnel Management
Administrative Principles
Personal Finance

1956 to Instructor, School of Business at the University of Michigan
1959 Really a teaching fellowship, but was given instructor rank.
Courses taught:

Gregg shorthand, (beginning, advanced)
Typewriting

1955 to Business teacher, supervising teacher (for student practice
1956 teachers) at Birmingham Seaholm High School in Birmingham,
Michigan. Courses taught:

Gregg shorthand (beginning, advanced)
Office practice
Typewriting

b. Educational Background:

From fall 1963 through spring 1964, spent one-year post-doctoral study at Michigan State University. Took graduate level courses in Human Resource Management offered through the College of Business, the Institute of Labor and Industrial Relations, and the Economics and Psychology Departments of the College of Arts and Sciences. Courses taken:

Advanced Personnel Management
Advanced Administration Principles
Human Relations in Business and Industry (Organization Behavior)
Issues in Collective Bargaining
Labor Law
Wage Theory
Wage/Salary Administration
Training in Business and Industry
Tests and Measurements
International Economics
Industrial Sociology
Accounting/Financial Control

Summer 1961, post-doctoral study at the University of Michigan, graduate level.
Courses taken:

Comparative Economic Systems
Public Finance
Advertising Principles

June 1961 awarded Ph.D. the University of Michigan Rackham School of Graduate Studies.
Major: Business Education. Cognate areas: Educational Psychology, History/Philosophy of Education.

Dissertation: Economic Concepts taught in Michigan Secondary Schools
(dealt with economic literacy)

January 1959, awarded MBA (with distinction), the University of Michigan

August 1952, awarded MA, the University of Michigan. Emphasis: Economics/
Business Education, School Administration. Graduate level courses taken included:

Price System
Labor Economics
Social Security
Management/Union Relations
Supervision

Public School Finance
Visual Aids

June 1951, awarded BA, Eastern Michigan University . Major: Business. Minors: Economics, Mathematics. Awarded secondary school teaching certificate.

Non-traditional schooling while in the U. S. Army from 1952-1954. In February 1953, graduate of clerical school with superior rating at 3d armored division headquarters in Ft. Knox, Kentucky (one of top two grads). In July 1953, graduate of stenographic school with superior rating at the Adjutant General's School at Ft. Benjamin Harrison, Indianapolis, Indiana (one of top two grads). Late 1953, graduate of Eighth Army court reporting school (one of two top graduates) located in Eta Jima, Japan.

c.. Prior Experience not in Education

1952-1954, U. S. Army. Spent a short time the latter part of 1953 in Japan. Attached to Far Eastern Eighth Army Headquarters located in Yokohama, Japan for a month, then court-reporting school at Eta Jima, Japan for a month. The remainder of 1953 and all of 1954 to September was spent as part of the JAGC unit located at headquarters located in Seoul, Korea. Flown to various division headquarters to record general court-martials, took depositions, served as general law clerk, and personnel clerk. Honorable discharge. Commendation/bronze star for meritorious service.

1947-1951, odds and ends. Worked in retail store, steel mill, chemical factories, post office, and construction. At Eastern Michigan University, worked in cafeteria, catered, and was a resident advisor.

1952. While a student at the University of Michigan was a counselor and head dorm counselor at a male dormitory at Eastern Michigan University, Ypsilanti, Michigan.

d. Professional Memberships

Former memberships:

- Association of Quality and Productivity (formerly Quality Circles)
- West Michigan World Trade Club
- American Production and Inventory Control Society
- Grand Rapids Economic Club
- Midwest Scanlon Plan Associates (advisory board member)
- West Michigan Financial Analyst Association
- American Economic Association
- Financial Management Association
- Midwest Quality Council
- Muskegon Area Labor-Management Council
- Michigan Technological Association
- Michigan Academy of Arts/Sciences

Michigan Quality of Worklife Council
Midwest Business Administration Association
Clearing House for Training Resources
Academy of Management (national, regional)
American Society for Training and Development (officer and board member)
Industrial Relations Research Association – Grand Rapids Chapter
(officer, board member, advisory committee member) (assisted in creation of
the chapter, it is no longer in existence)
Industrial Relations Research Association – member of Michigan State-wide
Committee (planned and implemented state-wide meetings)

Present memberships:

Society for Human Resource Management (national and Grand Rapids chapter)
(let my local membership slip, have rejoined)
Institute for International Human Resource Management
Industrial Relations Research Association
University Council of Industrial Relations and Human Resource
Programs

e. Professional Meetings attended:

Prior to 1984. As Management Department Head, felt it was necessary to develop and maintain contacts with the Grand Rapids business community. Attended monthly meetings of the following from 1967 – 1984: American Society for Training and Development, Industrial Relations Research Association (attended since its creation), American Production and Inventory Control Society, West Michigan Financial Analysts Association, Association for Quality and Productivity (Quality Circles), Grand Rapids Economic Club. Also attended the monthly advisory committee meetings of the IRRA in Grand Rapids.

Prior to 1984. Attended yearly regional and national meetings of the Academy of Management and the Industrial Relations Research Association. Also the regional Midwest Business Administration Association meeting.

1984 to about 1996. Frequently attended monthly meetings in Grand Rapids of the Industrial Relations Research Association, American Society for Training and Development, Society for Human Resource Management, and the Financial Analysts Association. Infrequently attended regional and national meetings of any professional association.

1996 to present. My wife became seriously ill and required 24-hour care. Did not attend any regional or national meetings of any professional association. At best, less than a handful, if that, of any professional association meetings in Grand Rapids.

October 2002. Attended annual statewide meeting of the Society for Human Resource

Management held in Kalamazoo.

f. Papers presented

Nothing within at least the last 20 years.

Years ago, presented the following:

How to Improve a Paper-work System. Related to the business offices at the University of Michigan. Presented at NOMA meeting in Detroit. Received an award.

Recommendations for Managerial Improvement at DuPont, Presented to top executives at DuPont

Union Democracy presented at a faculty forum at Parsons College

The Value of APICS Certification at annual banquet of APICS in Grand Rapids. The results of a study I conducted.

The Process of Recruiting Employees for a Small Business at meeting of small business owners in Grand Rapids

Administrative Problems Associated with Instituting a Legal Assistant Program given at the legal section of the yearly Midwest Business Administration Association meeting held at Palmer House in Chicago.

Business Environment and Social Responsibility presented as participant at seminar on the same subject held at UCLA.

g. Publications

Nothing, except for the Business Environment and Social Responsibility paper presented at UCLA which was published as part of the proceedings of the seminar.

h. Other Research Activity

Prior to 1996.

Study of University Curriculum Procedures at Universities similar to FSU

Study of Credit by Exam at Universities similar to FSU

Study of Business Policy Requirements at Universities similar to FSU

Study of Business Core Requirements at Other Universities

Papers written but not published:

Union Democracy

Landrum-Griffin Act, an Analysis

Marginal Revenue Productivity, as applied to labor costs

Social Security System of New Zealand

The Development of the Educational System of Venezuela –

Political, Social

Since 1996

Time spent on searching for materials that could enhance the teaching of my assigned courses. These courses have been enhanced through library acquisition recommendations, recommendations for the purchase of videos, additions to my personal library which is available to students, and websites that students can access. Where there was a paucity of materials in areas as international human resource management, there is now a flood of useful material.

i. Consulting

Prior to 1996.

Marketing concerns for a number of small businesses. Resulted from requests for assistance from our short-lived business services bureau.

Human Resource Practices for a small business located near Lake City, Michigan (included all phases)

Developing a Strategy for the Rotary Club in Cadillac, Michigan

Since 1996

One hour a week for an entire academic year was spent with a Korean employed by KIA. Employed in the Human Resources Department of KIA in Korea, he attended my classes and we met for an hour each week discussing anything he wanted about human resource practices. He also would pose what he considered problems and would ask for suggestions.

The following year a Korean employed by Samsung in their human resource department in Korea spent the academic year with me, visiting my classes and meeting with me once a week. The same as the KIA visitor.

j. Professional Growth Activities

Prior to 1996

Visits to human resource management departments of companies, such as Donnelly Mirrors in Holland, Michigan, Lacks Industries in Grand Rapids, Steelcase in Grand Rapids, and Amway in Grand Rapids.

Attended statewide meetings of the five Michigan IRRA chapters held in Lansing and Grand Rapids. Planned and chaired the session held in Grand Rapids.

Attendance several meetings of MALMAC held in Muskegon (labor/management)

Attended a number of meetings of the Clearing House for Training Resources held in Grand Rapids
 Attended the Labor Notes Conference on New Directions for Labor held in Detroit (1200 labor leaders from around the world were in attendance.)
 Attended special exposition of Robotics and Computers held in Detroit
 Attended as the FSU representative the World Energy Conference held in Detroit (world leaders were in attendance along with protesters)
 Participated in a week sensitivity training session held near Mancelona, Michigan as guest of Midwest Behavioral Science Associates (25 managers from different companies were in attendance)
 Participated in session on Shared Participation held in a conference center south of Ann Arbor, Michigan. Warren Avis led the session.
 Participated in three-day session at the University of Virginia for business school administrators on curriculum and managing the business school
 Member of committee to study the effect of automation on employment and training for the State of Michigan
 Member of regional membership committee for Academy of Management and American Institute for Decision Sciences.
 Member of committees which established IRRA chapters in Des Moines Iowa and Grand Rapids, Michigan
 Vice-president, program chairperson for Midwest Academy of Management meeting held at Michigan State University in East Lansing, Michigan
 Program chairperson for Delta Pi Epsilon for meetings held throughout the State of Michigan
 Recipient of FEE (Foundation of Economic Education) fellowship. Spent five weeks studying all functions of Dupont Corporation management at executive, middle, and plant management levels. Visited and spoke with management at factories located in West Virginia and Delaware. Produced a report concerning findings and recommendations for management consideration.
 Attended three-week session on Business and Social Responsibility sponsored by GE and held in Los Angeles, California at UCLA. The session was led by George Steiner. Many top business executives made presentations..
 Attended week session at Niagara on the Lake offered by the University of New York dealing with Business and Social Responsibility

Since 1996

Attended statewide meeting of the Society of Human Resource Management in Kalamazoo in 2002.
 Member of ACBSP accreditation team which visited Governor's State University, located south of Chicago, Illinois
 Initiated new courses in human resource management program –International Human Resource Management and Cases, Issues in Human Resource Management
 Reviewed texts for publishing companies. Proposed texts and revisions for texts in Human Resource Management and a proposed text in Strategy.

Reading the usual literature – business section of newspapers, Fortune and Business Week, material received from IRRA and SHRM. The international Section of SHRM sends a number of publications.

Listening and viewing daily the numerous TV presentations on business.

Checking the websites. There a number that are of particular value.

Recently reviewed several chapters of a new text in Human Resource Management for Prentice Hall.

k. Seminars, Training Programs, conducted for Business and Industry

Prior to 1996

Led several sessions on various parts of the Scanlon plan at the annual meeting of the Midwest Scanlon Plan Association

Prepared training material on MBO for middle-level health officials in the state of Michigan

Made presentations for Small Business Administration in sessions in Big Rapids and Cadillac – dealt with pricing and marketing

Made presentation for small-business group in Grand Rapids on workforce 2000, the employment exchange, and how to acquire and retain employees

Planned, chaired and made presentation for middle-level management training sessions sponsored by Michigan Technical Council

Since 1996

No activity.

l. Professional Presentations, Speeches

Prior to 1996

Presentation on economic outlook for Reed City Annual Chamber of Commerce Banquet

Chaired statewide meeting of 5 IRRA chapters in Michigan on international business and its impact on Michigan

Address to West Michigan World Trade Club on “The international dimension at Ferris State College”

Presented paper at Midwest Business Administration Association meeting in Chicago on “Administrative Problems and a Legal Assistant Program”

Chairperson of conference session on “Criticism of Big Business” at UCLA

Published in Changing Business – Society Relationships, publication of UCLA School of Business

Since 1996

No activity.

m. Institutional Service Performed

Prior to 1996

As Department Head (1967 – 1984)

Responsibilities of department heads differ at various institutions of higher learning. At FSU, the responsibilities included planning/recommending faculty to hire, recruit, select, orient, train/develop, appraise the performance, and to recommend/provide support for salary increases. Also, preparation of teaching schedules and checking student records to determine whether they had completed course requirements for graduation. During my tenure as head, full-time staff went from 12 to 25. At the peak of department and college of business enrollment, it was necessary to hire on a part-time/temporary basis the equivalent of 10 full-time faculty per quarter.

To assist in appraisal of performance, I suggested faculty use student evaluations and share these with me, at their option. No student evaluation norms were available. I introduced one that I had used at another institution. Nearly all the faculty did so, and the form is still available today.

Initiated action to add courses as Collective Bargaining, Strategy Formulation, Organization Behavior (started out as Human Relations in Business), Real Estate, Investments, Wage/Salary Administration, Energy Management, Small Business Management, Seminar in Productivity, and a basic course international Business. The latter course is now required in nearly all the programs offered in the management department.

Initiated action to add the following majors to our offerings: Finance, Production/Operations Management, Personnel Management (now Human Resource Management), Small Business Management, Business Economics, and Real Estate.

Initiated the addition of five curriculum advisory committees: finance, human resource management, legal assistance, insurance, and international business.

Worked on getting approval by the State of Michigan Department of Licensing/Regulation to accept our real estate program for license test purposes. This was obtained.

Worked on getting our administration to approve seeking and then worked on getting the American Bar Association to accredit our Legal Assistant program.

Wrote a considerable part of the first internal study. We obtained accreditation.

Elected as college of business representative to the department head committee.

Elected chair of this committee. As a subunit of the University administrative council, we met with them on an as-needed basis, discussing policies and concerns. The department head committee conducted a survey of administrators and established the first training/development sessions for administrators. This training/development activity continues.

Created and recommended adoption by other department heads a faculty data

sheet which is prepared by faculty and can be used for faculty evaluation purposes. Prior to this time, department heads had little available information on faculty performance.

Initiated the face-to-face evaluation of faculty. Prior to this, this was not done.

Faculty apparently were evaluated but not told. I was asked to prepare information about the process, and appeared as a guest before the RFAC (representative faculty advisory council) to explain the process. This became policy in the college of business and, I believe, across campus.

Was a member of a number of committees (some university-wide): committee on faculty research (assisted in writing policy and procedures), foundations task force (chaired a sub-committee), advanced placement/credit by exam, committee to develop uniform evaluation procedure, leisure arts and recreation management committee, metric conversion committee, information systems committee, alumni task force committee, credit equivalent committee, committee to convert clock-hour to credit-hour basis, committee to establish criteria/procedures for merit/promotions (in existence today).

Initiated change in name from College of Commerce to School of Business

Initiated change from the name Business Administration Department to Management Department

Initiated change in prefix designation of department courses from Commerce to Management, Finance, Insurance, International Business, etc.

Initiated discussion of the business core, which we have today.

Initiated discussion and consideration for one basic administrative course to be taken by all management/administrative related programs across campus, as printing management, hospital administration.

Wrote department report for North Central

Initiated change in degree designation to reflect the common-core concept, from BS in Accounting, BS in Management, etc, to BS in Business Administration with a concentration in accounting, marketing, etc.

Initiated change in format for the university catalog and college schedule of classes

Worked on off-campus programs (Traverse City and Dowagiac) to develop procedures for offering courses and of approving off-campus faculty to teach them.

Worked with Maritime Academy to develop a BS in business program with them for their students.

Worked to maintain strong input into what would be the contents of our Bus Adm major offered off-campus.

Worked on a legislative assistant program. Completed work, but was asked to shelve it for a while. Several years later, it was resurrected in the College of Arts and Sciences under the name, Public Administration.

Worked on developing a major in Golf Management. Met with PGA officials, the program was to be announced to the newspapers, but two hours before the announcement, a lading PGA official declared that it should have more marketing courses, and so the program was transferred to our marketing department.

Served as coordinator for the Businessman turned Teacher for a Day Program we had with Bell Telephone.

Was able to work out an arrangement with professional clubs in Grand Rapids to provide membership discounts and lower cost of meals for students attending their meetings.

Worked out a scholarship agreement with APICS club in Grand Rapids. For many years, served on the University steering committee dealing with North-Central Accreditation.

As Non-Department Head (Faculty)

Member and Chair of College of Business Review Committee (became the ACBSP committee) Met weekly, conducted internal research, answered many faculty questions, made recommendations for faculty teaching load.

Member of Academic Senate for 8 years (from its beginning)

Member and Chair of Department Promotion/Merit Committee

Member and Chair of College of Business Promotion/Merit Committee

Text selection committees – Policy, Strategy Formulation, Human Resource Management, Organization Behavior, Applied Management Business Administration/Management Coordination Committee Administrative Management and Organization Behavior Coordination Committee

Human Resource Management curriculum coordinator

Member of Management 2000 Committee

Provided substantial assistance to department head in writing North Central report regarding the department

Member of Business Administration and Management Curriculum committees

College of Business transfer committee

College of Business pay inequity committee

College of Business dean selection committee

Chaired search committee for CIS department head

Member of committee to develop policy/procedures for the present university long-range planning committee

Led a number of training sessions for college of business faculty dealing with unit action plans, statement of mission/goals/activities

Member and chair of the Senate's Organizational Review committee. (committee established to develop procedures and structure for the university curriculum approval process) The committee's work included a structure for graduate work, an academic program review process, and a program and procedure for curriculum changes/additions. Although slightly modified, they remain in existence.

Member and Chair of the University Curriculum Committee (during its first three years of operation).

While at Parsons College (from 1961 to 1967) was on the following committees: professional problems committee, admissions and

standards committee, curriculum and catalog committee (chair for three years), committee dealing with the philosophy and purpose of a North Central Study, elected faculty representative to the College Board of Trustees.

Since 1996

- 2004. Tenure committee for Steve Lyman
Member of PRP for General Business
Provided assistance for history of the Finance major – for their Academic Program Review
Chair, Management curriculum committee
Chair, Academic Program Review committee for Management. Wrote nearly all of the report.
Revitalized Management advisory committee, chaired the meeting held Sept 10, 2004.
- 2003. Tenure committee, chair, for Bev DeMarr
- 2002. Tenure committee for C. J. Bolling
Tenure committee, chair, for Bev DeMarr
College promotion/merit committee
Planned, implemented, Human Resource Management Advisory committee meeting held in Big Rapids
Chaired meeting. Revitalized the committee through new members.
Member text selection committee for Mgmt301
- 2001. Tenure committee for Bev DeMarr
Text selection committee for Applied Management
Human Resource Management curriculum – changes in titles, prefixes, minor and certificate
Member of University steering committee for North Central Self- study
- 2000 Member of committee preparing for academic program review for Business Administration and Small Business Management
Member of University steering committee for North Central Self-study
- 1999 Preparation for academic program review for Human Resource Management
Member of: University steering committee for North Central Self-study
- 1998 Same as 1999
Text selection for Human Resource Management
Text selection for Applied Management
Member of University steering committee for North Central Self-study
- 1996 to 1998
1996, last year as ACBSP committee chair
Member of University steering committee for North Central Self-study

n. Recognition and Honors

The aforementioned honors while in the military. At the various schools and the commendation. Reward for being one of two top grads at stenographic and court-reporting school was to go to Korea while the remainder of the class went to Europe or stayed in Japan

MBA with distinction

FEE Fellowship

NOMA award for a systems study

Elected chair of newly formed Department Head Committee at FSU

The management department was honored as "Trader of the Year" by the West Michigan World Trade Club. This was awarded at their banquet for our international business program

Member of Beta Gamma Sigma and Phi Kappa Phi (University of Michigan chapters)

Member and officer of Kappa Delta Pi, Pi Omega Pi, and Delta Pi Epsilon (Eastern Michigan University chapters)

Dean's List, Kappa Delta Pi Scholarship (Eastern Michigan)

Received five merit increases while at Ferris State for work performed. One while a faculty member.

Awarded recognition by the District 629 of Rotary Clubs for services rendered. Plaque "Service Above Self" awarded.

o. Professionally related Community Activities

Prior to 1996

Chaired Administrative Council of local church for several years.

Proposed procedures for controlling budgets, accepted.

Gave talk on leadership to committee chairs of local church

Gave talk to all officers of Rotary Club District 629 on leadership

Assisted Cadillac Rotary Club in implementing strategic planning

Talk to local Rotary Club on Energy Management

Assisted local church in planning activities – training, building fund drive, Retreat

Served as secretary, vice-president, and president of local Rotary Club.

Gave speeches on a number of topics.

Since 1996

Member of local church finance committee (not at present)

p. Date of Current Vita Submission

November 5, 2004

Appendix D – Advisory Board Meeting Minutes

Human Resource Management Advisory Committee Meeting June 10, 2005

Revised, August 1, 2005

Present: Roger Andrzejewski, Cindy Brown, Beverly DeMarr, Van Edgerton, Daniel Eversole, Beth Krueger, Natalie Owen, Alex Pomnichowski, Florence Schrauben, William Smith and Greg Winicki.

Email Members: Russ Fatum, Valerie Hughes, Cindy Morrison and Michael Postuma

Opening Comments

The meeting began at 9:30 am. Opening comments were made by Beverly DeMarr, followed by the introduction of Van Edgerton, Assistant Dean and Bill Smith, Management Department Head.

Welcome

Van welcomed members and told them how important they are to us as we provide learning for our students as to what is relevant in the world today.

Bev and Alex introduced themselves and asked members to do the same.

Discussion of Program

First, classes offered in the major were looked at, as well as the directed electives. Directed electives were explained to the members. About four years ago the minor and certificate were developed in HRM. The courses were looked at for each of them. Many of the students doing the minor are psychology or communication majors. Members were asked for thoughts on what they had seen.

Opinions of Members

Dan Eversole thought that both the major as well as the minor should include an interviewing course. Several members seconded Dan's suggestion. It was suggested that the COMM-301 Interviewing course should be listed as a good choice for students to use as a directed elective. All aspects of interviewing are very helpful.

Greg Winicki thinks that the Human Resource area has gotten more and more general. Companies used to have specialists, now they are generalists. He thinks students need classes that help them have knowledge in all areas of HR.

It was agreed that HR people all have to be cross-trained today. One person might handle 600 people. Some felt that this is because everyone has to do more with less.

Roger Andrzejewski feels that people are becoming generalists. Anything people oriented seems to be given to HR, such as environmental and governmental affairs. He also thinks that more and more functions are getting outsourced.

Bev asked if additional respect comes along with the added responsibilities. Greg Winicki responded that it adds to the credibility, as well as getting more done with less. At Meijer, HR reports through operations. It looks at safety and everything with operations.

Natalie Owen said that a lot more knowledge is needed since you can expect to work with laws and many other things.

Bev asked, what this means for the program.

Beth Krueger thinks that it should be emphasized that HR is now a strategic partner and that students need to understand how HR fits in the strategic plan. The SHRM Student Organization focuses on being a business partner.

Bev explained the capstone class. The class uses a simulation where students make business decisions. Students work in teams, but there isn't a major focus on HR. We need to add a module for HR into the 499 course.

Roger feels that the 499 simulation is good for the students. But, education is only the foot in the door, students have to learn to perform.

HR people learn early in their careers that they have to look at broadening their position. If they are on the fast track, they need to move outside of HR. The 499 may help students do this more.

Greg mentioned that businesses want employees to know the business first. You have to understand the organization. A degree with a 4.0 Grade Point Average doesn't mean anything if you don't understand the business and how it runs.

Florence Schrauben thinks that a minor that teaches people how to do more with less would be a great combination with any degree. She also feels that the minor is a valuable piece to help students learn how to do more with less.

Bev explained that some programs outside of the College of Business require that students obtain a minor and increasingly students are selecting the HR minor. She also asked what can be done to the program to achieve the committee members' recommendations.

Cindy Brown feels that students have to broaden their horizons.

Bev explained that some of the HR students work in our HR office on campus. The type of experience they get varies. Also, being developed is a partnership with the local Chamber of Commerce. In the fall of 2004 students researched various business trends and made recommendations to the Chamber as a stand alone class. This proved very successful. They tried another class project this term as part of the Compensation class, but it didn't work as well.

Natalie Owen thinks that an internship is needed. She suggested going far away and seeing something different. Students need to be exposed to different jobs. They also should be paid positions.

Dan believes that all companies don't have the money to take on interns. He thinks that practical experience is all that is needed. Real world experience is important even if it isn't specifically in HR.

Beth too believes that paid or unpaid internships aren't up to us, it depends on the employers.

Greg thinks that when students interview, the company is looking to see if this person has the ability to manage. How do they fit in with the processes of the organization? After that he looks at the degree. Things are not done like a textbook. Can the students handle the uniqueness of the organization? His short list of applicant qualities is:

- Presentation Skills
- How they sell their skills
- Business Ethics
- How they manage
- How they make decisions

Cindy mentioned that students have to be able to sell themselves. HR people need to be able to do sales too. They need to understand that in business you do it all.

Roger mentioned that interviewing skills are very important, and his suggestions were as follows:

- Do a lot of interviewing
- Ask the right questions
- Learn questions you can ask
- Sell yourself

Dan thinks that we need to prepare our students for training and development, people skills and to be able to manage. It isn't always a direct path to working in HR. It would be very useful to have students create an orientation to something or have them complete some policy writing.

Greg said that they could be managing a process or people or both. Management is dealing with people and graduates need to realize this. Also, grads need to understand that they might not start in HR. They need to show the company what they have.

Natalie suggested adding a project to a class or having everyone attend a training program. She has to set up training modules, and sometimes has to train people in other cities.

Bev mentioned a class she taught doing this at her last university. She also wondered if we need an interviewing and training skills class of our own – given limitations on the number of classes that are offered.

Alex mentioned that we used to have a required course for the HRM majors called, "Selection and Interviewing". It was required for a number of years. We dropped it in favor of the Arts and Sciences Interviewing course once theirs was developed and changed it to an elective. We knew about the importance of interviewing long ago, we probably should have kept it as a requirement.

Roger wondered how you would package a training and development class.

Greg also believes that technology is very important, and we need to make sure the students understand this.

Bev explained our Negotiations class – it used to be a collective bargaining class. Students role-play a variety of situations including the sale of a used car and salary negotiations. Everything in class is negotiable. The students have to justify their proposal and sell it to the class.

Dan believes that more training and development are more important for students than international HR. He thinks that it shouldn't be required, only offered as an elective.

Natalie and Florence both think international HR is important. It shows students that there is more to the big picture; it doesn't have to be in a big company. You could have international vendors to deal with also, not to mention people of different nationalities. Students need a more global perspective.

Bev asked about diversity in the workplace. Our students take Minority Groups in America. This class meets certain university requirements; race, ethnicity and gender.

Natalie thinks that this class was good, but it didn't show students how to use it in the workplace. She thinks we need a class that combines the both diversity in the workplace with the minority groups.

Cindy mentioned that she thinks we really need more diversity training for our students. She is shocked at what applicants say. They need to know everyone's cultures or at least be aware of them.

Dan believes that the COB needs to make it a requirement to touch on diversity in all classes.

Alex explained that basic information on diversity is touched on through a number of classes. He also mentioned that education deals with training and technology. His Cases and Issues class does a simulation. It covers everything to go with HR, cases, law, and legal aspects.

Natalie thought this class would be a great one to list as a directed elective, not a required class. She also mentioned that Jennifer Kailing, a recent grad whom she hired, believes that HR needs to teach insurance and benefits, interviewing, and safety. Dan agrees that insurance and benefits would be a good class.

Bev explained the compensation class and what is taught. It has a broad coverage. She thinks a benefits/insurance class might be good.

Roger thinks that insurance benefits are a very important part of HR. He deals with all of it, from underwriting the value, critical coverage, re-insurance, malpractice, liability, and auto. Plus that is a changing area so one has to keep up on it. It helps to know how actuarial decisions are made.

Natalie thinks a class that teaches about the group insurance plans would be helpful, since there is so much more to it that she imagined.

Bev asked the members about what we need in the area of technology.

Greg thinks everyone needs to know the basics. With every company going through budget cuts, there isn't always help for people. He had to learn computers on his own to do his work. He thinks students need to know the computer. They have to be able to use/create spreadsheets and be able to navigate on the computer.

Natalie thinks that this is learned all along while in school. Students need to know how to generate data base reports for insurance and other queries. She thinks that ISYS 200 would be a big help.

Bev explained that ISYS 200-Database Design and Implementation was added to the program because of the past advisory recommendations.

Dan explained that most companies have their own system. He suggested teaching or showing the students the Ferris system.

Bev explained that FSU is changing to a new HR Banner System; maybe we could get a sample version for classes. From what she has heard at this meeting, she sees the most pressing needs are interviewing skills and insurance knowledge.

Greg mentioned that students need to know how to sell and present themselves to prospective employers. He came to our last job fair and was surprised at the candidates. The snapshot he got was very bad; students didn't know how to present themselves at all.

Roger thinks that the presentation is everything. Interviewing – people need to have it all together. It isn't what does the company has for you; it is what you can do for the company. Communication skills are very important. When you see someone with little preparation, it says a lot.

Dan thinks that listening is a critical piece; a class on it could be good.

Cindy thinks that information can be pulled out of people; they need to know how to observe and watch everything.

Natalie believes that the communication class she took on interviewing covers all the areas well, she thinks this class is as good as it gets. She also took Interpersonal Communication as a directed elective.

Alex and Bev explained that MGMT 301 and 302 go into this.

Natalie also thinks that advisors need to feel out students to see what directed electives they need. She also thinks that minors should be pushed.

Dan feels that the program has many components that are needed. He likes the idea of strongly suggested electives so students can make a choice.

Greg thinks that smart organizations realize the importance of HR; it is a valuable area.

Bev explained that MGMT 373 isn't in the business core and that some people in the College of Business think it needs to be added.

Dan thinks that MGMT 373 needs to be required of all business students.

Bev asked if we have any courses in the major that members feel aren't necessary.

Greg doesn't think the negotiations class is necessary. Roger doesn't either; he thinks it could be an elective.

Florence thinks that everyone could use, "how do you sell yourself". She thinks that while everyone could use it, many students don't have it. It isn't reality. Negotiations have real life relevance. Salesmanship is done in negotiations.

Cindy thinks they really need it, if not more.

Dan wondered about a title change, something like, "Conflict Management" or "Conflict Resolution".

Other new titles suggested were, "Negotiation and Dispute Resolution", "Business Negotiations", or Coaching and Counseling".

Bev asked how important it is for students to obtain PHR certification. The general consensus was that the PHR isn't critical for students, but SHRM is very important and students should put it on their resumes. Bev explained that it is hard to get students to the monthly meeting now because they moved it to lunch time and it is in Grand Rapids.

Roger suggested maintaining the relationship with the Employers Association, of which the HR Group is a subset, because it is important to get the students networking with people in business.

The meeting adjourned for a short tour of the library and lunch at 11:45am.

Below are notes from members who couldn't attend the meeting.

Mike Postuma:

In general I think the HR curriculum is comprehensive. Ensuring new HR candidates have strong PC/database/spreadsheet skills allows them to hit the ground running and support the needs of existing HR operations
BLAW-421 Employment Law: Is more recent legislation such as Sarbanes-Oxley, American Jobs Creation Act, etc., also covered in this or some other course? Not sure which course this applies to, but I assume students learn about generational differences (boomers, gen X, gen Y, etc.) and their impact on the business and implication for HR.

Mgmt-373 Human Resource Management: I think it is very important that students come away with a HR systems perspective. They should understand the inter-relationship between the various HR functions. For example the relationships between wage and salary administration, performance appraisal and disciplinary/corrective action systems.

Mgmt-377: It is important that students gain an appreciation of the cultural, legal, tax, market, etc., factors that influence HR/IR systems and procedures in other countries. (This may already be covered, but it is not apparent from the short course description).

Mgmt-472 Compensation: Does this course cover benefits? I believe HR majors need at least a basic understanding of benefits, including:

- Benefits as a component of the total rewards offerings
- Purpose of benefits/benefits philosophy
- Mandatory and non-mandatory benefits
- Key benefits laws key issues in employee benefits

Basis understanding of retirement, medical, disability, workers compensation and executive benefits

Not sure exactly where this fits in, but students need a strong understanding of finance and business operations, and how this knowledge applies to and is important to the HR practitioner. Knowing the HR concepts/issues is not enough. HR needs to be close partners with management and be familiar with and understand the business operations. Knowledge of finance is important for HR practitioners to understand and be an integral part of the business management team

Valerie Hughes:

1. Interviewing is a skill that requires practice. There are many varied situations that arise during an interview, and having reviewed and practiced these scenarios in class will much better prepare the students to have to do this on the job.
2. Training and Development is a very big issue. Technology changes so fast in the office and in our factory, that it is a challenge to keep our employees current. The proper development of employees is a tremendous advantage to any organization, and this knowledge and ability will serve your students well.
3. Medical benefits are the largest cost in our budget next to payroll. Being able to evaluate the need for certain benefits, properly inserting employees in good health, and making sure that your organization is competitive in your industry and geographical area, are assessment tools valued by every organization.

Thoughts on PHR Certification and Internships:

She feels that the PHR certification is valuable, in that it ensures that you remain current in your knowledge by the recertification requirements. I also think that those individuals with certification may tend to network more with other HR professionals, and I find this to be invaluable.

She also is a proponent of internships. Just one summer or semester working in a Human Resource Department is an eye opening experience, as is an internship in any field. Dealing with human beings daily brings such a variety of encounters with a tremendous number of variables that I don't think you can get any other way than through a hands-on experience.

Cindy Morrison:

HR Management –

Public Speaking needs to be mandatory as well as Business Writing (verbal and written communication skills are essential in these positions) I don't see Interviewing in the HR Major portion, but do see it in the minor part – this is an essential skill that all should know – including the legal aspects of interviewing.

She feels that the courses listed under Social Awareness that are required are all essential and wouldn't change them.

Employment law is good – would be nice to see selected topics on a one day seminar type basis made available on areas such as HIPAA, FLSA, EEOC requirements/changes etc. These may be covered under the Legal Environment of Business?

Under the Business Core, the accounting and financial area is vital to all functions in business. HR has tended to shy away from understanding this portion, but in order to move ahead in any company these days, HR needs to be a strategic player and the only way to be that is to know finances and how they work (not to the extent the finance department could, but at least know how Profit and Loss, ROS works etc.).

She was happy to see a Quality and Operations Management Course listed.

She believes the Strategy/Policy classes she took were excellent and certainly hopes the same type of class is offered for all Business Majors – not only for the content, but the teamwork aspect of the projects that may be involved.

She sees Employee Benefits under the Minor but not the Major – keeping in mind this is my function at the Company I currently work for, I do see this as beneficial that students know the basics of this – this could be one of the one day selected topic seminar subjects mentioned above.

She doesn't have a lot of comments on the Advanced Studies Certificate – she would look for some clarification on this program and its purpose/intent?

It would be beneficial to see some type of course or seminar required on budgeting for a business – HR departments have budgets just like all other departments and this is one of her weak areas. Maybe if available under one of the directed electives under the Management Major?

Russ Fatum

He agrees with the interviewing course. It should incorporate taped interview sessions to show errors, in addition this class should incorporate the various methods of interviewing, ie panel, in box, and some of the new global process of interviewing and testing.

He also agrees on the training and development, it should incorporate a hands on development project of a training project, this training would be enhanced using various forms of tools like video, audio (Web Ex), and Black Board in addition to the various tools available on the internet. I could see this as a class one and class two. I feel that training and the development and delivery of training is essential and emphasis needs to be given to this. This is a subject that is not a learn as you go in the real world given budget constraints. It is expected that new hires know how to develop and deliver training.

I would also like to see an overview on Diversity, that is a major issue as we become more global and we need to give the students the tools to function with other cultures around the world, most of the time in virtual than face to face which even with the best understanding can be difficult. We have found that our new college hires are lacking not only home country understanding of geographical differences, but are totally lost when it comes to foreign countries and the cultures that they must work with to get their assignments completed.

We are also expecting students to not only be knowledgeable with Six Sigma tools and processes but be able to use these tools every day in their job. All jobs, ops, eng, or hr, we are seeing little emphasis in this area with our college recruits and have given their schools the same feedback.

Appendix E – Alumni Survey Instrument

**Ferris State University
College of Business
Human Resource Alumni Survey**

1. When did you graduate? _____
2. Which of the following did you obtain?
Bachelor degree in HR _____ Minor in HR _____ Certificate in HR _____
3. Did you participate in an internship or gain other HR experience when you were in school?
Yes _____ No _____
If yes, where was it? _____
4. What positions have you held since graduation? _____

5. How did you obtain your first position? _____

6. Current employer: _____
7. What is your job title? _____
8. What are your job duties? _____

9. How long have you held your current position? _____
10. Do you use any computer software programs in your job? Yes _____ No _____
If yes, which ones? _____

11. Current salary? Under \$20,000 _____ \$20,000-\$29,999 _____ \$30,000-\$39,999 _____
\$40,000-\$49,999 _____ \$50,000-\$59,999 _____ \$60,000-\$69,999 _____
\$70,000-\$79,999 _____ \$80,000-\$89,999 _____ \$90,000 or more _____
12. Do you belong to the Society of Human Resource Management?
Yes _____ No _____
If yes, which chapter? _____

13. Please identify any other professional organizations to which you belong. _____

14. Please list any additional or continuing education/training that you have obtained since you completed your undergraduate degree. _____

15-30. How would you evaluate the importance of each of the following HR functions for someone in your position?

	Not At All Important	Not Very Important	Neutral	Somewhat Important	Very Important	Does Not Apply
HR Planning						
Legal Compliance						
Job Analysis						
Recruiting						
Selection						
Training/Development						
Job Evaluation						
Compensation						
Benefits						
Performance Appraisal						
Safety/Health						
Employee Relations						
Negotiation						
Union/Mgt. Relations						
International HR						
Strategic HR						

31. Please comment on your specific duties regarding any of the above. _____

32-47. How would you evaluate the preparation you received from the program for each of the following HR functions?

	Very Poor	Poor	Neutral	Good	Very Good	Does Not Apply
HR Planning						
Legal Compliance						
Job Analysis						
Recruiting						
Selection						
Training/Development						

Job Evaluation						
Compensation						
Benefits						
Performance Appraisal						
Safety/Health						
Employee Relations						
Negotiation						
Union/Management Relations						
International HR						
Strategic HR						

48-51. Please rate your level of agreement with each of the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Academic advising was effective.					
I would recommend the program to others.					
The program prepared me to work in the field.					
The HR degree/minor/certificate is valuable in my career.					

COMMENTS

52. Please provide any comments/suggestions about the HRM undergraduate/minor/certificate you received from Ferris.

Thank you for your time and assistance!

Appendix F – Alumni Survey Results

Ferris State University College of Business Human Resource Alumni Survey Results n = 44

1. When did you graduate? 1986,1987, 5/87, 1989, 1990 - 2, 1992 - 2, 1993 - 4, 03/93, 1995, 1996 - 2, 1997 - 4, 1998, Dec. 98, 12/98, 05/2000, Fall 2000, 2001 - 3, 05/2001 - 2, 2002, 5/2002, May 2002 - 2, 8/02, May 2003, 2003 - 3, 2004 - 3, May 2004, May 2005

2. Which of the following did you obtain?

Bachelor degree in HR – 39 Minor in HR - 2 Certificate in HR - 3

3. Did you participate in an internship or gain other HR experience when you were in school?

Yes - 21 No - 23

If yes, where was it?

- Henry Ford Health System
- Volunteer at 501(0)(3) non profit corp.
- Steelcase, Inc.
- Internship & also worked at Ferris HR Dept
- Trillium Staffing, Conveyor Components Co.
- Career Development Center
- Ferris Housing Department
- Macinaw Island Murray Hotel
- At the university
- Office of affirmative action – Ferris UAW – Detroit local chapter
- 1996-1997; FSU’s HRD Department
- HR Department at FSU
- Part-time job at BRPS Superintendents office.
- Northeast Michigan Community Service Agency
- Enterprise Rent-a-car
- HR Dept – Ferris State University
- HR office on campus
- Denny’s Valueland
- Flint, MI Hubbard Industrial Supply
- Ferris State’s HR office
- Northwestern Michigan College HR dept

Didn’t answer question #3 - 23

4. What positions have you held since graduation?

- I have work for Sears Marketing, Meijer – floor manager, Chili’s server/bartender, & Operations Manager Mollison Surveying Co.
- Telecommunications Technician/Analyst & Project Manager
- HR Specialist, Recruiting Spec, Salaried Personnel Administrator, Hourly Personnel Administrator, Labor Relations Rep
- same as before attending classes – social worker
- Human Resources Manager at Pearson Foods Corp from 1197-1999 & Director of Human Resources at Gainey Transportations Services, Inc from 1999 to present
- HR Coordinator
- Account Executive, Management Trainee, Management Assistant, Assistant Manager, Customer Service Rep
- Payroll and HR supervisor at Adecco Employment, Jackson, MI from 1/99 – 1/05. 1/05 – present – HR Generalist, Great Lakes Industry, Jackson, MI
- Bay County Circuit Court – Circuit Court Administration
- Administrative Assistant, accounts payable associate
- Human Resource Generalist – Select specialty hospital, asst. HR Mgr Employment Traditions (consultant); Executive HR Mgr – Target Corp.
- State Farm – Auto Claim Rep, Verizon Wireless – customer Service rep.
- (1)Team Relations leader Target corp. 98-2001, (2)Frank’s Nursery & Crafts, Regional 2001-2004 HR manager, (3) Huntington National Ban, Assistant Vice Pres. Of HR East Michigan Region, 2004-present.
- Employee Relations Representative, Manager, Manpower Planning and Employment, Human Resources Manager, Human Resources Director
- Asst. Manager, Manager, District Manager, Director of Operations, Small Business Owner, Marketing/Sales Representative, Merchandiser, leasing & collections agent
- Human Resource Coordinator – Menards
- All engineering positions
- HR Consultant w/ staffing Inc. in Grand Rapids and currently Benefits Manager w/ Arm Rubber and Plastics Inc in Cadillac MI
- HR Coordinator
- HR assistant in the hiring dept.
- HR Mgr, HR Consultant, HR Specialist, Recruiter, Recruitment Manager Compensation Analyst
- HR Manager & Director of HR
- International Manager & Job Developer
- Management intern-Chrysler, area coordinator – Univ. of Dayton, Coordinator of residential programs – Ferris, Benior Program Coordinator/Training – Northern Arizona Univ. Asst. Director housing services – Ferris
- Internship, H.R. Representative for a Tier 1 automotive supplier, H.R. Specialist & Sr. H.R. Generalist w/ County of Kent.
- Secretary, Placement Specialist and HR Specialist
- HR generalist at manufacturing company
- Contruction Mgr – D & B Construction – Detroit MI, Project manager – Toll Brothers – Scottsdale, AZ, Sr. Project manager – Toll Brother – Scottsdale AZ
- Staffing Specialist at a temporary staffing agency (1yr, 9 mths) Human Resource Manager of a large security company.

- HR Generalist at Lafarge North America – Alpena Plant
- HR Associate, Labor Relations Rep.
- HR Assistant; HR Representative; Safety/HR Representative; HR Generalist; S.E. Region HR Filed Rep.
- I was a supervisor for the United States Census Bureau
- server, Pharma Specialist (logistics)
- none, still looking for a job
- File Clerk, administrative assistant
- HR Generalist/Junior Recruiter – Credigy Solutions Inc, March 2005 – present. (Atlanta, GA)
- HR Coordinator, receptionist
- Sales Administrative Assistant, Housekeeping Manager and Sales Coordinator
- Only one, HR Operations Manager
- Employment Service Coordinator, Aircraft Ordnance Technician, F-16 Weapons Technical Advisor
- HR – Store manager – Sales
- Personnel Supervisor, currently Payroll/HR Administrator
- HR Assistant at Grand Traverse Pavillions Now Im an HR specialist at Traverse City Area Public Schools

5. How did you obtain your first position?

- normal apply & interview
- Worked at location in summer while attending Ferris
- Sending a resume
- hired in 1982
- Networking
- Thru Monistor.com
- applied online
- saw ad in newspaper & applied
- Connections
- Worked part time through college – corporate office hired after grad.
- Apply through ad in newspaper
- Temporary Service
- working in the career development center at FSU. The HR rep. encouraged me to apply.
- Temporary Agency
- Respond to a classified ad.
- thru a manager trainee recruitment
- School of Technology
- Ad in newspaper
- Through a temp service
- internal transfer at the company I worked at.
- Through a consulting firm
- Contacts in the community
- Internet
- Connections my dad had with Chrysler (dad worked there for 38 years)
- Responded to an advertisement in the GR Press. Internship led the way.
- Temp agency

- Newspaper
- Classified Ad – Detroit news
- Applied online – Michigan Works or Monster.com
- Applied for position
- Responded to newspaper advertisement
- Hand delivered my resume through the Federal Building Detroit, Mi.
- temp to permanent, through personell service
- from a friend, since I took the first job I could get
- the corporate recruiter at Credigy Solutions contacted me from my posted resume at Monster.com
- FSU job fair
- Job Interview – No Help from Ferris
- Through Family
- Open position, Interviewed
- Newspaper Help Wanted
- Monster.com ad/interview

Didn't answer question #5 – 2
n/a - 1

6. Current employer:

- Mollision Surveying Co.
- Computer Science Corporation
- Ford Motor Co – Kentucky Truck
- CMHCM – Community Mental Health
- Gainey Transportation Services, Inc.
- Ryder Truck Rental
- Enterprise Rent-A-Car
- Great Lakes Industry
- Bay County Circuit Court
- Westcor/Macench
- Target Corp.
- State Farm Insurance
- Huntington National Bank
- NewPage Corporation
- self-employed
- Menards
- Cooper Standard Automotive
- Aron Rubber and Plastics Inc.
- Holland American Wafer Co.
- Johnson Controls
- Sears Holdings Corp. (Kmart)
- Harbor Industries
- RCI
- Ferris State University
- County of Kent Human Resources Department

- March Coatings
- City of Boulder/Boulder East
- Toll Brothers
- Corporate Security Solutions
- Lafarge North America
- Ford Motor Co.
- Cargill, Inc.
- Housewife and mother of 3 children
- DSI
- Gifford Krass et al. (IP Firm)
- Credigy Solutions Inc.
- Independent Title Services
- Walt Disney World Parks & Resorts LBV, FL
- Rizzo Services Warren Michigan
- none
- Lockheed Martin
- Eisai Inc
- Universal Forest Products
- Traverse City Area Public Schools

7. What is your job title?

- Operations manager
- Telecommunications Analyst
- Labor Relations Rep
- Access Manager
- Director of Human Resources
- H.R. Coordinator
- Customer Service Rep/HR Assistant
- HR Generalist
- Circuit Court Administration Aide
- Accounts Payable Associate
- Executive Team Leader – Human Resources
- Claim Rep
- Assistant Vice President, HR Generalist, East MI.
- Human Resources Director
- Restaurant Owner – Franchise
- Human Resource Coordinator
- Product Engineer
- Benefit Manager
- HR Coordinator
- Purchasing – operational Buyer
- Regional Pharmacy Recruitment Mgr
- Director of HR
- Job Developer
- Asst. Director Housing Services
- S.R. Human Resources Generalist

- Human Resource Specialist
- Web manager/marketing & outreach coordinator
- Sr. Project Manager
- Human Resource Manager
- HR Generalist
- Labor Relations Rep
- S.E. Region Field Rep
- Pharma Specialist
- administrative assistant (secretary)
- HR Generalist/Junior Recruiter
- Policy Clerk
- Sales Coordinator
- HR Operations Manager
- F-16 Weapons Technical Advisor
- Medical Sales Specialist
- Regional Payroll/Hr Administrator
- Human Resources Specialist

-n/a – 1

Didn't answer question #7 - 1

8. What are your job duties?

- collect invoice, send invoice, order office supplies, cut back costs 30%
- Liason between union & mgmt
- assess & assign referrals, handle crises & emergencies
- Overall supervision & direction of the Human Resources Dept
- Managing reservations department, new hire training, online recruiting, hiring part time employees, maintaining employee time off files, hourly branch analysis
- Human Resource related tasks, training, and safety.
- Work for three Circuit Judges – nothing HR related
- Accounting entry
- Hiring, training, retention, recognition, coaching & corrective action for 350 team members
- Issuing payments on auto claims, negotiating charges & fees, explaining benefits to insureds.
- All Generalist responsibilities
- Direct HR Activities for 1200 hourly and salaried employees
- everything that comes with small business ownership
- Hire, fire, payroll, scheduling, benefits, team member relations, workmans comp unemployment – generalist
- Design, release, prototype and manufacturing launch of product
- Manage benefit administration and compliance for North American operations
- Benefit Administrator, Recruitment, Payroll, Hourly & Salary Reviews, Time & Attendance, various other HR Duties
- Buy trim and foam components for the entire companies automotive devison. I represent all of the international business customers.
- Source screen & Aid in the selection of Licensed/registered pharmacists

- Work with employers who hire disadvantaged youths
- Training and Development, Leadership Development, Supervision of Master level Professionals, Crisis Response, Payroll, Evaluations of all employees, Community Development in all residence halls.
- Employment & Recruitment, Labor Relations, Benefits & Compensation, Employee Relations, EEO/Compliance.
- Payroll, benefits, hiring & termination, reprimands, tracking attendance and vacation accrual
- Web design, marketing & outreach (no HR duties)
- Purchasing/Advertising/Human Resource/Construction Management/Profit & Loss/Budgeting
- Corporate HR – policies, benefits, payroll, work comp, quarterly DCIS & yearly EEOC reports, recruiting management, supervision of branch HR managers
- Recruiting, hiring, HR Issues w/in 3 plants & 6 terminals, Safety advisor, developing & organizing training courses.
- Accountable for engaging employees; liason between multiple locations' managers and workforce.
- vendor management, Rep phone calls
- secretarial duties
- Coordinating/open enrollment all benefits, all recruiting functions, training/evaluation, security manager, administering, PTO time, distribute checks, all international HR relation, strategic development w/ Brazil, new employee orientation, all employees relations legal compliance
- ensure policies are finalized in a timely manner
- Payroll Benefits New employee orientation, workmens Comp, Unemployment, Friend/Court, Wage Levy's, 401K assistance, reference checks etc.
- Liason Duties with the Italian A.F. on the F-16 Peace Caesar Program
- Pharmaceutical Sales
- Process payroll (daily time/attendance, wkly payroll process). Process benefits/cobra. Process new hires & seperations. Oversee the payroll/HR administration of 10 (regional) plants.
- Workers Compensation, unemployment FMLA, Hiring, interviewing, orientation

n/a – 1

Didn't answer question #8 - 6

9. How long have you held your current position?

5 months, 5+ months, 6 months - 4, 7.5 months, 8 months, 10 months, 1 year - 3, 1yr 4 mths, 1 ½ years – 4 , 2 years -6 , 2.5 years, 2 + years, 3 years - 5, 4 years - 3, 5 years, 6 years - 2, 7 years, 7 years-2mo, 10 years, 23 years, Since Feb 11, 2004, about 6 months but I have been with the firm for 2 years

n/a – 1

Didn't answer question #9 - 1

10. Do you use any computer software programs in your job? Yes – 41 No – 0

Didn't answer this question - 3

If yes, which ones?

- Microsoft excel, word, works, corel drew, quickbooks
- office, databases & internet HR Systems – People soft & Two’s
- Microsoft Word/Office
- Microsoft Excel, Word, AS/400
- company specific
- MS Office, Word Perfect
- Word Perfect/Lotus/AS400
- Oracle
- Microsoft programs, kronos, host HRIS
- XP, Outlook, Word, etc.
- Lotus Notes, Microsoft, Peoplesift
- Quickbooks, and Business workspro gold
- Word, excel, payroll program
- Microsoft Office, Internet explorer, Autocad
- Microsoft Office Package
- ADP Payroll, ADP HR/Profile, Word, Excel, etc
- Lognos, SAP, EPIC
- People Soft, MS Office on XP pro
- ADP, HRIS, Payroll, Excel, Word, Outlook, PowerPoint, etc
- (all)
- Microsoft (Word, Excel, Publisher, Power point, Access) Banner, Lotus Notes.
- Peoplesoft; MS Applications including Word, Excel, Powerpoint, Access and email/intended applications.
- Excel and payroll software through pay systems
- Dreamweaver, adobe, MS Office
- Excel/Word/Power Point/Schedule Builder
- Valiant payroll & scheduling software, Word, ADP payroll software, Excel
- Word, Excel, many Ford applications
- Microsoft Office, PeopleSoft, Lotus Notes, Adobe Acrobat.
- Microsoft Pro, logiTrack
- Excel, Word, Outlook, IP Legal Forms, Juris, Master Index,
- Excel, Word, Outlook, Visio, Powerpoint
- softpro
- Siebiel, Q-Term D1, DSCS, Word, Excel, Outlook
- Mas 90, TRV Time, Quickbooks, Excel Word
- Microsoft Office
- Lotus, Windows
- ADP, Unitime, Report Smith, Rapid Pay
- Microsoft Word, Excel

n/a – 1

Didn’t answer this question - 5

11. Current salary?	Under \$20,000 – 2	\$20,000-\$29,999 – 3	\$30,000-\$39,999 - 11
	\$40,000-\$49,999 – 9	\$50,000-\$59,999 - 4	\$60,000-\$69,999 - 6
	\$70,000-\$79,999 - 2	\$80,000-\$89,999 - 1	\$90,000 or more - 3

n/a - 1

Didn't answer question #11 - 2

12. Do you belong to the Society of Human Resource Management?

Yes - 13 No - 31

If yes, which chapter?

- National
- South Central Human Resource Mgmt - Jackson, MI and National SHRM
- National Chpt.
- Upper Michigan
- not currently - previously the Green Bay Brown County (WISC) SHRM
- Not a local
- Detroit
- Grand Rapids, MI & National
- Alpena Chapter (Northeast Michigan)
- National Member
- No, only while in college
- National; Student - Michigan
- Ferris State Universtiy
- Not any longer

Didn't answer question #12 - 30

13. Please identify any other professional organizations to which you belong.

- Screen printing & graphic imaging association International
- 100 Black Men of America
- Association for Volunteer Administration, SW licensure
- Delta Sigma P
- American Society of Training & Development.
- Mt. Pleasant Chamber of Commerce, National Restaurant Association
- S.A.E.
- Cadillac Area Human Resource Assoc.
- American College Personnel Association, Great Lakes Association of College and University Housing Offices
- Chamber of commerce - Howell
- HBACA/NAHB
- The Employers Association (Grand Rapids, MI)
- Northeast Michigan HR Assoc. / SHRM / NE Safety Council / MCCA
- Zeta Tau Alpha Alumni Chapter
- None at this time
- none at this time

None - 3

n/a - 10

Didn't answer question #13 - 14

14. Please list any additional or continuing education/training that you have obtained since you completed your undergraduate degree.

- MBA – Lewis University
- Masters – HR
- unrelated to HRM-trained in dialectical behavioral treatment & co-occurring disorders
- PHR certified
- Attended 2 Iorman seminars on HR topics
- Working towards becoming a certified court reporter
- MBA in business w/ emphasis in HR
- Masters degree, WMU Education & Development
- PHR
- Insurance Licensing, Real Estate Investment Course, multi-unit management training
- Many company offered train courses
- Masters in Education
- Crisis Management Institute Certificate, Multicultural Relations Certificate, and received a Masters in Counseling from Northern Arizona University.
- Pursuing Masters in Public Administration from G.V.S.U.
- Payroll systems training
- Business classes, no HR
- Real Estate School/Computer Classes
- Seminars and classes toward MBA at Western MI University
- Leadership Courses / Supervisory Skills Courses /
- Master of Labor Relations and Human Resources, Michigan State University – 2003
- I have went back to Ferris for a Master in Business Administration
- None – currently looking into professional development training.
- Several courses through Starwood Hotels and Disney University
- none at this time, starting Masters program Jan 06
- Masters Degree CMU 2004
- Report Smith training
- attended a Michigan State University Extended learning course on Recruitment and selection.

None – 3

n/a – 7

Didn't answer question #14 – 7

15-30. How would you evaluate the importance of each of the following HR functions for someone in your position?

- I'll relate this to my volunteer position as it doesn't relate to my job.
- One survey check chart was not completed at all stating "don't work in the field"
- One survey check marks for 'Not At All Important' & 'Neutral' in the Union/Mgt. Relations field
- One survey has check marks in the 'Compensation', 'Union Mgt. Relations', 'International HR', 'Strategic HR' & 'Benefits' fields in 'Not At All Important' and 'Does Not Apply', stating, "all are volunteers except the library"

-Didn't fill out survey – no explanation – 1

n/a – 1

	Not At All Important	Not Very Important	Neutral	Somewhat Important	Very Important	Does Not Apply
HR Planning	4		4	14	13	7
Legal Compliance	1		4	4	30	3
Job Analysis	3		9	18	9	3
Recruiting	4	1	3	11	19	4
Selection	4	1	4	8	20	5
Training/Development	1		4	8	23	6
Job Evaluation	2		9	15	14	2
Compensation	4	1	2	12	18	6
Benefits	4	1	2	12	19	5
Performance Appraisal	2	4	2	12	19	3
Safety/Health	1	3	6	9	18	5
Employee Relations		1	2	11	26	2
Negotiation	2	4	9	7	16	5
Union/Mgt. Relations	7	3	9	5	10	10
International HR	6	7	11	1	3	15
Strategic HR	4	3	7	11	12	6

31. Please comment on your specific duties regarding any of the above.

-NO COMMENTS - 29

-Family owned total of 5 employees, 1 not family. We get paid what is affordable & no benefits.

-I am the volunteer coordinator for a non-profit and President of a library board of trustees.

Library = 5 staff, Volunteers = 500

-Wish I had more legal classes. Employment law that I took was all about unions – useless if you don't work in union setting, more legal classes.

-Planning & Strategic HR gets to the point of manpower planning & creating employment models for future growth.

-I am responsible for the recruitment, selection, training, evaluation and continuous development of professional and student staff.

-I am actively involved in those areas listed as very important.

-Legal compliance is highly important

-As a Sr. Project Manger I am responsible for 75 + Employees including hiring/firing/training/development/evaluation

-I hired and trained all employees for my surveys.

-These are important to me because they relate to my advancement and daily objectives – however, they would all be important if I had a position that pertained to my degrees.

-Strategic development of HR functions – could be expressed more.

-Negotiation is very important in my role as a sales manager. I always use those skills with my clients.

-Many of the HR functions above I do at a very general level, therefore I don't have a high level of responsibility for them.

32-47. How would you evaluate the preparation you received from the program for each of the following HR functions?

-“Don't work in the field” – not filled out – left blank

-One survey had 2 check marks in Neutral & Does not apply under Training/Development AND Safety/Health had 2 check marks under Poor & Does Not Apply

-One survey put 1 check mark in Very Poor and 1 in Poor in Performance Appraisal

- One survey put checks in Poor & Neutral for both Recruiting and Selection

-One survey left International HR blank

-One alumni states, “employment law course was too focused around union environments - - I've heard the course has changed though. Other HR courses did make up a little for where Emp. Law was lacking.” This person also put Benefits as ‘very poor’ because ‘class not offered’. They also put Safety/Health as ‘very poor’ because “not a required course”.

-Did not fill out at all - 1

	Very Poor	Poor	Neutral	Good	Very Good	Does Not Apply
HR Planning	2	3	13	21	2	1
Legal Compliance		4	11	14	12	1
Job Analysis	1	1	13	19	7	1
Recruiting	2	7	15	15	3	1
Selection	2	6	12	21	2	1
Training/Development	2	3	10	20	5	3
Job Evaluation	1	2	12	18	8	1
Compensation	1	6	10	16	8	1
Benefits	2	6	17	12	4	1
Performance Appraisal	2	4	13	14	8	2
Safety/Health	3	7	15	11	5	2
Employee Relations		2	7	21	10	1
Negotiation	2	5	9	14	10	2
Union/Management Relations		4	11	19	4	3
International HR	3	4	14	13	3	5
Strategic HR	2	6	13	15	3	3

48-51. Please rate your level of agreement with each of the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The academic advising was effective.	6	4	9	15	8
I would recommend the program to others.	1	2	6	24	9
The program prepared me to work in the	2	2	16	18	4

field.					
The HR degree/minor/certificate is valuable in my career.	1		11	15	15

COMMENTS

52. Please provide any comments/suggestions about the HRM undergraduate/minor/certificate you received from Ferris.

-NO COMMENTS - 11

-I am currently opening a silkscreening Co. w/ my sister-in-law. The Co. name is Sweet Tees. If it were not for the specific training with my HR certificate I would not as easily be able to understand the importance of protection, fairness, & standards that need to be met by an employer.

-I would suggest that internships are highly emphasized to students after their 2nd year. Had I done this I would probably be working in the field today.

-I was disappointed that I did not even get an interview when I applied for 2 jobs @ FSU shortly after receiving my certification. The training I received was very beneficial to my volunteer work; but not why I entered the program. I was very pleased by my acceptance by the students and involvement of the faculty for a very non-traditional student.

-Require an internship – when I went through it wasn't required. Hands on training is invaluable. Class in OSHA/Safety Regs, Class in employee relations w/ case studies & role playing, class in benefit laws & compliance COBRA, HIPPA, etc., training on how to conduct a sound, good, legal interview.

-Students in the HR program should be educated and advised on taking an internship. Employers are often looking for candidates with some previous HR experience and that is almost impossible to get/have right out of college. I was never counseled by my advisor or any other HR faculty member about pursuing an internship to gain experience. Overall, I was/am very dissatisfied with the level of academic advising that I received. I believe this aspect of the program needs serious evaluation! The only thing my advisor ever talked about was what he read out of a textbook and I was fully capable of doing that on my own.

-Classes need to be focused more on specific HR topics like employee discharges, how to write an employee manual, recruiting, interviewing and HR strategy – workers comp, instead of more broad topics like International HR, Business Writing, International HR. I think the program was very similar to a business management program and needs more classes where you apply – use ideas that can be used when you get into an HR job.

-I would recommend that an internship is required within the program. If you have no experience it's hard to land a job. I wish I would have done an internship or something to prepare me for future jobs.

-When I went to FSU the HR program wasn't very prominent. I did not receive effective advising & I didn't have anyone to go to about internships as my advisor was rarely around. I did not have effective professors for some of my HR courses, especially union related courses. I think FSU is a great place to learn HR & I think the HR advisors should partner with the universities HR Dept to have interns.

-FSU HR program was horrible. I didn't learn any skills that I could apply at my job. Basics things like interviewing, career development...If it wasn't for my experience in the career center and my passion for the field I would have failed miserably. Dr. Pomnichowski took no interest (at that time) in the students he was advising in helping them to prepare for this work.

Internships should be mandatory, because hands on experience is so valuable. I would love to do something w/ the program if ever the opportunity presented itself. I love FSU and the field of HR. Thank you for sending this survey.

-My professors had very little relevant information pertaining to the current job market for Human Resources professionals program focused on HRM in manufacturing industry with little exposure to HRM in other capacities and environments. Over past 10 years manufacturing has downsized and/or relocated plants to other states. Currently limited opportunities for HRM in manufacturing. Would like to see the current HRM program focus on recruiting, benefit administration (insurance planning & health care costs), Team development, and HR in a variety of industries/business situations/job responsibilities that would help support & strengthen Michigan's economy.

-HR positions are very hard to get. Many businesses don't require a degree just promote from within with people who have worked for the company a long time. Wish I had more law classes and the interviewing class should be a requirement. It wasn't when I went through. Maybe a single class on regeneration of your employees. Very important in the work environment. Also Bev DeMarr was my advisor and she was awesome. More professors like her!

-The HR program should be discontinued. There aren't enough positions in this field available to students (1 position per company). Usually this position is filled by someone already in the company (usually a clerk or secretarial position). I believe that this program is very misleading to students. Although the content is valuable it should be incorporated into a management degree. We should be training students how to be an effective business managers or department managers. The intern portion of this program was extremely weak and was probably the major reason for not finding a job in this field. My associates degree in HVAC from the school of technology carried me to where I am today. I hope you take these comments seriously and look at your program from the students point of view as well as the corporate point of view. Ask yourself "how many positions in this field are really available?" Then find a corporate or national "need" and fill it. Regards

-Please keep in mind the program has changed since I attended – it is now more robust in many ways. It is also important to remember that things such as legal compliance are constantly changing and could never be thoroughly taught as a course. Thanks!

-I didn't have an opportunity to do an internship formally. We did have a number of really good speakers attend our student ASPA meetings. I would have liked more real life interaction from practitioners from different HR focuses represented in classroom discussions, lectures, etc. even if we had been able to get to more locations/sites/tours of businesses to witness what happened in the companies in the greater area (Big Rapids & Grand Rapids). I felt my experience after graduation with the consultant firm was more like an 'externship' for me, which led to my first HR role.

-(1)Do internships (2)More role playing (3)Have real-time projects (4)Break curriculum up by (a)benefits/compensation/grievances (b)training/recruiting (c)safety/legal (d)hiring, evaluations, analysis, etc

-There should be more opportunities to apply knowledge while pursuing the degree. HR students should have to develop a senior project on an HR function. Give them an opportunity to

develop a training program, employee orientation process, create an employee relations program for area businesses in Big Rapids. I would love to have an intern to work on the recruitment, selection, and training processes of our staff in housing services.

-Overall, I am confident that FSU's HR program prepares students to enter a reputable field. I would gladly do whatever I can to assist others in pursuing their career in H.R.

-I remember it was more union based, and I wish it wouldn't have been.

-It was a great program.

-All of my input was expressed at the advisory board meeting.

-I did not feel well prepared to make a significant impact in the HR field following my undergraduate studies at Ferris. Overall, I feel I gained a broad business background and body of knowledge that has been beneficial, but my real education came from industry. Additionally, my Master's studies at MSU were a far more practical application in the workplace. Specifically, I recall more general, overview coursework in HR studies at Ferris. I recall very little discussion around performance arrangement/appraisal, or HR planning/strategic HR. HR is increasingly viewed as a strategic business partner and not a back office administrative function. Strategic HR, alignment (Hoshin Kanri), employee involvement/engagement, and high performing work systems, are key areas of study, in my opinion, for today's HR scholar. Additionally we studied very little application of principles. For example, Tim Lollins has written two very important books – Built to last and Good to Great that our business uses in practice daily. The Great Game of Business and First, Break all the Rules are also fantastic readings for HR scholars. We did not read any supplemental books outside of required texts that put theory into practice.

-Having internships would have been helpful. It is a degree with a broad spectrum. Finding a job wasn't easy. Experience while in school would have helped.

-Internship or job shadowing would be helpful. Local norms vs us vs international to help in negotiation & future business

-I enjoyed the program very much. I do not have a job yet, but am remaining optimistic!

-To have students have a mandatory internship, help from the university to get these students internships through business throughout Michigan, and help with job placement when they have completed their degrees – JOB FAIRS do not Fulfill this – all they do is bring in the same companies – Each college needs to conduct their own job fair with various organizations Ferris needs to work harder to get the job fairs known for companies other than those located in Grand Rapids – Bring in GM, Ford, Chrysler for other than automotive degrees – the college of business students deserve good jobs as well – For Ferris to send out flier that say 93% job placement they need to start fulfilling that title, many college of business students are still looking for careers – this is where Ferris needs to step in to open up the possibilities.

-1)The HR program is excellent for those individuals interested in pursuing degrees/career in HR. I learned a great deal & laid my foundation of HR fundamentals. 2) Internships/job experience – is essential. Working with the community and surrounding areas to develop those relationships. 3) Working more with recruiting methods – from development – selection.

Thank you & Best Wishes!

-Bev DeMarr and Alex Pomnichowski were fantastic to have as instructors. I miss both of them dearly and often talk about them. Kelly (Benash) Ackerman

-There needs to be more of a focus on law BLAW 321 & 421 are not enough. More info on Labor Unions. I think the program needs to focus on more day to day activities that an HR Manager does. Dealing w/ conflict b/w employees, I-9 forms, tax forms, 401K Programs, Conflict Resolution b/q management. I feel since I have left the program & started working, I

have used many things that I was taught. I feel that my professors did a great job presenting real world info to help understand situations that I would be facing. My only complaint would be more career guidance after graduation. I was really lost after graduation, & could have use a few more "life lines" to get connected to employers.

-Biggest change I would make would be to have teachers with real world experience. Anyone can teach from a book, but what a book says and what goes on in the 'real world' don't always match. I found it hard to buy in to what the teacher was saying when that teacher had no experience in that subject. (ie collective Bargaining)

-I believe that my experience working in HR and the degree prepared me to work in my field. Internships are very important for this program - - because HR is completely different when you get out there in it. The advisors/professors in the program are excellent. One of the best things are the real life stories that allow the students to understand how the policies/theories/ laws are applied. Definitely think that students need to know what area of HR that want to focus in and take courses that will help them increase their knowledge in that specific area. -Benefits - Payroll -Safety/Health -Employee Development/Training. To know what area—they need some hands on experience - - internships @ Junior level electives taken in specific area their winter sem. Junior year of during senior year

-It was great preparation for my career. Thank you.

Thank you for your time and assistance!

Appendix G – Employer Survey Instrument

**Ferris State University
College of Business
Human Resource Program Review
Employer Survey**

1. What is your position? _____

2. Name of your organization? _____

3. How many people are employed at your organization?

Less than 50 _____ 50-100 _____ 101-250 _____ 250-500 _____ 501-1000 _____

More than 1000 _____

4. How many people are employed in your HR department? _____

5-18. Please indicate the value of each of the following general skills for a successful career in Human Resources.

	Extremely Low Value	Low Value	Neutral	High Value	Extremely High Value
Accounting					
Business ethics					
Communication skills: Interpersonal					
Communication skills: Written					
Communication skills: Presentation					
Economics					
Finance					
Information Systems					
International business					
Internship or other HR experience					
Leadership					
Marketing					
Strategic management					
Statistics					

19. Please provide any comments you have regarding the above or other general skills, which are not covered by the skills mentioned above.

20-35. Please indicate the value you place on undergraduate students having knowledge in the following areas as part of an undergraduate degree in Human Resources.

	Extremely Low Value	Low Value	Neutral	High Value	Extremely High Value
HR Planning					
Employment Law					
Job Analysis					
Recruiting/Selection					
Training/Development					
Job Evaluation					
Compensation					
Benefits					
Performance Appraisal					
Employee Relations					
Safety/Health					
Negotiation skills: Labor contract					
Negotiation skills: General					
Union/Management Relations					
International Human Resources					
Strategic Human Resource Management					

36. Please provide any comments you have on the above.

COMMENTS

37. Please provide any additional comments you would like to make.

Thank you for your time and assistance!

Appendix H – Employer Survey Results

Ferris State University College of Business Human Resource Program Review Employer Survey Results n = 102

1. What is your position?

Accountant/Business Manager	1
Associate Relations Manager	1
Benefits Administrator	1
Controller	1
Controller/Human Resources	1
Corporate Safety Coordinator	1
Corporate Services Manager	1
Director of HR	2
Director of Human Resources	8
Director of Human Resources and Facilities Management	1
Director, Corporate Human Resources	1
Employment & Safety Administrator	1
Executive Assistant, Benefits/Events	1
Executive Assistant/Human Resources Coordinator	1
Executive Director	1
Firm Administrator	1
General Manager	2
H.R. MANAGER	1
HR Coordinator	2
HR Director	4
HR Manager	7
HR Supervisor	1
HR/Payroll Representative	1
Human Resource Administrator	1
Human Resource Director	2
Human Resource Generalist	2
Human Resource Manager	10
Human Resource Specialist	2
Human Resource Supervisor	1
Human Resources & Safety Manager	1
Human Resources - Benefits	1
Human Resources / Payroll Manager	1
Human Resources Administrator	2

Human Resources Assistant	1
Human Resources Benefits Coordinator	1
Human Resources Coordinator	1
Human Resources Director	3
Human Resources Generalist	2
Human Resources Manager	13
Human Resources Specialist	1
OFFICE MANAGER/ HUMAN RESOURCES	1
Office Manger	1
Operations/Facility Manager	1
Owner - Human Resource Consulting	1
Provider Services Specialist	1
Sr. Director of Human Resources	1
Sr. Director, Human Resources	1
VP	1
Vice President	1
Vice President Finance and Administration	1
Vice President, Human Resources	1
controller	1
human resources manager	1
mgr. HR	1
president	1
vice president of human resources	1
vp-hr	1

2. Name of your organization?

20-20 Technologies Commercial	1
ALticor	1
Arnie's, Inc.	1
B&B Trucking, Inc.	1
BDO Seidman, LLP	1
Beacon Services, Inc.	1
Behr Industries	1
Behr Industries Corporation	3
Benteler Automotive Corporation	1
Blackmer/ A Dover Company	1
Bliss Clearing Niagara, Inc.	1
Brillcast Inc.	1
Citation Corporation	1
Community Rebuilders	1
ConAgra Foods	1
Corporate Security Solutions	1
Custom Profile	1
D.A. Blodgett for Children	1

DTS Fluid Power LLC	1
DeWys Manufacturing, Inc	1
Dennen Steel Corp.	1
Detroit Diesel Remanufacturing North	1
Directions of Grand Rapids, LLC	1
Essilor Labs of America/ Optical Supply, Inc.	1
Etna Shared Services	1
FOGG FILLER CO	1
Family Research Council	1
Freedom Village Holland	1
Frost Inc.	1
Gill Industries	1
Grand Rapids Community Foundation	1
Grand Rapids Controls, LLC	1
Grand Rapids Medical Education & Research Center for Health Professions	1
Grand Valley Health Plan	1
Great Lakes Home & Resort	1
Hart & Cooley, Inc.	1
Haviland Enterprises, Inc.	1
Heartwell Mortgage Corporation	1
Heather Hills LP	1
Humane Society of Kent County	1
Humphrey Capital Group	1
ICNB	1
ITW AIM Components	1
Imperial Graphics, Inc.	1
Innotec	1
Integrated Architecture	1
Irwin Seating Company	1
Kalamazoo RESA	1
Kent District Library	3
Klise Manufacturing Company	1
Knape & Vogt Manufacturing	1
Koeze Associates	1
L-3 Communications Avionics Systems	1
Meridian Automotive Systems, Inc.	1
Michigan Community Blood Centers	1
Michigan Medical, P.C.	1
Michigan Rubber Products	1
Michigan Wheel Corporation	1
Middleville Tool & Die Co., Inc.	1
Moiron, Inc.	1
Mosaic Potash Hersey, LLC	1

Nucraft Furniture	1
Oliver Products Company	1
Paulstra CRC	1
Paulstra CRC Corporation	1
Plascore Inc.	1
Porter Corp	1
Precision Metal Products	1
Quality Aluminum Products	1
Quality Edge	1
R.L. Adams Plastics, Inc.	1
ROSKAM BAKING COMPANY	1
Robert Bosch Fuel Systems, LLC	1
SSI Electronics, Inc	1
SUSPA, Incorporated	1
Spartan Distributors, Inc.	1
Specialty Heat Treating, Inc.	1
Spectrum Industries	1
Steelcase	1
Stiles Machinery, Inc.	1
Terryberry Company, LLC	1
The Decc Company, Inc.	1
The Empire Company, Inc.	1
The Sherwin-Williams Company	1
The Worden Company	1
Trivalent Group Inc.	1
UniSource Office Furniture Inc.	1
Universal Traffic Service	1
Via Design Inc	1
Whitecaps Professional Baseball	1
Women's Resource Center	1
Zondervan	1
cascade die casting group, inc.	1
cedarcrest dairy inc.	1
ford insurance agency inc	1
tesa tape inc.	1
touchstone innovare	1

3. How many people are employed at your organization?

101-250	26
251-500	21
50-100	25
501-1000	7
Less than 50	15

more than 1000 8

4. How many people are employed in your HR department?

	0	1
	1	20
1 FTE		1
1 Manager with 3 HR Admin (one at each remote location)		1
	1.5	2
1.5 FTE's		1
	11	1
	14	1
	2	20
2 full time and 1 part time		1
	2.5	1
	3	6
	3.5	2
	30	1
	300	1
	31	1
	4	6
	5	7
	6	3
	6.5	1
	7	2
	75	1
	8	2
Because of our unique organization structure, we do not have any departments.		1
Do not have a specific HR department		1
Just me, with some secretarial support from our Executive Administ. Assistant		1
No department		1
None except me		1
ONE...JUST ME (equal to 20)		1
One		3
One - and only one in 3 previous employers - co. size 50-100		1
One Person - Half time		1
One full-time and one part-		1

time employee
 Question 3 and 4 specific to
 Grand Rapids - 2 1
 Three 1
 have no hr dept. have 1 person
 in accounting/payroll to help
 with admin duties 1
 one 2
 three 1
 two 1

5-18. Please indicate the value of each of the following general skills for a successful career in Human Resources.

	Extremely Low Value	Low Value	Neutral	High Value	Extremely High Value
Accounting		12	43	40	5
Business ethics				25	76
Communication skills: Interpersonal				10	91
Communication skills: Written				29	72
Communication skills: Presentation			2	46	52
Economics		9	43	44	4
Finance	1	5	42	45	7
Information Systems		3	31	59	7
International business	4	21	54	18	3
Internship or other HR experience		1	23	58	17
Leadership			5	47	48
Marketing	1	11	51	32	5
Strategic management			8	61	31
Statistics		13	39	44	4

19. Please provide any comments you have regarding the above or other general skills, which are not covered by the skills mentioned above.

1. Interviewing skills 2. Ability to determine positive employment characteristics, e.g., work ethic, positive attitude, integrity, reliability and dependability, loyalty, job skills, etc.

A Hr person need to know business. I strogly recommend a MBA with a specialization in HR.

A general understanding of accounting and finance is helpful, marketing and statistics are helpful. An

introduction. Learning to be a problem solver, a critical thinker, a professional communicator, and VERY,

VERY good with people. Learning to "read" people, the psychology and the interpersonal skills.

An internship should be a requirement for any HR college program.

Attention to detail and strong organizational skills essential

Be able to communicate to all levels of employees and be a "social worker" at times.

Because of HR's work with compensation and benefit programs, financial skills & knowledge are very

helpful in an organization of our size.

Business and HR partnership training. metrics of hr.

Business law background.

Compliance

Creativity is important. You must be able to think creatively to solve problems, lower insurance costs,

keep employees happy, new recruiting methods, etc.

Depending on the level within the company, the financial knowledge varies. At my level, it is very important

but at the plant level, not so much.

HR is a service function for all business. HR is more than just benefit administration. HR is a critical

component for a successful business.

High Value in Business Law

I can't stress enough the importance of an internship! There is only so much that can be learned in the

classroom. Hands-on experience is a must, not only to develop additional skills, but also so the student

gains an understanding of what the HR world is really like.

In a Small Business environment, the more blended your skills and knowledge are the better your chances

are for success.

In order for you to be an effective business partner you need to be able to show how HR adds value.

This

is done by understanding finance in order to talk with executives.

In smaller organizations HR takes on many functions beyond just employee relations. HR may be responsible for payroll, benefits, safety including OSHA reporting, and training.

It is important to have both an education of facts and know where to gain resources regarding Legal, safety,

and OSHA Resources. Education on Ergonomics.

Knowledge of HR Laws, regulations, trends, best practices, networking, professional chapter membership.

Laws affecting employees. Mod factors and how they affect the bottom line.

Problem-solving, project management

Skills depend entirely on how the HR function works at a particular orgn... there is such a breadth of

approach across different companies. It is also important to realize that HR must be poised to advance the

function, not just succeed in the tasks that currently exist. We must work to evolve it. Different skills are

necessary to succeed at the next level.

Some of the rankings are because of my particular position. We are a small company, so we wear

many hats. In a normal office, I suppose what I marked neutral would be of more importance in another HR office.

At Decc, we have other departments handle those needs.

Strong understanding of the business you are in is important. You need to be a business partner with the rest of the organization.

To be a truly exceptional HR executive, one needs overall general business management knowledge and

experience. One cannot function successfully in HR without understanding the people impact to all functions and strategies of the organization.

Whatever the business, understand it. What's its product or service? Where is its income derived? An

overall understanding of business is a must, as is an understanding of business law.

Word, Excel, PowerPoint, Outlook very helpful

communication, marketing, understanding how the finances / accounting of the business work and are

effected by decisions made by HR are extremely important for an effective HR staff person to be a integral

part of the management team of the business. HR staff have a perspective that is usually a bit different

from other management staff and that perspective can be extremely important in planning and forecasting.

the ability to communicate complex ideas to willing or unwilling parties is vital. must be able to deliver bad

news and have a way to deal with the grief given to hr people. an optimistic attitude will help. need to

execute duties quickly and not procrastinate - or it will eat you up.

20-35. Please indicate the value you place on undergraduate students having knowledge in the following areas as part of an undergraduate degree in Human Resources.

	Extremely Low Value	Low Value	Neutral	High Value	Extremely High Value
HR Planning		1	13	65	20
Employment Law			3	41	57
Job Analysis		1	14	68	17
Recruiting/Selection		1	4	57	38
Training/Development			8	59	33
Job Evaluation		1	15	66	19
Compensation		1	13	61	26
Benefits		1	8	50	42
Performance Appraisal		1	9	59	31
Employee Relations			2	46	53
Safety/Health		2	9	64	26

Negotiation skills: Labor contract	1	10	47	32	11
Negotiation skills: General	1	2	27	52	19
Union/Management Relations	2	13	44	36	6
International Human Resources	4	17	53	25	2
Strategic Human Resource Management	1	3	21	53	23

36. Please provide any comments you have on the above.

ALL Very important???

Did not place emphasis on strategic planning for that level of employee.

I have been the Controller in various small businesses, and I always seem to handle the HR function in addition to my accounting and financial responsibilities. This seems to be true in other small companies, also. Some HR courses as part of the Accounting curriculum would be beneficial.

I look for a well rounded individual who is a strong generalist. I don't look for an expert in any one area.

If a student is fortunate to work in a large organization they will just need to understand if they want to be a generalist (employee relations, strategic planning, etc) or a specialist (benefits, etc). They should have a good understanding of how it all works together.

In regards to Union/Management Relations, I feel that the best education is on the job. Each Union is different represented by their Top Committee members. I think it is important to have a general knowledge in regards to Unions but you may or may not be employed in a Union setting. Items L, M, & N above are "Extremely High Value" if in a union environment. Item O only if dealing with an international organization

My company has International offices but we do not deal with the Union.

Negotiation skills include how to represent an employer with regards to annual policy renewals and being informed as good as or better than the sales representative.

Strategic HR Management skills should be offered in HR graduate program.

The above comments pertain to be familiar with the particular area. Working knowledge for a recent graduate is not expected, but something that would come with time on the job.

The generalist types of things they should have a solid handle on, and be exposed to the other areas where a manager or specialist will be involved.

Though I rated them low, if I were going into a union environment I would rate those areas as extremely high.

Undergraduate students need the knowledge of the above areas, but what is most important is the practical application these principles.

Ungraduates should come to the workplace with the text book knowledge on all of these areas and then learn the real world application only once in the job.

We are non-union so don't need union/management relations skills but I know other companies still need that.

We believe all areas are important to be familiar with, but areas such as Benefits and Performance Management are better to learn on the job.

While I rated union items neutral, I believe that undergraduate students need exposure. Should they desire to work in a union environment, there should be courses specialized for them.

Likewise with global HR education -- while many businesses today need global knowledge in HR, some do not.

While each item mentioned above is important, much of it is learned as you progress and some only necessary if for instance you are in a union environment or a manufacturing environment, etc.

You need at least a working knowledge of all. Things like negotiation/union relations may only be necessary in specific industries.

helping pick good, long term employees is very valuable to an employer.

COMMENTS

37. Please provide any additional comments you would like to make.

Customer service in human resources is very important.

I am currently looking for a part-time HR assistant, 5-days a week, 5 hours per day. Flexible on the 5 hour time frame per day.

I am willing to offer further input if needed. Sarah Jolman, PHR Kent District Library
sjolman@kdl.org 616-784-2016 x2227

I believe a graduate should have a minimum of one internship in the area of Human Resources if not two prior to graduation. "Hands on" experience really tests your knowledge and skills on whether an individual should be in Human Resources. Not everyone has the aptitude nor the patience to work with so many different individuals.

I highly recommend that all HR undergrads should do an internship. This would be helpful in trying to find a job in HR after graduation.

Interpersonal communication and relationship building is extremely important for any H.R. professional. The ability to express ideas and develop a plan to implement is critical.

Looking backward I wish I had more legal training so I wouldn't have to rely so much on our attorney. I would recommend anyone thinking of HR take as many employment law classes as possible.

SHRM certifications are great

The Human Resource Director must provide training to all employees who supervise other employees -- this is where problems arise due to the lack of HR knowledge by other Department leaders.

We do not have a human resources department . The controller does most of the paperwork associated with that area.

mastery of a 2nd language will help in the years to come. may need info on working with green cards, minors, handicaped.

Thank you for your time and assistance!

Human Resources Management

APRC 2005-2006

section 3

Appendix I – Student Survey Instrument

**Ferris State University
College of Business
Human Resource Student Survey**

1. Which of the following will you be in the fall of 2005?
Freshman _____ Sophomore _____ Junior _____ Senior _____

2. Which of the following will you obtain?
Bachelor degree in HR _____ Minor in HR _____ Certificate in HR _____

3. If you are obtaining a minor or certificate in Human Resources, what is your major?

4. Why did you choose to come to Ferris to pursue your degree? _____

5. Why did you select the Human Resource Management Program? _____

6. Did you transfer into this program from another program at Ferris or another college or university?
Yes _____ No _____
If yes, what/where was it? _____

7. Are you involved in the student chapter of the Society for Human Resource Management?
Yes _____ No _____

8. Please identify any other professional/student organizations to which you belong. _____

9. Have/do you plan to participate in an internship or gain other HR experience while you are in school?
Yes _____ No _____

If yes, where is/will it be? _____

How did/will you obtain this position? _____

10-18. Which of the following classes have you already taken?

Course	Yes	No
MGMT 302 – Organizational Behavior		
MGMT 373 – Human Resource Management		
MGMT 375 – Negotiations		
MGMT 377 – International Human Resource Management		
MGMT 472 – Compensation		
MGMT 474 – Cases and Issues in Human Resources		
BLAW 421 – Employment Law		
ECON 331 – Labor Economics		
ISYS 200 – Database Design & Implementation		

19. Of the courses you had taken to date, which do you perceive as most relevant to the HR program? _____

20. Which do you perceive as the least relevant to the HR program? _____

21. Are there any courses/areas of study that you think should be added or improved? Why and in what way?

22. Are there any courses/areas of study that you think should be eliminated? Why?

23-33. Please rate your level of agreement with each of the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The Academic advising is effective.					
The HR instructors are knowledgeable in the subject matter.					
The HR instructors are available to students.					
The HR instructors are helpful to students.					
The courses in the program are conveniently scheduled.					
The classrooms are appropriate for the classes in the program.					

I am generally satisfied with the program.					
I would recommend the program to others.					
The program is preparing me to work in the field.					
If available, I would prefer to take classes that meet partially online.					
If available, I would prefer to take classes that meet entirely online.					

34. Please comment on your responses to the questions in the previous section.

ADDITIONAL COMMENTS

35. Please provide any comments/suggestions about the HRM undergraduate degree/minor/certificate.

Thank you for your time and assistance!

Appendix J – Student Survey Results

Ferris State University College of Business Human Resource Student Survey Results n= 9

1. Which of the following will you be in the fall of 2005?

Freshman - Sophomore - 2 Junior - 2 Senior – 5

2. Which of the following will you obtain?

Bachelor degree in HR - 4 Minor in HR - 5 Certificate in HR -

3. If you are obtaining a minor or certificate in Human Resources, what is your major?

-Marketing-Sales

-International Business

-Business Administration – 2

-Psychology

Didn't answer the question - 4

4. Why did you choose to come to Ferris to pursue your degree?

-It's a good school and close to home.

-My father attended there. The HVAC-R program is nationally known.

-good business school and close to home.

-Because my father went here & received the same degree.

-I like what the school has to offer.

-Not necessarily to pursue my degree but I felt very at home on the campus.

-Originally PGM program but later switched to psychology/HR

-I have a sister that also attends here but after the 1st year here, I fell in love with the program & Ferris's values & standards.

Didn't answer this question - 1

5. Why did you select the Human Resource Management Program?

-I thought it would enhance my major.

-I thought it would backup my major.

-it's a degree I can use and still work with people on a daily basis.

-Because Mgmt. 373 was required for my major and I enjoyed the class.

-I like working with people and in business.

-I enjoy people – even mean ones – and excelling my public relations skills.

-I thought it would be a wise selection to couple w/ a psychology major.

-I love working with people, I enjoy knowing that there are so many different areas in HR to learn!

Didn't answer this question – 1

6. Did you transfer into this program from another program at Ferris or another college or university?

Yes - 6 No - 3

If yes, what/where was it?

- Hospitality – F.S.U.
- the Pharmacy program @ Ferris
- Pre-med
- Social work at Ferris
- PGM
- Central Michigan & Kellogg Community College

Didn't answer this question - 3

7. Are you involved in the student chapter of the Society for Human Resource Management?

Yes - 3 No - 6

8. Please identify any other professional/student organizations to which you belong.

- American Marketing Assoc.
- Honors Program, MACCA
- Delta Sigma Pi, Sapphires, Inc., Resident Assistant
- None

N/A – 1

Didn't answer this question - 4

9. Have/do you plan to participate in an internship or gain other HR experience while you are in school?

Yes - 7 No - 2

If yes, where is/will it be?

- I am not sure yet
- My current employer
- Big Rapids Pioneer
- Not sure
- HR office in Prakken building
- Continue working for Mayo Clinic

N/A - 1

Didn't answer - 2

How did/will you obtain this position?

-I work for the printing division now and will contact their HR Dept. to see about an internship or job shadow this upcoming school year.

-still not sure

-through Dr. Connie Meinholdt in the psychology dept.

-It is a continuation of my internship with the Mayo Clinic.

N/A – 1

Didn't answer - 4

10-18. Which of the following classes have you already taken?

Course	Yes	No
MGMT 302 – Organizational Behavior	5	4
MGMT 373 – Human Resource Management	5	4
MGMT 375 – Negotiations	2	7
MGMT 377 – International Human Resource Management	1	7
MGMT 472 – Compensation	3	6
MGMT 474 – Cases and Issues in Human Resources	2	7
BLAW 421 – Employment Law		8
ECON 331 – Labor Economics	2	6
ISYS 200 – Database Design & Implementation	4	4

-One survey had no answers check marked as yes or no (was left blank) for the following:
MGMT 377, BLAW 421, ECON 331, ISYS 200

19. Of the courses you had taken to date, which do you perceive as most relevant to the HR program?

-Mgmt 373 & 375

-I only took one

-Human Resource Mgmt & Compensation

-Mgmt 373 because this class is required for most degrees in business & this class should get student interested inHR

-Business writing

-MGMT 373, 302, 375, & 472

-Compensation, Org. Behavior & HR management.

n/a - 1

Didn't answer - 1

20. Which do you perceive as the least relevant to the HR program?

-None

-See above

-They are all relevant

-In the minor program PSYC 310 it is not the above list, but I am going to have to take it in the fall.

-Math

-All apply well to the field of HR

-International HR labor economics

-n/a - 1

Didn't answer - 1

21. Are there any courses/areas of study that you think should be added or improved? Why and in what way?

-no

-no

-as of yet – I haven't even taken any core classes

-Compensation should go back to the way it was run without the added Mecosta County Chamber of Commerce component because it is too much to squeeze in a semester

-Cases & Issues in HR should be a class – would have been interesting to see what that class would have been about.

Didn't answer - 4

22. Are there any courses/areas of study that you think should be eliminated? Why?

-No - 6

-PSYC 310 – how does this relate to HR.

-

Didn't answer - 2

23-33. Please rate your level of agreement with each of the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The academic advising is effective.			2	2	5
The HR instructors are knowledgeable in the subject matter.			3	3	3
The HR instructors are available to students.			2	4	3
The HR instructors are helpful to students.			2	4	3
The courses in the program are conveniently scheduled.			6	1	2
The classrooms are appropriate for the classes in the program.		1	3	3	2
I am generally satisfied with the program.			3	3	3
I would recommend the program to others.			3	3	3
The program is preparing me to work in the field.			3	4	2

If available, I would prefer to take classes that meet partially online.	3		3	1	2
If available, I would prefer to take classes that meet entirely online.	4		2	1	2

34. Please comment on your responses to the questions in the previous section.

-For org. Behavior, we were stuck in this cramped, tiny, room across from the Commons Area, we could hardly move in there. I enjoy everything else about the program.

-I would have liked the opportunity to take classes online that are only offered Tues & Thurs – these classes resulted in me having classes M-F and I’m a non-traditional student – sometimes very difficult to do.

-Since I am majoring in HR I would think that others who are also majoring in HR would want as much in-class room time. Online courses seem a little lazy.

-I would stay away from the online classes. They may be more convenient but they are not the same experience. Learning is much more concrete in an actual classroom.

-What can I say, I just love this program. The fact that you have few professors to work with in this program. The classes interlock with each other.

No comment - 4

ADDITIONAL COMMENTS

35. Please provide any comments/suggestions about the HRM undergraduate degree/minor/ certificate.

-Bev is definitely a better advisor than my mktg. advisor. She lives a hour & a half away and is still more reachable than any of my other prof’s.

-None but I am considering grad school & wish there was an MBA program with an emphasis in HR or Employee relations so I wouldn’t have to go to a different school – something to think about :)

-Excellent program in my opinion. Even though I did not take PHR exam, I felt like I was adequately prepared to pass the exam. Keep up the good work. A special thank you to the HR professors for a very well done job, with the exception of Dr. Heeter who could use an attitude check at the door before entering the class room and could be a little more helpful for his pupils. Other than that I am very pleased.

-Through my learning & the teachings of Bev. Demarr, I am able to understand what I have learned & apply it in the real world. Since, I will actually be working in the HR field after graduation & I can say the my undergraduate studies was truly worth it & beneficial.

No comments - 5

Thank you for your time and assistance!

Appendix K – Faculty Survey Instrument

**Ferris State University
College of Business
Human Resource Program Review
Faculty Survey**

1. What department are you in?

CIS/Accounting _____ Graduate Programs _____ Management _____ Marketing _____

2-10. Please rate your level of agreement with each of the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A or No Experience
I am familiar with the HR major.						
I am familiar with the HR minor.						
I am familiar with the HR certificate.						
I have recommended the HR degree to students who are undecided or thinking of changing their major.						
I have encouraged my advisees to get a minor or certificate in Human Resources.						
I am familiar with the student chapter of the Society for Human Resource Management						
I have recently (within the past year) heard of any HR student/graduate successes.						
I generally believe the COB faculty respect the contributions of the HR program to the COB.						
The HR degree/minor/certificate is valuable to the COB.						

COMMENTS

11. Please provide any comments, thoughts, criticisms, and/or suggestions for improvement you would like to make about the Human Resources degree/minor/certificate at Ferris.

Appendix L – Faculty Survey Results

Ferris State University College of Business Human Resource Program Review Faculty Survey Results N = 26

1. What department are you in?

CIS/Accounting - 6 Graduate Programs - 4 Management - 4 Marketing - 9
Administration -1 Didn't answer this question - 2

2-10. Please rate your level of agreement with each of the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A or No Experience
I am familiar with the HR major.	1	3	4	12	4	2
I am familiar with the HR minor.	2	6	4	8	2	4
I am familiar with the HR certificate.	4	3	5	8	2	4
I have recommended the HR degree to students who are undecided or thinking of changing their major.	4	7	3	3	2	7
I have encouraged my advisees to get a minor or certificate in Human Resources.	5	7	2	2	1	9
I am familiar with the student chapter of the Society for Human Resource Management	3	4	2	12	2	3
I have recently (within the past year) heard of any HR student/graduate successes.	4	5	2	4	6	5
I generally believe the COB faculty respect the contributions of the HR program to the COB.	1	2	5	9	7	2
The HR degree/minor/certificate is valuable to the COB.	1		1	7	13	3

-One review didn't answer the question (I generally believe the COB faculty respect the) because they "have no idea what this means"

COMMENTS

11. Please provide any comments, thoughts, criticisms, and/or suggestions for improvement you would like to make about the Human Resources degree/minor/certificate at Ferris.

-Did not leave comments - 12

-I firmly believe H/R is a necessary and worthwhile degree-just haven't really thought about it much before. Not really sure why except for maybe the lack of communication between departments & lack of training for new faculty/advisors regarding the programs in the COB. Not to mention trying to recruit students into my own program :) I was VERY impressed with the recent award(s) the students chapter won. That survey has served as a reminder for the future for me.

-We do not inform our faculty of all/each of our programs.

-Every student in every major in the C.O.B. should be required to take the basic course in HRM. The basic course in HRM should be a requirement (as Marketing, Finance, Operations Management) for taking any strategy, policy, or integrating experience course. Unfortunately these appear to be faculty having input into the content of the HRM programs who have never had a course in HRM.

-Probably the newest strategic partner in successful business strategy is HR. The HR program(s) at FSU are undervalued and deserve more emphasis. It is criminal not to have an HR course in the business core. Every graduate should have this skill set and background. It cuts across all business discipline.

-No one has ever come to FSU to recruit for 22 years HRM Majors = Drop the Major & Retire Alex

-As it happens, I am currently working on a freelance writing project promoting distance learning program for HR Assistants. The research shows great projected growth and extremely impressive salaries for assistants let alone for degreed HR professionals! As the daughter of an HR professional, I have always respected this field. What's more, professors Pomnichawski and DeMaar are among the most committed COB educators.

- I believe that human resources is a valuable component of any COB. However, I am not that familiar with Ferris' program.

-Thanks for your hard work and efforts on behalf of the course!!

-Sorry I'm not more familiar!

-With the huge financial impact of employee benefit programs today it is essential for all HR professionals to have a strong background in Finance. In fact the last HR manager we hired before I left the corporate world had an MBA in Finance and this was a requirement to qualify for the job.

-Just don't know much about HR options. Sad commentary that I am unfamiliar with a product produced by us. Not unique to HR Systemic issue.

-Courses in training principles & practice would be useful. (thru education). Courses in job/trade analysis are needed.

-Even tho I'm not familiar with HR degree, I believe it serves to benefit & support COB as a well rounded set of offerings to potential students & HR faculty are definite benefit to COB.

-I'm not familiar enough with the outcomes & objectives of the various courses to comment. However, the HR instructors are a bright spot in the COB.

Thank you for your time and assistance!

Appendix M – Sample Syllabi

BLAW 421: EMPLOYMENT LAW Fall Semester 2005 Syllabus

Course Description

Employment law pervades virtually every aspect of human resource practice, and managers regularly confront employment law questions. In no other area of the law are nonlawyer professionals exposed to such legal regulation, and in no other area do they experience the need for “lawyer-like” skills to the extent that human resources directors and industrial relations specialists do. Employment litigation is a growth industry for America’s million lawyers. This course will help you recognize, analyze and deal with employment law issues when they present themselves. In addition, you will learn about policies and practices that will prevent many legal problems from arising in the first place. You will also learn to know when to seek advice from legal counsel. This class will be **demanding**. You will need to spend at least **3 hours studying, on average**, for every hour of class.

Instructor Data

Professor Karen G. Nash. You can reach me at my Big Rapids office or at my home office, as follows:

Office
Business #342

Home Office
Tel: 616-296-0765

Tel: 591-2462
hurontrillium@yahoo.com

Email:

Email: nashk@ferris.edu

Office Hours

My office hours are noon to 2 pm, MWF. If these times are inconvenient for you, please make an appointment with me for another mutually convenient time. *I especially urge you to come and see me if you receive a C- or lower on a Quiz—the earlier in the semester, the better.* On Tuesdays and Thursdays, the fastest way to reach me is to call or email me at my home office.

Course Objectives

- to appreciate the range of employment common law issues and selected state laws concerning employment.
- to understand the major federal laws concerning employment and labor, and to gain an appreciation of the federal regulatory environment in these areas.
- to learn how human resource managers manage legal risk in practical ways.
- to develop the skills of legal reasoning and analysis.

-to communicate effectively orally and in writing.

Textbook

Walsh, Employment Law for Human Resource Practice, 2004. This book is densely packed with information and issues. It is not enough to simply read through each chapter once or twice. You will need to think about and analyze this textbook, comparing and contrasting what you read with the rest of the chapter and the prior chapters. There is a textbook website at walsh.westbuslaw.com.

TENTATIVE Assignments

1. **Assigned Reading.** Read the pages specified below before the scheduled class

discussion of those pages. At the end of each chapter, the Practical Advice Summary is a helpful review. Read the Chapter Questions at the end of each chapter, and be ready to discuss them in class. Also read any Author Updates for that chapter on the textbook website.

2. **Other Homework.** I may assign specific Chapter Questions or Case Questions

as homework from time to time. All written homework must be word-processed, double-spaced and free of spelling and grammatical errors.

3. **Quizzes.** There will be 5 quizzes based on the assigned reading (whether or not we have discussed it in class) and class discussions. Each quiz will be worth 45 - 60 points, and will consist of true/false, multiple choice and essay questions.

4. **Final Examination.** A comprehensive final exam will take place during the scheduled final exam period for this class worth approximately 150 points. I will provide more details later in the semester.

5. **Term Paper.** Choose a topic in employment law that is controversial right now. Research all sides of the controversy. Then write a 5- to 7-page paper explaining both sides of the issue, and describe how you personally would resolve the issue, if you were a human resources manager confronted with that issue. The Position Paper must be word-processed, double-spaced and free of spelling and grammatical errors. It is worth 75 points. I am happy to read and comment on your rough drafts at any time prior to the due date.

Participation

To encourage meaningful participation and regular attendance in this class, I will **grade your participation** at the end of each week for a maximum of 10 points, with 150 points total possible during the semester. *This may be painful for some of you, but learning to think and talk "on your feet" is an important business skill.* Please note: I do not deduct participation points for wrong answers or "stupid" questions (my prevailing philosophy is that there is no such thing as a stupid question).

Attendance

You must be present to earn participation points. If you are absent, **you are responsible for obtaining copies of class notes, handouts and assignments from classmates.** I take attendance at the beginning of each class period, so if you are tardy, you will be marked as absent. See below for my policies regarding make-ups. Tardiness is very disruptive in this class; therefore, I reserve the right to lock the door and refuse entry to late students.

Grading

I calculate grades based on a straight percentage, and then apply the Ferris Standard Grading System to translate the percentage into a letter grade. The approximate number of available points for the semester can be broken down as follows:

Participation	150
Quizzes	250
Term Paper	75
Final	<u>150</u>
Approximate Total:	625 points

Keep in mind that I may assign additional homework from time to time worth additional points.

Absences; Make-ups

I will NOT accept any late homework or Term Paper, nor allow any Quiz make-ups without a written excuse documenting your severe personal emergency presented to me before or on the day you return to class. If I accept your excuse as legitimate, then all missed work must be made up or turned in **within one week after you return to class.** This also applies to University-excused activities such as sports team travel, class field trips or military service. Please note that a computer malfunction is not a severe personal emergency. There are no make-ups allowed for missed participation points.

Extra Credit

I may offer extra credit opportunities to the entire class, at my discretion. I do not accept student-generated extra credit. All extra credit must be turned in on time.

Academic Honesty

I expect all students to uphold the highest standards of academic honesty. This includes but is not limited to cheating on Quizzes or Exams, and plagiarism in the Term Paper or any written homework. Your dishonesty will mean zero points for the assignment in question, and possible failure in this course, at my discretion. You also may be referred to Student Judicial Services for further disciplinary action.

Class Conduct

I expect all students to conduct themselves with courtesy and proper decorum in this classroom. Students with baseball caps should take them off or turn them backwards while in the classroom. Please no children, headphones, cell phones, talking out of turn, sleeping, waving to friends in

the hall, working on assignments for other classes or any other behavior that disrupts the learning environment.

TENTATIVE Syllabus

We may go faster or slower than this outline indicates, depending on class participation. Please note that **YOU ARE RESPONSIBLE FOR ALL CHANGES WHETHER OR NOT YOU ARE IN CLASS.**

Week #1 (Aug. 20 & 31)

Introduction

Chapter 1 Overview of Employment Law

Week #2 (Sept. 5 & 7)

NO CLASS Mon., Sept. 5, Labor Day

Chapter 2 The Employment Relationship

Week #3 (Sept. 12 & 14)

Chapter 3 Overview of Employment Discrimination

FIRST QUIZ Wed., Sept. 14, covering Chaps. 1 - 3

Chapter 4 Recruitment, Applications and Interviews

Week #4 (Sept. 19 & 21)

Continue Chap. 4

Chapter 5 Background Checks, References and Verifying Employment Eligibility

Week #5 (Sept. 26 & 28)

Chapter 6 Employment Testing

Chapter 7 Hiring and Promotion Decisions

Week #6 (Oct. 3 & 5)

Continue Chap. 7

SECOND QUIZ Wed., Oct. 5, covering Chaps. 4 - 7

Chapter 8 Affirmative Action

Week #7 (Oct. 10 & 12)

Continue Chap. 8

Chapter 9 Harassment

Week #8 (Oct. 17 & 19)

Chapter 10 Reasonably Accommodating Disability and Religion

Chapter 11 Work-Life Conflicts and Other Diversity Issues

Week #9 (Oct. 24 & 26)

Continue Chap. 11

THIRD QUIZ Wed., Oct. 26, covering Chaps. 8 - 11

Chapter 12 Wages, Hours and Pay Equity

Week #10 (Oct. 31 & Nov. 2)

Continue Chap. 12

Chapter 13 Benefits

Week #11 (Nov. 7 & 9)

Chapter 14 Unions and Collective Bargaining

Chapter 15 Occupational Safety and Health

Week #12 (Nov. 14 & 16)

Continue Chap. 15

FOURTH QUIZ Wed., Nov. 16, covering Chaps. 12 - 15

Chapter 16 Performance Appraisals, Training and Development

Week #13 (Nov. 21 & 23)

Continue Chap. 16

Chapter 17 Privacy on the Job: Information, Monitoring and Investigations

Week #14 (Nov. 28 & 30)

TERM PAPER due Mon., Nov. 28

Chapter 18 Terminating Nonunion, Private Sector Employees—Employment At Will With Exceptions

Chapter 20 Downsizing, Unemployment Insurance and Other Posttermination Issues

Week #15 (Dec. 5 & 7)

Finish Chap. 20

FIFTH QUIZ on Wed., Dec. 7 covering Chaps. 16 – 18 & 20

Finals Week (Dec. 12 - 16)

COMPREHENSIVE FINAL EXAM

ORGANIZATIONAL BEHAVIOR
MGMT 302
Winter 2005

Professor: Beverly J. DeMarr, Ph.D., SPHR

Office Location: BUS 345

Office Phone: (231) 591-3756

Home Phone: (231) 798-3560

E-Mail: demarrb@ferris.edu

Office Hours – Tuesday: 9:00-9:30 & 2:45 - 4:30

Thursday: 2:45 - 4:30

Other hours are available by appointment at a mutually convenient time, although many questions can be handled via the telephone.

Text:

Robbins S. P. (2003). Organizational Behavior (10th ed.). Upper Saddle River, NJ: Prentice Hall.

Grading:

Final grades in this course will be calculated based on the total points earned as a percentage of the total possible points. (Example: 810 points earned / 900 total possible points = 90% = "A-") This also allows students to calculate their standing at any given point in time by dividing the points earned to date by the total possible points to date. The total points available are allocated as follows:

Exams (4 @ 100 pts ea)	400
Personal Growth Assignment (Part 1)	100
Personal Growth Assignment (Part 2)	100
Class Presentation	100
Attendance	100
Class Prep. & Participation	<u>100</u>
Total Possible Points	900

Letter grades are assigned as follows:

94 – 100 A	67 – 69 D+
90 – 93 A-	64 – 66 D
87 – 89 B+	60 – 63 D-
84 – 86 B	0 – 59 F
80 – 83 B-	
77 – 79 C+	
74 – 76 C	
70 – 73 C-	

Exams/Quizzes:

Students are responsible for all assigned reading and all material presented in class. Thus, if you must miss a class it is important to get notes from someone. Tests will cover material from both the textbook and material presented in class. Make-up exams will be given only with prior approval from the professor and only in the most extenuating circumstances (e.g., death, hospitalization). A short quiz may be given at the beginning of each chapter. Each quiz will consist of a single, short answer question worth from one to six points. No makeup quizzes will be given. If a student is not present when the quiz is administered the points available for that quiz will be forfeited.

Personal Growth Assignment:

In an effort to help students understand their own goals, priorities, and motivations in life, and to plan accordingly, students will be required to prepare an individual five year plan that will be submitted in two parts. A separate handout on this assignment will be distributed at the first class meeting. The assignments are due at the beginning of class on the dates shown on the tentative schedule. Assignments turned in after the beginning of class but before 5:00 pm on the due date will lose ten percent of the possible points. Assignments submitted later than that will lose an additional ten percent of the total possible points for each additional day.

Class Presentation:

Students will work in groups to present a course topic to the class. Groups will be formed and topics selected the first week of class. Each group will prepare and deliver a formal presentation including, but not limited to, handouts and PowerPoint slides. The presentations should be roughly 30 minutes in length and will be scheduled over the course of the semester based on topic. Feedback will be solicited from the audience; however, the professor will determine the presentation grade.

Class Preparation, Participation and Attendance:

Students are expected to be in attendance, take notes and participate fully in all class discussions and related activities. Due to the high level of interaction required in this course it is imperative that students come to class prepared. This includes, but is not limited to, reading all assigned material before class and being prepared for discussion on the material. Note: the tentative schedule identifies all reading assignments from the textbook. The chapters listed should be read prior to that week's class meeting(s). Attendance is mandatory. Arriving late or leaving class early is recorded as an absence. The points available for attendance will be allocated as follows:

0 absences = 100
1 absence = 95
2 absences = 90
3 absences = 85
4 absences = 80
5 absences = 75
more than 5 absences = 0

The points available for class preparation and participation will be based on the student's contribution and effort put forth in the course. These points are not granted automatically and may range from zero to 100.

Classroom Expectations:

While it is my hope that we can have fun during our time together our first priority must be learning the course material. To that end I have certain expectations for conduct in the classroom. First I expect everyone to arrive on time and fully prepared for class. Obviously this means having read all assigned materials and completed any homework assignments, but it also includes having attended to all of your personal needs. Put simply, wandering in and out of class to get a drink, use the restroom, talk with a professor, use the phone, or just to stretch is disruptive and inappropriate behavior. Similarly, if you feel the need for a four-course meal, to socialize with your classmates, or a power nap, please do it outside of class.

TENTATIVE SCHEDULE

Week Nbr.	Week of	Topics
1	1/10	Syllabus/Orientation Personal Growth Assignment CH 1: What Is Organizational Behavior? Appendix B: Research in Organizational Behavior
2	1/17	CH 2: Foundations of Individual Behavior * MBTI Overview – 1/20/05 *
3	1/24	CH 3: Values, Attitudes, and Job Satisfaction * MBTI Interpretation of Students' Results – 1/27/05 *
4	1/31	CH 4: Personality and Emotions * Overview of Career Services – 2/1/05 *
5	2/7	EXAM #1 - Chapters 1 – 4, Appendix B CH 5: Perception and Individual Decision Making
6	2/14	CH 6: Basic Motivation Concepts
7	2/21	CH 7: Motivation: From Concepts to Applications * Winter Job Fair – 2/24/05 *
8	2/28	CH 8: Foundations of Group Behavior * Personal Growth Assignment Phase I Due 3/3/05*
	3/7	* Spring Break *
9	3/14	CH 9: Understanding Work Teams EXAM #2 - Chapters 5 – 9
10	3/21	CH 10: Communication CH 11: Basic Approaches to Leadership * Easter Break – No class – Thursday 3/24 *
11	3/28	CH 12: Contemporary Issues in Leadership CH 13: Power and Politics
12	4/4	CH 14: Conflict and Negotiation EXAM #3 - Chapters 10 – 14 * Personal Growth Assignment Phase II Due 4/7/05 *
13	4/11	CH 15: Foundations of Organization Structure

		CH 16: Work Design and Technology
14	4/18	CH 17: Human Resource Policies and Practices
15	4/25	CH 18: Organizational Culture CH 19 Organizational Change and Stress Management
16	5/3	Exam #4 Chapters 15 – 19 * Note: There will be a mass exam for both sections of this class* * Tuesday, May 3, 8:00-9:40 pm in BUS211 *

HUMAN RESOURCE MANAGEMENT
MGMT 373
Winter 2005

Professor: Beverly J. DeMarr, Ph.D., SPHR

Office Location: BUS 345

Office Phone: (231) 591-3756

Home Phone: (231) 798-3560

E-Mail: demarrb@ferris.edu

Office Hours – Tuesday: 9:00-9:30 & 2:45-4:30

Thursday: 2:45-4:30

Other hours are available by appointment at a mutually convenient time, although many questions can be handled via the telephone.

Text: Bohlander, G., & Snell, S. (2004). Managing Human Resources (13th ed.). Cincinnati, OH: South-Western.

Grading:

Final grades in this course will be calculated based on the total points earned as a percentage of the total possible points. (Example: 720 points earned / 800 total possible points = 90% = "A-") This also allows students to calculate their standing at any given point in time by dividing the points earned to date by the total possible points to date. The total points available are allocated as follows:

Exams (4 @ 100 pts ea)	400
Integrated Cases (2 @ 100 pts ea)	200
Attendance	100
Class Prep. & Participation	<u>100</u>
Total Possible Points	800

Letter grades are assigned as follows:

94 – 100	A	67 – 69	D+
90 – 93	A-	64 – 66	D
87 – 89	B+	60 – 63	D-
84 – 86	B	0 – 59	F
80 – 83	B-		
77 – 79	C+		
74 – 76	C		
70 – 73	C-		

Exams/Quizzes:

Students are responsible for all assigned reading and all material presented in class. Thus, if you must miss a class it is important to get notes from someone. Tests will cover material from both

the textbook and material presented in class. Make-up exams will be given only with prior approval from the professor and only in the most extenuating circumstances (e.g., death, hospitalization). A short quiz may be given at the beginning of each chapter. Each quiz will consist of a single, short answer question worth from one to six points. No makeup quizzes will be given. If a student is not present when the quiz is administered the points available for that quiz will be forfeited.

Integrated Cases:

Students are required to turn in their answers to the questions for the assigned integrated cases listed on the tentative schedule. The cases are found at the end of the textbook. The responses to the questions should be well reasoned and defensible from both a legal and logical standpoint. All written assignments must be typed, double-spaced, and spell-checked with one-inch margins all around. All pages must be numbered and stapled together. The assignments are due at the beginning of class on the dates shown on the tentative schedule. Assignments turned in after the beginning of class but before 5:00 pm on the due date will lose ten percent of the possible points. Assignments submitted later than that will lose an additional ten percent of the total possible points for each additional day.

Class Preparation, Participation and Attendance:

Students are expected to be in attendance, take notes and participate fully in all class discussions and related activities. Due to the high level of interaction required in this course it is imperative that students come to class prepared. This includes, but is not limited to, reading all assigned material and completing assignments before class and being prepared for discussion on the material. Note: the tentative schedule identifies all reading assignments from the textbook. The chapters listed should be read prior to that week's class meeting(s). Attendance is mandatory. Arriving late or leaving class early is recorded as an absence. The points available for attendance will be allocated as follows:

0 absences =	100
1 absence =	95
2 absences =	90
3 absences =	85
4 absences =	80
5 absences =	75
more than 5 absences =	0

The points available for class preparation and participation will be based on the student's contribution and effort put into the class. These points are not granted automatically and may range from zero to 100. Note: Periodically your professor may ask to see your class notes.

Classroom Expectations:

While it is my hope that we can have fun during our time together our first priority must be learning the course material. To that end I have certain expectations for conduct in the

classroom. First I expect everyone to arrive on time and fully prepared for class. Obviously this means having read all assigned materials and completed all assigned case studies and experiential exercises, but it also includes having attended to all of your personal needs. Put simply wandering in and out of class to get a drink, use the restroom, talk with a professor, use the phone, or just to stretch is disruptive and inappropriate behavior. Similarly, if you feel the need for a four-course meal, to socialize with your classmates, or a power nap, please do it outside of class.

TENTATIVE SCHEDULE

Week Nbr.	Week of	Topics
1	1/10	Syllabus/Orientation CH 1: The Challenge of Human Resources Management
2	1/17	CH 2: Equal Employment Opportunity and Human Resources Management
3	1/24	CH 3: Job Requirements and the Design of Organizations to Achieve Human Resources Productivity CH 4: Human Resources Planning and Recruitment
4	1/31	Exam #1 - Chapters 1 – 4 CH 5: Selection
5	2/7	CH 6: Training and Development
6	2/14	CH 7: Career Development * Case 3: Job Analysis & Hiring Decisions at Ovania Chemical (pp. 732-7) Due 2/17/05 *
7	2/21	CH 8: Appraising and Improving Performance * Winter Job Fair – 2/24/05 *
8	2/28	Exam #2 - Chapters 5 – 8 CH 9: Managing Compensation
	3/7	Spring Break
9	3/14	CH 10: Incentive Rewards
10	3/21	CH 11: Employee Benefits * Easter Break – No Class - 3/24/05 *
11	3/28	CH 12: Safety and Health
12	4/4	Exam #3 - Chapters 9 – 12
13	4/11	CH 13: Employee Rights and Discipline CH 14: The Dynamics of Labor Relations
14	4/18	CH 15: International Human Resource Management * Case 9 Wrongful Discharge or Simply “Poor Performance” (pp. 750-2) Due 4/21/05 *

15	4/25	CH 16: Creating High Performance Work Systems
16	5/2	Exam #3 Chapters 13 – 16 Exam Week Schedule: <u>Class Meets</u> <u>Location</u> <u>Exam Date/Time</u> T-R 4:30 – 5:45 BUS 316 Thurs. May 5, 4:00-5:40

NEGOTIATIONS
MGMT 375
Fall 2004

Professor: Beverly J. DeMarr, Ph.D., SPHR

Office Location: BUS 345

Office Phone: (231) 591-3756

Home Phone: (231) 798-3560

E-Mail: demarrb@ferris.edu

Office Hours – Tuesday: 9:00-9:30 & 2:45 - 4:30

Thursday: 2:45 - 4:30

Other hours are available by appointment at a mutually convenient time, although many questions can be handled via the telephone.

Texts:

Lewicki, R. J., Barry, B., Saunders, D. M., & Minton, J. W. (2003). Negotiations (4th ed.). Boston, MA: Irwin, McGraw-Hill.

Grading:

Final grades in this course will be calculated based on the total points earned as a percentage of the total possible points. (Example: 630 points earned / 700 total possible points = 90% = "A-") This also allows students to calculate their standing at any given point in time by dividing the points earned to date by the total possible points to date. The total points available are allocated as follows:

Exams (3 @ 100 pts ea)	300
Personal Negotiation	100
Self-Evaluation Paper	100
Attendance	100
Class Prep. & Participation	<u>100</u>
Total Possible Points	700

Letter grades are assigned as follows:

94 – 100 A	67 – 69 D+
90 – 93 A-	64 – 66 D
87 – 89 B+	60 – 63 D-
84 – 86 B	0 – 59 F
80 – 83 B-	
77 – 79 C+	
74 – 76 C	
70 – 73 C-	

Exams/Quizzes:

Students are responsible for all assigned reading and all material presented in class. Thus, if you must miss a class it is important to get notes from someone. Tests will cover material from both the textbook and material presented in class. Make-up exams will be given only with prior approval from the professor and only in the most extenuating circumstances (e.g., death, hospitalization). A short quiz may be given at the beginning of each chapter. Each quiz will consist of a single, short answer question worth from 1 to 6 points. No makeup quizzes will be given. If a student is not present when the quiz is administered the points available for that quiz will be forfeited.

Personal Negotiation:

This assignment involves a "real life" negotiation. Students will plan and execute an actual negotiation for something of personal value during the span of the course, write a paper on it, and share the results with the class. Potential subjects for negotiation include, but are not limited to: resolving a conflict with a roommate, spouse, parent, or friend; negotiating a new job assignment, salary, or working conditions with an employer; or the purchase of an automobile, house, furniture, etc. Be creative!

A typed one page outline which includes the choice of topic and a tentative plan for the negotiation must be turned in for approval no later than the 4th week of class. Students are encouraged to discuss potential topics with your professor prior to submitting a proposal.

The written report should cover the actual planning for the negotiation, the execution of the negotiation, the results of the negotiation, and a post hoc analysis that integrates appropriate theories and models. The paper must also identify the date, time, and location of the negotiation, as well as the name, title, and phone number of the person with whom you negotiate. The paper must be typed and double spaced with 1 inch margins on all sides. A cover page identifying the title of the project, the course number, date, and your name is required. All subsequent pages must be numbered. The paper should be five to seven pages in length. If sources other than the textbook are used they should be listed on a separate reference page. Use the APA format to identify your sources. I will keep a copy of all papers submitted. If you would like a copy of your graded paper to keep you must submit two copies.

At the end of the semester each student will be asked to share their experience with the class in an informal presentation and discussion.

Self-Evaluation Paper:

Each student will be required to complete a self-evaluation paper. The paper should be five to seven pages in length, type-written, and double spaced with 1 inch margins on all sides. A cover page identifying the title of the project, the course number, date, and your name is required. All subsequent pages must be numbered. The paper should begin with your Personal Bargaining Statement developed at the beginning of the semester and then address the following eight questions:

1. Do I enjoy negotiating? Do I enjoy being in situations of conflict, and/or do I enjoy

attempting to persuade others to my point of view? Why?

2. Do others see me as a "good bargainer"? Am I seen as strong or weak? Am I perceived as one who gives in easily, or holds out too long, or knows when to make conciliations and tradeoffs?

3. How do I see myself in relation to question two above?

4. How effective am I at persuading others? How effective are my verbal skills to argue my points?

5. At what time do I feel most competent in bargaining? Least competent?

6. How do I respond when I hold the power in a situation? How do I respond when I have little or no power in a situation?

7. Overall, what are my major strengths and weaknesses as a negotiator, and what kind of learning goals must I set for myself in the future?

8. Forgetting about what may or may not be "politically correct", what was your overall impression of the class? What did you find most beneficial? Least beneficial? What would you change in the future? Note: Please put this question on a separate page as it will be used for course assessment.

Class Preparation, Participation and Attendance:

Students are expected to be in attendance, take notes and participate fully in all class discussions and related activities. Due to the high level of interaction required in this course it is imperative that students come to class prepared. This includes, but is not limited to, reading all assigned material before class and being prepared for discussion on the material. Note: the tentative schedule identifies all reading assignments from the textbook. The chapters listed should be read prior to that week's class meeting(s). Attendance is mandatory. Arriving late or leaving class early is recorded as an absence. The points available for attendance will be allocated as follows:

0 absences = 100
1 absence = 95
2 absences = 90
3 absences = 85
4 absences = 80
5 absences = 75
more than 5 absences = 0

The points available for class preparation and participation will be based on the student's contribution and effort put forth in the course. These points are not granted automatically and may range from zero to 100. One half of the participation grade will be based on an informal presentation of a current article that deals with some aspect of Negotiation or Dispute

Resolution. Only one person in the class, on a first come, first served basis, may use an article. A sign-up sheet for articles will be posted on Dr. DeMarr's office door. There will be a maximum of two articles presented on any day. Thus, if you don't sign up in timely manner you may not be able to present an article and will automatically lose one half of the participation points. To insure this doesn't happen to you, you should sign up early!

Classroom Expectations:

While it is my hope that we can have fun during our time together our first priority must be learning the course material. To that end I have certain expectations for conduct in the classroom. First I expect everyone to arrive on time and fully prepared for class. Obviously this means having read all assigned materials and completed all preparation for negotiation exercises, but it also includes having attended to all of your personal needs. Put simply wandering in and out of class to get a drink, use the restroom, talk with a professor, use the phone, or just to stretch is disruptive and inappropriate behavior. Similarly, if you feel the need for a four-course meal, to socialize with your classmates, or a power nap, please do it outside of class.

TENTATIVE SCHEDULE

Week Nbr.	Week of	Topics
1	8/30	Course Overview/Orientation, Introductions CH 1: The Nature of Negotiation
2	9/6	CH 2: Negotiation: Strategizing, Framing, and Planning Exercise: Developing a Personal Bargaining Statement
3	9/13	CH 3: Strategy and Tactics of Distributive Negotiation Exercise: Negotiating the Purchase/Sale of a Used Car
4	9/20	CH 4: Strategy and Tactics of Integrative Negotiation
5	9/27	CH 5: Perception, Cognition, and Communication ** Personal Negotiation Outline Due **
6	10/4	Exam #1 - Chapters 1 – 5
7	10/11	CH 6: Finding and Using Negotiation Leverage
8	10/18	CH 7: Ethics in Negotiation ** Personal Negotiation Papers Due 10/21/04 **
9	10/25	CH 8: Social Context: Relationships and Representatives Persuasion Exercise
10	11/1	CH 9: Coalitions, Multiple Parties, and Teams

11	11/8	Exam #2 - Chapters 6 – 9
12	11/15	CH 10: Individual Differences Exercise: Negotiating Your First Job Offer
13	11/22	CH 11: Global Negotiation * Thanksgiving Break – No Class – 11/25/04 *
14	11/29	CH 12: Managing Difficult Negotiations: Individual Approaches ** Self-Evaluation Papers Due 12/2/04 **
15	12/6	CH 13: Managing Difficult Negotiations: Third-Party Approaches ** Personal Negotiation Presentations **
16	12/13	Exam Week Schedule - Exam #3 - Chapters 10-13 Thurs. Dec. 16, 4:00 – 5:40 pm, BUS 314

Mgmt 377, International Human Resource Management

Prof. A. Pomnichowski
WINTER 2005

Office: Bus 356
Hours: MW 10 - 11
MW 2 - 3
Call/drop by the
Office at any time,
including T/Th
Phone 591 - 2467

- Objectives:**
1. To understand the need for organizations to engage in HRM on an international scale.
 2. To learn what choices of international HRM practices confront a multinational company.
 3. To learn what HRM practices are in various countries such as Japan, Germany, Sweden, England, Singapore, and others.
 4. To appreciate the need for all managers, regardless of major, to be knowledgeable of HRM practices in their host country.

Textbooks: International Human Resource Management, Fourth Edition, Dowling, Weich, Thomson - Southwestern
Dynamic Human Resource Systems, Cross-National Comparisons, Robert L. Begin, Walter de Gruyter and Co.

Class Procedure:

1. **I would prefer this not be a lecture class.** You are expected to read the assignments and be able to discuss what you read in class.
2. The approach used in this class is to discuss international human resource management in general for about half the course, then to look at Human Resource Management Systems in various countries.
3. Students have the responsibility of knowing the class assignment, even if absent. If you have been absent, call me or check with a classmate.
4. Written assignments are expected to be completed on time. They are normally due at the beginning of class. If you are late to class, hand in your assignment before assuming your seat. Late assignments will lead to a reduction in grade for the assignment. Very late assignments may not be accepted.
5. Grading will be based on preparation for class, participation in class discussions, exams, written assignments, a paper dealing with the HRM system of a country we have not discussed or in depth as part of the HRM system of a country that we have discussed.
There will be four hour exams, no final. Presentation of the papers will be the final.
6. Students are expected to attend class. Excessive absences (more than 4) will lead to a grade reduction. You are paying quite a bit for your education, take full advantage of all your courses. Get everything you can out of them, including this one.
7. Be on time for class. Students late too often will have their lateness

considered as an absence. There may be good reasons for your being late. See me if you have a problem.

8. Occasionally, students put their backpack in front of them and do work for another class. Since I attempt to ask every student a question for every class session, this probably will not occur. However, students working on an assignment for another class will be considered to be absent. To avoid this, keep your desks clean of your backpacks.
9. We have been able to obtain videos relating to the international aspects of human resource management. A number of videos relate to specific countries. These videos are, for the most part, "on site." Several of them will be used in the class.
10. It is not always possible to stay precisely on schedule, so the above and the following is subject to change.
11. If you have to leave early, let me know and take a seat where it will not be disruptive to the class when you leave.
12. There will be 30 attitude points. Everyone starts out with 30. Attendance, late assignments, lack of class participation, etc. will affect the 30.

Assignment schedule:

1. Jan 10 – Jan 14 Ch. 1, Introduction: The Enduring Context of HRM
2. Jan 19 – Jan 21 Ch. 2, The Organizational Context

(No class Monday, Jan 17, Martin Luther King day.)

HAVE YOU SELECTED YOUR TOPIC/COUNTRY YET?

3. Jan 24 – Jan 28 Ch. 3, IHRM, Sustaining International Business Operations
4. Jan 31 – Feb 4 Ch. 4, Recruiting and Selecting Staff
Ch. 5, Training and Development

Hour Exam I, Chs 1 – 5.

5. Feb 7 – Feb 11 Ch. 6, Compensation

YOU SHOULD HAVE YOUR TOPIC/COUNTRY SELECTED BY THIS TIME. HAVE YOU DONE SO?

6. Feb 14 – Feb 18 Ch. 7, Re-entry and Career Issues
Ch. 8, HRM in the Host Country Context
7. Feb 21 – Feb 25 Ch. 9, Industrial Relations
Ch. 10. Performance Management

Hour Exam II, Chs. 6 - 10

YOU SHOULD BE WORKING ON YOUR PAPER. ARE YOU?

8. Feb 28 – Mar 4 Ch. 2, The HRMS of Japan
(In the Begin book, Dynamic Human Resource, etc.)

(No Class Sat Mar 5. Spring Recess. Classes resume Mon, Mar 14.)

9. Mar 14 – Mar 18 Ch. 2, HRMS of Japan (continued)

10. Mar 21 – Mar 23 Ch. 3, The USA HRMS

(Easter recess begins Thursday, March 24. Ends Monday, March 28)

HOW ARE YOU DOING ON YOUR PAPER/

11. Mar 28 – Apr 1 Ch. 4, The U. K. HRMS

Hour Exam III, Chs.2 – 4

12. Apr 4 – Apr 8 Ch. 5, The German HRMS

13. Apr 11 – Apr 15 Ch. 6, The HRMS of Swede

14. Apr 18 – Apr 22 Ch. 7, The HRMS of Singapore

I HATE TO BE A NAG BUT ---

YOUR PAPER IS DUE AT THE END OF THIS WEEK.

15. Apr 25 – Apr 29 Ch. 8, HRMS Effects; Obstacles to HRMS Diffusion

Hour Exam IV, Chs 5 - 8

Last Day for Classes is Friday, APR 29.

Exam Week is Monday, May 2 to Friday, May 6.

Grading Scale

94 and up	= A	74 – 76	= C
91 – 93	= A-	68 – 73	= C-
87 – 90	= B+	65 – 67	= D+
84 – 86	= B	61 – 64	= D
81 – 83	= B-	57 – 61	= D-
77 – 80	= C+	57 and below	= F

You will need a scantron for your hour exams.

**COMPENSATION
MGMT 472
Winter 2005**

Professor: Beverly J. DeMarr, Ph.D.
Office Location: BUS 345
Office Phone: (231) 591-3756
Home Phone: (231) 798-3560
E-Mail: demarrb@ferris.edu
Office Hours – Tuesday: 10:30-11:00 & 2:45-4:30
Thursday: 2:45-4:30

Other hours are available by appointment at a mutually convenient time, although many questions can be handled via the telephone.

Texts:

Milkovich, G. T., & Newman, J. M. (2002). Compensation (8th ed.). Chicago: Irwin.

Milkovich, G. T. & Milkovich, C. (2004). Cases in Compensation (9th ed.). Ithaca, NY: Milkovich.

Grading:

Final grades in this course will be calculated based on the total points earned as a percentage of the total possible points. (Example: 810 points earned / 900 total possible points = 90% = "A-") This also allows students to calculate their standing at any given point in time by dividing the points earned to date by the total possible points to date. The total points available are allocated as follows:

Exams (3 @ 100 pts ea)	300
Compensation Project (3 Phases @ 100 pts ea)	300
Wage & Benefits Project	100
Attendance	100
Class Prep. & Participation	<u>100</u>
Total Possible Points	900

Letter grades are assigned as follows:

94 – 100	A	67 – 69	D+
90 – 93	A-	64 – 66	D
87 – 89	B+	60 – 63	D-
84 – 86	B	0 – 59	F
80 – 83	B-		
77 – 79	C+		
74 – 76	C		

Exams/Quizzes:

Students are responsible for all assigned reading and all material presented in class. Thus, if you do miss a class it is important to get notes from someone. Tests will cover material from both the textbook and material presented in class. Make-up exams will be given only with prior approval from the professor and only in the most extenuating circumstances (e.g., death, hospitalization). A short quiz may be given at the beginning of each chapter. Each quiz will consist of a single, short answer question worth from 1 to 6 points. No makeup quizzes will be given. If a student is not present when the quiz is administered the points available for that quiz will be forfeited.

Compensation Project:

For this project students will form groups and develop a complete compensation system for FastCat Inc. While some class time will be reserved for project work, students should expect to spend additional time outside of class to complete the project. The project consists of three integrated phases. In Phase I, which focuses on internal consistency, students will design an internal pay structure based on the work and its relative importance to the organization's objectives. In Phase II the focus is external competitiveness. Students will price the pay structure designed in Phase I based on external market forces and other factors. Performance contributions and system administration are the focus of Phase III where students will vary individual pay according to performance; manage the system; and control costs.

Each group will assemble a project notebook (3 ring), which will contain all of their work for each of the three phases. Thus, when turning in the notebook for Phase II, the original graded Phase I should also be included in the notebook. When turning in the notebook for Phase III, Phases I and II will also be included. Each Phase of this project is due at the beginning of class on the date shown on the tentative schedule. Assignments turned in late will not be accepted.

The project notebook should contain a title page with the names of all group members, a table of contents, and all written assignments and computer printouts as outlined in Cases in Compensation. All written assignments must be typed, double-spaced, and spell-checked with one-inch margins all around. All pages in your notebook must be numbered.

Wage & Benefits Project:

Each compensation project group will also complete a small research project covering an aspect of wages and benefits. More information will be forthcoming.

Class Preparation, Participation and Attendance:

Students are expected to be in attendance, take notes and participate fully in all class discussions and related activities. Due to the high level of interaction required in this course it is imperative that students come to class prepared. This includes, but is not limited to, reading all assigned

material before class and being prepared for discussion on the material. Note: the tentative schedule identifies all reading assignments from the textbook. The chapters listed should be read prior to that week's class meeting(s). Attendance is mandatory. Arriving late or leaving class early is recorded as an absence. The points available for attendance will be allocated as follows:

- 0 absences = 100
- 1 absence = 95
- 2 absences = 90
- 3 absences = 85
- 4 absences = 80
- 5 absences = 75
- more than 5 absences = 0

The points available for class preparation and participation will be based on the student's contribution and effort put into the class. These points are not granted automatically and may range from zero to 100. Note: Periodically your professor may ask to see your class notes.

Classroom Expectations:

While it is my hope that we can have fun during our time together our first priority must be learning the course material. To that end I have certain expectations for conduct in the classroom. First I expect everyone to arrive on time and fully prepared for class. Obviously this means having read all assigned materials but it also includes having attended to all of your personal needs. Put simply wandering in and out of class to get a drink, use the restroom, talk with a professor, use the phone, or just to stretch is disruptive and inappropriate behavior. Similarly, if you feel the need for a four-course meal, to socialize with your classmates, or a power nap, please do it outside of class.

TENTATIVE SCHEDULE

Week Nbr.	Week of	Topics
1	1/10	Syllabus/Orientation Compensation Project Casebook: Introduction & Phase I (read pp. 1-24 & skim pp. 25-36)
2	1/17	CH 1: The Pay Model CH 2: Strategic Perspectives
3	1/24	CH 3: Defining Internal Alignment CH 4: Job Analysis
4	1/31	CH 5: Evaluating Work: Job Evaluation CH 6: Person-Based Structures
5	2/7	EXAM #1 - Chapters 1 - 6

		Casebook: Phase II (read pp. 37-58) * Compensation Project Phase I - Due 2/10/05*
6	2/14	CH 7: Defining Competitiveness CH 8: Designing the Pay Levels, Mix, and Pay Structures
7	2/21	CH 9: Pay for Performance: The Evidence CH 10: Pay-for-Performance Plans * Winter Job Fair – 2/24/05 *
8	2/28	CH 11: Performance Appraisals
	3/7	Spring Break - No Classes
9	3/14	EXAM #2 - Chapters 7 – 11
10	3/21	CH 12: The Benefits Determination Process Casebook: Phase III (read pp. 59-71) * Compensation Project Phase II - Due 3/22/05* * Easter Break – No Class – 3/24/05 *
11	3/28	CH 13: Benefits Options
12	4/4	CH 14: Compensation of Special Groups
13	4/11	CH 15: Union Role in Wage and Salary Administration CH 16: International Pay Systems
14	4/18	CH 17: Government and Legal Issues in Compensation
15	4/25	CH 18: Budgets and Administration * Compensation Project Phase III - Due 4/28/05*
16	5/2	Exam #3 Chapters 12 – 18 Exam Week Schedule: <u>Class Meets</u> <u>Location</u> <u>Exam Date/Time</u> T-R 12:00 – 1:15 BUS 314 Tues. May 3, 12:00-1:40

Management 474
Cases and Issues in Human Resource Management

Professor A. Pomnichowski
Fall 2003

Office: 356
Hours: MW 10 - 11
MW 2 - 3
Call/drop by the
office at any time,
including T/Th
Phone 591 - 2467

- Objectives:**
- 1. To become familiar with current issues, trends and practices in HRM.**
 - 2. To apply HRM concepts to cases.**
 - 3. To provide experience in communication and decision-making skills.**
 - 4. To provide hands-on-experience through the use of a HRM simulation.**
 - 5. To provide experience in working with a group.**
 - 6. To become familiar with sources of HR information.**

Textbooks: **Cases and exercises in human resource management**, by George E. Stevens
Human resources management simulation, by Jerald Smith and Peggy Golden (a manual)

Class Procedure:

- 1. You are expected to attend class. Excessive absences (beyond 4) will lead to a reduction in grade. You are seniors and this is a major class.**
- 2. Assignments will be given daily. You are expected to know the class assignment, even when absent. Check with a classmate or call me.**
- 3. Written assignments should be handed in on time. All assignments are due at the beginning of class. If you are late for class, turn in your assignment when you enter class, not at the end of class. Assignments turned in late are subject to a reduction in points for that assignment. If assignments are very late, they may not be accepted.**
- 4. A major part of the course is devoted to the discussion of cases and current issues. Some cases will be discussed and others will be written by you and discussed. Every student will be asked to lead the discussion of a case.**
- 5. It was recommended that you keep your text used for Mgmt 373, the basic course in Human Resource Management. When preparing to respond to the questions for a case, be sure to consult your 373 text. You will find several basic Mgmt 373 texts on reserve in the library. You will find it advantageous to reread those portions applying to**

- the case assigned. You cannot adequately discuss a case unless you know what is involved regarding the issues. This requires reading about the issue(s) in your 373 text and/or the 373 texts in the library.
6. You will summarize in written form and make a brief presentation to the class on an HRM article. In this way we can all learn about current HRM issues and trends. There are numerous sources for these topics, including a myriad of websites.
 7. You will work in a group to discuss and decide on what to do for the HRM simulation. Be sure to select a chair and area specialists.
 8. You will engage in at least one role-playing exercise.
 9. We may have speakers who will make presentations on various HRM topics. This depends upon their availability.
 10. Your final grade will be based on written cases, the article, preparation/participation regarding cases, the simulation (results and participation – students will be evaluated by the members of their group) and a report on websites (content and usefulness).
 11. Numerous websites are available. You will be asked to prepare a written report on some of them and make a brief report to the class. There are many websites of interest to human resource specialists. Knowledge of them will be of assistance to you in your future human resource positions.

Assignment schedule:

- The class meets three times a week. Two class sessions will be devoted to cases, and current issues.
- One class session will be spent on the HRM simulation. The results of your group's decisions will be available several days before it is necessary to make another decision. You should look at the results before coming to class so that you can discuss with members of your group the decisions which should be made and the reasons for these decisions. Decisions are to be made within an established budget. We will have a few practice sessions during which time your group will make decisions on what to do. The manual should be used to assist in making the decisions.

READ THE MANUAL AND CONTINUE TO READ THE MANUAL.

The manual indicates where your company is and contains information regarding each decision area. While everyone should know what is in the manual, it would be helpful to have area specialists.

It is not helpful to glance at the manual once or twice and then to forget it. It should always be on hand and consulted.

The instructor does not make decisions. You make the decisions, will be given the results and it is your responsibility to make further decisions. You will also be asked to give reasons for your decisions,

analyze the results of your decisions, and take action to improve your results.

- **The foregoing regarding speakers may have to be modified depending upon their availability**
- **HRM areas covered in the cases and the simulation include:**
job analysis, human resource planning, budgeting, compensation, EEO, affirmative action, reverse discrimination, selection, orientation, training, placement, performance appraisal, development, benefits, safety/health, negotiations, unions, discharge, grievances, and employee participation.