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Faculty Meeting Minutes - September 12, 2019

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Faculty Meeting Minutes - September 12, 2019

Abstract

Minutes of the Gettysburg College Faculty Business Meeting, September 12, 2019.

Comments

Appendix : Department of Management Major Revision Proposal

Minutes of the Gettysburg College Faculty
September 12, 2019
Mara Auditorium
Business Meeting
(Quorum 104; Attendance 106)

President Robert Iuliano called the meeting to order at 4:01 pm.

He noted that one student, Benjamin Pontz had arrived, to cover the meeting for the *Gettysburgian*, and that the Senate representative, Patrick McKenna, was expected.

Professor Kevin Wilson, as parliamentarian, reviewed the procedures for quorum calls and for electronic voting through the use of Kahoot. After doing the actual quorum call, which succeeded, he oversaw a simulated vote. He stressed the anonymity of the system: people could log on using either their own names or aliases, without fear of having their votes identified. He added that the window for voting is ninety seconds, after which access closes.

Minutes for the meetings of February 21, March 7, March 21, April 4, April 18, May 2, and August 29 were approved as submitted.

Professor Swigger introduced members of Faculty Council: she continues to serve on it as its chair, along with Professors Bowman, Shelli Frey, Kennedy, and Murphy. She solicited suggestions for issues the council might consider. Anonymous notes are welcome, as are emails and conversations in person.

Several faculty committees are likely to bring matters before the body this year. The Student Enrollment and Retention Committee will present on enrollment trends and projections. The Academic Policy and Program Committee is initiating a review of the curriculum. It also intends to report on online summer hybrid courses. Department chairs and program directors wish to discuss teaching evaluations, and whether they respond adequately to the needs and concerns of a diverse and inclusive faculty and student body. The Grievance Committee intends to bring a series of interlocking motions.

Dean Lane provided a brief guide to resources available to struggling students. She noted that Faculty Council asked her to emphasize the importance of early reporting of students who seem disengaged: if such students are underperforming, they will benefit from any effort to identify why they are doing so. The Academic Standing Committee can most successfully determine how to treat them if their history is available, and if it can review documentation that tracks problems as they become manifest. She listed several of the reasons that could account for why students struggle, including undiagnosed medical conditions and learning disabilities, and uncertainties about how to approach faculty members or where to turn for guidance. Multiple reports allow for early intervention. If faculty members have worries about students, she recommended starting with a conversation, and, if a problem persists, logging a progress report, so that everyone who can be of assistance knows that someone is in trouble. She urged faculty to contact students' advisors if doing so seems appropriate. She asked that all students have at least two graded pieces of work before the deadline for withdrawing from courses arrives—they and their advisors can make an informed

decision about whether dropping a class might be warranted. Care Team reports can prompt intervention in cases involving signs of stress or illness. Departments and colleagues should work with new adjunct faculty to be sure they are familiar with resources and procedures for helping struggling students. She urged double-checking rosters to be sure that everyone on them is attending class. In closing, she hoped that people would bear in mind that underperformance usually occurs because something is hindering a student from focusing.

Dean Bradley discussed suicide prevention training, which is available to faculty members. She pointed out that suicide rates have increased significantly over the past twelve years, thirty percent for women and fifty percent for men. The college has a grant to help us address the problem, which, as the Healthy Mind study from last spring reveals, is a serious one. In the past year forty percent of our students sought counseling, either on campus or elsewhere. Eleven percent reported engaging in forms of self-harm, and nine percent thought about suicide. She assumes that faculty members are seeing indications of these stresses. People interested in training to deal with the problem can sign up for a program called *Question, Persuade, Refer*. It takes an hour and a half, focuses on recognizing signs that someone is at risk, and on how best to respond to students in crisis. Philhaven is also working with the college on a free program, Mental Health First Aid, through which participants learn to address a broad range of issues, from anxiety to the most serious disorders; training will take about eight hours.

Acting on behalf of the Academic Policy and Program Committee, Professor Evrard introduced the following motion:

[The Department of Management seeks] to change the current Organization and Management Studies (OMS) Major to integrate the study of Business. The new Major will replace the OMS major, and be named the Business, Organizations, and Management Major.

Please see the Appendix for the rationale.

Should the motion succeed, the Business Minor will continue to be offered for non-Business, Organizations, and Management majors. Students may begin taking classes under the revised major during the 2020-21 academic year.

She pointed out that the committee's support is not required for new majors, but that it can prove helpful. While it did not support last year's withdrawn motion to add the double major in Business, the reason involved timing, logistics, and the multiple moving parts, and not reservations about the merit of the proposal. The Management department developed this approach over the summer; the committee devoted its first meeting to discussing it and voted to send the motion to the faculty at its second one. The committee sees the curricular value of the change to the major, believes the department is ready to introduce it next year, and recognizes that it will need two tenure track lines oriented around business to establish the program. As with the dual major, the committee remains impressed by the incorporation of cross-listed courses into the new proposal. It appreciates both the critical studies feature that the department has accented, and the global studies focus that it intends. The Faculty Finance Committee continues to review the feasibility of the proposal, but she is optimistic that it will reach the same conclusion that it drew last year. She hopes that, whatever the short term costs, the new major will be a boon to the college.

Provost Zappe commended the Management faculty for its hard work in coming up with the revised idea. It has focused for over a year on how to add a Business major to the curriculum. He sees the department as acting for the greater good of the institution in designing a course of study that prospective students and their families want. He appreciates the selfless spirit in which the department has worked.

The provost then shared a statement from Vice President Fritze:

For decades leading up to 2008, yield was flat and predictable. However, in recent years, competition between schools, negotiations with families, changing demographics, and discounting experiments have made yield increasingly difficult to anticipate. Fall 2019 was the year that challenged pipeline management and enrollment success for the majority of liberal arts colleges in the country, including Gettysburg. Unless you were in Texas or Florida, hundreds of liberal arts colleges and regional private and public colleges/universities were not successful in meeting their enrollment goals. Some private colleges attempted to combat price sensitivity via tuition discounting, but are now hitting a ceiling with discount rates increasing. The resulting rise in tuition discount rates means that net tuition revenue growth cannot keep up.

Decisions regarding the curriculum are the purview of the faculty. That said, an important consideration as you weigh this decision is that approving a business major would enable our enrollment effort to compete in a very challenging market. The College Board ranks business within the top 5 majors prospective students designate as potential interest. A business major will appeal to top academic students and families from all socioeconomic backgrounds.

I encourage you to think about this time for higher Ed as a watershed moment. The business major is one way we can think collaboratively and creatively to address the challenges before us.

Professor Odle-Dusseau described the new initiative as meant to integrate the study of business into the Management department's major. The rationale for the change remains about the same as that behind the withdrawn motion from last year, for a double major. She hopes that the same innovative spirit that went into designing that proposal is apparent in the current one, which remains centered in the forms of inquiry instrumental to the liberal arts. Where the two proposals differ is that the original one would have had one group of students—those in Organization and Management Studies who were admitted into the second major—taking a disproportionate number of courses in a single department. She thanked Provost Zappe and Associate Provost Bloomquist for their support in helping the department develop what is now before the faculty.

Essential to this version of a business major is an emphasis that carries over from the previous iteration: a perspective grounded in Critical Management Theory. She reviewed what that perspective entails: posing questions about power structures, looking at ethical obligations of the

business community, and proposing a way toward social justice through corporate activity. The major will not, then, follow the type of instrumental approach that is dominant in the field, and that stresses means of maximizing profits or attaining efficiencies. She did not wish to review the learning outcomes intended for students in the program, but noted that they are given in the rationale. She did provide a brief review of requirements and added that envisioned courses in business analytics are still to be developed. Under the proposal, students will choose either a Business track or one with an Organization and Management Studies focus. She explained that elective opportunities can take students outside of the department, which has already reviewed some ideas, and is open to looking at more. She believes seven proposals from allied departments are about to go before the Policy Committee. The Critical Action Project, integral to the proposal discussed last year, remains a part of that now being considered. Capstone courses, under this design, will help students meet the disciplinary communication goal of the curriculum. The departmental faculty is committed to accommodating students as they navigate options that will come open to them, and to helping them make the transition to the revised major.

Concurring with the provost that the Management department deserves appreciation for its work on refining its original idea, Professor Birkner described the proposal as an excellent step toward integrating two majors into one. He asked for a preliminary assessment of the department's personnel needs, should the motion pass. Professor Odle-Dusseau answered that the estimates remain the same as under the original design, and that the department would need two full time equivalents to offer the curriculum it has presented. Hiring priorities will be for faculty in Marketing and Ethics. Responding to Professor Day's request for a timeline, she said that students can begin making declarations next year, that all core courses are now available. A vote on the motion, she hoped, would occur at our next meeting.

Professor Kennedy wondered why the department gave up on the idea of a dual major. Professor Odle-Dusseau spoke of the problem posed by having students electing two majors in one department, and of the resistance with which that prospect was met. She added that under the new configuration, the department will have an easier time accommodating enrollment pressures. Mr. Bruce added that last year the department, having just received highly positive reviews of the Organization and Management Studies major, was not ready to eliminate it in favor of another approach. To Professor Emmons's indication that he did not find the same enrollment cap, of sixty students per year, in the replacement motion as was in the previous iteration, Professor Odle-Dusseau responded that the omission is intentional: the department believes that it will be able to handle the number of majors it is likely to draw. Mr. Bruce added that predicting the number of declarations is always difficult; if the department has underestimated its needs it can always work out an appropriate solution.

Professor Hogan asked whether current rule—requiring that students earn a C or better in Statistical Methods, without the opportunity to repeat the course—would remain in effect with the adoption of the Business, Organizations, and Management major. Professor Odle-Dusseau replied that it would.

Professor Bowman posed two questions. The first, a financial one, was about how the two tenure track lines would be funded. The second, focused on the implications of the major succeeding, was over its potential impact on our status as a liberal arts college. Responding to the first of the

questions, President Iuliano observed that conversations about possible philanthropic support are underway. While no one has yet made a commitment, he is optimistic that alumni will support the program philanthropically, if adopted. Provost Zappe answered the second query by noting that the number of students enrolled in pre-professional majors can grow substantially without altering our classification under the standards set by Carnegie Commission. He added that we should not be troubled about the prospect of being classified as an “arts and sciences plus professions” institution. Many of the schools the successes of which we aspire to match fit into the category. Citing the example of Environmental Studies, he pointed out that majors not widely regarded as pre-professional are so listed by the commission. He hopes to quantify what he has sketched at the October 3 meeting.

Dean Bergren spoke briefly about changes to Friday Afternoon Social Hour. While the Provost’s office can no longer support weekly events, departments and programs can continue to sponsor them. She is keeping a calendar of ones now on the schedule and is working with Ms. Zarella to identify open times. Tomorrow, Environmental Studies, German Studies and several other cosponsors will host a social hour at Painted Turtle Farm.

The president adjourned the meeting at 5:05 pm.

Submitted,

A handwritten signature in black ink that reads "Leonard S. Goldberg". The signature is written in a cursive style with a long, sweeping underline.

Leonard S. Goldberg
Faculty Secretary

Appendix

Department of Management Major Revision Proposal

Motion on Behalf of the Department of Management:

The Department of Management seeks to change the current Organization and Management Studies (OMS) Major to integrate the study of Business. The new Major will replace the OMS major, and be named the Business, Organizations, and Management Major.

Should the motion succeed, the Business Minor will continue to be offered for non-Business, Organizations, and Management majors. Students may begin taking classes under the revised major during the 2020-21 academic year.

Rationale and Background

Since the summer of 2018, the Management Department has been developing a proposal for a Business major in the spirit of curricular innovation to address the negative effects of projected demographic shifts relative to future student recruitment and enrollment, and subsequent financial impact on the College that these projections can have. As the Faculty Finance Committee has presented several times to the faculty, additional financial deficits will occur even before the anticipated demographic shifts start affecting the College. The Management Department's understanding is that, with the oncoming financial challenges, and if the projections we are hearing come to fruition, then all of our academic departments and programs stand to be negatively impacted. If the Management Department can help to buffer any of this for the sake of the College, then we are willing to redesign our major to incorporate Business more prominently.

Additionally, the Student Retention and Enrollment Committee has organized faculty discussions during the 2018-2019 academic year regarding the projected demographic shifts and ideas for curricular innovation in response to these projections to buffer negative effects. These discussions have been held during faculty-wide meetings, as well as with the Chairs Council. Based on information gathered from prospective students' interest, a large proportion of students indicated that "business" is a field of study they are interested in pursuing. In fact, the College Board national data on anticipated majors show business coming in second (11%) behind health sciences (19%). Moreover, as demographics in the Northeast continue to shift, there are data to support that First Generation college bound seniors are attracted to colleges and universities with business and engineering majors.

Once the Management Department decided to pursue the development of a more Business-oriented major, the focus turned to development of a major that still was staunchly grounded in a liberal arts education. The Department has worked to develop a new major to incorporate business, with the important goal of creating a curriculum that reflected the passion of both students and faculty, being mindful of the need to integrate the field of Business in a liberal

arts and sciences environment. Previously, the Management Department held an interest meeting for any faculty member to attend in the fall 2018 semester to discuss a possible Business major, resulting in multiple curricular ideas for cross-discipline course offerings. The Management Department anticipates continued and additional collaborations based on the meetings conducted thus far. In sum, a Business major has the potential to provide further curricular innovation for meaningful integration of business with the liberal arts and sciences.

The proposed Business, Organizations, and Management Major is designed to provide students with exposure to the fundamentals of Business, with the ability to choose a focus that delves into Business or a focus on Organizations and Management Studies. All Business, Organizations, and Management students will be required to take 5 general requirements: Microeconomics, Accounting, Statistics, Organizational Behavior, and Ethics. Those students who pursue the Business focus will then take 3 Business-core courses, including a methods course, along with 3 electives and a capstone. Those students who pursue the Organizations and Management emphasis will take 3 Organizations and Management-core courses, including a methods course, 3 electives, and a capstone. All Business, Organization, and Management majors, will also be required to complete a Critical Action-Learning experience.

Business, Organizations and Management Description

The Department of Management offers a major in Business, Organizations, and Management. This major offers an interpretation of business, management, and organizations that is unique and aligned with a liberal arts education by utilizing a Critical Management perspective. This perspective, rooted in critical theory, enables those studying management and organizations to question traditional assumptions of the power structures within organizations, social institutions, and global economies, as well as how these assumptions are perpetuated to further reinforce inequalities in organizations, societies, and across cultures (as related to sex, gender, race, ethnicity, and socio-economic status). A Critical Management perspective allows students to critique their studies from a value or substantive rationale, taking into consideration ethics, social justice, employee well-being (i.e., treatment, working conditions), power structures that create inequalities, and larger social and global implications of organizational decisions. This perspective diverges from more conventional business and management curriculum which heavily relies on an instrumental rationale, with a focus on organizational success as traditionally defined (i.e., bottom line profitability, organizational growth, worker efficiency, financial indicators of organizational success).

Although the fundamentals of business and management are still relevant, the ever-changing environment of business, globalization, and the impact on society requires a more fluid and analytical understanding. The Department of Management encourages students to use the skills and knowledge they will gain to analyze contemporary issues in a critical manner that is unfettered by traditional frameworks. Workers, communities, and social justice are given equal consideration with profit and shareholder returns.

As such, the Business, Organizations, and Management Major is anchored in the social sciences, and reaffirms the central role of the liberal arts in studies of business, organizations, and management. Critical thinking, rigorous inquiry, and the acquisition of knowledge are central to the Major. The curriculum stresses intellectual boldness, creative problem solving, entrepreneurial thinking, and the practice of socially responsible management. It is an ideal major for anyone aspiring to a management or leadership position in business, government, the nonprofit sector, or any other organizational environment.

Business Focus

This area of interest is designed to give students not only a solid grounding in core principles of business, but to do so within a framework that extends beyond traditional pedagogical views for studying and teaching business. Students will rely on a critical managerial perspective for understanding and analyzing the evolving relationships of businesses with local, national, and global constituencies. Topics covered include the critical analysis of corporate finance, marketing, business law, entrepreneurship, small business management, and business policy and strategy.

Organizations and Management Focus

Organizations and Management critically explores the complex relationships among individuals, policies, and structures within business and organizations, along with the dynamic relationships among organizations, institutions, and society. A diverse range of courses gives students the opportunity to study topics related to the future of work, organizational culture, human resource management, leadership, employee motivation and well-being, along with the purpose of corporations, globalization, and organized labor and the distribution of wealth.

Learning Outcomes for Business, Organizations, and Management Major

Students will...

- Use critical management perspectives to analyze business and organizational issues.
- Understand business fundamentals.
- Communicate effectively, both orally and in writing.
- Develop social consciousness and awareness of the business environment.
- Use appropriate methodologies for recognizing, analyzing, and solving problems in business and organizational contexts.
- Apply normative ethical theories in business and organizational environments.

General Requirements*:

- ECON 103 Microeconomics
- MGT 155 Accounting
- MGT 235 Statistical Methods (minimum C requirement)
- MGT 270 Organizational Behavior
- MGT 395 Ethics

Students choose from two areas of interest:

Business focus*

MGT 267 Finance
 MGT 361 Marketing
 MGT 366 Marketing Research
Or MGT 367 Business Analytics
 Elective
 Elective
 Elective
 Capstone

Orgs and Mgt focus*

MGT 201 Organization Theory
 MGT 301 Research Methods
 MGT 303 Systems Thinking
Or MGT 304 Decision Making
 Elective
 Elective
 Elective
 Capstone

Existing Electives Offered* (OMS and BUS designators have been changed to MGT)

MGT 335 Negotiation and Conflict Mgt	MGT 330 Organizational Culture
MGT 363 Business Law	MGT 332 Organizations and Society
MGT 365 Human Resources	MGT 335 Negotiation and Conflict Mgt
MGT 368 Investment Management	MGT 365 Human Resources
MGT 381 Entrepreneurship and SBM	MGT 367 Work, Family, Balance
MGT 385 International Management	MGT 370 Workplace Motivation
MGT 399 Policy and Strategy	MGT 385 International Management
SOC 218 Theories in Capitalism	MGT 390 Leadership Theories
AFS 250 Black Bodies in American Sporting	SOC 203 Population
ECON 303 Money and Financial Intermediaries	SOC 208 Global Fertility: Perspectives on Population Change
ECON 309 International Finance and Open Economy Macroeconomics	SOC 218 Theories in Capitalism
ECON 367 Supplied Finance: Applied Financial Economics	WGS Practicum
	AFS 250 Black Bodies in American Sporting
	ECON 342 Industrial Organization and Public Policy

****All of the courses listed for the proposed major currently exist except for Marketing Research and Business Analytics. Some courses will be revised to reflect different prerequisites and more advanced content.***

Electives currently in development:

1. Tourism Industry Through a Sociological Lens
2. Management and Marketing in the Arts
3. Effective Communication Skills Essential in Professional Fields
4. Management Consulting
5. Labor Relations
6. Corporations and Communities: Anthropological Perspectives
7. Professional Methods in Studio Art

Capstone (MGT 400 Advanced Topics in Business, Organizations, and Management):

Students with a Business, Organizations, and Management major will be required to take a capstone course within their chosen area of interest. The content of the capstone courses will vary by year and professor availability. All capstones will require students to meet a communication component (e.g., paper, presentation) and apply critical management perspectives to analyze business or organizational environments. This includes an analysis of their Critical Action-Learning experience.

Critical Action-Learning (incorporated into the Capstone class):

All students in the Business, Organizations, and Management Major will be required to complete a Critical Action-Learning experience. This requirement is based on recommendations for blending action-based learning, as outlined in the managerial education literature, with Critical Managerial Studies (Reynolds & Vince, 2004). Specifically, students will be required to learn through experiential, applied opportunities, which is fundamental to action-based learning. Students will be required to pair this with critical reflection and analysis of their experiences and decision-making, rooted in critical theory, therein aligning with a Critical Managerial perspective. Put another way, students will be required to rely on Critical Management perspectives to critique their observations, and interpretations of their observations, during the action-learning experience. The critical action-learning approach has not only been applied to management education and traditional business settings, but also has been applied to service-based learning (Kenworthy-U'Ren & Peterson, 2005).

The Critical Action-Learning experience may be completed through multiple methods. The Critical Action-Learning experience should be completed before beginning the Capstone. The possible methods for accomplishing this requirement include:

- Internship experience
- Global Study experience
- Community Engagement Project

Transition Plan:

While the Department of Management will formally begin offering this proposed major to incoming students during the 2020-2021 academic year, we also will accommodate those first-year students currently enrolled (expected graduation 2023) who express an interest in the new major. Because we are able to offer the initial requirements for this major with our current faculty (Accounting, Statistics, Organizational Behavior), we will plan on using next year to begin searches for the additional faculty we will need to staff the Business, Organizations, and Management Major. Given the expertise of the two previous department chairs who have led the department through transitions in the past, the Department of Management is well-equipped to handle this transition.

References

- Kenworthy-U'Ren, A.L., & Peterson, T.O. (2005). Service learning and management education: Introducing the "WE CARE" approach. *Academy of Management Learning & Education, 4*, 272-277.
- Reynolds, M., & Vince, R. (2004). Critical management education and action-based learning: Synergies and contradictions. *Academy of Management Learning & Education, 3*, 442-456.