

UNIVERSITY OF SAN FRANCISCO  
COLLEGE OF PROFESSIONAL STUDIES

**Organizational Behavior Program**

*Self-Study*

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## 1. Executive Summary

This self-study report presents a review of the Organizational Behavior (OB) Program in the College of Professional Studies (CPS) at the University of San Francisco. The review takes into consideration the unique juncture of the OB Program in 2004 – specifically, the transition of program directorship from David Fox to Linda Henderson and Richard Stackman (co-directors).

The self-study has three primary parts. First, in recognition of the heightened activity during this transition in the director position, the self-study first provides a review of the program, as it currently exists. Second, the curriculum, students, faculty, adjunct faculty, and staff are discussed. Finally, recent programmatic and curricular changes, as well as future directions for the OB Program, conclude the report.

This self-study was written for the External Review Committee members in preparation for their 2.5-day site visit (see Appendix 1: External Review Committee). The self-study information provided the External Review Committee members a base knowledge in preparation for their interviews with important program stakeholders in order to assess the current state and the future opportunities of the OB Program.

## 2. Overview: College of Professional Studies and Organizational Behavior Program, 1997-present

### 2.1 Background: College of Professional Studies

CPS was launched in 1975 and currently offers the following programs at the undergraduate level: Applied Economics, Information Systems, Organizational Behavior, Public Administration, BPA (Law Enforcement Leadership), BPA (Nonprofit Administration), and Ignatian Humanities. Undergraduate degree completion is a major element of the CPS mission and the college is committed to offering sound programs that are designed in ways that make it viable for students to complete their baccalaureate degrees. The graduate level programs include Organizational Development, Nonprofit Administration, Public Administration, MPA (Health Services Administration), and MIS.

Current enrollment is 1,400; the College has nearly 17,000 alumni.

CPS is grounded in the nearly five-century long tradition of Jesuit education and is

... committed to the education of the *whole person*, intellectually, ethically, and spiritually. Professional skills and knowledge are important, but enhanced skills, without a progressive transformation of self through learning, are not enough. We hope to train leaders who make a difference in corporations, neighborhoods,

and throughout the scope of their national or international contacts. Our programs are designed to provide the knowledge you need for viable strategies *today*, while also enhancing your capacity to be keen observers of the changes needed for *tomorrow*. Our students are adult professionals, and therefore capable of being agents for growth, productivity, creativity, and humane values (CPS web page: [www.cps.usfca.edu](http://www.cps.usfca.edu)).

The programs in CPS, which are offered at four regional campuses<sup>1</sup> (Cupertino, Sacramento, San Ramon, and Santa Rosa) in addition to San Francisco, can best be portrayed as part-time and intensive. Courses are offered one night a week for four hours over seven weeks, which equals twenty-eight contact hours per course. CPS also offers a small number of major courses online and courses offered through extended education for students to fulfill the University's core curriculum requirements or complete electives. Students complete their degrees in approximately twenty-three months within the structure of an intact cohort. The maximum size of a cohort is 24 students. The preferred cohort size is 14 to 16 students. Recently, CPS has started cohorts with fewer than 10 students.

Students enter CPS with a minimum of 50 credits and pay \$670 per unit. Nearly 90% of CPS courses are taught by adjuncts. In 1990, CPS began to hire full-time faculty; there are currently twenty full-time faculty of whom five are tenured.

## **2.2 Background: Organizational Behavior Program**

OB is one of the oldest programs in CPS. Currently, it is the largest of the undergraduate and graduate programs with approximately 389 students. Over the past seven years, OB has experienced a 28% drop (537 students in 1997-98 to 389 today) in enrollment (see Appendix 2 for table outlining number of cohorts started by year at each campus since fall 1997), which mirrors the CPS overall enrollment decline of between 30 to 40% following 9/11 and the dot.com bust. Of all the programs, OB has the lowest number of cohorts with nine or fewer students.

Regarding the major itself (see Appendix 2 for the recently revised view book text for the part-time night program), thirty-seven units are required for graduation – remaining credits are earned through electives or portfolio (up to thirty units). One of our major courses (OB 336 Topics) is offered fully online and all of our major courses are offered with an online component via Blackboard. OB is staffed with two full-time tenure-track faculty, an associate director, a part-time lead adjunct instructor and a halftime program assistant.

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<sup>1</sup>There currently are five regional campuses; however, it has been decided to phase out the Oakland campus.

### 3. Curriculum and Program Goals

In preparation for this self-study and comprehensive program review, the “OB Team” (i.e., full-time faculty, associate director, lead adjunct, and program assistant) engaged in a process to identify and articulate the program goals for OB. These goals, which are reflected throughout the curriculum (see Appendix 3 for OB Program goals grid and summary), include:

1. Develop a fuller awareness and appreciation of self, others, society, and the world through Jesuit educational values of moral and ethical leadership, social justice, academic rigor and service to others.
2. Analyze and synthesize how cognitive, behavioral, and emotional outcomes contribute to the sustainability of organizations.
3. Demonstrate competence in relevant skills appropriate to effective organizational behavior professionals.
4. Apply concurrently organizational behavior theory to practice in the classroom, organization, and society.
5. Work effectively with diverse individuals and groups through a broad, interdisciplinary liberal arts foundation.

The generation of these goals stemmed from working sessions led by Dr. Susan Prion, Associate Dean and Director for Institutional Assessment. In order to test the representative nature of these goals, the five goals were then presented to the program’s OB Advisory Council (OBAC), which is comprised of six adjunct instructors. The OBAC members provided valuable feedback and validation. Three of the goals clearly represent what should be inherent in any OB Program, namely analysis and synthesis; demonstration of competence; and application of theory to practice. The other two goals highlight what is distinct about the USF OB Program with respect to its competition by virtue of the Jesuit values and liberal arts foundation inherent in the University’s mission. The Jesuit values were recently discussed by David Robinson, S.J. at an OB Adjunct Faculty meeting on April 24, 2004 and are summarized below:

Teaching within the Jesuit, Catholic Tradition:  
'The One Who Stands for Nothing Will Fall for Anything'

The Jesuit, Catholic tradition, steeped in a multicultural and global mission, extends back 450 years. Its foundation is the care of souls. Within the College of Professional Studies and beginning with the Ignatian Humanities courses sequence, undergraduate students begin a personal journey through a personal-to-social narrative process. Since a curriculum cannot take a student out of their individual context, each student’s personal reflections work to integrate their spiritual, religious, and ethical being toward a clear understanding of their function within society. The key outcome is authenticity – psychologically, emotionally and intellectually – where each student has a deeper awareness of him or herself and the freedom to make profoundly innovative choices outside

the structured norms. The result of this 'discernment' is a moral investment in the care of souls that minimizes collateral damage.

Our five goals, taken together, create the competitive advantage for the OB Program.

### ***3.1 Course Sequence***

The OB Program course sequence, completed in 23 months, is:

#### Ignatian Humanities (10 units)

- IS 307 – Autobiographical Literature Across Cultures (3 units)
- IS 308 – Advanced Expository Writing and Adult Learning (3 units)
- IS 304 – Social Ethics (3 units)<sup>2</sup>
- IS 300 – Ignatian Humanities Seminar (1 unit)<sup>3</sup>

#### Organizational Behavior (27 units)

- OB 319 – Introduction to Organizational Behavior (3 units)
- OB 335 – Social and Organizational Networks (3 units)
- OB 321 – Organizational Communication (3 units)
- OB 324 – Group Process and Decision-making (3 units)<sup>4</sup>
- OB 322 – Organizational Leadership (3 units)
- OB 336 – Topics in Organizational Behavior (3 units)<sup>5</sup>
- OB 326 – Statistics (3 units)
- OB 498 – Research Project Design (3 units)
- OB 323 – Planned Change in Organizations (3 units)

### ***3.2 Changes to the Program, 1997-2003***

During most of the period of this review (September 1997 to December 2003), Dr. David Fox, along with Bonnie Shaw (Associate Program Director), kept the Organizational Behavior Program at the forefront of curricular innovation within CPS. Noteworthy highlights of this innovation included:

- Fully online program materials and the continuing integration of Blackboard within the curriculum (<http://www.cps.usfca.edu/ob/>).

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<sup>2</sup>Students take this course while taking IS 308.

<sup>3</sup>IS 300 meets four times while students are taking OB 321.

<sup>4</sup>The Service Learning requirement is fulfilled in OB 324.

<sup>5</sup> OB 336, which is completely online, is taken concurrently with either OB 322 or OB 498.

- An easily accessible, set curriculum in which every course contains specified objectives, and every class session contains goals and learning outcomes.
- A curricular foundation based on themes of social and intellectual capital; systems thinking; integration of the cognitive, emotional and behavioral natures of people in organizations; leadership and stewardship; and communication.
- Instructor's manual for each course with proposed agendas for class sessions that enable instructors to organize materials using their best judgment about what will work effectively for their particular cohort as well as themselves. (Note: We allow the adjunct faculty to make their assigned courses their own as long as they fulfill the learning objectives for each class meeting).
- Critical assignments such as the Service Learning project (University core requirement); research across the curriculum; and a community of practice project.

A noteworthy benefit from these accomplishments is in the area of consistency between our newly articulated program goals and the learning objectives of each OB course (see Appendix 3 for OB Program goals grid and grid summary). For example, after identifying our current program goals, we reviewed each learning objective for every course in the OB curriculum and systematically matched it to a program goal (the "we" here refers to Linda Henderson, Laurel March, Bonnie Shaw, and Richard Stackman). We conducted this matching in pairs, shared and discussed our results, and discovered a high level of agreement. The OBAC then reviewed these matches and determined that our new program goals are highly consistent with the existing learning objectives in each OB course. The ease with which we were able to conduct this process and validate our goals is attributable to the forward-thinking leadership (and painstaking work!) of Dr. Fox.

### ***3.3 Other Supporting Documentation***

With the exception of surveying our students and alumni discussed in Section 5, we found at the outset of this review process that there is an existing wealth of information that is useful in assessing the program. This information (see Appendix 3) includes: OB program overall course evaluations data (from 2000-2004); site visits and reports (prepared by Associate Director Bonnie Shaw); a description about the service learning projects (prepared by Bonnie Shaw); and examples of students' Blackboard pre- and post-course assessments (prepared by Laurel March). The descriptions for each are:

Site Visits. The purpose of the site visits by Associate Director Bonnie Shaw is to introduce her to the cohort or, if she has already met them, to continue her contact with them, to get to know them as a group so her faculty assignments can contribute to their learning, and to observe the faculty teaching the cohort. Bonnie tries to visit students as soon as possible in OB 319 (Introduction to Organization Behavior), then follow up with another visit in the latter part of

the next course, OB 335 (Social and Organizational Networks), or if that is not possible towards the beginning of the following course, OB 321 (Organizational Communication). She then goes to as many last sessions of OB 324 (Group Process & Decision-making) as possible to receive the Service Learning manuals. Bonnie's final visit is to either OB 498 (Research Project Design) or OB 323 (Planned Change in Organizations). Bonnie attempts to visit all adjunct faculty at least once a year and always visits new instructors or those who have gotten poor evaluations in their previous teaching assignment. When writing the site visit reports Bonnie includes information that the full-time faculty might find helpful in getting to know the cohort.

Service Learning Projects. Being assigned to participate in a service learning project (a university requirement for all undergraduates) puts our students in touch with Jesuit values, especially those of being of service to others, participating in a form of social justice, and further educating the whole person by having students go outside the classroom, beyond the textbooks for a learning experience. For many students participating in service learning has been a spiritually enlightening experience. The steps required to secure a service learning engagement embed another level of learning for our students. Many charitable organizations do not accommodate drop in volunteers, and often require a commitment of a block of time or a donation or a security clearance. These restrictions have proven to be both a hindrance and a challenge to students in finding a charity to work with, but have also opened up opportunities for them to discover organizations they did not know about, to participate in activities they might not have otherwise chosen, i.e., negotiating, contracting, menial work, etc., and in the process learn something about themselves and their communities.

Students' Blackboard Pre- and Post-Course Assessments. The first assignment for each course is a short paper in which students describe what they currently know about the course's topic. Typically, the papers are 1-2 pages, and students most often state that they know very little about the course; thus, they share a few lines to a few paragraphs on what they think the course will cover. One of the last assignments for each course is a short self-assessment paper in which students discuss what they have learned in the course. These papers are 3-5 pages, more detailed in content, and typically report that students learned material that was immediately applicable to their job, and/or reflect their personal learning that has or will impact their own work behaviors.

### ***3.4 Benchmark: ILR OB Graduate Program at Cornell University***

An extensive Internet search for other undergraduate degree programs in Organizational Behavior did not yield potential programs that could be used as benchmarks. At the undergraduate level, OB is invariably an emphasis or concentration within a business school. Consequently, we turned to the OB Graduate Program<sup>6</sup> in the Industrial and Labor Relations School at Cornell University. A sample of their courses (see below) shows a significant similarity with courses or elements of courses in our own major.

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<sup>6</sup>[http://www.ilr.cornell.edu/academics/departments/dept\\_courses.html?prefix=ob&dept\\_id=15](http://www.ilr.cornell.edu/academics/departments/dept_courses.html?prefix=ob&dept_id=15)

- Introductions to Micro and Macro Organizational Behavior and Analysis
- Service Learning
- Organizational Cultures
- Work Motivation
- Contemporary Organizational Behavior Applications
- Group Processes
- Conflict, Power, and Negotiation
- Leadership in Organizations
- Methods of Observation and Analysis of Behavior
- Organizational Change and Intervention
- Research Practicum
- Internship

#### **4. Student and Alumni Surveys Results**

Three survey instruments, thanks to the expertise of Susan Prion, were created for this self-study. The first was a survey of the December 2003 and May 2004 graduating students. The second was a survey of students beginning their OB coursework in June 2004. The final survey was of alumni who earned their OB degree between 1997 and May 2003. All surveys were available online. Each group received one follow-up request to complete the survey. The response rates for the surveys were: 47 of the 87 graduating students completed the survey, 14 of the 37 entering students, and only 39 of approximately 400+ potential alumni.

For the alumni and graduating students, their respective surveys allowed the respondent to rate him/herself on 15 skills. These skills were identified through the program goals and course objectives/outcomes exercise that included the OB Team and Susan Prion. Additionally, the respondent was able to rate how important the skills are to his/her current career expectations; to what extent the OB Program influenced his/her development of the skills; and overall how satisfied each was with the development of these skills.

The alumni and graduating students were also asked to provide comments reflecting what feature(s) of the program they would like to remain the same; what feature(s) of the program they would like to see changed; and what additional comments they had about the program. The surveys also asked the students how the completion of the program has changed their lives.

For the entering students, the survey asked each to rate him/herself on the 15 skills and also rate how important those skills will be to his/her current and future career plans. The respondents were then asked: how much do you expect the OB program to influence your development of the following skills?; and how important are the following OB program goals to your selection of and enrollment in this program?

(See Appendix 4 for complete results from these three surveys.)

In general, the results from the three separate surveys were overwhelming positive. All 15 skills identified are seen as important to students' current and future career plans. Most important, the students found that the OB Program did have an impact on their development in these 15 areas, and that they are satisfied to very satisfied with their experience in the OB Program. Most gratifying are the personal reports on how earning their degree has led to positive changes in their lives.

What the respondents cited most frequently that they did not want to see changed included the cohort model, OB 322 [Leadership], the ability to earn units through the portfolio process, the use of Blackboard, the service learning project, and the small class size. Students also commented on the instructor quality.

Of course, the students did have suggestions for improvement. The most cited issues were:

1. The cost of the program.
2. Coursework load, including too much busy work between online assignments and 2-3 page papers. Time management was a challenge for the students.
3. The burden of taking two courses simultaneously – OB 322 [Leadership] or OB 498 [Research] and OB 336 [Topics]; IS 308 and IS 304.
4. OB 335 [Social and Organizational Networks] and concerns about the assigned textbook, the community of practice project, and the focus of the course.
5. Usefulness of the statistics course as currently conceived. Students also had concerns about the research course and the project assignment in that course.
6. Online courses in general.
7. The level of coordination between USF staff and students with respect to advising and the dissemination of information.

## **5. Full-time Faculty, Adjunct Faculty, Staff**

The "OB Team" is comprised of the two full-time faculty members, the associate director, the part-time lead adjunct instructor, and the half-time program assistant. The OB Team meets a minimum of once per month.

The two full-time faculty, who also serve as co-directors of the program, are responsible for the administration of the OB Program – including the curriculum, personnel and budget.

The associate director manages the adjunct faculty by assigning the adjunct faculty to courses and evaluating the adjunct faculty via her site visits. These site visits, which occur each semester, also allow her to keep in touch with each cohort.

The lead adjunct role was created to ensure that the adjunct faculty have a voice and are represented within the OB Team.

### ***5.1 Full-time Faculty Biographies***

Linda Henderson and Richard Stackman not only serve as co-directors of the OB Program, they are the only full-time faculty at this time. The OB Program has received approval from the Provost to hire an additional full-time faculty member; this faculty member would join the program in Fall 2005.

#### Bio: Linda Henderson, Ph.D.

Dr. Henderson is Assistant Professor in the Organizational Behavior Program. She earned her doctorate in organizational communication from Florida State University and master's degree in communication from Texas Christian University. Linda received an undergraduate degree in speech communication and English from the University of Nevada-Reno where she was also named "Outstanding Student Teacher." Dr. Henderson has twelve years of experience as both an internal and external consultant in the areas of project management, organizational development and change, business process reengineering, and web-based learning. Her clients have included executives, managers, supervisors, technicians and project managers and teams in Genentech, Hewlett-Packard, Informix, Agilent Technologies, Blue Shield of California, Sun Microsystems, TRW, Storage Technology Corporation, Cadence Design Systems, Visa International, Intel, Abbott Laboratories, Pacific Bell, and SRI International, to name a few.

Dr. Henderson has held faculty positions at the College of William and Mary, California State University Long Beach, and San Francisco State University. Her research in communication, managerial communication and/or project management has been published in *International Journal of Project Management*, *Management Communication Quarterly*, *Academy of Management Best Papers Proceedings*, *Psychological Reports*, *Western Journal of Speech Communication*, and *Kentucky Journal of Speech Communication*. She has presented her work at conferences of the Project Management Institute, Human Resource Management and Organizational Behavior Association, Decision Sciences Institute, and Southern Speech Communication Association. She also received two consecutive Best Competitive Paper Awards from the organizational communication division of the Academy of Management. Linda is the technical editor for *Project Management: How to Plan and Manage Successful Projects*, published by the American Management Association.

Bio: Richard Stackman, Ph.D.

Richard W. Stackman is an Assistant Professor of Organizational Behavior in the College of Professional Studies. Prior to coming to the University of San Francisco, Dr. Stackman was on the faculty at the University of Washington, Tacoma and Georgetown University. Dr. Stackman earned his doctorate in business administration from the University of British Columbia where he was the first recipient of the "Outstanding Teaching by a Doctoral Student" award. He received an undergraduate degree in business administration from the University of California, Berkeley. He is a member of Phi Beta Kappa and Beta Gamma Sigma.

Dr. Stackman has taught myriad courses, including Managerial Reality, Business Competencies Practicum, Organizational Outcomes, Classic and Contemporary Management Theory, Research Methods, and Business Finance. His scholarly interests focus on organizational change, organizational sages, personal work networks, personal values, and the self-study of teaching. Dr. Stackman is the co-author of *Managing Organizational Change (3rd Edition)* and has published articles in the *Journal of Social and Personal Relationships*, *Journal of Higher Education*, *Journal of Management Education*, and *Academy of Management Best Papers Proceedings*. Professionally, Dr. Stackman has worked for a daily newspaper – writing and editing copy – and a credit bureau. He also serves on the Executive Committee as the treasurer for the Western Academy of Management (WAM), and was 2004 recipient of the Joan G. Dahl President's Award for service to WAM.

In addition to their separate scholarly pursuits, Linda and Richard are collaborating together on two research projects. One project, which includes Dr. Mark Lusnar of CPS, focuses on emotions in the workplace. The other, which includes Dr. Deborah Bloch from the College of Education, looks at complex, adaptive systems from a complexity/chaos perspective.

## **5.2 Adjunct Faculty**

The student/alumni survey feedback and the overall course evaluation data reflect that the OB Program is staffed by a strong preferred pool of adjunct faculty. Appendix 3 includes the list of preferred adjuncts. Appendix 3 also presents the overall course evaluation data for all courses taught in the OB Program major, dating back to fall 2000.

With respect to the adjunct pool, many have been teaching in the OB Program for several years, creating stability and continuity at the regional campuses. Associated Director Bonnie Shaw continually attempts to increase the diversity of the pool, and she encourages all adjuncts to attend regional and general adjunct meetings.

### 5.3 *Organizational Behavior Advisory Council (OBAC)*

With the assistance and help of our Lead Adjunct, Laurel March, and Associate Program Director, Bonnie Shaw, we invited a select group<sup>7</sup> of adjunct instructors to form the Organizational Behavior Advisory Council (OBAC) this past February. This council is charged in general with including the larger body of adjunct instructors in developing continuous opportunities for theoretical, practical, and pedagogical development. This charge is in keeping with Linda and Richard's vision to assist the adjuncts in developing their professional currency as part of their affiliation with the OB Program. At this point in time, the OBAC plans two adjunct faculty meetings per year, provides feedback and recommendations for course/curriculum revisions, and advises Linda and Richard on their roles for keeping adjuncts current.

## 6. **Changes and Future Directions**

In preparing the self-study, the most salient challenges currently facing the OB Program are:

- Low prioritization of school by most students in relation to other life demands – e.g., full-time employment, family obligations
- Limited classroom contact hours
- Moderately high student absentee rate
- High private tuition rates
- General student inability to complete weekly reading and other assignments
- Over-reliance on adjuncts, though we do have a committed, preferred pool of adjunct faculty
- Need for additional full-time faculty

### 6.1 *Changes: Positional, Programmatic and Curricular*

Prior to being named co-directors, Linda Henderson and Richard Stackman consciously forged a collaborative working partnership based on shared goals, open communication, willingness to create and innovate, desire to take advantage of this opportune moment in the life cycle of the OB program, and last but not least, a mutually and highly regarded need to create energy and fun at work. Our intent has been inclusive and generative, as we do not want the program to stand pat. Our four primary goals are:

1. To increase the degree completion options for students.
2. To increase the input and ownership of the adjuncts.
3. To create opportunities for the adjuncts to develop with respect to theoretical, practical and pedagogical knowledge.

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<sup>7</sup>The six members selected represent the regional campuses and the courses taught.

4. To refresh and refine the curriculum in ways to enhance students' ability to reflect on, analyze and synthesize material.

Full-time Day Program. In order to accomplish our goals, we first began by focusing our attention on the accessibility of our program to students. Enrollments within CPS have been dropping at the same time that students are finding less opportunity to complete their undergraduate degrees. In response to this current enrollment dynamic, we developed an idea to take the existing OB program and offer it at other times – specifically during the day – at various campuses. Our focus allows students to transfer in with 30 to 60 units, take a full-time load (12 – 18 units per semester), and concentrate on in-class work during 4.5-hour time blocks twice a week. (See Appendix 5 for the proposed OB Program view book text for the full-time day program and a proposed scheduling grid for the full-time day program.)

OBAC. As noted above, a select group of adjunct instructors was invited this past February to establish the Organizational Behavior Advisory Council (OBAC). This council is charged in general with including the larger body of adjunct instructors in developing continuous opportunities for theoretical, practical, and pedagogical development. This charge is in keeping with Linda and Richard's vision to increase the adjunct's input to and ownership of the program and to assist the adjuncts in developing their professional currency as part of their affiliation with the OB Program. At this point in time, the OBAC plans two adjunct faculty meetings per year, provides feedback and recommendations for course/curriculum revisions, and advises Linda and Richard on their roles for keeping adjuncts current. In the future, OBAC could include student and alumni representatives.

Curricular. Our "out of the starting gates" efforts have also included a close examination of the curriculum, individual coursework, Blackboard, and texts. Our investigation has helped us to identify the following issues as well as ideas for their resolution:

1. In looking at each course, there appears to be too much busy work, that is, small, repetitive written assignments both on Blackboard and as homework papers. This busy work doesn't create the opportunity for students to do more in-depth, substantive papers.

*Proposed solution: Our idea is to better distribute the Blackboard and small written assignments (meaning some will be eliminated) and insert at least one additional substantive assignment or test. Note: The curriculum, as currently written, does not include any tests.*

2. OB 336 [Topics in Organizational Behavior course]. Great idea, poor execution. Students are having a difficult time taking this online course at the same time they take OB 322 [Leadership] or OB 498 [Research]. There is also the administrative nightmare of scheduling students across three different topics courses.

*Proposed solution: Our idea is to run this course over 14 weeks [one week of online discussion, one week of reading, etc.]. We would only offer one topics course per semester. We envision a course that is updated on a yearly basis; each class session [of which there would still be 7] would focus on a given OB topic. This would allow us to introduce more currency into the program. Moreover, the last two sections could be designed to address specific interests of the students.*

3. There is a heavy reliance on the WWW throughout the curriculum for reading materials.

*Proposed solution: Over the next year, we hope to eliminate the majority of these assignments, replacing them with papers that the students can access online through the USF library. In addition, we plan to create a reader of articles that a student would purchase at the start of the program; articles from this reader would be read (and likely reread) throughout the program.*

4. Additional issues/thoughts:

We would like to create a curriculum foundation with OB 319 [Intro] and OB 335 [Social and Organizational Networks]. The texts assigned in these two courses would be used throughout the program. For example, select chapters are already assigned from the Robbins' text in other courses. Based on the student feedback (and anecdotal evidence from faculty who have taught OB 335), OB 335 needs to be revised. Currently, the course is not focused, attempting to cover too many topics.

Instead of one text per course, we would like to choose, and thus assign, several shorter books for each course. Instructors would be provided at least one additional book (could be a text) to draw material from for lectures, class discussions, etc. The best example is OB 323 (Planned Change in Organizations) where the instructors will receive a copy of *Managing Organizational Change (3<sup>rd</sup> Edition)* by Patrick Connor, Linda Lake and Richard Stackman. In this same course, students are assigned Edgar Schein's *Organizational Culture and Leadership*, Peter Senge's *The Fifth Discipline Fieldbook* and *The New Workplace*, and two chapters from Stephen Robbins' *Organizational Behavior* textbook.

## **6.2 Future: Ongoing Assessment, Partnerships, Leveraging the Majors and Needs**

Our overall intent for this program review is to use its process and learning as a template for ongoing review, change, and innovation in the OB Program – specifically with respect to curriculum development and instructor quality. We are committed to maintaining the spirit and methods of the review as programmatic praxis since our efforts to date have uncovered a wealth of information (e.g., course evaluations, site visit reports, student pre- and post-course assessments of their learning) that will inform, grow, and flourish with regular and systematic

care. As an example, we now plan each semester to review all course evaluations and site visit reports. Also, we will create 'quick' adjunct reports at the end of each course that briefly summarize the students' assessment of their pre and post learning. This information will come from the Blackboard assignments. Overall, we see these planned activities as generating just-in-time feedback on an ongoing basis to all of the key stakeholders associated with the OB Program as well as generating a continuously refreshed "big picture" of the program.

Additionally, we plan to continue surveying all entering students and all graduating students, utilizing the surveys created for this self-study. Alumni, defined here as those who have graduated in the past five years, will be surveyed every three years.

In the near term, we are actively entertaining cross-college collaborations. For example, in addition to our current research projects with Deborah Bloch in the School of Education, Linda will be serving on the dissertation committee of one of our outstanding adjunct faculty members, Elena Cappella, as Elena completes her doctoral degree in Organization and Leadership through the School of Education. These collaborations with SOE have sparked conversations with CPS Dean Larry Brewster and Associate Dean Homa Shabahang about the possibility of developing a joint CPS-SOE master's degree in Organizational Leadership that would be a natural feeder to the School of Education's doctorate in Organization and Leadership. Short of this being realized in the near term, we are working with the CPS regional directors and staff to articulate pathways between our OB degree and the potential for students to earn a USF graduate degree in, for example, business, law, or organizational development. The next logical step is to identify colleagues within the business and law schools who are willing to work across-colleges to articulate pathways within USF that can provide our undergraduate OB students with particular, professional career choices.

## **7. Epilogue: Reflections on the External Review Committee Report**

The External Review Committee's report is overwhelmingly positive and constructive, and there is nothing in the report that we would disagree with. The recommendations validate the future vision that we have for the OB Program, and several recommendations speak specifically to an increased role for the OB Program within CPS and the University.

Considering recommendations specific for the OB Program, work has already begun on revising OB 335 (Social and Organizational Networks) and OB 336 (Topics). Changes to OB 336 will be in place by September as the seven course sessions will be spread over 14 weeks; however, we will study the potentialities of offering OB 336 over a longer time period (e.g., over three to five courses).

Combining the statistics and research courses is another recommendation that we will seriously consider for two reasons. First, the integration of the two courses could provide students with a tighter coupling between analytical tools (i.e., statistics) and particular types of research

questions, ones that best match with students' interests, workplace demands, and/or future goals. Second, the integration of these two courses would provide us with the opportunity to create a new course for the major. The most viable option is a management skills or competencies course that could include such topics as managing conflict, negotiating, and budgeting.

We agree that incorporating a tag line in the name of the OB degree is the most viable option. The tag line should reflect the academic essence and utility of the program. Such a move would save us from the university approval process required for renaming the degree.

The idea of creating a new undergraduate organizational leadership degree that borrows content from existing CPS programs is something worth discussing and possibly pursuing.

Finally, it is our hope that as we continue to invest in and grow the OB Program this growth will include additional full-time faculty members who will also serve as catalysts, propelling the OB Program in new, exciting directions. With more full-time faculty, more attention could be directed to mentoring students and creating faculty development opportunities for our adjuncts.