

**BUCKNELL UNIVERSITY**  
**ADVISORY COMMITTEE ON THE CREATION OF A COLLEGE OF MANAGEMENT**  
**INTERIM REPORT**  
**FEBRUARY 2007**

**Background and Genesis**

At the start of the 2006-07 academic year, Bucknell University President, Brian Mitchell, published a message to the Bucknell University community announcing the formation of an advisory committee "...to explore the feasibility and wisdom of transforming the current Department of Management into a School or College of Management." President Mitchell described the work of the committee as "...devoted to making a case for the formation of a school or college, identifying the principles upon which the new entity will be founded, and proposing an operating plan." President Mitchell concluded by noting that this project provides an opportunity for the current program to elevate its position to a place among the best programs of its kind in the world and that it is upon the likelihood of meeting "...that standard that the decision to go forward will be judged."

**The Committee: Membership, Scope, and Process**

Membership on the Committee includes or included:

Professor Doug Allen (Management)  
Professor Mark Bettner (Management)  
Ms. Jenna Camann (Student, Management)  
Ms. Alexandra Campbell-Ferrari (Student, Chair, Academic Affairs Committee, Student Gov't)  
Professor Mark Ciavarella (Management)  
Professor Gary Grant (Theatre) (until October 2006)  
Professor William Gruver (Management)  
Professor Michael Johnson-Cramer (Management)  
Professor Ben Marsh (Geography)  
Professor Ghislaine McDayter (English)  
Professor Skip McGoun (Management)  
Dean Robert Midkiff (Arts & Sciences)  
Professor Kevin Myers (Psychology and Representative, Committee on Instruction)  
Dean Jim Orbison (Engineering)  
Joseph M. Pastore, Jr., (Invited Facilitator)  
Professor Paul Shrivastava (Management)  
Professor Steven Stamos (International Relations) (until January 2007)  
Professor Lois Svard (Music)  
Professor Michael Toole (Engineering)  
Mr. Bruce Wagner (Member, Bucknell Business Advisory Board)  
Professor Nancy White (Economics)  
Mr. Alessandro Zanelli (Student, History and Music)  
Dean Chris Zappe (Arts & Sciences)

**The scope** of the Committee’s work, while defined by President Mitchell’s commission, has taken some liberty to define its role as analyzing, thinking, formulating, and influencing the conditions under which a College of Management may be formed at Bucknell University, if it is to be formed. The Committee sees its work as “interrogatory” and not “declarative”, understanding that the latter is clearly the prerogative of the President and University Trustees. In addition, the Committee views its efforts as hopefully compelling, but preliminary to review by the University Provost and the governance system within the University, especially the Academic Planning Committee. Finally, the Committee is cognizant of the planning initiative underway at the University, “The Plan for Bucknell”, and sees its work as mindful of the vision set for the University, especially the Plan’s Strategy #1: Strengthen the Academic Core, which posits that “*Bucknell will offer an academic program that achieves the highest standard of quality across its liberal arts and professional programs. Bucknell supports innovation and distinctiveness in areas of current and emerging importance and relevance.*”

**The process** the Committee has undertaken has included, thus far, a variety of sub-group meetings, electronic and telephonic conferences between and among various members, conversations and meetings among individual members, and all of this in the midst of, again thus far, a series of Committee plenary sessions in September, October, and November of 2006 and January 2007. At the core of such interactions are principles of candor, disclosure, and the encouragement of diverse opinions. In addition, a web site has been established to provide resource documents and summaries of Committee proceedings.

### **History of Management Education at Bucknell University**

To provide the Committee with a general understanding of the history of management education at Bucknell as a guide to what such programming might look like going forward, Dot Thompson, Research Services Librarian and Doris Dysinger, Curator Special Collections/University Archives, were invited to offer a brief historical retrospect on the program. A written summary of such report, including a general inventory of manuscripts, was made available to the Committee.

It is interesting to note that baccalaureate degree programs in “commerce and finance” offered by the University date back to 1928. And, typical of the era, offerings were essentially grounded in economics, but reached to such very pragmatic instruction as secretarial studies. Also worthy of note is that, on the heels of a 1959-60 Ford Foundation grant which commissioned a study and reorganization of offerings in “business administration”, three colleges were established within the University in 1962: Arts & Sciences, Engineering, and Business Administration (it may be that the precise naming of the college was the “College of Commerce and Finance”). Parenthetically, *circa* 1959, the Ford Foundation issued a rather indicting report on the state of business and management education noting a lack of rigor and it seems fair to say that report represents an inflection point in the history of management education.

A national response, evident in business schools circa 1960, forged curricular reform away from the very applied and practical orientations of the past to more theoretical leanings, to include greater study in quantitative methods and linkages to the humanities. And, interestingly, there seems to be a shift today back toward emphasizing more applied learning—especially through the

use of case studies, simulations, and internships. Thus, the same tension between the “sciences” (broadly defined to include the professions) and the humanities Bucknell is experiencing, and C.P. Snow wrote about in *The Two Cultures*, has clearly been a characteristic of management education for decades.

Though Bucknell created a College of Business Administration *circa* 1959, by 1965 a report from a three person visiting panel recommended that the College of Business (or, Commerce and Finance) be re-organized into a Department of Economics and a Department of Business and that both departments be integrated into the College of Arts & Sciences. Such report cited, *inter alia*, a positive correlation between the less than notable quality of the program and the University’s less than sufficient financial support for the program. The integration of the College of Business Administration into the College of Arts & Sciences, in the form of a Department of Economics and a Department of Management, occurred in 1969-70. Such organizational design prevails today.

### **Management Education at Bucknell University Today: Plans, Capabilities, and Concerns**

The Department of Management today is one of 23 departments and seven interdisciplinary programs in Bucknell’s College of Arts & Sciences. The Department includes 17 full-time faculty, 5 adjunct faculty (3 FTE’s), and approximately 530 undergraduate students. While the Department offered a Master of Science in Business Administration program at one time, its degree granting, curricular focus is solely undergraduate today, offering concentrations in accounting and management. The Department represents approximately 20% of the student enrollment in the College of Arts & Sciences and approximately 10% of the faculty. The Department collaborates with the College of Engineering to offer a summer institute—The Institute for Leadership in Technology and Management (ILTM)—to approximately 25 highly qualified undergraduates in engineering, management, and the social sciences.

It seems fair to say that program planning for the Department has not extended beyond deliberations within the Department, the Bucknell Business Advisory Board (a group of corporate alumni, corporate friends, Management faculty and faculty emeriti), and, to some degree, an External Review Committee which visited the Department in the Spring of 2005, but did not submit a final written report on its findings and recommendations. Much of the current thinking on the future of Departmental programming is contained in an April 2006 document entitled “Curricular Review Process (2006-2007): A Plan for the Future”. The Plan describes a mission for the Department focused on developing undergraduate students who are both “thoughtful” and “capable”—able to *think* critically and creatively about the world in which we live and able to *act* in that world—especially in the management of organizations. Beyond that, the plan offers a “vision” for the Department through a set of six strategies: *to deepen the connections between the Management program and the liberal arts, to achieve curricular excellence through teaching and scholarly excellence, to expand experiential learning, to internationalize the program, to improve career management efforts for students, and to instill a capacity to manage a rapidly changing future.*

More specific curricular planning includes a focus on five curricular specializations for students to engage: Accounting and Financial Management; Global Management; Markets, Consumption, and Creativity; Managing for Sustainability; and, Managing Information and Technology. (N.B.: It

should be noted the work of the Advisory Committee has not reached to a studied examination of curricular plans for the Management Program. It is believed that such work is more appropriately within the purview of permanent governance and curriculum review processes. There is, however, a need to bring the Committee up to date on the curricular thinking of the Department, thus far, and such effort will take place in the near term).

The Management program at Bucknell, as with all programs, presents itself with both capabilities and concerns. Included among the program's **capabilities** are:

- The Department's relatively **small size** fosters the educational philosophy that characterizes Bucknell University as a student-focused, residential institution.
- Faculty are well **credentialed**, skilled at teaching, engaged in scholarly pursuits, and, for the most part, engaged in service to the Bucknell community, often in leadership positions.
- The Department faces the **potential, not yet fully realized, of becoming integrated** with programs in engineering, especially given the recently approved Five Year Program in Engineering which integrates the study of Management, as well as the ILTM Program described earlier.
- The program has **facilities** adequate for its current level of programming.
- Bucknell University's **standing and reputation** leaven the reputation of the Management program and, to some extent, mitigate the absence of professional accreditation.
- The **faculty strives to integrate a liberal arts perspective** into their teaching and is equally aware of the importance of integrating skills and knowledge demanded by the profession.
- The program has a **strong alumni base and a supportive Advisory Board**.
- The program has a **tradition of integrating experiential learning** with traditional teaching methodologies.
- The program has three-hour **access to major urban centers**.
- The **focus on undergraduate education** is consistent, at this point in the history of management education, with the increased attention and value assigned to undergraduate business education, globally.
- **Students are enthusiastic** about their course of study.

At the same time, the program faces **some concerns**:

- The size of the program presents some constraint on offering a **critical mass of students** sufficient to support a variety of curricular concentrations in an effective manner.
- **The faculty in the Department of Management may not be effectively involved and professionally integrated with colleagues and programs in the College of Arts & Sciences, and vice versa**; whether this is the case or a misperception, it is a concern that both prompts and reinforces the current inclination by the Department to seek greater faculty and program collaboration as part of the plan to create a more robust and interdisciplinary program design.
- There is a **sense that the program labors under a climate of opposition** or, at best, indifference to the existence of the program at Bucknell based on a perception that management education is not compatible with liberal learning.
- **Class sizes** are high relative to the University average.
- There is **limited international programming**.
- **Experiential programs (e.g., Mgt. 101, internships, Student Managed Portfolio)** are in need of more robust resource support.
- **Career planning programming** is under-developed, especially for non-accounting students.
- Program **location** is not immediately accessible to professional opportunities offered by urban centers.
- The Department's **administrative infrastructure** is under-developed relative to program plans and, to some extent, the management of current program demands.
- The program is not yet prepared to respond to the emerging requirement of a **150-hour program** for public accounting certification required or soon to be required by states where Bucknell graduates are likely to locate.
- The range of **student diversity** in the program, especially international diversity, is less than it needs to be in a world which is clearly "flat" and more economically integrated than ever before.
- The program has not attained **AACSB International accreditation** which, while not mandated, is the "gold standard" for measuring program quality, especially for international students and partnerships as well as for grant support and career development.

## Enhancing the Quality of Management Education at Bucknell University

Efforts to enhance academic quality are typically and, to some, surprisingly complex. Historically, academia has relied upon “process” criteria to measure quality, namely faculty credentials, student profiles, and facilities. Present day measures of quality have transcended process measures and seek to incorporate “outcome” measures evidenced by standardized test scores (e.g., GRE), post-graduate placements, student retention, graduation rates, student exit survey data, alumni success, and other *ex post facto* evidence. In addition, there has been a historic reliance upon external review processes (e.g., regional, national, and professional accreditation), however, such processes have evolved away from objective assessments focused on process factors to a “softer” attestation that a given institution has the resources to achieve its stated mission and can show evidence that it is in fact achieving such mission.

Sadly, the quest for quality measures has become not only complex, but also suspect, as the “market driven” competitive fervor of our broader society has found its way into the management of higher education. At the core of competitive forces in academia is the age old propensity of institutions to attain “prestige”, unmindful that the term, prestige, derives from the Latin *praestagium*, which translates into “magic”, “trickery”, “illusion”, “slight of hand”. Thus, when combined with increasing reliance on “marketing communications”, it is little wonder that the “marketplace” has been lulled into confusing academic quality with such measures as the age of an institution, the size of its endowment, athletic prowess, and alumni networks. Exacerbating all of this is higher education’s tendency to ratify popular measures of quality advanced by journalistic rankings, too often exploitive of our society’s preoccupation with a “Super Bowl” induced search for “number one”.

It is difficult for most institutions to avoid becoming mired in popular measures of quality. But, it is not hard to keep the pitfalls of such quest in mind in the course of shaping strategies for program and institutional development, if only to mitigate a complete capitulation to such forces. Ultimately, the best course for an institution is that which constantly tests its credo and ensures that all it does reflects such credo. Admittedly, no institution can be completely insulated from and indifferent to “market forces”. Responses to such forces, however, must be derived from thoughtful deliberation and a conscious effort to avoid the “lemming effect”, too often common to academic planning processes.

So, as this report attempts to address the question of how to enhance the quality of management education at Bucknell, the most operative words in the specification of such task must be “at Bucknell”. And, when we talk about what Bucknell stands for, the following phrase seems to be on point: the integration of liberal learning and professional learning. Hopefully, the discussion that follows reflects such standard. And, most important, such effort should be revealed in very active, transparent, and measurable ways; not to achieve such outcome is to risk understating the Bucknell credo as little more than poetic platitude.

Bucknell is facing a choice. It can continue to offer a “management” or “business” education program in its most generally accepted form—essentially a survey of accounting, economics, marketing, finance, organizational behavior, and other functional levels of learning—or it can seek to take on a somewhat difficult, mostly untried, contrarian approach to the study of

“management”. To do so is likely to require more experimentation, greater connections with more defined disciplines and bodies of knowledge, a reaching out to learning resources beyond the campus, and a level of intellectual energy that transcends the important, but mere, completion of a set of core and elective course requirements.

An enhancement of the quality of management education at Bucknell will require fundamental changes in program leadership, faculty integration and development, student qualifications and diversity, and a willingness to find ways to connect a “discipline” which derives much of its essence from connections with more classical disciplines which, in the end, bring definition to the study of “management”. *An enhancement of the quality of management education at Bucknell will also require both a financial investment and a systemic engagement of the legitimacy of the program as appropriate to the mission and credo of the University.*

### **How Might the Creation of a College of Management Enhance the Quality of Education at Bucknell University?**

Once again, this report does not represent an attempt to make a case for the establishment of a College of Management at Bucknell University. At the same time, this effort would be less than helpful and informative if it did not exercise some thinking as to how the creation of a COM might advance the quality of education at Bucknell.

There is no question that organizational effectiveness is more a function of behavior than structure. While organizational design is intended to bring order to chaos as well as provide organizational legitimacy for those who manage a given organization, the ultimate performance and quality of an organization has little to do with policy manuals, organization charts, and specifications of authority and responsibility. Effective organizations derive from the performance of effective people and effective connections with the external environment, especially “markets”.

We can also stipulate that, to the extent structure is important to organizational effectiveness, structure should not precede strategy. Effective structure follows strategy. And, since strategies, and the environment strategies are designed to manage, are apt to change, we cannot conclude there is but one form of organizational design that works for all strategies and environmental conditions.

The following text, flowing from deliberations conducted by the Department of Management to inform the work of the COM Advisory Committee, addresses how the creation of a COM is likely to enhance educational offerings at Bucknell University.

**First**, any attempt to enhance the quality of the Management program in a way that allows it to connect more distinctively and effectively with “The Plan for Bucknell” will require a greater investment in the program in a variety of ways, some of which are identified below. Funding an investment in program quality and development should not come from operating funds (e.g., tuition revenues). Funding program quality and development must come from endowment funds. While college presidents, trustees, and development officers are often skilled at raising funds from a variety of sources and a variety of platforms, **the creation of a College of Management (COM), with a well-designed plan to integrate such organization into the overall structure**

**and mission of Bucknell, is very likely to create an effective “rally point” for fundraising and, in so doing, provide the University with an even stronger financial base for program offerings and for program experimentation and development.**

**Second, the current leadership design and organizational infrastructure at the departmental level does not reach to the level of organizational energy required to succeed with a more developed program plan. The creation of an adequately funded COM will increase the capability of providing effective leadership at the dean level, combined with faculty and staff levels sufficient to design and implement curricular enhancements, experiential learning programs, curricular enrichment programs, the recruitment of highly qualified students from around the world, career development programs, faculty development and other offerings supportive of a more fully developed program.**

**Third, the creation of a COM will facilitate the University’s plan to enhance its national reputation by elevating the quality of management education at Bucknell to a level likely to attain AACSB International accreditation.** AACSB accreditation will neutralize the ability of competitor institutions to assert that the Management program at Bucknell “is not accredited”; such claim, however deceptive, undermines the credibility of both the program and the University. Accreditation will also leverage the program’s ability to seek the most qualified students and faculty, to reach more effectively to global student recruitment and partnerships, to attract employers eager to recruit Bucknell students, and to seek foundation and other sources of funding more effectively. Accreditation will require assurances of a reasonable degree of program self-governance as well as leadership credentialed and qualified to lead the program. Typically, such conditions require the creation of a discrete organizational unit in the form of, for example, a COM.

**Fourth, the creation of a COM, and the resulting enhancement of the program’s reputation and ability to attract even more qualified students and a more diverse faculty, will only add to the academic reputation of other programs in the University.** The current program, with its understated organizational positioning and limited program offerings in need of more funding and staffing, fails to reach to the overall academic reputation of the University and its other colleges and, in doing so, threatens to fall short of serving the quality of education sought for all students.

**Fifth, and finally, the Department’s plan to undertake a major revision in its curricular and co-curricular offerings founded on a collaborative effort among faculty from many disciplines throughout the University can only serve to leaven the quality of education throughout the University.** At the core of such initiative is the creation of a COM capable of warranting and attracting the investment required to achieve such program development. More on this observation is offered in the text that follows.



## **How Might a College of Management Be Introduced in a Manner Compatible with the Liberal Arts and Professional Program Mission of Bucknell University?**

The need to integrate the Management program into the mission and credo of the University is a fundamental need, independent of the organizational design within which the program exists. To the extent a change in organizational design, namely the creation of a COM, threatens to upset the sense of curricular balance and academic credo unique to Bucknell, the following observations, caveats, and conditions may be helpful to mitigating such concerns.

**First, there is no plan to increase the proportionate size of the program.** The plan is to increase program scope and quality. The maintenance of program size combined with an enhancement of program scope and quality assure compatibility with the mission and plan for Bucknell.

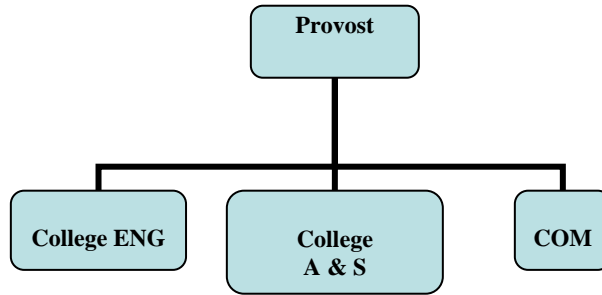
**Second, the fact is the program has been a part of the University’s academic offerings for nearly 80 years.** A change in organization structure combined with a more dedicated and effective integration of the program with the liberal arts should serve to mitigate concerns over the continued legitimacy of the program. In addition, a COM combined with the College of Engineering and the College of Arts & Sciences is compatible with the University’s mission of liberal arts and professional programming.

**Third, some of the answer to the question of organizational compatibility may be found in how a COM might be placed within the organizational configuration of the two other colleges.** Figures 1-4, below attempt to offer a variety of possible designs, each of which suggests a different perception of the placement of a COM in relation to other academic units.<sup>1</sup> Figure 1 depicts a classical structure and may suggest a more differentiated relationship among the three colleges and, if so, may fail to serve the quest for integrating the liberal arts with the professions. Figure 2 builds on the current design and, shows a clear organizational connection between the Arts & Sciences and Management, but it may signal some confusion as to whether Engineering is distanced from the humanities and sciences—clearly a message counter to intent. Figure 3 offers a design that may convey the most integrated perception of the liberal arts with the professions. It also emphasizes the place of liberal learning as “first among equals” and offers the possibility that *all* faculty may have either a single or joint appointment within the University under the leadership of a Dean of Faculty along with their respective College dean. Figure 4 attempts to convey a similar sense of integration among the three colleges with the reminder that, in the end, it is program behavior, not organizational positioning that determines whether programs are truly integrated.

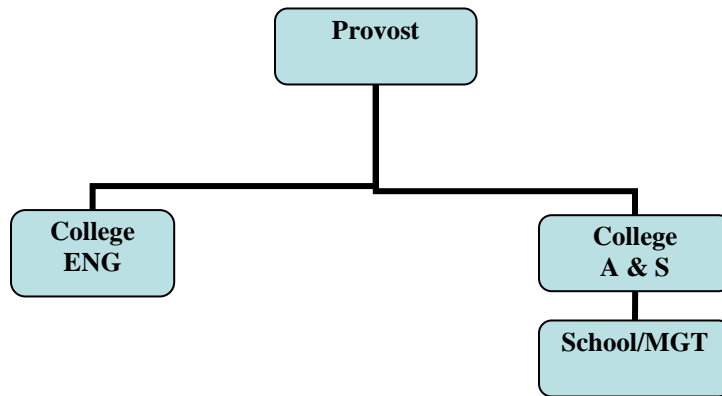
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<sup>1</sup> It may be important to note that the public perception of the place of an academic program within the overall structure of academic affairs may vary. For example, some may see the current placement of Management, as a sub-set of Arts & Sciences, as a clear intent to integrate Management with the humanities and sciences; others may see such organizational placement as an effort to avoid offering the program a more visible and prominent place in the University, as is the case with Engineering. The pursuit of this issue is not a worthy endeavor; it leads only to petty debates that divide more than connect colleagues at a time when connection is critical. But, this observation is offered to note that, while behavior will ultimately shape both performance and perception, organizational positioning does, in the short term, serve to portray a sense of place and value within the University.

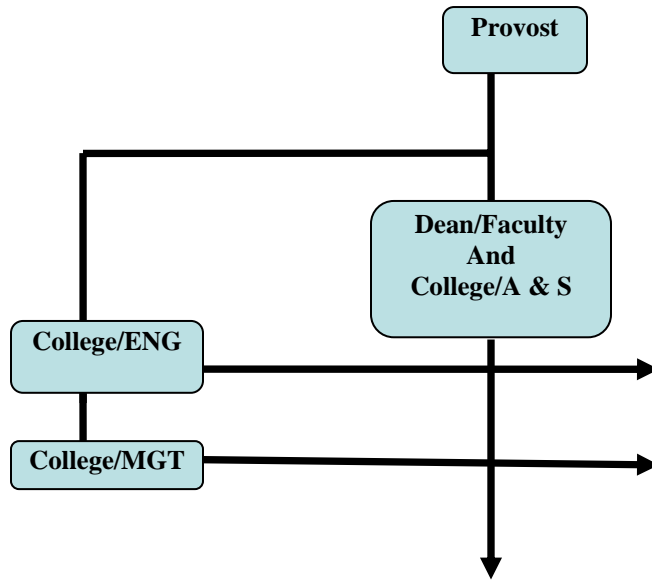
**FIGURE 1**



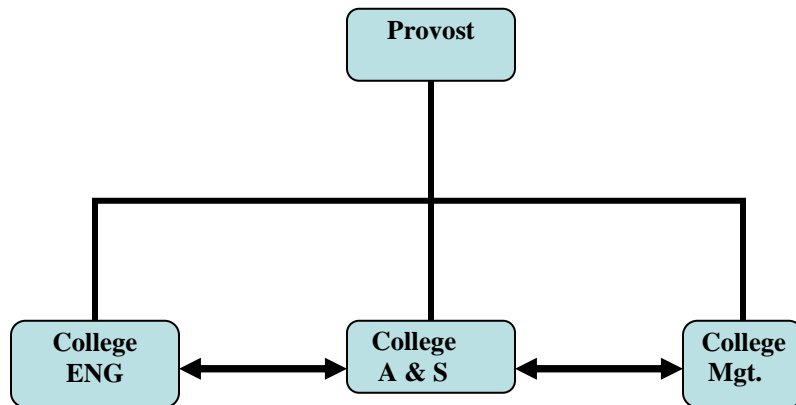
**FIGURE 2**



**FIGURE 3**



**FIGURE 4**



**Fourth, it is important that a new COM be integrated effectively into the existing academic governance system both with respect to program and curriculum development as well as standards for faculty appointments, development, promotion, and tenure. How such integration should occur**

must flow from collaborative deliberations between Management faculty and those leading the faculty governance system, aided by leadership at the Dean and Provost levels. Such effort will take time and, while it need not impede the creation of a COM, it will require that the positioning of a COM in the governance system of the University is likely to be an evolutionary process. This point is reinforced in other ways in text cited below.

**Fifth, it is vitally important that any effort by the University to raise funds to support the enhancement of Management education be accompanied by funding to integrate the COM with the other Colleges and vice versa.** This observation is not intended as a statement on organizational parity; it is directed clearly at ensuring that the faculty and program development effort intended to integrate the liberal arts with professional programs are funded systemically so that program and faculty connections can be realized among the three colleges.

**Sixth, the ultimate measure of whether Bucknell University attains a level of integration between the humanities/sciences and the professions will not be found in its stated mission or even in an investment in faculty development. The public perception and validation of Bucknell as a liberal arts institution committed to linking its core programs to the professions will be found in program offerings and scholarship and its graduates.** While this Committee is limited both in time and authority to develop such programming, there has been some thinking about the sort of programming that might be considered. Consider the following:

- A continued investment in the **ILTM program and programs of its kind.**
- **Curriculum initiatives** which focus on core themes supported by minor tracks in a variety of disciplines, taking care that the College of Arts & Sciences is not merely offering service courses to the professional colleges
- **Curriculum designs** which offer an opportunity for non-Management majors to develop core competency in accounting, finance, and entrepreneurship
- **Curricular connections** to the Residential College, the Center for Race, Ethnicity, and Gender, the Environmental Center, and emerging centers in globalization and public policy
- An opportunity to pursue study and experiential learning in **social entrepreneurship**
- A plan to develop a major **Summer Institute** intended to attract faculty and others from around the nation to share scholarship, pedagogy, and other initiatives intended to integrate the humanities/sciences with the professions (sort of a mini-Aspen Institute)

### **Candor and Caveats Going Forward**

This report attempts to provide a historical retrospect on management education at Bucknell University combined with a general depiction of the current program. The report offers insights, captured through discussions among the full Committee as well as less formal discussions among sub-sets of the Committee, into why the creation of a COM is seen by some as important. The

report also provides some record of attention paid to the issue of how to ensure a creation of a COM will resonate with the larger academic community at Bucknell and the historical repertoire which has been shaped since the University's founding.

A reading of this report should suggest there is a case for asserting that, to the extent that Bucknell is committed to pre-professional learning, there is a place for Management education at the University. In addition, to the extent there is interest in enhancing the scope and quality of the Management program, the creation of a COM is likely to present a better vehicle for providing dean level leadership, more robust staffing, greater financial resources, better developed co-curricular and student support services, and a bridge to national/international accreditation. And, for all the reasons cited earlier regarding the systemic effects of the creation of a COM upon the larger University, there is reason to believe that the effective creation of a COM, to include the assurance of appropriate leadership and a clear sense of University-sanctioned direction, can lead to a more robust relationship between the University's liberal and professional learning programs.

At the same time, the reader of this report may find it helpful to know there exists a degree of informal discussion and sentiment which some may see as an unsettled response common to calls for change. However seen or characterized, the COM Advisory Committee believes such issues are worthy of disclosure in the interest of serving those who will assume ultimate responsibility for deciding the form and place of Management education beyond today.

**First, it should be noted this report is not derived from a polling of Committee opinion;** the sample is too small and, more importantly, Committee composition, while diverse, is not designed as proportionately representative of the Bucknell community.

**Second, while the charge to the Committee was to "make the case" for a COM, the Committee has taken some license in interpreting such charge as "testing the case" for the creation of a COM.** The difference may seem subtle, but the distinction is important in that the Committee believes its report does not offer an adversarial opinion, but an advisory consideration of key questions that serve the ultimate decision.

**Third,** while there is not overwhelming debate over whether the existence of Management education belongs at Bucknell and even whether the creation of a COM, per se, is compatible with the University's mission, **there is some concern, paradoxical as it may seem, that the more successful a COM may be (as judged by generally accepted standards in management education), the more such program may serve to dwarf the presence of the University's liberal learning programs, especially the humanities.** *Thus, there is a risk of failure with respect to such standard and the consequence may very well serve to upset the academic balance between liberal and professional learning. Such observation, therefore, places great reliance and faith on the stated intention to shape the creation of a COM as one that is wholly integrated into the University's historic mission as a liberal arts college and the Departmental effort to forge new curricular and program initiatives in concert with participation from faculty throughout the University is seen as vitally important to mitigating such risk.*

**Fourth,** it seems counter-intuitive to suggest that separating Management, organizationally, from the College of Arts & Sciences is likely to lead to a greater integration of the two. While such

observation is logical, it may not be valid; the current situation is such that the program is integrated, organizationally, with the College of Arts & Sciences, but few would agree that it is integrated programmatically and behaviorally. All of this suggests that, as referenced earlier, **behavior ultimately trumps structure and the key to integration will be found in selecting the right leadership and providing faculty development programming that fosters integration.**

**Fifth**, earlier text cited a quick reference to the relationship between the current faculty in the Department of Management and others in the College of Arts & Sciences. The reference addressed the extent to which Management faculty engage an agenda beyond the Department as well as the extent to which the College of Arts & Sciences considers the Department an appropriate fit with the College's mission. The issue is complicated because it is fraught with perceptions and most attempts to examine and measure its validity run the risk of distilling to unfortunate and unproductive misunderstandings and divisions. Clearly, however, **whether the future calls for the creation of a COM or the retention of the current Department, efforts to bridge the perceived divide between Management and the humanities are absolutely critical to any interest in promoting program integration.** Most would agree the key to this is effective and appropriate leadership, at least at the dean level augmented by moral leadership among the senior faculty.

**Sixth**, there was an earlier sense that the Department of Management had been engaged in curricular discussions but was not forthcoming in sharing the details of such discussions. To the extent this is so, it has fostered some erosion of trust—even unintentionally. The key to understanding this is probably found in the fact that while the Department has devoted some thought to curriculum revision, it has not yet taken the time (and some might say, gathered the energy) to engage the specifics of such thinking with other departments; to release such material prior to engaging in frank and open discussions systemically would only exacerbate whatever divide currently exists between and among departments. Again, as with the fifth point cited above, this issue must be bridged, independent of organizational form, *and the Department of Management has agreed to be called upon soon to share its curricular vision with this Committee as a beginning to what is seen as an important threshold to the question of whether a COM should be created (again, building on the notion that “structure should follow strategy”). Such process may serve to develop wider understanding and enthusiasm for a curricular plan more integrated with liberal and professional programs throughout the University.*

**Seventh**, there is a concern that should the University make an investment in the COM, it will not only run the risk of casting a disproportionate shadow upon the rest of academic affairs, especially the humanities, it may also exacerbate the sense that inequities in faculty support, compensation, and service will grow larger, with Management faculty enjoying more favorable terms and conditions of appointment. Such issue is not new to university settings; discipline differences abound throughout higher education and are even more pronounced in settings with medical and law schools. But, the differences take on greater significance in small, homogeneous communities where even small absolute differences emit relatively large effects. That is one reason this report has urged, earlier, that to the extent incremental resources may be allocated to the formation of a COM, an incremental investment in faculty development and support throughout the University would need to be made—not just to assure equity, but to fund the hopefully integrated nature of future programming.

**Eighth, somewhat related to the concern cited immediately above is the observation that efforts to seek funding in support of a COM may impose a “zero-sum” effect upon University fundraising such that philanthropic support for a COM may come at the expense of funding for other programs within the University.** Such observation, while important, is admittedly speculative and, if not, likely to be mitigated by the reality that incremental support for a COM may very well free funding for other areas of the University. Nonetheless, the matter is included here as an urging to University leadership to remain alert to such concern, as well as to the overall need to think through an optimum asset allocation for academic affairs, generally.

**Ninth, most agree the creation of a COM cannot and should not occur in a wrenching and revolutionary way.** While there may be a point in time at which the announcement of an effective founding date will occur, it is both important and prudent to assume that the *de facto* transition to a COM should be evolutionary. One way to assure a smooth transition may be to provide a participatory role for faculty from Arts & Sciences and Engineering in the operational development of the COM. Such connection is likely to occur in any case if a highly integrated curriculum becomes a reality, but it may be both symbolic and utilitarian to provide a broad base of faculty participation in the early years of the COM, if not longer term, through participation in curriculum and program development committees as well as more formal, joint faculty appointments. Above all, as noted earlier, the creation of a COM will prompt the need for developing revised faculty governance policies which, on the one hand, provide the COM with sufficient jurisdiction over its program while at the same time ensuring a strong curricular connection to other disciplines within the University, especially the humanities.

**Tenth and finally, the University’s consideration of the creation of a COM seems to hinge, in the final analysis, on the consideration of three key questions (beyond the questions posed earlier in this report):**

- Is the creation of a COM, with its more robust program, likely to be compatible with the mission of the University?
- Are the current faculty base, curriculum, leadership, and resource base of the Department of Management sufficient to engage the task of creating a College of Management?
- And, if the current program is not sufficient to implement the creation of a COM, is the University willing to take a leap of faith and the consequent risk associated with providing sufficient incremental financial support (yet to be fully detailed, but likely to add significant costs to the program) and the resulting new leadership, infrastructure, and facilities required for the creation of such COM?

### **Summary—At This Point**

The place of management education at Bucknell University has been a subject of discussion and debate for at least four decades, and possibly longer. To some extent, the debate represents differences over whether such course of study is compatible with the mission of the University. To some extent, the debate is a healthy manifestation of the Bucknell community's concern for and dedication to ensuring the mission of the College is uppermost in the minds of all. The debate is not a source of concern; the concern will emerge when the debate ends.

Some things are clear. The program has been in place for eight decades and there is ample evidence to show the program has contributed to the formation of thousands of good citizens and effective professionals. The demand for the program continues and the faculty and students who are part of the program are both proud of its past and eager to design an effective and worthy future. Importantly, the faculty is united in its commitment to linking the philosophy and design of the program with both the rich history of liberal learning as well as pre-professional programming that combine to form the Bucknell signature.

The University is at a moment in its history when its leadership has called attention to an interest in elevating management education at Bucknell to a new level of excellence and one that remains compatible with the credo of the University, not merely a mimicking of business programs, especially graduate business programs, elsewhere. Such effort will require expanded leadership, greater infrastructure, additional faculty, a more diverse set of student interests and abilities, creative curricular and co-curricular programming, and, above all, a thoughtful and palpable integration between faculty in Management with those in the humanities, sciences, and other professions.

A key question in the midst of the effort to elevate the level of management education within the University is whether such effort can be achieved within the current organizational design of academic affairs at the University or whether Management, as with Engineering, requires a discrete, though integrated, organizational design and positioning in the form of a College of Management. The case for the College, posed by the Management faculty, was outlined earlier; whether such case is compelling and how it should be implemented is left, ultimately, to University leadership. Hopefully, the work of this Committee and subsequent review by the Provost and University governance system, will serve to inform the ultimate decision effectively.

This report notes that the key determinants as to whether the creation of a COM is both prudent and necessary for the enhancement of management education at Bucknell University will hinge on: the moral commitment of the total University to such initiative; the adequacy of resources to support its development and the development of those disciplines in the humanities, sciences, and engineering which give breadth and added substance to the study of management; and, importantly, the assurance of a sense of balance and integration required of a College of Management, in concert with the College of Arts & Sciences and College of Engineering, in the interest of sustaining the University's credo and plan faithfully.



## Epilogue

This report speaks essentially to the wisdom of creating a College of Management at Bucknell University. Wisdom can be found by placing one's "head in the heavens"; it can, however, also be found by placing one's "feet on the ground". The past four months have focused our effort on the former; the next four or more months will turn our attention more to the latter.

Part of the very practical assessment of the wisdom of creating a College of Management will require some understanding of four questions, each of which has been referenced in global and fleeting fashion in this report. The four questions include:

- What are the program's curricular plans and how do such plans foster a need for interdisciplinary connections with the College of Arts and Sciences and the College of Engineering?
- What is the likely program plan for Management beyond the curricular structure for major courses of study (examples of a program plan may include initiatives re: ILTM and similar programming, career planning support, scholarly research programming for faculty and students, experiential learning, faculty development, executive and professional education,)?
- What is the likely organizational plan for the proposed College?
- What is the financial plan for the proposed College?

These four questions, at least, will form the focus of our efforts in the next four months, thereby prompting a need for broader participation in the process by members of the Department of Management and the Bucknell community

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Respectfully submitted on behalf of the Committee,

JMP, Jr. 2-9-07