A PROPOSAL FROM THE COUNCIL ON ACADEMIC AFFAIRS TO ESTABLISH REGULAR CLINICAL-TRACK FACULTY IN THE FISHER COLLEGE OF BUSINESS

WHEREAS the detailed rationale for establishing regular clinical-track faculty includes: improving the quality of instruction by having a track of faculty uniquely qualified to provide instruction in professional skill-based courses, business problem simulation, and "live" settings; and improving the College's ability to retain and attract full-time teaching and practice-oriented faculty; and

WHEREAS the proposal has the support of the faculty and of the Dean of the Fisher College of Business; and

WHEREAS the proposal adheres to University Rule 3335-48-04 and the Council on Academic Affairs' Guidelines for the Establishment or Amendment of Clinical Faculty Tracks; and

WHEREAS the proposal was discussed with the University Senate's Faculty Council on May 5, 2005; and

WHEREAS the proposal was reviewed and approved by a Subcommittee, and then the full Council on Academic Affairs at its meeting on May 18, 2005;

NOW THEREFORE BE IT RESOLVED that the University Senate approve the proposal to establish Regular Clinical-track Faculty in the Fisher College of Business, and respectfully request concurrence from the Board of Trustees.
Joe and Steve:

I pleased to inform you that the proposal to establish Regular Clinical Track Faculty in the Fisher College of Business was approved by the Council on Academic Affairs at its meeting on May 17, 2005. I am grateful to Steve for attending the meeting to respond to questions/comments about the proposal.

I now will send this proposal to the University Senate for action at its meeting on June 1, 2005. I will present the proposal on your behalf but will need one or both of you in attendance to respond to questions/comments. Please let me know if you are able to attend that meeting.

If the proposal is approved by the Senate, it will be sent to the Board of Trustees for action at its meeting in July 2005.

Please note that this message represents my formal communication with you about this action. You will not receive a separate letter from me. In that regard, please keep a copy of this message for your file(s) on the proposal and I will do the same for the file in the Office of Academic Affairs.

Congratulations on the successful completion of this stage of the review process.

If you have any questions/comments please contact me.

Randy

W. Randy Smith
Vice Provost
May 12, 2005

TO: Vice Provost Randy Smith
FROM: Subcommittee B (Halasek, McMahon, Pletz, Valco)
RE: Proposal of the Fisher College of Business to Appoint Regular Clinical-Track Faculty

Recommendation
Subcommittee B recommends the approval of the proposal.

Purpose and Rationale for the Proposal
The proposal meets the conditions set out in Faculty Rule 3335-48-04, the “Guidelines for the Establishment or Amendment of Clinical Faculty Tracks.” As the proposal articulates, “[r]egular clinical track faculty . . . will be primarily engaged in instructional activities involving: a) the development of professional skills; b) the simulation of ‘live’ business problems through business cases and other simulation methodologies; and c) interaction with ‘live clients’ in business settings” (Proposal 3).

The proposal articulates several arguments for creating a clinical faculty track in the Fisher College of Business, noting that such a track will

- Create a track of faculty uniquely qualified to provide instruction in professional skill-based courses, business problem simulation, and “live” settings, thereby improving the quality of instruction in the College
- Improve the College’s ability to retain and attract full-time teaching and practice-oriented faculty, thereby enhancing Fisher’s standing as a leading Carnegie “Research I” business college

Background Information
The February 2004 proposal was forwarded to Subcommittee B on December 7, 2004. Subcommittee began its review and discussion of the proposal in January 2005, forwarding to Professor Mangum requested revisions and clarifications. In response to those requests, the Fisher College prepared a revised proposal (January 2005). On February 22, 2005, subcommittee met with Professor Mangum. Subcommittee discussed the proposal again on March 30, 2005, and forwarded to Professor Mangum its final comments and requests for revision, all of which are addressed in the April 2005 proposal (attached). The proposal was presented by Professors Mangum and Halasek at the May
5, 2005, meeting of Faculty Council. Professor Valco was also present. At its May 11, 2005, meeting, subcommittee voted unanimously to forward the proposal to CAA with a recommendation for approval.

The proposal was first “formally adopted” on February 16, 2001, by Fisher College of Business faculty (31 of 45 voting in favor). After revision of the proposal to meet the “Guidelines for the establishment or amendment of clinical faculty tracks” (April 3, 2003), the proposal was again brought to a vote on February 13, 2004. “Among the voting faculty, 79 percent voted in favor of the proposal with 10.5 percent voting against and 10.5 percent abstaining” (Proposal 6).

NOTE: Appendix 2 of the proposal—syllabi for all courses to be taught by the proposed clinical faculty—are available for review in OAA.
Proposal of the Fisher College of Business to Appoint Regular Clinical-Track Faculty
April 2005

Consistent with Chapter 3335-48 of the Bylaws of the Board of Trustees and the Council on Academic Affairs’ document, “Guidelines for the Establishment or Amendment of Clinical Faculty Tracks,” the faculty of the Fisher College of Business requests approval of a regular clinical track faculty within the Fisher College. The faculty regards the establishment of such a track as critical to the continued success of the Fisher College and its ability to deliver world class business education.

Establishment of Need

I. Rationale for establishing a regular clinical faculty track

Clinical faculty tracks and other mechanisms for attracting and utilizing full-time teaching and practice oriented faculty and professionals are a growing practice at many major business schools, public and private. Full time, non tenure track faculty fill a variety of roles at high quality business schools around the country, including:

a. Teaching established courses involving live clients and real organization; courses involving the simulation of real organizations and their challenges; and courses involving the teaching of professional skills.

b. Providing “back office” support services (e.g. managing chat rooms and threaded discussion groups, supervising field projects).

c. Teaching in non-credit executive and outreach programs responding to the particular needs of corporations, professional associations, and other constituencies in the community.

d. Teaching emergent subject matter, permitting courses to be offered in a new interest area pending development of focused faculty scholarship and the subsequent recruitment of regular faculty to formulate and deliver more concrete instruction in that domain. Examples of this use of clinical faculty at other schools include the areas of e-business, entrepreneurship, and business ethics.

e. Filling instructional staffing gaps resulting from the downsizing of doctoral programs in business

f. Assisting in program administration under the guidance of policy committees consisting of tenure track faculty.
The Fisher College of Business currently meets its need for instructional capacity through a combination of tenure track faculty, full-time lecturers, part-time adjunct instructors, and graduate students (generally Ph.D. students). The size of the College’s tenure track faculty is largely determined by accreditation standards and by the demand for business education. Business school accreditation standards through the AACSB are mission specific, varying with the stated mission of the school. Fisher is a business school in a Carnegie “Research I” institution and we benchmark our performance to that of similarly classified, highly ranked schools. Consistent with benchmark and aspiration schools, the Fisher College has adopted a set of faculty staffing targets. These targets, stated in the simplest of terms, are to have tenure track faculty deliver a minimum of 60 percent of our business degree oriented undergraduate instruction, 80 percent of our master’s level programming, and 100 percent of our Ph.D. program instruction. In attaining these targets, we operate in a very competitive human resource market in which individual faculty work loads (e.g. the distribution of teaching, service, and research expectations) must be competitive in order to attract high quality talent. Consequently, the interplay of competition determined work loads and accreditation standards largely determines the size of our tenure track, research active faculty.

Determining the minimum size of the tenure track faculty as described above, the remaining staffing question becomes that of how best to meet the remaining 40 percent of undergraduate and 20 percent of master level student demand. This is done through a mix of Ph.D. students, full-time non tenure track faculty (e.g. lecturers), and part-time instructors. Our internal assessment is that the current mix is unsatisfactory. Turnover and a lack of consistency and reliability are frequent challenges. In the case of part time instructors, the individual’s primary employment attachment is understandably not to the Fisher College. Individual availability is strongly impacted by the decisions of a third party. The learning curve to effective performance in a high quality business school program is such that too frequently we lose part time instructors just at the point where their experience base is paying off and they are beginning to really contribute to our programs. In the case of full time non tenure track faculty, the absence of a regular clinical faculty track exposes us unfavorably to considerable competition from schools able to offer the benefits of such a track to high quality individuals.

We estimate that a sizeable percentage of our classroom delivery challenges are related to staffing classes with part-time faculty. Reliance on part-time faculty could be lessened by expanding our use of Ph.D. students. However, this would involve either increasing the amount of teaching that we ask of current students, thereby reducing below competitive norms the amount of time they devote to research, or increasing the size of our Ph.D. programs and potentially compromising our progress in placing Ph.D. graduates in high quality educational institutions. Further, many of our critical current staffing needs are at the MBA level and in professional skills courses, two settings in which few Ph.D. students would be able to deliver quality.

Of course, a reasonable response to the question of how to meet the remaining student demand would be to expand the size of the tenure track faculty beyond the aforementioned 60/80/100 percent target. We in fact do this in some areas and within
resource constraints. Unfortunately, this approach is impossible to fully implement. In combination, OSU tuition levels, the cost of quality business school faculty, and the demands of competitive workloads, render such an approach economically unviable within the constraint of the Fisher College’s defined mission.

II. Impact on Goals of the Unit and the University

The Fisher College of Business seeks to consistently be regarded among highly ranked business schools, both at the undergraduate and the graduate level. Our current vision is to be ranked among the top 15 schools worldwide in all areas in which we offer an academic degree program, and to be ranked in the top 5 of all such programs at public research universities.

Given the constraints outlined above, trends in the marketplace for business education indicate that an ability to attract and retain high quality non tenure track, full time faculty is a critical contributor to attainment of these goals. Competition for highly qualified individuals possessing the skills to succeed in these types of positions is growing. While historically many schools have been able to attract sufficient numbers of high quality, terminally qualified non tenure track faculty to lecturer positions governed by year to year contracts, this landscape is changing rapidly in business schools. For example, in a recent survey to which twelve quality business schools (Illinois, Indiana, Iowa, Michigan, Michigan State, Minnesota, North Carolina, Penn State, Purdue, Texas-Austin, UCLA, and USC) responded, seven reported currently having a clinical faculty track in business; two reported currently considering such, an a tenth school reported sufficient flexibility in its faculty titles to permit multiple year contracts to full time, non tenure track faculty without invoking a clinical track.

To be able to attract and retain high quality faculty, the Fisher College needs to provide a work environment (e.g. academic status and job stability) mirroring that which is increasingly available at benchmark educational institutions. To effectively compete with other top ranked business schools, the Fisher College of Business must be able to hire clinical or professional practice faculty to multiple year commitments. Approval of a regular clinical faculty track in the Fisher College of Business will bring greater stability to our non-tenure track staffing in general, and improve our ability to attract from a national market for this talent.

III. Proposed Responsibilities of Clinical Faculty in the Fisher College of Business

Regular clinical-track faculty in the Fisher College of Business will be primarily engaged in instructional activities involving: a) the development of professional skills; b) the simulation of “live” business problems through business cases and other simulation methodologies; and c) interaction with “live clients” in business settings. Each type of activity is described briefly below.

**Delivery of Professional Skill-Based Courses:** Business education includes some coursework that teaches students professional skills necessary to perform in business
environments upon graduation. Examples of professional skills that students develop in these courses include persuasive professional presentations, effective business communications, and managerial negotiation techniques.

**Business Problem Simulation:** Vital to high quality business education is the opportunity for students to apply theory, conceptual frameworks, and analytical tools to business problems, either in simulated or live settings. In business schools, the “case approach” is the mainstay of simulation activities, with computer based simulation a growing but far less frequent methodology. “Live setting” activities are described in “Client Interaction in ‘Live’ Settings” below.

1. Case-based Courses. Case based courses focus on the application of theory to the analysis of real business problems in a classroom setting. In a case based course, cases and other non-textbook sources are the primary classroom materials while textbooks serve primarily as background and reference materials. Business cases are detailed accounts of complex business situations actually encountered. The “case” materials provide a foundation for student research and analysis. Other applications-based courses, such as courses in which students undertake projects analyzing and forecasting industry trends or assessing firm strategies and performance, have a similar educational purpose although there may not be business cases involved per se.

A good case is written in such a way as to present the detailed set of circumstances facing a decision maker and a set of relevant data on the business/social/political environment, market conditions, financial information and the like. Students are left with the task of analyzing the situation based on the data given, their business experience and perhaps that of teammates, and sometimes data from their own research. They must decide which data are relevant to practicing managers and which are not.

Based on their analysis which draws significantly from the conceptual frameworks to which they were exposed in their coursework, students recommend a course of action and an implementation plan. They must typically stand ready to defend their plan based on what will and will not work in practice. In case and applications based courses, the implementation plan is critical and is based on the students’ own experience in business, guided by the expert knowledge and experience of the instructor. These types of courses develop students’ skills as practitioners of management, and thus increase their effectiveness post-graduation.

2. Simulation Courses. Sophisticated, computer-based packages permit simulation of different forms of competitive market conditions in which student teams analyze data, decide which data are relevant to the decisions at hand, select among alternative business strategies, and then make simulated decisions and adjustments to their strategies in the face of changing events and the actions of competitor student teams.
Client Interaction in “Live” Settings: Quality business schools, Fisher College included, offer a number of courses and non-course opportunities in which student teams work with businesses to identify strategies and solutions for “real world” business challenges. Supervised by faculty, the students meet with leaders of the client organization, develop an understanding of the business problem, analyze the challenges in the context of environmental factors both internal and external to the organization, and propose alternative courses of action, complete with an assessment of relative projected costs and benefits – which are delivered by formal oral presentation to the management team of the client organization.

Within an expanding global business environment, it is vitally important that students be exposed to the global business environment. One mechanism for doing so is courses that allow study of the socio-political-economic characteristics of a region, followed by a trip of short duration (typically one week, often scheduled over spring break) to that area; the trip involving visits to businesses and other institutions.

Clinics provide students with valuable practical experience, akin to the clinical situations more historically seen in law and in medicine. As examples, clinics in business consulting, in tax, and in auditing, offer settings in which, under the watchful eye of appropriately trained and certified professionals, students provide a worthwhile service while furthering the applied educational experience of the business students.

These three categories are the instructional and program activities in which regular clinical track faculty of the Fisher College of Business will be primarily engaged. These are activities in which relevant training frequently differs from the traditional academic training of tenure track faculty, where the teaching assignments may not take advantage of the specific knowledge and comparative advantage of tenure track faculty, or where success in the instructional assignment hinges on a higher degree of professional business experience than can normally be expected of most tenure track faculty with a research focus.

Clinical Nature

IV. Clinical Nature

The student populations that will receive clinical training in some portion of their coursework include students in our terminal master degree programs (MBA, MAcc, and MLHR) and undergraduate students. The client populations served by clinical practicum will typically be organizations, both public and private. The location for these clinical training opportunities will include traditional classrooms, conference rooms, and the facilities of the participating organizations. As described in greater detail above, clinical training in the Fisher College of Business takes three primary forms: delivery of professional skill courses (e.g. presentation skills, networking skills, managerial negotiation skills), business problem simulation primarily through a case study.
methodology, and interaction with live clients through field courses and fixed location clinics.

V. Relevant Courses

Appendix 1 contains brief descriptions of specific courses in which clinical faculty would frequently be utilized under this proposal. Syllabi for specific courses are found in Appendix 2.

Process

VI. Faculty Approval

A proposal for the establishment of a clinical faculty track in the Fisher College of Business originated during the 1999-2000 academic year. The proposal was first formally adopted by Fisher College faculty vote on February 16, 2001 using procedures set forth in the Fisher College’s pattern of administration. Forty-five (45) faculty voted on the proposal. Thirty-one (69 percent) voted in favor of the proposal.

Action on the clinical faculty proposal predated the Council on Academic Affairs’ issuance of the document “Guidelines for the establishment or amendment of clinical faculty tracks” dated April 3, 2003. With these guidelines in hand, the FCOB faculty endorsed proposal was reformatted to meet the requirements set forth in the “Guidelines.” Support for the reformatted proposal was reaffirmed by vote of the College’s Executive Committee and then by College faculty vote on February 13, 2004. Among the voting faculty, 79 percent voted in favor of the proposal with 10.5 percent voting against and 10.5 percent abstaining.

VII. Proposed Rules for administering the proposed regular clinical track in the Fisher College of Business

The following information, upon acceptance of this proposal by all relevant bodies within the university, will be added to the Fisher College of Business Governance Document and to the Pattern of Administration of each academic department within the Fisher College.

A. Appointment Requirements of Clinical Faculty

Definition (3335-48-01): Regular clinical track faculty appointments in the Fisher College of Business are fixed term contract appointments that do not entail tenure. Regular clinical track faculty are individuals engaged primarily in teaching activities related to: a) courses or instructional situations involving individuals or organizations as clients; b) courses or instructional situations involving the simulation of problems or circumstances potentially confronting organizations; and c) courses or instructional situations involving professional skills.
Appointment Cap: The Fisher College will limit the number of persons in any of its academic departments holding regular clinical faculty titles to the limit stated in rule 3335-48-03 (no more than twenty percent of the tenure track faculty in that department).

Requirements for Appointment (3335-48-05): Persons appointed to the regular clinical track in the Fisher College of Business shall have relevant formal training and practical occupational experience in their areas of expertise and a proven track record or strong potential in relevant areas of clinical or skills teaching such as: a) supervising students in a clinical or skills acquisition setting; b) working productively with leaders/managers of organizations in client relationships; c) classroom teaching; d) expanding understanding of organizational issues through preparation of written materials such as publishable case studies; and e) exemplifying and teaching the ethical standards of the profession. Persons appointed to the regular clinical track will be either: a) individuals holding a Ph.D. or equivalent degree in their field (e.g. doctorate in Business Administration (D.B.A.)) who chose not to pursue a career characterized by a commitment to the generation of new knowledge but rather one typified by excellence in the dissemination of knowledge to a learning community by integrating practice experience with underlying theory; or b) individuals lacking a doctorate who possess applications experience not duplicative of tenure track faculty (e.g. highly regarded former business executives) and who possess the ability to both remain current in such practice issues and also are committed to a sharing of the understanding of such issues with members of a learning community.

Procedures for Appointment (3335-48-06): Search Procedures: The College will engage in extensive search for the most qualified persons for appointment to regular clinical track positions. Vigorous effort will be made to ensure that a diverse pool of highly qualified candidates is considered. The search process for individuals on the regular clinical track will be similar to that for tenure track faculty in that the search process will be department focused, the chairperson of the relevant department having primary responsibility for the conduct of the search.

Recommendation and Approval Procedures: The faculty will review all clinical track candidates brought before the faculty through departmental processes, and vote whether or not to recommend any such candidate to the Dean for appointment to a regular clinical track position. Voting rights and procedures in these instances will be identical to those that exist in the department for tenure track faculty positions with the exception that individuals holding clinical track appointments in the department are eligible to vote on new clinical track appointments. The faculty’s recommendation to the Dean may include recommendation for appointment to an advanced clinical track rank (e.g. associate clinical professor of business). If the Dean accepts the recommendation of advanced clinical rank, or independently determines such to be appropriate, the
Dean’s recommendation with respect to academic rank will be reported to the Office of Academic Affairs, which is required by University Rule 3335-48-06 to separately approve such appointments.

B. Evaluation Criteria

Annual Review: Annual reviews of regular clinical track faculty will mirror that of tenure track faculty in terms of process but reflect the differences in focus described above under “requirements for appointment.” Annual reviews will be conducted for each clinical faculty member in accordance with expectations set at the time of hire in the letter of offer. The quality of teaching will be assessed annually through student evaluations and through evaluation by department and relevant academic program chairs. In addition, clinical faculty will receive classroom visits and course content reviews as set forth in the college’s “Peer Assessment of Instructional Effectiveness” policy. Any changes in performance expectations will be captured to writing as part of the annual review process or at the time of reappointment.

Term of Appointment (3335-48-07): Initial contracts for appointment will be for a period of three years and appointments will be at least 50% FTE. The initial contract will be probationary and the clinical faculty member will be informed by the end of each probationary year as to whether he or she will be reappointed for the following year. By the end of the second to final year of the probationary contract, the clinical faculty member will be informed as to whether a new contract will be extended at the conclusion of the probationary contract period. In the event that a new contract is not extended, the final year of the probationary contract is the terminal year of employment. There will be no presumption that a new contract will be extended. The terms of the contract may be renegotiated at the time of reappointment.

During and until the end of the second and subsequent contract periods, regular clinical faculty appointments in the Fisher College of Business may only be terminated for cause (see rule 3335-5-04 of the Administrative Code) or financial exigency (see rule 3335-5-02.1 of the Administrative Code). Any termination decision for either of these reasons shall result from procedures established by faculty rules. In addition, a contract may be renegotiated during a contract period only with the voluntary consent of the faculty member. By the end of the second to final year of each contract period, the faculty member will be informed as to whether a new contract will be extended at the conclusion of the current contract period. If a new contract is not extended, the final year of the current contract is a terminal year of employment. There is no presumption that a new contract will be extended. In addition, the terms of a contract may be renegotiated at the time of reappointment. In all appointment/reappointment decisions, the Dean’s decision is final.
C. Titles and Promotion

**Titles (3335-48-02):** Persons appointed to the regular clinical track in the Fisher College of Business shall be given the title of "assistant clinical professor of professional business practice," "associate clinical professor of professional business practice," and "clinical professor of professional business practice."

**Eligibility and Procedures for Promotion:** A clinical track faculty member initially appointed at the rank of assistant clinical professor of professional business practice normally shall be first considered for promotion during the faculty member’s sixth year of service. A person at the rank of associate clinical professor of professional business practice is eligible for promotion consideration during the fifth year of service as an associate clinical professor of professional business practice. Consideration of regular clinical faculty track promotion cases will begin at the department level according to departmental procedures, with a recommendation being forwarded to the Dean. It will be necessary for clinical faculty to provide agreed upon metrics of excellence in order to be considered for promotion, and these may well involve some external constituencies, though external review of all clinical faculty is not a formal requirement. These metrics must be consistent with the objectives of the appointment as determined by the department and college. Any such promotions will be based on demonstrable performance excellence and not the passage of time in rank. The Dean’s recommendations for promotion are subject to the approval of the Office of Academic Affairs as per university rule.

**Transfers between Tenure and Regular Clinical Tracks.** Faculty members may not transfer from clinical to tenure track. Regular clinical faculty may apply for tenure track positions and compete in regular national searches for such positions. Regular faculty members may move from tenure track to regular clinical professor following the appointment and reappointment process described above under “terms of appointment.” In such cases, the request for transfer must be initiated by the faculty member in writing and must clearly state how the individual’s career goals and activities have changed. All transfers of this type must be approved by the department chair, the dean, and the executive vice president and provost. When a tenured faculty member transfers to the regular clinical faculty track, tenure is lost.

D. Governance

**Department and College Governance Rights.** With the exception of votes on appointments, reappointments, and promotions of clinical track faculty, clinical track faculty will have no formal vote in matters at the college level. Clinical faculty will similarly participate in the appointments, reappointments, and promotions of clinical track faculty at the department level. The degree of clinical faculty participation in curriculum matters at the department level will be determined by the full time tenure track faculty in each department. The college encourages tenure initiating units within the college to extend opportunities for clinical faculty to participate in discussion of curriculum issues.
VIII. Clinical Track Evaluation Criteria

The Fisher College of Business will measure the success of the proposed clinical faculty track in at least two fundamental ways. First, while the College currently has on-going clinical activities and practice type courses, the College seeks to increase and enhance these types of offerings and activities in the future. The College will regularly track enrollment in these offerings as well as student and client evaluations of these activities/offerings. Second, individual clinical faculty will be subject, as are all instructional staff, to annual performance review by the department chair and the Dean’s office. Regular clinical track faculty will be individually evaluated as to their performance along the dimensions articulated in “criteria for appointment” above. The success of the proposed track will be measured by the extent to which the Fisher College of Business is able to successfully recruit and retain individuals performing at or beyond the norm for clinical faculty at other top ranked business schools.

Monitoring

The Fisher College of Business is committed, upon the approval of this proposal, to annually providing CAA with a statistical report on implementation of the clinical track in the College. As per CAA guidelines, this report shall include a list of all current clinical faculty, their responsibilities (including which courses they have wholly or partially taught), and data on the division of student contact hours between classroom/lab and clinical settings. It is understood by the College that CAA may ask for more details if it perceives discrepancies between the reports and this original proposal. Also, as per guidelines, the College will prepare a report every five years assessing the track on the basis of the type of data specified in VIII above and any other reasonable information requested by CAA.
Appendix 1
Specific Offerings Potentially Staffed by Regular Clinical Track Instructional Staff

Specific courses and activities that could potentially be staffed by regular clinical faculty are briefly described in the following paragraphs, using the categories described in the body of the proposal. The factors making clinical faculty suitable for these courses are those stated in the description of each category of activity. Syllabi for the specific courses mentioned can be found in Appendix 2. Some 30 courses having regular OSU course numbers are listed here. In addition, approximately 10 courses listed below carry 694 or 894 numbers, indicating that they have not been offered in the curriculum for a very long period of time or that they are likely to be only short term offerings.

A. Professional Skills-based Courses

**AMIS 627: Auditing Principles and Procedures.** This auditing course has a very specific significant professional component for which individuals holding a CPA would be appropriate instructors.

**AMIS 636: Tax Accounting and AMIS 646 Tax Research Seminar:** These advanced tax courses have not been offered for some time because the tracking of rapidly changing tax laws and the required professional expertise involved in dealing with such changes do not overlap well with the top tier, academic publication requirements of tenure track faculty. By employing individuals with strong professional experience in the area of tax, these courses could be offered regularly and enhance the curriculum.

**BUS MHR 704: Management Applications in Business.** This class takes topics (i.e. motivation, teams) and conceptual frameworks covered in the entry level organizational behavior class (MHR 701) and focuses on practical applications in supervision, utilizing experiential learning.

**BUS FIN 724/MBA Fin 824: The Stock Market.** This elective course (as Bus Fin 724) is offered to undergraduate seniors majoring in Finance and to second year MBA students (as MBA Fin 824). The course covers the practices, procedures, and evaluations entailed in the selection of stocks and the management of a stock portfolio. Students manage several million dollars of the university’s endowment as part of this course, guided by their instructor and with oversight by the Office of the Treasurer for the university. Through this course, students fully engage in all the tasks undertaken by the other investment managers retained by the university to manage its endowment. Thus, besides applying the theory of security analysis and portfolio management, which they learn in prerequisite courses, the students implement their decisions through actual transactions in the market. The course is appropriately taught by individuals having had direct responsibility for managing equity portfolios.

**BUS M&L 757: Global Marketing.** This elective in the marketing major is meant to expose people to the problems faced by marketing managers working in global or international marketing positions. It draws on the
experiences of international marketing managers and provides students with an understanding of issues that are important in global marketing. Through case discussions and presentations, students develop a clearer picture of the global marketing environment and sharpen their skills in making international marketing decisions. Instructors with global marketing experience would be in an excellent position to present global marketing issues and lead discussions on international marketing decision-making.

**BUS M&L 759: Sales Management.** This elective in the marketing major is a very applied course designed to expose people to the problems and decisions faced by sales managers. Cases and other real business problems taken from management situations are relied on to expose students to issues that are important in sales management. Students develop solutions to sales management problems and present their solutions in class presentations. Ideal instructors for this class would have sales management experience.

**BUS MHR 802 and BUS MHR 694N: Conflict and Negotiations.** This is a hands-on course designed to teach negotiation skills and techniques to master’s level students. This class relies heavily upon experiential activities, like role-playing, assessments of behaviors in videos, and cases to develop these skills. This is a stand-alone elective in the MBA program. An advanced negotiation class is currently being offered as a Group Studies (894) and may be added to the regular offerings. An undergraduate version of the class is currently being offered as a Group Studies course (694) and will likely be added to our UG offerings.

**AMIS 804: Professional Research in Accounting.** This course focuses on research and communication skills in a professional accounting firm context. It is perfectly suited for individuals with expertise in professional (as opposed to academic) accounting research.

**MBA 825: Enhancing Professional Interchange.** This is a required class for all incoming first-year MBA students. It seeks to enhance the verbal communication and presentation skills of students, allowing them to be more polished in professional interactions. The course involves a series of hands-on exercises, including “elevator speeches” and formal presentations, and their critique. It is best taught by individuals cognizant of corporate training techniques and competencies.

**BUS M&L 845: International Marketing.** This elective in the MBA program’s marketing major is meant to expose students to the situations and problems faced by managers in a global marketing environment. Emphasis is placed on discussion of real global marketing problems and their solutions. Case analyses and presentations are an important part of the class. Instructors with global marketing experience would be in an excellent position to offer detailed insights regarding the global marketing environment and to lead discussions on marketing problem formulation and decision-making.

**MHR 894K: Advanced Managerial Negotiation.** This course builds upon BUS MHR 802 and attempts to develop more sophisticated competencies in the areas of negotiations. Like 802, the advanced class relies upon real case studies and experiential activities to develop these professional skills.
MHR 894P: Consulting. This course, currently being offered as a group studies course, will likely become an elective for the MBA program. It focuses on student development of consulting skills through presentations by practicing consultants from the leading consultancy firms in the country. The role of the instructor in this class is to introduce students to the basics of the consulting process and to coordinate guest speakers who have unique experiences and competencies in topics on consulting.

MBA 894N: Project Management. This course covers the elements of project management with the intent of preparing students for the practical implementation of such procedures in the business environment, as opposed to theoretical modeling of such methodologies.

B. Business Problem Simulation
   1. Simulation Courses
      BA 499: Applied Business Skills and the Environment of Business. This course, designed to be the initial class taken by all Fisher undergraduates, is intended to teach students the basic skills that they will be using in subsequent business courses. For example, they are introduced to such topics as the case method, library skills, how to read a P&L statement, and team activities. To enhance the learning of these, the students use a simulation, Mike’s Bikes, to focus on how these skills can enhance their understanding of a business problem.
      MBA 855: Simulation, Risk, and Decision Making. The course is intended to give students practical tools for simulating business situations and providing for the analysis of actual managerial situations. The focus is applications oriented at all times.
      MHR 8942: INTOPIA: Applied Competitive Strategy. This course, one of the strategy electives in the MBA program, utilizes a simulation package as a platform for students to learn the basics of strategic decision-making.

   2. Case and Applications based Courses
      BA 799: Business Policy: This is the capstone class for Fisher undergraduate business majors. It focuses on the interrelatedness of all functional areas of business through the analysis of business cases drawn from the experiences of actual organizations. As such, it attempts to take the theory and techniques to which students have been exposed, and have the students apply them to real organizational problems through the analysis of business cases.
      BA 798: International Business Policy and Strategy. This is the capstone class for our undergraduate international business majors. It is similar in purpose and approach to BA 799, differing only in that it utilizes cases emphasizing international issues or which set the analysis in international contexts.
BA 769: Cases in Human Resource Management. This is the capstone class for our undergraduate human resource majors. Like 799, this is a case class, and is intended to develop skills in solving human resource issues within the larger context of the businesses themselves.

BA 795: Entrepreneurship and Business Plan Development (also MHR 895). This is the capstone class for students who are interested in going into an entrepreneurial career. Like 799, this is a case class, and focuses on problems that growing business must confront. Students are expected to develop competencies in learning how to deal with problems confronted by real businesses. An elective covering similar material at a more advanced level is taught in the MBA program (MHR 895).

BUS-Marketing and Logistics 752: Managerial Marketing Cases. This course focuses on the presentation and solution of marketing problems by exposing students to cases that describe actual marketing problems faced by companies in many industries. The students work in groups to develop solutions to the cases and present and defend those students in class. The objective of the course is to give students an opportunity to apply the principles they learned in prior coursework to marketing problems and to use those principles to polish their problem solving and presentation skills.

Finance 828: Cases in Corporate Finance. This is a graduate level elective course, taken by MBA students in their second year. The course involves intensive analysis of case studies in order to develop the students’ abilities to make real world financial decisions. It applies and integrates ideas learned in the core finance course (MBA 810), and the corporate finance elective (MBA 811), both of which are prerequisites. This requires an instructor with experience that spans academy and industry.

BUS – Marketing and Logistics 844: Applied Marketing Planning. This course is a required course in the MBA program’s marketing major. The focus is on making and developing plans for implementing strategic marketing decisions. Course readings and intensive case discussion and analysis are employed to develop students’ skills in problem identification, analysis and resolution. It is expected that in the process of developing presenting and defending their case analyses students will broaden and deepen their understanding of marketing principles.

BUS MHR 894H: Teams and Leaders in High Performance Organizations. This is a case-based course that focuses on how leaders can effect change in organizations. Building on material from more theory/conceptual framework based courses, it is intended to develop leadership skills through “experiencing” leadership situations vicariously through business cases.

BUS MHR 894S: Power and Influence. Power dynamics are ever present in organizations. Most students discover that being a manager involves being in a position of authority, but also in a position of interdependence. To understand the nature of these interdependencies, the course uses a series of cases, experiential exercises, and discussions.
MBA 980: Strategy Formulation and Implementation. This is the strategy case course that is required of all MBA students. The case course focuses on the nature of corporate strategy, development of frameworks for understanding competition in industries, and the factors that shape competitive success or failure. As such it bridges all functional areas of business and thus requires not only expertise in strategic management, but competencies in finance, marketing, accounting, and management.

C. “Live” Settings

BA 698.02: Strategic Management of Emerging Markets Field Study Course. This elective course is open to students in the Undergraduate Honors program. It offers opportunities to apply knowledge learned to businesses in emerging markets, most typically focused on Latin America. Students study a country’s business environment and selected businesses within that country. Student groups then visit the country and the companies studied, meet and question key executives in these businesses. Students prepare a presentation and written report.

MBA 805 and 806: Business Solutions Teams. Teams of MBA students choose to work on real problems submitted by organizations. Students are expected to apply frameworks for approaching consulting problems, skills in research methods, and demonstrate professional skills in interfacing with the companies. In other words, this is a practicum designed to teach students how to apply topics they have learned to real organizational issues.

MBA 808: Emerging Markets Field Study Course. This course, an elective open to masters students across programs, offers opportunities to apply knowledge learned to businesses in emerging markets. Students study a country’s business environment and a small number of businesses within that country. Student groups then visit that country and the companies studied, meet and question key executives in these businesses, before writing up a case study on the company.

MS 840 Lean Enterprise Leadership I: This course involves coverage of the principles of lean manufacturing methodology. The purpose is to prepare MBA students to engage in lean projects on the plant floor during their summer internship period.

MS 841 Lean Enterprise Leadership II: This course involves advanced coverage of the principles of lean manufacturing methodology, with applications to supply chain issues. The purpose is to prepare MBA students to engage in lean projects on the plant floor during their summer internship period.

M&L 849: Marketing Field Problems. This course is an advanced marketing course in our MBA program that focuses on the solution of real marketing problems. Students in the class are divided into project teams and each team devotes the quarter to solving a marketing problem currently faced by a company. Presentations are made to the rest of the
class and representatives of the company focused on by the student team. The objective is to provide students with the opportunity of confronting and solving real problems currently faced by companies. The opportunity requires students to apply what they’ve learned about marketing principles and methods in prior courses.

**M&L 884: Field Problems in Logistics.** This is an advanced logistics course in our MBA program that focuses on the solution of current problems in logistics. The objective is to provide students with the opportunity to apply their logistics knowledge and problem solving skills to actual business problems. Students work in groups to solve real business problems, and they present their solutions and justification of those solutions to both other students and representatives of the companies from which the problems are drawn.

**MS 894P: Six Sigma Principles and Methods.** This course introduces students to the principles and concepts of Six Sigma quality management in preparation for continuous improvement projects that will occur in a corporate or industrial setting.

**MS 894P: Six Sigma Projects.** This course involves students in company or plant floor projects based on the principles of Six Sigma continuous improvement methodology. This is a supervised projects course intended to quality students as Green Belt quality under Six Sigma certification standards.

**Tax Clinic:** This clinic began operations in September 2003 led by Professor William A Raabe, under the direction of Professor Richard Dietrich, department chair in the Department of Accounting and Management Information Systems. The clinic provides free tax preparation services to low income taxpayers living and working in the Columbus metro area and has developed a chapter of the IRS’ Volunteer Income Tax Assistance program (VITA).

**Accounting Clinic:** While this unit does not currently exist in the college, an accounting clinic would enhance the educational opportunities of students by enabling them to assist business and non-profit entities, under clinical faculty supervision, to install accounting systems, operate those systems, and review financial statements prepared by accounting systems.

**Business Practice Clinic:** This clinic began operations in September 2003 led by James Lane, CPA under the direction of Professor Karen Wruck, Associate Dean for MBA Programs. This business practice or consulting clinic enhances the educational opportunities of students by linking organizations that need advice on business topics to a team of students who are able, with clinical faculty assistance, to address the business issue.
January 18, 2005

TO: Randy Smith, Office of Academic Affairs

FROM: Joseph A. Alutto

SUBJECT: Proposal for Appointing Regular Clinical Track Faculty

I fully support the attached proposal. This proposal has undergone a complete review by the Executive Committee of the college which is composed of all department and program chairs as well as elected faculty and staff representatives. It has also been approved by the faculty in a college wide vote.

The reason for such widespread support is that without the new rule the college cannot continue to compete against other universities able to structure their programs around the special skills presented by clinical faculty. The vast majority of business schools at major universities considered peers by both Ohio State University and the Fisher College of Business have utilize clinical faculty in their business programs at both undergraduate and graduate levels. This allows them to have considerable flexibility in program offerings and to capitalize on the distinctive advantages possessed by both clinical and regular tenure track faculty. Clinical faculty teach, and are held accountable to very high standards for performance on this dimension while tenure track faculty have clear research expectations that allow a business school to continue advancing our knowledge base and bring that back into the classroom.

It is important to remember that we are not a pure science department. We have major responsibilities for exposing students in our programs to the realities of practice – and we are held accountable for this by analyses of placement rates and starting salaries in virtually all national program rankings. This requires a mix of faculty skills beyond that found in typical tenure track faculty. The willingness to be actively involved in corporate activities, the willingness to work extensively with professional associations, the commitment to securing and supervising student projects involving extensive corporate contacts are all activities that limit the ability to conduct traditional academic research. Clinical faculty allow a business college to develop these activities essential to program and student success without placing tenure track faculty in positions where they would have little time and opportunity to complete the scholarship so essential to success according to traditional academic measures. Interestingly, support for creation of these positions comes precisely from business school research faculty who understand the need to compliment their skills, and I can think of no better argument in favor of this proposal than that support.
Of course, all schools adopting such proposals have in place quality control systems to ensure that clinical faculty both fulfill expectations and also have opportunities for advancement when performance meets and exceeds expectations. These issues are addressed in our proposal in a manner we believe will prove very effective.

Finally, let me say that in the absence of clinical faculty appointments I do not believe the college can sustain its national standing. We are currently pushing tenure track faculty to the limits of their abilities to sustain such a national ranking, but they are doing so by allocating time to teaching/service activities that should be devoted to the research that is essential in the long run. We cannot offer the types of programs in demand at the levels of sophistication expected of a top twenty national/international program if we cannot leverage regular tenure track faculty efforts with clinical appointments. Neither this institution nor any other major business school has the resources, both financial and intellectual, to do so.