

**Annual Report of Institutional Progress  
College of Management  
Georgia Institute of Technology  
2006-2007**

Address questions and comments to

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This report will provide a summary of the major accomplishments of the College of Management over the 2006-2007 year. It will focus on the College's use of the OATS (Outcome Assessment Tracking System) approach to addressing outcome assessment and strategic accomplishments.

#### Major Items:

- Dean Salbu refines Strategic Direction
- Administrative Changes
- Faculty Grows
- College's 5 Year Academic Review Completed
- Learning Outcome Assessment extended to new programs
- New Evening MBA Program Added
- Undergraduate Program Infrastructure Grows
- Undergraduate Program gains national recognition
- MBA Program improves in rankings
- Executive Education puts on prestigious programs

#### Strategic Direction

Over the past year, Dean Salbu has continued to refine the College's strategy through actively engaging faculty in discussions about themes and branding for the College. One ongoing theme has been innovation, entrepreneurship, and commercialization of new technology. This is an area that integrates both the strengths of the College of Management and the Science and Engineering programs on campus. At the undergraduate level, this thrust is seen in the Entrepreneurship Certificate which is available to non-MGT majors from Engineering and Science disciplines. At the graduate level, the TI GER (Technology Innovation: Generating Economic Results) This activity is a collaboration between various Georgia Tech colleges and Emory Law School that brings together management, economics, law, science, and engineering graduate students in the classroom and research lab to learn how to move technologies into the marketplace. There are now 14 teams in the program with many more students interested. TI:GER has been supported by a \$2.9 million grant from the National Science Foundation, along with support from various foundations.

One new theme to emerge over the past year has been the addition of "Sustainability" as a core strategic initiative. This theme gives us several available partners on campus as well the expertise and professional connections of several faculty.

The strategic planning process includes the College's Advisory Board which meets 2 times per year and the College's faculty. The faculty are typically engaged during a faculty meeting early in the academic year in which the Dean presents his thinking on things like brand, image, competencies, and so on. He asks for feedback from faculty during the meeting and through e-mail which typically lead to some revisions. The overall plan is communicated through power point slides and a talk by the Dean at a variety of forums both on campus and off-campus.

#### Administrative Changes

This past year has seen the transition from the previous Associate Deans to a new group. Nathan Bennett who has served for 8 years is being replaced by Prof. Sri Narasmihan, a long-standing faculty member of the College of Management in the position of Senior Associate Dean. Gene Comiskey who has also served for many years as Dean of the Faculty will be stepping down at the end of Summer, 2007. A new position, Associate Dean for Executive Education, has been assumed by Professor Goutam Challagalla.

### Faculty Hiring

Another strategic objective of the College has been to increase the research quality and productivity of the faculty. Over the past year, we have hired nine tenure-track faculty and one lecturer to begin in the Fall or Summer of 2007:

Accounting has hired **Jim Turner** as a lecturer, from Oglethorpe University.

Finance has completed two hires—**Nishant Dass**, a doctoral student at INSEAD, as Assistant Professor; and **Qinghai Wang**, an untenured Associate hire from Wisconsin-Milwaukee, who holds a Ph.D. from Ohio State.

Information Technology Management closed on three new hires—doctoral candidate **Eric Overby** from Emory as Assistant Professor; and our first successful cluster hire, from U.S. News's #2 ITM Department at Carnegie-Mellon: **Sandra Slaughter** will hold the Costley Chair, and her junior colleague **Chris Forman** comes in as a lateral Assistant from Carnegie with a Ph.D. from Northwestern.

Marketing has hired doctoral candidate **Sam Bond** from Duke as Assistant Professor.

Operations Management has hired **Atalay Atasu**, a doctoral candidate at INSEAD, as Assistant Professor.

Strategic Management has hired UCLA doctoral candidate **Jay Lee** as Assistant Professor; and **Jerry Thursby**, Goodrich C. White Professor and Chair of the Economics Department at Emory, to hold the Scheller Chair in Innovation, Entrepreneurship, and Commercialization.

We believe that our perseverance in searching for high quality tenure track faculty along with Dean Salbu's concept of 'cluster hiring' has yielded a rich set of new faculty to maintain and accelerate the intellectual climate and scholarship in the College..

### Academic Program Review

A significant event this year was the University System 5 year review of academic programs in the College. This review included an external team of reviewers from other peer institutions who read the self-study for the College, spent one day on site (early February, 2007) and wrote a 5 page evaluative report. Several themes were highlighted from this report were the needs to address internal salary structure issues and also to carefully monitor the growth of programs in order to not stretch existing faculty and staff resources too thin. Additionally, there was a suggestion that the College review its Ph.D. program to better align it with the College's current and future resources.

### Assessment of Learning Outcomes

The College of Management has continued to assess all academic programs on an annual based for attainment of learning outcomes. The assessment methodologies and reporting structure are dictated by a campus-wide assessment report structure called Outcome Assessment Tracking System (OATS). All learning objectives are reviewed by curriculum committees on an annual basis. All results of assessments are reviewed by these committees during the Fall semester and action steps are discussed in a meeting dedicated to these reviews. The program directors then implement the actions steps which are reviewed after appropriate time lags depending on the nature of the action item. This process has lead to changes in

the teaching on communication skills to undergraduates, team development skills for MBA students, and mentoring of Ph.D. students. Some specific changes to this year's assessment plans and action plans are detailed below:

### Undergraduate Program

The undergraduate curriculum committee reviewed the learning outcomes at the end of last year and decided to revise Objective 2 to be Data Analysis and Information Synthesis. Students will demonstrate effective use of data analysis skills, relevant computer software and business data bases (such as business news and company profiles) in concert with their overall management studies. As a reaction to this broader objective, we have decided to begin to restrict access to junior level courses to students who have had sophomore level classes in statistics and management science. In the Spring semester, 2008 we are planning on conducting MGT 3300 Marketing Management with significantly more analytic exercises and use MBA students to grade and provide feedback

Additionally, we have begun to include the survey of co-operative education students in our annual learning outcomes assessment. This survey provides a report from workplace supervisors of our students prior to graduation.

### MBA Program

The MBA program has recently modified its curriculum in order to better address its learning outcomes concerning professionalism, ethics, and law. Because the survey data and anecdotal evidence from students suggesting that these topics were not being sufficiently learned, a single course was created (actually re-created) that had the topics covered in the same course.

### Ph.D. Program

Because of the small numbers of students, survey data are not very reliable and not a good source of learning outcomes. Rather, there is a continual review of comprehensive exam results, Ph.D. dissertation quality and placements of our students. In these areas, there has been concern that not enough of our placements have been in universities of sufficiently high ranking and prestige. As part of our five year academic program review, our external review team recommended streamlining the Ph.D. program to reduce the number of students and possibly limit the areas of study that recruit students. The Dean created a committee led by the College's Senior Associate Dean to examine the Ph.D. program and come up with a list of recommendations.

### Executive Degree Programs

We have two executive degree programs; the Masters of Business Administration –Management of Technology (MBA-MOT) formerly the Masters of Science in Management of Technology (EMS-MOT) and the Global Executive MBA. Both of these programs are oriented towards working professionals. In both programs, survey methods are used that are common across university-based executive business degree programs which allows benchmarking. At the current time, both programs rely heavily on group project work and capstone project written papers and presentations. These methods have evolved as the programs have emerged and consensus among faculty committees that such capstone projects provide the best means for assessing learning outcomes appropriate for the type of student and curriculum being taught. Some key findings from the MBA-MOT assessment reinforced the high value of the creativity skills training we give students

### Undergraduate Program Changes

We have continued to build the infrastructure of the undergraduate program through the support staff. Nancy Gimbel, who joined the College of Management in March, 2006 as director of undergraduate programs, has added an additional academic advisor; Clifford Poole, a new position of Professional Program Development Manager with Lauren McDow, and replacement hire of Valerie Mastrangelo as Administrative Coordinator and Denise Sharif as Administrative Assistant. The undergraduate office has been focusing on increasing its customer service effectiveness and improved its rating by students on the quality of advisement received by students. We also continue to depend on the services of Ernie Walker for Career Services to students as well as one or two undergraduate assistants in the office. In addition to these staffing changes, there was a significant planning event held in conjunction with the Colleges' Advisory Board that focused on two broad themes; improved recruiting of management students and improving the academic and professional culture of the program

### Undergraduate Recruiting

Historically, the College has not been proactive in pursuing new Freshmen. The program would attract roughly 150-160 new freshmen. At Georgia Tech, all admissions are centralized and students simply apply to Tech while expressing a desire to be in the College. In consultation with the Dean, we have decided to become more pro-active in order to increase the quality of the incoming class. Total numbers of undergraduate students grew substantially with a total enrollment of 1251 students in Fall, 2006 (compared to 1168 in Fall, 2005) with 270 Freshmen, 296 Sophomores, 333 Juniors and 352 Seniors. The number of BSM degrees awarded in FY 2005 was 345. The entering Freshman class for Summer and Fall, 2007 was 194 students with an average SAT (combined) of 1260 and average high school GPA of 3.6.

Beyond the special programs described above, we have also begun offering Freshmen Seminar in the College to help incoming students better adjust to Georgia Tech and learn about their chosen major. In addition, because we receive a great number of internal transfers during the Freshman and Sophomore years, we are working on events that would create a better sense of identity as a MGT major among these students.

This past year saw our undergraduate program ranked 44<sup>th</sup> overall and 2<sup>nd</sup> in Return on Investment by *Business Week*.

### Regular Master's Programs

The full time, day time MBA program continued to operate with a single cohort, reflecting a decision made in 2002 to change the admissions process, be more selective, and try to improve the placement record for graduates. In Fall, 2005, there were 63 students in the entering class, 24% women, 27% minorities, average GMAT of 657, undergraduate GPA of 3.3, and 60% having undergraduate degrees from engineering and computing. In Fall, 2006, there were 75 students in the entering class with 28% women, 18% minorities, average GMAT of 669 and GPA of 3.4 with 61% of them coming from engineering and computing undergraduate majors. In addition, in the Fall, 2006 class there are 9 Special Master's students from France. For both 2005 and 2006, 21% of the class came from Georgia Tech undergraduate majors.

The success of the recent change in admissions process is showing up in internship and job placement rates. For example, for the class beginning in Fall, 2005, the summer intern placement rate

was 100%. The job placement rates ran about 5% higher than the previous year. Georgia Tech College of Management jumped nine spots in *U.S. News & World Report's* annual rankings of the nation's top full-time MBA programs, rising from 34th to 25th (10th among public universities).

### New Evening MBA

In addition to the improvements in the daytime MBA program, we have also approved a new version of the MBA, referred to as the Evening MBA. This program will offer courses in the evenings and be targeted at working professionals in the Atlanta area. The curriculum is designed such that an MBA can be earned in 3 years (rather than the usual 2 years for the full-time program). The initial class beginning in Fall, 2007 was about 45 students. We offered 3 of our required MBA courses in the evening. Plans for Spring, 2008 include 4 more required courses and one elective. The average entrance test scores were just a little lower (on average ) than our highly ranked daytime program.

### Ph.D. Program

This past year saw us maintain a Ph.D. program size of about 40 students. For Fall, 2006, only 4 new students enrolled raising our number to 43. This relatively small size cohort is somewhat typical of the past 4 years in that every other year, a larger number of students enters. In 2005, there were 14 new students, 2004 had 5 new students, and 2003 and 2002 had 20 new students. An important point about the Ph.D. program is that all seven functional areas have Ph.D. students and over the past 4 years, between 3 and 9 students have joined each group. As part of our 5 year Academic Review, the external review team recommended that we consider reducing the size of the Ph.D. program as well perhaps limit it only some functional areas in the College. The Dean has appointed a faculty group to look into this issue as well as others concerning the strategy and structure of the Ph.D. program

### Executive Education

Increasing the scale and scope of the College's Executive Education program has been a major strategic thrust in the past 5 years and this past year saw some new programs and operating changes. The strategy has been to grow enrollment in executive degree programs and custom programs. To this end, we have continued to run a variety of custom programs built around themes of leadership and innovation. In addition, we began our 2<sup>nd</sup> and now 3<sup>rd</sup> class of students in the Global Executive MBA degree program. The newest class tentatively has 50 new students. This new program is built around a schedule of residencies at several universities in different countries. The initial concept was to have students recruited in different countries by local universities. However, for the first cycle of the program, only the College of Management enrolled students. Currently, there are 9 students in this first class.

The incoming class of Executive Master's of Science in Management of Technology numbered 37, which is still below the goal of 50 but 27% better than last year. This enrollment progress has been important because increasing net revenue from executive programs is an important goal for the next few years in order to fund other expenses involved in upgrading the College. One final note is that the College has proposed that the EMS-MOT program be re-titled as MBA-MOT. We believe that we continue to be hurt by the perception of some potential recruits that EMS-MOT is more of an engineering degree than a business degree. This issue is resting with the Georgia Board of Regents.

In the past year, we also began using stricter financial controls in both executive degree and non-degree programs. This has been useful in making financially sound decisions on whether or not to run a public subscription program. These controls have allowed us to claim a greater operating profit from the approximately 4.5 million dollar revenue generated by the Executive Programs. As reflected in earlier strategic planning documents, this operating profit is critical in enhancing the College's other academic activities. NASA's Johnson Space Center recently selected Georgia Tech College of Management to provide leadership training for engineers, scientists, and technologists who will be instrumental in extending the agency's reach deeper into space. "We are extremely proud that NASA selected the College to design and deliver customized leadership training that will play a key role in NASA's new Vision for Space Exploration programs," says Dan Stotz, director of executive programs for the College. "We look

forward to working with the Universities Space Research Association, the agency coordinating the training." In addition to NASA's Johnson Space Center, other clients of the College of Management's customized training programs include GE Energy, GE Healthcare, and the FBI Crime Labs

### Diversity

Georgia Tech is staffing a new position for Vice Provost for Diversity. We are hoping that this will create greater external visibility of Tech to high quality students and faculty from other Universities. Professor Christina Shalley, an Organizational Behavior Professor, received an ADVANCE Professorship from the National Science Foundation, which means that she will play a strong role in mentoring female faculty members in the College. The Advance program was established on the Tech campus through an NSF grant. Under its original structure, the College of Management did not have an Advance Professor. Under its new structure, the College now has one and we anticipate the positive contributions to the career development of our female faculty members.

In faculty recruiting this year, we hired one new female faculty member, Sandra Slaughter, in Information Technology Management. She will hold the Costley Chair.

### Student Retention

Over the past year, the undergraduate office has worked hard on approaches to retaining students who have returned after being dropped from Georgia Tech. Nancy Gimbel, the director of the undergraduate program intensively worked with approximately 40 students who were returning after after Spring, 2006. She encouraged face-to-face meetings, careful planning and goal setting among these students. After tracking the success of this cohort of returning students, she found no difference between those that more closely followed her plans and directives and those that deviated (e.g. did not attend follow-up meetings). Thus, we will continue to study strategies for working with this population of students. Our new academic advisor, Clifford Poole, was specifically hired to work with this group.

On a related area, our student-athletes required semester-by-semester certification of their class schedules as leading to progress toward degree progress. This required timely advising and sign-offs by their major advisors. Many student athletes are in Management, thus a larger burden fell on our staff for doing this. Nancy Gimbel has arranged to do this advising on-site at the Edge Building to make this happen in a more timely fashion. It also provides another point of contact between student athletes and the academic advising staff.

### Conclusion

The 2006-2007 year has been eventful. With the changing of the leadership of the College, there has been continuation of much of what we have been working on over the past 7 years (with former Dean Blum), but also the recognition of new opportunities for growth and change. Dean Salbu has ambitious faculty hiring goals for 2006-2007. Our major priority is to continue to attract top (if not the top) candidate in the international market for academic researchers in the business/management domain. Dean Salbu has also offered up 'cluster hiring' as way to attract 'stars' from other universities. This provides an exciting opportunity. The college and its many constituencies are grateful for the many contributions made by its alumni and other donors and looks forward to further work with these people as a new, important, fundraising campaign begins.