

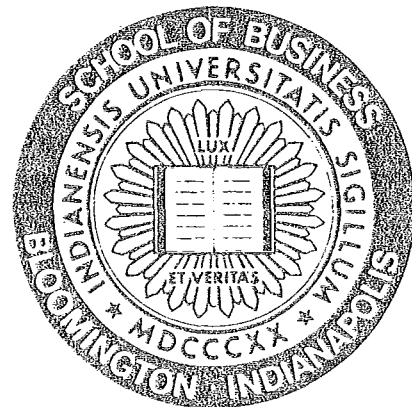
THE SCHOOL OF BUSINESS
POLICY TASK MANUAL:
WORKING PAPER #92-524

Bradley C. Wheeler
and
Brian E. Mennecke

Discussion Paper

Graduate School of Business
INDIANA UNIVERSITY

Bloomington/Indianapolis





The School of Business Policy Task Manual: Working Paper #92-524c

Bradley C. Wheeler and Brian E. Mennecke

Decision & Information Systems Department, Graduate School of Business

Indiana University, 570 Business, Bloomington, IN, 47405

email: bwheeler@ucs.indiana.edu bmennecke@ucs.indiana.edu 812.855.9703

ABSTRACT

The School of Business Policy Task is a hidden profile task for research in group decision making.

A hidden profile task disseminates unique, task-relevant information among group members such that each member possesses some information which is common to other members and some information which is unique to a particular group member. The task contains five unique roles and a scored set of possible solutions. The task has proved effective in engaging student subjects in laboratory-based research. This manual includes a description of the task, instructions and instruments related to its use, the scoring procedures used to assess solution quality, and references to in-progress and published work. The appendices include the SOB task, related instruments, and scored solutions.

1. OVERVIEW

Group researchers have frequently relied on ad hoc groups of undergraduate students for laboratory research. This research has often been criticized because of the limited external validity that students are presumed to offer in comparison to members of organizational groups (Gordon, Slade, & Schmidt, 1986; McGrath, 1984; Nunamaker, Vogel, & Konsynski, 1989). McGrath's "matrix of forms of social units" lends support to this criticism (McGrath, 1984). This matrix represents a system for classifying groups and is defined by the axes of 1) group composition and 2) task type. McGrath calls into question the usage of ad hoc laboratory groups, a subset of concocted groups, both because of the nature of the subjects (i.e., their limited external validity) and because of the nature of the task (i.e., artificial). In the context of McGrath's classification system, the task becomes a pivotal factor to consider in the design of research since the task is the key factor influencing how groups respond to the experimental manipulations and the task can be selected by the researcher. Further, Dennis, Nunamaker, and Vogel (1989) posit that "selecting the task is arguably the most important part of the experimental research design" (p.306).

The task has an important influence on the "logical" size of the group. Nunamaker et al. (1989) note that it is the interaction between the number of group members and the task that determines the group's logical size. Specifically, the logical group size will increase and approach or equal the physical group size as the amount of unique, task-related domain knowledge that each of the

group members possesses increases. Few research studies have manipulated the logical size of the group by distributing unique domain knowledge among group members. The purpose of this paper is to describe the development of and initial experiences with the School of Business (SOB) Policy Task, a *hidden profile* task which is designed to increase the logical group size in laboratory group research. Hidden profile tasks can provide a stimulus for both conjunctive and disjunctive group processes. The conjunctive behaviors are necessary since the task is structured so that each group member does not receive the same information and the information that each member receives is not adequate by itself to identify the optimal task solution (Stasser, 1992). Once a sufficient quantity of information is shared, however, group members may engage in disjunctive behaviors to solve the task.

2. TASK GOALS

Research into group processes presents an often frustrating search for realistic tasks that can be performed in an experimental setting. As discussed above, tasks are needed that are both compatible with student subjects and that generate results which are generalizable and valid. In general, a task suitable for many types of group research should possess the following characteristics:

- * *It should be appropriate for students:* The task should present a situation within the realm of most students' experiences and capabilities.
- * *It should be engaging:* To yield useful measures of group interaction and performance, the subjects must be mentally engaged in processing the task. An effective way to generate high subject involvement is to create among the subjects a perception that they have a stake in the outcome.
- * *It should evoke student's assumptions and biases:* The task should present a scenario which allows students to easily relate to the role to which they have been assigned. In particular, tasks will be perceived as more realistic if subjects can easily incorporate their own experiences and biases into the task.
- * *It should be sufficiently complex:* Extant organizational groups are frequently faced with the responsibility for solving complex tasks. Task complexity can be manipulated by varying the quantity of information, the quality of information, and/or the degree of integration necessary to process the task.
- * *It should possess an ill-defined problem:* Members of organizational groups are rarely given a concise statement of the underlying problem(s) that they are asked to solve. Rather, important problems are often shrouded in a veil of symptoms and false issues that cloud the scene. An ill-defined task should therefore include multiple, competing problems with a non-obvious dominant problem.
- * *It should be conjunctive rather than disjunctive:* For disjunctive tasks, the problem and possible solutions are obvious (Eureka tasks). Such tasks may often be solved by an individual as well or as easily as a group. Conjunctive tasks, on the other hand, like many real world problems, do not necessarily have an obvious correct answer and require participation of all group members in order for the group to be successful in solving the task. Hidden profile tasks represent a type of conjunctive task.

* *It should possess some measure of solution quality:* Intellective experimental tasks are often preferable to decision-making tasks because intellective tasks allow the experimenter to evaluate decision quality and relate this to the experimental manipulations and group process.

3. TASK DEVELOPMENT

The SOB Policy Task evolved from a modified version of Hirokawa's Overcrowding Task (Hirokawa, Ice, & Cook, 1988) in conjunction with an experiment which was conducted at Indiana University during the spring of 1992 (Wheeler & Mennecke, 1992). The Overcrowding Task requires that the group "formulate a concrete recommendation for reducing the number of majors in the Communications Department by a specific number of students" (Hirokawa et al., 1988). Pilot studies using the Overcrowding Task suggested that it did not meet the objectives of the research design.

The SOB Policy Task was developed by starting with a root set of problems and assumptions about associated feasible solutions (Table 1). Criteria were subsequently added to the case to impose constraints that would narrow the feasible solution space to a finite region (Figure 1). For example, a solution that seems reasonable from one role may be constrained by information in another role. Finally, descriptions of associated minor problems and irrelevant information were added as a distraction in order to mask the real problem.

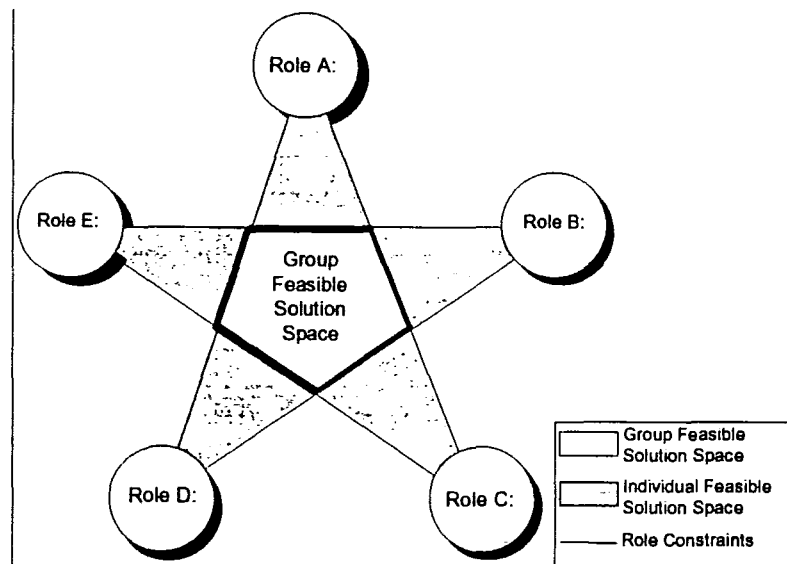


Figure 1 Constrained feasible solution space

The SOB Policy Task provides a realistic simulation that can be used in a controlled experimental setting. Committee roles are assigned to participants, and each participant is given a scenario describing his/her situation and role. In its current form, the task has five unique roles with each role representing a stakeholder from the School of Business. The five roles include:

- ◆ Associate Dean of the Business School
- ◆ Business Student Council President
- ◆ University Alumni Association Vice President
- ◆ Business School Faculty Council Chairperson
- ◆ University Vice President for Instruction

Each group member is given some general information that is common to all members and some unique information that is specific to that individual's role. Some information is provided in narrative, while other information must be derived from tables of numerical data. Each role also receives unique information about the constraints and problems associated with that role as well as extraneous data not applicable to identifying the problem nor to generating the solution. The fact that task relevant information is divided among group members is important because it more closely simulates many *real world* settings in which information is disseminated among group members. This is called a hidden profile task because "individuals in the group cannot see that the collective profile of information favors an alternative that to each individual appears to be inferior" (Stasser, 1992; p.56). For example, one solution from the student's and faculty's perspective is to raise the admissions requirements. However, the university vice president has information that suggests raising admissions criteria has been ineffective in the past. This implies that the task possesses two important characteristics that make it unique: 1) the distribution of information facilitates manipulation of the logical size of the group through varying the dispersion of information within the group and 2) the task is conjunctive and therefore requires that all group members participate and share ideas for the group to be successful.

As mentioned above, the SOB Policy Task is an intellectual task for which solution quality can be rated (as defined by expert judges). The feasible solution set can be identified by combining available information and constraints. Each role includes information about the underlying problems as well as minor side issues. The feasible solution set includes those solutions which address the problems (e.g., declining teaching quality) without violating one of the constraints (e.g., increasing the school's fixed budget).

4. INSTRUCTIONS AND RELATED INSTRUMENTS

The following instructions have been used for the SOB Policy Task. Though the procedures should be adapted to various research designs, we have found it useful to have the group members privately read the case prior to any group interaction and very early in the experiment. The preliminary questionnaire (Appendix B) can provide a useful manipulation check for the task. It asks each person to identify what he or she sees as the main problem in the case and what he or she would recommend to resolve the problem. This instrument gives some indication of each members' starting position and can be used to document the group member's pre-discussion positions. Most groups can read the case and answer the preliminary questionnaire in 10-13 minutes.

"For part of today's exercise your group will be asked to resolve a situation in a case. You will have 10 minutes to carefully read this case. Please do not write on the case, but you can use this scratch paper to make notes of important information. In a few minutes I will give you a question to complete regarding your understanding of the case. Please do not discuss or comment on the case at this time."

We then directed the groups to put the case to the side and proceeded with introductions and training for the particular research design. The following instructions were given just before the group began to work collectively. The blank statements were filled in with instructions for the particular research design.

"Before you begin to work on the case as a group, take a moment to introduce your role to the other group members. Your role is checkmarked on the cover memo."

(Experimenter records roles on chalkboard)

"Each of your roles has been invited to this meeting because you have important information and perspectives regarding the case. This is a complex case. Your group's objective is to _____ and to reach a group decision regarding your recommendation to the academic policy committee chairperson. Your group's specific recommendation should be written on this form (Appendix B) and signed by all members. It should be brief and concise. Your group will now have up to 55 minutes to resolve the case and I will notify you when there are only 10 minutes remaining. Manage your time wisely. Remember, you should diligently represent the interests and perspectives of your role in the case (rather than your role in real life). Your group has two goals: _____ and to reach a recommendation for the case."

Our experience is that many groups will use the full amount of time available to them. Very few groups have finished the case in less than 45 minutes. One hour is probably the best amount of time. Appendix B also contains a solution memo and post-session questionnaire that was used with the SOB Policy Task.

5. SOLUTION QUALITY SCORING PROCEDURE

Assessing solution quality for a complex task with multiple roles is particularly difficult because of the different perspectives and information possessed by each group member. Our objective in scoring the solutions was to assess to what extent does each solution solve the problems in the case and to what extent is it feasible within the constraint?

As of this writing, 82 groups comprised of 600 students have completed the SOB task. The transcripts from the idea generation exercises were coded into more than 2,000 possible solutions. This list was reduced to 280 actionable ideas for scoring.

The first step was to identify the problems and constraints in the case. Two faculty members and a school administrator, who had no prior knowledge of the SOB task, read each role in the case. They were directed to record the problems and constraints for each role on a separate sheet. A

doctoral student who was also unfamiliar with the SOB task then reviewed the lists of problems and constraints to eliminate redundancies. This step yielded nine problems and thirteen constraints which are listed in Table 1.

PROBLEMS:

Role	Weight	Text
D	9.8	The school's financial resources are not increasing at a rate commensurate with demands for resources
S	7.8	An increasing number of students are failing to graduate after being admitted to the SOB
M	7.3	The quality of instruction is declining
F	6.5	Students possess insufficient basic math and writing skills for success in the School of Business
F	5.8	Faculty believe that class sizes are too large and that this impedes their abilities to effectively teach and to do research
U	5.0	The admission rate for out-of-state students is growing disproportionately faster than the admission rate for in-state students
S	4.8	Student evaluations of instructors are declining
S	2.3	Students perceive that "real world" job skills are not being sufficiently taught in the classroom
D	1.0	There is no problem--current policies are fine

CONSTRAINTS:

D	9.8	The solution must not exceed the limits of the budget
U	9.0	The solution must not violate Equal Educational Opportunity access laws
D	7.8	The solution must not reduce total SOB revenues from all sources (state funding, tuition sources, others)
U	7.3	The solution must not violate the legislative mandate to give priority in allocating tax revenues for education to in-state students
A	5.0	The solution must not reduce the quality of instruction
F	5.0	The solution must not impair the faculty's ability to effectively teach
F	4.8	The solution must not increase the number of credit hours taught per instructor
D	4.8	The solution must not increase student to faculty ratios
F	4.5	The solution must not increase class sizes
S	4.3	The solution must not significantly increase the tuition burden for students
U	4.0	The solution must not perpetuate policies that have been ineffective
A	2.5	The solution must not reduce the university's standing in nationally published ratings
A	1.8	The solution must not increase the amount of theory taught in the classroom

Table 1 Weighted problems and constraints

Role letters refer to roles in the case, e.g., D=dean, S=student; M=contained in multiple roles

The next step was to assign weights to the problems and constraints. A team of four doctoral students were given all five roles from the case. They used a Group Support System rating tool to assign weights to the set of problems and to the set of constraints. They were instructed to

strictly base their ratings on the information provided in the case and to iterate until the group had reached consensus.

Finally, a team of 13 raters used a multi-attribute scoring tool to assess each proposed solution in terms of how well the solution solved each of the nine problems and the extent to which the idea could be implemented within each of the 13 constraints. Due to the size of this rating problem, which consisted of over 6,000 individual rating decisions, each rater only evaluated about 75-130 ideas. At least three raters assessed each idea. Inter-rater reliability for each set of problem ratings and set of constraint ratings for each unique solution was calculated using Ebel's intraclass correlation statistic (Ebel, 1951). The intraclass correlation statistic yields a statistic that varies between zero and one and assesses the reliability of multiple sets of ratings. The average inter-rater reliability for the sets of problem ratings across all 280 solutions was .76 and the average inter-rater reliability for the constraint sets was .87. These relatively high reliabilities suggest that the raters were largely in agreement in their assessment of the quality ratings (problem score and constraint score) assigned to each idea. Each rater was also asked to give an overall score to each solution on a scale from 0 to 50. This overall score reflects the unknown problem and constraint weightings and biases of each rater and should be considered with extreme caution.

The matrix in Figure 2 maps four possible quadrants in the solution space. The horizontal axis defines the extent to which a solution is feasible within the weighted constraints of the case while the vertical axis defines the extent to which a solution solves the weighted problems in the case. The most desirable ideas are classified in the upper right "highly feasible" and "solves the problem" quadrant. The least useful ideas fall in the lower left quadrant. The other two quadrants represent solutions that solve the problem but may not be implementable within the constraints or solutions that can be implemented, but which do little to address the problems. The scores were standardized to a 0 to 100 scale. The median value for the problems (67) and the constraints (70) was used to split each axis. Each idea was assigned to one quadrant based on its combined problem and constraint score.

The scored set of solutions is included in Appendix C. The solutions are grouped by themes, e.g., hire faculty, computers, teaching quality, etc. Each solution has a problem score, a constraint score, a quadrant number in the solution quality matrix (Figure 2), and the average overall rating from the raters. The majority of the solutions are general in nature and are based on information from the case. Some solutions, however, reflect the particular concerns of students regarding Indiana University and may be less applicable in other locations

6. RESEARCH AND PUBLICATIONS USING THE SOB TASK

- Wheeler, B. C. & Mennecke, B. E. (1992). The effects of restrictiveness and preference for procedural order on the appropriation of group decision heuristics in a GSS environment. Accepted for presentation in the Research in Progress Track at the *Thirteenth Annual International Conference on Information Systems*, Dallas, TX (abstract in conference proceedings).

Solves the Problems	High	Addresses the problems, but has low feasibility 1	Best Solutions 3
	Low	Worst Solutions 0	Feasible, but do not adequately address the problems 2
		Low	High

Solution Feasibility

Figure 2 Solution quality matrix

- ♦ Valacich, J. S., Mennecke, B. E., Watcher, R., & Wheeler, B. C. (1993). Computer-mediated idea generation: The effects of group size and group heterogeneity. *Proceedings of The Twenty-Sixth Hawaii International Conference on System Sciences*, Maui, HI.
- ♦ Mennecke, B. E. & Wheeler, B. C. (1993). Task matters: Modeling group Task processes in experimental CSCW research. *Proceedings of The Twenty-Sixth Hawaii International Conference on System Sciences*, Maui, HI.
- ♦ Mennecke, B. E., Wheeler, B. C., & Phelps, J. S. (1992). Enhancing the logical group size in laboratory experimentation: Development and experiences with a hidden-profile experimental task. *Proceedings of the Decision Sciences Institute 23rd Annual Meeting*, San Francisco, CA.
- ♦ Wheeler, Bradley C. (research in progress) An Empirical Investigation of Process Restrictiveness Sources on the Appropriation of Group Decision Heuristics in a GSS Environment, Ph. D. Thesis, Indiana University

7. SUMMARY AND COMMENTS

The SOB Policy Task offers one way for researchers to increase the external validity of laboratory-based group research. The task has proved engaging for student subjects and useful for research designs which require an assessment of decision quality.

In addition to the quality of the solution, a measure of the effectiveness of the group process can be surmised by identifying the degree to which individuals share relevant information with other group members (see the work by Stasser, 1992, for a thorough discussion of the effectiveness of groups in sharing information). This can be measured by coding whether critical constraints and information unique to individual roles are shared during the group interaction. Individual

information processing (e.g., the Dean must recognize and process information about the budget constraint which is only available to the group from the Dean's information) and information sharing is essential for achieving the optimum solution. The volume of shared information can be compared across groups and treatments to provide an objective measure of the influence which experimental manipulations have on information sharing.

There are two additional variations of the SOB task. One alternative way of using the task is to give all information from all five roles to each group member. This facilitates the use of larger group sizes but places an extreme cognitive load on each group member. Additionally, a four person version of the task is also available. The four person version has eliminated the role of the alumni association representative and has distributed that information into the other roles. Both of these variations of the task are available from the authors.

Finally, since the task requirements for each research design may differ, the SOB task may not be applicable for some research designs. This paper, however, has described the process for developing a hidden profile task and for scoring a set of solutions may be useful for other endeavors.

The authors would like to thank Pat Andrews, Pat Brown, Jeff Chait, Karen Crooker, Marty Crossland, Dan Dalton, Ya-Ping Li, Jan Lundy, Jennifer Mandel, Libby Merry, Marie Miller, Merrill Morris, Janet Phelps, Joseph Scudder, Lyn Sharp, Bethany Sprague, Gary Spurrier, Jim Stecher, Tobin Thomas, Laura Ann Torok, Eric Turpin, Joseph Valacich, Reneé Wachter, and Bayard Wynne for their advice and assistance in developing this task.

8. REFERENCES

- Dennis, A.R., Nunamaker Jr., J.F. and Vogel, D.R. (1989). GDSS laboratory experiments and field studies: Closing the gap, in *Proceedings of HICSS-22*, III, 300-309.
- Ebel, R. L. (1951). Estimation of the reliability of ratings. *Psychometrika*, 16(4), 407-425.
- Gordon, M., Slade, L., & Schmitt, N. (1986). The science of the sophomore revisited: From conjecture to empiricism, *Academy of Management Review*, (11:1), 191-207.
- Hirokawa, R. Y., Ice, R., & Cook, J. (1988). Preference for procedural order, discussion structure and group performance, *Communications Quarterly*, (36:3), 217-226.
- McGrath, J.E., (1984). *Groups: Interaction and performance*, Englewood Cliffs, NJ: Prentice-Hall.
- Mennecke, B. E. & Wheeler, B. C. (1993). Task matters: Modeling group Task processes in experimental CSCW research. *Proceedings of The Twenty-Sixth Hawaii International Conference on System Sciences*, Maui, HI.
- Mennecke, B. E., Wheeler, B. C., & Phelps, J. S. (1992). Enhancing the logical group size in laboratory experimentation: Development and experiences with a hidden-profile experimental

task. *Proceedings of the Decision Sciences Institute 23rd Annual Meeting*, San Francisco, CA.

Nunamaker, J., Vogel, D., & Konsynski, B. (1989). Interaction of task and technology to support large groups, *Decision Support Systems* (5), 139-52.

Stasser, G. (1992). Information salience and the discovery of hidden profiles by decision-making groups: A *Thought Experiment*, *Organizational Behavior and Human Decision Processes*, (52), 156-181.

Valacich, J.S., Mennecke, B.E., Watcher, R., & Wheeler, B.C. (1993). Computer-mediated idea generation: The effects of group size and group heterogeneity, *Proceedings of The Twenty-Sixth Hawaii International Conference on System Sciences*, Maui, HI.

Wheeler, B. C. & Mennecke, B. E. (1992). The effects of restrictiveness and preference for procedural order on the appropriation of group decision heuristics in a GSS environment. Accepted for presentation in the Research in Progress Track at the *Thirteenth Annual International Conference on Information Systems*, Dallas, TX (abstract in conference proceedings).

9. APPENDICES

APPENDIX A: THE SOB TASK ROLES

Disclaimer: This scenerio is fictitious. Any resemblance to real organizations is purely coincidental.

To: Undergraduate Business Policy Committee
✓ Dr. R.U. Crazy, Associate Dean of the Business School
M.I. Nuts, Business Student Council President
P.R. DuStinks, University Alumni Association Vice-President
Dr. I.N. Exess, Chairperson, Business School Faculty Council
Dr. M.C. Mallet, University Vice President for Undergraduate
Instruction

From: Dr. Polly Wannacracker, Academic Policy Chairperson
Re: 5 Year Business School Policy Recommendation(s)

The Undergraduate Business Policy Committee is charged with setting policies for the School of Business (SOB). We have recently received several complaints about the effects of some current policies. These include complaints related to limited SOB physical resources, a shortage of classrooms, quality of instruction, overcrowding in classes, quality of students, limited computer resources, and others. While it is possible that the current policies may have some undesirable effects, I believe that the bulk of these complaints may be unfounded.

With this in mind, your committee's task is to evaluate all of the information that each of you bring to the meeting. You should identify the real problems (if there are any) that should be addressed through revising SOB policy. After deliberating on this issue, you should submit a concise written statement of your recommendations to me. Each of you should carefully consider how any proposed policy changes might affect the interests that you represent.

The following pages contain information relevant to the case. Do not pass or show these forms to other participants.

Role: Dr. R.U. Crazy, Associate Dean of the Business School

Your job in this meeting is to assume the role of the **Associate Dean of the Business School**.

You work closely with the Dean on important policy matters and are responsible for managing many of the Business School physical and personnel resources. This position has responsibilities which are similar to those of a vice-president of a corporation.

In working with the school's financial matters, you allocate the financial resources assigned to the Business School through the budget (See the Budget Table below), work to keep costs within budgetary constraints, and seek policies to maintain school revenues (from tuition and the state legislature) at current levels (See the Tuition Revenue Table below).

BUDGET TABLE

	1985-86	1986-87	1987-88	1988-89	1989-90	Projected 1991
Salaries & Wages	4,918,910	5,672,921	6,523,320	6,848,949	7,214,923	7,300,000
Fixed	1,538,162	1,612,910	1,654,832	1,698,321	1,708,293	1,700,000
Total	6,457,072	7,285,831	8,178,152	8,547,270	8,923,216	9,000,000
Increase Over Last Year		12.8%	12.2%	4.5%	4.4%	0.9%
Inflation		4.1%	3.8%	3.5%	3.1%	3.0%

BUSINESS SCHOOL TUITION REVENUE TABLE

	1985-86	1986-87	1987-88	1988-89	1989-90
In-State	\$1,084,608	\$1,275,072	\$1,692,072	\$1,872,012	\$1,994,448
Out of state	1,271,832	1,777,152	2,420,244	2,957,640	3,802,572
Total	\$2,356,440	\$3,052,224	\$4,112,316	\$4,829,652	\$5,797,020

You are aware of the instruction costs for various types of teachers (see the Cost Per Teaching Hour Table below). You also have information about the number of students in the Business School and the teachers by category within the school (see the Business School Enrollment & Teachers Table below).

COST PER TEACHING HOUR BY TYPE

	1985-86	1986-87	1987-88	1988-89	1989-90
Senior Professors	\$6,524	\$6,592	\$6,870	\$6,991	\$7,012
Junior Professor	3,195	3,812	4,105	4,341	4,688
Adjunct Faculty	1,081	1,129	1,170	1,192	1,248
Associate Instructors	987	1,014	1,054	1,070	1,105

Senior Professors: Faculty with a Ph.D. who do research, teach, consult with industry, and serve on many administration/graduate committees

Junior Professors: Faculty with a Ph.D. who do research, teach, serve on committees, and sometimes do work with industry

Adjunct Faculty: Faculty with Masters degree and work experience hired for teaching. No administrative responsibilities.

Associate Instructors: Doctoral and M.B.A. students. Teach undergraduate courses part-time and take graduate classes part-time.

BUSINESS SCHOOL ENROLLMENT AND TEACHERS

	1985-86	1986-87	1987-88	1988-89	1989-90
Enrollment	2,152	2,544	2,837	3,143	3,479
Senior Professors	51	54	57	52	54
Junior Professors	85	84	91	92	95
Adjunct Faculty	17	19	23	22	26
Associate Instructors	142	131	136	120	114
Total Instructors	295	288	311	289	289

In general, the Dean has been quite satisfied with the results of the current policies and has not perceived that any major problems exist. Since some schools in the university actually had a budget cut, the Dean is very pleased to be able to maintain next year's budget at about the same level.

Disclaimer: This scenerio is fictitious. Any resemblance to real organizations is purely coincidental.

To: Undergraduate Business Policy Committee
Dr. R.U. Crazy, Associate Dean of the Business School
✓ M.I. Nuts, Business Student Council President
P.R. DuStinks, University Alumni Association Vice-President
Dr. I.N. Exess, Chairperson, Business School Faculty Council
Dr. M.C. Mallet, University Vice President for Undergraduate
Instruction

From: Dr. Polly Wannacracker, Academic Policy Chairperson
Re: 5 Year Business School Policy Recommendation(s)

The Undergraduate Business Policy Committee is charged with setting policies for the School of Business (SOB). We have recently received several complaints about the effects of some current policies. These include complaints related to limited SOB physical resources, a shortage of classrooms, quality of instruction, overcrowding in classes, quality of students, limited computer resources, and others. While it is possible that the current policies may have some undesirable effects, I believe that the bulk of these complaints may be unfounded.

With this in mind, your committee's task is to evaluate all of the information that each of you bring to the meeting. You should identify the real problems (if there are any) that should be addressed through revising SOB policy. After deliberating on this issue, you should submit a concise written statement of your recommendations to me. Each of you should carefully consider how any proposed policy changes might affect the interests that you represent.

The following pages contain information relevant to the case. Do not pass or show these forms to other participants.

Role: M.I. Nuts, Business Student Council President

Your job in this meeting is to assume the role of the **Business School Student Council President**.

As a representative of the population of business students at the University, you know that many students are concerned about current and potential future tuition costs (see Tuition Rates Table below) and availability of computer resource (see Computers Table below). In addition, students have also expressed a desire to see more relevant, real world, issues taught in the classroom.

TUITION RATES

	1985-86	1986-87	1987-88	1988-89	1989-90
In-State	56	58	71	73	74
Out-of-State	197	208	237	245	257

RATIO OF LAB COMPUTERS TO STUDENTS

	1985-86	1986-87	1987-88	1988-89	1989-90
	1:33	1:32	1:30	1:29	1:26

Because of the student body's concern about the future of the Business School, you and your associates have conducted significant research on the issues and therefore possess information that may be relevant to the policy meeting. For instance, you have information about the number of business students admitted to the Business School from in-state and out-of-state (see the Sources of Admissions Table below), the number of students who enter the university to major in business and the number that actually graduate in business (see Business School Admissions and Graduations Table below), and teaching evaluations (see the Student Evaluation of Instructors Table Below), .

SOURCES OF BUSINESS SCHOOL ADMISSIONS

	1985-86	1986-87	1987-88	1988-89	1989-90
In-State	1,614	1,832	1,986	2,137	2,246
Out-of-State	538	712	851	1,006	1,233
Total	2,152	2,544	2,837	3,143	3,479

BUSINESS SCHOOL ADMISSIONS AND GRADUATIONS

	1985-86	1986-87	1987-88	1988-89	1989-90
Applications	1,454	1,719	1,953	2,340	2,710
Admits	1,119	1,322	1,425	1,634	1,945
Graduates	1,032	1,221	1,412	1,508	1,534

STUDENTS' EVALUATIONS OF INSTRUCTORS 10 Point Scale

	1985-86	1986-87	1987-88	1988-89	1989-90
Senior Professors	8.0	8.1	7.4	7.2	7.1
Junior Professors	7.8	8.2	7.5	6.8	6.5
Adjunct Faculty	7.7	7.6	7.4	7.1	7.1
Associate Instructors	6.5	6.8	6.3	6.7	6.4

Senior Professors: Faculty with a Ph.D. who do research, teach, consult with industry, and serve on committees

Junior Professors: Faculty with a Ph.D. who do research, teach, and serve on committees, and do some work with industry

Adjunct Faculty: Faculty with Masters degree and work experience hired for teaching. No administrative responsibilities.

Associate Instructors: Doctoral & M.B.A. students. Teach undergraduate courses part-time & take graduate classes part-time.

One final concern is that some students want more learning of what they call "real world" job skills.

Disclaimer: This scenerio is fictitious. Any resemblance to real organizations is purely coincidental.

To: Undergraduate Business Policy Committee
Dr. R.U. Crazy, Associate Dean of the Business School
M.I. Nuts, Business Student Council President
✓ P.R. DuStinks, University Alumni Association Vice-President
Dr. I.N. Exess, Chairperson, Business School Faculty Council
Dr. M.C. Mallet, University Vice President for Undergraduate
Instruction

From: Dr. Polly Wannacracker, Academic Policy Chairperson
Re: 5 Year Business School Policy Recommendation(s)

The Undergraduate Business Policy Committee is charged with setting policies for the School of Business (SOB). We have recently received several complaints about the effects of some current policies. These include complaints related to limited SOB physical resources, a shortage of classrooms, quality of instruction, overcrowding in classes, quality of students, limited computer resources, and others. While it is possible that the current policies may have some undesirable effects, I believe that the bulk of these complaints may be unfounded.

With this in mind, your committee's task is to evaluate all of the information that each of you bring to the meeting. You should identify the real problems (if there are any) that should be addressed through revising SOB policy. After deliberating on this issue, you should submit a concise written statement of your recommendations to me. Each of you should carefully consider how any proposed policy changes might affect the interests that you represent.

The following pages contain information relevant to the case. Do not pass or show these forms to other participants.

Role: P.R. DuStinks, Business Vice-President of the University Alumni Association

Your job in this meeting is to assume the role of the University Alumni Association Vice-President.

As a representative of the University alumni, you are responsible for representing the concerns of former university students. One issue that has recently been brought to your attention is the type of instruction provided at the university. For instance, at a recent alumni party, several recent graduates said that they wished they had received more practical instruction and less theory while attending school. In addition, most alumni believe it is very important that the Business School maintain its image as a prestigious & quality institution. They know this influences the placement of graduates and the future marketability of their degrees (the ratings for the Business School are in the table below).

BUSINESSWEAK ANNUAL RATING OF BUSINESS SCHOOL
(10 point scale)

	1985-86	1986-87	1987-88	1988-89	1989-90
Reputation	8.6	8.7	8.8	8.5	8.6
Research	8.3	8.6	9.0	9.5	9.3
Instruction	8.9	8.7	8.2	7.8	7.4
Graduate Placement	7.2	8.2	7.5	7.9	7.8
Overall	8.3	8.6	8.4	8.4	8.3

You also possess other information that may be relevant to the policy meeting such as industry demand data for majors from the various departments in the Business School (see Industry Demand Table below).

INDUSTRY DEMAND FOR BUSINESS MAJORS
(10 point scale)

	1988-89	1989-90	1990-91	1991-92(P)	1992-93(P)
Accounting	7	7	9	8	7
Finance	7	6	4	3	4
Information Systems	7	7	8	8	8
Market	6	7	6	6	5
Management	6	6	5	6	5

(P) = projected

Finally, a very influential employer of the school's graduates expressed a concern that some recent graduates seemed to have poorly developed critical thinking and problem solving skills.

Disclaimer: This scenerio is fictitious. Any resemblance to real organizations is purely coincidental.

To: Undergraduate Business Policy Committee
Dr. R.U. Crazy, Associate Dean of the Business School
M.I. Nuts, Business Student Council President
P.R. DuStinks, University Alumni Association Vice-President
✓ Dr. I.N. Exess, Chairperson, Business School Faculty Council
Dr. M.C. Mallet, University Vice President for Undergraduate
Instruction

From: Dr. Polly Wannacracker, Academic Policy Chairperson
Re: 5 Year Business School Policy Recommendation(s)

The Undergraduate Business Policy Committee is charged with setting policies for the School of Business (SOB). We have recently received several complaints about the effects of some current policies. These include complaints related to limited SOB physical resources, a shortage of classrooms, quality of instruction, overcrowding in classes, quality of students, limited computer resources, and others. While it is possible that the current policies may have some undesirable effects, I believe that the bulk of these complaints may be unfounded.

With this in mind, your committee's task is to evaluate all of the information that each of you bring to the meeting. You should identify the real problems (if there are any) that should be addressed through revising SOB policy. After deliberating on this issue, you should submit a concise written statement of your recommendations to me. Each of you should carefully consider how any proposed policy changes might affect the interests that you represent.

The following pages contain information relevant to the case. Do not pass or show these forms to other participants.

Role: Dr. I.N. Exess, Chairperson, Business School Faculty Council

Your job in this meeting is to assume the role of the **Chairperson of the Business School Faculty Council**.

You are responsible for representing the concerns of faculty from within the School of Business. You are aware that faculty are concerned about large class sizes and how this influences their teaching and ability to perform their other responsibilities, especially research and publication in scientific journals. In addition, at a recent faculty meeting, you noted that a number of faculty voiced strong opposition to a proposal to increase teaching responsibilities beyond current levels. Some faculty are concerned about the faculty turnover rate (see Faculty Resignations table).

AVERAGE NUMBER STUDENTS TAUGHT PER INSTRUCTOR

	1985-86	1986-87	1987-88	1988-89	1989-90
Senior Professors	116	158	197	216	232
Junior Professors	274	293	343	398	419
Adjunct Faculty	485	602	665	707	767
Associate Instructors	89	112	135	179	193

AVERAGE NUMBER CREDIT HOURS TAUGHT PER INSTRUCTOR

	1985-86	1986-87	1987-88	1988-89	1989-90
Senior Professors	12.4	14.8	16.0	16.6	16.6
Junior Professors	22.8	23.1	25.1	28.4	28.6
Adjunct Faculty	18.2	21.0	22.4	22.8	23.0
Associate Instructors	7.4	8.4	9.2	11.4	11.6

You also have information that may be relevant to the policy meeting. For instance, in cooperation with the Registrar's Office, you have collected data defining the sources of instruction for Business School courses (see Sources of Classroom Instruction below) as well as data describing the number of students and the courses taught in the Business School (see Table below).

SOURCES OF CLASSROOM INSTRUCTION

	1985-86	1986-87	1987-88	1988-89	1989-90
Senior Professors	27%	26%	26%	24%	24%
Junior Professors	28%	26%	23%	21%	20%
Adjunct Faculty	5%	7%	9%	8%	9%
Associate Instructors	40%	41%	42%	47%	47%

Senior Professors: Faculty with a Ph.D. who do research, teach, consult with industry, and serve on many administration/graduate committees

Junior Professors: Faculty with a Ph.D. who do research, teach, serve on committees, and sometimes do work with industry

Adjunct Faculty: Faculty with Masters degree and work experience hired for teaching. No administrative responsibilities.

Associate Instructors: Doctoral and M.B.A. students. Teach undergraduate courses part-time and take graduate classes part-time.

TOTAL RESEARCH PUBLICATIONS IN SCIENTIFIC JOURNALS

	1985-86	1986-87	1987-88	1988-89	1989-90
Senior Professors	47	46	46	43	41
Junior Professors	98	102	105	101	104
Adjunct Faculty	N/A	N/A	N/A	N/A	N/A
Associate Instructors	21	34	41	36	28

SENIOR & JUNIOR FACULTY RESIGNATIONS (Does not include retirements and transfers)

	1985-86	1986-87	1987-88	1988-89	1989-90
Professors	8	17	16	10	14

One other concern is that some faculty believe some Business School students are not adequately equipped in the basic math and writing skills necessary for business courses.

Disclaimer: This scenerio is fictitious. Any resemblance to real organizations is purely coincidental.

To: Undergraduate Business Policy Committee
Dr. R.U. Crazy, Associate Dean of the Business School
M.I. Nuts, Business Student Council President
P.R. DuStinks, University Alumni Association Vice-President
Dr. I.N. Exess, Chairperson, Business School Faculty Council
✓ Dr. M.C. Mallet, University Vice President for Undergraduate
Instruction

From: Dr. Polly Wannacracker, Academic Policy Chairperson
Re: 5 Year Business School Policy Recommendation(s)

The Undergraduate Business Policy Committee is charged with setting policies for the School of Business (SOB). We have recently received several complaints about the effects of some current policies. These include complaints related to limited SOB physical resources, a shortage of classrooms, quality of instruction, overcrowding in classes, quality of students, limited computer resources, and others. While it is possible that the current policies may have some undesirable effects, I believe that the bulk of these complaints may be unfounded.

With this in mind, your committee's task is to evaluate all of the information that each of you bring to the meeting. You should identify the real problems (if there are any) that should be addressed through revising SOB policy. After deliberating on this issue, you should submit a concise written statement of your recommendations to me. Each of you should carefully consider how any proposed policy changes might affect the interests that you represent.

The following pages contain information relevant to the case. Do not pass or show these forms to other participants.

Role: Dr. M.C. Mallet, University Vice President for Undergraduate Instruction

You are to assume the role of the **University Vice President for Undergraduate Instruction**.

As the University Vice President for Undergraduate Instruction, you are responsible for representing the Administration of the University and of the Board of Regents. This position has responsibilities which are similar to those of a vice-president of a corporation. In this regard, you are responsible for developing and enacting policies and strategies which affect undergraduate students in various university divisions.

You know that the university has an important legislative mandate to structure policies so that a priority is given to in-state residents in allocating state tax revenues for education (see the Sources of University-wide Enrollment Table below). In addition, any policy changes should not negatively impact the university position on Federal Equal Opportunity regulations which mandate that all students should have a very fair opportunity to attend the university. This is of particular concern since the Business School unsuccessfully attempted to curb enrollment four years earlier by raising entrance requirements.

SOURCES OF UNIVERSITY-WIDE ENROLLMENT

	1985-86	1986-87	1987-88	1988-89	1989-90
In-State	18,287	18,710	18,557	18,197	17,847
Out-of-State	6,096	7,272	7,952	8,566	9,798
Total	24,382	25,982	26,509	26,763	27,645

You also possess other pieces of information that may be relevant to the policy meeting. For instance, data about the quality of teaching across the university has been collected for this meeting (see the Average Student Teaching Evaluation by School Table below). In addition, data about the utilization of classroom resources has been collected (see the Business School Classroom Utilization Table below).

**AVERAGE STUDENT TEACHING EVALUATION BY SCHOOL
(10 point scale)**

	1985-86	1986-87	1987-88	1988-89	1989-90
Arts & Sciences	8.1	8.3	8.2	8.4	8.3
Business	7.3	7.6	7.0	6.9	6.7
Education	6.8	6.8	6.9	7.1	7.0

**BUSINESS SCHOOL CLASSROOM UTILIZATION
1989-1990**

	Morning	Afternoon	Evening
Monday	95%	85%	18%
Tuesday	98%	87%	12%
Wednesday	94%	89%	19%
Thursday	97%	88%	5%
Friday	45%	21%	0%
Saturday	5%	0%	0%

You have also heard some complaints about the completion rate for degrees for the professional schools (see the Admission and Graduation for Professional Schools Table below).

**ADMISSION AND GRADUATION FOR PROFESSIONAL SCHOOLS
UNIVERSITY WIDE**

	1985-86	1986-87	1987-88	1988-89	1989-90
Applications	11,120	11,716	12,091	11,546	12,141
Admitted	8,558	9,010	8,822	8,062	8,714
Graduates	7,893	8,322	8,741	7,440	6,872

APPENDIX B: RELATED INSTRUMENTS

Preliminary Question

Your Student ID: _____ - _____ - _____

A PRELIMINARY QUESTION

Please answer this question individually prior to working on the case as a group.

What do you think is the main problem in the case: (be brief)

Write a brief, concise statement describing how you would respond to the committee chairperson's directive.

Solution Memo

To: Academic Policy Committee Chairperson

From: Undergraduate Business Policy Committee

Re: Policy Recommendation

Our specific recommendation to address the situation is the following:

(Write a BRIEF, CONCISE statement of your group's recommendation)

Signed (Your Names)

Final Questionnaire

Your student ID Number: _____ - _____ - _____

Which problem(s) do **YOU** think that your group addressed?

What do **YOU** think is the **REAL** problem in the case?

What would **YOU** be willing to do personally (in real life OR if you held the position of your role in the case) to make your **GROUP'S** solution a real policy?

What do **YOU** think is the best solution for the case?

What do you think was the purpose of the experiment?

APPENDIX C: SCORED SOLUTIONS

Scored Solutions to the SOB Policy Task

Key#	Solution	Solves Problem Score	Feasibility Score
1	Decrease senior professors pay and increase adjunct pay	59	31
2	Raise sports ticket prices	69	89
3	Make all professors have a PHD in their field	71	19
4	Have senior professors serve as guest or weekly lecturers in large classrooms	71	45
5	Guarantee students a job when they are admitted to the SOB	48	41
6	Limit teacher responsibilities to teaching	94	51
7	Offer job training programs	55	26
8	Hire teachers with degrees from respected schools in their field of teaching	59	22
9	Teach less theory more real world	58	35
10	Make instructors be made available for a certain, required number of office hours each week	84	52
11	Make VAX geeks pays for computer time	66	41
12	Pay faculty for research only after the topic and methods are approved	41	14
13	Don't give the Academic Staff that are doing research as many classes as to those who aren't doing research	64	3
14	Offer a lot of help sessions at many different times	88	30
15	Make each student buy a computer	80	63
16	Have lower teacher-student ratio	68	13
17	Decrease the number of executive positions	79	69
18	Lower Dean's/Other faculty's salary	62	29
19	More applicable methods of teaching need to be used	100	67
20	Increase controls on the quality of teaching	79	26
21	Start a teacher exchange program with other universities	58	52
22	Raise tuition for students from other countries	98	59
23	Use AI's for assisting professors rather than for teaching in the place of professors	52	0
24	Offer salary bonuses to instructors who would take on a heavier classload than is the average	50	24
25	Give professors frequent tests to see if they still "have it"	77	44
26	Provide an equal chance for out-of-state students to be admitted to sob like in-staters	66	47
27	Get rid of AIs who can't teach	97	36
28	Foreign prof's and ai's should have to pass a verbal and written tests	87	40
29	Require a public relations course in every major	59	44
30	Majority of the material should be taught in the discussion sections and not just reviewed	73	48
31	There should be less pre-requisite classes	50	44

Key#	Solution	Solves Problem Score	Feasibility Score
32	Update each area of study frequently	85	31
33	Buy more computers	57	41
34	Lower general admission standards for SOB	20	9
35	The University should rent computers to the students.	80	55
36	Increase number admitted to SOB	17	12
37	Give students more practical assignments/projects	81	77
38	Increase the number and quality of counselors	68	61
39	Encourage retirement of professors too old to teach	84	51
40	Require business experience as a requirement for graduation	62	63
41	Have an agreement with surrounding states to charge in-state fees to those living in these states, such as Ohio, Illinois, and Kentucky	31	15
42	Attract out-of-state students by lowering standards for them	37	37
43	Let the student be able to chose which class to take on the basis of class size (let them be aware before enrolling)	68	84
44	Encourage more student input regarding the allocation of financial resources	53	64
45	Cut down the publication of research in journals	76	59
46	Special business math and business writing classes	93	61
47	Require extra-curricular activities for students to be admitted	56	75
48	Gear homework and tests to the needs of the students	85	73
49	More group problem solving sessions are needed to improve critical thinking and problem solving skills	75	73
50	Advertising all the good qualities the school possesses	47	50
51	Increase workload of AI's/TA's so profs have more time to teach	64	52
52	Make it possible for students to log on to some of the schools software, such as lotus and paradox, from their personal computers at home	60	60
53	Hire more adjunct faculty	96	73
54	Get feedback from grads on courses/advice for students	67	79
55	Provide an equal chance for out-of-state students to be admitted to sob like in-staters	49	51
56	Change business school prerequisites to include more basic math & writing skills	88	66
57	Tuition does NOT need to increase	34	33
58	Cut back on number of AI's	53	37
59	Stop the use of AI's	47	34
60	Personal interviews for acceptance into the business school should be weighted more heavily	73	75
61	Publish/publicize SOB requirements	60	82
62	Give more personal attention to the students	75	71
63	Offer student discounts on computers to increase individual ownership	62	76

Key#	Solution	Solves Problem Score	Feasibility Score
125	Less teaching responsibilities to AI's	45	40
126	Utilize the classroom space on Mon-Wed evening 25%, 20% on Thurs. evening, and 25% on Friday afternoon	63	74
127	SOB should stress writing and other skills to high schools to let them know what students are lacking	71	84
128	Professors can be mandated to attend seminars of businessmen	57	60
129	Students who are weak in math and writing skills should be weeded out at the beginning	84	81
130	Have class projects which focus on critical thinking/writing skills	75	92
131	Look for enthusiastic AIs, not those who want to get this part of their lives over with	71	70
132	Require more liberal arts courses to produce well rounded students	83	96
133	Hire better instructors-minimum standard for communication skills etc./ stricter interviews	83	88
134	Requiring foreign language study for students	57	97
135	Hire faculty that are more interested in teaching than working on research and trying to get published in a journal	66	69
136	Hire more associate professors that have been working in the business environment	72	95
137	Offer the older professors who have lost touch with their students good retirement programs	62	84
138	Give faculty more leeway to teach other courses	64	89
139	Alumni Association would donate some of the funds	67	100
140	Provide an equal chance for out-of-state students to be admitted to sob like in-staters	58	58
141	Bring in an independent firm to study the problem	68	96
142	It may be worth considering having students apply to SOB as freshmen	54	100
143	Lower emphasis on NCAA.	60	84
144	Promote the Graduate school	53	100
145	Keep number of students accepted the same	55	62
146	Put the best teachers in the beginning classes	74	79
147	Limit rapid increase of salaries of junior professors	52	88
148	Increase quality of teachers by using fewer foreigners	62	87
149	Schedule more night/Friday/weekend classes	65	66
150	Change from semesters to quarters	62	86
151	Increase funding for university through higher taxes	79	85
152	Get rid of excess of poor teachers	80	80
153	Keep computer centers open longer	58	81

Key#	Solution	Solves Problem Score	Feas- ibility Score
154	Increase the # of credit hours taught by Senior Professors.	60	68
155	Get students internships	66	89
156	More practical instructions within the class such as solving cases, having presentations, and having discussions	89	93
157	Hire more AIs and adjunct faculty	66	78
158	Look at extracurricular activities and leadership abilities when admitting students into the school	65	90
159	The work load of the Junior professors should be lessened	64	84
160	Evaluate internships with student and corporate surveys designed to compare what is taught to what is needed on the job.	80	93
161	Spread the time of classes more evenly throughout the day.	61	100
162	Do not let leading researchers teach	53	62
163	Talk to resigning professors to get their input	62	95
164	Reduce funding to satellite schools	57	98
165	Students could be assigned to work in groups at the start of the semester and be given the task of running a mock business.	73	97
166	Have a student evaluation after the first test in the class so the teacher can understand student complaints	68	99
167	Admit students based on more than just grades (reputation, recommendations, work experience)	68	96
168	Provide an equal chance for out-of-state students to be admitted to school like in-staters	67	77
169	Provide the professor with the time and the means (funding) to do research	52	65
170	Increase teaching standards of AIs	77	99
171	Offer incentives for teachers to stay -- better pay/research facilities	63	69
172	Lower administrative responsibilities of professors	64	93
173	Prof's spend less time on research/more time teaching	86	89
174	Increase aid to both in- and out-of-state students to fill classes, increase enrollment, and therefore generate money	48	41
175	Eliminate courses with low industry demand	66	87
176	Increase the number of hours required for graduation by creating classes specifically to work with cases of real life firms	69	86
177	More learning done by role-playing	62	95
178	Give some kind of requirements for professors other than how well they do research	77	97
179	Teachers need to begin to care more	80	100
180	Improve the Finance, marketing & management course so that students will be able to find a job after graduation	70	97
181	Train AIs	75	94

Key#	Solution	Solves Problem Score	Feasibility Score
182	Faculty members should teach the number of credit hours they can handle	68	79
183	Employ associate instructors to replace professors in all lower-level classes	57	77
184	Provide students the opportunity to talk to IU B-school alumni	57	100
185	Guaranteed Cost Plan if you chose to, freshman could pay \$500 dollars the first year (in addition to tuition of course) and it would guarantee that tuition would be what you paid that first year every year. I think it used the basic time value of money	49	77
186	Teach soft skills - leadership, communication, etc.	63	77
187	Threaten professors that receive bad evaluations, if they do not change their teaching techniques then fire them	72	73
188	Classes with computers should charge fee	65	75
189	Ask for donations from public sector: alumni, parents of students	71	73
190	Allow only students from IU-Bloomington into the business school	44	33
191	Every professor for a particular class, say x204, should have the same assignments and requirements	55	68
192	More instructional devices	66	65
193	Make the SOB's instructors more consistant in their teaching ways and grading procedures	65	86
194	Have a specific night set aside each week so that all the faculty and students can go to the Bowl-R-Rama	62	81
195	Reduce money spent on research	54	66
196	Provide an equal chance for out-of-state students to be admitted to sob like in-staters	46	37
197	Evaluating department structure	60	88
198	Get younger instructors to teach to classes	56	78
199	Offer foreign exchange programs	58	88
200	Have more of the Junior professors teach the courses	56	69
201	Lower tuition	15	13
202	Admission requirements should be increased to include at least one additional math course and possibly a writing course.	83	89
203	Go back and see how things worked in 87-88, where few people did not graduate	83	87
204	Force teachers to be more active in the classroom other than following a set lesson plan that they have had for the past several semesters	78	100
205	Allow students more input in policy decisions	75	74
206	Instructional help should be better "advertised" and encouraged	90	82
207	The school of business should check other departments to see if they have resources that are being wasted or unused	73	97
208	Emphasize the strengths of other departments so that students are attracted to areas other than business	58	62

Key#	Solution	Solves Problem Score	Feas-ibility Score
209	Have instructor evaluations more frequently	80	91
210	Better test formats-make them to apply what students have learned	77	96
211	Make statistics an optional class	53	49
212	Put more computers in the dorms and maybe even an off-campus computer lab	51	67
213	Make the Accounting, Finance, and Information Systems departments more appealing since there is a greater demand for them	56	84
214	Offer encouragement and monitoring program to students to improve graduation rate	87	77
215	Scrap the whole system and start over	68	59
216	Encourage students to take summer classes.	77	95
217	Conduct a national survey of the nations top businesses to evaluate what skills they would like to see graduates possess	70	100
218	Teachers should review for tests so the student knows what to expect	75	97
219	Admit more graduate students	58	87
220	Hire more junior and senior professors for the more advanced courses and leave only the basic courses for the A.I.'s	57	87
221	Admit students earlier than sixty credit hours to avoid waisting classroom space	55	90
222	Reduce professors salaries	58	63
223	Have students grade each other.	59	98
224	Offer credits to student that go out and get internships for themsevles before they graduate	70	91
225	Offer more "perks" to the Junior and Senior Professors	48	79
226	Provide an equal chance for out-of-state students to be admitted to sob like in-staters	53	65
227	Put less emphasis on HYPER, SPEA, and Telecom so as to become more of a business, English and math dominated school	59	70
228	Instructors should come to class prepared.	92	98
229	Hire more faculty	61	64
230	Create one building for all computer facilities to reduce overcrowding.	62	70
231	Re-staff the SOB in a way that will benefit the school, but costs will be low	76	63
232	Could cut out on a lot of the cushion courses, bowling, pool etc.,	66	93
233	Give students a real company's project to work on. Then compare the students results with the company's own employees and correct the students (or employees) mistakes	64	90
234	Let more undergraduate students help with research	62	73
235	Pay AI's more	55	61
236	Increase in-state requirements for admissions	72	65
237	Create a staff that evaluates Academic Staff members	74	81

Key#	Solution	Solves Problem Score	Feasibility Score
238	Increase the number of AIs teaching small supplement discussion classes to the lectures	76	66
239	Students should offer oral evaluations of their teacher's performance.	67	96
240	Incoming freshmen should be required, or strongly encouraged, to attend a career planning	75	77
241	Offer a job placement program	55	66
242	Hold Fundraisers	73	81
243	Business classes should also be linked more with the computer technology of today	65	69
244	Stricter Admission Standards to SOB	77	82
245	Submission of a statement of intent prior to admission	59	100
246	Advertise more in other states to attract more out-of-state tuition.	55	84
247	Hire more senior faculty	63	65
248	We need to admit anyone with a real desire to be a business major into the school	24	40
249	Don't hire adjunct faculty to teach	52	38
250	Have more junior profs and less senior profs	42	75
251	Less out-of-state students should be admitted	59	65
252	Limit number of hours teachers can teach	60	45
253	Recruit instructors from other prestigious schools	77	58
254	Provide an equal chance for out-of-state students to be admitted to sob like in-staters	50	37
255	The technology fee should be increased so that more labs can be set up	88	61
256	Have a set student-teacher ratio which cannot be exceeded	79	44
257	Decrease general requirements and spend more time on focused Business classes.	53	60
258	Advertise majors offered in the SPEA department	57	66
259	Pay AI's on flat fee rate	57	75
260	Monitor faculty/AIs in the classrooms to improve evaluations	72	80
261	There should be a restriction placed on research or else have some other kind of incentive for them to teach	78	70
262	Utilize more junior professors and AI's	48	58
263	Set up additional computer-aided education programs for students to learn on	73	62
264	Concentrate on finding out why the number of students accepted decrease as that same number graduates	76	71
265	Fund the school through a special beer tax	73	82
266	Decrease the amount of "assigned work" so that teachers have less grading so they can increase the number of hours taught	61	54
267	Make teachers more accountable for the grades they give and low curves	47	71
268	Conduct teaching improvement seminars	87	68

Key#	Solution	Solves Problem Score	Feasibility Score
269	Decrease in-state tuition	38	8
270	Eliminate business school prerequisites	46	67
271	Reduce the workload of senior professors to allow them to do research and publish articles	45	49
272	Raise out-of-state tuition at an equal rate to in-state students	72	70
273	Have businessmen share ideas with the students.	73	85
274	Student evaluations of teachers should be heavily-weighted criteria upon employment of that individual	71	68
275	Have tuition based on the amount of credit hours students take and not on a flat fee	76	42
276	Allocate money from each student to a fund for computer labs.	69	63
277	Business classes should be harder so prestige will be raised.	47	58
278	More communication between instructors and their AIs	77	85
279	There should be a quicker way for students to know if they will be accepted into the business school	59	69
280	Give discounts to the students that have their own computers	59	45
281	Lengthen number of years to graduate	59	54
282	Reduce the cost per teaching hour	43	55
283	Find industry demand and encourage students to go into those fields	55	65
284	Admit more in-state students	28	22
285	Admit more out-of-state students	51	43
286	Seek additional government (state/fed) funding	100	98
287	Offer more sections of classes	58	52
288	Hire more junior faculty	76	78
289	Raise tuition	77	87
290	Improve utilization of SOB resources (classrooms, teaching facility, univ. services etc.)	63	69
291	Improve quality of technology and SOB facilities	74	57
292	Standardize procedures and curriculum	55	58
293	Increase teacher work hours so they can teach night classes	50	48
294	Increase teaching standards of faculty	83	71
295	Review SOB prerequisite curriculum	83	68
296	Decrease spending on non-academic pursuits	84	78
297	Decrease the number of junior professors	53	34
298	Admit more international students	47	34
299	Increase transportation fees	68	82
300	Use classrooms more efficiently	82	89

Key#	Solution	Solves Problem Score	Feasibility Score
301	Redistribute enrollment among sections	76	85
302	Involve the students more in the course	91	80
303	Increase the technology	63	55
304	Revise the course organization	75	79
305	Part of tuition should go towards improving facilities	50	48
306	Hire more well-trained grad-students	66	61
307	Request federal tax dollars to aid in business school development	93	87
308	Better teaching materials	78	68
309	Increase the number of AIs and professors available for tutoring	82	61
310	Force professors and AIs to teach more classes	36	36
311	Schedule more night/Friday/weekend classes	81	66
312	Require students to do internships	78	85
313	Use the more qualified professors to teach lectures and AIs to lead discussion sections	80	67
314	Offer retirement to 3 senior professors and hire 17 AIs	62	68
315	The curriculum should be developed by business executives	79	84
316	Increase the number of adjunct faculty teaching to 31% and thus reduce the number of associate instructors to 25%	78	72
317	A further study of the allocation of funds	59	78
318	A redistribution of students among existing faculty members	65	78
319	Using adjunct and junior profs to alleviate senior professor burdens	75	66
320	Begin planning for long-run expansion	53	70
321	Take suggestions from outside sources, such as businesses and alumni	76	87
322	Increase the responsibilities give to AIs	62	60
323	Decrease the responsibilities give to higher level faculty (than AIs)	52	63
324	Get more money without increasing tuition	80	86
325	Hire more AIs	54	56
326	Institute a ratio of 3 AIs per professor hired	60	59
327	Cut back on spending	49	52