

Proposal for New Academic Program: Human Resources Management Major

This proposal outlines the rationale, curricular requirements, necessary resources, and enrollment increase projections for a Human Resources (HR) Management Major within the Boler School of Business' (BSOB) Department of Management, Marketing, & Logistics (MML). In developing this proposal, we sought to identify and develop a program that would be competitive with existing offerings at other universities, particularly those with which John Carroll competes for undergraduate students. Through this process, we consulted with a variety of internal and external stakeholders, and we are grateful for all of the thoughtful input we received. A vote of BSOB faculty indicated broad support for this proposal.

Purpose of and Justification for the HR Management Major

Consistent with the rich Jesuit emphasis on *cura personalis* (i.e., caring for the whole person), the John Carroll University mission emphasizes the importance of preparing our students for learning, leadership, and service throughout the many facets of their lives. The University's and the Boler School's core values direct the achievement of this mission in ways that promote justice for and service to others. The vast majority of adults are in the workplace, and they are strongly affected by organizational policies and practices which determine how they are treated as employees (e.g., wages, benefits, training opportunities). Because HR professionals in private, public, and not-for-profit organizations initiate and administer the care of employees, a strong program for preparing such professionals would constitute a key way for JCU to enhance the impact of its graduates in engaging the region and world in service to others.

The proposed program is developed to better leverage our existing capacity (i.e., the strong liberal arts background every JCU student receives, along with discipline-specific competencies developed by the BSOB undergraduate core) in preparing future leaders in the HR profession. Currently, the Boler School's primary educational program for direct entry into the HR profession consists of a track within the management major. We believe this approach is insufficient for the following reasons:

1. HR is an increasingly complex profession, especially as legislation governing compensation, selection, benefits, labor relations, and other HR areas grows. Four elective courses in a management major track are not sufficient to provide adequate preparation for the Professional in Human Resources (PHR) certification exam, much less equip a graduate to "hit the ground running" in an entry level HR job.
2. When prospective students search the internet for HR programs in Ohio, JCU is not identified as a possible place of study. Other schools – offering degrees in HR – are featured instead (including, for example, Xavier University). To illustrate, the College Board website is a frequently used tool in many high school guidance offices, and employs a search by academic major. Accordingly, JCU's program is "invisible" to prospective HR students. In

other words, prospective students who wish to study HR are significantly less likely to consider JCU as an option.

Further, future student demand and the current job market for HR professionals suggest that the creation of an HR Management major will attract new students to John Carroll.

Student Demand

General information on student demand for HR majors shows existing HR majors at other universities tend to be fairly large. For example, in spring 2008 Notre Dame College had 30 students enrolled in its HR major, University of Akron, 180 majors and University of Toledo, 120. Other Ohio universities that offer an HR major include Xavier University and Baldwin Wallace College. In other words, HR majors appear frequently among Ohio colleges and universities, including those that are smaller and private. Among all Ohio colleges and universities, 14 offer an HR major.

In addition, nationally, 1,005 ACT, 3,420 PLAN (ACT Sophomores), and 5,700 SAT/PSAT test takers in the most recent year indicated an interest in HR or labor relations (this includes anyone who indicated an HR major within their top 5 interests). Projections for 2010 suggest that a total of nearly 15,000 future college-bound students will select HR as an area of academic interest. It is important to note there appears to be a trend where younger high school students have a stronger interest in an HR major than senior high school students, which may suggest an increase in demand in the coming years. Interestingly, in the past, few traditional college students have been attracted to a university because of its HR major (because they tend not to know much about HR at this point). Non-traditional students have consistently been relatively more interested in HR as an academic major (perhaps due to their actual work experience and exposure to HR).

Current Job Market for HR Professionals

National survey data as well as data from surveys of area colleges and universities and companies recruiting at John Carroll suggest that the job market for students majoring in HR Management is quite strong. According to a recent survey by salary.com and *Money* magazine ranking occupations by considering job growth, stress level, compensation, and other factors, HR Manager ranks fourth on a list of the best jobs in the United States (Kalwarski et al., 2006). Further, a survey completed by CNN.com and CareerBuilder.com reported starting salaries of \$40,250 for 2008 graduates with HR majors that work as HR assistants, payroll or benefits coordinators, and in diversity training. Human Resources generalists in Ohio have a median salary of \$57,200. The Bureau of Labor Statistics indicated that the middle 50% of individuals employed in HR jobs earned between \$32,700 and \$58,320. Overall, the employment for HR jobs is expected to grow by 17% between 2006 and 2016, which is faster than the average for all occupations. College graduates who have earned certification should have the best job opportunities. In addition, graduates with a bachelor's degree in human resources with a technical or business background coupled with a well-rounded liberal arts education should find the most employment opportunities.

Survey data at a more local level also suggests a potential high demand for John Carroll HR Management majors:

- *Survey data from employers who hire JCU graduates indicate a preference for an academic major in HR when hiring for an HR position. That is, 62.6% said that it is at least somewhat important for a candidate for an HR position to have a degree in HR. In addition, given a choice between a major in HR and a major in business management, 62.5% prefer the major in HR. Due to the rapid professionalization of the HR field, the days of hiring majors from other academic areas is quickly waning. HR employees today need to be able to hit the ground running.*
- *Survey data show that employers who hire JCU graduates believe that graduates with a JCU degree in HRM would be highly marketable. 87.5% said that they believed a JCU graduate with an HRM degree would be equally or more desirable than an HRM graduate from another local university.*
- *In a survey of 12 colleges offering an HR major the average response to the question ‘to what extent do graduates of an HR major get HR jobs’ was 4.25 on a 5 point scale.*
- *In a survey of 16 companies who have advertised HR jobs in the past through JCU’s Career Services, 3 indicated they annually fill (in a typical year) more than 10 HR related positions, 3 indicated they filled 5 to 9 positions annually, and 5 indicated they filled 1-2 positions annually.*

In summary, we believe this is an opportunity to add both clarity and value to the major offerings in management at John Carroll by adding a more focused degree that could be used to attract prospective students in HR, get them certified as HR professionals (i.e., prepared to pass the Professional in Human Resources (PHR) exam from the Human Resources Certification Institute), and grant them access to one of the most rewarding careers available. In addition, because the department already has developed the basic infrastructure for an HR curriculum (e.g., existing faculty, courses), the additional costs of upgrading to a major are relatively small.

Curricular Requirements

Benchmarking against the 14 universities in Ohio that offer an HR major and considering the HR Curriculum Guidebook and Template recently developed by the Society for Human Resource Management (SHRM), we identified the curricular requirements necessary to offer a competitive HR major at JCU. SHRM offers external validation of HR program quality, listing on its website those collegiate HR programs that align with its suggested curriculum (and JCU recently secured this approval for our current HR track within the management major). SHRM HR program approval requires following a standardized HR curriculum template in order to ensure that the 14 minimum content areas are incorporated into a program’s required courses. Nancy Woolever from the Knowledge Development Division of SHRM indicated that many of our existing courses already align with the SHRM HR curriculum template and with some modifications to existing courses, changing HR electives to required courses, and the inclusion of additional HR content areas, the BSOB could offer a competitive HR major. (To achieve SHRM curriculum approval, majors are evaluated to a more stringent standard relative to tracks within a management major.) Her feedback verified that our curriculum would need to add an HR capstone course, and ensure that students are exposed to sufficient content in the areas of training and development, benefits administration, worker health and safety, and HR information systems.

The proposed curriculum for a Human Resources Management Major is presented below. The major requirements include 6 required courses and the selection of two electives from a menu of five courses.¹ The table clearly indicates the courses which are currently offered versus those that are new, and provides suggestions for instructor course coverage. Further, we have identified those electives which are essential to the initial offering of the major versus those that can be added later if student enrollment in the major proves sufficiently large. An example four year plan of study for the HR Management major is shown in Appendix A.

	Course #	Course Title	New/Existing Course	Suggested Instructor
Required Course	MN 352	Introduction to Human Resources Management	Existing	Miguel (visitor)
	MN 370	Staffing	Existing	Hartman
	MN 373	Training and Management Development	Existing	--- (adjunct)
	MN 376	Compensation	Existing	Tomlinson
	PS 459	Performance Evaluation/Goal Setting	Existing	B. Martin
	MN 4xx	Human Resources Capstone Course	New	
Essential Electives (select 2)	MN 353	Labor Relations	Existing	--- (adjunct)
	MN 395	Leadership Skills Development	Existing	Hartman
	MN 405	Conflict and Negotiation	Existing	Tomlinson
	MN 4xx	Human Resources Information Systems	New	Lynn
	MN 4xx	Employment Law	New	
Other Electives to Consider (to be added if supported by student enrollment)	MN 4xx	Human Resources Development	New	
	MN 4xx	Human Resources Consulting	New	
	MN 4xx	Legal/Safety Compliance	New	
	MN 4xx	Benefits/Health	New	

Organization and Administration of Program

The organization and administration of the HR Management major would be similar to other Department of MML majors (the department chair would be responsible for course scheduling, assignment of students to advisors, etc.). The tenure track and

¹ As with all majors in the BSOB, HR Management majors will also be required to complete the Boler School core and will be subject to Boler School admission and graduation requirements.

tenured faculty who teach in the major will review the major curriculum every 2 years. Any proposed changes will be reviewed and approved by all tenured and tenure-track faculty within MML. Approved changes will be communicated for final approval to the BSOB Dean by the Department of MML chair. Currently there is an HR advisory board within the Management major (which includes a track in HR) comprised of professionals from the local business community. This group will serve as an advisory body to the new major.

Mechanism/Instruments of Assessment

We begin by noting that assessments within the BSOB are required to meet AACSB accreditation requirements and there is a committee within the BSOB designed to assist with assessment plan development and administration.

- Learning outcomes of an HR Major:
 - Students will obtain a working knowledge of the 14 content areas of the SHRM standardized curriculum.
- Method for assessing HR Major learning outcomes:

SHRM is currently developing a comprehensive HR program assessment tool organized and validated against the 14 content areas in their curriculum template. This assessment will have the advantage of being a professionally-developed and validated tool with benchmarking capabilities across all participating universities and offer specific feedback on strengths and weaknesses by content area (somewhat similar to the ETS Major Field Exams many JCU departments currently use). This SHRM program assessment tool will be available in April 2011. [Note that no program evaluation will take place prior to this date anyway.]

The following diagram outlines the 14 content areas identified by SHRM, along with the course(s) in which each content area will be covered and assessed by the SHRM program assessment tool.

SHRM Content Area	Required Course(s)	Electives
Employee and labor relations	MN 352 Introduction to HR MN 353 Labor Relations MN xxx HR Capstone Course	
Employment law	MN 352 Introduction to HR MN 370 Staffing MN 376 Compensation	MN xxx Employment Law MN 353 Labor Relations
HR's role in organizations	MN 352 Introduction to HR MN xxx HR Capstone Course	
HR and globalization	MN 352 Introduction to HR MN 370 Staffing MN 376 Compensation	
HR and mergers/acquisitions	MN xxx HR Capstone Course	
HR and organizational strategy	MN 352 Introduction to HR MN 370 Staffing MN 376 Compensation MN 373 Training and Development MN xxx HR Capstone Course	
HR information systems	MN xxx HR Capstone Course	MN xxx HR Information Systems
Measuring HR outcomes: metrics and the bottom line	MN 370 Staffing MN 376 Compensation MN 373 Training and Development MN xxx HR Capstone Course	
Performance management	MN 352 Introduction to HR MN 376 Compensation PS 459 Performance Evaluation and Goal Setting	MN 395 Management Skills
Risk management: occupational health, safety and security	MN 352 Introduction to HR	MN xxx Employment Law
Staffing: recruitment and selection	MN 352 Introduction to HR MN 370 Staffing MN xxx HR Capstone Course	
Total rewards	MN 352 Introduction to HR MN 376 Compensation	MN 395 Management Skills
Training and Development	MN 352 Introduction to HR MN 373 Employee Training	MN 395 Management Skills
Workforce Planning and Talent Mgt	MN 352 Introduction to HR MN 373 Employee Training	

Marketing and Implementation Plan

Our initial inquiries toward marketing a successful major suggest that students are most interested in a major where there is a supportive faculty and high placement rates for internships and professional jobs. There may also be a marketing advantage if there is an alliance with the I/O psychology track to avoid excess redundancy and to offer a

broader faculty perspective to students. Additionally, it is unlikely that the two full-time MML faculty members currently teaching HR courses part-time would be able to fulfill the expectation students have for a supportive faculty in their major. Plus, two faculty members may limit the scheduling in such a way that makes it difficult to ensure that students don't have scheduling difficulties to get the courses they need. Finally, there is some evidence suggesting nontraditional students may place higher demand on an HR-oriented program.

Implementation Plan

Because the HR Management major is being spun off from the current HR track within the management major additional brick and mortar resources will not be required. The successful launch of this major largely includes:

- Modifying the Undergraduate Bulletin, BSOB documents, and the BSOB webpage. Creating and modifying these changes would likely take 3 months and should be completed in the fall semester prior to the launch of the HR Management major to coincide with the internal and external marketing programs.
- The professional nature of the HR Management major also necessitates a deeper involvement with working professionals and employers willing to sponsor events, act as guest speakers, provide tours, job shadowing and internships, and reinforce a sense of community within the profession. While these connections are not necessary to launch the HR major, it is likely that having them in place will provide greater marketability to the major and the BSOB itself.

Internal Marketing Plan

Marketing the HR Management major to students within JCU should include the Academic Advising Office, BSOB publications, faculty, current HR students, and the JCU SHRM student organization. We will be redefining the role of a full-time staff person whose job responsibilities will, in part, include the development of employer relationships with the BSOB and act as a career coach to students pursuing an HR Management major. This person will also be best able to coordinate the HR Management major marketing efforts. Specific marketing might include:

- Brochures
- Posters
- Emails
- Interactive Webpage
- Guest Speakers
- On Campus Conferences/Round Tables
- Student, Alumni, and Employer Mixers
- One-on-one counseling
- Advertisements in the Carroll News and on the JCU radio station
- Sponsorships at JCU sporting events.

External Marketing Plan

To create a truly successful HR Management major, external marketing of this major will be essential to meet its goals. The key problem we have identified in our proposal is that current and future students with an interest in HR choose universities other than JCU to meet their academic goals. As a result, it is essential for JCU to inform

potential high school students about our HR Management major, its pedagogy, and its distinguishing features. In general, direct external marketing should be led by JCU Admissions and Enrollment and university marketing personnel in concert with the BSOB staff person in charge of employer relations and career coaching. This staff person, the AACSB and SHRM approved curriculum, proximity to the Cleveland Metro Area, and intimate JCU campus should be clearly distinguishable features to attract those students with an interest in an HR major. Indirect external marketing will be led through the employer, HR professional, and alumni relationships built by the staff person within the BSOB. These relationships should make JCU the preferred resource for employers looking to hire HR graduates and as a result lead these individuals to recommend JCU as the university-of-choice to parents and potential students. While we recommend a professional with more experience develop a specific marketing plan, some potential marketing ideas might include:

- Publications in outlets read by potential students,
- Sponsorship of business related clubs/groups in prominent high schools,
- Posting our HR Management major on databases used by high school counselors and potential students,
- Sponsorship of professional events like the Cleveland SHRM professional organization,
- One-on-one interaction with Northeast Ohio's largest employers.

Necessary Resources

Revenue Projections

Considering the estimated student demand as well as actual enrollment numbers among our competitors, we estimate that a new HR Management major can be expected to at least double our number of HR students (12 students (juniors and seniors) were enrolled in the HR concentration in Fall 2009). In other words, we believe a properly designed and marketed HR major can be expected to produce a total of at least 24 students (juniors and seniors), each providing on average \$14,000 of tuition revenue per year. Indeed, we are optimistic that we can draw even more than 24 total students, but have decided to present a more conservative estimate that nonetheless indicates compelling benefits for JCU.

Moreover, below we provide data on the amount of JCU alumni giving by major. This data suggests that majors within the Boler School of Business have a long history of giving, a large amount of giving, and a high percentage of giving. Essentially, in addition to likely higher revenue generation by tuition (due to increasing demand for HR programs among university students), JCU would likely see increases in alumni giving metrics.

Top Ten Majors for JCU Donor Giving

Lifetime Giving		Giving in last 5 years	
Rank by Participation % (# donors / # alumni)	Rank by Dollar amount	Rank by Participation %	Rank by Dollar Amount
Physics	Management*	Accounting*	Chemistry
Accounting*	English	Physics	English
History	Accounting*	History	Marketing*
Chemistry	History	Economics*	Accounting*
French	Chemistry	Mathematics	Communications
Economics*	Economics*	Marketing*	Sociology
Mathematics	Sociology	Finance*	History
Marketing*	Marketing	Chemistry	Political Science
English	Political Science	Sociology	Economics*
Spanish	Communications	Spanish	Biology

*Majors within the Boler School of Business.

Incremental Student Projections

	201 0-11	201 1-12	201 2-13	201 3-14	Estab. Prog.
Incremental New Students Each Year	0	3	4	5	6
Total Incremental Students Across Four Years	0	3	7	12	24

Summary Budget assuming 24 incremental students per year

	2010-11	2011-12	2012-13	2013-14	Established Program
<i>Total HR Major Revenue (Incremental Net Tuition)</i>	\$0	\$42,000	\$98,000	\$168,000	\$168,000
<i>Total Faculty Replacement Costs¹</i>					
* <i>HRIS software license and training</i>	\$0	\$3,500	\$3,500	\$3,500	\$3,500
<i>Library Support</i>	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500
<i>Total Annual Operating Expenses²</i>	\$1,998	\$1,998	\$1,998	\$1,998	\$1,998
<i>Total HR Major Incremental Expenses</i>	\$5,000	\$8,000	\$10,000	\$23,500 ³	\$13,000
<i>Total Residual Contribution</i>	\$13,498	\$19,998	\$21,998	\$35,498	\$24,998
	(\$13,498)	\$22,002	\$76,002	\$132,502	\$143,002

¹ *Faculty replacement costs* involve hiring part time instructors to cover MML courses that would traditionally have been taught by the full-time faculty members teaching one of the new HR courses. Dr. Lynn would tentatively offer one section annually of MN 4xx, Human Resource Information Systems (HRIS), and would need an adjunct to pick up another course he would normally teach. All university adjuncts are paid based on a table that considers their terminal degree and years of experience. Our \$3,500 figure is a ceiling estimate that also incorporates estimated overhead expense. The actual figure is likely to be lower.

*Furthermore, we anticipate hiring a new Executive-in-Residence to teach the new MN 4xx HR capstone course, and possibly the new MN 4xx Employment Law course (depending on credentials). Salary arrangements for Executives-in-Residence are confidential and idiosyncratic (which is no change from current practice), so they are not estimated or reported here.

² Annual Operating Expenses include 1) program and internship related travel and professional expenses (e.g., faculty dues to the Cleveland SHRM chapter, attendance at Ohio HR Games, Ohio SHRM conference), 2) academic conference travel, 3) new course development for first four years, 4) expenses for speakers and seminars, and 5)

miscellaneous expenses. Each of these expenses is expected to grow over time as the number of students increase.

³ Includes one-time new course development grants for 3 courses (at \$3,500 each).

Indications of Support

Letters of support will be sent individually from each administrator required to indicate their recommendations regarding this proposal.

Appendix A : Example Class Schedule for HR Major

Freshman Year*

Fall Spring:	Cr.	Sophomore	Cr.
English Composition 1	3	English Composition 2	3
FYS	3	MT 167	3
PL 101	3	RL 101	3
EC 201	3	EC 202	3
Language 1	3	Language 2	3
		MN151	1
Credits	15	Credits	16

*Meet BI 107, 108, & 109 requirements

Sophomore Year

Fall Spring:	Cr.	Sophomore	Cr.
AC 201	3	AC 211	3
EC 208	3	BI 200	3
MN202 (W)	3	# 1 MN 252	3
PS 101	3	Div IV Lab Sci	4
Div. II	3	Div II	3
CO 100	2		
Credits	17	Credits	16

Junior Year

Fall:	Cr.	Spring:	Cr.
MK 301	3	#4 MN 370	3
MN 325	3	#5 HR Elective	3
#2 MN 373	3	BI 326	3
#3 MN 376	3	FN 312	3
Div II	3	Div. III	3
Free Elective	1	Free Elective if BI 107, 108, 109 not taken	3
Credits	16	Credits	18

Senior Year

Fall:	Cr.	Spring:	Cr.
#6 PS 459	3	#8 MN 4XX HR Capstone	3
#7 HR Elective	3	MN499	3
MN 461	3	RL Elective	3
PL2XX	3	PL311	3
Free Elective	3	Free Elective	3
Credits	15	Credits	15

