



NOTRE DAME
OF MARYLAND
UNIVERSITY

Sent via EMAIL

October 27, 2017

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street, 10th Fl.
Baltimore, MD 21201

RE: NDMU Objection to TU's Proposed MS in Management & Leadership Studies

Dear Secretary Fielder:

Towson University (TU) has proposed a new degree program in Master of Science (MS) in Management and Leadership Studies. Notre Dame of Maryland University (NDMU) wishes to submit a formal objection to the approval of this program for your consideration in accordance with §11-206.1 of the Education Article of the Annotated Code of Maryland and COMAR 13B.02.03.27. The basis of the objection is B(3)(c) - Unreasonable program duplication which would cause demonstrable harm to another institution. The following narrative and appendixes specifically address our opposition to approval of this proposed program.

Name & Curriculum Duplication

NDMU has an established history of meeting the advanced leadership and management development needs of the local and state workforce for business and non-business undergraduate majors alike. Upon analysis TU's program is significantly duplicative of the curriculum in NDMU's Master of Arts (MA) in Management and Leadership. Further, the course of study also seeks to serve a similar population in close geographic proximity (**See Appendixes A, B, and C for detailed comparisons between the two programs**). The duplication is illustrated most simply but not solely in the likeness of program names (NDMU's Leadership & Management to TU's proposed Management & Leadership).

Additionally, the implementation of this degree represents harm to a program in which our University has invested time and resources under its current strategic plan. NDMU has the capacity to meet market demand for such a graduate degree focused on the development of human capital for business. The program was founded in 1984 and has been in place in its most recent iteration for more than five years.

Enrollment Trends

NDMU and several other colleges and universities with similar business programs have

experienced a decline or stagnation in enrollment in more recent years. Examining six **Baltimore-area colleges and universities** with general master-level business programs, enrollment has declined 9% (excluding Johns Hopkins this decline increases to 22%) over the last five years with one institution reportedly weighing a program suspension.

Baltimore-Based Business Programs	Name of Program	2012	2013	2014	2015	2016	5 YR %
Goucher College	MA in Management	0	0	3	6	5	
Morgan State University	MBA	94	110	116	128	99	5%
Loyola University	MBA	486	424	355	304	342	-30%
Johns Hopkins University	MBA	770	575	527	682	861	12%
Notre Dame of Maryland University	MA in Leadership & Management	84	72	42	36	32	-62%
University of Baltimore (Joint w/ TU)	MBA	515	474	352	339	418	-19%
Towson University (Joint w/ UB; Discontinued)	MBA	104	117	121	145	108	4%
Total		2053	1772	1516	1640	1865	-9%

Source: MHEC Fall Enrollment Report 2016

With such declines in existing programs and in lieu of the addition of a new program to replace TU’s discontinued MBA partnership with the University of Baltimore, it may be prudent to engage with those institutions that operate existing programs in order to address and fill any perceived market gaps. Like NDMU, many of these institutions currently have excess capacity in their programs. This timely dialogue is reinforced by a recent article published on *Inside Higher Ed* entitled “**Writing on the Wall for Future M.B.A. Programs**” which cited a “declining interest in M.B.A. programs from U.S. students” with more schools cutting, reducing, or evaluating full-time programs in lieu of specialized degrees. Similar reports and articles highlighting the decline in the full-time MBA have been published in recent years by the Graduate Management Admission Council, Wall Street Journal, the Economist, Fortune, etc.

NDMU is already well along this path of reengagement and has committed to recovering and increasing enrollment in our program under the current strategic plan, with the support of the Board of Trustees and the President’s Advisory Council, comprised of local business, non-profit, and government leaders. In Spring 2017, all business programs at the University, including the MA in Management and Leadership, received full accreditation from the Accreditation Council for Business Schools and Programs (ACBSP), without conditions or binding recommendations. Further, the University has committed new resources including faculty lines and marketing to

support and expand the program.

Other Considerations

Respectfully, we point out two additional factors. The geographic proximity (approximately 3 miles) between TU and NDMU means that both institutions seek the same students from the city and northern counties. The institutions' per credit tuition and fees costs are comparable at approximately \$528 (TU) and \$600 (NDMU) for Maryland residents and approximately \$954 and \$600 respectively for out-of-state students (Fiscal Year 2018 Schedule of Tuition and Mandatory Fees, USM Board of Regents, April 21, 2017). NDMU is able to offer a competitive rate for Maryland and non-Maryland residents alike providing a benefit to Maryland taxpayers. Additionally, TU has introduced a number of other specialized business degrees in Supply Chain Management, Marketing Intelligence and Human Resources Development such that the institution already presents an array of options for business study.

Lastly, TU proposed a CIP Code of 52.0213 which is most affiliated with Occupation Code 13-1111 (Management Analysts). While this may or may not be the most relevant CIP Code (as opposed to 52.0201 or 52.0101) the typical entry-level for these positions is often fulfilled by a candidate with a bachelor's degree. For non-entry or higher level positions a master's degree may be required. However, in this reduced segment of the workforce, there are also other similar programs and universities operating in this field (more often referred to as "Organizational Leadership") including Hood College, Johns Hopkins University, and the University of Maryland Eastern Shore in addition to the general business programs in Baltimore and throughout the State.

In summary, Notre Dame of Maryland University objects to the establishment of the MS in Management & Leadership Studies at Towson University. We strongly believe the evidence presented in this communication constitutes adequate representation to demonstrate that TU's proposal would constitute an unnecessary duplication of programs that would cause harm to NDMU. Accordingly, we urge disapproval of the proposal but stand ready to discuss collaboration with TU in addressing any particular leadership and management program and training needs for the student market they may have identified.

If you have any questions about this objection, please feel free to follow up with me at (410) 532-5321 or via email at cphillips@ndm.edu. We appreciate your consideration of this matter.

Sincerely,



Clarendia Phillips, Ph.D.

Provost

cc: Marylou Yam, President, NDMU
Debbie Franklin, Dean of the School of Arts, Sciences, and Business, NDMU
Greg FitzGerald, Chief of Staff, NDMU
Jennifer Frank, Vice President of Academic Affairs, MICUA
Emily Dow, Assistant Secretary of Academic Affairs, MHEC

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Appendix A

1. Towson's target constituency is OUR current base:

NDMU MALM Student Population From the Inbound Survey in BUS501		
Student Status		
A traditional full-time student		23%
A non-traditional part-time student		21%
A traditional part-time student		55%
Your Age		
18-25 years old		39%
26-35 years old		32%
36-45 years old		18%
46-55 years old		9%
56-65 years old		2%
What are your future higher education plans?		
I am looking to complete a doctoral program after I graduate from my current program		25%
Bachelor's Degree		
Have business related undergrad		26%
Do NOT have business related undergrad		74%

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Appendix B

2. Towson’s emphasis on leadership and applied learning has been OUR emphasis for many, many years. It looks highly duplicative of our MALM leadership core with a concentration in project management.

NDMU MALM Core (9 core; 13 courses total) ACBSP-Accredited	Towson’s Proposal (10 courses total)
<p>BUS501 Managing in complex environments Presented through competing viewpoints of management, managers, and managerial criticism, learners examine and reimagine traditional management functions of planning, organizing, leading as well as the paradoxes these ideas present when applied to the complex environmental faced by today's organizations. Resources and assignments facilitate both the comprehension and application of management theories to contemporary situations as students develop strong scholarship habits that form the basis of the program. Must be taken within the first 9 credits of the program. [3 credits]</p>	<p>MLST 500: Understanding Business (3): This course provides an integrated view of business organizations and prepares students to critically analyze business problems and develop effective solutions. It includes study of the structure and organization of businesses, common business processes, interrelationships among business functions and teamwork.</p>
<p>BUS530 Financial Analysis Emphasizes the foundation areas of finance to assist learners in practical business decision making. Introduces financial management concepts including time value of money, net present value and alternative measures, financial ratio analysis, capital budgeting, cost of capital, and asset valuation. [3 credits]</p>	<p>FIN 600: Financial Decision Making for Managers (3). This course focuses on communication and decision making using financial information within an organization. The quality of communication is an important determinant of success for most organizations, and much of the communication of quantitative information relies on the language and tools of managerial accounting and leadership. The overall objective of the course is to provide you with the concepts and tools needed to understand, apply, and explain accounting, financial, and budgeting information for managerial decisions.</p>
<p>BUS538 (CST534) Data Driven Business Decisions Introduces the role that data plays in understanding business outcomes, including uncertainty, the relationship between inputs and outputs, and complex decisions with tradeoffs. Students work with real-life examples to interpret statistical distributions, understand hypothesis testing and evaluate reliability. [3 credits]</p>	<p>EBTM 600: Solving Business Problems (3). This course addresses methods of working with data to support managerial decision making. This includes using spreadsheet software to summarize, visualize and analyze data. Business cases will be used to frame problems and analyze data to develop solutions. Analytical methods will include descriptive, predictive, and prescriptive approaches.</p>
<p>BUS558 Leadership and Leading Develops learners' personal capacities to lead others and manage leadership development. Learners grapple with current leadership issues applying theory and extending lessons provided by cases and ideas of leaders both past and present. Personal leadership and interpersonal skill are developed through guided exercises in group interaction, emotional intelligence, self-awareness, and reflection. [3 credits]</p>	<p>MNGT 635: Organizational Culture (3). Leading a modern organization utilizes a variety of skills related to motivation, ethical decision making and managing a rapidly changing business environment. In this course, students will learn about organizational culture, diversity, ethics and leadership. The course focuses on how leaders develop a workforce that leads to a success business.</p>
<p>PHL521 Ethical issues in leadership Analyzes a range of ethical issues and dilemmas inherent to corporations and leadership in relation to both the external environment and the internal processes of the organizations. Learners explore these issues through a series of cases analyses. [3 credits]</p>	
<p>BUS651 Strategic organizational leadership (capstone) Clear strategic thinking and innovative implementation are critical to successful leadership in today's highly unstable</p>	

<p>and increasingly competitive business environment. Leading strategically means much more than strategic planning--it means taking a broad holistic and socially just view, identifying and analyzing competing interests, communicating effectively, and rapidly making mid-course corrections. This class takes a multi-disciplinary approach to strategic planning, communication, and implementation, drawing on ideas from the social sciences, leadership and management studies, and social justice and sustainability models. [3 credits]</p>	<p>need to deal with the dimensions of sense-making, connection-building, choice-making, vision-inspiring, reality-creating roles of leaders. It involves a series of workshops designed to help students lead, learn, and implement change from within. Readings and assignments are designed to inspire practices of deep reflection and help each student refine her/his own leadership style.</p>
<p>BUS560 Marketing management Examines the concepts and processes used in designing and implementing marketing-driven strategies. Students will learn a marketing strategy decision making process which takes full advantage of secondary data resources. Case studies, in-class discussions and a semester-long project provide students with an opportunity to design marketing strategies utilizing marketing principles, descriptive statistics, competitive information and management functions such as analysis planning, implementation and control. [3 credits]</p>	
<p>COM505 Business communications Analyzes verbal and written communication patterns and messages in organizations. Learners evaluate the effectiveness of a range of methodologies and tools to persuade and inform different stakeholder groups. Learners will critique and create oral and written presentations ranging from communicating statistical information and offering a persuasive call to action, to creating executive summaries and editing the work of others. [3 credits]</p>	
<p>ECO548 Economic theory in management Examines the economic environment in which firms operate. Introduces microeconomic and macroeconomic concepts and techniques to help managers "think like economists" when dealing with tactical issues or deciding on strategic directions for their firms. Provides the macroeconomics foundations for successful business decisions in a global economic environment while exposing students to a broad array of economic issues. [3 credits]</p>	
<p>MALM Electives (choose 4)</p>	
<p>BUS-561 Elements of Marketing Communications Examines in-depth the roles that sales promotion, advertising, public relations, direct marketing and personal selling play in the accomplishments of a firm's marketing objectives. Prerequisite: BUS-560 or permission of department chair. [3 credits</p>	<p>MKTG 600: Introduction to Client Management and Relationship Building (3). This course provides an overview of the process of creating, developing, and managing client relationships. It includes study of buyer behavior, public relations, the sales and negotiation processes, services, customer service and satisfaction and the ethical and communication considerations related to these areas.</p>
<p>BUS640 Managing projects in contemporary organizations Provides a socio-technical perspective to the management of projects and explores major concepts through multiple lenses, not only the professional focus of Project Management Institute. Project managers as well as others interested in project management gain tools to add the appropriate level of structure and rigor to their own practice. Includes planning, scheduling, organizing and implementing projects with an emphasis on the project management process and tools used in project management. Online learning experience. [3 credits</p>	<p>EBTM 700: Leading Projects (3). Organizations are increasingly using project management approaches to respond to the fast changing economic environment and market conditions. Students will use a combination of instruction and experience-based activities to learn and demonstrate how to define, plan, and lead projects in contemporary business environments.</p>

<p>BUS641 Project monitoring and delivery Examines the various interrelated functions impacting project deliveries and how these functions contribute to the strategic success of an enterprise. It is designed to provide the advanced knowledge required to develop, analyze and change a project plan, determine risk and allocate the necessary resources to effectively manage and complete a project in a simulated environment. Online learning experience. 3 credits</p>	<p>MLST 600 Applied project management and leadership studies (No description provided)</p>
<p>BUS-580 Coached leadership practicum Offers students an individualized, real-world and impactful leadership learning experience which provides a hands-on opportunity to apply what has been learned in leadership courses. Each student will develop and submit a semester-long project proposal to be carried out in her or his social or business community requiring personal leadership responsibilities. Once the project proposal is approved, the student will carry out the project supported by an appropriate professionally-trained volunteer coach and the Program Director. The course will conclude with a reflective assessment of the student's leadership of the project and the lessons learned therefrom to be applied in future leadership opportunities. [3 credits]</p>	<p>MLST 700: Professional Experience in Management and Leadership Studies (3). Supervised experience in a field setting which facilitates the application of management and leadership knowledge.</p>
<p>BUS642 Managing process project performance Identifies the management processes required to ensure the project is completed within budget and on schedule. Provides the knowledge required to cost a project, develop a project plan, and allocate the necessary resources to manage a project. Supply chain management is a major focus. Expands the conversation on and identifies methods for reducing and mitigating risks. [3 credits]</p>	<p>MLST 800: Advanced Applied Project in Management and Leadership Studies (3). This project course is the capstone course and is an applied team project in content areas related to management and leadership studies. Students work in teams on a significant theoretical or applied problem in provided by an industry partner. The completed project should clearly present the problem of undertaken project, its significance to theory and business practice, the research or project background, a well-defined method, results or findings, and their implications.</p>
<p>BUS643 Leading process improvement Provides an in-depth analysis of the tools, techniques, and processes involved in acquiring and managing project teams toward continuous process improvement while balancing the needs of all stakeholders. Assists project managers in developing, training, and managing both high performing process improvement teams working on complex projects. Learners develop a variety of planning documents to enhance ability of the project team to anticipate, meet, and possibly exceed customers' expectations. Online learning experience. [3 credits]</p>	

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Appendix C

Towson Proposal	NDMU Comments
<p>APPENDIX B Proposed Master of Science in Management and Leadership Studies Summary of Program Distinctiveness The proposed TU Master of Science in Management and Leadership Studies will be a</p>	
<p>one-year, full-time,</p>	<p>NDMU students have a 5-year full-time BA/MA option. This is open to business minors as well as majors. Example: BA Religious Studies/business minor/MALM 23% of MALM students study full-time</p>
<p>cohort-based program of 30 credits designed for</p>	<p>NDMU provides options for different interests and specializations</p>
<p>recent graduates</p>	<p>39% of MALM students are 25 or younger</p>
<p>of non-business degree programs.</p>	<p>74% of MALM students are graduates of non-business degree programs</p>
<p>The program will provide a unique educational experience through its emphasis on real-world experiential learning in partnership with local businesses.</p>	<p>BUS580 Coached leadership practicum has been offered as an elective for more than 5 years</p>
<p>The targeted constituency comprises non-business bachelor's degree holders with significantly less experience than the typical Masters of Business Administration (MBA) or Master of Science (MS) program in a specific business discipline.</p>	<p>71% of MALM students are 35 or younger</p>
<p>The proposed specialized master's program in management and leadership studies is distinct from traditional MBA programs and from other MS programs offered in the area. Several local universities, including the University of Maryland College Park, Johns Hopkins University, and University of Maryland University College, offer both MBA programs and specialized MS programs in Management and/or Leadership. At these universities, the MS and MBA are separate and distinct degrees.</p>	<p>MALM is an MA, not an MS. However, MALM graduates are evaluated on the Common Professional Competencies prescribed ACBSP <i>and</i> our students exceed national benchmarks for leadership and management.</p>
<p>MBA programs generally focus on a wide set of business functional areas, such as finance, human resource management, technology management, etc. In contrast, the proposed program delves deeply into leadership and organizational behavior. In addition, it focuses heavily on experiential learning and professional experiences to supplement students' lack of work experience in a business setting.</p>	<p>The MALM capstone experience includes researching, crafting, and analyzing an original case study. Many students choose to solve problems in their current work situations. Students have the option of presenting their cases at conferences and submitting them for publication. These authentic, published cases are used in several NDMU undergraduate and graduate courses.</p>
<p>MBA programs typically require substantially more credit hours, including a series of foundational courses for students who enter without an undergraduate degree in business. For example, the full-time MBA from the Smith School at University of Maryland College Park requires 54 credits.¹⁰ The MBA from the</p>	<p>MALM students without accounting backgrounds take BUS537 Aspects of Financial Reporting as one of their four electives. Therefore, there is no additional time to degree for non-business majors.</p>

<p>Graves School of Business at Morgan State University is a two-year program requiring 33 credits, with an additional eight pre-MBA courses for students without prior business education.¹¹ The MBA from the Merrick School of Business at the University of Baltimore requires 36 credits, with an additional 12 for students without prior business education.¹² Unlike these programs, courses in the proposed program are not traditional MBA or pre-MBA courses.</p>	
<p>TU's proposed M.S. in Management and Leadership Studies will provide the foundational knowledge and professional experiences necessary to work effectively in teams and lead change within organizations.</p>	<p>Teamwork and team leadership are integral to the instructional designs of the MALS leadership core (BUS501, BUS558, and BUS651).</p>
<p>The proposed program distinguishes itself from other specialized MS programs in the area through its unique combination of a targeted constituency, an emphasis on leadership, and the use of business partners to provide an intense focus on applied, experiential learning. (See Table 2). The targeted constituency is similar to that of the University of Maryland, College Park's (UMCP) MS in Business and Management. Both programs are designed for recent undergraduate students in fields outside of business. The UMCP curriculum was designed not to compete with its existing MBA and undergraduate programs, but rather to "give a business mindset to students pursuing careers that may be considered outside of a core functional area ... who would benefit from understanding the business models of the organizations for which they will eventually be employed.¹³" In contrast, MBA programs in general, the MA in Leadership and Management at Notre Dame of Maryland, and the MS in Management at the University of Maryland University College all target working professionals seeking to leverage business experience to enhance their careers.</p>	<p>25% of MALS students plan to go on to doctoral programs</p>
<p>Our program is a full-time, one-year cohort based program targeted toward students who have completed their undergraduate degree in a non-business field.</p>	<p>23% of MALS students are full-time 74% of MALS students have non-business undergraduate degrees</p>
<p>The emphasis on leadership distinguishes the program from the MS in Business and Management at UMCP, other Management programs, and MBA programs. Program learning objectives and the curriculum of the proposed program cover the basic structure and language of business, but unlike other programs, are not developed around business functional areas. For example, the program at UMCP requires courses in financial accounting, marketing management and strategic management, all of which parallel typical business administration courses. Courses in the proposed MS in Management and Leadership Studies</p>	<p>MALS offers well-established, nuanced concentrations in leadership and management</p> <ul style="list-style-type: none"> Self-directed Information Systems Principled Leadership Healthcare Administration Project Management Human Resources Management <p>NDMU also offers an 18-credit graduate certificate in leadership and management</p>

<p>program will focus primarily on organizational culture and building teams and relationships.</p>	
<p>The focus on applied, experiential learning is unlike other programs in the area. Using an MS in Management Studies program offered at Boston University¹⁴ as a model, the proposed program will collaborate heavily with area organizations. It includes two real life professional project courses and an internship. The two project courses provide experience working in teams, solving business problems and presenting solutions to clients. The professional internship course provides supervised experience in a field setting and facilitates the application of knowledge. The partners will have distinct roles in working with faculty on course content and assessment of learning outcomes of the course.</p> <p>As a specialized master’s program focused on management and leadership, the proposed TU program is not directly comparable to MBA programs. However, as the proposed program is housed in a business college, there are inevitably some similarities in the language used to describe courses. A course-by-course comparison is shown in Table 1 on the following pages.</p>	