

2013-2014 Department Annual Report

Management Department

Department Information/Missions/Goals

1) Name of department chairperson or director?

Thomas W. Gainey, Ph.D.

2) Email address of department chairperson or director?

tgainey@westga.edu

3) List departmental mission statement?

The Department of Management provides for high quality student learning in a personal environment in the areas of management and management information systems, and for the development and maintenance of faculty who are professionally accomplished in their areas of expertise. The professional development activities of the faculty lead to excellence in student learning because they are the primary means by which instructors can develop, enhance and update the content of their courses. Professional development is also essential to enhance the status of the institution among AACSB member schools and potential employers.

Service to the institution and professional community helps to support and maintain the environment necessary for learning and professional development. Involvement in academic and professional organizations and University and Departmental committees supports the design of a superior academic program, placement of graduates, acquisition of new ideas for professional development and student learning, and the provision of external funding for departmental activities.

Through excellence in teaching, professional development and service activities, the department faculty members strive to achieve: (1) the best possible undergraduate and graduate learning experiences for our students, (2) an excellent reputation among employers, (3) excellent relations between the department and stakeholder groups, and (4) attraction and retention of quality students and faculty.

The Department administration will strive to provide adequate rewards and support for student learning, scholarship, service and professional development activities.

4) List departmental goals for this reporting year.

(Goal 1) Provide a quality learning environment for our students.

Goal 1 Objectives:

- (1) Obtain a 95% satisfaction level with our students.
- (2) Offer a balance of online vs. traditional classes that 60% of our students find acceptable.
- (3) Make courses available on the days/times preferred by students such that 67% of the students do not encounter any scheduling difficulties.

(Goal 2) Prepare graduates to be competitive in the job market.

Goal 2 Objectives:

- (1) At the time the senior exit survey (usually administered about mid-way in the final semester), at least 50% of graduating seniors should have received a job offer or made plans to enter graduate school.
- (2) In the Management program, get at least 50% of majors involved in a certification program.
- (3) At least 60% of graduating seniors should have completed an internship, completed a certification, or taken a study abroad trip.

(Goal 3) Pursue an active research agenda and relevant developmental opportunities.

Goal 3 Objectives:

- (1) As a department, average a minimum of one peer-reviewed article each year.
- (2) As a department, average a minimum of one paper presentation at an academic conference each year.
- (3) As a department, average a minimum of one continuing education initiative each year.

(Goal 4) Effectively serve our students, university community, and external stakeholders.

Goal 4 Objectives:

- (1) As a department, sponsor a minimum of two student organizations and advise three additional student organizations across campus.
- (2) As a department, average serving on at least two UWG-related committees.
- (3) As a department, average serving on at least one community-related initiative.

Assessment Information

5) List assessments used to measure progress toward departmental goals.

Goal 1 (Objective 1)

Assessment: Senior exit surveys will be used to assess student satisfaction with: (1) their decision to earn a B.B.A. from our department, (2) the quality of instruction they received, and (2) the likelihood that they would recommend our program to a friend.

Results: Over the 2013/2014 academic year, with 107 graduating seniors reporting: (1) 100% were “Very Satisfied” or “Satisfied” with their decision to earn a B.B.A. from our department, (2) 99.0% rated the quality of instruction as “Excellent” or “Good”, and (3) 99.1% indicated that it was “Very Likely” or “Likely” that they would recommend our program to a friend.

Goal 1 (Objective 2)

Assessment: The course mix (in terms of online vs. traditional) will be examined. Additionally, student perceptions of online course offerings will be solicited on the senior exit survey.

Results: During the 2013/2014 academic year, a total of 123 sections were offered in the Management Department. Sixty-three percent were offered in a traditional, face-to-face format, and 37% were offered as either “D” courses (13%) or “N” courses (24%). When surveyed, 64.8% of our graduating seniors indicated that the balance of courses was about right, 9.5% thought more traditional classes should be offered, and 25.7% thought that more online courses should be offered. Fifty-six percent thought that the difficulty of online and face-to-face classes was about the same, 23% thought that online courses were easier than traditional, face-to-face courses.

Goal 1 (Objective 3):

Assessment: On the senior exit survey, preferences of students will be solicited as well as difficulties they encountered with the availability of courses in their major.

Results: Sixty-nine percent of our students noted that they did not have any problems with the availability of classes in their major. Forty-four percent of our students noted that they preferred morning classes, 35% preferred afternoon classes, 12% preferred evening classes, and 10% had no preference. Additionally, 83% noted that they preferred classes on either a Monday/Wednesday or a Tuesday/Thursday schedule.

Goal 2 (Objective 1)

Assessment: Graduating seniors will be surveyed.

Results: Of the 107 graduating seniors completing the senior exit survey during the 2013/2104 academic year, 19 reported that they were planning to attend graduate school (either for an MBA or JD) and 45 reported that they had received a job offer (26 of these had actually accepted the offer). In three circumstances, a student reported that although they had received a job offer, they were instead planning to attend graduate school. Thus, out of 107 graduating seniors, 61 students (57%) had either received a job offer or made plans to attend graduate school.

Goal 2 (Objective 2)

Assessment: Examine the number of current majors (available from Institutional Research) and the number of students enrolled in certification programs (student list maintain by departmental administrative assistant).

Results: Out of the 272 current management majors, 80 are currently enrolled in the HR Certificate Program and 21 completed the certificate during the 2013/2104 school year. Thus, 29% are currently enrolled in the certification program. Now that the Operations Management Certificate has been approved, we will have another option available to our students.

Goal 2 (Objective 3)

Assessment: Graduating seniors will be surveyed.

Results: Of the 107 graduating seniors surveyed, 20 had obtained a certification, 14 had completed an internship, and 11 had participated in a study abroad program. In six cases a student had completed at least two of these options. Thus, out of 107 graduating seniors, 39 students (36%) had completed an internship, completed a certification, and/or taken a study abroad trip.

Goal 3 (Objective 1)

Assessment: Publications will be reported in the annual merit evaluations.

Results: Ten of sixteen faculty members published at least one peer-reviewed article. As a department, we averaged 1.7 peer-reviewed articles per faculty member.

Goal 3 (Objective 2)

Assessment: Paper presentations will be reported in the annual merit evaluations.

Results: Thirteen of sixteen faculty members made at least one conference presentation. As a department, we averaged 1.4 conference papers per faculty member.

Goal 3 (Objective 3)

Assessment: Training and development initiatives will be reported in the annual merit evaluations.

Results: Thirteen of sixteen faculty members were involved in some form of continuing education. As a department, we averaged 2.9 development initiatives per faculty member.

Goal 4 (Objective 1)

Assessment: Examine student organizations approved within the department and registered with the Center for Student Involvement. Additionally, review annual merit evaluations for faculty that reported serving as advisors to student organizations.

Results: The Management Department offered students four choices within the department: Management Club (40 members), MIS Club (17 members), the Asian Student Organization (26 members), and ENACTUS (15 members). Additionally, faculty reported that they advised a total of three additional student organizations outside of our department.

Goal 4 (Objective 2)

Assessment: Service-related work within the university community will be reported in the annual merit evaluation.

Results: Twelve of sixteen faculty members were involved in at least two committees. As a department, we averaged 3.9 committee assignments per faculty member.

Goal 4 (Objective 3)

Assessment: Community-related activities will be reported in the annual merit evaluation.

Results: Eight of sixteen faculty members were involved in at least one public service (or community-related) initiative. As a department, we averaged 1.5 service commitments per faculty member.

6) Based on the assessments of departmental goals, discuss any departmental improvements.

(Goal 1) Provide a quality learning environment for our students.

Student satisfaction with their decision to earn a degree from our department, the quality of instruction in the department, and the likelihood that they would recommend our program to a friend remains very high. We exceeded our 95% satisfaction levels in all areas.

We also met our goal in that more than 60% of our students found the balance between online and face-to-face courses about right. But 25% of graduating seniors did want to see more online courses scheduled. To meet this demand, we plan to introduce our e-Flex Management Program in the Fall semester. We hope that this program will satisfy even more students, and we hope that it offers an alternative for non-traditional students and for those students who may not live in the Carrollton area.

Almost 69% of students did not encounter any issues with the availability of classes. Based on my review of the course offerings and enrollment numbers, there does appear to be an adequate availability of seats. However, it is likely that some of the students reporting problems often want a particular time slot that is already full or do not want to take a particular professor's course. The one exception might be our CISM 2235 course. Our MIS program seems to be growing rather quickly. The MIS faculty and I will be reviewing this program during the 2014/2015 academic year and will be looking at capacity issues as part of this review process.

(Goal 2) Prepare graduates to be competitive in the job market.

As reported last year, we have set some very ambitious objectives when it comes to getting our students involved in either a certification program, an internship, or a study abroad program. We realize that for our students to be competitive in the job market, we need to give them opportunities to enhance their skill set and experience base.

The bad news is that that only 36% of our graduating seniors received a certificate, worked in an internship, or participated in a study abroad program (our goal is 60%). The good news is that we increased from 26% last year to 36% this year.

Now that we have received approval for our Operations Management Certificate, we hope that more students will become involved in a certificate program. Additionally, we hope to receive approval for an International

Business Certificate during the next academic year (this is a college initiative). Again, we hope that more alternatives will attract more students.

(Goal 3) Pursue an active research agenda and relevant developmental opportunities.

As a department, we met our goals in this area again this year. In fact, we realized a particularly significant increase in the amount of developmental opportunities among faculty. However, while we met our average numbers across faculty, we do have opportunities to get more of our individual faculty members involved. This will be our focus next year.

(Goal 4) Effectively serve our students, university community, and external stakeholders.

The Management Department has always taken a lead role in its service to the university. And, we met the goals we set in this area. While service to our students and the university is outstanding, there are opportunities to increase our outreach to the community. Eight of sixteen faculty members were involved in some community-related programs. However, this is an area where we might be able to improve over the next year.

7) Attach additional assessment information (not related to student learning outcomes in academic programs which are input in another section of the system), consolidate information into one PDF document and upload it here. Assessment File Upload

Not applicable

Departmental Progress Toward The UWG Strategic Plan - Please discuss your department's initiatives toward the UWG Strategic Goals. You only need to reply to the goals your department addressed this year

8) Every undergraduate academic program will demonstrate a distinctive blending of liberal arts education, professional competencies, and experiential learning, preparing students to be ethically responsible and civically engaged professionals in the global economy of the 21st century.

In terms of experiential learning, department faculty supervised eight internships and fourteen independent studies.

In preparing students to be engaged in the global economy of the 21st century, Dr. Bergiel led a group of 30 students on a study abroad trip to Ireland during the Spring 2014 semester. Next Spring, a study abroad trip to Dubai is being planned. There is already significant student interest in the Spring 2015 trip.

9) The University will increase the retention, progression and graduation rates of undergraduate students. Learning communities that are available to students will include communities organized by living arrangement, by year in program, by other co-curricular associations - Honors Program, Advanced Academy, Band, Athletics, Debate, or program in the major.

Department faculty supervised 27 honors projects.

10) The University will increase enrollment in and graduation from undergraduate and graduate programs, including doctoral programs that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.

The MBA program is promoted by faculty when speaking with students about their future plans. In fact, on senior exit surveys during the past year, 18 individuals (or 16.8% of the individuals completing the survey) in the Management or MIS program noted that they planned to pursue an MBA upon graduation.

11) The University will maintain an environment that is safe and conducive to learning.

The department strives to follow all safety regulations and complete annual training (e.g., Right-to-Know training). Additionally, in their syllabi, faculty establish classroom rules to facilitate an environment that is conducive to learning. When students engage in behaviors that disrupt the classroom, the faculty and chair work together, using the appropriate UWG Conduct Codes, to counsel the student on expected behaviors and to apply appropriate sanctions.

12) The University community will provide a balanced variety of cultural, recreational, leisure, and informal education programming opportunities for faculty, staff, and students that enhance the quality of campus life.

Within the Management Department, we offer students the opportunity to join student organizations such as the Management Club (40 members), the MIS Club (17 members), ENACTUS (15 members), and the Asian Student Organization (26 members). As members of these organizations, students often visit organizations, network with professionals, and host guest speakers.

13) All units will strive to improve the compensation and working environment of faculty and staff in order to recruit and retain the best individuals.

Funds generated through e-Tuition fees are used to provide faculty with an annual budget that they can use for travel, training, and/or research. However, with no raises for the past six years, our faculty are not being recognized financially for their hard work, and current compensation levels continue to fall behind market wages.

14) The University will endeavor to increase our overall enrollment to 12,500 by the year 2015.

The department actively participates in opportunities to meet with potential new students by attending UWG Preview Days. Based on the Fall 2013 enrollment numbers provided by Institutional Research and Planning, we currently have 479 Management majors and pre-majors, and we have 133 MIS majors and pre-majors. The 612 majors and pre-majors in the department represent a 6% decrease from Fall 2012 enrollments. Because campus-wide updates have not yet been made on the IRB website for Fall 2013, it is unclear how these changes in enrollment compare to other departments across campus.

I should also note that Institutional Research is currently looking into the method used to calculate these numbers. Based on a report generated earlier this year by the RCOB Assistant Dean, we had 530 Management majors and pre-majors and 142 MIS majors and pre-majors. If these numbers are accurate, we would have 672 majors and pre-majors in the department. This would actually represent a 3% increase.

15) With our enrollment growth, West Georgia will remain committed to the following targets of academic quality: student to faculty ratio of 18 to 1; average class size of 29; full-time to part-time faculty ratio of 4 to 1.

We strive to keep average class sizes at a manageable level. However, with current student demand and faculty resources, we remain unable to maintain an average class size of 29. During the Fall 2013 semester, our average class size was 37 students. And, we had 29 (or fewer students) in only 8 of the 51 classes that were offered.

16) West Georgia will develop several new facilities to improve quality along with meeting capacity demands due to enrollment growth.

Office space is an issue in the Business Building. It is often a challenge to find vacant offices for new faculty, and office sizes, especially in the Management area, are relatively small.

However, for the students, we offer an MIS lab (equipped with the latest technology), several learning labs (equipped with computers and projection systems), and computer labs.

17) Capital Campaign: The Development Office will prepare for a capital campaign to assist in meeting the long-term needs of the University of West Georgia.

Not applicable.

18) Communication and Marketing: The Office of University Communications and Marketing (UCM) will internally and externally promote the missions and goals of the strategic plan. This will be achieved by aligning the institution's integrated marketing plan (advertising, visual identity standards, web presence, media relations, etc.) with the strategic plan.

Not applicable.

19) Community Relations: The University will engage the local community educationally, culturally and recreationally.

Faculty members in our department were involved in 24 local community activities/organizations over the past year. Some of these include: the Marine Corps League, Leadership Paulding Class 24, Kiwanis Young Professionals, Agape Hospice Pet Therapy, the VFW, the Vasculitis Foundation, the West Georgia Youth Entrepreneurship Academy, the Salvation Army, Carrollton First United Methodist Church, and the Carrollton High School Latino Mentoring Program.

20) Describe any notable achievements toward selected goals(s) during this reporting year.

- Dr. Jeannie Pridmore introduced Greenway's PrimeSuite ERP software into her CISM 4350 course. Student projects related to PrimeSuite were made to top management at Greenway at the end of the semester. (Goal 1)
- Dr. Pridmore, Dr. Prince, and Dr. Deng integrated SAP into the CISM 3330 curriculum. As part of the SAP University Alliance, Dr. Pridmore, Dr. Prince, Dr. Gainey, Ms. Sanchez, and Mr. Reaves attended training sessions sponsored by this alliance to examine additional opportunities for our students to use this software across other courses.
- Dr. Zachary, in her Managing Cultural Differences course, exposed our students to many different cultures. This past year she had speakers from Columbia, Brazil, and Iran, and she prepared a number of food dishes from different countries for the students to sample. (Goal 5)
- Dr. Upton took four students to the 21st International Economic Convention in Mumbai, India (Goal 5).
- Dr. Bergiel, Ms. Dukes, and Ms. Smith served in the RCOB Mentor Program. (Goal 2)
- Our new e-Flex Management program (that will begin in the Fall 2014 semester) is designed to attract nontraditional students and students who may not live in the Carrollton area. (Goal 3)
- We continue to use guest speakers in classes to give students exposure to working professionals. Over the past year, some of these speakers included: Mike McConnell (Nissan Motor Acceptance Corporation), Aaron McWhorter (North Georgia Turf), Jerry Shelly (Entrepreneur), Drew Deaton (VIPAAR), Stan Graves (Graco Resources), Greg McKibben (Southwire), Jacqueline Dost (Keep Carroll Beautiful), Susan Pullen

(Rolling Hills Resource Conservation Center), Jessica Rose (Incite Directions), Meaghan Garrett (Wall Street English China), and Crystal Grajcar (Waffle House). (Goal 12)

21) List any resources that could have assisted your department with achieving/exceeding departmental goals and how they could have facilitated/improved the work of your department?

Budget constraints have not permitted raises during the past five years. While there is some hope that we may be able to offer very small raises this year, we are not able to reward our more productive workers for their hard work. Ultimately, to achieve a high-performance work system at UWG, these compensation issues must be addressed. Most individuals understand that these decisions are primarily made at the system level and that current economic conditions limit the ability to provide raises. However, as the cost of living increases and health care costs increase, real wages continue to decrease for our faculty. At some point, we are hopeful that our economic situation improves across the state.

It would also be useful if the amount that we pay for adjunct professors could be examined. We currently pay only \$3,000 per class. To the best of my knowledge, this amount has not increased since I joined UWG about fifteen years ago. Because of Carrollton's relatively remote location, it is not always easy to find qualified faculty in town to teach our higher-level courses in the Management Department. And, the net pay that our adjuncts receive for preparing and delivering courses is simply not that attractive. I am not certain how UWG compares to our peer institutions when it comes to adjunct pay, but it might be useful to revisit this issue.

Office space within the Business Building continues to be an issue. Within the Management Department, offices are especially small. This not only presents problems for faculty in meeting with students during office hours, but it also presents challenges in recruiting new faculty members.

Other Departmental Information

22) List any changes to the structure or substructures of your department implemented during reporting year.

No changes were implemented.

23) List any additional comments about your department based on this reporting year.

The Management Department continues to work diligently to make certain that our programs are attractive to potential students and that our graduates are competitive in the job market.

For Management majors, we implemented the Human Resources Management certificate program three years ago and 44 students have now completed the certificate. In the Fall semester, we will begin our second certification program in Operations Management. We will also offer our Management e-Flex program in the Fall semester. This program is specifically designed for nontraditional students and students living outside of the Carrollton area. We also continue to offer our study abroad program, and we try to accommodate internships and independent studies for our Management majors.

For MIS majors, we are a member of the SAP University Alliance and we continue our partnership with Greenway Corporation, using their PrimeSuite software in our CISM 4350 course. Additionally, we are working with Continuing Education to develop opportunities for our MIS students to pursue certifications such as A+, Security +, and Net +. We recognize that giving our students the opportunity to obtain an MIS-related certification is critical for them as they enter the job market. During the 2014/2015 school year, we plan to initiate an extensive review of our MIS program to look for additional opportunities within this program.

Departmental Annual Report - Part II

24) List all new degree or certificate programs with the full/accurate program title launched in your department this reporting year.

This is our third year of awarding the Human Resource Management certificate in our department. During the past year, 21 students completed this certificate (up from 19 students the previous year). Eighty additional students have indicated they plan to pursue this certificate.

During the Spring semester, we received final approval for our Operations Management certificate. We hope to begin scheduling students for this certificate during the Fall 2014 semester.

25) Number of nationally recognized academic programs offered by your department?

None

26) List new or renewed accreditation or similar distinction (include name of the accrediting body and date received) in your department this year.

The Richards College of Business received re-accreditation by the Association to Advance Collegiate Schools of Business (AACSB) during the 2011/2012 academic year. Our next review is scheduled during the 2016/2017 academic year.

27) List any notable achievements accomplished by your department this year.

Our department continues to excel in teaching, research, and service. First, in terms of teaching, our faculty supervised 8 internships, 14 independent studies, and 27 honor's projects. Ninety-nine percent of graduating seniors rated the quality of instruction as "good" or "excellent". Second, our faculty remained actively involved in research, publishing 27 peer-reviewed articles, making 23 presentations, and writing one book. Third, our faculty were dedicated to service, serving on 63 committees at the university. Additionally, our faculty were involved in advising eight student organizations.

Student Achievements

28) List types of licensure your department prepares students to receive?

While not required, Management majors may pursue professional certification in areas such as Human Resource Management (PHR) or operations management (APICS). Or, MIS majors may pursue professional certification in areas such as A+, Security +, and Net +.

29) Explain how your department prepares students for licensure?

Many of our major-level courses help in preparing students. For example, MGNT 4620 (Human Resource Management) and MGNT 4621 (Applications in Human Resource Management) provide a solid foundation for students who want to obtain their Professional in Human Resources (PHR) certification. However, additional instruction/preparation outside of the classroom may be necessary to make certain that all areas tested on the exam are properly covered.

Additionally, Dr. Prince sometimes works with our MIS students to provide them with access to study materials they will need to sit for MIS-related certification exams. Some of the more popular MIS certifications are A+, Security +, and Net +. Our hope is to work with Continuing Education over the next year to make the MIS-related certification process more structured and available to our students.

30) Percentage of students who passed the state licensure or certification examination, if applicable.

Not applicable

31) Percentage of graduating students that goes on to graduate or professional schools?

While the number of students that actually attended graduate or professional schools is not available, on the senior exit survey, 19 graduating seniors (or 17.7% of those responding) indicated that they planned to do so.

32) Number of research papers published by students in your department this year?

0

33) Number of research presentations completed by students in your department this year?

3

34) Number of internships completed by students in your department this year?

8

35) Number of cooperative education experiences completed by students in your department this year?

0

36) Number of scholarships awarded to students in your department this year?

2

- Henry M. Cameron Scholarship (Devin Watts) \$500
- Frank R. Hunsicker Award (Salvador Lopez) \$1,400.00

37) Number of fellowships received by students in your department this year?

0

38) Number of students engaged in funded research in your department this year?

0

39) Number of students, in your department, that received national awards and/or recognition this year?

4

40) Number of students, in your department, inducted into Academic Honors Societies this year?

17

13 Management majors were inducted into Beta Gamma Sigma

4 MIS majors were inducted into Beta Gamma Sigma

41) Number of students, in your department, that participated in a student program (which received national recognition) this year? (i.e. debate, cheerleading, athletic teams)

1

42) List notable achievements accomplished by students in your department this year.

- Ebony Hayes (Management major) was selected as 1 of 14 “Blue Coat Ambassadors” for UWG.
- Osayame Gaisu-Obaseki, Scott Craig, Timothy Aldridge, and Emily Newborn (under the direction of Dr. John Upson) won the following awards at the 21st International Economic Convention in Mumbai, India: “Best Overall”, “Most Innovative Solution”, “Best Q&A”, “Best Coordination Among Team Members”, “Best Paper”, and “Best Presentation”.
- Dr. Pridmore’s CISM 4350 (Enterprise & Decision Support Systems) students made their final project presentations at Greenway Medical Technologies. Alicia McElhannon, Cambria Neese, Chris Huie, Jonathan Otto, and Timothy Aldridge were the project team winners.
- Ms. Smith’s and Dr. Green’s ENACTUS student group won the 2013 Outstanding Community Service Award.
- Camberia Neese received the MIS Award of Excellence for the second straight year.
- Dr. Bergiel worked with Matias Mabaratto for a presentation at the International Academy of Business and Public Administration Disciplines in Orlando, FL.
- Dr. Green and Ms. Smith supervised a Big Night presentation by Savanna Hash on a crowd-funding project.

Number of Faculty

43) Number of endowed chairs in your department?

None

44) Number of full professors in your department?

5 (Gainey, Zachary, Parsa, Turner, Prince)

45) Number of full-time faculty in your department this year?

16

46) Number of part-time faculty in your department this year?

1 (Matthew Rollins)

Faculty Extracurricular Engagement With Students

47) Number of new course developments completed by faculty in your department this year?

11

48) Number of honors courses taught by faculty in your department this year?

27 honors projects supervised

49) Number of faculty that participated or led a study abroad program this year?

3

50) Number of faculty that participated in academic advisement this year?

1

Faculty Research Productivity

51) Number of books and/or monographs published by faculty in your department this year?

1

52) Number of book chapters published by faculty in your department this year?

0

53) Number of peer-reviewed articles published by faculty in your department this year?

27

54) Number of shorter works published by faculty in your department this year?

0

55) Number of papers presented by faculty in your department this year?

23

56) Number of other presentations delivered by faculty in your department this year?

7

57) Number of in-house publications published by faculty in your department this year?

0

58) Number of juried exhibits completed by faculty in your department this year?

0

59) Number of other exhibits or performances completed by faculty in your department this year?

0

60) Number of faculty that served in journal editing/reviewing positions this year?

11 faculty members served in 14 positions and reviewed 61 manuscripts

61) Number of faculty that participated in notable continuing education efforts this year?

13 faculty members participated in 46 continuing education efforts

62) Number of faculty that traveled abroad for research purposes this year?

0

Faculty Public Service

63) Number of faculty that served in honors organizations this year?

2

64) Number of faculty that held positions in professional organizations this year?

0

65) Number of faculty that served as advisors to student organizations this year?

6 faculty members served as advisors in 8 student organizations

66) Number of faculty that participated in cooperative consulting efforts this year?

11 faculty members participated in 30 cooperative consulting efforts

67) Number of faculty that served on institution (UWG) wide committees this year?

14 faculty members served on 63 committees – they chaired 4 of the committees

68) Number of faculty that served on USG system committees this year?

0

69) Number of faculty that participated in public service activities this year?

8 faculty members participated in 24 public service activities

Faculty Grants and Awards

70) Number of grant applications submitted by faculty in your department this year?

1

71) Number of grant proposals funded for faculty in your department this year? (Answer not to exceed response to question 70)

1

72) Total dollar amount of the grants funded (reported for question 71) for faculty in your department this year? (Round to the nearest whole dollar)

\$1,000

73) Total number grants generated by faculty members in your department.

1

74) Total number of faculty receiving grants in your department this year.

1

75) Total number of faculty receiving fellowships in your department this year.

0

76) List notable achievements accomplished by faculty in your department this year.

- Dr. Erich Bergiel was named Beta Gamma Sigma Teacher of the Year
- Dr. Leanne DeFoor received the Best Practices Award in Business Law at the Cengage Business Educators Forum
- Dr. Leanne DeFoor received the RCOB Annual Faculty Service Award
- Dr. Joan Deng received the RCOB Faculty Research Award
- Ms. Samantha Dukes received the RCOB Annual Faculty Service Award
- Ms. Samantha Dukes received the Influential Person's Award - First Year Experience
- Dr. Tom Gainey was recertified as a Professional in HR (PHR) by the HRCI
- Dr. Kim Green was named an Outstanding Reviewer by AOM
- Dr. Brad Prince was named the Outstanding Faculty Member for WebMBA Cohort 29
- Dr. Brad Prince received the RCOB Annual Service Award
- Ms. Mariana Sanchez received the RCOB Annual Teaching Award
- Dr. John Upson received the RCOB Annual Service Award
- Ms. Monica Smith received the RCOB Teaching Award
- Dr. Mary-Kathryn Zachary received the Cengage Business Educators Forum Best Practices in Business Law Award
- Dr. Mary-Kathryn Zachary received an RCOB Faculty Development Grant
- Dr. Mary-Kathryn Zachary received an RCOB Annual Research Award

Complete College Georgia

Below indicate in what ways your department or unit contributed to the 18 strategies outlined in the 2012-2013 UWG Complete College Georgia Campus Plan. It is understood that the individual mission of your department or unit will influence your responses, such that a "not applicable" response may be appropriate for particular strategies. The full plan can be viewed at Complete College Georgia.

For each strategy listed below, indicate whether or not the unit for which you are reporting conducted activities directly aligned with the strategy. For any marked "YES", list and explain these activities either in PDF or WORD document and upload.

CCG File Upload

Choices are: Yes, No, or Not Applicable

Strategy 1: Promote dual enrollment with K-12 Students through eCore and Face-to-Face campus classes. Did your department/college/division engage in activities aligned with this strategy?

NOT APPLICABLE: Based on information at http://www.westga.edu/assetsDept/vpaa/UWG_CCG_Campus_Plan_Status_Report_3Sept2013.pdf, it seems that approximately 68 students (with an average enrollment of 6.8 credit hours) from local high schools participated in dual enrollment programs at UWG. However, the Management Department is not directly involved in promoting these programs.

Strategy 2: Develop K-16 Curriculum Alignment Model to enhance college readiness. Did your department/college/division engage in activities aligned with this strategy?

NOT APPLICABLE: Based on information at http://www.westga.edu/assetsDept/vpaa/UWG_CCG_Campus_Plan_Status_Report_3Sept2013.pdf, it appears that high school superintendents invited UWG faculty to work within existing curriculum committees within their systems. However, our department is not directly involved in this process.

Strategy 3: Develop K-16 Career Exploration/Career Development Model to expand students' knowledge of potential careers. Did your department/college/division engage in activities aligned with this strategy?

NOT APPLICABLE: Based on information at http://www.westga.edu/assetsDept/vpaa/UWG_CCG_Campus_Plan_Status_Report_3Sept2013.pdf, it seems that incoming freshman are being targeted by UWG. Specifically, career development activities are being used during Freshman Orientation. At this point, however, our department has not been directly involved.

Strategy 4: Recruit and serve Veterans and their families with support service with appropriate support services. Did your department/college/division engage in activities aligned with this strategy?

NOT APPLICABLE: Based on information at http://www.westga.edu/assetsDept/vpaa/UWG_CCG_Campus_Plan_Status_Report_3Sept2013.pdf, it seems that UWG has received funding for a new Adult and Veterans Services Office. However, our department is not directly involved in this process.

Strategy 5: Strategically increase the number and diversity of distinctive, high quality, online offerings, to include participation in eCore and possibly eMajor, to meet student demand and leverage institutional strengths.

Did your department/college/division engage in activities aligned with this strategy?

YES: The Management Department currently offers the following courses on-line (either "N" or "D" designation): BUSA 2106, CISM 2201, CISM 3330, MGNT 3600, MGNT 3615, MGNT 3618, and MGNT 4660. Additionally, beginning in the Fall 2014 semester, we will begin enrolling students in our new e-Flex Management Program. While students will continue to come to campus for their exams, they will be able to get all lecture materials online. We hope that this program will serve nontraditional students as well as those who do not live in the Carrollton area.

Strategy 6: Develop partnership with West Georgia Technical College.

Did your department/college/division engage in activities aligned with this strategy?

YES: We have met several times with individuals from West Georgia Technical College during the past academic year and made significant progress. We hope to sign articulation agreements for our CISM 2201 and BUSA 2106 courses during the Fall 2014 semester.

Strategy 7: Expand the "Go West" marketing campaign to target the adult learner.

Did your department/college/division engage in activities aligned with this strategy?

NOT APPLICABLE: While our department has not been directly involved in this process, we hope that our new e-Flex program will be attractive to nontraditional students.

Strategy 8: Require enrollment in Summer Transition Program for students whose admission scores are in tenth percentile

Did your department/college/division engage in activities aligned with this strategy?

NOT APPLICABLE: Based on information at http://www.westga.edu/assetsDept/vpaa/UWG_CCG_Campus_Plan_Status_Report_3Sept2013.pdf, conditionally admitted students whose scores fall within this range are required to complete the summer transition program IGNITE. However, our department is not involved in this program.

Strategy 9: Implement an Early Alert/Early Intervention System.

Did your department/college/division engage in activities aligned with this strategy?

YES: Our department participates in the early intervention system by identifying, early in the semester, those students who appear to be struggling in a particular course. It is up to the individual instructor to submit the names of these students. The EXCEL Center then contacts the students.

Strategy 10: Maximize use of Credit by Exam

Did your department/college/division engage in activities aligned with this strategy?

YES: Our department recently agreed to allow students to receive credit for BUSA 2106 (Legal and Ethical Environment of Business) if they make at least 50 on the CLEP exam.

Strategy 11: Develop a new Withdraw/Retake Campus Policy.

Did your department/college/division engage in activities aligned with this strategy?

NOT APPLICABLE: Based on information at

http://www.westga.edu/assetsDept/vpaa/UWG_CCG_Campus_Plan_Status_Report_3Sept2013.pdf, a new UWG Limited Course Withdrawal policy was approved by Faculty Senate in April, 2013. As a department, we will follow this policy, but we were not directly involved in developing the policy.

Strategy 12: Clear course backlog

Did your department/college/division engage in activities aligned with this strategy?

NOT APPLICABLE: Based on information at

http://www.westga.edu/assetsDept/vpaa/UWG_CCG_Campus_Plan_Status_Report_3Sept2013.pdf, the UWG Deputy Provost has developed a model to predict seats needed and resources have been approved to help meet the demand. However, our department is not directly involved in this process.

Strategy 13: Clear backlog in foreign language seats

Did your department/college/division engage in activities aligned with this strategy?

NOT APPLICABLE: Based on information at

http://www.westga.edu/assetsDept/vpaa/UWG_CCG_Campus_Plan_Status_Report_3Sept2013.pdf, it seems that several areas are in the process of moving away from B.A. degrees (which require foreign languages) to B.S. degrees. Within our college we are going to soon offer an International Business Certificate which does have a foreign language requirement. Hopefully, the backlog will not impact us.

Strategy 14: Develop and implement consistent academic advising practices in all departments and units.

Did your department/college/division engage in activities aligned with this strategy?

YES: The department chair works closely with the RCOB Academic Advisors to resolve issues in a timely and equitable manner. And, the approach appears to be working. Based on senior exit surveys of 107 graduating seniors in our department over the past year, 90.6% indicated that they were either “Very Satisfied” or “Satisfied” with their major advisor.

Strategy 15: Develop a Center for Teaching and Learning

Did your department/college/division engage in activities aligned with this strategy?

NOT APPLICABLE: Based on information at

http://www.westga.edu/assetsDept/vpaa/UWG_CCG_Campus_Plan_Status_Report_3Sept2013.pdf, this center was funded and a director was hired. We believe that the training and workshops offered by this center will be beneficial to our faculty. However, we are not directly involved with the day-to-day operations of the Center for Teaching and Learning.

Strategy 16: Reward excellent teaching through new promotion and tenure guidelines

Did your department/college/division engage in activities aligned with this strategy?

YES: Our current merit evaluation system encourages our faculty to engage in specific teaching-related activities that helps prepare them for the promotion and tenure process. Over the past five years, each department faculty member who has prepared a dossier for promotion and/or tenure has been successful.

Strategy 17: Develop strategies to intervene with struggling students in Gateway courses

Did your department/college/division engage in activities aligned with this strategy?

NOT APPLICABLE: Based on information at,

http://www.westga.edu/assetsDept/vpaa/UWG_CCG_Campus_Plan_Status_Report_3Sept2013.pdf, this particular strategy relates to freshman-level Math and English courses. Our department is not involved in this initiative.

Strategy 18: Expand use of faculty mini-grants to encourage experimentation with new pedagogies new to the faculty member that hold promise for increasing student success.

Did your department/college/division engage in activities aligned with this strategy?

YES: Our current merit evaluation system encourages our faculty to engage in innovative instructional methods and the RCOB provides annual teaching awards for those individuals who have been successful in the classroom. In fact, during the 2013/2014 academic year, our faculty were involved in 46 continuing education efforts (most of which were related to helping them make improvements in the classroom). For example, Dr. DeFoor and Dr. Zachary attended the Cengage Business Educators Forum and actually won awards for their innovative work in the classroom.