**University of West Georgia**
**Richards College of Business**
**Department of Management**

**2007/2008 Annual Report**

**Thomas W. Gainey, Ph.D.**
**May 15, 2008**

# I:      Departmental Mission/Vision Statement

The Department of Management provides for high quality student learning in a personal environment in the areas of management, information systems, and business education, 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 to our students.
2.  an excellent reputation among employers.
3.  excellent relations between the Department and stakeholder groups.
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.

The efforts described above will lead to the following outcomes:

A.  Our graduates will be placed in professional jobs with average starting salaries or in graduate programs.
B.  AACSB accreditation standards will be maintained for all programs.

# II: Departmental Statement of Goals, Process to Assess These Goals, and Assessment Results

**A.  Department Goals:**

1.  Attract high quality high school and junior college graduates to our programs.
2.  Maintain and enhance the personal environment for student learning, advising and mentoring.
3.  Maintain a current and relevant curriculum.
4.  Bring innovative student learning methods into the classroom.
5.  Maintain AACSB accreditation standards for all programs.
6.  Produce an average of one peer reviewed journal article per faculty per year.
7.  Achieve an active research agenda for all faculty to include article submissions, presentations at academic/professional meetings, and publications in proceedings and academic professional journals.
8.  Maintain current library and reference holdings.
9.  Maintain a current technology infrastructure.
10. Provide sufficient coverage of support course requirements.

**B. Processes to achieve the goals:**

**Goal 1:**
1. Maintain informative and attractive promotional materials for all programs.
2. Increase our presence in high schools through the Business Education Internship program.
3. Actively support University visitation/orientation activities.
4. Improve the efficiency and effectiveness of the advising process.
5. Build a reputation for our programs through participation in professional, academic and community organizations.

**Goal 2:**
1. Provide adequate rewards and recognition for quality teaching.
2. Provide advising schedules that accommodate the needs of students.
3. Provide flexible course delivery using a variety of media, including distance and on-line learning.
4. Provide user-friendly class schedules..
5. Provide scholarship opportunities.
6. Support programs that provide opportunities and recognition for student academic achievement.

**Goal 3:**
1. Regularly review curriculum structure and content for currency and relevance.
2. Encourage faculty to pursue research relevant to their courses.
3. Survey graduates on a regular basis.
4.  Develop methods for assessing the achievement of program goals.

**Goal 4:**
1. Encourage and reward faculty for innovation in the classroom
2. Provide technology and training in support of the use of modern classroom media and distance/on-line learning methods.

**Goal 5** :
1. Rigorously enforce course pre-requisites and upper division admission policy.
2. Insure that appropriate curriculum learning outcomes, processes to assess these outcomes and assessment results exist for each degree program.
3. Insure syllabi for all courses support curriculum learning outcomes and describe the processes used to assess these outcomes.

**Goals 6 and 7:**
1. Reward faculty for achieving research expectations.
2. Encourage all faculty to pursue an appropriate research agenda.
3. Provide financial support for research, and professional association membership and meeting attendance.

**Goal 8:**
1. Seek inputs from faculty annually for desired library purchases.
2. Provide financial support for the purchase of reference material and instructional aids to be used

**Goal 9:**
1. Seek out the resources necessary to provide state of the art technological support for teaching and research.
2. Provide the training and assistance needed by the faculty to acquire and maintain expertise in the use of current technology.

**Goal 10:**
1. Coordinate support course offerings with those of other departments.
2. Provide adequate sections and class sizes to insure that students can complete their requirements.

**C.  Departmental outcome assessment results for the previous fiscal year.**

**Goal 1**

1. We maintained our presence in high schools through the Business Education Internship program.  There were 24 interns in the Fall 2007 semester and 20 interns in the Spring 2008 semester.   We plan to begin distributing brochures on our Business Education program at high schools next year.

2.  We had two department representatives at all three UWG Preview Days.  Additionally, we had representation at the Mardi Gras Festival of Majors.   We used an attractive display board and various brochures to explain to students the opportunities available to our majors.

3.  We continue to update our departmental website to make it more "user-friendly" and attractive to potential students.

4.  Our faculty members actively participate in a number of  professional and civic organizations including: the Carroll County Chamber of Commerce,  Kiwanis International, the Georgia US Senate Education Advisory Committee, the Production and Operations Management Society, the Association of Computing Machinery, and the Society for Human Resource Management.

5.  Overall, the number of students in our department increased by 10% last year.

| | Majors and Pre-Majors (Under. & Grad.) | | | | |
|---|---|---|---|---|---|
| | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
| Business Education | 126 | 124 | 135 | 126 | 131 |
| Management Information Systems | 172 | 142 | 117 | 91 | 79 |
| Management | 557 | 586 | 576 | 544 | 634 |
| Tech Support Systems/Admin Sys | 14 | 7 | 4 | 4 | 0 |
| | | | | | |
| Total | 869 | 859 | 832 | 765 | 844 |

**Goal 2**

1. We continue to revise our booklets entitled, "10 Easy Steps to Preparing Your Schedule:  A Guide for Majors in the B.B.A. in  Management Program" and "10 Easy Steps to Preparing Your Schedule:  A Guide for Majors in the B.B.A. in MIS Program."   These books are designed to help students take a more active role in managing their studies at UWG.   Additionally, new majors are assigned to faculty members who share their career interests.

2. On-Line courses are a priority in our college.  Many of our ABED and CISM courses are already offered as "N" or "D" courses.  And, over the next couple of years, we hope to offer at least one section of core courses on-line.  Next Fall, we are scheduled to offer MGNT 3600 on-line for the first time.

3. Class schedules are developed with both traditional and non-traditional students in mind.  When possible, one section of each support course is offered during the evening in the spring and  fall semesters.  Also, when possible, we try to offer major courses during the evening at least once a year.   In the Business Education area, we made significant changes to our schedule to ensure that all required courses are offered at least once per year.

4. Scholarships and awards were given to the following students:

   - Joshua Williams received the Frank R. Hunsucker Award.
   - Cindy Wilson received the annual MIS Award.
   - Michelle Miller and Karen Smith received the Delta Pi Epsilon Award
   - Karen Smith received the Business Education Convocation Award.

5. Twelve (12) students were inducted into Beta Gamma Sigma.  One was inducted into Delta Pi Epsilon.

6. Forty-Six (46) independent studies were offered to students to accommodate their schedules or a particular subject interest.

7. Faculty were rewarded and recognized for quality teaching as follows:

   - Brad Prince received the Apollo Award for Excellence in Online Teaching.
   - Brad Prince received the "Five Star Award" for his WMBA class.
   - Sunil Hazari received the RCOB Teaching Excellence Award.

- Roger Johns received the Beta Gamma Sigma Professor of the Year Award.

8. Faculty were involved in student research.  Examples of this research are as follows:

   - Anna Obedkova (sponsored by Dr. Bergiel and Ms. Clenney) participated in a SRAP program.  She was awarded 3rd place at Big Night competition.
   - Barbara Johnson (working with Dr. Hazari) published a journal article.
   - Kristin Caverly (working with Dr. Hazari) published a book chapter.

9. The Management Club, under the leadership of Dr. Bergiel and Ms. Clenney, has more than doubled its membership over the past year.  It now has about 85 members.  In the Fall, the club visited Southern Company and in the Spring, the club visited Sweetwater Brewery.  The Management Club also sponsored RCOB Employer Night, which consisted of employers such as Enterprise, Target, and Kiewet Construction explaining what their company did and what they looked for in employees.  There was a networking opportunity during the event and many of the 30 students that attended interviewed with the organizations. Finally, this Spring, the club hosted a cookout.

10. Formally known as the Programming Club, the MIS Club currently has 15 members.  During the Spring semester, the club took a field trip to the Southern Company.   We have optimistic that upcoming enhancements to the MIS lab with attract more members to this club and the MIS major.

**Goal 3**

1. In an effort to better prepare MIS majors for a competitive job market, a *Certification* course was offered to students for the first time in the Fall 2007 semester.

2. In the Business Education area, all program sheets and course descriptions were updated.

3. Seventy-eight Management and MIS graduating seniors responded to our 2007/2008 senior exit survey.  A sample of the responses follows:

   - 100% were "Very Satisfied" or "Satisfied" with their decision to earn a B.B.A. degree in our department
   - 95% rated the quality of instruction in our department as "Excellent" or "Good"
   - 98% reported that it was "Very Likely" or "Likely" they would recommend our programs to a friend
   - 88% stated that they were "Very Satisfied" or "Satisfied" with the scheduling/advising in our department
   - 98% noted that faculty were "Frequently" or "Regularly" available outside of the classroom
   - 62% reported that they had visited UWG Career Services
   - 36% reported that they had participated in on-campus job fairs
   - 72% noted that they would likely work in an established company NOT owned by their family and 9% indicated that they would likely pursue an MBA
   - 19% reported that they had already accepted a job offer

**Goal 4**

1. Our faculty brought a number of "experts" from the outside into the classroom to enhance the learning experience for our students.  During the past year, guest speakers included: Cary Chandler (Signature Realty), Leslie Huff (President of FT Holdings), Floyd Smith (V.P. and General Counsel of Southwire), Lee Beckman (Georgia Ports Authority), Connie Green (Citizens Bank and Trust),  April Harris (Squire Shop),  Bob Uglum (Two Wheel Tours),  Gail Palladino (Hartford Investments),  Paula Simmons (McIntosh Commercial Bank), Janelle Hetisimer (First National Bank of Georgia),  Bob Breummer (A Frame of Mind),  Donna Lackey (Burson Center), Emmett McCord (ELM Mktg.),  John Wasdin (Attorney), Robert Duffey (Attorney),  Gordon Chandler (Wing and a Prayer).

2. The department is very well equipped with current technology.  As was the case in previous years, training in WebCT is available on demand from the Distance Education Center and assistance in solving computer problems is readily available from RCOB technology support personnel.  In addition, there are several individuals in the department with extensive

expertise in the use of WebCT, PowerPoint, spreadsheets, and databases, and these individuals willingly share their expertise with others.

**Goal 5**

1. We continue to enforce course pre-requisites and admission policies during advising and pre-registration. Additionally, we have manuals for both the Management and MIS majors to help students better understand our policies and how schedules should be prepared.

2. All syllabi are reviewed each semester by the Office Coordinator to ensure consistency in the learning objectives across different sections of the core courses offered in our department.

3. Learning goals and assessment results are discussed in detail in **Section III** of this report.

**Goals 6 and 7**

1. A total of 37 peer-reviewed articles were published by the 18 department faculty members in our department (2.1 per faculty member). Additionally, our faculty wrote one book, had two book chapters, made 24 paper presentations, and served on the editorial board or as an ad hoc reviewer for 35 journals.

2. A review of the research accomplishments and stated goals of the department faculty indicate that most faculty members are pursuing a research agenda that is consistent and appropriate for their teaching area. Feedback about this item is provided in the annual evaluation process.

3. During the past year, we provided $400 to all faculty members for professional support. We also provided $1,600 for travel related to professional development to all faculty members meeting the criteria outlined the Department Policy for the Allocation of Travel Funds.

**Goal 8**

1. Each year, input from faculty on library purchases is solicited.

2. While funding for library purchases was a concern two years ago, this situation seems to have improved.

**Goal 9**

1. Our technology infrastructure remains excellent. All faculty computers are relatively new and video equipment is available in all classrooms.

2. Faculty members are given travel awards each year. These funds can be used for technology training and workshops.

3. Numerous technology-related courses are offered each year by the Distance Education and Learning Support departments.

4. Significant department funds were made available to update the MIS lab. This will be a useful resource for our MIS majors.

**Goal 10**

1. Department Chairs and the Assistant Dean meet to discuss each schedule before submitting it for publication. The purpose of this meeting to resolve as many scheduling conflicts as possible and ensure that we offer students reasonable alternatives.

2. Multiple sections of each support course (BUSA2106, CISM2201, CISM3330, ABED3100, MGNT3600, MGNT3615 and MGNT4660) are offered each semester. Classes are set at limits which attempt to include as many students as possible, while still preserving our mission to provide "educational excellence in a personal environment." Once classes reach a pre-established limit, students complete course override forms for these "full" classes and then a limited number of students are allowed into the courses based on their needs. Every effort is made to ensure that students get the courses they need or that we offer alternatives to students (that they may not have considered) that will allow them to get a full schedule and graduate in a timely manner.

# III: Departmental Statement of Curriculum Learning Outcomes, Processes to Assess These Outcomes, and Assessment Results for each Degree Program (see Definitions)

### A. BBA Learning Goals (These goals are common to all B.B.A. degree majors in the Richards College of Business)

The B.B.A. Learning Goals and Assessment Reports are available at:

http://www.westga.edu/~busn/AACSB/bba_aol.html

### B. Management Information Systems Learning Goals

1. MIS majors will demonstrate the ability to recognize and understand emerging MIS-related technology.
2. MIS majors will demonstrate the ability to use their skills to complete a comprehensive project related to their discipline.

*Processes to assess the outcomes applicable to Management*

1. Learning Goal #1 will be assessed through a research project in CISM 3350 (Information Systems Research).
2. Learning Goal #2 will be assessed through the senior project in CISM 4390 (Information Systems Topics).

*Results of assessment process*

1. Data has been collected in both CISM 3350 and CISM 4390. Analyses of this data and a system to track results is scheduled for the 2008/2009 academic year.

### C. Management Learning Goals

1. Management majors will demonstrate the ability to research and comprehend employment data in areas such as staffing, training and development, and compensation
2. Management majors will demonstrate the ability to apply management-related theories to practical applications.

*Processes to assess the outcomes applicable to Management*

1. Learning Goal #1 will be assessed through an O*NET assignment in MGNT 4620 (Human Resource Management).
2. Learning Goal #2 will be assessed in an exercise in MGNT 3605 (Organizational Behavior).

*Results of assessment process*

1. Data has been collected in both MGNT 3605 and MGNT 4620. Analyses of this data and a system to track results is scheduled for the 2008/2009 academic year.

**D. Outcomes particular to the Bachelor of Science in Business Education**

1. Demonstrate competency in the knowledge of business organizational structure and function.
2. Demonstrate competency in the knowledge of the philosophy and purposes of vocational education.
3. Demonstrate competency in the knowledge and skills of accounting.
4. Demonstrate competency in the application of problem-solving skills in business.
5. Demonstrate competency not only in basic concepts of business computer applications (word processing, desktop publishing, spreadsheet, database, and graphics) but also in the knowledge of management information systems.
6. Demonstrate competency in keyboarding, business communication skills, and office systems and technologies.
7. Demonstrate competency in the knowledge of business mathematics and business law.
8. Demonstrate competency in the knowledge of economic theory and systems, including consumer economics.
9. Demonstrate competency in the knowledge of career opportunities in business-related fields, general employability skills, business ethics, and international business.
10. Demonstrate competency in the operation of student organizations.
11. Demonstrate competency in the knowledge of business education delivery  systems and methods of teaching business education.
12. Special Georgia Requirements: Can work competently with exceptional children and adults. Can effectively use technology for the purpose of enhancing classroom instruction.


Processes to assess the outcomes applicable to the Bachelor of Science in Business Education


1. Passing grades in the Area F core courses will indicate an adequate or higher level of skills in accounting, business computer applications, business law, and economic theory and systems.
2. Passing grades in the Business Junior Core will indicate an adequate or higher level of skills in the areas of business organizational structure and function, problem-solving skills, knowledge of management information systems, business communication, and business mathematics.
3. Completion of the major courses in Business will indicate an adequate or higher level of skills in word processing, desktop publishing, office systems and technologies and the use of technology for the purpose of enhancing classroom instruction.
4. Completion of the Education course requirements will indicate an adequate or higher level of skills in the philosophy and purpose of vocational education, instructional strategies, effective evaluation methods, and working with exceptional children.
5. Exit interviews by the Director of Business Education will indicate the level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
6. Alumni surveys will indicate levels of satisfaction with the program and indicate areas of strength and weaknesses.
7. Strategic, curricular, and graduate performance input from the RCOB Advisory Board will provide information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.
8. Assessment by NCATE and the PSC validate the programs.

Results of assessment process

The standard assessment results will not be reported this year.  Over the past year, there was a change in leadership within the Business Education area.  A comprehensive review of this program revealed some significant concerns and opportunities. The new co-directors of this program have work diligently to make these needed revisions and will continue to do so over the next couple of years.  Over the past year, the following improvements were implemented:

- All program sheets were updated.  Obsolete courses were removed and requirements were greatly simplified.  This was an important first step in reducing the confusion among faculty and students.
- Proposed future schedules were revised.  Now all courses are offered once per year.   This will help students organize their plan of study and should significantly reduce independent studies.
- All Business Education faculty are now involved in the advising process.
- The exemption exam process was completely revised.  Answer keys were established, schedules were established for taking the exams, and the questions are now updated/revised on a regular basis.
- Graduation requirements are now clearly communicated to students on a consistent, timely basis.

- Significant work was completed on the department website.
- A booklet to aid students in the completing program requirements was completed.  This will serve as a guide to assist students in scheduling their courses.
- All course descriptions have been revised.
- A documentation notebook has been created to record changes to the program.  One of the major issues with this program in past years was a lack of transparency.  Genuine efforts are being made to clarify program requirements and to get others involved.

**E.  Outcomes particular to the Master of Education in Business Education**

1. Communicate effectively in oral presentations and in writing.
2. Employ instructional strategies to address each of the teaching areas in business education.
3. Present techniques and methods of conducting research study in business education.

4. Can include a variety of assignments to pursue the study of multicultural opportunities and challenges in teaching business subjects.
5. Employ effective evaluation methods in business education courses.
6. Work competently with exceptional children and adults.
7. Can demonstrate basic computer proficiency and use of technology for the purpose of enhancing classroom instruction.

Processes to assess the outcomes applicable to the Master of Science in Business Education

1. Successful completion of the business content courses will insure adequate levels of skills in the teaching areas in business education and in basic computer proficiency.
2. Successful completion of the graduate business education courses will insure adequate levels of skills in research, evaluation and testing and the use of technology for enhancing classroom instruction.
3. Successful completing of the College of Education graduate courses will insure adequate levels of skills in instructional strategies and working with exceptional children and adults.
4. Exit interviews by the Director of Business Education will indicate the level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
5. Alumni surveys will indicate levels of satisfaction with the program and indicate areas of strength and weaknesses.
6. Strategic, curricular, and graduate performance input from the RCOB Advisory Board will provide information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.
7. Assessment by NCATE and the PSC will validate the programs.

Results of assessment process

The standard assessment results will not be reported this year. Over the past year, there was a change in leadership within the Business Education area. A comprehensive review of this program revealed some significant concerns and opportunities. The new co-directors of this program have work diligently to make these needed revisions and will continue to do so over the next couple of years. Over the past year, the following improvements were implemented:

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- A booklet to aid students in the completing program requirements was completed. This will serve as a guide to assist students in scheduling their courses.
- All course descriptions have been revised.
- A documentation notebook has been created to record changes to the program. One of the major issues with this program in past years was a lack of transparency. Genuine efforts are being made to clarify program requirements and to get others involved.

## F. Outcomes particular to the Specialist in Business Education

1. Communicate effectively in oral presentations and in writing.
2. Employ instructional strategies to address each of the teaching areas in business education.
3. Present techniques and methods of conducting advanced research study in business education, designing advanced research techniques, and applying research to the classroom to improve instructional techniques and teaching methodologies.
4. Can include a variety of assignments to pursue the study of multicultural opportunities and challenges in teaching business subjects.

5. Apply critical thinking skills to improve leadership capabilities.
6. Employ effective evaluation methods in business education courses.
7. Work competently with exceptional children and adults.
8. Can demonstrate basic computer proficiency and use of technology for the purpose of enhancing classroom instruction.


Processes to assess the outcomes applicable to the Specialist in Business Education

1. Completion of the Master of Science in Business Education insures adequate skills in outcomes 1, 2, 4, 5, 7 and 8.
2. Completion of courses will insure adequate skills in conducting advanced research study, designing advanced research techniques, applying research to the classroom, and applying critical thinking skills to improve leadership capabilities.
3. Exit interviews by the Director of Business Education will indicate the level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
4. Alumni surveys will indicate levels of satisfaction with the program and indicate areas of strength and weaknesses.

5. Strategic, curricular, and graduate performance input from the RCOB Advisory Board will provide information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.
6. Assessment by NCATE and the PSC will validate the programs.

Results of assessment process

The standard assessment results will not be reported this year. Over the past year, there was a change in leadership within the Business Education area. A comprehensive review of this program revealed some significant concerns and opportunities. The new co-directors of this program have work diligently to make these needed revisions and will continue to do so over the next couple of years. Over the past year, the following improvements were implemented:

- All program sheets were updated. Obsolete courses were removed and requirements were greatly simplified. This was an important first step in reducing the confusion among faculty and students.
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- All Business Education faculty are now involved in the advising process.
- The exemption exam process was completely revised. Answer keys were established, schedules were established for taking the exams, and the questions are now updated/revised on a regular basis.
- Graduation requirements are now clearly communicated to students on a consistent, timely basis.
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- All course descriptions have been revised.
- A documentation notebook has been created to record changes to the program. One of the major issues with this program in past years was a lack of transparency. Genuine efforts are being made to clarify program requirements and to get others involved.

## G. MBA Learning Goals

The M.B.A. Learning Goals and Assessment Reports are available at:

http://www.westga.edu/~busn/AACSB/mba_aol.html

# IV: The Annual Report submitted to Institutional Research and Planning

**UNIVERSITY OF WEST GEORGIA**
**ANNUAL REPORT**
**Fiscal Year 2008 (July 1, 2007 to June 30, 2008)**

**DEPARTMENT OF**         **Management**

| | |
|---|---|
| *Name of Department Chair* | Thomas W. Gainey |
| *Name of Person Completing Report* | Thomas W. Gainey |

| | | |
|---|---|---|
| **1\*** | **Departmental Mission/Vision Statement** *(url only, required)* | http://www.westga.edu/~mgmtbus/mission.htm |
| **2\*** | **Departmental Statement of Goals, Process to Assess These Goals, and Assessment Results** *(url only, required)* | http://www.westga.edu/~mgmtbus/goals.htm |
| **3\*** | **Departmental Statement of Curriculum Learning Outcomes, Process to Assess These Outcomes, and Assessment Results for each Degree Program** *(url only, required)* | http://www.westga.edu/~mgmtbus/learningobj.htm |
| **4\*** | **Statement of Departmental Condition - please indicate the specific strengths and weaknesses of your department.** | |

| **STRENGTHS:** |
|---|
| Certain strengths remain: |
| As a department, we continue to excel in teaching, research, and service.  In the teaching area, 95% of our graduating seniors ranked the quality of instruction "Good" or "Excellent."  Additionally, 98% of the respondents indicated that it was "Very Likely" or "Likely" that they would recommend our program to a friend.   In research, our faculty published 37 peer-reviewed articles (about 2 per faculty member) and made 24 paper presentations.  Finally, in service, our faculty reported serving on 83 UWG-related committees (almost 5 per member) and 11 of our faculty served as advisors of student organizations. |
| Additional strengths: |
| Despite the relatively large size and diversity within the department, there is a genuine feeling of respect and collegiality.  This allows us to be successful in a number of different areas such as re-accreditation, recruitment, and "shared" courses across major areas.  As a recent example of this spirit of cooperation, faculty from MIS, Management, Business Law, and Business Education revised our departmental merit evaluation system.  Given the diversity within these different areas, it was quite an accomplish to agree on a procedure that would be acceptable to all faculty.  The revised document was approved unanimously. |
| **WEAKNESSES:** |
| Some of the weaknesses remain: |
| The enrollment of MIS majors continues to be a concern.  Our major enrollment in this area has decreased from a high of 120 majors in 2002 to 42 majors this year.   Most of this decline is attributable to the increasingly tight job market in MIS over the past five years. However, there are reasons to be optimistic.  Over the past year, the number of pre-majors in MIS has increased and the job market seems to be more favorable than in past years.  We have discussed a number of initiatives (e.g., an interactive kiosk) to expose more students to the MIS major that we plan to implement in the Summer/Fall. |
| Others have been identified: |
| We are fortunate to have a collegial work environment within our department.   However, because of the relatively large size and diverse nature of our department compared to others in the Richards College of Business, it is always a concern that increasing expectations in certain areas and continued growth will eventually create problems. The Deans Academic Council and the Strategic Planning Committee will be addressing the departmental inequities over the next year.   Given that the current inequities might be perceived as a weakness, taking a proactive approach seems prudent. |
| **OPPORTUNITIES:** |
| Certain opportunities remain: |
| We are examining opportunities to expose more of our Management majors to the MIS courses to increase enrollments in these classes. Specifically, we have already opened up several MIS classes as "management select" courses.  Also, we are discussing the possibility of an on-line MIS minor and an MIS certificate.  These options will be examined more thoroughly this Fall. <br> We also continue to explore the possibility of an Operations Management / Information Systems (OMIS) program.  We plan to offer the first course (Logistics) that could be counted in this program next Spring. At first, this course will be allowed as a "management select." |
| Other opportunities have been identified: |
| We are in the planning stages of developing a new, 3-credit elective built around a 10-day "Business in Japan" trip.  Dr. Pearce and Dr. Bergiel are currently scheduled to supervise this trip.  It is currently planned for Spring 2009 and will be limited (at least initially) to graduate students and members of Beta Gamma Sigma. |
| **THREATS:** |
| Certain threats remain: |

If not carefully managed, the projected increase in enrollments will be a threat to the "personal" environment at UWG.  It will  be critical that resources are provided to match enrollments to ensure that class sizes remain at a reasonable level.   It is especially crucial to make certain that teaching resources are not stretched.  Over the past year, our department provided 46 independent studies and 12 internships, in addition to normal teaching loads.   While we all want to provide an appropriate level of "customer service," it is important to manage this process carefully and make certain that the workload is spread around in an equitable manner.

Other threats have been identified:

The weakening economy is a concern.  Specifically, there is a concern that it will negatively impact the job market and, thus, the opportunities available to our graduates.

## DEPARTMENTAL ACHIEVEMENTS

**Place NA if not applicable or 0 if zero for the year.**

| | | |
|---|---|---|
| 5 | **Percent of Students passing licensing, certification, or other accreditation examinations related to their chosen field** | 82% (Business Education) – NA (MGNT/MIS) |
| 6 | **Proportion of graduating students going on to graduate or professional schools** | 9% of graduating seniors indicated they were planning to pursue their MBA or JD next year |
| 7 | **Number of Nationally recognized programs.** | 0 |
| 8 | **Number of Endowed chairs and professorships** | 0 |
| 9 | **Types of Licensure** *(please list)* | |
| | Business Education majors must obtain their teaching certification.  A license or certification is not required for Management or MIS majors.  However, some Management majors often obtain certifications from SHRM or APICS.  Additionally, some MIS majors pursue certifications in such areas as Microsoft Networking or Cisco Checkpoint. | |
| 10 | **How does the department prepare students for Licensure?** | |
| | The Business Education curriculum and internship prepares students to take the Praxis exam and, ultimately, to receive the teaching certificate.  Also, the Human Resource Management class (MGNT 4620) covers a majority of the material that is tested on the PHR exam (if students interested in a career in Human Resources wish to take this exam). | |
| 11 | **Other notable achievements** | |
| | None | |

## STUDENT ACHIEVEMENTS

**Place NA if not applicable or 0 if zero for the year.**

| | | |
|---|---|---|
| 12 | **Total Published Research Papers** | 2 |
| 13 | **Total Presentations** | 2 |
| 14 | **Total Internships** | 12 |
| 15 | **Total Co-ops** | 0 |
| 16 | **Total Scholarships** | 0 |
| 17 | **Total Fellowships** | 0 |
| 18 | **Total Students engaged in Funded Research** | 7 |
| 19 | **Total Students receiving National Awards and/or National Recognition** | 0 |
| 20 | **Total Students inducted into Academic Honor Societies** | 12 inducted into Beta Gamma Sigma – 1 inducted into Delta Pi Epsilon |
| 21 | **Total Student Programs (debate, cheerleaders, athletic teams) receiving National Recognition** | 0 |
| 22 | **Other notable achievements by Students** | |

Anna Obedkova (sponsored by Dr. Bergiel and Ms. Clenney) participated in a SRAP program.  She was awarded 3rd place at Big Night competition.
Barbara Johnson (working with Dr. Hazari) published a journal article.
Kristin Caverly (working with Dr. Hazari) published a book chapter.
Joshua Williams received the Frank R. Hunsucker Award.
Cindy Wilson received the annual MIS Award.
Michelle Miller and Karen Smith received the Delta Pi Epsilon Award
Karen Smith received the Business Education Convocation Award.

## FACULTY/STAFF PRODUCTIVITY

**Place NA if not applicable or 0 if zero for the year.**

### TEACHING

| | | |
|---|---|---|
| 23 | **Total New Course Developments** | 12 |
| 24 | **Total Faculty Teaching Honors Courses** | 20 |
| 25 | **Total Faculty traveling Abroad for Teaching Purposes** | 1 |
| 26 | **Percent of Faculty involved in Academic Advisement** | 100% |

### RESEARCH/PRODUCTIVITY

| | | |
|---|---|---|
| 27 | **Total Books and Monographs** | 1 |
| 28 | **Total Book Chapters** | 2 |
| 29 | **Total Peer Review Articles** | 37 |
| 30 | **Total Other Shorter Works** | 1 |
| 31 | **Total Paper Presentations** | 24 |
| 32 | **Total Other Presentation** | 16 |
| 33 | **Total In-House Publications** | 0 |
| 34 | **Total Juried Exhibits/Performances** | NA |
| 35 | **Total Other Exhibits/Performances** | NA |
| 36 | **Total Positions Held in Journal Editing/Review** | 35 |
| 37 | **Total Faculty involved in Notable Continuing Education Efforts** | 4 |
| 38 | **Total Faculty traveling Abroad for Research Purposes** | 2 |

### PUBLIC SERVICE

| | | |
|---|---|---|
| 39 | **Total Participants in Honors Organizations** | 5 |
| 40 | **Total Offices held in Professional Organizations** | 9 |
| 41 | **Total Advisors of Student Organizations** | 11 |
| 42 | **Total Participants in Cooperative Consulting Efforts** | 2 |
| 43 | **Total System-wide/UWG Committee Activities** | 83 |
| 44 | **Total Participants in Public Service Activities** | 16 |
| 45 | **Other notable achievements by Faculty** | |

Erich Bergiel was the recipient of the New Faculty Consortium Scholarship at the SMA meetings.
Sandy Thompson was a nominee for the US Congressional Business and Professional Women's Leadership Summit.
Brad Prince received the Apollo Award for Excellence in Online Teaching.
Brad Prince received the "Five Star Award" for his WMBA class.
Sunil Hazari received the RCOB Teaching Excellence Award.
Mary-Kathryn Zachary received the NCAAP Unity Award.
Doug Turner received the RCOB Annual Faculty Service Award.
Bill Hargrave received a Chancellor's Award for a Faculty Development Seminar in Salta, Argentina.
Roger Johns received the RCOB Annual Faculty Service Award.
Roger Johns received the Beta Gamma Sigma Professor of the Year Award.
Tom Gainey was recertified by SHRM as a Professional in Human Resources.

### GRANTS/AWARDS

| | | |
|---|---|---|
| 46 | **Total Proposals Submitted** | 8 |
| 47 | **Total Proposals Funded** | 8 |
| 48 | **Total Amount Awarded** | $22,676 |
| 49 | **Total Grants Generated by Department** | 0 |
| 50 | **Total Faculty receiving Grants** | 3 |
| 51 | **Total Fellowships Awarded** | 0 |

**IMPORTANT:  Please do not abbreviate.  Please spell out all organization/program names.**

| | |
|---|---|
| 52 | **New Degree Programs or Deletions** *(name of program and semester added/deleted)* |

| | |
|---|---|
| | None |
| **53** | **New Departments or Other New Units; Also any Restructuring of These** |
| | None |
| **54** | **Accreditation or Similar Distinction or Renewal** *(name of accrediting body and date department/program received accreditation)* |
| | None |
| **55** | **Additional Comments Concerning Your Department** |
| | None |
| **56*** | **Give an example of how your department used the assessment of goals and outcomes to change/improve a process.** *(Required)* |
| | One of our departmental goals is to "Maintain a current and relevant curriculum." Part of this assessment involves regularly reviewing curriculum structure. Reviews of the MIS curriculum over the past couple of years have lead to a number of changes. We now offer a programming class, a certification class, and a number of "management select" courses. Additionally, given the importance of technology in the workplace, we are moving toward an on-line minor program in MIS and a certification program in this area. |

<div style="background-color:red; text-align:center"><strong>UPON COMPLETION</strong></div>

**Please email completed report to:**      **Institutional Research and Planning**
**Tara Pearson**
**tpearson@westga.edu**
**678-839-6449**

# REMINDER—Include paragraph of departmental accomplishments in your email.

The Management Department continues to grow. The number of majors and pre-majors in our department is up 12% from the previous year. Even with this increase in students, our faculty remains dedicated and productive. Again this year, each faculty member, on average, published about two peer-reviewed articles and served on just under five UWG committees. Additionally, over the last year, we received a rating of "Excellent" on our department audit, we revised our merit evaluation system, and made some significant, positive changes in the Business Education program (e.g., scheduling, advising, and exemption exams). Finally, exit surveys with graduating seniors support the outstanding performance of our faculty and staff. All 78 respondents (100%) indicated that they were "Very Satisfied" or "Satisfied" with their decision to earn a B.B.A. in our department. Ninety-eight percent (98%) of our graduating seniors reported that it is "Likely" or "Very Likely" that they would recommend programs in our department to a friend.

# V: Faculty Tables

## Faculty Teaching

| | 23. Total New Course Developments | 13. Total Faculty Teaching Honors Courses | 25. Total Faculty Traveling Abroad for Teaching Purposes | 26. Percent of Faculty Involved in Academic Advisement |
|---|---|---|---|---|
| **Management Faculty** | | | | |
| Jon Anderson | 1 | 0 | 0 | ✓ |
| Erich Bergiel | 1 | 4 | 0 | ✓ |
| Beth Clenney | 0 | 7 | 0 | ✓ |
| Tom Gainey | 0 | 0 | 0 | ✓ |
| Dave Hovey | 0 | 0 | 0 | ✓ |
| Roger Johns | 0 | 1 | 0 | ✓ |
| Faramarz Parsa | 0 | 1 | 0 | ✓ |
| Mary-Kathryn Zachary | 0 | 1 | 0 | ✓ |
| | | | | |
| **MIS Faculty** | | | | |
| Joan Deng | 1 | 1 | 0 | |
| Bill Lankford | 1 | 1 | 0 | ✓ |
| Brad Prince | 1 | 1 | 0 | ✓ |
| Jeff Rooks | 1 | 1 | 0 | ✓ |
| Doug Turner | 1 | 0 | 0 | ✓ |
| | | | | |
| **Business Education Faculty** | | | | |
| Bill Hargrave | 0 | 0 | 0 | ✓ |
| Sunil Hazari | 1 | 0 | 0 | ✓ |
| Alexa North | 0 | 0 | 0 | ✓ |
| Jeanette Smith | 1 | 2 | 0 | ✓ |
| Sandy Thompson | 3 | 0 | 0 | ✓ |
| | | | | |
| **TOTALS** | **12** | **20** | **0** | **100%** |

## Faculty Research

| | 27. Total Books and Monographs | 28. Total Book Chapters | 29. Total Peer Review Articles | 31. Total Paper Presentations | 32. Total Other Presentations | 33. Total In-House Publications | 36. Total Positions Held in Journal Editing/ Review |
|---|---|---|---|---|---|---|---|
| **Management Faculty** | | | | | | | |
| Jon Anderson | 1 | 0 | 1 | 3 | 2 | 0 | 2 |
| Erich Bergiel | 0 | 0 | 5 | 5 | 2 | 0 | 2 |
| Beth Clenney | 0 | 0 | 2 | 3 | 0 | 0 | 1 |
| Tom Gainey | 0 | 0 | 1 | 0 | 1 | 0 | 5 |
| Dave Hovey | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Roger Johns | 0 | 0 | 2 | 3 | 2 | 0 | 4 |
| Faramarz Parsa | 0 | 0 | 3 | 0 | 0 | 0 | 1 |
| Mary-Kathryn Zachary | 0 | 0 | 12 | 1 | 0 | 0 | 3 |
| | | | | | | | |
| **MIS Faculty** | | | | | | | |
| Joan Deng | 0 | 0 | 2 | 2 | 0 | 0 | 5 |
| Bill Lankford | 0 | 0 | 2 | 1 | 0 | 0 | 1 |
| Brad Prince | 0 | 0 | 2 | 1 | 1 | 0 | 2 |
| Jeff Rooks | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Doug Turner | 0 | 0 | 1 | 2 | 0 | 0 | 1 |
| | | | | | | | |
| **Business Education Faculty** | | | | | | | |
| Bill Hargrave | 0 | 0 | 1 | 1 | 2 | 0 | 0 |
| Sunil Hazari | 0 | 2 | 1 | 0 | 4 | 0 | 3 |
| Alexa North | 0 | 0 | 2 | 2 | 0 | 0 | 5 |
| Jeanette Smith | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sandy Thompson | 0 | 0 | 0 | 0 | 2 | 0 | 0 |
| | | | | | | | |
| **TOTALS** | **1** | **2** | **37** | **24** | **16** | **0** | **35** |

# Faculty Service

| | 39. Total Participants in Honors Organizations | 40. Total Offices Held In Professional Organizations | 41. Total Advisors of Student Organizations | 42. Total Participants in Cooperative Consulting Efforts | 43. Total System-Wide/ UWG Committee Assign. | 44. Total Participants in Public Service Activities | 45. Other Notable Achievements By Faculty |
|---|---|---|---|---|---|---|---|
| **Management Faculty** | | | | | | | |
| Jon Anderson | 0 | 0 | 1 | 0 | 6 | 4 | 0 |
| Erich Bergiel | 0 | 1 | 1 | 0 | 5 | 0 | 1 |
| Beth Clenney | 0 | 0 | 1 | 0 | 2 | 0 | 0 |
| Tom Gainey | 0 | 0 | 0 | 0 | 7 | 3 | 1 |
| Dave Hovey | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Roger Johns | 0 | 3 | 0 | 0 | 5 | 3 | 2 |
| Faramarz Parsa | 1 | 1 | 1 | 0 | 4 | 1 | 0 |
| Mary-Kathryn Zachary | 2 | 0 | 2 | 1 | 10 | 0 | 2 |
| | | | | | | | |
| **MIS Faculty** | | | | | | | |
| Joan Deng | 0 | 0 | 1 | 0 | 4 | 0 | 0 |
| Bill Lankford | 0 | 0 | 0 | 0 | 3 | 0 | 0 |
| Brad Prince | 0 | 0 | 1 | 0 | 10 | 0 | 2 |
| Jeff Rooks | 0 | 0 | 0 | 0 | 6 | 2 | 0 |
| Doug Turner | 0 | 0 | 0 | 0 | 5 | 0 | 1 |
| | | | | | | | |
| **Business Education Faculty** | | | | | | | |
| Bill Hargrave | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Sunil Hazari | 1 | 1 | 1 | 1 | 8 | 0 | 2 |
| Alexa North | 1 | 0 | 1 | 0 | 4 | 1 | 0 |
| Jeanette Smith | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sandy Thompson | 0 | 3 | 1 | 0 | 4 | 2 | 1 |
| | | | | | | | |
| **TOTALS** | **5** | **9** | **11** | **2** | **83** | **16** | **13** |