

**UNIVERSITY OF WEST GEORGIA
RICHARDS COLLEGE OF BUSINESS
DEPARTMENT OF MANAGEMENT AND BUSINESS SYSTEMS**

**Comprehensive Program Review
Program: B.B.A. in Management**

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Preface

The Department of Management and Business Systems is the largest and most diverse department within the Richards College of Business. Fall 2005 numbers show that we have 697 majors and pre-majors. Also, we have more than 20 faculty/staff (including adjunct faculty). Within the department, the following five programs of study are offered: B.B.A. in Management; B.B.A. in Management Information Systems; B.S. Ed. In Business Education; M. Ed. In Business Education; and Ed. S. in Business Education.

During the 2003/2004 and 2004/2005 academic years, the department operated with a part-time chair and two directors. However, beginning with the 2005/2006 academic year, a full-time chair was appointed and one of the director's positions was eliminated.

Over the past five years, it seems that most of the reporting was prepared on a departmental basis, often combining elements of the various programs. In fact, the last Five-Year Report (prepared in 2003- only two years ago) was prepared for the entire department. However, attempts were made in this report to separate out information relating to the B.B.A. in Management. Thus, while some of the information reported relates to the department in general, sections such as the *General Statement of the Program Condition* (Section IV), *Faculty/Staff Productivity* (Section VII), and the *Action Plan* (Section XIV) are much more program-specific.

I. Departmental Mission/Vision Statement

The Department of Management and Business Systems provides for high quality student learning in a personal environment in the areas of management, information systems, and business teacher 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 for 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. Actively support University visitation/orientation activities.
3. Provide information and training for faculty advisors.
4. 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. Seek out and support co-op and internship opportunities.
6. Provide scholarship opportunities.
7. 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. Seek inputs from the College of Business Board of Visitors.

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 – most activities listed support this goal. In addition:

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 five years.

Goal 1

1. Funds were raised from the sales of course materials produced by the faculty through the Center for On-Line Learning that allowed a greater level of participation in professional and academic organizational activities than would have been possible with the reduced travel budget. This resulted in a high level of research/scholarship/intellectual activities, as shown in the attachments.

1. All visitation/orientation activities were supported by at least two department representatives and an attractive display board that provided information about our majors.
2. Training sessions were conducted at the beginning of each school year to bring the faculty up to speed on current issues for advising.
3. A Department Web page was developed to provide basic advising assistance to students.

Goal 2

1. Teaching has been a very important factor in the annual performance evaluation process, and the results of this process are used to determine merit raises and in promotion and tenure decisions. Beginning in academic year 2002-2003, monetary awards were given for excellence in teaching through the Dean's Annual Faculty & Staff Awards Program. This is a continuing award that should further emphasize the importance of teaching as a performance factor. Finally, student evaluation results show that the department faculty, in general, is very well received in the classroom.
2. All faculty members participate in the advising process, which lasts for a month during each semester. During the Fall 2005 semester, faculty in the MIS area tested a method of using WebCT to schedule advising appointments with students. This process will be expanded throughout the department during the spring semester.
3. We developed a number of on-line courses in order to provide additional opportunities for non-traditional students who have difficulty meeting regularly scheduled classes.
4. Class schedules are developed with both traditional and non-traditional students in mind. When possible, at least one section of each support course is offered at night during Fall and Spring semesters, and major courses are offered at night at least once a year.
5. The UWG Management Club (formerly the UWG SHRM Chapter) is available for students. Generally, one major activity is scheduled each semester.
6. Students are encouraged to pursue internship and co-op opportunities.
7. A number of scholarships are awarded each year to deserving individuals in the department. The scholarships are as follows:

Charles Cox Scholarship	\$1000
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Charles Cox Scholarship	\$1000
Gibson/Overton/Peete	\$ 550
Earline J. Powers	\$ 400
Henry M. Cameron	\$ 200
Frank Hunsicker	\$ 450
Goldkist of West Georgia	\$ 500

Goal 3

- As part of the preparation for the recent SACS visit, all course syllabi were reviewed to insure that course learning objectives/outcomes supported the curriculum learning outcomes for the degree programs. A formal program review was conducted by the Management faculty. Dr. Carr chaired the review committee. The key results of this committee are as follows: (1) the learning goals for the B.B.A. in Management were revised; (2) the International Management course was added as a requirement for all Management majors (replaced the Managerial Accounting course); and (3) the Human Resource Management, International Management, and Management of Technology tracks were discontinued.
- Scholarship related to teaching is one of the criteria used to evaluate teaching in the annual merit evaluation. Most faculty research is relevant to the courses that are taught. Examples from the program are shown below.

Individual	Research	Course(s)
Dr. Anderson	Research on the use of business simulations. (04/05).	MGNT 4660
Dr. Carr	Pay and benefits survey of SHRM-Atlanta membership (01/02).	MGNT 4620 MGNT 4681
Mrs. Clenney	Began research project on telecommuting (03/04). Presented paper on flextime and telecommuting (04/05).	MGNT 3600 MGNT 4620
Dr. Gainey	Article on outsourcing of training and development and article on managing HR in small and medium enterprises (01/02). Article on temporary employment (02/03). Article and paper on outsourcing (03/04). Presented paper on flextime and telecommuting (04/05).	MGNT 4620
Dr. Hovey	Research on ISO9001 certification requirements (01/02). Completion of Quality Auditor certification (02/03). Completing requirements for certified Lead Auditor for ISO 9000:2000 (03/04). Research started on the effect of pedagogical techniques on student knowledge (04/05).	MGNT 3618 MGNT 4660
Dr. Johns	Article under review on a pedagogical tool for teaching employment discrimination law (04/05).	BUSA 2106

Dr. Parsa	Submitted paper on corporate social responsibility (01/02). Paper on planning in small exporting firms (02/03).	MGNT 4660
Dr. Pearce	Article on joint ventures and article on case-based structured conflict as a means for enhancing classroom learning (01/02). Developed text for MGNT 4660 (04/05).	MGNT 4660 MGNT 4625
Dr. Zachary	Articles on various topics pertaining to labor law (01/02) (02/03) (03/04). Numerous articles as contributing editor for <i>Supervision</i> (04/05).	BUSA 2106 MGNT 4626 MGNT 4630 MGNT 4640

3. Exit interviews were conducted for all graduating seniors during each of the past 5 years. During the interviews, the seniors were asked about what they liked and disliked about their programs, and suggestions for improvement were invited. The results were very consistent. In general, the seniors were pleased with their programs and with the faculty of the College of Business. They liked the relatively small classes and the close contact with the faculty. They had high praise for some faculty members and had very few negative comments about anyone in the College of Business. During the 2004/2005 school year, 27% of graduating seniors from the Department of Management and Business Systems reported that they already had a job.
4. The Board of Visitors met in September during the past three years. There seemed to be a general satisfaction with the content and direction of our programs.

Goal 4

1. Development of effective curricula innovations is one of the criteria used to evaluate teaching in the annual merit evaluation. In general, the department faculty members are constantly searching for more effective ways of reaching the students. Everyone now uses WebCT in some way to support their courses. Several on-line courses have been developed (see Goal 2, item 3). Many examples could be cited. A few accomplishments are summarized below.

Individual	Examples
Dr. Anderson	Created several innovative modules for use in MGNT 3600 and MGNT 4660 (04/05).
Dr. Carr	Developed a module on virtual and inter-cultural teams (02/03).
Mrs. Clenney	Introduced several new assignments in the MGNT 3600 and ABED 3100 courses (04/05).
Dr. Gainey	Developed and supervised an HR practicum (01/02). Supervised an honors class in HRM (02/03). Developed an Advanced Human Resource Management class and taught it for the first time (03/04). Added three activity days to MGNT 3615 course to provide students practical applications in POM (04/05).

Dr. Hovey	Invited several upper-level managers to speak to his MGNT 4660 class (01/02). Purchased and installed "Business Plan Pro" for students to use in developing their business plans (02/03). Developed new learning aides for strategic management, a new system of testing for MGNT 3618, and additional written assignments to develop research and writing skills (03/04). Introduced a computerized business plan (BizPlan Builder) into MGNT 4625 and created spreadsheets to assist in strategic analysis for MGNT 4660 (04/05).
Dr. Johns	Developed modules and exercises used in WebCT for Legal Environment course (04/05).
Dr. Parsa	Incorporated WebCT as an instrumental component of his courses (01/02). Attended a workshop on using Internet tools to support his classes (03/04).
Dr. Pearce	Incorporated on-line, web-based learning into his International Management course (01/02). Completed a text for use in MGNT 4660 (02/03). Helped design a new study abroad program for Management and Marketing majors (03/04).
Dr. Zachary	Developed lectures on "Law and National Parks" to supplement her Legal Environment course (01/02). Conducted extensive research on Native American culture and law for use in her legal environment and law classes (02/03). Developed new lectures dealing with legal issues facing various national or tribal parks and recreation areas (03/04). Developed new group exercises in Dispute Resolution course to apply multi-dimensional negotiation model to complex business negotiation (04/05).

2. The department is very well equipped with current technology. Training in WebCT is available on demand from the Distance Education Center and assistance in solving computer problems is readily available from the RCOB technology support person. 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. The Upper Division Admission Policy continues to be rigorously enforced during advising and pre-registration. Very few exceptions have been allowed. Course pre-requisites are also strictly enforced.
2. See Goal 3, item 1. Individual program outcomes and processes are included below.

Goals 6 and 7

1. Research productivity has been very high over the past 5 years. The table in section VII shows accomplishments in the various areas of research.
2. A review of the research accomplishments and stated goals of the department faculty indicates 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 four years, we have been able to provide funds in excess of the travel budget to faculty members for travel related to professional development. In addition, the College of Business has initiated an award program that provides monetary awards for research and teaching.

Goal 8

1. Library requirements are reviewed annually and requests are submitted to the library for new purchases that are needed. Resources have been adequate to supply our needs.
2. Financial support was provided by the department for the purchase of software licenses needed for classes. Other instructional aids were purchased with library funds. Funding was adequate in this area.

Goal 9

1. Our technology infrastructure remains excellent. All computers are relatively new and new video equipment is available in all the classrooms.
2. See Goal 4, item 2.

Goal 10

1. Department Chairs and the Assistant Dean meet to discuss each schedule before submitting it for publication. A major consideration of the meeting is to insure that no conflicts exist and that the departments are supportive of each other.
2. Multiple sections of each support course (CISM2201 and CISM3330) are offered each semester and all courses are offered at night at least twice a year. Every effort is made to insure that students get into courses that they need.

III. Departmental Statement of Curriculum Learning Outcomes, Processes to Assess These Outcomes, and Assessment Results for each Degree Program

A. *BBA Curriculum Learning Goals (all majors)*

The B.B.A. programs provide students with a high-quality business education based on a solid liberal arts foundation so that they can secure entry-level positions in organizations and/or pursue graduate studies.

To accomplish this mission, the faculty members are committed to educate students, who upon graduation, will

1. communicate effectively in oral presentations and in writing.
2. apply basic quantitative skills to business problems.
3. acquire basic skills in information and business technology.
4. possess a basic knowledge of accounting, economics, finance, legal environment of business, management, and marketing.
5. recognize how ethical decision making and globalization affect organizations.
6. utilize general and management-specific knowledge and skills in the analysis of business and economic problems.

Processes to assess the outcomes applicable to all majors:

Beginning in the Spring 2005 semester, a variety of assessment tools were schedule to be utilized across many of the core B.B.A. courses to access outcomes related to the learning goals specified above. Three of the management-related courses will play instrumental roles in this assessment process. Specifically, MGNT 4660 will be used to assess learning goals #1, #4, #5, and #6. MGNT 3615 will be used to assess learning goal #2. And, MGNT 3600 will be used to assess learning goal #5.

Results of assessment process

Because formal assessment has just begun, there are limited results available. However, in the Spring 2005 semester, the ETS exam was administered in a couple of sessions of MGNT 4660 to assess learning goal #6. The results of the ETS test showed that our students scored at about the national average overall. The students scored at the 60th percentile in the areas of management and quantitative business analysis, indicating that our program is relatively strong in those areas. The scores for legal and social environment and for international issues were low (20th and 25th percentiles, respectively) indicating that more emphasis may be needed in this area.

B. Outcomes Particular to Management

1. Understand in-depth the human resource aspects of an organization, including regulation, labor and staffing.
2. Analyze regulatory and legal issues with insight and command of both context and detail.
3. Have acquired specialized knowledge in three areas of business.
4. Have acquired knowledge and skills in several specific areas of Human Resource Management.
5. Can integrate computer technology in all areas of Human Resource Management.
6. Have the ability to apply international management considerations in relevant areas of business decision-making.

Processes to assess the outcomes applicable to Management

1. Management majors take Organizational Behavior (MGNT3605) and Human Resource Management (MGNT4620). Passing grades in these courses indicate adequate or higher level skills in these areas.
2. Passing grades in MGNT4620 and BUSA2106 will indicate adequate or higher levels of skills in these areas.
3. Passing grades in the three Management Selectives will indicate adequate or higher levels of knowledge and skill in the applicable areas.
4. Exit interviews by the Chair will indicate the level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
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. Completion of MGNT4625 (International Management) will indicate the ability to apply international management considerations to business decision-making.
7. The ETS major field test, which will be given to samples of students from all majors, will provide some evidence of achievement in information systems areas for management majors.

Results of assessment process

- 1-3. Course requirements have been rigidly enforced.
4. Exit interviews have shown that the typical graduating senior is happy with the Management curriculum. There were no significant suggestions for change in the program. Also see the discussion concerning exit interview under department goal 3, above.
5. The most recent meeting of the Board of Advisors indicated a general level of satisfaction with the program.
6. The International Management course was required in the Management program for the first time in the current year's catalog. We plan to offer this course every semester in the future.
7. Initial results from the ETS field tests did not include a sufficient number of Management majors to draw meaningful conclusions about their capabilities.

IV. General Statement of Department Condition

The general condition of the management program is good. Over the past five years, the number of management majors and pre-majors has actually increased slightly (see table below) and it remains the largest program in the Richards College of Business. During the past five years, the tracks within the management program were eliminated and the focus of the program is now a general management education.

	FY2001	FY2002	FY2003	FY2004	FY2005
Management					
Pre-majors	283	252	255	283	306
Majors	188	219	260	274	280

The SWOT analysis that follows is a compilation of ideas generated from previous annual reports as well as discussions with management faculty members within our department. This SWOT exercise is recognized as an important tool in the strategic analysis stage of strategic planning. From this analysis, plans will be formulated to drive our actions within the management area over the next several years.

Strengths

Practical Experience of Core, Full-Time Faculty: Most of our full-time, management faculty have practical experience in management or in a closely-related field. This experience allows the faculty to provide students with real-life applications and serves as an important resource for students entering the job market.

Diversity of Management Faculty: Within the management area, we have expertise in areas such as strategy, small business management, human resource management, operations management, and business law. This allows us to provide a well-rounded education for our students and to present different perspectives. It also allows us to develop a number of specialty courses for our majors.

Flexibility of Program: While all management majors are required to take certain core courses, the program is designed with three select courses to allow students to tailor the program to their specific career interests. Some of the select courses that are offered are: Employment Law, Managing Cultural Differences, New Venture Management, Dispute Resolution, and Practical Applications in Human Resource Management.

Alliances With Other UWG Programs: In some circumstances, partnerships have been created with other programs on campus such as Sociology, Women’s Studies, and Political Science. Overall, this strengthens our program by finding new “markets” for our courses and by integrating very different student perspectives into classroom discussions.

Weaknesses

General Nature of the Management Degree: While some individuals and employers perceive our general management degree in a very positive light, others likely view this general degree as a competitive disadvantage. For instance, many universities offer specialized management

degrees in areas such as international management, operations management, small business management, and human resource management. These degrees typically prepare students for specialized careers in management. Thus, for positions in very specialized management areas, our students may not be as competitive in the job market.

Practical Experience of Students: Our management program does a very good of giving students the basic knowledge they need in management applications. However, many of the students do not have the practical skills they need, upon graduation, to compete for the more attractive jobs. We need to do a better job of identifying and communicating to students opportunities for practical experience.

Advising System: The current advising system in our department has been set up to simply get students scheduled and registered for classes. There has not been an emphasis on advising students on their careers and the job opportunities that await them. Sometimes, our majors do not seem adequately prepared for the job search process upon graduation.

Opportunities

Improve Relations With Career Services: We have an opportunity to partner with career services to provide additional internship opportunities for our students. We do not have sufficient faculty resources or opportunities to offer internships to all of our 300+ majors. However, there is no reason that we can not find ways to increase the number of opportunities. This practical experience would be instrumental in allowing our students to apply their knowledge and give them a competitive advantage in the job market.

Strengthen External Relations: While the field of management is not as volatile as MIS, we need to keep our fingers on the pulse of employer expectations for our students. Thus, we need to keep local business leaders involved in our management program by having them periodically review our curriculum and make suggested changes so that our students leave the program with the knowledge, skills, and abilities that will make them attractive on the job market.

Build a Management-Specific Research Course: For the past several years, we have allowed our management students to take their research course in the Marketing department. Given the current resources in the college, this was a practical solution to giving students greater exposure to basic research principles. However, we need to develop a research course more geared to management majors. In fact, some of our faculty have suggested that we build this course around “critical thinking” skills.

Threats

Other Institutions: Other institutions offer specialty programs to prepare students for specific jobs in management-related areas. Thus, while some individuals believe that our more general, flexible program is actually a competitive advantage, we need to continually monitor the ability of our program to both attract qualified students and prepare them for the job market that awaits them upon graduation.

V. Departmental Achievements

A. Percent of Students passing licensing, certification, or other accreditation examinations related to their chosen field

In the recent graduate survey, twelve percent of management majors reported that they passed professional certification exams.

B. Proportion of graduating students going on to graduate or professional schools

The latest graduate survey reported that about 4% of the management majors completed an advanced degree.

C. Types of Licensure

Management graduates often seek certification in the following areas: (1) The American Production and Inventory Control Society (APICS) has two certification programs (Certified in Production and Inventory Management (CPIM) and Certified in Integrated Resource Management (CIRM)); (2) The National Association of Purchasing Management offers certification as a Certified Purchasing Manager; and, (3) The Society for Human Resource Management (SHRM) offers certification exams at two levels (Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR)).

D. How does the department prepare students for Licensure?

None of the current courses are specifically designed to prepare a student for certification. However, many of the support courses and most of the major courses provide instruction related to some area of certification.

E. Other notable achievements

Christian Jett won the Big Night competition with the presentation of her research on conflict management (Dr. Pearce supervised her research) (01/02).

VI. Student Achievements

The following numbers reflect student achievement across the Department of Management and Business Systems. With the information available, it was difficult to break up the numbers by major.

A. Total Published Research Papers

7

B. Total Presentations	7
C. Total Internships	20
D. Total Co-Ops	7
E. Total Scholarships	16
F. Total Fellowships	0
G. Total Recipients of Notable Awards	15
H. Other notable achievements	2

- Laura Lynn Goode received the Frank R. Hunsucker (01/02)
- Chane Marcia Riley and Jason Kauffman received the Charles Cox Scholarship (01/02)
- Michael G. Bruner received the Gibson/Overton/Peete Scholarship (01/02)
- Christie Lee received the Earline J. Powers Scholarship (01/02)
- Kennel Phillips received the Henry M. Cameron Scholarship (01/02)
- Michelle Turner received the Frank Hunsucker Award (01/02)
- Heather Worley received the Goldkist of West Georgia Scholarship (01/02)
- Lauren Holt received the Richards Memorial Scholarship (02/03)
- Marina Filiuhina received the Frank Hunsucker Award (04/05)
- Michael Hollingsworth received the Rufus M. Dixon Award (04/05)

VII. Faculty/Staff Productivity

The following numbers reflect productivity of individuals teaching primarily in the Management area. Over the past five years, the Management faculty has included: Jon Anderson, Jim Carr, Beth Clenney, Tom Gainey, Dave Hovey, Roger Johns, Faramarz Parsa, Bob Pearce, and Mary-Kathryn Zachary.

A. Teaching

1. Total New Course Developments	25
2. Total Faculty Teaching Honors Courses	0
3. Percent of Faculty involved in Academic Advisement	100%

B. Research/Productivity

1. Total Books and Monographs	0
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2. Total Book Chapters	2
3. Total Peer Review Articles	66
4. Total Other Shorter Works	12
5. Total Paper Presentations	17
6. Total Other Presentations	18
7. Total In-House Publications	4
8. Total Juried Exhibits/Performances	0
9. Total Other Exhibits/Performances	0
10. Total Positions held in Journal Editor/Review	65
11. Total faculty involved in notable continuing education efforts	1,095 hours

C. Public Service

1. Total Participants in Honors Organizations	0
2. Total Offices Held in Professional Organizations	4
3. Total Advisors of Student Organizations	13
4. Total Participants in Cooperative Consulting Efforts	119
5. Total System-Wide/UWG Committee Appointments	112
6. Total Participants in Public Service Activities.	160

D. Other notable faculty achievements

- Dr. Carr supervised five students in a project designed to evaluate the OBTC 2000 conference held at UWG.
- Dr. Hovey served as Director of New Business Ventures.
- Dr. Pearce organized Big Night.
- Dr. Carr completed an on-line pay and benefits survey.
- Dr. Gainey served on the editorial boards of both the Journal of Management and SAM Advanced Management Journal.

- Dr. Gainey was certified as a Professional in Human Resources (PHR) by the Society for Human Resource Management (SHRM).

VIII. Grants/Awards

1. Grant Proposals Submitted	5
2. Grant Proposals Funded	5
3. Total Grant Dollars Funded	\$99,000
4. Other Grant/Awards –i.e., gifts, contracts, fellowships (please specify)	0

IX. New Degree Programs or Deletions

None

X. New Departments or Other New Unit; Also any restructuring of these

None

XI. Accreditation or Similar Distinction or Renewal

Re-accreditation by SACS; 5-year progress report accepted by the AACSB, with continued accreditation.

XII. Other Awards, Distinctions, and Achievements

- Dr. Zachary – RCOB Teaching Award (2002)
- Mrs. Runyan – RCOB Support Staff Award (2002)
- Dr. Pearce – RCOB Faculty Development Award (2002)
- Dr. Pearce – RCOB Faculty-Sponsored Research (2002)
- Dr. Zachary - RCOB Research Award (2003)
- Dr. Gainey - RCOB Research Award (2003)
- Dr. Gainey – SGA Teacher of the Year Award (2003)
- Dr. Pearce – RCOB Teaching Award (2003)
- Dr. Gainey – RCOB Teaching Award (2004)
- Dr. Pearce – RCOB Service Award (2004)
- Dr. Zachary – RCOB Service Award (2004)
- Dr. Gainey – RCOB Faculty-Sponsored Research Award (2004)
- Dr. Zachary – RCOB Teaching Award (2005)
- Dr. Anderson – RCOB Teaching Award (2005)
- Dr. Gainey – RCOB Service Award (2005)

- Mrs. Runyan – RCOB Support Staff Award (2005)

XIII. Cost Efficiency – To be provided by the Office of IRP

XIV. Action Plan Based on This Self-Study

The SWOT analysis was a very important tool for developing future plans in the Management area. The following list outlines specific issues that will be addressed over the next several years:

Continue to Develop Management Selects: About two years ago, we eliminated the various tracks in the Management program. We now simply offer a general management degree. However, we have built flexibility into the program by allowing students to select three of their management courses. This way, they can tailor the program to meet their individual career aspirations. It is important for us to continue to develop additional management select courses that not only offer sufficient alternatives for students, but that also relate to managerial issues that will be positively perceived by future employers.

Partner with Career Services To Provide More Practical Experiences for Students: It is unrealistic at this time to provide an internship to each management major. However, over the next several years, we need to work with career services to provide more opportunities to management majors to give them more “real world” experiences. These type of experiences are generally positively perceived by future employers and will give our majors a competitive advantage in the job market.

Build a Management-Specific Research Course: For the past several years, we have allowed our management students to take their research course in the marketing department. Given the current resources in the college, this was a practical solution to giving students greater exposure to basic research principles. However, we need to develop a research course more geared to management majors. This will allow us to expose our majors to the types of issues they are likely to encounter in their jobs.

Revise the Advising System: Pilot tests are already underway to develop WebCT tools that can help students better schedule their own courses. Then, advising times will be used to offer more career advise to students, rather than spending this time helping students prepare schedules. A particular effort will be made to “fit” students to advisors with similar interests. For example, those with an interest in pursuing a graduate degree in law would be advised by Dr. Zachary or Dr. Johns, those who plan to open their own business would be advised by Dr. Hovey, those interested in operations management would be advised by Dr. Parsa, and those interested in a career in human resource management would be advised each semester by Dr. Gainey or Mrs. Clenney.

Better Market our Management Graduates: We need to help our majors and potential employers understand the advantages that a general management degree can offer over graduates with a specific degree in areas such as international management, operations

management, or human resource management. Specifically, we feel that a well-rounded management major can serve in a variety of different management-related capacities within an organization. And, that this general education gives an organization more flexibility in placing students in positions where the greatest needs exist.

XV. Critique by the Dean of the College

XVI. Critique by the Dean of the Graduate School (not applicable)

XVII. Critique by PRAC

XVIII. Critique by the VPAA