

FY2011 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Management and Marketing Fort Hays State University

I. DEPARTMENTAL OVERVIEW

The Department of Management and Marketing is one of three departments in the College of Business. During FY2011, the department was staffed with approximately **44 full-time and part-time faculty members** (25 full-time domestic and international faculty and instructors, and approximately 19 adjunct faculty members):

- 11 tenured or tenure-track faculty (MC Martin, Maughan, Weisenborn, Smith, Gabel, Guyot, Sellers, Billiot, Wolfe, Stone, and Jim Rucker, who passed away during the Fall 2010 semester)
- 3 full-time non-tenure-track faculty (Jones, MJ Martin, Schwaller)
- 4 instructors in the China BBA program at SNU: (Howard, C Martin, Ho, Herrington) ← Charlie Martin moved to Sias in Spring to cover Morrill, replaced by Ryan Terry, a GTA who was promoted to instructor in this emergency replacement situation at Sias)
- 6 visiting professors in the China BBA program at Sias: (Mehaffey-Kultgen, Yoo, Hipsher, Morrill, Johnson, Powers) ← Morrill resignation at semester break, was replaced by Charlie Martin who moved from SNU to Sias.
- 1 International Coordinator for the COBL programs in China: H. Caplan
- 19 (approximately) adjunct faculty members who support domestic VC courses (with some support for on-campus domestic courses): (Ashbaugh, Christiansen, D'Angelo, David, Frederick, Haynes, Kepenach, Powell, Ross, Schnetker, Whittington, Kishbaugh, Behnke, Buell, T. Wellbrock, Stegmaier, Jacobs, Dolechek, Kroeger)
- A variety of MBA GTAs supporting the BBA China program, approximately six in China and six in Hays.

The role of International Coordinator was added during the time period between the end of FY2010 and the beginning of FY2011. The ten/eleven international faculty members at SNU and Sias University have “dotted-line” academic responsibilities to the Chair of Management & Marketing, with administrative oversight and supervision by the International Coordinator for the COB programs in China, who reports directly to the Dean of the COB. In the absence of an International Coordinator, administrative responsibilities fall to the Chair of Management & Marketing. During the past year, the role of the International Coordinator has been **critically important** to the Dept of Management & Marketing in alleviating myriad administrative “firefighting” challenges associated with the BBA Management program in China. Currently, a search is ongoing for a new International Coordinator (Harriet Caplan is retiring).

Between the end of FY2010 and the beginning of FY 2011, three preexisting domestic tenure-track positions were filled, along with six new visiting faculty positions in the China BBA program at Sias University, due to a change of the instructional delivery model at Sias University.

Additionally, Professor Scott Jones was moved from tenure-track into a full-time non-tenure-track position. Scott's contributions to the department continue to be extremely valuable as the new Director of the Center for Economic Education (relieving Jean Anna Sellers of that responsibility), and as the primary advisor for Collegiate DECA. For his dedication to the department, he was nominated for, and won, the Spring 2011 FHSU Faculty Service Award.

The total number of full-time faculty members was reduced slightly by simplifying delivery of the BBA program at Sias University (elimination of the "Course Coordinator" positions in favor of direct instruction by AQ and PQ faculty members).

For the upcoming FY 2012, a variety of additional hires and rehires were executed to maintain the China BBA programs at Sias and SNU. New MBA GTAs for the China program were recruited by the Coordinators of the MBA program, (Lisa Treece and her replacement Rachel Dolechek). The total number of faculty supporting the China programs was reduced with the new model at Sias University.

For the 2011 – 2012 academic year (FY2012), the Department of Management & Marketing will have a vacant position in Business Communication (previously filled by Dr. Jim Rucker) and a new Management position that was earned during the FY2011 academic year via the Strategic Action Planning process (based on analysis provided in the FY2011 departmental annual report). Projections for FY2012 include about **44 full-time and part-time faculty members**:

- 10 tenured or tenure-track faculty (MC Martin, Maughan, Weisenborn, Smith, Gabel, Guyot, Sellers, Billiot, Wolfe, Stone)
- 2 empty tenure-track lines with ongoing searches
- 3 full-time non-tenure-track faculty (Jones, MJ Martin, Schwaller)
- 6 full-time visiting faculty members in the China BBA program at Sias: Mehaffey-Kultgen, Johnson, Hipsher, Hittler, Heil, and Varela)
- 3 full-time instructors in the SNU China BBA program (Ho, Herrington, Terry)
- 1 instructor of record (to be determined) to supervise one CT at SNU
- 19 (approximately) adjunct faculty members who support domestic VC courses (with some of them also supporting on-campus domestic courses): (Ashbaugh, Christiansen, D'Angelo, David, Frederick, Haynes, Kepenach, Powell, Ross, Schnetker, Whittington, Kishbaugh, Behnke, Buell, T. Wellbrock, Stegmaier, Powers, Jacobs, Dolechek)
- A variety of MBA GTAs supporting the BBA China program

During the 2010 – 2011 academic year, faculty and staff served more than 3000 undergraduate majors across more than seven programs and concentrations as described below, in addition to MBA and MLS students.

The Department of Management and Marketing offers the following programs and certificates:

- Bachelor of Business Administration (B.B.A.) degrees in: Management, Management w/ concentration in HRM, Marketing, and Tourism and Hospitality Management.

- The BBA in Business Communication, although now deactivated, still has students who will require advising and courses.
- B.S. Degree in Business Education with three concentrations in: Teacher Licensure, Corporate Communication, and Training & Development
- A.S. Degree in Office Technology (in transition and redesign for AS → BS articulation with two concentrations in the BS Business Education degree, requiring no new courses)
- Students can also minor in many of the areas described above, such as: Business Administration, Marketing, Management, Entrepreneurship, Business Communication, International Business
- Certificates can be earned in Marketing, Management, Business Law, Customer Service, Human Resource Management (both UG and GR), Operations Management, and one of four different certificates in Tourism & Hospitality Management.

At the graduate level, the department staffs:

- three core courses in the MBA degree program (Strategy, Marketing, & Org Behavior)
- one leveling course in the MBA program (Marketing & Management leveling course)
- various supporting courses in three of the MBA concentrations
- a variety of courses (six) in the Human Resource Management (HRM) concentration in the Masters of Liberal Studies (MLS) degree program.
- two of the six core courses in the newly redesigned International Enterprise Leadership (IEL) concentration in the MLS degree program (MKT 606 and MGT 606)

Key changes during FY2011 included the formal closure of the BBA Business Communication degree program; this process built on work from FY 2010 and included a significant academic review of both the BBA Business Communication degree and the BS Business Education degree programs. A formal academic audit was prepared by Business Education faculty members and presented to the Asst. Dean. Another key result from this process was an expansion of the BS Business Education degree program to include not only the original Teacher Licensure concentration but also two new concentrations of Training & Development and Corporate Communication.

A. Departmental Mission and Vision Statements

Mission

Our mission is to prepare students for successful professional careers and a lifetime of ethically and socially responsible business leadership in the majors offered through our department.

Guiding Principle

Business is highly competitive. Being sufficient today is no guarantee of surviving tomorrow. In many respects, there are always new rules governing business. The demands of a modern business

environment require constant change, and thus the types of graduates needed by businesses also change. With the rapid advancement in new technology, expanding global economies, and the dominance of niche marketing, businesses need employees who can effectively adapt and excel. Our department is committed to maintaining academic currency and providing quality educational experiences to our students, and to prepare them to be successful in this ever changing environment.

B. Departmental Goals, Objectives, and Strategic Priorities

- 1) *Have 100% of the department faculty members classified as either “Academically Qualified” (AQ) or “Professionally Qualified” (PQ) from the perspective of AACSB accreditation efforts. Specifically, to have 100% of BBA (tenured or tenure-track) faculty designated as AQ, with an appropriate mix of other faculty members either AQ or PQ.*
- 2) *Continue to grow the Virtual BBA in Management.* This effort continues to be successful due to general efforts by the Virtual College and FHSU without a specific marketing effort by this department. Recent administrative support for additional VC COB advising resources will allow this general BBA growth to continue. Thankfully, a needs-recognition by upper administration led to the approval of a new tenure-track Management faculty position in Organizational Behavior and Strategy. This will provide much-needed capacity to continue growth of the BBA and MBA programs in general across the entire COBL, as well as specific on-campus growth of the Management BBA program. As always, ***additional adjunct faculty will be required*** if growth continues. As shown in Appendix A, approximately 38 of 51 course sections taught by adjunct faculty during Fall and Spring of FY2010 were delivered for various Management disciplines. Of the remaining 13 sections, 8 sections were Marketing 301, 2 sections were BCOM 301, and 3 were GBUS 800 for the MBA program.
- 3) *Continue to grow the new Virtual BBA in Marketing.* Growth had been stagnant in the Virtual BBA Marketing program, possibly which could be attributed to the recent challenges in offering a full slate of VC Marketing courses (and the relative ease with which VC students can find course options in Management). The significant reduction of Marketing instructional capacity after the retirement of Dr. Jerry Stark has been remedied with the hiring of Dr. Theresa Billiot. This regained capacity should expand VC course offerings and make the VC Marketing program more attractive to potential online students. Marketing faculty established a new course rotation for online and on-campus classes which should balance priorities of course availability for students and faculty time for research.
- 4) *Continue to refine the China BBA program in Management, especially with the objective of meeting AACSB expectations and offering comparable BBA Management programs in China, and in the two US domestic BBA programs (on-campus and VC).*
 - a. One of the challenges in providing comparable programs is program size between the domestic online, on-campus, and the China locations. With this in mind, the on-ground dual-degree BBA program at SNU will be phased-out while greater efforts will be made to strengthen a reduced version of the BBA Management program at Sias University.
 - b. The first class of BBA Management seniors completed MGT 499 (the BBA capstone course) in Fall 2010 and graduated in Spring 2011. Those senior students at Sias completed the ETS Field Exam in Business, as did domestic on-campus students. Additional BBA assessment activities will begin at Sias University next year to compare

- other additional learning outcomes between BBA students at Sias and domestic BBA students.
- c. Careful attention will be paid to logical and realistic staff and capacity reduction both at Sias and SNU during the next three years (while the SNU program phase-out is completed and the Sias program size is reduced).
- 5) *Continue to grow the new Tourism and Hospitality Management BBA degree program*, which has just completed its third full year of offering courses. The primary THM faculty member and Program Director started FY 2010 with about 20 THM advisees, growing in FY 2011 to about 45 THM advisees, and grew last year to about 68 as of 6/28/2011. We do not anticipate a continued growth rate as to be this dramatic because: a) many “low hanging” opportunities for growth have been expended and b) students will begin exiting the program pipeline and graduating.
 - 6) *Generally grow lower-enrollment on-campus and online programs and related program concentrations*. Most of the foundation and coordination has been established to attack social media opportunities for these lower-enrollment programs and concentrations.
 - a. As described in last year’s annual report, we identified a departmental student worker to serve as departmental Marketing Coordinator and execute primary marketing efforts in the Dept. of Management of Marketing. Ideally, this will continue as a permanent change for the department. We are currently searching for a back-up student Marketing Coordinator who will take the lead in fall of 2012 after our current student Marketing Coordinator retires (uhh... I mean graduates).
 - b. The department sponsored the summer edition of the alumni magazine, which highlighted these lower-enrollment programs, and which updated alumni about the successes and needs of the department.
 - 7) *Continue to bring stability and consistent quality to the various Human Resource Management (HRM) programs* in the department. The hiring of Dr. Kyle Stone in summer 2010 brought our first dedicated HRM faculty member to the department. The strong growth of interest in HRM programs (certificates, elective classes, the MLS – HRM concentration, the HRM concentration in the MBA, as well as the HRM concentration in the BBA Management) all have prompted this need, which now has been filled. Moving forward in the next year, a couple of sub-objectives include:
 - a. Dr. Stone will be working with the Graduate School to improve the evaluation process associated with the comprehensive final exam for the current MLS – HRM program
 - b. We will work with the Dean of the Graduate School possibly to transition the MLS-HRM to a planned new professional science masters’ degree program, which is in development.
 - c. Review the core HRM courses and possibly align them with the Society of Human Resource Management (SHRM) body knowledge for the 1st level (PHR) certification exam
 - 8) *Continue to revisit and revise departmental faculty evaluation documents, as well as tenure and promotion documents*. This process started at the end of the spring 2011 semester, but was incomplete by the end of the contract period for spring.

- 9) *Encourage more faculty members to embrace leadership roles for key courses and program concentrations, to each of the key program areas in the Dept. of Management & Marketing: Management, Marketing, HRM, THM, Business Education, and Corporate Communication.*
- 10) *Achieve quick hiring approval for the replacement of the International BBA Program Coordinator, such that some training can occur before the retirement of the current employee in that position.* This is a hold-over objective from last year. This did not occur, and we are now scrambling to fill the role which will soon be vacated by Dr. Harriet Caplan who will retire mid-July from FHSU. ***This department requires faster decision-making in upper administration such that positions such as this one can be filled in a timely manner.*** After the selection of finalists and one on-campus candidate interview, still there is no obvious internal or external candidate for this position. Significant domestic administrative capacity will be lost if this position is not quickly filled.

C. Department Productivity and Distinctive Accomplishments

1. Dr. Mary Martin continued her leadership role as editor of the *Journal of Business & Leadership*. Under her direction, growth and increased participation continues in both the Journal and the associated Symposium (on campus at FHSU each fall).
2. Dr. Kyle Stone has made significant progress during his first year as Director of the Management Development Center; he has established high-level contacts with several key regional companies, as well as “sold work” to them in various forms including training seminars and consulting assessments.
3. Similar to FY2009 and FY 2010, Dr. Tony Gabel continued his teaching-award winning streak with additional teaching awards in FY2011. Dr. Mary Martin and Mr. Mike Martin were nominated for the Pilot Award. Stacey Smith and Scott Hipsher were also nominated for the Pilot Award, but were not eligible. Stacey Smith was nominated for the Navigator award. Scott Jones was nominated for, and won the Spring 2012 Faculty Service Award.
4. For the 2nd year in a row, *significant* effort and time was put forth by the Business Communication and Business Education faculty members in response to required clean-up activities related to the Program Review and Intensive Program Review processes from FY2010. The BBA BCOM program was closed as a result of this effort, but the BS Business Education program was significantly reworked, and added two new concentrations in Corporate Communication and Training & Development. The original base concentration in BS Business Ed was renamed as the Teacher Licensure concentration. A program audit was completed by the Business Education faculty members and delivered to the Asst. Provost for Quality in June 2011.
5. Additional significant steps were taken to move all three BS Business Education program concentrations online in the Virtual College. These efforts led to the identification of Nebraska as a target market for the Teacher Licensure concentration, where the FHSU Teacher Licensure concentration of the BS Business Education degree meets or exceeds the teaching licensure requirements for business teachers in Nebraska. Additional workload and advising adjustment

will be necessary to manage the VC and on-campus students who choose concentrations in BS Business Education. Additional research will check the applicability of our FHSU Teacher Licensure concentration in additional regional states, to promote growth of this concentration.

6. The designation/delegation of one student worker position in the department as *the* marketing focal point for the department was *very successful*. (currently Jessica Tormey is our departmental Marketing Coordinator). We are currently planning for Jessica's successor in the selection of our 2nd "regular" student worker position.
 - a. Initial planning for social network-based advertising of lower-enrollment programs (Marketing, THM, Business Education, Corporate Communication) was started in the Spring 2010 semester, but was suspended while other departmental marketing activities took a larger share of time, most notably the summer edition of the alumni magazine. We will restart Web 2.0 advertising efforts in September 2011.
 - b. Currently, our Departmental Facebook page has over 100 "Likes", with an emphasis on encouraging all alumni to engage us with our FB page as a resource. The Marketing & Management Association also has its own FB page, from which club members communicate and coordinate meetings and events.
 - c. The Marketing Coordinator contacted alumni and developed vignettes for the departmental web site, to highlight success stories from the department.
7. As mentioned above, the Department of Management & Marketing sponsored the summer edition of the alumni magazine, to highlight recent successes and boost interest in flat and lower-enrollment programs (Marketing, THM, and the three new BS Business Ed concentrations). Articles were designed to highlight these programs and draw interest.
8. Transformation of the Marketing & Management Association continues, with notable successes (3rd year in a row) at the International Collegiate DECA conference (ICDC) in Orlando FL. Professors Mike Martin and Scott Jones continue to move the program forward. This year, three teams placed in the top-10 in their respective competitive categories in Spring 2011 with one team placing 2nd in Entrepreneurship. This follows two previous successful years of competition: three teams placing in top-15 in spring 2010 and one team placing 2nd overall in the Advertising Campaign category in Spring 2009. Additional funds were acquired again via the student government EOF process for our Collegiate DECA students to visit and mentor several high-school DECA chapters as they prepare for the State of Kansas High School DECA competition in Spring 2011. Plans have formed to increase cooperative ties between Collegiate DECA and Alpha Kappa Psi, which traditionally has been advised by Accounting faculty members (despite the broad mission of that organization).
9. After strong evidence was presented in last year's departmental annual report, along with a strategic action plan proposal in Fall 2010, the Dept of Management & Marketing was awarded a new MGT faculty position for Organizational Behavior and Strategy. The search for this new faculty position has just started.
10. China BBA
 - a. The BBA Management instructional model at SNU continues to be modified as that program is phased out at SNU. A logical phase-out of the on-ground dual-degree program should be feasible and easily manageable; that program should have no new

SOPH students in FY2012 (Fall 2011), with only JR and SR students remaining, plus some “clean-up” sections of various SOPH and JR courses being offered for retake purposes only.

- b. In Hays, various faculty members continued to supervise the training of MBA GTAs in their preparation for assignments at Sias University in China. Additionally, a search is ongoing for a new International Coordinator in the College of Business to replace Harriet Caplan, who is retiring.
- c. The Sias University dual degree program will begin a size-reduction process this fall, with the first impact on number of instructors in fall 2012. Only four cohorts of 75 students each will be recruited for fall 2011. These students will not be SOPH (and taking our classes at Sias) until fall 2012. Three new China BBA faculty members were hired during the spring 2011 semester for assignment to Sias University for fall 2011.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	86	68	67	72	89
Business Communication (BBA, 401-0699)	5	4	3	4	12
Business Education (BS,401-0838)	0	1	4	4	9
Business Undecided (BBA, 401-0000)	14	11	17	22	11
Management (BBA,401-0506)	47	28	26	30	47
Marketing (BBA,401-0509)	17	21	17	8	7
Tourism & Hospitality Mgmt (BBA,401-0507)	0	0	0	4	3
Office Technology (AAS,401-5005)	3	3	0	0	0
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	68	94	812	1106	1009
Business Communication (BBA, 401-0699)	2	7	5	7	31
Business Education (BS,401-0838)	6	3	2	3	3
Business Undecided (BBA, 401-0000)	1	4	14	10	3
Management (BBA,401-0506)	52	67	781	1065	949
Marketing (BBA,401-0509)	6	12	10	17	15
Tourism & Hospitality Mgmt (BBA,401-0507)	0	0	0	4	7
Office Technology (AAS,401-5005)	1	1	0	0	1
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	546/16	563/18	1334/27	2257/25	3038/15

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Business Communication (BBA, 401-0699)	44/2	47/1	45/1	55/2	92/3
Business Education (BS,401-0838)	22/0	22/1	30/1	27/2	38/0
Business Undecided (BBA, 401-0000)	36/0	30/0	58/1	63/1	34/0
Management (BBA,401-0506)	315/9	347/5	1093/8	1986/8	2747/8
Marketing (BBA,401-0509)	110/4	108/9	100/15	100/12	90/4
Tourism & Hospitality Mgmt (BBA,401-0507)	0/0	0/0	2/0	21/0	35/0
Office Technology (AAS,401-5005)	19/1	9/2	6/1	5/0	2/0
Graduate Majors [20 TH DAY FALL SEMESTER, HEADCOUNT]	22	2	2	1	0
MLS Majors [20 TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	21	26	0	0	18
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF MAJORS RETURNING]	67.24%	61.30%	61.48%	70.41%	77.37%
Business Communication (BBA, 401-0699)	75.00%	63.64%	56.52%	60.00%	58.49%
Business Education (BS,401-0838)	73.33%	76.47%	61.11%	77.27%	73.08%
Business Undecided (BBA, 401-0000)	60.00%	61.11%	58.62%	60.34%	69.84%
Management (BBA,401-0506)	64.14%	61.29%	63.37%	71.70%	79.15%
Marketing (BBA,401-0509)	72.12%	61.47%	57.94%	67.00%	64.29%
Tourism & Hospitality Mgmt (BBA,401-0507)	--	--	--	100.00%	52.63%
Office Technology (AAS,401-5005)	64.29%	42.11%	66.67%	33.33%	40.00%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	11,193	12,408	14,547	21,665	26,227
Graduate Student Credit Hours [TOTAL GRAD SCH]	532	653	1030	1231	1380
Tenured or Tenure-track Faculty (Headcount)* [FTE OCCUPIED FROM POSITION CONTROL]	7	7	12	9	10 →9*
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	2	2	2	3	3
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]	3.50 FTE	4.0 FTE	3.0 FTE	6.125	6.375 (see appendix A)
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	97	91	74	89	515
Business Communication (BBA, 401-0699)	10	13	10	11	6
Business Education (BS,401-0838)	2	5	7	6	8
Management (BBA,401-0506)	48	43	43	53	476
Marketing (BBA,401-0509)	30	24	12	18	22
Tourism & Hospitality Mgmt (BBA,401-0507)	0	0	0	1	2

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Office Technology (AAS,401-5005)	7	6	2	0	1
Graduate Degrees [GRAD DEGREES AWARDED, NOT MLS]	17	15	23	30	139
<p>Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators.</p> <p>*Dr. Jim Rucker passed away in fall 2010, which reduced the number of filled tenure-track lines from 10 to 9, not counting the new tenure-track line in MGMT, which is not included in this calculation. As of July 1st 2011, we have 12 tenure-track lines with two of them unfilled (Rucker's Business Communication line and the new Management line), plus three full-time NTT lines, for a total of 15 domestic positions. These analyses do not include international program faculty.</p> <p>It is disconcerting to see changes in historical data as reported from year to year. Greater explanation of that from the Provost's office would be helpful.</p> <p>1) Unclear about why 139 students were listed in our initial template for "Graduate Degrees" awarded (not MLS) for FY2011. We have no other graduate program in this department other than the MLS-HRM concentration, although also we do participate also in the MLS – International Enterprise Leadership degree program. This cannot be a correct number for the Dept of Management & Marketing.</p> <p>2) We need to make sure that the template for FY2012 includes the three new concentration designations for BS Business Education (Teacher Licensure, Corporate Communication, and Training & Development).</p> <p>3) It is possible that some of our focused marketing efforts are paying off, particularly with service activities in the Marketing & Management Association (student organization) that indirectly promotes majors in this department.</p> <p>4) The newly designated Marketing Coordinator (student position) is just now one year old. Potentially, the aggregation of follow-through on "little things" has had a net positive effect.</p> <p>5) Without better granularity on the Management degree program (VC vs on-campus vs International dual-degree partnerships), it is unclear what is driving growth and retraction in the Management program. Because we believe that the dual degree partnership students are included in our numbers, the phase-out of the SNU program should represent a reduction of up to 400 students (8 cohorts * 50 students per cohort) of freshman management students. This trend should be expected for FY2012 as the Management program will left with only JR and SR students at SNU, and with the planned reduction in program size at Sias University.</p>					
Number of books, book chapters, and refereed articles published [TOTAL NUMBER PUBLISHED]	1	1	4	4	8*
Percent of faculty publishing refereed books, chapters, or articles [PERCENT OF FACULTY PUBLISHING FOR FY2011 (FACULTY PUBLISHING/TOTAL FACULTY)]	22%	8%	23%	29%	21%* (4 out of 19 full-time)
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED]	4	5	10	9	17*
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY	55%	42%	64%	29%	47%* (9 out of 19 full-time)

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
PUBLISHING/TOTAL FACULTY]]				time)	time)
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	5	3	12	n/a	n/a
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	33%	8%	43%	n/a	n/a
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	0	1	1	0	2
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	0	14%	14%	0	11% (2 out of 19)
<p>Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators.</p> <p>*NOTE* - Starting in FY2010, began counting Full-time Sias faculty members as part of this group who is expected to produce research publications and presentations: currently 10 tenured or tenure-track faculty plus 3 NTT plus six AQ and PQ faculty members at Sias = 19.</p> <p>Not sure that any specific improvement occurred during the last year. An increased awareness has occurred with respect to the definitions associated with <i>Academically Qualified</i> status for AACSB accreditation efforts, and the importance of publishing peer-reviewed journal articles, when compared to other activities (such as conference papers and presentations, which do not contribute toward AQ status). One faculty member has “fallen-off” AQ status this year, but is working actively to reset the AQ status.</p> <p>There has been an increase in conference presentations, which are important; however for AACSB, this department needs to focus more energy on peer-reviewed journal publications.</p> <p>The department chair will continue, as much as possible, to lead by example, and to promote collaborative research among the faculty. This will be stressed particularly with the three new faculty members, who are generally “young” from an academic point of view (two new PhDs and one ABD).</p>					
<p>[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]</p>					
Direct Outcomes 1, 2, 3, 4, 5, 6, and 7 For the past several years, the College of Business has been implementing direct outcome measures specific to the BBA degree programs in general, but not specific to individual degree programs. A number of					

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
these include pre-test/post-test evaluations in core BBA courses, as well as the ETS Field Exam in Business, and written and verbal communication evaluations of all BBA students. The Dept. of Management & Marketing again will be seeking assistance in establishing program-specific metrics during the upcoming academic year. (e.g. the "capstone" management course is also the "capstone BBA degree program course for all BBA students...)					
Direct Outcome 8 BS Business Education – Licensure Assessment Praxis II – Business Test: a) number of students (%) of students who met minimum score, and b) average score.	a) 13 / 13 = 100% b) 652	a) 22 / 22 = 100% b) 683	Not currently available	Not currently available	Not currently available
Direct Outcome 9 BS Business Education – Student Teaching Evaluations: a) average score per year, b) n ** - indicates total possible score > 100 * - indicates total possible score = 100	a) 89** b) 4	a) 107** b) 7	a) 92* b) 5	a) 86* b) 7	Not currently available
Indirect Indicator 1 Aggregate Departmental Employment Success Rate (from Career Services data) a) % either employed in major field or continuing education, b) % overall success rate Note: current programs were not aligned in the Dept. of Management & Marketing in FY2006, FY2007, and FY2008	a) 80.68, b) 97.73	a) 87.65, b) 96.29	a) 82.50, b) 96.25	a) 71.25 b) 93.75	(updated data not currently available from Career Services yet... we checked)
Indirect Indicator 2 Departmental mean score of student learning, as reported by "Question #14" of the TEVAL evaluations: a) Fall, b) Spring **NOTE: due to the change in TEVAL to CoursEval and related changes to instructor evaluation questions, this Indirect Indicator will be changing again for the FY2012 academic year. For FY2011, the data presented is a weighted average of questions #5 through #15. A substitute metric will be discussed and selected and utilized in future years.	a) 3.75 b) 3.75	a) 3.75 b) 3.75	a) 3.75 b) 3.75	a) 3.75 b) See Note**	a) 4.07 b) See Note**
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.15 50.89	53.87 46.90	54.65 55.10	55.9 56.81	56.4 54.82
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	44.61 42.14	45.85 43.88	45.34 43.55	46.1 46.23	43.9 45.26
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	44.19 42.00	44.73 34.05	45.34 39.44	41.0 35.09	38.5 35.47
Dept senior students' Enriching Educational Experiences	33.44 30.57	34.09 30.19	34.72 31.93	34.0 29.55	32.9 29.51

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
[FHSU EEE SCORE, DEPT EEE SCORE, N, %]					
Dept senior students' Supportive Campus Environment	59.06 61.40	57.30 44.54	59.57 55.32	60.3 56.14	60.8 57.23
[FHSU SCE SCORE, DEPT SCE SCORE, N, %]					
Number of NSSE participants	20	28	24	67	67
[NUMBER OF DEPT SR STUDENTS, PERCENT]	19%	19.6%	16.8%	42.1%	33.3%
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators.					
[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]					
Outcome/Indicator 1 Contact with prospective students, new freshman, and transfer students. Measured by on-campus visits and departmental mailings. Note * - unclear exactly which contact metrics were included Note ** - EMT letters and New Admit letters Note *** - departmental visits of prospective students Note **** - athletics department Saturday lunch events at McMIndes, estimated	641*	745*	1941*	1659** + 89*** + 30**** = 1778	1787** + 215*** + 25**** = 2027
Outcome/Indicator 2 Senior Exit Survey – although historically listed in the Annual Report for the past five academic years, it has never been implemented. In conjunction with our departmental new departmental advisory committee (dovetailing into similar COB-wide efforts for AACSB accreditation), this may or may not be implemented in the future after additional feedback occurs with the advisory group.	Not implemented	Not implemented	Not implemented	Not implemented	Not implemented
Outcome/Indicator 3 TBD					
Briefly note 2-3 improvements over the last year prompted from the above indicators. The department has been more conscientious about quickly responding to EMT and new admit reports and quickly responding with letters of introduction and additional information for interested students. There has been a DRAMATIC increase in request for visits from prospective students... this departmental process has not changed, but we have received more requests from Admissions for these meetings. This is possibly due to changes in processes in Admissions.					

C. Department Quality Initiatives and Results

FY2011 Quality Initiatives (as listed as initiatives in the FY2010 annual report)	Results
1. Continued growth and development of the THM program	<p>The Program Director for the THM program continued efforts toward growing both on-campus and online enrollment in this program. The goal set last year was 60 active advisees, with a stretch-goal of 70. Additional partnerships were developed for required student internships. Although the formal template numbers showed 35 current THM majors, currently the Program Director for THM has 68 active THM advisees (6/28/2011).</p> <p>Based on our internal metric (active advisees in CICS in THM, both full and part-time) we met our goal of 60 students in FY2011 by reaching approximately 68.</p> <p>During the course of the year, the department executed several program growth initiatives for several “under-performing” program concentrations, which included not only THM, but also Marketing, and the three new BS Business Ed concentrations. Key accomplishments in this initiative was the creation both of a departmental FB page and Marketing & Management Association FB page, as well as sponsorship of the summer edition of the FHSU alumni magazine, which required substantial departmental and faculty time and effort.</p>
2. Continued delivery and improvement of the BBA-Management programs in China.	<p>A new International Coordinator for the College of Business (which was a new position last year) managed the ongoing administrative issues related to delivery and improvement of the China BBA programs. The SNU program continued its phase-out process during this past year.</p> <p>The Sias University program was closely monitored because of the new delivery model (AQ/PQ faculty delivering courses at Sias). This was the 3rd course delivery model at Sias in three years. Graduating SR BBA Management students at Sias participated in the same culminating assessment activity as the SR BBA students on-campus in Hays (the ETS Field Exam in Business).</p>
3. Ramp-up of the new MBA program partnership with Jao Tong University in China.	<p>Program did not materialize as expected. Long-term partnership is not in place, so faculty members for this program were not recruited or hired.</p>
4. Address deficiencies in “direct outcomes” of student learning from the Dept. of Management & Marketing (as noted above in this report)	<p>The Chair worked with departmental faculty, the dean of the College of Business, and the FHSU Asst. Provost for Quality Management to start the development of appropriate departmental-specific or program-specific student learning outcomes metrics. This occurred through the planned redevelopment of significantly-updated Affinity Diagrams for all seven undergraduate degree programs in the Dept of Management & Marketing.</p> <p>BS Business Education faculty members, as part of the redesign of that program, finalized Affinity Diagrams for their three program concentrations. The Marketing faculty finalized a revision of its Affinity Diagram. The Management faculty met about seven times to continue a “Greenfield” redevelopment of its Affinity Diagram; this process is not yet complete. The Dept. Chair and the Program Director of Tourism & Hospitality Management began the development of a new Affinity Diagram for THM. The 7th program concentration (Management-HRM) will begin its Affinity Diagram design</p>

	<p>process starting in the fall 2011, after the BBA Management Affinity Diagram is complete (because of the inherent relationship to the BBA Management program).</p> <p>Because of the number of diverse programs in this department, and In an effort to formalize faculty members taking a greater role in degree and program concentration-specific quality metrics, the Department Chair proposed the implementation of three additional Program Directors in a Strategic Action Plan proposal in Fall 2011. This proposal, although requiring only meager funds, was not funded.</p> <p>Implement processes by which faculty members take greater control of program-specific quality metrics. Assign specific program management roles for all key programs (and intensive sub-programs) in the department: Management, Marketing, HRM, THM, Business Education, Business Communication. Modify “Indirect Indicator #2” to reflect changes in the student evaluation of instruction. This is continued effort from Quality Initiatives from FY2009.</p>
<p>5. Implement a departmental advisory committee.</p>	<p>The Chair recruited an advisory committee from alumni members and other key stakeholders of the programs managed in the Dept. of Management and Marketing. With an original goal to convene “one or two Advisory Board meetings”, the Advisory Board met once during the fall of 2010. The agenda included a discussion of perceptions by employers of departmental graduates, a review of with the various program and concentration learning objectives, and a jump-start on updating Affinity Diagrams for several of the program concentrations. As originally designed, we did brain-storm marketing/promotions initiatives for the various programs, but did not get to “strategic” initiatives.</p>

FY2012 Quality Initiatives	Responsible Party, Resources, and Plan
<p>1. Continued growth and development of the THM program</p>	<p>The Program Director for the THM program should continue efforts toward growing both on-campus and online enrollment in this program. The Program Director has had a one-course-release approved for fall 2011 specifically to focus on program growth and marketing, with emphasis on community college relationships.</p> <p>Although we went from approximately 40 active advisees in FY2010 to 68 in FY2011, we anticipate slower growth next year. Based on the assumption that most new students during the past three years have been “low-hanging fruit”, we do not anticipate continued growth at this same rate. A reasonable goal (and comfortable load for manageable growth) will be 75 students for next year. This number also is tempered by the fact that more students now will be graduating and thus exiting the pipeline.</p> <p>With this continued growth, particularly in the online program, the Program Director also will be identifying additional qualified adjunct faculty to deliver online course content in future semesters.</p>
<p>2. Focused ongoing growth of the BBA Marketing program and the</p>	<p>Several departmental marketing ideas were not implemented last year due to scarce resources and unclear direction of the BS Business Education</p>

three new concentrations in the BS Business Education program.	concentrations. With more clarity on those issues, we are planning a FB advertising campaign in conjunction with the Academic Affairs marketing efforts (Casey Rohleder) and Virtual College marketing efforts.
3. Continued delivery and improvement of the BBA-Management programs in China.	<p>There will be a planned reduction in the size of the Sias BBA Management program, with only four cohorts of 75 students each recruited to be SOPH in BBA Management in Fall 2012. This ramp-down of the BBA at Sias, with the phase-out of the SNU BBA Management, will require careful attention to ensure proper allocation of faculty capacity. The overall reduction in size of the China BBA Management program will reflect a better balance in numbers of BBA students at each of the three BBA delivery modes, as seen by AACSB: Hays on-campus, domestic Virtual College, and China.</p> <p>Next year (starting fall 2011) we will have no formal SOPH level courses at SNU, but we will supervise some “clean-up” retake sections of MGT 301 and MKT 301.</p> <p>A new International Coordinator for the College of Business will be hired for fall 2011, to replace Harriet Caplan, who is retiring. This was a new position in fall 2010. (new position last year)</p> <p>The Sias University program will continue to be closely monitored because of the new delivery model (AQ/PQ faculty delivering courses at Sias). Graduating SR students at Sias participated in the same culminating assessment activity as SR students on-campus in Hays (the ETS Field Exam in Business).</p>
4. Address deficiencies in “direct outcomes” of student learning from the Dept. of Management & Marketing (as noted above in this report)	<p>The Chair worked with departmental faculty, the dean of the College of Business, and the FHSU Asst. Provost for Quality Management to start the development of appropriate departmental-specific or program-specific student learning outcomes metrics. Business Education faculty finalized Affinity Diagrams for their three program concentrations. The Marketing faculty finalized a revision of its Affinity Diagram. The Management faculty met about seven times to continue a “Greenfield” redevelopment of its Affinity Diagram. The Chair and the Program Director of Tourism & Hospitality Management began the development of a new Affinity Diagram for THM. The 7th program concentration (Management-HRM) will begin its Affinity Diagram design process starting in the fall 2011, after the BBA Management Affinity Diagram is complete.</p> <p>Because of the number of diverse programs in this department, and in an effort to formalize faculty members taking a greater role in degree and program concentration-specific quality metrics, the Department Chair proposed the implementation of three additional Program Directors in a Strategic Action Plan proposal in Fall 2011. This proposal, although requiring only meager funds, was not funded. Implement processes by which faculty members take greater control of program-specific quality metrics. Assign specific program management roles for all key programs (and intensive sub-programs) in the department: Management, Marketing, HRM, THM, Business Education, Business Communication. Modify “Indirect Indicator #2” to reflect changes in the student evaluation of instruction. This is continued effort from Quality Initiatives from FY2009.</p>

5. Continue implementation of the new departmental advisory committee.	The Chair will recruit advisory committee members from alumni and other key stakeholders of the programs managed in the Dept. of Management and Marketing. The goal will be for the department to convene one or two Advisory Board meetings, with the objectives of reviewing and improving program curricula, assisting with a long-range strategic vision for each program, and brain-storming marketing/promotions initiatives for the various programs.
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D. Institutional Quality Results

FY2011 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	[MEASURABLE RESULTS OF THIS GOAL]
Increase the quantity and quality of K-12 teachers educated	Fought for strongly and retained the BS Business Education degree program. Not only is this degree program important as part of this university initiative, it is an important pipeline between high schools and the College of Business in the state of Kansas. Two important facets of that include: 1) our Collegiate DECA program (within the student Marketing & Management Association) and its ties to Kansas high-school business teachers and classrooms, and 2) the network of program alumni and their long-term associations with our Business Education faculty members.
Improve undergraduate students' foundational skills	<p>One of the challenges with this university initiative is that our department (with very few exceptions) teaches only JR, SR, and graduate-level courses. <u>Generally</u>, we depend highly on foundational skill-development at the FR and SOPH level in other departments across campus. The intensive course material at the JR and SR level should NOT be developing foundational skills... we inherently reinforce skills that our students should have developed previously with application of those foundational skills in their various individual academic concentrations. Typical examples of applications are writing intensiveness of BCOM 301 (a core BBA course), applications of quantitative skills in MGT 602 (a core BBA course).</p> <p>Although it has not yet been implemented, last fall the departmental faculty voted to include in each undergraduate concentration the MGT 101 – Introduction to Business course, to give students a clear view of their business majors and the expectations of faculty in upper-division business classes.</p>
Enhance physical wellness of students, faculty, and staff	The Chair of Mgmt & Marketing was getting sufficient sleep between Jan1 and March 30 th to facilitate an exercise program that resulted in a 30 lb weight loss. However, work-related demands in April, May, and June have halted progress on that initiative, with some backsliding on that metric. Several other faculty members have been participating on-campus in “Boot-camp” activities on MWF at noon.
Internationalize the campus and curriculum	The Department continues to support COB and FHSU initiatives associated with establishing 2+2 and similar programs that would bring international students to Hays, KS. The department is actively participating in re-working and increasing our involvement in the MLS – International Enterprise Leadership concentration, where we will be responsible for two of the six core courses, and taking responsibility for assessment in those courses as well as some responsibilities in advising.

FY2011 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

Before fall 2010, the Department of Management & Marketing has not had an active advisory board. Moving forward, as envisioned, this advisory group will play a strong role in the departmental strategic planning process by helping faculty members identify traditional strengths, weaknesses, opportunities, and threats to the *seven undergraduate program concentrations offered in this department*. These observations will be utilized to develop implementable strategies to further the objectives of individual programs in the department. Our initial meeting in fall 2010 included a variety of topics, but did not get to SWOT analysis, which typically would be a part of our process. Additional high-level departmental strategies will be developed and implemented that support the efforts of the individual programs. We have specifically and strategically chosen to market individual program concentrations, rather than take a high-level departmental approach. At this point, then, the observations below are those of the chair and prior chair of the Dept. of Management & Marketing. Execution of this ideal strategic planning cycle will be annual, with one to two meetings of the advisory board planned per academic year (ideally one fall, one spring).

Current Strengths	Current Needs
<ul style="list-style-type: none"> • Generates significant SCH via the China BBA programs • Department with one of the highest domestic-SCH production (combined VC and on-campus) • Consistent growth of the new THM program • HRM concentration programs continue to grow • Strong online virtual college offerings: Management, Marketing, THM, Business Communication, MLS-HRM, and now the three BS Business Education program concentrations. • Excellent facilities and technology support • Dedicated and student-centered faculty • Specific dedicated resource to manage administrative challenges associated with International programs 	<ul style="list-style-type: none"> • A high-quality new International Coordinator for FY2012 (2011-2012 academic year), as the current International Coordinator will be retiring at the end of FY2011. We have had challenges identifying a well-qualified candidate willing to move to Hays on an annual contract basis at relatively low salary; this position is supposed to have 12-month chair-level administrative responsibilities and teach five courses per year (and thus must be either AQ or PQ for AACSB purposes). The salary range available has dissuaded one qualified candidate from accepting the position. • We have experienced significant turnover each year of the China BBA programs, requiring the replacement several full-time on-ground faculty members each year in the China BBA program. The department requires quick and early decision-making when structural program changes create turmoil surrounding proper faculty capacity for these programs. • It is likely with the growth of the MBA program and the BBA Management program, we will need yet another faculty member in the department within the next two years. As shown in the staffing plan and appendix A, we have a significant amount of online course delivery in HRM, even with the addition of Dr. Kyle Stone. Additionally, we have limited Marketing capacity on-campus. Some of these limits are related to the unwillingness of other faculty members across the COB to serve as Editor of the Journal of Business & Leadership, a job which as been undertaken by our tenured

	<p>Marketing faculty member, Mary Martin.</p> <ul style="list-style-type: none"> Continued evolution of all faculty members toward strengthening, maintaining or attaining AQ status. Similar to the challenge above with instructional demands on faculty, faculty members need sufficient time to work on research. On-campus course delivery needs and service needs have prompted faculty to relegate research to a 3rd priority.
Future Opportunities	Future Threats
<ul style="list-style-type: none"> Growth of the virtual BBA Marketing program Growth of the three virtual BUED concentrations Growth of the THM program (online and on-campus) Continued efforts in growing the population of Hispanic business students Ongoing efforts to support partnerships with community colleges and the military Continued efforts to support AACSB accreditation for the COB Continued growth of relationships between the Collegiate DECA chapter in our department with various high-school DECA chapters Continued growth of relationships with FHSU alumni through various channels Increased cooperation (and some integration) between our Collegiate DECA chapter and the Alpha Kappa Psi honorary fraternity in the COB Exploration of an MBM™ Certificate program in conjunction with Koch Industries Exploration of a departmental certificate program that is structured to prepare students to sit for a national professional certification exam (SHRM, PMP, APICS, ASQ, Lean, etc.) Continued development of a Lean/Sustainability Certificate program to support campus-wide interests in Sustainability (and the academic interests of the Chair). (A first Lean course is being developed via VC contract for delivery in Spring 2012). Exploration into the development of a Sports Management/Marketing Certificate and possible concentration or minor degree program. Strong opportunities exist for the development of these sub-programs, due to some pre-existing course availability, existing on-campus faculty and staff expertise in HHP, frequently noted student interest, and the professional/academic strengths of our new Marketing faculty member, Dr. Billiot. 	<ul style="list-style-type: none"> Bimodal ages of faculty; especially, a group of young core faculty, but also a significant number of older faculty members near retirement. Likely, during the next five years, retirement-related turnover will occur in at least three positions (Maughan, Guyot, Sellers). We lost Dr. Rucker in fall 2010, and Harriet Caplan retired in July 2011. This has already caused turmoil, and will continue to do so until qualified replacement faculty members are identified. Insufficient AQ faculty. Several tenured faculty members are either in the process of “dropping off” from their AQ status, or already have done so. This could be a significant barrier to AACSB accreditation. The specific negative impact on the department is a reduction in effective capacity. This situation has created barriers for the department in allowing these faculty members to teach overload courses, which has reduced effective capacity in key courses. Less-than-ideal adjunct faculty qualifications. A couple of adjunct faculty members are either “marginally PQ” or they are neither AQ nor PQ. A small number of adjunct faculty should be replaced with better-qualified faculty to satisfy the COB efforts toward AACSB accreditation. Dr. Stone has taken the lead on this issue from the perspective of HRM adjunct faculty. Insufficient administrative capacity. The Dept of Management & Marketing houses seven different degree program concentrations, and supports three graduate programs (MBA, and two MLS concentrations). Basic requirements of this department do not allow for sufficient “proactive” initiatives to be planned and implemented. Constant fire-fighting does not allow time and capacity for real strategic direction, planning, and execution. Often, insufficient time and capacity exists for meeting basic deadlines that are required of all departments on campus. This could be addressed through the addition of Program Director roles for a small number of key faculty members in

	<p>this department.</p> <ul style="list-style-type: none"> • Insufficient on-campus instructional capacity. As suggested by the “Other Faculty” calculation and related analysis, this Dept. has a high reliance on adjunct faculty. Multiple faculty members are teaching overload courses in key areas, especially various courses in: <ul style="list-style-type: none"> ○ Org Behavior ○ International business & marketing ○ HRM • Salary compression. The three new faculty members have received and accepted offers (assuming PhD tenure-track) that exceed the salaries of the most recent hires from 4, 3, and 2 years ago. Even with minor adjustments associated with “merit” pay from spring 2011, this salary compression issue still exists. • Current faculty taking heavy on-campus teaching loads due to shortages of full-time faculty members. This reiterates a discussion point above, where teaching loads detract from research requirements for faculty to maintain AQ status for AACSB. Despite filling three previously-open tenure-track lines in summer 2010 (Billiot, Wolfe, and Stone) and a new tenure track faculty line in MGMT for fall 2011 (if it can be filled that quickly), we will still have insufficient on-campus instructional capacity. REGULARLY IN A PREDICTABLE FASHION we utilize adjunct faculty members to teach Marketing 301 on-campus and strong-arm other full-time faculty members to teach heavier loads than ideal. • University-wide challenges, including population decline of the traditional service area of FHSU, limited resources for full-time capacity growth, and limited resources to attract and retain the highest-quality faculty possible.
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B. Opportunities for Improvement

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
Opportunity #1: (this was submitted as a Strategic Action Plan item last year, and it WILL be submitted again)	Approximately \$15,000 total per year (plus loading) for 3 new Program Director roles to be established and supported at \$5,000 per role.	Unknown – ideally, approved and in-place for the 2012 - 2013 academic year (FY2013)... or split the department into two...

<p>As noted under “Future Threats”, additional administrative capacity is needed in the Dept. of Management & Marketing; this department houses seven different degree concentrations and supports three graduate programs (MBA and two concentrations in the MLS).</p> <p>This could be addressed directly with “Program Director” roles and formal responsibilities for existing departmental faculty members. The model for this role is the Director of the Tourism & Hospitality Management program.</p> <p>Each Program Director would be responsible for:</p> <ul style="list-style-type: none"> • program-related objectives and assessment. (As noted above, although the Dept. of Management & Marketing has contributed significantly to general BBA-related assessment activities for the COB, program-specific objectives and assessment is lacking in programs in this department). • recruiting activities (in coordination with the Chair and the other Program Directors), • internships, job placement activities, and industry relationships associated with students in that Program, etc. <p>The vision would be to have Program Directors for:</p> <ul style="list-style-type: none"> • Tourism & Hospitality Management (already exists), • Management, • Marketing, and • Business Education 	<p>No expectation exists of course release-time for any of these positions. The roles would be structured in a fashion similar to the current Program Director of Tourism & Hospitality Management, and similar to the AACSB Assessment Coordinator position in the College of Business. Additional stipend would be paid for the additional responsibilities, without course release time.</p>	<p>Quick & dirty Cost/benefit analysis:</p> <p>Option #1: Cost of splitting out a new department from this nightmare:</p> <p>About \$5k - \$7k in an additional Chair stipend plus an additional 2/9th of a COB faculty salary = approximately \$5k + (2/9)*\$80k = approximately \$17,800 in direct chair salary <u>but would require other</u> administrative support costs;</p> <p>vs</p> <p>Option #2: Costs associated with three new Program Director stipends = approximately \$15k plus loading for three new Program Director positions under the umbrella of the Dept of Management & Marketing = (1.19) * (\$15k) = \$17,850, <u>but without additional</u> administrative support costs.</p> <p>Appendix B shows last year’s Strategic Action Plan proposal for this item.</p>
<p>Other suggestions pending faculty and advisory board input.</p>		

SUPPORTING MATERIALS

A. Department Degree Program Affinity Diagram(s)

CURRENT MANAGEMENT AFFINITY DIAGRAM

Characteristics of Management Graduates	Expected Learning Outcomes	Curriculum	Preliminary Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>KNOWLEDGE OF MANAGEMENT Demonstrates an understanding and application of the four functions of Management (planning, organizing, leading and controlling).</p> <p>CRITICAL THINKING and DECISION MAKING Competent in rational decision processes and the use of groups in decision making. Understands, selects, and applies appropriate analytical tools to complex business issues and able to evaluate alternate solutions.</p> <p>ETHICAL/SOCIAL RESPONSIBILITY Recognizes what ethical behavior is and how ethical dilemmas complicate the workplace. Understands how high ethical standards can be maintained in an organizational setting. Knows the relationship between organizations, government and society.</p> <p>EMBRACE DIVERSITY Understands the global economy and the forms of international</p>	<p>GOAL To demonstrate the ability to identify a Management problem, analyze the relationship between Management variables, and develop workable solutions to Management problems, and measure outcomes of implemented solutions.</p> <p>GOAL To possess an understanding of Management concepts and how Management relates to other functional areas in business.</p> <p>GOAL To demonstrate technical preparation (ability to use software such as spreadsheets, statistical packages, database packages in a Management context) and quantitative skills (ability to work with numerical data).</p> <p>GOAL To demonstrate the ability to gather information and communicate it effectively,</p>	<p>BUSINESS CORE ACCT 203 Financial Accounting ACCT 204 Managerial Accounting GBUS 204 Business Law I MGT 301 Management Principles MKT 301 Marketing Principles ECFI 305 Managerial Finance MGT 499 Business Policy MGT 602 Production & Operations Mgt</p> <p>MANAGEMENT CORE MGT 403 Business, Society & Ethics MGT 404 Organizational Theory/Analysis MGT 405 Human Resource Management MGT 410 Organizational Behavior MIS 304 Management Information Systems</p> <p>MANAGEMENT ELECTIVES (15 hours required) <i>Any upper division course (300 or higher) from within the College of Business and</i></p>	<ol style="list-style-type: none"> Instructor evaluation of assignments, case studies, simulations, research papers, presentations, examinations and formal course work. Successful student completion of capstone course: MGT 499, Business Policy. Student completion of ETS Major Field Test. Annual survey of graduating seniors to revise curriculum and individual courses. Annual survey of Management alumni to assess satisfaction with major and curriculum and measure placement rates in workplace and graduate programs. 		

Characteristics of Management Graduates	Expected Learning Outcomes	Curriculum	Preliminary Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>business in global operations. Comprehends the impact of diverse cultures and global diversity in management practices.</p> <p>COMMUNICATION AND PROFESSIONALISM Shares ideas and findings clearly in written and oral expression. Sustains a positive impression, instills confidence and has the ability to advance in a career.</p> <p>TEAMWORK Works effectively as a team member and as a team leader.</p>	<p>both in oral and written form, using the language of Management, persuasive communication and technology.</p> <p>GOAL To possess the ability to work effectively in teams, including making contributions, collaboration, leadership, conflict management, and negotiation and consensus building.</p> <p>GOAL To demonstrate an understanding of Management in social, cultural and historical contexts.</p>	<p><i>leadership.</i></p>	<p>6. Annual survey of firms that do and do not recruit COBL management graduates.</p> <p>7. Successful student development of Personal Assessment Portfolio.</p> <p>8. Annual random sample exit interviews of graduating students via telephone.</p> <p>9. Student completion of COMPEX examination</p>		

IN-PROCESS DRAFT – NEW PLANNED MANAGEMENT AFFINITY DIAGRAM

Management Graduates	Expected Learning Outcomes	Applicable	Preliminary Assessment	Assessment Results	Actions/Response to Assessment Results
		Current Management Program:			
		BUSINESS CORE ACCT 203 Financial Accounting ACCT 204 Managerial Accounting GBUS 204 Business Law I MGT 301 Management Principles MKT 301 Marketing Principles BCOM 301 Business Communication ECFI 305 Managerial Finance MGT 602 Production & Operations Mgt MGT 499 Business Policy			
		MANAGEMENT CORE MIS 304 Management Information Systems MGT 403 Business, Society & Ethics MGT 410 Organizational Behavior MGT 411 Applied Management Skills MGT 611 Human Resource Management			

should be...		Curriculum (from program above)	Approach and Methods		
<u>KNOWLEDGEABLE IN BASIC MANAGEMENT FUNCTIONS</u>	<u>GOAL</u> Demonstrate understanding of the functional areas of management: planning, organizing, leading and controlling.	MGT 301 MGT 499 MGT 611 MGT 602 GBUS 204? MGT 403? MGT 410 MGT 411 MIS 304?			
<u>EFFECTIVE COMMUNICATORS</u>	<u>GOALS</u> a) Demonstrate the ability to communicate effectively in written form. b) Demonstrate the ability to communicate effectively in oral form.	MGT 499 MGT 611 GBUS 204 MGT 403 MIS 304? BCOM 301			
<u>ANALYTICAL THINKERS, PROBLEM SOLVERS, AND DECISION MAKERS</u>	<u>GOAL</u> a) Effectively apply analytical tools in managerial decisions and problem solving.	MGT 602 MGT 499 MGT 611 GBUS 204 MGT 403 MIS 304? MGT 411 MGT 301 MGT 410			
<u>KNOWLEDGEABLE OF TEAM DYNAMICS</u>	<u>GOAL</u> a) Explain teamwork, team contributions, and team development within organizations.	MGT 499? MGT 403 MIS 304? MGT 411 MGT 301 MGT 410			

	b) Explain the nature of leadership, key leadership traits and behaviors, and different approaches to successful leadership within organizations.	BCOM 301			
<u>GLOBALLY AWARE</u>	<u>GOAL</u> a) Understand the global economy and the forms of international business in global operations.	MGT 611 MGT 499 MGT 403 MIS 304? MGT 602 MGT 411 MGT 301 MGT 410			
<u>EFFECTIVE MANAGERS OF INFORMATION</u>	<u>GOAL</u> a) Knowledgeable in current management information systems.	MIS 304?			
<u>AWARE OF LEGAL, ETHICAL, AND SOCIAL BUSINESS ENVIRONMENTS</u>	<u>GOAL</u> a) Explain the legal environment facing managers today. b) Explain social	MIS 304? GBUS 204 MGT 403			

	responsibility and ethical issues encountered within businesses				
	Leftovers /old (for now) below...				
	<p>GOAL They can identify an ethical issue or ethical dilemma and the major factors in establishing an ethical climate. They can demonstrate knowledge of business ethics and social responsibility.</p> <p>They understand what ethical behavior is and how ethical dilemmas complicate the workplace. They know how high ethical standards can be maintained in an organizational setting. They understand the relationship between organizations, government and society</p> <p>To demonstrate the ability to gather information and communicate it effectively, both in oral and written form, using the language of Management, persuasive communication and technology.</p> <p>GOAL To possess the ability to</p>	<p>BUSINESS CORE ACCT 203 Financial Accounting ACCT 204 Managerial Accounting GBUS 204 Business Law I MGT 301 Management Principles MKT 301 Marketing Principles BCOM 301 Business Communication ECFI 305 Managerial Finance MGT 499 Business Policy MGT 602 Production & Operations Mgt</p> <p>MANAGEMENT CORE MIS 304 Management Information Systems MGT 403 Business, Society & Ethics MGT 410 Organizational Behavior MGT 411 Applied Management Skills MGT 611 Human Resource Management</p> <p>MANAGEMENT ELECTIVES (15 hours required)</p>	<p>10. Instructor evaluation of assignments, case studies, simulations, research papers, presentations, examinations and formal course work.</p> <p>11. Successful completion of capstone course: MGT 499, Business Policy.</p> <p>12. Annual survey of graduating seniors to revise curriculum and individual courses.</p> <p>13. Annual survey of Management alumni to assess satisfaction with major and curriculum and measure placement rates in workplace and graduate programs.</p>		

	<p>work effectively in teams, including making contributions, collaboration, leadership, conflict management, and negotiation and consensus building.</p> <p style="text-align: center;">GOAL</p> <p>To demonstrate an understanding of Management in social, cultural and historical contexts.</p> <p>To possess an understanding of Management concepts and how Management relates to other functional areas in business.</p> <p>To demonstrate the ability to identify a Management problem, analyze the relationship between Management variables, and develop workable solutions to Management problems.</p> <p>To demonstrate technical preparation (ability to use software such as spreadsheets, statistical packages, database packages in a Management context) and quantitative skills (ability to work with numerical data).</p>	<p><i>Any upper division course (300 or higher) from within the College of Business and Leadership.</i></p> <p>LDRS 300 Intro to Leadership Concepts LDRS 302 Intro to Leadership Behavior LDRS 310 Field Work in Leadership Studies MGT 407 Project/Program Management LDRS 480 Leadership & Team Dynamics MGT 604 Management of Small Business MGT 605 Entrepreneurship MGT 606 International Business MGT 608 Total Quality Management MGT 610 Labor Relations & Collective Barg MGT 612 Recruitment, Selection & Retention MGT 613 Total Compensation MGT 614 Training and Development MGT 620 Tourism & Hospitality Management MGT 621 Tourism & Hospitality Marketing MGT 622 Service Operations</p> <p>MGT 623 Meetings, Conventions, & Event Mgt MGT 624 Hotel and Resort Management GBUS 673 Problems in</p>			
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		Business: Supply Chain GBUS 673 Problems in Business: Employment Law			
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CURRENT MARKETING AFFINITY DIAGRAM

Characteristics of Marketing Graduates	Expected Learning Outcomes	Curriculum	Preliminary Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>KNOWLEDGEABLE They have the theoretical and practical background that provides them with a thorough understanding of marketing.</p> <p>CRITICAL THINKING They can interpret, analyze and use information and marketing analyses for creative problem solving.</p> <p>PROGRESSIVE They embrace technological and other advances, and consistently challenge traditional marketing theory and practice to gain new perspectives.</p> <p>EMBRACE</p>	<p>GOAL To demonstrate the ability to identify a marketing problem, analyze the relationship between marketing variables, and develop workable solutions to marketing problems.</p> <p>GOAL To possess an understanding of marketing concepts and how marketing relates to other functional areas in business.</p> <p>GOAL To demonstrate technical preparation (ability to use software such as spreadsheets, statistical packages, database packages in a marketing context) and quantitative skills (ability to work with numerical data).</p> <p>GOAL To demonstrate the ability to gather information and communicate it effectively, both in oral and written form, using the language of marketing, persuasive communication and technology.</p> <p>GOAL To possess the ability to work effectively in teams, including making contributions, collaboration, leadership, conflict</p>	<p>BUSINESS CORE ACCT 203 Financial Accounting ACCT 204 Managerial Accounting GBUS 204 Business Law I MGT 301 Management Principles MKT 301 Marketing Principles ECFI 305 Managerial Finance MGT 499 Business Policy MGT 602 Production & Operations Mgt</p> <p>MARKETING CORE MKT 601 Consumer Behavior MKT 604 Marketing Research MKT 609 Strategic Electronic Marketing MKT 606 International Marketing MKT 405 Marketing Strategy</p> <p>MARKETING ELECTIVES (12 hours required) <i>Area of Focus: Sales & Distribution</i> MKT 401 Marketing Channels MKT 302 Strategic Selling MKT 403 Retail Management MKT 402 Sales Management</p> <p><i>Area of Focus: Integrated Marketing Communications</i> MKT 602 Promotion Strategy MKT 302 Strategic Selling MKT 608 Database Marketing MKT 603 Services and Relationship Mgmt</p>	<p>14. Instructor evaluation of assignments, case studies, simulations, research papers, presentations, examinations and formal course work.</p> <p>15. Successful completion of capstone course: MKT 405, Marketing Management.</p> <p>16. Annual survey of graduating seniors to revise curriculum and individual courses.</p> <p>17. Annual survey of marketing alumni to assess satisfaction with major and curriculum and measure placement rates in workplace and graduate programs.</p>		

Characteristics of Marketing Graduates	Expected Learning Outcomes	Curriculum	Preliminary Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
<p>DIVERSITY They are aware of the impact of culture on marketing and readily accept group variations.</p> <p>COMMUNICATION They share ideas and findings clearly in written and oral expression.</p> <p>TEAMWORK They work effectively as a team member and as a team leader.</p> <p>PROFESSIONALISM They sustain a positive impression, instill confidence and have the ability to advance in a career.</p>	<p>management, and negotiation and consensus building.</p> <p>GOAL To demonstrate an understanding of marketing in social, cultural and historical contexts.</p> <p>GOAL To demonstrate an understanding of marketing from multiple perspectives (managers, consumers and citizens).</p>	<p>MARKETING-RELATED ELECTIVES (6 hours required) MGT 403 Business Society and Ethics COMM 508 Persuasion COMM 509 Intercultural Communications COMM 514 Business and Professional Speaking COMM 547 Advertising COMM 548 Public Relations COMM 588 Principles of Public Relations and Organizations LDRS 300 Introduction to Leadership Concepts LDRS 302 Introduction to Leadership Behavior LDRS 480 Teambuilding, Teamwork, and Team Leading LDRS 550 Principles of Organizational Leadership LDRS 570 Leadership and Personal Development</p>			

BS BUSINESS EDUCATION AFFINITY DIAGRAM – Corporate Communication Concentration

BSBE - Corporate Communication

Characteristics of Corporate Communication Program	Expected Learning Outcomes	Curriculum	Planned Assessment Approach and Methods / (Assessment Type)	Results	Curricular and/or Pedagogical Changes
<p><u>Competent in their discipline</u></p> <p><u>Effective communicators</u></p> <p><u>Strategic Thinking</u></p> <p><u>Proficient in information technology</u></p>	<p>Demonstrate an understanding of the processes and purposes of communicating in the business environment</p> <p>Demonstrate the ability to research, organize, document, and deliver effective oral and written communications</p>	<p>MAJOR CORE BCOM 301 Business Comm GBUS 204 Business Law I INT 250 Intro to Web Development MIS 304 Mgt Info Systems MGT 301 Management Principles MKT 301 Marketing Principles LDRS 300 Intro to Leadership Concepts</p>	<p><u>Assessment 1:</u> Annual survey of graduating seniors to revise curriculum and individual courses. <i>(Satisfaction)</i></p> <p><u>Assessment 2:</u> Annual Advisory Board meeting to discuss major and curriculum revisions based on the needs of today's businesses. <i>(In-Direct)</i></p>		

<p><u>Aware of the impact of diversity and global issues</u></p> <p><u>Effective team members</u></p> <p><u>Aware of legal, social, and ethical responsibilities</u></p>	<p>Demonstrate the ability to think critically, make decisions, and solve business problems</p> <p>Demonstrate the ability to use selected business application software</p> <p>Demonstrate an understanding of diversity in the business environment</p> <p>Demonstrate an understanding of communication in the global business environment</p> <p>Demonstrate the ability to effectively contribute to a team</p> <p>Demonstrate an understanding of the legal environment and of the social responsibility and ethical issues facing business today</p>	<p>MGT 101 Intro to Business <<BCOM Software Elective>> <<Business Related Elective>> <<Related Elective>></p> <p>PROGRAM CONCENTRATION BCOM 400 Global Business Comm BCOM 601 Managerial Comm BCOM 690 Prof Development BCOM 692 Manag Reports/Pres BCOM 695 Corporate Comm MGT 611 Human Resource Mgmt MGT 610 Labor Relations/Collective Bargaining COMM 606 Conflict Mgmt through Comm COMM 611 Organ Culture and Climate ACCT 203 Principles of Accounting 1 ACCT 204 Principles of Accounting 2 <<Related Elective>></p>	<p><u>Assessment 3:</u> Survey of identified employers of recent graduates to determine employer satisfaction. <i>(Direct)</i></p> <p><u>Assessment 4:</u> Evaluation of students by instructors using final project from BCOM 400. (Final course grade.) <i>(Embedded)</i></p> <p><u>Assessment 5:</u> Evaluation of students by instructors using a comprehensive Managerial Communication case study in BCOM 601. <i>(Embedded)</i></p> <p><u>Assessment 6:</u> Evaluate of students by instructors using formal analytical report project and presentation in BCOM 692. <i>(Embedded)</i></p> <p><u>Assessment 7:</u> Evaluation of student program portfolio compiled during capstone course, BCOM 695. <i>(Embedded)</i></p> <p><u>Assessment 8:</u> Completion of the Business Content exam, completed during BCOM 695. <i>(Embedded)</i></p>		
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BS BUSINESS EDUCATION AFFINITY DIAGRAM – Teacher Licensure Concentration

BSBE - Teacher Licensure

<i>Characteristics of Business Education Program</i>	<i>Expected Learning Outcomes</i>	<i>Curriculum</i>	<i>Planned Assessment Approach and Methods / (Assessment Type)</i>	<i>Results</i>	<i>Curricular and/or Pedagogical Changes</i>
<p><u>Competent in Business disciplines</u></p> <p><u>Effective communicators</u></p> <p><u>Strategic Thinking</u></p> <p><u>Proficient in information technology</u></p> <p><u>Aware of the impact of diversity and global issues</u></p> <p><u>Effective team members</u></p> <p><u>Aware of legal, social, and ethical responsibilities</u></p>	<p>Demonstrate an understanding of the functional areas of business: accounting, economics, finance, management, and marketing.</p> <p>To be able to communicate effectively, orally and in writing.</p> <p>Demonstrate the ability to critically evaluate, analyze, and interpret data and information to solve business problems.</p> <p>Demonstrate the ability to use current information technology.</p> <p>Demonstrate an understanding of global business issues.</p> <p>Demonstrate effective group collaborative skills in the accomplishment of tasks.</p> <p>Demonstrate an understanding of the legal environment and of the social responsibility and ethical issues facing business today</p>	<p>MAJOR CORE</p> <p>BCOM 301 Business Comm</p> <p>GBUS 204 Business Law I</p> <p>INT 250 Intro to Web Development</p> <p>MIS 304 Mgt Info Systems</p> <p>MGT 301 Management Principles</p> <p>MKT 301 Marketing Principles</p> <p>LDRS 300 Intro to Leadership Concepts</p> <p>MGT 101 Intro to Business</p> <p><<BUED Software Elective>></p> <p><<Business Related Elective>></p> <p><<Related Elective>></p> <p>PROGRAM CONCENTRATION</p> <p>TEEL 202 Foundations of Education</p> <p>TEEL 231 Human Growth and Development</p> <p>ACCT 203 Principles of Accounting 1</p> <p>ACCT 204 Principles of Accounting 2</p> <p>BUED 277 Early Field Experience I</p> <p>BUED 422 Methods in Info Systems and Accounting</p> <p>BUED 423 Curriculum & Instruction in Business</p> <p>BUED 613 Org/Admin of CTE</p> <p>TECS 290 Instructional Technology</p> <p>TESP 302 Educating Exceptional Students</p> <p>TEEL 431 Educational Psychology</p> <p>TESS 494 Secondary School</p>	<p><u>Assessment 1:</u> Annual survey of graduating seniors to revise curriculum and individual courses. <i>(Satisfaction)</i></p> <p><u>Assessment 2:</u> Annual Advisory Board meeting to discuss major and curriculum revisions based on the needs of today's businesses. <i>(In-Direct)</i></p> <p><u>Assessment 3:</u> Survey of identified employers of recent graduates to determine employer satisfaction. <i>(Direct)</i></p> <p><u>Assessment 4:</u> Evaluation of students by instructors using final project from BCOM 400. <i>(Final course grade.) (Embedded)</i></p> <p><u>Assessment 5:</u> Evaluation of students by instructors using a comprehensive Managerial Communication case study in BCOM 601. <i>(Embedded)</i></p> <p><u>Assessment 6:</u> Evaluate of students by instructors using formal analytical report project and presentation in BCOM 692.</p> <p><u>Assessment 7:</u> Evaluation of student program portfolio compiled during capstone</p>		

		Experience TESS 496 Student Teaching	course, BCOM 680. <u>Assessment 8:</u> Completion of the Business Content exam, completed during BCOM 680.		
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BUSINESS EDUCATION AFFINITY DIAGRAM – Training & Development

Affinity Diagram, B.S.B.E. – Training & Development

<i>Characteristics of Training and Development Concentration</i>	<i>Expected Learning Outcomes</i>	<i>Curriculum</i>	<i>Planned Assessment Approach and Methods</i>	<i>Results</i>	<i>Curricular and/or Pedagogical Changes</i>
<p><u>Competent in their discipline</u></p> <p><u>Effective communicators</u></p> <p><u>Strategic Thinking</u></p> <p><u>Proficient in information technology</u></p> <p><u>Aware of the impact of diversity and global issues</u></p> <p><u>Effective team members</u></p> <p><u>Aware of legal, social, and ethical responsibilities</u></p>	<p>Demonstrate an understanding of current instructional design methodologies, trends in Learning Management Systems, and the resources to remain current in the latest T&D trends.</p> <p>Demonstrate the ability to research, organize, document, and deliver effective oral and written communications</p> <p>Demonstrate the ability to think critically, make decisions, and solve business problems. Understands how to align results-based training to strategic objectives within the organization. Employs various approaches to determining needs analysis and return on investment (ROI) of training and development programs.</p> <p>Demonstrates the ability to apply various Web 2.0 technologies.</p> <p>Understands current trends associated with traditional and e-</p>	<p>MAJOR CORE</p> <p>BCOM 301 Business Comm</p> <p>GBUS 204 Business Law I</p> <p>INT 250 Intro to Web Development</p> <p>MIS 304 Mgt Info Systems</p> <p>MGT 301 Management Principles</p> <p>MKT 301 Marketing Principles</p> <p>LDRS 300 Intro to Leadership Concepts</p> <p>MGT 101 Intro to Business</p> <p><<BCOM Software Elective>></p> <p><<Business Related Elective>></p> <p><<Related Elective>></p> <p>PROGRAM CONCENTRATION</p> <p>TEEL 202 Foundation of Education</p> <p>TEEL 231 Human Growth and Development</p> <p>TECS 290 Intro to Instructional Technology</p> <p>BUED 421 Electronic Media in Instruction</p> <p>BUED 612 Individual Training and Job Analysis</p> <p>TECS 495 Training and</p>	<p><u>Assessment 1:</u> Annual survey of graduating seniors to revise curriculum and individual courses.</p> <p><u>Assessment 2:</u> Annual Advisory Board meeting to discuss major and curriculum revisions based on the needs of today’s businesses.</p> <p><u>Assessment 3:</u> Survey of identified employers of recent graduates to determine employer satisfaction.</p> <p><u>Assessment 4:</u> Evaluation of students by instructors using research team project from BCOM 301.</p> <p><u>Assessment 5:</u> Final course grade in IDS 350: Multiculturalism</p> <p><u>Assessment 6:</u> Final exam in GBUS 204 - Business Law</p> <p><u>Assessment 7:</u> Instructional media design project in BUED 421.</p> <p><u>Assessment 8:</u> Capstone Course</p>		

	<p>learning T&D methods.</p> <p>Demonstrate an understanding of diversity in the business environment</p> <p>Demonstrate the ability to collaborate with instructional design teams, content experts, and other stakeholders.</p> <p>Demonstrate an understanding of the legal environment and of the social responsibility and ethical issues facing business today</p>	<p>Instructional Systems MGT 611 Human Resource Management MGT 614 Training and Development MGT 410 Organizational Behavior <<Related Elective>> <<Related Elective>></p>	<p>Project and Performance Portfolio in BUED 612.</p>		
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HRM Concentration under BBA Management – IN DEVELOPMENT

[This will be started after completion of the updated MGMT Affinity Diagram

DRAFT - TOURISM & HOSPITALITY MANAGEMENT AFFINITY DIAGRAM (next page)

THM		Current Management Program:			
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		<p>BUSINESS CORE ACCT 203 Financial Accounting ACCT 204 Managerial Accounting GBUS 204 Business Law I MGT 301 Management Principles MKT 301 Marketing Principles BCOM 301 Business Communication ECFI 305 Managerial Finance MGT 602 Production & Operations Mgt MGT 499 Business Policy</p>			
		<p>TOURISM & HOSPITALITY MANAGEMENT CORE MGT 620 – Tourism & Hospitality Management MGT 621 – Tourism & Hospitality Marketing MGT 622 – Service Operations MGT 623 Meetings, Conventions & Events Management MGT 624 – Hotel & Resort Management MGT 625 – International Hospitality: Problems & Planning MGT 629 – Tourism & Hospitality Industry Internship</p>			

Management Graduates should be...	Expected Learning Outcomes	Applicable Curriculum (from program above)	Preliminary Assessment Approach and Methods	Assessment Results	Actions/Response to Assessment Results
<p><u>KNOWLEDGEABLE IN BASIC FUNCTIONS OF TOURISM & HOSPITALITY MANAGEMENT</u></p>	<p><u>GOAL</u> Demonstrate understanding of the functional areas of THM: (fill in the blank here...)</p>	<p>MGT 301 MKT 301 BCOM 301 ETC BBA Core... plus MGT 620 MGT 621 MGT 622 MGT 623 MGT 624 MGT 625 MGT 629</p>			
<p><u>EFFECTIVE COMMUNICATORS</u></p>	<p><u>GOALS</u> a) Demonstrate the ability to communicate effectively in written form. b) Demonstrate the ability to communicate effectively in oral form.</p>	<p>MGT 499 GBUS 204 MGT 403 BCOM 301</p>			
<p><u>ANALYTICAL THINKERS, PROBLEM SOLVERS, AND DECISION MAKERS</u></p>	<p><u>GOAL</u> a) Effectively apply analytical tools in managerial decisions and problem solving.</p>	<p>MGT 602 MGT 499 GBUS 204 MGT 301 MGT 622 – Service Operations</p>			
<p><u>KNOWLEDGEABLE OF TEAM</u></p>	<p><u>GOAL</u></p>	<p>MGT 499? MGT 301</p>			

<p><u>DYNAMICS</u></p>	<p>a) Explain teamwork, team contributions, and team development within organizations.</p> <p>b) Explain the nature of leadership, key leadership traits and behaviors, and different approaches to successful leadership within tourism & hospitality organizations.</p>	<p>BCOM 301</p>			
<p><u>GLOBALLY AWARE</u></p>	<p><u>GOAL</u></p> <p>a) Understand the global economy and the various forms of international business in global tourism & hospitality operations.</p>	<p>MGT 499 MGT 602 MGT 301 MGT 625 – International Hospitality: Problems & Planning</p>			
<p><u>EFFECTIVE MANAGERS OF INFORMATION</u></p>	<p><u>GOAL</u></p> <p>a) Knowledgeable in current management information systems used in the</p>	<p>???</p>			

	tourism & hospitality industries				
<u>AWARE OF LEGAL, ETHICAL, AND SOCIAL BUSINESS ENVIRONMENTS</u>	<p><u>GOAL</u></p> <p>a) Explain the legal environment facing managers today.</p> <p>b) Explain social responsibility and ethical issues encountered within businesses</p>	<p>GBUS 204 ETC Where to students see “ethics” in the THM program...</p>			
	Leftovers /old (for now) below...				
	<p>GOAL</p> <p>They can identify an ethical issue or ethical dilemma and the major factors in establishing an ethical climate. They can demonstrate knowledge of business ethics and social responsibility.</p> <p>They understand what ethical behavior is and how ethical dilemmas complicate the workplace. They know how high ethical standards can be maintained in an organizational setting. They understand the relationship between organizations, government</p>	<p>BUSINESS CORE</p> <p>ACCT 203 Financial Accounting ACCT 204 Managerial Accounting GBUS 204 Business Law I MGT 301 Management Principles MKT 301 Marketing Principles BCOM 301 Business Communication ECFI 305 Managerial Finance MGT 499 Business Policy MGT 602 Production & Operations Mgt</p> <p>THM CORE</p> <p>MGT 620 – Tourism &</p>	<p>18. Instructor evaluation of assignments, case studies, simulations, research papers, presentations, examinations and formal course work.</p> <p>19. Successful completion of capstone course: MGT 499, Business Policy.</p> <p>20. Annual survey of graduating seniors to revise curriculum and individual courses.</p> <p>21. Annual survey of Management alumni to assess satisfaction with major and curriculum</p>		

	<p>and society</p> <p>To demonstrate the ability to gather information and communicate it effectively, both in oral and written form, using the language of Management, persuasive communication and technology.</p> <p>GOAL</p> <p>To possess the ability to work effectively in teams, including making contributions, collaboration, leadership, conflict management, and negotiation and consensus building.</p> <p>GOAL</p> <p>To demonstrate an understanding of Management in social, cultural and historical contexts.</p> <p>To possess an understanding of Management concepts and how Management relates to other functional areas in business.</p> <p>To demonstrate the ability to identify a Management problem, analyze the relationship between Management variables, and develop workable solutions to Management problems.</p>	<p>Hospitality Management MGT 621 – Tourism & Hospitality Marketing MGT 622 – Service Operations MGT 623 Meetings, Conventions & Events Management MGT 624 – Hotel & Resort Management MGT 625 – International Hospitality: Problems & Planning MGT 629 – Tourism & Hospitality Industry Internship</p> <p>MANAGEMENT ELECTIVES (15 hours required) <i>Any upper division course (300 or higher) from within the College of Business and Leadership.</i></p> <p>LDRS 300 Intro to Leadership Concepts LDRS 302 Intro to Leadership Behavior LDRS 310 Field Work in Leadership Studies MGT 407 Project/Program Management LDRS 480 Leadership & Team Dynamics MGT 604 Management of Small Business MGT 605 Entrepreneurship MGT 606 International Business MGT 608 Total Quality Management MGT 610 Labor Relations</p>	<p>and measure placement rates in workplace and graduate programs.</p>		
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	<p>To demonstrate technical preparation (ability to use software such as spreadsheets, statistical packages, database packages in a Management context) and quantitative skills (ability to work with numerical data).</p>	<p>& Collective Barg MGT 612 Recruitment, Selection & Rention MGT 613 Total Compensation MGT 614 Training and Development GBUS 673 Problems in Business: Supply Chain GBUS 673 Problems in Business: Employment Law</p>			
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B. Department Staffing Plan

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Current Department Needs	Faculty Member	Current Faculty Expertise	Retirement (Birth date)	Assigned Instructional FTE's	Rank, Current Date	Degree Completed	Track
FULL-TIME ON-CAMPUS							
Department Chair	Greg Weisenborn	Administrative	1966	0.5	Chair, Fall 2009	Ph.D. Industrial Engineering	Admin
Operations Management Courses	Greg Weisenborn	Production & Operations Management (MGT 602)	1966	0.5	Asst. Professor of MGT, Fall 2006	Ph.D. Industrial Engineering	Tenure Track
MGT Strategy and Int'l Business, and MBA Strategy	Charlie Wolfe	Business Strategy, International Business	1960	1.0	Asst. Professor of MGT, Fall 2010	Ph.D. - ABD	Tenure Track
MGT - Human Resources, and Program Dir of HRM programs	Kyle Stone	HRM	1968	1.0	Asst. Professor of Mgmt, Fall 2010	Ph.D.	Tenure-Track
MKT – MBA Marketing Management (MBA 812), and Marketing Strategy (MKT 405)	Theresa Billot	Advertisng, Sales, Marketing Research	1977	1.0	Asst. Professor of Marketing, Fall 2010	Ph.D.	Tenure-Track
MKT – Marketing Research / Consumer Behavior /	Mary Martin	Marketing Strategy and Consumer Behavior	1966	1.0	Assoc. Professor of MKTG, 2002	Ph.D.	Tenured
MGT/MKT Quality and Customer Service, and Retail Mgmt, and GBUS 802 (MBA leveling course)	Michael Martin	Retail and Customer Service Mgmt --> bridges MGT and MKT	1964	0.9	Instructor (2002) → moving to Asst. Professor --> moving to 1.0 FTE	MBA → PhD Mgmt	Instructor → moving to --> Tenure Track
Entrepreneurship, Small Business Management, and Business Society & Ethics	Henry Schwaller	Business Owner	1966	0.9	Instructor, 1999	MBA	Instructor, non-tenure-track
Organizational Behavior, and MBA Organizational Behavior	Micol Maughan	Org Behavior	1943	1.0	Assoc. Professor of MGMT, 1996	PhD Psychology	Tenured
Org Behavior / Strategy	NEW POSITION, searching ASAP						tenure-track
Business Law (GBUS 204) and Advanced Business Law Courses	Anthony Gabel	Law	1971	1.0	Asst. Professor of Business Law, 2007	J.D.	Tenure-Track
Tourism & Hospitality Management	Stacey Smith	THM	1977	1.0	Asst. Professor, Fall 2008	PhD	Tenure-Track
Business Education	Wally Guyot	BUED	1941	1.0	Professor, 1979	PhD	Tenured
Business Education	Scott Jones	BUED	1972	1.0	Instructor, 2004	MS, EdD (ABD)	Tenure-track
Business Communication	Searching Fall 2011			1.0			Tenure-Track
Business Communication, and Director of Center for Economic Education	Jean Anna Sellers	BCOM	1949	1.0	Professor, 1988	EdD	Tenured

ADJUNCT FACULTY, Domestic Programs							
B-LAW	Todd Powell	Law		VC, one-or-two sections of GBUS 204 every semester	Adjunct Professor, 2004	J.D.	Adjunct Professor
ORG DEV/CHANGE (soon to be Applied Mgmt Skills)	Don Ashbaugh	Franchise Owner State Farm		VC, one section every semester MGT 411	Adjunct Professor, 2009	DBA	Adjunct Faculty

ORG BEHAVIOR	Ted Schnetker	Advanced Mfg Eng ; Org Behavior		VC, one section every semester of MGT 410	Adjunct Professor, 2002	PhD Org and Management	Adjunct Faculty
ORG BEHAVIOR	Clarine Jacobs	Org Behavior		VC, MBA Org Behavior	Adjunct professor starting summer 2011	PhD Business - I/O Psych focus, 2011	Adjunct Faculty
MGT - Generalist	Greta Kishbaugh	Bus Mgmt & Marketing Consultant, and adjunct professor		VC One section of International Business online each semester	Adjunct Professor, 2010	Ph.D. (ABD)	Adjunct Faculty
MGT - Generalist	Phil Behnke	Thornbridge Consulting		VC, MGT 301, one section per semester	Adjunct professor, 2010	MBA, PhD in progress	Adjunct Faculty
MGT - Operations Courses	Peter D'Angelo	Prod Dev / Quality Assurance Mgr - Honeywell		VC Adjunct professor, two sections per semester	Adjunct professor, 2009	MS Engineering Management	Adjunct Faculty
MGT - Operations Courses; Supply Chain, Proj Mgmt	Richard Keppenach	Mgr of Systems Development, Proj. Mgmt; FedEx		VC Adjunct professor, one section per semester	Adjunct professor, 2009	Ph.D. (ABD)	Adjunct Faculty
MKT – Marketing Principles	Kurt David	Eagle Com - CFO, prev. Sales & Mktg Mgr Nextech		VC, two sections per semester, both online	Adjunct professor, 2003	MS Ag Business	Adjunct
MKT – Marketing Principles	Brad Haynes	Asst Athletic Dir, External Operations		VC, two sections per semester, one on-campus	Adjunct professor, 2008	MS - Sports Admin	Adjunct
MKT – Marketing Principles	Tammy Wellbrock	Sales Acct Rep, NexTech		one on-campus section per semester	Adjunct professor, since Spring 2010	MS Comm Studies	Adjunct
HRM Programs	Bruce Whittington	HR VP Hays Area Med Center		One on-campus section of MGT 611 and one online of MGT 611 every semester	Adjunct professor, 2003	MA - Human Resources	Adjunct Faculty
HRM Programs	Kim Christiansen	Employment Law		VC Adjunct professor, one sections per year of	Adjunct, 2004	JD, MA	Adjunct Faculty
HRM Programs	Linda Frederick	HR & Safety Mgr at Enersys		VC Adjunct professor, 2 sections per semester of MGT 611	Adjunct, 2007	MS - Org Development	Adjunct Faculty
HRM Programs	Michael Ross	org mgmt consultant, trainer, and educator		VC Adjunct professor, two sections per semester of MGT 614 and two sections per semester of MGT 612	Adjunct, 2008	PhD Org Mgmt (ABD)	Adjunct Faculty
HRM Programs	Tom Zertas	HR Dir Sunflower Elect		VC Adjunct professor, currently on- hiatus	Adjunct , 2003	MS Mgmt	Adjunct Faculty
HRM Programs	Dale Powers	former VP of HR		VC Adjunct professor; formerly Sias HRM Faculty member (2010 - 2011)			Adjunct Faculty
HRM Programs	Sherry Buell	HR Manager, Avera McKenna		VC Adjunct professor, 2 sections per semester of MGT 613	Adjunct, 2010	EdD (ABD)	Adjunct Faculty

HRM Programs	Victoriya Stegmaier	Regional HR Dir, St Francis Community Services		VC Adjunct professor, GBUS 674 - Culminating Experience	Adjunct, 2010	MLS, MBA	Adjunct Faculty
BCOM 301	Kroeger, Jordan				Adjunct starting Spring 2011	BS and BBA	Adjunct Faculty
BCOM 301	Dolechek, Rache;	MBA Program Coordinator		BCOM 301 VC	Adjunct, starting Spring 2011	MBA	Adjunct Faculty

CHINA PROGRAM - Shenyang Normal Univ							
China – Management Principles (MGT 301) and Marketing Principles (MKT 301)	Ryan Terry - 1/2 of clean-up position					MBA	non-tenure track
China – Organizational Behavior (MGT 410) and Applied Management Skills (MGT 411) (aka Org Dev & Change – GBUS 673D)	Stephen Herrington	Instructor	1949	1	Instructor, Fall 2009	PhD (ABD), PQ	non-tenure track
China – Business Law (GBUS 204) and Human Resource Management (MGT 611)	Ryan Terry - 1/2 of clean-up position					MBA	non-tenure track
China – Business Law (GBUS 204) and Human Resource Management (MGT 611)	Harriet Caplan or TBD, based on final selection of Int'l Coord	Instructor of Record (B-Law and HRM at SNU)					non-tenure track
International Program Coordinator for the College of Business & Leadership	TBD						Admin
China – Business Society & Ethics (MGT 403) and Business Policy & Strategy	Jackson Ho	Instructor	1954	1	Instrutor, Spring 2010	MBA, 1981, PQ	non-tenure track
CHINA PROGRAM - Sias University							
China - MGT 301: Management Principles	Candace Mahaffey-Kultgen	Management Principles	1954	1	Visiting Professor, since fall 2010	PhD (ABD)	non-tenure track
China - MKT 301: Marketing Principles	Hittler				Visiting Professor, starting fall 2011		
MGT 410 - Orgaizational Behavior and MGT 611 - HRM	Varela				Visiting Professor, starting fall 2011		
GBUS 673 - Org Development & Change, and MGT 611	Heil				Visiting Professor, starting fall 2011		
GBUS 204 - B-Law and MGT 410 - Org Behavior	Scott Johnson	Business Law	1982	1	Visiting Professor, since fall 2010	JD, 2008	non-tenure track
China – Business Society & Ethics (MGT 403) and Business Policy & Strategy	Scott Hipsher	Business Strategy	1961	1	Visiting Professor, since fall 2010	PhD, 2006	non-tenure track

C. Bibliography of Departmental Scholarly Activity

(we failed to collect this information from faculty before they scattered for summer... the numbers in the table are correct, because they were used for faculty merit evaluation in spring 2011... however, the citations were not fully recorded at that time. Apologies for that)

Peer-reviewed journal articles:

Guyot, Wally et al (2011). *Journal of Legal, Ethical, & Regulatory Issues*.

Hipsher, S. (2011). The impact of Theravada Buddhist values on work practices in Southeast Asia, *SIU Journal of Management*, 1 (1).

Kengkunchorn, A. & Hipsher, S. (2010). Higher Education for displaced persons on the Thai-Burmese border areas, *Canadian and International Education Journal*, Vol. 39 (1).

Hipsher, S. (2010). Transfer or adapt: Evidence from the Theravada Buddhist Countries of Southeast Asia, *Global Business and Organizational Excellence*, 39 (3).

Book chapters, blind peer-reviewed published conference papers and double-blind peer-reviewed published conference papers

Bergmiller, Gary, Paul R. McCright, and Gregory Weisenborn (2011), "A New Model for Organizational Sustainability", *Proceedings of the 2011 Industrial Engineering Research Conference*, T. Doolen and E. VanAken, eds.

Hipsher, S. (2010), *Business Practices in Southeast Asia: An Interdisciplinary Analysis of Theravada Buddhist Countries*, Oxford (UK) Routledge Publishing,

Hipsher, S. (2010). Theoretical view on microenterprise entrepreneurial motivators, in *Contemporary Micro-enterprise: Concepts and Cases*, Joseph Mark Munoz (ed), Northampton, MA: Edward Elgar Publishing Ltd

Stone, Kyle (2010/2011) AHRD in Knoxville w/ paper in the proceedings

Other publications

Billiot, T. (2011 Summer) Article accepted for publication in Chronicle of Higher Education.

Presentations

Bergmiller, Gary, Paul R. McCright, and Gregory Weisenborn (**May, 2011**), "A New Model for Organizational Sustainability", IIE 61st Annual Conference and Expo, May 21st – 25th 2011, Reno, Nevada.

Gabel, Tony (spring 2011); Two presentations at *Southwest Business Symposium* in Oklahoma.

Gabel, Tony (Fall 2010); Two presentations at *Journal of Business & Leadership Symposium* in Hays, KS.

Guyot, Wally (Spring 2011); Two presentations at the *Southwest Business Symposium* in Oklahoma.

Martin, Mary (Fall 2010) Presentation at *Journal of Business & Leadership Symposium* in Hays

Martin, Michael (Fall 2010) Two presentations at *Journal of Business & Leadership Symposium* in Hays

Sellers, Jean Anna (2010/2011) "Resume Evaluations by Business Communication Students", ABC Annual Convention.

Smith, Stacey (2010/2011) Higher Learning Commission presentation with Crawford and Gould

Smith, Stacey (2010/2011) EduCause presentation.

Stone, Kyle (2010/2011) AHRD in Knoxville w/ paper in the proceedings

Weisenborn, Greg (Fall 2010); Times Talk presentation on Sustainability & Business, in conjunction with *Why Should Sustainability Matter to you?* a week-long series of events associated with Woodrow Wilson Visiting Fellow Dr. Robert Musil. (Fall 2010).

Weisenborn et al (Oct 2010); "Lean and Sustainability Programs: Evidence of Operational Synergy for Lean Manufacturers and Logical Growth Toward Sustainability". The Symposium of the *Journal of Business & Leadership*, October 4th – 5th 2010, Hays, KS.

Appendix A:

Domestic "Other Faculty" - FY2011			
Faculty Member	Sections		
	Fall	Spring	Summer
Ashbaugh	1	1	
Behnke, Phil	1	1	1
Buell, Sherry	1	2	2
Christiansen, Kim	1	1	
D'Angelo, Peter	2	2	
David, Kurt	1	2	
Dolechek, Rachel	0	1	1
Fitzhugh, Nanette (GBUS 800)	2	1	1
Frederick, Linda	2	2	1
Haynes, Brad	1	2	
Jacobs, Clarine	0	0	1
Kishbaugh, Greta	2	2	
Kepenach, Rich	1	1	1
Kroeger, Jordan	0	1	
Powell, Todd	1	2	
Ross, Michael	2	2	2
Schnetker, Ted	1	1	
Stegmaier, Victorya	1	1	1
Wellbrock, Tammy	1	1	
Whittington, Bruce	2	2	
Zerfas, Tom	0	0	0
SUM	23	28	11
FTE = Semester sections / 4?	5.75	7.00	
Total Year Sections (w/out summer)			51
FTE = Year Sections / 8			6.375
Total adjunct faculty members =	21		
Total Sections with summer =	62		
Total Section w/out summer =	51		

Appendix B: Action Plan for three new Program Director positions from FY2011

**FHSU ACTION PLAN
New Resources Required
2011**

1 MGT 01 P11 Three Program Director Stipends (3 position upgrades) 17,849

PERSON RESPONSIBLE FOR EVALUATION OF PLAN: Greg Weisenborn
BUDGET UNIT: MANAGEMENT & MARKETING
NEW PLAN? YES

I. Design Element Number(s): 1 – Commitment to Growth; & 7 – Learner Outcomes

Description of action plan: As discussed in the FY2010 Dept. Annual Report: staff includes 25 full-time faculty in Hays and China, and 16 adjunct faculty teaching on-campus and on-line. We have four distinct programs requiring attention: Management, Marketing, Business Ed. (with three concentrations), and Tourism & Hospitality Mgmt. Also, the MGT program has a considerable concentration in Human Resource Management, including an MLS degree and certificate programs. All four programs are delivered on-campus and on-line, and also support the MBA program. NCATE accreditation demands on Business Ed. and the AACSB accreditation demands of the other three programs require significant effort with assessment, reporting, and ongoing continuous improvement to increase the learning outcomes in all four programs. As identified by the president during his presentation on Oct 8th, the single significant growth opportunity for FHSU is through the Virtual College. Relationships built through the VC require additional time and effort. Focused and individualized marketing efforts will be required for all four programs, to maintain or grow on-campus enrollment while growing on-line student enrollments: all while moving the College of Business toward AACSB accreditation. Currently one of our four programs has a Program Director who takes the lead in assessment, marketing, and developing the Tourism & Hospitality Mgmt program. The other three programs in our department deserve and require similar additional resources to continuously improve and grow.

II. Estimated Cost (please describe): These costs are limited to three \$5,000 stipends: one for each of the identified new Program Directors (Management Program, Marketing Program, and Business Education Program).

Personnel:	15,000
Fringes:	2,849
Total:	17,849

III. Implementation Strategy: With the Dean of the College of Business, identify from the existing departmental faculty one candidate each from 1) Management, 2) Marketing, and 3) Business Education to be assigned responsibilities as Program Directors for those respective programs.

IV. Assessment Criteria and Procedure: Responsibilities and expectations of the Program Directors will be clearly defined in their contracts and Annual Statements of Responsibilities. Each Program Director's ongoing success will be measured against these expectations during the annual merit review process. Failure to meet expectations will lead to reassignment of those responsibilities to other appropriate faculty members.