FY2013 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 (3) departments in the College of Business & Entrepreneurship. During FY2013, the department was staffed with approximately *54 full-time and part-time faculty members* (17 full-time domestic in Hays with 6.5 full-time in China, and approximately 30 adjunct faculty members):

- 13 tenured or tenure-track faculty in 12 budged tenure-track lines [MC Martin, (1/2) Maughan, (1/2) Sellers, Weisenborn, Smith, Gabel, Guyot, (one open tenure-track MKT position), Wolfe, Stone, Ward, Smith-Nelson, and Tam]
- 3 full-time non-tenure-track faculty [Jones (in a tenure-track line), MJ Martin, Schwaller]
- 1 International Coordinator for the COBL programs in China: Justin Evans
- 1.5 instructors in the China BBA program at SNU: (J. Ho for ½ year fall, and Ryan Terry)
- 5+ instructors in the China BBA program at Sias: (Mehaffey-Kultgen, Hipsher, Pearl, Johnson, Varela, with Sammy Schneider teaching overload sections as an adjunct).
 - After the "TB scare" in October the following changes occurred: Pearl vacated her post and was replaced by Jeremy Parker; Hipsher was placed on medical leave and was replaced by Sammy Schneider.
 - At the end of the Fall 2012 semester, Scott Johnson vacated, and Jackson Ho moved from SNU to Sias
 - Justin Evans (our International Coordinator) was critically important to the successful management and resolution of the personnel challenges in China during the 2012-13 academic year in China.
- 30 (approximately) adjunct faculty members who support domestic VC courses and some oncampus domestic courses. Each adjunct taught at least one course per semester, with most teaching two per semester: (Ashbaugh, Behnke, Buell, Christiansen, Courts, D'Angelo, David, Dolechek, Douglas, Fitzhugh, Frederick, Glenn, Goebel, Haynes, J.D. Herrington, Jacobs, Kelch-Rohleder, Kepenach, Kishbaugh, Kroeger, Powell, Powers, Ross, Schnetker, Schultz, Terry, Wehrli, Wellbrock, Whittington, Zhou).
- A variety of MBA GTAs supporting the BBA China program, approximately six in China and six in Hays.

In late April 2012, Dr. Theresa Billiot resigned to take a new academic position in Lawton Oklahoma (Cameron University). The search for her open tenure-track position has stretched across the entirety of the FY2013 academic year. Several finalist candidates have been brought to campus and have received offers, between June 2012 and June 2013, but we have not yet reached final agreement with any. One offer is pending (Jose Mendoza) with a response from the candidate expected before July 7, 2013. We

will again move toward a short-notice "emergency search" later this month for fall 2013, if Mendoza declines our current open offer.

Early in the Spring 2013 semester, Dr. Kyle Stone resigned to take a position at Colorado Mesa University in Grand Junction Colorado. A search for this vacancy was efficient in finding a replacement, Dr. LeAnn Brown, who was previously an instructor in the Dept of Leadership Studies at FHSU.

Toward the end of FY2012, a dual phased-retirement was approved for Maughan and Sellers, which freed-up one faculty line. Year one of the three-year plan has finished. Sellers and Maughan will continue to maintain four-course instructional responsibilities, for each respective fall and spring semester for the next two years. The first faculty line that was freed-up immediately, was filled with a Management faculty member (Tam), who has completed his first year at FHSU. After the 3-year phased retirement process is complete, the current plan is to fill the 2nd tenure-track position with a Business/Corporate Communication faculty member, to replace Dr. Sellers' capacity.

The role of International Coordinator was added at the end of FY2010. During the FY2013 academic year, the 6.5 international faculty members at SNU and Sias University had "dotted-line" academic responsibilities to the Chair of Management & Marketing, with administrative oversight and supervision by the International Coordinator for the COBE programs in China, who reports directly to the Dean of the COBE. In the absence of an International Coordinator, administrative responsibilities fall to the Chair of Management & Marketing. During the past two years, 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.

Dr. Mary Martin was approved for a sabbatical for the fall 2012 semester. Several good online and oncampus adjunct faculty members were identified to help with Dr. Martin's typical four-course fall semester workload.

Due to Micol Maughan's untimely health issues at the beginning of the spring 2012 semester, several faculty members had to "step-up and pitch-in". Charlie Wolfe's course reassigned-time was cancelled for spring 2012 and moved to fall 2012. Charlie, Henry Schwaller and one of our China-bound MBA GTAs (Luke McGrath) each undertook unplanned teaching responsibilities to avoid the cancellation of classes for undergraduate and graduate students. This emergency situation negatively impacted Wolfe's progress toward degree completion and tenure.

As the BBA program becomes simplified in China (as the SNU partnership phases-out and the BBA program at Sias concludes its "right-sizing" process), the number of full-time faculty in China will continue to be reduced. The Sias program will shrink slightly from 5 full-time headcount to 4. SNU will reduce full-time headcount from 1.5 down to 0 (zero). Similarly, the number of supporting MBA GTAs will be reduced at Sias from five to four, with four new MBA GTAs beginning in Hays, in preparation for the Fall 2013 semester in China.

<u>For the 2013 – 2014 academic year</u> (FY2014), the Department of Management & Marketing may or may not have a full complement of faculty, provided that the current 2012-13 Marketing search is successful. Projections for FY2013 include about *51 full-time and part-time faculty members* (17 full-time in Hays, with 4 full-time in China, and approximately 30 adjunct faculty members next year):

- 13 tenured or tenure-track faculty in 12 budged tenure-track lines (MC Martin, ½ Maughan, ½ Sellers, Weisenborn, Smith, Gabel, Guyot, Wolfe, Brown, Ward, Smith-Nelson, Tam, and a new Marketing faculty member)
 - o Brown replaces Stone; new Marketing faculty member fills the other vacancy
- 3 full-time non-tenure-track faculty (Jones, MJ Martin, Schwaller)
- 1 International Coordinator for the COBL programs in China: Justin Evans
- 0 (zero) instructors in the China BBA program at SNU.
- 4 instructors in the China BBA program at Sias: [Jeremy Parker, Kinfu Addisu, Scott Droege, Edward Vengrouskie].
- 30 (approximately) adjunct faculty members who support domestic VC courses and some oncampus domestic courses. Nearly all adjuncts taught at least one course per semester, with most teaching two courses per semester: (Ashbaugh, Behnke, Buell, Christiansen, Courts, D'Angelo, David, Dolechek, Douglas, Fitzhugh, Frederick, Glenn, Goebel, Haynes, J.D. Herrington, Jacobs, Kelch-Rohleder, Kepenach, Kishbaugh, Kroeger, Powell, Powers, Ross, Schnetker, Schultz, Terry, Wehrli, Wellbrock, Whittington, Zhou).
- A variety of MBA GTAs supporting the BBA China program.

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.
 - o The BBA THM will discontinue and transition to a BS degree in THM.
- The BBA in Business Communication, although now deactivated, still has students who will require advising and courses. These are the same courses that are required for students pursuing the Corporate Communication concentration under BS Business Education; for that reason there is no real duplication of effort between the outgoing BBA BCOM degree program and the new Corp Comm concentration under BS Business Education.
- B.S. Degree in Business Education with three concentrations in: Teacher Licensure, Corporate Communication, and Training & Development
- A.S. Degree in Office Technology was successfully redesigned for AAS → to → BS
 articulation with two concentrations in the BS Business Education degree, requiring no new
 courses. This degree program was forcibly removed from the department and realigned with
 the COET.
- Students also can minor in many of the areas described above, including but not limited to:
 Business Administration, Marketing, Management, Entrepreneurship, Business
 Communication, and International Business. With the change in the name of the College, the
 minor degree program in Entrepreneurship will be reworked and realigned with departmental
 and college goals of an updated entrepreneurship curriculum. This is an ongoing initiative.
- Students can earn a variety of Certificates, (with "double-dipping" allowed) in areas such as Marketing, Management, Business Law, Customer Service, Human Resource Management

(both UG and GR), Operations Management, and 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)
- various supporting courses in at least three of the MBA concentrations
- two core courses in the BBA International Business & Economics degree (housed in the Dept of Economics, Finance, and Accounting): MKT 606 and MGT 606.
- primary graduate advising and a variety of courses (six) in the Human Resource Management (HRM) concentration in the Masters of Professional Studies (MPS) degree program.
- advising and a variety of courses in the new Global Management concentration of the MLS degree program
- two of the six core courses in the International Enterprise Leadership (IEL) concentration in the MLS degree program (MKT 606 and MGT 606)

Key changes during FY2013 included:

- finalization of the transition the BBA THM degree to a BS THM degree program.
 - o New course development for THM: Food and Beverage course.
- As noted previously, the new and improved AAS degree was forcibly removed from the department, under protest.

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 of 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 EQUIS, AACSB, or other similar international accreditation efforts. Specifically, the objective is 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 <u>quality</u> growth of the Virtual BBA in Management. Growth continues to be successful due to general efforts by the Virtual College and FHSU without a specific promotional effort by this department.
 - a. Recent administrative support for additional VC COBE advising resources will allow general BBA growth to continue in a quality manner.
 - b. Thankfully, a needs-recognition by upper administration during the FY 2011 Strategic Action Planning process led to the approval of a new tenure-track Management faculty position in Organizational Behavior and Strategy (and the hiring of Ronda Smith-Nelson in Jan 2012). Although this did provide much-needed capacity to continue the growth of both the BBA as well as the MBA program across the entire COBE, already we have outpaced this additional capacity with substantial growth. We successfully positioned the department for a 2nd new management position (it was a top-five item in the university Strategic Action Planning process during 2012-13), however, upper administration chose not to fund the position. We desperately need an additional Management faculty member to maintain a reasonable balance between classes that are taught by full-time participating vs. part-time (non-participating) faculty members. Adjunct faculty members do not provide the service capacity needed to continue operating a MGT program of this size (particularly with regard to program-level assessment and continuous improvement). Currently, the lack of recognition by upper administration of this need is an external threat to the continued quality growth of the BBA Management program, the highly successful HRM concentration (BBA and MPS), as well as to the future curricula associated with Entrepreneurship.
 - c. Additionally, as always, *additional adjunct faculty will be required* if growth continues, and the balance between adjuncts and full-time faculty members must be kept at a reasonable mix. As shown in Appendix A, approximately 50 of 87 adjunct-taught course sections during FY2013 were MGT or otherwise Management program courses (such as some GBUS courses).
- 3) Continue efforts to grow both the on-campus and the Virtual BBA in Marketing. Growth (headcount) has been stagnant in the Marketing program, possibly due to high turnover in one of the two tenure-track Marketing positions during the past several years (Stark → vacant → Billiot → Billiot → vacant → ?). The reduction of Marketing instructional capacity after the retirement of Dr. Jerry Stark was remedied with the hiring of Dr. Theresa Billiot, but only after the position went unfilled for one academic year. After Dr. Billiot's departure, the position has (again) gone unfilled for another year.
 - a. The late-notice resignation in Marketing (Billiot) in spring 2012 did result in significant insufficient teaching capacity in Marketing during the entire 2012-13 academic year (in addition to Dr. MC Martin's previously approved sabbatical in Fall 2012). The turnover in this position contributes to inconsistent solidarity in the Marketing program, and hinders significant efforts toward program growth.
 - b. Semester enrolled headcount has varied up and down between 88 to 110 students over the past five years. Because of staffing challenges and Dr. Martin's sabbatical, we identified several new adjunct Marketing faculty members who are qualified to teach online MBA 812 (Marketing Management) as well as other upper-division Marketing courses. This could create a long-term positive impact on the capacity of the Marketing program, but only if a stable core of marketing faculty is established and maintained on-campus.

- c. We continue to utilize local adjunct faculty members to teach most (80%) of the oncampus sections of Marketing Principles (MKT 301). This is seen as a lost opportunity for passionate full-time faculty members to recruit students into the BBA Marketing degree program. The Marketing program will be fully staffed again after we fill the current open tenure-track position this summer (hopefully) for the fall 2013 semester. This regained capacity, should maintain VC and on-campus course offerings and make the VC Marketing program more accessible and attractive to potential online students.
- 4) Continue to refine the BBA Management program model in China, especially with the objective of producing high-quality graduates and meeting EQUIA or AACSB accreditation expectations. We need to offer comparable BBA Management programs with comparable assurance of learning (assessment) results in all three instructional modes: on-ground in China, domestic virtual college, and domestic on-campus in Hays.
 - a. One of the key challenges with accreditation (in providing comparable programs in all locations) is the difference in 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 finally has been phased-out completely. Meanwhile, greater efforts will continue to strengthen the quality of a right-sized version of the BBA Management program at Sias University. The current challenge in accomplishing this at Sias will be the size of the student cohorts developed by Sias, to fit the agreed-upon model. Partner (Sias administrative) compliance with planned student cohort size of 75 students per cohort will be necessary to achieve this objective. Projections for 2013-14 academic year show that this is the final year of the "larger" enrollment model for the BBA, with 580 students at the SR level... but with only 450 students projected at the SOPH level and 450 students projected at the JR level.
 - b. The first class of BBA Management seniors in China 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 (and/or continue) at Sias University next year to compare other additional learning outcomes between BBA students at Sias and domestic BBA students.
 - c. On-campus program changes to the BBA Management degree program will be integrated into the dual-degree program at Sias (the addition of MGT 101 to the BBA Management degree program).
 - d. Continue to improve the stability and quality of the BBA Management faculty members who deliver courses for our students at the FHSU Sias campus in China.
- 5) With an ongoing emphasis on growth and international opportunities, plus the transition of the BBA Tourism and Hospitality Management to a BS degree, we need to exploit the more convenient transfer and articulation opportunities associated with the BS THM program. The current BBA THM degree program has just completed its fifth full year of offering courses. Our THM faculty member started in FY 2009 with about 20 THM advisees (headcount of three students taking classes), growing in Spring 2013 to a headcount of about 60 THM advisees. Currently, we do not anticipate a continued growth rate to be dramatic without systemic change; many "low hanging" opportunities for growth have been exploited, and students will begin graduating from the program pipeline. To attack international opportunities, we need to leverage

- the BS THM program, which should more easily articulate with potential educational partners across the globe.
- 6) Promote the growth of lower-enrollment on-campus and online programs and related program concentrations. Most of any new departmental marketing structure will continue to attack social media opportunities for lower-enrollment programs and concentrations. Particularly, BBA Marketing, B.S. THM, and the three concentrations under BS Business Ed program will continue to receive greater attention than Management and the HRM programs.
 - a. As described in the FY 2010 annual report, we identified a departmental student worker (Jessica Tormey) 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 hired a back-up student Marketing Coordinator (Jacelyn Barten) who trained with Jessica during this past year, and who took the lead in fall of 2012 when our Jessica fulfilled her student-teaching assignment, and then graduated in spring 2013.
 - b. We need to continue to leverage past efforts (e.g. creation of alumni vignettes by two of Cheryl Duffy's writing classes during the spring 2012 semester) to enhance departmental web content, social media, and other marketing materials to attract students to departmental programs.
- 7) Continue to bring stability and consistent quality to the various Human Resource Management (HRM) programs. Fall 2010 brought our first dedicated HRM faculty member to the department (Stone). 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) created this need. The transition from Dr. Stone to Dr. Brown continued this summer, and hopefully will continue to be smooth, such that momentum is not lost. Ongoing sub-objectives include:
 - a. Dr. Brown will continue to facilitate the phase-out of the MLS-HRM to the new MPS-HRM. Most active students are now MPS-HRM, with only a few MLS-HRM students remaining.
 - b. Dr. Stone successfully accomplished the formal alignment of the core undergraduate HRM courses with the Society of Human Resource Management (SHRM) body of knowledge for the 1st level (PHR) certification exam. We have been certified by SHRM. Dr. Brown will continue working toward aligning the MPS-HRM curriculum with SHRM, also.
- 8) Encourage more faculty members to embrace leadership roles for key courses and program concentrations, for each of the program areas in the Dept. of Management & Marketing: Management, Marketing, HRM, THM, Business Education, and Corporate Communication. After the extensive reexamination, redevelopment, and revision of six (6) program and concentration Affinity Diagrams during the FY2012 academic year, some progress was made; however, follow-through on reporting of assessment data continues to be absolutely dismal. Only the Business Ed program faculty systematically submitted program-level assessment data for inclusion in the departmental annual report. Greater commitment to DEPARTMENTAL academic service is needed at the PROGRAM level within the department. Anecdotally (and in the broadest generalities), there appears to be a greater desire by faculty members to contribute their time and efforts toward service either a) where it is easiest, b) where it is most fun, or c)

- where it is most visible at the University level; instead of d) where it is most needed (such as with program assessment and continuous improvement at the program level). Typically, it seems like faculty service time has been spent most often at the college and university level.
- 9) Kick-start the implementation of the new departmental professional development program (ROAR). The department voted in fall 2010 to require all departmental degree programs to include MGT 101 – Intro to Business, to promote the department, increase freshman retention in our degree programs, and create a critical mass of active departmental students earlier in their academic careers (i.e. typically, BBA students do not take major coursework in our department until their junior academic year). To increase the impact of this curriculum change, the faculty developed an integrated departmental professional development program (ROAR) to further develop students' communication skills and informal professional skills. See additional information below in the Quality Initiatives section.
- 10) Achieve quick hiring for a replacement of the vacant tenure-track Marketing faculty member position. As noted above, faculty turnover in Marketing is a critical issue because of the small number of full-time faculty members in the Marketing program. At this late date, it is possible that an "emergency hire" may be necessary while we finish the full search for the tenure-track position during the full 2013-14 academic year.

C. **Department Productivity and Distinctive Accomplishments**

- 1. Jessica Tormey, graduating student in Business Education, was the 2012-13 FHSU Torch Award winner.
- 2. Additionally during the past year, Ms. Tormey served as the national VP for Collegiate DECA.
- 3. Professor Scott Jones won the 2012-13 FHSU Navigator Award.
- 4. Professor Jones also won for "Outstanding Advisor of the Year" at ICDC (annual Collegiate DECA international conference).
- 5. Dr. Stone won the Fall 2012 "Outstanding Scholarly Activity" award.
- 6. Professor Mike Martin completed written materials associated with completion of his doctoral dissertation. Oral defense of his dissertation is expected during the summer of 2013.
- 7. Professor Scott Jones completed coursework associated with his doctoral program. Comprehensive exam is planned for August, 2013.
- 8. Dr. Mary Martin was selected for a Fall 2012 Sabbatical.
- 9. Student success of the departmental Marketing & Management Association (student group) continues, with notable successes (5th year in a row) at the International Collegiate DECA Conference (ICDC) in Anaheim, CA, and at the National FBLA competition in San Antonio TX.
 - a. Seven students traveled to Anaheim to compete. In their respective competitive events, Felix Albl, Brittany Ballou, and CJ Dick all competed strongly in the first rounds of competition and made it into finals at the International ICDC competition.
 - b. Also under the local FHSU Marketing & Management Association umbrella, our departmental student group is now affiliated with national PBL (collegiate version of Future Business Leaders of America). Chris Simmons placed 6th in CyberSecurity and 9th in Help Desk.
- 10. Two Red Balloon project initiatives were funded:

- a. SAP ERP initiative, to integrate important (industry expected) management information systems knowledge and abilities into the skill-sets of all of our BBA students (Schleicher, Parker, and Weisenborn)
- b. Smart-phone initiative for delivery and management of course materials (Skip, Chap, and Robert Moody).

II. **DEPARTMENTAL PERFORMANCE METRICS**

Department Performance Indicators A.

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	67	72	89	97	94
Business Communication (BBA, 401-0699)	3	4	12	0	0
Business Education (BS,401-0838)	4	4	9	23	12
Business Undecided (BBA, 401-0000)	17	22	11	15	19
Management (BBA,401-0506)	26	30	47	36	42
Marketing (BBA,401-0509)	17	8	7	15	14
Tourism & Hospitality Mgmt (BBA,401-0507)	0	4	3	8	7
Office Technology (AAS,401-5005)	0	0	0	0	0
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	812	1106	1009	830	651
Business Communication (BBA, 401-0699)	5	7	31	0	0
Business Education (BS,401-0838)	2	3	3	23	21
Business Undecided (BBA, 401-0000)	14	10	3	5	2
Management (BBA,401-0506)	781	1065	949	771	599
Marketing (BBA,401-0509)	10	17	15	22	16
Tourism & Hospitality Mgmt (BBA,401-0507)	0	4	7	9	13
Office Technology (AAS,401-5005)	0	0	1	0	0
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	1334/27	2257/25	3038/15	3206/11	2814/12
Business Communication (BBA, 401-0699)	45/1	55/2	92/3	55/2	22/0
Business Education (BS,401-0838)	30/1	27/2	38/0	82/0	101/2
Business Undecided (BBA, 401-0000)	58/1	63/1	34/0	32/1	39/0
Management (BBA,401-0506)	1093/8	1986/8	2747/8	2876/7	2477/8
Marketing (BBA,401-0509)	100/15	100/12	90/4	113/1	115/2
Tourism & Hospitality Mgmt (BBA,401-0507)	2/0	21/0	35/0	48/0	60/0
Office Technology (AAS,401-5005)	6/1	5/0	2/0	0/0	0/0
Graduate Majors [20 TH DAY FALL SEMESTER, HEADCOUNT]	2	1	0	3	0
MLS Majors [20 TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	0	0	18	13	30
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF FR MAJORS	79.31%	64.62%	67.14%	67.90%	63.53%

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
RETURNING TO UNIVERSITY]					
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	14,547	21,665	26,227	29,285	20,198
Graduate Student Credit Hours [TOTAL GRAD SCH]	1030	1231	1380	1390	1675
Tenured or Tenure-track Faculty (Headcount)* [FTE OCCUPIED FROM POSITION CONTROL]	12	9	10 - *9	11	13
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	2	3	3	5	3
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	74	89	515	912	1064
Business Communication (BBA, 401-0699)	10	11	6	11	9
Business Education (BS,401-0838)	7	6	8	5	12
Business Undecided (BBA, 401-0000)					
Management (BBA,401-0506)	43	53	476	874	1020
Marketing (BBA,401-0509)	12	18	22	18	19
Tourism & Hospitality Mgmt (BBA,401-0507)	0	1	2	3	4
Applied Technology (AAS,401-5005)	2	0	1	1	0
Graduate Degrees [GRAD DEGREES AWARDED, NOT MLS]	23	30	139	37	47

Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators.

It should be important to note:

- a) The BBA Management partnership at SNU has now ended, with no new transfer students entering from that dual-degree program
- b) The BBA Management partnership at Sias continues to reduce in size (to right-size); this is the last year of "larger" enrollments there.
- c) The above two issues explain nearly all of the ongoing reduction in undergrad headcount and transfer students for the department, from FY2012 to FY2013

Number of books, book chapters, and refereed articles published NOTE*does not show unreported refereed publications from international faculty, of which some exist	4	4	8*	10*	8*
Percent of faculty publishing refereed books, chapters, or articles NOTE* Denominator includes international full-time faculty headcount, but numerator does not show unreported refereed publications, of which some exist	23%	29% (5 out of 17 full- time)	21%* (4 out of 19 full- time)	27%* (6 out of 22 full-time)	27% (6 out of 22 full- time)
Number of non-refereed articles and presentations NOTE* does not show unreported refereed publications from international faculty, of which some	10	9	17*	7*	21*

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
exist					
Percent of faculty publishing non-refereed articles or presentations NOTE* Denominator includes international full-time faculty headcount, but numerator does not show unreported refereed publications, of which some exist	64%	29% (5 out of 17 full- time)	47%* (9 out of 19 full time)	31%* (7 out of 22 full time)	41% (9 out of 22 full- time)
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	12	NA	NA	NA	NA
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	43%	NA	NA	NA	NA
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	1	0	2	0	0
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	14%	0%	11% (2 out of 19)	0%	0%
Total number students successfully completing an undergraduate research/creative project [TOTAL NUMBER OF UNDERGRAD STUDENTS COMPLETING, CONTRIBUTING TO, OR PRESENTING A CREATIVE OR SCHOLARLY PROJECT]	Historical data on this category has not been kept.	Historical data on this category has not been kept.	Historical data on this category has not been kept.	Unknown at this time.	Unknown at this time.

Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators.

High activity in conference presentations by younger tenure-track faculty, but stable/flat production of PRJs.

[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.]

Learning Outcomes: BBA Management A) Pre / Post-test on MGT 602 qualitative content	No program- specific data was reported by faculty	No program- specific data was reported by faculty	Information submitted late: Updated version will include FY2013 data
Learning Outcomes: BBA Tourism & Hospitality Mgmt	<mark>No</mark> program-	<mark>No</mark> program-	Information submitted

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Pre / Post-test on MGT 620 and MGT 624 aggregate content			specific data was reported by faculty	specific data was reported by faculty	late (11:30pm on 6/30/13); Updated version will include FY2013 data
Learning Outcomes: BBA Marketing [SPECIFIC LEARNING OUTCOME INDICATOR]			No program- specific data was reported by faculty	No program- specific data was reported by faculty	No program- specific data was reported by faculty
<u>Learning Outcomes: BS Business Education</u> (Teacher Licensure concentration)					
BS Business Education – Licensure Assessment Praxis II – Business Test: a) number of students (%) of students who met minimum score, and b) average score. NOTE*: scoring basis for the test changed in 2011 additionally, now all T2T Alternative Licensure students at FHSU take the exam, along with the BUED Teacher Licensure students.	a) 20 / 20 = 100% b) 630	a) 6 / 6 = 100% b) 630	a) 14 / 15 = 93% b) 169*	a) 9 / 9 = 100% b) 183*	a) 8/8 = 100% b) 177*
BS Business Education — Fort Hays Performance Assessment (FPA) — completed while student teaching. Max score = 130; a) mean score, b) n.					a) 107 b) 7
BS Business Education – Student Teaching Evaluations: a) average score per year, b) n ** - indicates total possible score > 100 * - indicates total possible score = 100	a) 92* b) 5	a) 86* b) 7	a) 88* b) 5	a) 89* b) 5	a) 92* b) 7
BS Business Education: BUED 423 Curriculum Project Max score = 100; a) mean score; b) n					a) 90% b) 6
BS Business Education: BUED 423 Comprehensive Exam Max score = 100; a) mean score; b) n					a) 89% b) 6
BS Business Education: BUED 422 Comprehensive Exam Max score = 100; a) mean score; b) n					a) 90% b) 6

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
Learning Outcomes: BS Business Education				A) n=22	A) n = 11
(Corporate Communication concentration and BBA Business Communication)				A1) 87.8 average	A1) 78.6% average
A) BCOM 400: Student evaluation (grade as %) in Global Communications course on a comprehensive case study. A1) average student score on the assignment A2) % of students meeting or exceeding 70%				A2) 96% exceed 70	A2) 8 0r 73% exceeded 70% score
B) BCOM 601: Evaluation of students' Comprehensive Managerial Communication Case Study (on five individual criteria)				B) n=15, B1) 80.9	B) n= 13 B1) 87.3%
B1) average composite student rating out of 10 B2) % of students achieving "Good" rating (greater				average	average
than 6.9 (greater than 69%) B3) % of students achieving "Excellent" rating (greater than 7.9, or greater than 79%)				B2) 100% Good	B2) 84.6% were "good" or better
				B3) 66.7% "Excellent " or better	were
C) Evaluation of students by instructors: formal analytical report and presentation in BCOM 692:					C) n=7
C1) average composite score					C1) 86.6% overall
C2) % of students achieving "good" or > 69% C3) % of students achieving "excellent" or > 79%					C2) 100% "good or better"
					C3) 85.7% "excellent " or better
D) Evaluation of student portfolio in capstone course (BCOM 695)					D) n= 4
D1) average portfolio score (out of 100) D2) % of students achieving "excellent", or >80%					D1) 92% Average
102) 70 OI Students achieving excellent , OI 200%					D2) 100% "excellent " or better
E) Completion of comprehensive "Business Content Exam", during BCOM 695, capstone course					E) n=4
E1) average comprehensive exam score (max = 100)					E1) 89.25

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
<u>Learning Outcomes: BS Business Education</u> (Training & Development concentration)					A) n=8 A1) 80% ave score
 A) Final Exam Grade in GBUS 204 for T&D students A1) average score A2) % of students scoring 80% or better 					A2) 5/8 scored 80% or higher
B) Portfolio & project in BUED 612 B1) average score B2) % of students scoring 80% or better					B) n= 4 B1) 93.8% ave score B2) 4/4 scored 80% or higher
C) Project in BUED 421 C1) average score C2) % of students scoring 80% or better					C) n=10 C1) 89.6% ave score C2) 9/10 scored 80% or higher
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]	54.65	55.9	56.4	56.2	58.5
	55.10	56.81	54.82	59.22	58.88
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]	45.34	46.1	43.9	44.5	45.1
	43.55	46.23	45.26	42.69	44.30
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]	45.34	41.0	38.5	38.4	38.6
	39.44	35.09	35.47	42.96	40.46
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]	34.72	34.0	32.9	32.7	34.0
	31.93	29.55	29.51	32.65	28.10
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]	59.57	60.3	60.8	59.8	61.9
	55.32	56.14	57.23	56.83	58.33
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]	24	67	67	37	41
	16.8%	42.1%	33.3%	18.32%	18.3%

Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators.

Unclear that there were any significant changes from FY2012 to FY2013, or whether or not improvements were the result of initiatives by the department.

Four individual program faculty groups could be impacting these numbers in different ways, rather than departmentally.

Key Performance Indicator	FY2009	FY2010	FY2011	FY2012	FY2013
[NOTE: Departments may pick up to three key perform captured above. These measures could be used to trace might include: number of SRPs attended, number of based on goals.)]	k departme	ntal results	on specific y	early goals.	Examples
Outcome/Indicator 1 Contact with prospective students, new freshman, and transfer students. Measured by on-campus visits and departmental mailings. Note - it is unclear exactly which contact metrics were included for FY2008 and FY 2009.	1941	1659* + 89** + 30*** =	1787* + 215** + 25*** =	1711* + 166** + 32*** =	1681* + 121** + 30*** =
Note * - <i>EMT</i> letters and <i>New Admit</i> letters Note ** - departmental visits of prospective students Note *** - athletics department Saturday lunch events at McMindes, estimated					
Outcome/Indicator 2 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) 82.50, b) 96.25	a) 71.25 b) 93.75	a) 83.13 b) 91.57	Was not calculated for the dept, yet.	(updated data not currently available from Career Services yet we checked)
Outcome/Indicator 3 Historically, the departmental mean score of student learning, as reported by "Question #14" of the TEVAL evaluations. (full-time faculty) However **NOTE: due to the change in TEVAL to CoursEval and related changes to instructor evaluation questions, this Indirect Indicator changed. For FY2011, and FY2012, the data presented is a weighted average of questions #5 through #15.	3.75	3.75 See Note**	4.07 See Note**	4.18 See Note**	4.05 See Note**
Outcome/Indicator 4 Continuing from standard metric prior to FY2013 Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 8 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]	3.0	6.125	6.375	8.625	9.5 (see Appendix A)

Briefly note 2-3 improvements over the last year prompted from the above indicators.

See appendix A. There is an obscene disproportion of online and on-campus instruction taught by adjunct faculty members in this department. 87 sections of courses were taught by 30 adjunct faculty members across FY2013, at an average of almost three sections per adjunct. Approximately 50 of the 87 sections were MGT courses (or GBUS designated management courses).

В. **Department Quality Initiatives and Results**

FY2013 Quality Initiatives	Results
Continued ROAR Professional Development Program	In Fall 2010, I initiated a conversation that led to the department approving that all degree programs in the department should require MGT 101 – Intro to Business as a freshman orientation and retention course (allow with its traditional academic content).
	Then, at the first departmental retreat/working-session of the fall 2011 semester, Mary Martin and Charlie Wolfe (among others) initiated the suggestion to implement a departmental professional development program that could intertwine among courses for all majors in the department. This created an important (but unplanned and time-consuming) ad hoc Quality Initiative for the past academic year (FY 2012); the excitement and faculty enthusiasm for the initiative could not be tabled for later activity. During the course of previous academic year we:
	a) implemented MGT 101 as a required course for all degree programs in the department, b) initiated CTELT-sponsored course development for an improved version of MGT 101 to integrate ROAR learning objectives into the course (for both on-campus and online sections), c) defined additional courses to be accepted electives and cornerstone pieces for the new ROAR program, d) sought and gained approval for a ROAR program tagline via University Relations and the VP of Student Affairs: "A Tiger's Place is in the Jungle",
	For the upcoming academic year we will: a) kick-off the ROAR program in all sections of MGT 101 b) integrate many of those activities into key core coursework throughout the department, c) develop an Affinity Diagram for the ROAR professional development program certificate. d) develop additional web materials and Blackboard infrastructure (as a portfolio system) to support the departmental and student needs for the ROAR program.
2. Continued Development of Entrepreneurship coursework and programming, including an integrated Learning Community for Fall 2013.	Entrepreneurship has been a focus of the College of Business for the past three years (among other examples the COBL speaker series titled "Entrepreneur Direct", specific hiring with Entrepreneurship in mind, etc.) With the anticipated name change of the COBL to COBE, various initiatives were started last year including background research on regional programs, curricula, etc. With the formal name-change to COBE, we will begin building courses and curriculum to include a re-worked Certificate in Entrepreneurship, concentration under the BBA Management degree program, and a redesigned minor degree program in Entrepreneurship.
	All of these planned changes are at the earliest stages of planning; activity will resume during the fall 2013 semester. Anticipated activity during the summer 2013 semester will not occur due to improper resource allocation.

3. Continued Development of a new departmental faculty evaluation policy.	We have been directed by the dean and provost to generate a new departmental faculty evaluation policy. This objective needs to be completed before November 2012, so that review and implementation can occur for the 2013-2014 academic year. Various other commitments have limited progress on this initiative. Work will continue during the fall 2013 semester.
4. (ONGOING) Continued growth and development of the THM program.	Continue with the transition of the BBA THM into a BS in THM, for the reasons stated above: to open additional opportunities for international educational partnerships, increased ease of articulation with KS community colleges, and fit with technical college and high-school programs as they are mapped and developed within the Kansas Dept of Education "career clusters and pathways" system.
	Update Affinity Diagrams, move course prefixes to "THM", develop a limited number of new courses for approved concentrations in the new BS THM, and formally limit entrance of new majors into BBA THM.
5. (ONGOING) Focused ongoing growth of the BBA Marketing program	As suggested above, growth of majors in BBA Marketing is flat. Growth online has significant untapped potential for the BBA Marketing degree program. Our departmental Marketing Coordinator for the Dept of Management and Marketing will work with the chair and the Marketing faculty to develop promotional materials and initiatives geared specifically to grow the number of Marketing majors in the department, both oncampus and online.
6. (ONGOING) Continued delivery and improvement of the BBA-Management programs in China.	With the International Coordinator, the department will work to integrate the new MGT 101 requirement for the BBA Management degree program into the existing dual-degree program at Sias.
	Additionally, as best possible, the department will support the assessment objectives of the BBA Assessment Coordinator to ensure student assurance of learning processes continue to be solidified for the FHSU BBA Management students who take classes at Sias.
7. (ONGOING) Address deficiencies in "direct outcomes" of student learning from the Dept. of Management & Marketing (as noted above in this report)	Move to the next level with our newly revamped Affinity Diagrams, by faculty members <i>collecting and reporting</i> assessment data. Largely this effort falls to individual faculty members and their ability to follow-though on commitments made during the redevelopment of Affinity Diagrams during the 2011-12 academic year. Several reminders were sent to faculty that data was needed for the departmental annual report, but only a very limited set of data was reported for inclusion in this document.

FY2014 Quality Initiatives	Responsible Party, Resources, and Plan
	We will not initiate any new "quality initiatives" during FY2014. We have a number of significant ongoing quality initiatives (see above) that are underresourced and need to be completed before any new initiatives are undertaken.

Institutional Quality Results C.

FY2013 University Initiatives	Department Activities/Results					
Align Programs and Services with North Central Kansas Technical College (NCKTC)	Ve gave up our AAS degree to COET, so that they could develop better lignment with NCKTC. We continue to work with Tech Studies to facilitate nd co-advise students in our two AAS concentration, as necessary.					
Increase Enrollment	lote from other discussions above, the departmental dedication of one tudent employee as the departmental Marketing Coordinator for the past everal years. Promoting low-growth programs will continue to be the focus of this student employee (Marketing Coordinator).					
Improve Persistence and Retention	 A) Tasked our MGT 101 courses with capturing the hearts and minds of our departmental freshman students, to make them aware of departmental opportunities (historically, we had not had significant content with our departmental BBA majors until their JR year). Results to be determined. B) Identified a specific FR advising process, to accommodate the President's new directive regarding "first time full-time freshman students" at FHSU. Results to be determined. C) Rolling-out the ROAR professional development program this fall (finally). Results to be determined. 					
Improve Student Learning	Several of our initiatives ideally impact student learning indirectly, including the new FR advising process in our department, the inclusion of MGT 101 into all departmental degree programs, the establishment of the ROAR professional development certificate program, etc. However, until the faculty members from the individual degree programs and concentrations make a concerted effort to assess student learning and "close the loop" on continuous improvement efforts (as defined in Affinity Diagrams), then any required direct initiatives targeted at student learning for the various degree programs likely will not be implemented or tested.					

III. FY2013 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

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

Prior to the fall 2010 semester, the Department of Management & Marketing did not have an active departmental advisory board. As we continue moving forward from that point, our advisory group will continue to play a strong role in the departmental strategic planning process by helping faculty members identify opportunities and threats to the *seven undergraduate program concentrations offered in this department,* and help us best leverage our strengths to address those external forces. The "Teacher Licensure" concentration under the BS in Business Education degree program will continue to have its own advisory group due to its unique requirements and integration with statewide issues regarding teacher education (meeting each fall in Wichita at the Kansas Business Educators' Association annual meeting). At their most recent meeting last fall, they included graduates from BBA Business Communication programs to seek feedback for the new BUED concentration in Corporate Communication.

Observations from the departmental advisory board will be utilized to inform implementable strategies and to further the objectives of individual programs in the department. The upcoming meeting in fall 2013 will review (again) the departmental mission and values statement, as well the information presented in this annual report. Additional high-level departmental strategies and initiatives will be further developed and moved toward implementation, to support the efforts of the seven individual concentrations. Ongoing execution of this ideal strategic planning cycle will be annual, with one meeting of the departmental advisory board planned per academic year (each fall), and other meetings planned as needed.

	Current Strengths		Current Needs
•	Dedicated student-centered faculty Significant SCH generation BBA Management in China Significant online BBA programs All degree concentrations are offered online (Management, Marketing, THM, Business Communication, HRM/Management, and all three BS Business Education program concentrations) Successful and established student organization (Marketing & Management Association, which houses both the Collegiate DECA and PBL chapters) HRM concentration programs (MPS, MBA, and undergraduate concentration) continue to grow. The undergraduate HRM concentration curriculum is now recognized as formally aligned with the SHRM body of knowledge.	•	On-campus instructional capacity. With the ongoing growth of the MBA and the BBA Management programs, we continue to need two more faculty members in the department next year. As shown last year, and in the staffing plan and the appendices, we have a significant amount of both on-campus and online course delivery. Specifically, we have a dramatic overabundance of Management courses being taught online, and a severe limitation of Marketing faculty capacity oncampus. These capacity challenges are college-wide but hit our department heavily, and it is at least partially the result of necessary course-release time associated with our department: the Editorship of the <i>Journal of Business & Leadership</i> (Evans), the undergraduate assessment coordinator for the COBE (MC Martin), the Dir of the Center for Economics Education (Jones) and the Dir of the
•	Excellent facilities and technology support Specific dedicated resource to manage administrative challenges associated with International programs (Justin Evans) Specific departmental resource dedicated to marketing our departmental degree programs (student worker position dedicated as the		Management Development Center (Brown). Additionally, our ratio of on-campus participating faculty to adjunct faculty is inappropriate. To provide appropriate faculty-led administration (departmental service) for seven individual program concentrations, we need additional faculty capacity or administrative capacity, in one form or another.
•	Marketing Coordinator of the department) Competitive price for online students seeking	•	Faculty stability in the China BBA program. We have

quality online BS or BBA degrees in business.
High-quality and dedicated on-campus and online advising in the COBE

- experienced significant turnover each year of the China BBA programs, requiring the replacement of several full-time on-ground faculty members each year in the China BBA program. The department requires quick and early decision-making by upper administration when structural program changes create turmoil surrounding proper faculty capacity for these programs.
- Continued evolution of all faculty members toward strengthening, maintaining or attaining AQ status. To maintain and/or strengthen our faculty research qualifications, we need to continue to offer course reassigned time and sabbatical opportunities to our faculty. At the current time, we have insufficient "buffer capacity" with full-time on-campus faculty to continue offering these opportunities. Similar to the challenges mentioned above with instructional demands on faculty, faculty members need sufficient time to work on research. On-campus course delivery needs and service needs compete for time with research requirements, and have prompted faculty to relegate research to a 3rd priority.
- Capacity of all faculty members to participate fully in program-related responsibilities <u>such as</u> <u>assessment and continuous program</u> <u>improvement.</u> This is directly related to the need for on-campus faculty service capacity (service to the department) or needed administrative capacity. More on-campus service capacity needs to be dedicated to departmental needs. Required and elective service to the university has overshadowed service needs of the department.

Future Opportunities

Future Threats

- Effective kick-start of the new departmental professional development initiative (ROAR program and certificate) this fall; ideally this will increase freshman departmental program retention and promote a greater sense of community for students within the department, at an earlier stage in their academic development at FHSU.
- Growth of the virtual BBA Marketing program. As discussed above, this will continue to be a targeted priority for specific marketing efforts in the department for the upcoming year.
- Continue the growth of all three concentrations of the BS Business Education degree program. Since the reorganization of the BS BUED degree program, we have had modest success that will require continued support and growth.
- As predicted last year: bimodal ages of faculty; especially, a group of younger core faculty juxtaposed against a significant number of older faculty members nearer to retirement. "Likely, during the next five years, retirement-related turnover will occur in at least three positions (Maughan, Guyot, Sellers)". With Maughan and Sellers now on a joint three-year phased retirement plan, we have the opportunity for a more-predictable transition to new faculty members in the department, which has already begun.
- Faculty qualifications will always be a threat/challenge as the COBE continues to pursue independent international accreditation.
 Insufficient time to pursue quality research while also meeting the service needs of the department

- Growth of the new BS THM program, to opportunistically exploit its potential for growth (both online and on-campus). Significant opportunity for international growth of the new BS THM program
- Support university-wide efforts to grow the population of Hispanic business students.
- Support ongoing efforts to support partnerships with community colleges, industry, and the military.
- Continue departmental efforts to support EQUIS, AACSB, or other similar accreditation for the COBE. Low-cost and accessible internationally-accredited BBA and MBA programs will be market differentiators for FHSU.
- Continued growth of relationships between the Collegiate DECA chapter in our department with various high-school DECA chapters; hopefully, with the goal of recruiting students to FHSU. The placement of Jessica Tormey (BS BUED graduate) at Turner H.S. as a business teacher should be a significant opportunity for the FHSU COBE.
- Continued growth of relationships with FHSU alumni through various channels; expanded collaboration with the FHSU Alumni group to accomplish this.
- Solidification of growth and leadership in the Marketing and Management Association (student group); build on student successes at national Collegiate DECA and national FBLA competitions. Sustain these accomplishments.
- Exploration of a concentration in Business Law under the BBA Management degree program.
- Exploration of a departmental certificate program that is structured to prepare students to sit for one of various 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. A foundational Lean Systems course was developed via VC contract and delivered in Spring 2012, intersession 2012, and Spring 2013.
- Continued exploration of "intersession" course offerings from our department (two trials were conducted during Winter Intersession 2012-13, and another class will be added for the 2013-14 intersession).
- Continued exploration into the development of a Sports Management/Marketing Certificate and possible concentration under the BBA Marketing. Strong opportunities exist for the development of this sub-program, due to some pre-existing course

- (competing departmental objectives for scarce resources) is a very great challenge for this department. This could be a significant barrier to EQUIS, AACSB, or other accreditation... either in the resources required to show sufficient faculty research accomplishments, or the resources required to show continuous and logical assessment and improvement of student learning.
- Insufficient administrative capacity. The Dept of Management & Marketing houses seven different degree program concentrations, and supports four graduate programs (MBA, two MLS, and one MPS concentration). Basic requirements of this department do not allow for sufficient "proactive" initiatives to be planned and implemented by faculty. 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 Coordinator roles for a small number (three) of key faculty members in this department... one for each primary program.
- Insufficient on-campus instructional capacity. As suggested above under "Current Needs", as well as by the "Other Faculty" calculation and related analyses, this Dept. has a high reliance on adjunct faculty. Multiple faculty members are teaching overload courses in key areas, especially various courses in:
 - Org Behavior
 - o International business & marketing
 - o HRM
 - On-campus sections of MKT 301
- Salary compression. Without a systematic solution to this challenge, there is a strong likelihood of future internal conflict over this challenge.
- 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 expectations for faculty to maintain AQ status for EQUIS or AACSB accreditation. Despite filling three previously-open tenure-track lines in summer 2010 (Billiot, Wolfe, and Stone) the open MGT faculty line (Steven Tam), the open Business Communication line (Ward) and a new tenure track faculty line in MGMT for Jan 2012 (Smith-Nelson), we will still have insufficient on-campus instructional capacity. REGULARLY AND IN A PREDICTABLE FASHION we utilize adjunct faculty members to teach Marketing

availability, existing on-campus faculty and staff expertise in HHP, and frequently-noted student interest.

- 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 highestquality faculty possible.

B. Opportunities for Improvement

[DISCUSSION OF IDENTIFIED OPPORTUNITIES FOR IMPROVEMENT, WHICH MAY REQUIRE RESOURCES. THESE IDENTIFIED OPPORTUNITIES SHOULD ALIGN WITH ACTION PLAN REQUESTS GENERATED FOR UNIVERSITY STRATEGIC PLANNING.]

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
Opportunity #1: (this has been submitted as a Strategic Action Plan item for the past two years. After discussions with the Dean, 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.	Completion date: dependent upon funding availability. We may have the opportunity to self-fund this opportunity through our VC account. This opportunity is under investigation.
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). This easily could be addressed directly with "Program Director" or "Program Coordinator" roles and formal administrative responsibilities for existing departmental faculty members. The model for this role is the Director of the Tourism & Hospitality Management program. At a minimum: each Program Director would be responsible for: 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	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.	Expected outcomes: significantly increased program-level leadership and focus on assessment and continuous improvement. As discussed throughout this report, the Department already is capacity-constrained. We do not have sufficient capacity to offer three individuals course-release time to perform these tasks (and thus also disallowing them to teach needed overload courses to support online courses). The department of Management & Marketing: juggles four degree programs (seven different concentrations), supports the BBA Management in China, supports significantly the MBA program in the COBE, manages the MPS-HRM program and its advisees, advises the students in the new Global Management

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. The vision would be to have Program Directors for:		 concentration in the MLS, supports the IEL concentration in the MLS, and will be tasked with significant course, certificate, and concentration development for new Entrepreneurship initiatives in the COBE in the near future.
 Tourism & Hospitality Management (already exists), Management, Marketing, and Business Education 		Appendix B shows a sample Strategic Action Plan proposal for this item.
Opportunity #2: Two additional tenure-track faculty members: one for Marketing and one for Management.	Two tenure-track faculty lines at appropriate salary.	As discussed extensively throughout this report, there are a disproportionate and unacceptable number of courses sections taught by adjunct faculty in the Dept of Management & Marketing.
		Projected for next year in the Department of Management and Marketing, we will continue to have 30 adjunct faculty members, many of whom will be teaching two classes per semester for the department. Last year we had 87 sections of classes taught by adjunct faculty members.
		Also as shown earlier, the "equivalent FTE" calculation for other faculty was 9.5 again, see Appendix A.

IV. **SUPPORTING MATERIALS**

A. **Department Degree Program Affinity Diagram(s)**

BBA MANAGEMENT

What are the elements/building blocks of the Management Degree program that will meet the educational needs of the perspective Management major?

	OBJECTIVES:					Notes
GOALS:	Expected	Applicable				
Management	Learning Outcomes	Curriculum (from	Preliminary Assessment	A account Describe	Actions/Response to	
Graduates		the program	Approach and Methods	Assessment Results	Assessment Results	
should be	Students will be able	below)				
	to:					

GOALS: Management Graduates should be	OBJECTIVES: Expected Learning Outcomes Students will be able to:	Applicable Curriculum (from the program below)	Preliminary Assessment Approach and Methods	Assessment Results	Actions/Response to Assessment Results	Notes
KNOWLEDGEABLE IN BASIC MANAGEMENT FUNCTIONS	Objective(s) Demonstrate understanding of the fundamental areas of management: planning, organizing, leading and controlling.	MGT 301 MGT 499	A1) MGT 301: [Pretest/Post-test, % improvement] A2) MGT 499: [SWOT assignment, final score] A3) ETS-MFT: MGT [Percentile, variance]	TBD		Most sections of MGT 301 are set-up for the pre-test and post-test for this, and this has been used previously. Might need more coordination to set-up.
EFFECTIVE COMMUNICATORS	GOALS a) Demonstrate the ability to communicate effectively in written form. b) Demonstrate the ability to communicate effectively in oral form.	MGT 499 MGT 611 MGT 602 BCOM 301	A1) MGT 602: Writing Rubric – [group case analysis report / project; final score] A2) BCOM 301: COBL Writing Rubric [identify activity?] A3) NSSE Written [Kyle investigate w/ Chris] B1) MGT 499: COBL Oral Rubric [Case Study Presentation] B2) MGT 611: COBL Oral Rubric – [Site Visit Presentation] B3) NSSE – Oral [Kyle investigate w/ Chris]	TBD		Use BBA program outcomes as they are measured for AACSB Assurance of Learning,

GOALS: Management Graduates should be	OBJECTIVES: Expected Learning Outcomes Students will be able to:	Applicable Curriculum (from the program below)	Preliminary Assessment Approach and Methods	Assessment Results	Actions/Response to Assessment Results	Notes
ANALYTICAL THINKERS, PROBLEM SOLVERS, AND DECISION MAKERS	Objective(s): 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	A1) CLA: Collegiate Learning Assessment [from Asst. Provost office; final score of PT/AWT] A2) MGT 602: Quant. Problem Solving Assignment - [specifics tbd] A3) MGT 499: Critical Thinking Rubric - [Case Study; needs clarified Charlie?] A4) ETS-MFT: Quantitative Business Analysis [Percentile, variance]	TBD		Quant problems from MGT 602; Decision-making problems from MGT 411? (Schwaller?); Explore appropriate problems in MGT 611;

GOALS: Management Graduates should be	OBJECTIVES: Expected Learning Outcomes Students will be able to:	Applicable Curriculum (from the program below)	Preliminary Assessment Approach and Methods	Assessment Results	Actions/Response to Assessment Results	Notes
KNOWLEDGEABLE OF TEAM DYNAMICS	Objective(s): a) Explain and apply the concepts of teamwork, team contributions, and team development within organizations. b) Explain the nature of leadership, key leadership traits and behaviors, and different approaches to successful leadership within organizations.	MGT 499 ? MGT 602 MGT 403 MIS 304? MGT 410 MGT 411 MGT 301 BCOM 301	A1) MGT 301: [Embedded exam from chapter 16, Teams & Teamwork; exam score, variance] B1) MGT 301: [Embedded exam from Chapter 13: Leading & Leadership Development; exam score, variance] A2) MGT 403: Team Self-assessment [need assignmentdo we need this???right now??] A3) MGT 499: Team Self-Assessment [self-report on team effectiveness] B2 & A4) MGT 499: [Embedded exam questions; exam scores, variance] B3) MGT 499: [Written assignment; final score, variance]	TBD		b) leadership concepts from MGT 410 (and maybe 411?) Concern that we are not using 411 for any MGT program-level assessment begs the question if the course is needed? However, course was implemented to meet concerns of advisory board members, to improve students' "soft skills"

GOALS: Management Graduates should be	OBJECTIVES: Expected Learning Outcomes Students will be able to:	Applicable Curriculum (from the program below)	Preliminary Assessment Approach and Methods	Assessment Results	Actions/Response to Assessment Results	Notes
GLOBALLY AWARE	Objective(s): a) Demonstrate an understanding of the global economy and b) Explain the forms of international business in global operations.	MGT 611 MGT 499 MGT 403 MIS 304? MGT 602 MGT 411 MGT 301 MGT 410	A1) Direct Assessment in MGT 301 [Embedded exam from Chapter 4 & 5; exam score, variance] A2) MGT 499 – [embedded exam questions, need detailsCharlie?] B1)) ETS-MFT: International Issues [Percentile, variance] A3) MGT 606: [final exam scores or report scores of MGT majorsneed more detail??] B3) MGT 499: [issue addressed in case presentation; mean score of the 3 subscores]	TBD		Requires investigation and coordination with the BBA Assurance of Learning committee; possibly can utilize outcome results from the BBA AOL;

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GOALS: Management	OBJECTIVES: Expected Learning Outcomes	Applicable Curriculum (from	Preliminary Assessment		Actions/Response to	Notes
Graduates should be	Students will be able to:	the program below)	Approach and Methods	Assessment Results	Assessment Results	
EFFECTIVE MANAGERS OF <u>INFORMATION</u>	Objective(s): Knowledgeable in current management information systems.	MIS 304 MGT301	A1) Work with faculty member in Dept of Informatics (Shane) on this: [final exam score + something else?] A2) ETS-MFT: Information Systems [Percentile, variance] A3) Direct Assessment in MGT 301 [Embedded exam from Chapter 7; exam score, variance]	TBD		Henry will talk to Shane Shartz about how this might be implemented in MIS 304 Kyle added MGT 301 and A3 while updating the diagramneeds discussion?
AWARE OF LEGAL, ETHICAL, AND SOCIAL BUSINESS ENVIRONMENTS	Objective(s): a) Explain the legal environment facing managers today. b) Explain social responsibility and ethical issues encountered within businesses	GBUS 204 MGT 403	A1) GBUS 204: [mean results from MGT students on 12 written assignments] A2) ETS-MFT: Legal and Social Environments [Percentile, variance] B1) Assessment in MGT 403: [application of a modified BBA rubric applied to in-class case presentations and online case papers] B2) Indirect assessment	A1) Spring 2012? B1) Spring 2012		Requires refinement of the BBA Ethics rubric, for application to the project cases in MGT 403; Should only require minor tweaking; (Schwaller)

BBA MARKETING

What are the **elements/building blocks** of the **Marketing Degree program** that will meet the educational needs of the perspective **Marketing major**?

Characteristics of	Expected		Preliminary Assessment	Results	Curricular
Marketing Graduates	Learning Outcomes	Curriculum	Approach and Methods	1100 till	and/or
Warketing Graduates	Learning Outcomes	Currentum	ripprouch and Methods		Pedagogical
					Changes
					Changes
KNOWLEDGEABLE	GOAL	BUSINESS CORE	1. Instructor evaluation of assignments,		
They have the theoretical and	Demonstrate an understanding of basic	ACCT 203 Principles of Accounting I	case studies, research papers,		
practical background that	marketing principles.	ACCT 204 Principles of Accounting II	presentations, examinations and		
provides them with a thorough		GBUS 204 Business Law	formal course work.		
understanding of marketing.	GOAL	MGT 301 Management Principles			
	Explain the implications of the	MKT 301 Marketing Principles	2. Embed specific questions related to		
ANALYTICAL THINKING	components of the marketing mix.	ECFI 305 Managerial Finance	learning objectives on examinations.		
They can interpret, analyze and		MGT 499 Business Policy			
use information and marketing	GOAL	MGT 602 Production & Operations Mgt.	3. Independent and external evaluation		
analyses for creative problem	Apply components of the marketing mix		of student portfolios.		
solving.	to a product or service within a complex	MARKETING CORE	4 6 61 13 6		
	business environment.	MKT 601 Consumer Behavior	4. Successful completion of capstone		
CREATIVITY		MKT 604 Marketing Research	course MKT 405, Marketing Strategy.		
They consistently challenge	GOAL	MKT 609 Strategic Electronic Marketing	E Conduct a mined mathed annually		
traditional marketing theory and	Analyze the internal and external	MKT 606 International Marketing	5. Conduct a mixed-method approach (i.e. surveys and focus groups) with		
practice to gain new perspectives	environment and consumers that impact	MKT 405 Marketing Strategy	graduating seniors to assess how to		
and to develop innovative	marketing strategies.	MADIZETING ELECTIVES	revise curriculum and individual		
marketing strategies.	G 0.1-	MARKETING ELECTIVES	courses.		
	GOAL	(12 hours required)	courses.		
COMMUNICATION	Distinguish among the various interests	MKT 302 Strategic Selling MKT 403 Retail Management	6. Measure placement rates in workplace		
They possess a high degree of	of stakeholders.	MKT 603 Customer Service and	and graduate programs.		
interpersonal skills that allow	COAT	Relationship Management	1 -8		
them to communicate effectively	GOAL	MKT 608 Database Marketing			
in written and oral expression.	Develop a student-portfolio to identity	MGT 621 Tourism & Hospitality Marketing			
	personal strengths and weaknesses,	GBUS 673 Problems in Business: Sports			
PROFESSIONALISM	document skills and experiences, and effectively communicate with	Marketing			
They sustain a positive	effectively communicate with prospective employers.	GBUS 673 Problems in Business: Supply			
impression and have the ability to	prospective employers.	Chain Mgt.			
advance in a career in marketing.	GOAL	GBUS 677 Internship			
	Develop and assess a competitive and				
	comprehensive marketing plan based	MARKETING-RELATED			
	upon certain resource parameters,	ELECTIVES			
	market trends and responses, and	(6 hours required)			
	business objectives that build	BCOM 400 Global Business			

Characteristics of Marketing Graduates	Expected Learning Outcomes	Curriculum	Preliminary Assessment Approach and Methods	Results	Curricular and/or Pedagogical Changes
	GOAL Develop and implement marketing strategy through experiential learning projects. GOAL Articulate marketing strategy effectively through written and oral communication. GOAL Develop the ability to use statistical software programs such as SPPSS, to analyze quantitative and qualitative data, to interpret results, and to draw conclusions in a marketing concept. GOAL Examine newer forms of electronic marketing and the ethical dilemmas they produce.	Communications MGT 403 Business Society and Ethics MGT 407 Project/Program Management MGT 604 Management of Small Business MGT 605 Entrepreneurship MGT 606 International Business LDRS 300 Intro to Leadership Concepts LDRS 302 Intro to Leadership Behavior LDRS 310 Field Work in Leadership Studies COMM 347 Advertising COMM 348 Public Relations COMM 414 Business and Professional Speaking COMM 601 Persuasion			

BBA in Tourism and Hospitality Management (THM) (See the complete BBA THM curriculum below)

1	2	3	4	5	6
GOALS: THM Graduates should be	OBJECTIVES: Expected Learning Outcomes Students will be able to:	Applicable Curriculum (from the program above)	Preliminary Assessment Approach and Methods	Assessment Results	Actions/Response to Assessment Results
KNOWLEDGEABLE IN CHARACTERISTICS OF THE TOURISM INDUSTRY	Objective(s) Demonstrate understanding of the primary characteristics of the tourism industry	MGT 621	A1) Pre-test/Post-test on characteristics of the tourism industry A2) Evaluation of students by instructor using Manager Interview project	Spring 2012	
EFFECTIVE COMMUNICATORS	Objective(s): a) Demonstrate the ability to communicate effectively in written form. b) Demonstrate the ability to communicate effectively in oral form.	MGT 621 MGT 623 MGT 624 MGT 625 BCOM 301	A1) Use a rubric to score a pre- and post-writing assignment A2) Evaluation of student by instructor on written report B1) Evaluation of student by instructor on oral project presentation B2) Evaluation of student by instructor on current event presentations	Future implementation	
ANALYTICAL THINKERS, PROBLEM SOLVERS, AND DECISION MAKERS	Objective(s): Effectively apply analytical tools in managerial decisions and problem solving.	MGT 624	A1) Evaluation of scores from simulations exercises A2) Evaluation of students by instructor using case study assignment	Future implementation	

1	2	3	4	5	6
GOALS: THM Graduates should be	OBJECTIVES: Expected Learning Outcomes Students will be able to:	Applicable Curriculum (from the program above)	Preliminary Assessment Approach and Methods	Assessment Results	Actions/Response to Assessment Results
EFFECTIVE IN A TEAM ENVIRONMENT	Objective(s): a) Explain the benefits and challenges of teamwork, team contributions, and team development within organizations. b) Explain the nature of leadership, key leadership traits and behaviors, and different approaches to successful leadership within organizations.	MGT 620 MGT 621 MGT 622 MGT 623 MGT 624 MGT 625	A1) Use rubric to evaluate team event planning assignment in MGT 623 A2) Evaluation of students by instructor on company presentation assignment in MGT 624 B1) Evaluation of students by instructor in team project in MGT 622 B2) Pre-test/Post-test on leadership traits for tourism positions in MGT 620	A1 & A2) Future Implementation B1 & B2) Spring 2012	
GLOBALLY AWARE	Objective(s): a) Demonstrate an understanding of the global issues in the tourism industry.	MGT 625	A1) Pre-test/Post-test on global issues in the tourism industry A2) Evaluation of students by instructor using project to be determined	Future implementation	
EFFECTIVE MANAGERS OF <u>INFORMATION</u>	Objective(s): a) Knowledgeable in current methods to manage information within the tourism industry.	MGT 624	A1) Evaluations of scores from simulations exercises in industry software A2) Evaluation of students by instructor on written assignment	Future implementation	
AWARE OF LEGAL, ETHICAL, AND SOCIAL BUSINESS ENVIRONMENTS	Objective(s): a) Explain the legal environment facing managers today. b) Explain social responsibility and ethical issues encountered	GBUS 204 MGT 625	A1 & A2) Assessment in GBUS 204 B1) Assessment in MGT 625 through written exercise using a rubric B2) Assessment in MGT 625 through oral presentation using a rubric	A1 & A2) Future implementation B1 & B2) Future implementation	

within businesses		

BS BUSINESS EDUCATION AFFINITY DIAGRAM – Corporate Communication Concentration

BSBE - Corporate Communication

BSBE - Corporate Communication	on				
Characteristics of Corporate Communication Program	Expected Learning Outcomes	Curriculum	Planned Assessment Approach and Methods / (Assessment Type)	Results	Curricular and/or Pedagogical Changes
Competent in their discipline	Demonstrate an understanding	MAJOR CORE	Assessment 1: Annual survey of		
Effective communicators	of the processes and purposes of communicating in the business environment	BCOM 301 Business Comm GBUS 204 Business Law I INT 250 Intro to Web Development	graduating seniors to revise curriculum and individual courses. (Satisfaction)		
Strategic Thinking		MIS 304 Mgt Info Systems	Assessment 2: Annual Advisory Board		
<u>strategie riiiinig</u>	Demonstrate the ability to	MGT 301 Management Principles	meeting to discuss major and curriculum		
Proficient in information	research, organize, document,	MKT 301 Marketing Principles	revisions based on the needs of today's		
technology	and deliver effective oral and	LDRS 300 Intro to Leadership	businesses. (In-Direct)		
	written communications	Concepts	(,		
Aware of the impact of		MGT 101 Intro to Business			
diversity and global issues	Demonstrate the ability to	< <bcom elective="" software="">></bcom>	Assessment 3: Survey of identified		
	think critically, make	< <business elective="" related="">></business>	employers of recent graduates to		
Effective team members	decisions, and solve business	< <related elective="">></related>	determine employer satisfaction. (Direct)		
	problems				
Aware of legal, social, and		PROGRAM CONCENTRATION	<u>Assessment 4:</u> Evaluation of students by		
ethical responsibilities	Demonstrate the ability to use	BCOM 400 Global Business Comm	instructors using final case project from		
	selected business application	BCOM 601 Managerial Comm	BCOM 400. (Embedded)		
	software	BCOM 690 Prof Development			
		BCOM 692 Manag Reports/Pres	<u>Assessment 5:</u> Evaluation of students by		
	Demonstrate an understanding	BCOM 695 Corporate Comm	instructors using a comprehensive		
	of diversity in the business	MGT 611 Human Resource Mgmt	Managerial Communication case study in		
	environment	MGT 610 Labor Relations/Collective	BCOM 601. (Embedded)		
	1	Bargaining			
	Demonstrate an understanding	COMM 606 Conflict Mgmt through	Assessment 6: Evaluate of students by		
	of communication in the global	Comm	instructors using formal analytical report		
	business environment	COMM 611 Organ Culture and Climate	project and presentation in BCOM 692.		
	Domonstrato the ability to	ACCT 203 Principles of Accounting 1 ACCT 204 Principles of Accounting 2	(Embeded)		
	Demonstrate the ability to effectively contribute to a	<related elective="">></related>	Assessment 7: Evaluation of student		
	team	Neiateu Lieutive>>	program portfolio compiled during		
	team		capstone course, BCOM 695. (Embeded)		
	Demonstrate an understanding		capstonic course, boom 675. (Linbeded)		
	of the legal environment and		Assessment 8: Completion of the Business		
	of the social responsibility and		Content exam, completed during BCOM		
	ethical issues facing business		695.		
	today		(Embeded)		
	. ,		` /		

BS BUSINESS EDUCATION AFFINITY DIAGRAM – Teacher Licensure Concentration

BSBE - Teacher Licensure

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

	Experience TESS 496 Student Teaching	course, BCOM 680.	
	3	<u>Assessment 8:</u> Completion of the Business Content exam,	
		completed during BCOM 680.	

BUSINESS EDUCATION AFFINITY DIAGRAM – Training & Development

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

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

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learning T&D methods.	Instructional Systems	Project and Performance Portfolio in		
	MGT 611 Human Resource	BUED 612.		
Demonstrate an understanding of	Management			
diversity in the business environmen	t MGT 614 Training and			
	Development			
Demonstrate the ability to collaborate	e MGT 410 Organizational			
with instructional design teams,	Behavior			
content experts, and other	< <related elective="">></related>			
stakeholders.	< <related elective="">></related>			
Demonstrate an understanding of th	e			
legal environment and of the social				
responsibility and ethical issues facin	g			
business today				

HRM Concentration under BBA Management – IN DEVELOPMENT

[Has not yet been developed...]

В.

C. 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
DOMESTIC	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	Tenured
	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 (stop the clock for 2012-13, but has two years toward)
	MGT - Strategy and International Management	Steven Tam	Strategy and International Management	1962	1.0	Assistant Professor	PhD Dec 2012	Tenure Track, starting fall 2012
	MGT - Human Resources, and Program Dir of HRM programs	LeAnn Brown	HRM		1.0	Asst. Professor of Mgmt, Fall 2013	Ph.D. (?)	Tenure-Track
	Entrepreneurship, Small Business Management, and Business Society & Ethics	Henry Schwaller	Business Owner	1966	0.9	Instructor, 1999	MBA	Instructor, non- tenure-track
	NEW PERSON - Org Behavior / Strategy	Ronda Smith- Nelson	Org Behavior	1972	1.0	Asst. Professor of Management	PhD. Management	tenure-track, started Jan 2012; 2012-13 is "year 2" of tenure process
	New Position hopefully - MGT - Generalist w/ preference toward project management	Strategic Action Plan - hiring dependend upon budget - Currently initiating search	MGT Generalist with preference toward project management	WAS NOT FUNDED	1.0	Asst or Assoc Professor		Tenure-Track

Preference someone who can direct the MDC

Preference someone who can direct the MDC

Preference
for
someone
who can
direct the
MDC

NEW PERSON - MKT – MBA Marketing Management (MBA 812), and Marketing Strategy (MKT 405)	VACANT since spring 2012 - currently searching - one finalist remains with offer pending	MKT Generalist with desire to teach Marketing Research, MBA 812, etc.		1.0	Asst or Assoc Professor		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
Organizational Behavior, and MBA Organizational Behavior	Micol Maughan	Org Behavior	1943	0.5; three-year joint phased retirement starting fall 2012.	Assoc. Professor of MGMT, 1996	PhD Psychology	Tenured
Business Communication, and Director of Center for Economic Education	Jean Anna Sellers	ВСОМ	1949	0.5; three-year joint phased retirement starting fall 2012.	Professor, 1988	EdD	Tenured
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, and <u>Director of Center for</u> <u>Economic Education</u>	Scott Jones	BUED	1972	0.9	Instructor, 2004	MS, EdS (PhD ABD, making progress)	Instructor, non- tenure-track
Business Communication	James (Skip) Ward	BCOM/Corp Comm Extensive high-level experinece in Corporate Com. & change management with Shell Corp.	1951	1.0	Asst. Professor; started Oct 2011 (equiv for fall 2011)	EdD Curriculum & Instruction	Tenure-Track

DOMESTIC	ADUNCT FACULTY, Domestic Programs						
	B-LAW	Todd Powell	Law	VC, one-or-two sections of GBUS 204 every	Adjunct Professor, 2004	J.D.	Adjunct Professor

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			semester			
B-Law	Marilyn Schultz	Law;	VC, one-or-two sections of GBUS 204 every semester	Adjunct Professor, started spring 2012; Was Sias faculty member 2010-2011	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 Behnavior	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, MGT 611, MGT 610	Adjunct professor started 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 - Generalist	Christina Glenn	FHSU COBE	VC and on- campus, MGT 101 only	Adjunct professor since fall 2012	MBA, FHSU	Adjunct Faculty
MGT - Generalist	Jacki Wehrli	Project Manager for AT&T	VC MGT 301	Adunct professor, started spring 2012		Adjunct Faculty
MGT/MKT Generalist	T. Brad Goebel	Marketing Dir of Virtual College at FHSU (PQ)	On-campus MKT 301, MGT 101; VC MGT 101, Marketing Research online	Adjunct professor, started spring 2012	MBA;	Adjunct Faculty
MGT/MKT Generalist	Ryan Terry	PhD Student, MBA	VC MGT 101, MGT 301	Adjunct professor, Sp 2013	MBA	Adjunct Faculty
MGT/MKT Generalist	Brad Haynes	Asst Athletic Dir, External Operations	VC, two sections per semester, some on- campus; MGT 301, MKT 301	Adjunct professor, 2008	MS - Sports Admin	Adjunct
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;	Richard	VP of Systems	VC Adjunct	Adjunct	Ph.D. (ABD);	Adjunct Faculty
Supply Chain, Proj Mgmt	Kepenach	Development, Proj. Mgmt; FedEx	professor, one section per semester	professor, 2009	PQ "	, , , , , , ,
ТНМ	Alecia Douglas	Faculty Member,	VC adjunct, one to two classes per year	Adjunct professor since spring 2013	PhD	Adjunct Faculty
MKT - MBA 812	Bari Courts		VC Adjunct professor,	Adjunct professor starting fall 2012	Ph.D.	Adjunct
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	Casey Rohleder		VC, one section MKT 301 per semester	Adjunct professor since summer or fall 2012(?)		Adjunct
MKT - upper division	J. Duncan Herrington	Marketing Faculty member, Radford University, Virginia.	one/two online sections per semester; strategic electronic mktg, etc.	Adjunct professor since fall 2012	DBA Marketing, Mississippi State Univ	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	Dale Powers	former VP of HR		VC Adjunct professor; formerly Sias HRM Faculty member (2010 - 2011)	China	MBA 2002	Adjunct Faculty
	HRM Programs	Sherry Buell	HR Manager, Avera McKennan		VC Adjunct professor, 2 sections per semester of MGT 613	Adjunct, 2010	EdD (ABD)	Adjunct Faculty
	BUED	Grace Zhou	Instructional Technologist, FHSU CTELT		VC BUED Instructional Deisgn courses	Adjunct, spring 2012	?	Adjunct Faculty
	BCOM 301	Kroeger, Jordan	Working in HR at Enersys		one section per year; BCOM 301 VC	Adjunct starting Spring 2011	BS and BBA	Adjunct Faculty
	BCOM 301	Dolechek, Rache;	MBA Program Coordinator		Two sections per semester: BCOM 301 VC	Adjunct, starting Spring 2011	MBA	Adjunct Faculty
	GBUS 800 - MBA Intro Course	Nanette Fitzhugh	Full-time VC BBA Advisor for the COBE		on-campus and VC sections of GBUS 800	Adjunct started August 2009	MS - College Student Personnel Administration	Adjunct Faculty
		•						
CHINA	CHINA PROGRAM -							
CHINA	CHINA PROGRAM - International Program Coordinator for the College of Business & Leadership	Justin Evans	B-Law and International Law	1981	1.0 - 12 month responsibilities	Instructor, started fall 2011, with substantial domestic instructional responsibilities starting fall 2012	JD and MBA	Admin and non- tenure track
CHINA	International Program Coordinator for the College	Justin Evans		1981		started fall 2011, with substantial domestic instructional responsibilities starting fall	JD and MBA	
CHINA	International Program Coordinator for the College of Business & Leadership	Justin Evans NONE		1981 NONE		started fall 2011, with substantial domestic instructional responsibilities starting fall	JD and MBA	
CHINA	International Program Coordinator for the College of Business & Leadership Shenyang Normal Univ NONE		International Law		responsibilities	started fall 2011, with substantial domestic instructional responsibilities starting fall 2012		tenure track
CHINA	International Program Coordinator for the College of Business & Leadership Shenyang Normal Univ		International Law		responsibilities	started fall 2011, with substantial domestic instructional responsibilities starting fall 2012		tenure track
CHINA	International Program Coordinator for the College of Business & Leadership Shenyang Normal Univ NONE		International Law		responsibilities	started fall 2011, with substantial domestic instructional responsibilities starting fall 2012		tenure track

		Edward Vengrouskie						non-tenure track
	HRM / Business Law	Jeremy Parker	JD	1983	1.0 (?) prorated - full year at Sias after Mona Pearl left	Instructor	JD	non-tenure track
CHINA OTHER								

D. Bibliography of Departmental Scholarly Activity

July 1, 2012 - June 30, 2013

Management & Marketing

Refereed Journal Articles

- Evans, J. W., Gabel, A. L. (in press). Legal Competitive Advantage and Legal Entrepreneurship: A Preliminary International Framework. *To appear in North Carolina Journal of International Law and Commercial Regulation*, 39. http://www.law.unc.edu/journals/ncili/default.aspx
- Bannister, M. C., Gabel, A. L., Ulrich, D. (in press). Employer Use of Facebook and other Social Media Hiring. *To appear in Journal of the Kansas Bar Association*.
- Choudhury, D., Mishra, S., Guyot, W. M., Meier, R. J., Bell, R. L. (2012). The Impact of Social and Demographic Variables on Ethical Decision Making: Exploratory Study. *International Journal of Business and Public Administration*, *9*(3), 126-144. www.iabpad.com
- Smith, S. L., Walters, A. A. (2012). Mobile Learning: Engaging Today's Hospitality Students. *Journal of Hospitality & Tourism Education*, 24(2/3), 45-49.
- Stone, K. B. (2012). Lean Transformation: Organizational Performance Factors that Influence Firms' Leanness. *To appear in Journal of Enterprise Transformation*, 2(4), 229-249. http://www.tandfonline.com/doi/abs/10.1080/19488289.2012.664611

Books

Book, Scholarly-New (Published)
Hipsher, S. A. (2013). *Private Sector's Role in Poverty Reduction in Asia*. Oxford: Chandos Publishing Limited.

Book Chapters

- Alexander, B., Berube, C., Evans, J. W. (2012). China (People's Republic of China). *The ABA Guide to International Bar Admissions* (pp. 49-53). ABA Publishing.
- Hipsher, S. A. (2012). Motivations of entrepreneurs in the informal economy: Examples from Cambodia. *Entrepreneurship in the Informal Economy: Models, Approaches and Prospects for Economic Development*. London: Routledge Publishing.

Presentations

Fort Hays State University July 1, 2012 - June 30, 2013

- Billiot, Theresa R, Academy of Business Research, "Do hypertext and hypermedia websites evoke traditional word-of-mouth for brands?," Academy of Business Research, Atlantic City, NJ.
- Gabel, Anthony L (Presenter), Bannister, Mark C (Presenter), Ulrich, Derek D. (Presenter), Business and Leadership Symposium, "Employer Use of Facebook and other Social Media in Hiring," Fort Hays State University, Hays, Kansas. (September 27, 2012).

- Bell, Reginald L. (Author & Presenter), Meier, Robert J (Author), Guyot, Wally M (Author), General Business Conference, "A Factorial Analysis of Gender and Rank on Business School Faculty's Salaries as a Gauge for Dissatisfaction," Sam Houston State University, Huntsville, Texas. (April 19, 2013).
- Ward, James, Guyot, Wally M, Meier, Robert J, Bannister, Mark C, Business and Leadership Symposium, "Business Students' Social Media Preferences for Communication, a Pilot Study," Fort Hays State University, Hays, Kansas. (September 28, 2012).
- Guyot, Wally M (Presenter), Meier, Robert J (Presenter), Business and Leadership Symposium, "A Review of Best Practices and Challenges of Online Group Learning," Fort Hays State University, Hays, Kansas. (September 27, 2012).
- Meier, Robert J (Presenter), Guyot, Wally M (Presenter), Business and Leadership Symposium, "Using Porter's Five Forces Model and Porter's Value Chain Analysis in Business Courses," Fort Hays State University, Hays, Kansas. (September 27, 2012).
- Hipsher, Scott A, 1st Bangkok International Forum on Indigenous Management Practices, "Reexamining and Revaluating Underlying Assumption in Business Education in Developing Economies," Kasetsart University, Bangkok Thailand.
- Martin, Mary C (Author & Presenter), Yao, Qingjiang (Author), National Association for Multicultural Education (NAME) Region 7 Conference, "Living and Studying Environments Matter: A Survey of Student Cultural Diversity Awareness in Four Kansas Public Universities," NAME, Kansas City, MO. (April 13, 2013).
- Martin, Michael J (Author), Business and Leadership Symposium, "Repair and Return Service Quality in the Power Hand Tool Industry," Fort Hays State University, Hays, KS.
- Martin, Mary C (Author & Presenter), Martin, Michael J (Author), Billiot, Theresa R (Author & Presenter), Marketing Educators' Association, "Teaching Customer Service Using a Client-Sponsored Project on Service Blueprinting," Marketing Educators' Association, Portland, OR. (April 20, 2013).
- Martin, Mary C (Author), Billiot, Theresa R, Martin, Michael J, Academy of Business Research, "Is There Excellence in the Quality Matters' Online Instructional Design," Academy of Business Research, Atlantic City, NJ. (September 11, 2012).
- Smith Nelson, Ronda M, Combs, Gwendolyn M (Author), Professor Fred Luthans Festschrit, "Willingness to Share Tacit Knowledge in the Workplace: The Influence of PsyCap," University of Nebraska-Lincoln, Lincoln, NE. (May 10, 2013).
- Smith Nelson, Ronda M, Western Kansas SHRM Monthly Meeting, "Generations in the workforce-cohesive workforce practices," Western Kansas SHRM, Thirsty's Hays KS. (April 16, 2013).
- Smith Nelson, Ronda M (Author & Presenter), Sebora, Terrence C (Author), Journal of Management Studies Paper Development Workshop, "The One-Person Enterprise's Perception Of The Becoming An Employer Problem," Journal of Management Studies In Cooperation with the Sustainability, Ethics, and Entrepreneurship (SEE) Conference, University of Denver. (April 10, 2013).

- Smith Nelson, Ronda M, 2012 Great Plains Economic and Business Conference, "One-Person Enterprises in Nebraska: A Profile and Prospects for Job Creation," NEBA: Nebraska Economics & Business Association, Lincoln, NE. (October 19, 2012).
- Smith Nelson, Ronda M (Author & Presenter), Combs, Gwendolyn M (Author), 2012 Journal of Business Leadership: Research, Practice and Teaching Research Symposium, "Willingness to Share Tacit Knowledge: The Influence of Psychological Capital," Journal of Business and Leadership, Fort Hays State University. (September 28, 2012).
- Smith Nelson, Ronda M (Author & Presenter), Nelson, Samuel A. (Author), 2012 Journal of Business Leadership: Research, Practice and Teaching Research Symposium, "Why do some entrepreneurs really choose to start their businesses alone?," Journal of Business and Leadership, Fort Hays State University. (September 27, 2012).
- Smith Nelson, Ronda M (Author), Sebora, Terrence C (Author & Presenter), Tarndamrong, P (Author), Asia Pacific Decisions Sciences Conference, "Entrepreneurial perspective and entrepreneurial intention: A Test," Asia Pacific Decisions Sciences Institute, Chiang Mai, Thailand. (July 2012).
- Stone, Kyle B, Managing Assessment 2013 Assessment Conference, "Workload & Faculty Involvment," FHSU, Hays, KS. (January 17, 2013).
- Stone, Kyle B (Author & Presenter), Lunch & Learn, "21st Century Career's," Sunflower Electric, Hays, Kansas. (November 7, 2012).
- Stone, Kyle B (Author & Presenter), Brown, Leann M (Author & Presenter), Business and Leadership Symposium, "Organizational Assessment: An Integrated Qualitative and Quantitative Approach to Defining the Current-State of Organizational Health," Fort Hays State University, Hays, Kansas. (September 27, 2012).
- E. Department Program Assessment Results

N/A

F. Other Departmental Information

N/A

APPENDIX A: "Other Faculty" FTE Equivalent Calculation

Includes 4 courses fall while MCMartin	n on sabbatical	, but skips	4 Hipsher classe	es spring '13					
Domestic "Other Faculty" - FY2013				Skips "W"s b	out keeps				
				"Transcript V	Vs" only		SCH		
	Sections			Headcount					
Faculty Member	Fall 2012	Spring 2013	Summer 2013	Fall 2012	Spring 2013	Summer 2013	Fall 2012	Spring 2013	Summer 2013
Ashbaugh, Don	1	1		25	27		75	81	
Behnke, Phil	2	1	1	49	23	23	147	69	69
Buell, Sherry	2	2	1	47	47	8	141	141	24
Christiansen, Kim	2	1		54	14		162	42	
Bari Courts (MBA812 F'12)	2			31			93		
D'Angelo, Peter	2	2		44	48		132	144	
David, Kurt	2	1		50	26		150	78	
Dolechek, Rachel	2	2	1	43	45	12	129	135	36
Douglas, Alecia		1	1		9	12		27	36
Fitzhugh, Nanette (GBUS 800)*	2	1	1	52	16	12	52	16	12
Frederick, Linda	2	2	1	50	50	24	150	150	72
Glenn, Christina	1	1		24	23		72	69	
Goebel, T Brad	2	1		47	26		141	78	
Haynes, Brad	2	2	1	55	57	25	165	171	75
Herrington, J. Duncan	1	2		20	44		60	132	
Jacobs, Clarine	1	1		23	26		69	78	
Kelch-Rohleder, Casey	1	1		24	24		72	72	
Kepenach, Rich	1	1	1	23	10	25	69	30	75
Kishbaugh, Greta	2	1		51	28		153	84	
Kroeger, Jordan		2			46			138	
Powell, Todd	1	1		25	26		75	78	
Powers, Dale	2	2	1	48	48	16	144	144	48
Ross, Michael	2	2		47	53	20	141	159	60
Schnetker, Ted	1	1		25	25		75	75	
Schultz, Marilyn		1	1		24	23		72	69
Terry, Ryan	2		1	30		21	90		63
Wehrli, Jackie	1			27			81		
Wellbrock, Tammy	1	1		25	25		75	75	
Whittington, Bruce	1			24			72		
Zhou, Grace		1			9			27	
SUM	41	35	11						
FTE = Semester sections / 4?	10.25	8.75]						
Total Year Sections (w/out summer)		76							
FTE = Year Sections / 8		9.5	J						
Total adjunct faculty members =	30								
Total Sections with summer =	87								
Total Section w/out summer =	76								

Appendix A, continued...

Management sections	50
Marketing 301 sections	11
Other Marketing sections	6
BCOM 301 sections	7
BUED	1
THM	2
GBUS 800	4
GBUS 204 (Blaw)	4
MBA	2
	87

Approx only;

Appendix B: Action plan for three new Program Coordinator positions

FHSU ACTION PLAN New Resources Required 2012

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.