

APPENDIX A

CONTINUOUS IMPROVEMENT REVIEW REPORT

October 13-15, 2019



KENNESAW STATE
UNIVERSITY
COLES COLLEGE OF BUSINESS

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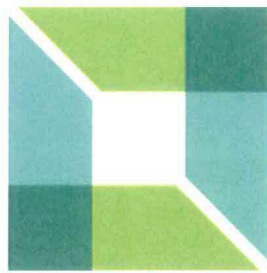
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1994 ■ 2001 ■ 2005 ■ 2009 ■ 2014



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**AACSB
ACCREDITED**

CIR Business Application

The purpose of this application is to initiate the Continuous Improvement Review (CIR) process for accreditation and to provide updates on alignment with AACSB Eligibility Procedures along with actions completed related to the accreditation standards issues noted in the correspondence from AACSB following the last CIR review and actions taken in response to continuous improvement and consultative feedback. The application is subdivided into five parts:

- Part I Institution Information
- Part II Eligibility Procedures
- Part III Continuous Improvement and Consultative Feedback
- Part IV Scope of Accreditation (Eligibility Criterion D)
- Part V Review Schedule and Comparison Groups

CIR applications are due on July 1st, two years prior to the review year. Applications are reviewed by AACSB staff upon receipt for content and completeness. If responses or requests are not clearly aligned with the Eligibility Criteria or for other reasons that need further review, the application will be referred to the Continuous Improvement Accreditation Committee. More in-depth information regarding the Eligibility Criteria are in the Eligibility Procedures and Standards for Business Accreditation, which can be found at www.aacsb.edu/accreditation/standards/2013-business.

Please note: For institutions that hold both business and accounting accreditation, separate business and accounting CIR applications must be submitted by the July 1 deadline. Information found in the business application that also applies to the accounting application does not have to be repeated in the accounting application. In these cases, the accounting application should reference the business application.

Application Submission Information

Please submit this application and any accompanying documents via email to the Continuous Improvement Accreditation Committee Chair at CIRC@aacsb.edu.

Please note:

- Application is due on July 1st, two years prior to the review year.
- There is a page limit of 30 pages (not including tables and required documentation).
- Email attachments totaling at least 10MB will not be received due to server limitations.
- A confirmation of receipt will be emailed within 1-2 business days.
- Paper copies are no longer required.

For questions or assistance in completing this application, please contact your AACSB Accreditation Staff Liaison. A complete list of staff liaisons is located at www.aacsb.edu/accreditation/contact.

APPENDIX-A # 2

CIR Reported BSQ

Organization	Degree Title	Major Emphasis	Sub Emphasis	Full Time	Part Time	Evenings & Weekends	One Year	Distance Education	Online	Off-Campus	Partnership	Scope
Kennesaw State University - Reported BSQ												
	20											
Kennesaw State University	Bachelor of Business Administration	Accounting		X	X	X				X		Included
Kennesaw State University	Bachelor of Business Administration	Economics		X	X	X						Included
Kennesaw State University	Bachelor of Business Administration	Finance		X	X	X						Included
Kennesaw State University	Bachelor of Business Administration	Information Security and Assurance		X	X	X		X	X			Included
Kennesaw State University	Bachelor of Business Administration	Information Systems		X	X	X						Included
Kennesaw State University	Bachelor of Business Administration	International Business	Management	X	X	X						Included
Kennesaw State University	Bachelor of Business Administration	Management	Entrepreneurship	X	X	X						Included
Kennesaw State University	Bachelor of Business Administration	Management		X	X	X		X	X			Included
Kennesaw State University	Bachelor of Business Administration	Marketing	Professional Selling	X	X	X						Included
Kennesaw State University	Bachelor of Business Administration	Marketing		X	X	X		X	X			Included
Kennesaw State University	Bachelor of Business Administration	Professional Sales		X	X	X						Included
Kennesaw State University	Master of Accountancy (or Accounting)	Accounting		X		X						Included
Kennesaw State University	Master of Business Administration (MBA)	Coles MBA			X	X				X		Included
Kennesaw State University	Master of Business Administration (MBA)	WebMBA			X			X	X			Included
Kennesaw State University	MS Healthcare Management and Infomatics	Healthcare analytics			X	X						Included
Kennesaw State University	MS in Management Information Systems	Information Systems			X	X		X	X			Included
Kennesaw State University	PhD in Business Administration	Accounting		X	X	X						Included
Kennesaw State University	PhD in Business Administration	Information Systems		X	X	X						Included
Kennesaw State University	PhD in Business Administration	Management		X	X	X						Included

Organization	Degree Title	Major Emphasis	Sub Emphasis	Full Time	Part Time	Evenings & Weekends	One Year	Distance Education	Online	Off-Campus	Partnership	Scope
Kennesaw State University	PhD in Business Administration	Marketing		X	X	X						Included

APPENDIX-A #3

Scope of Review

The table below lists the degree programs that were identified in the scope of review letter:

Program Name	Level	Location	Date Established
Bachelor of Business Administration (B.B.A.)	Undergraduate	Kennesaw	Pre-1999
Master of Accounting (MAcc)	Graduate	Kennesaw	Pre-1999
Master of Business Administration (EMBA)	Graduate	Kennesaw	Pre-1999
Master of Business Administration (MBA)	Graduate	Kennesaw	Pre-1999
Master of Business Administration (webMBA)	Graduate	On-line	2001
Master of Health Care Management & Informatics (MSHMI)	Graduate	Kennesaw	2016
Master of Information Systems (MSIS)	Graduate	Kennesaw	2011
Doctor of Philosophy in Business Administration (Ph.D.)*	Graduate	Kennesaw	2014

* The Ph.D. program was originally a Doctorate of Business Administration (DBA) degree program. The change to a Ph.D. program was approved by the Coles College and KSU Graduate Policies and Curriculum Committees, and the University System of Georgia (USG) Board of Regents in 2019.

APPENDIX-A # 4

Peer and Aspirant Universities

Peer Universities

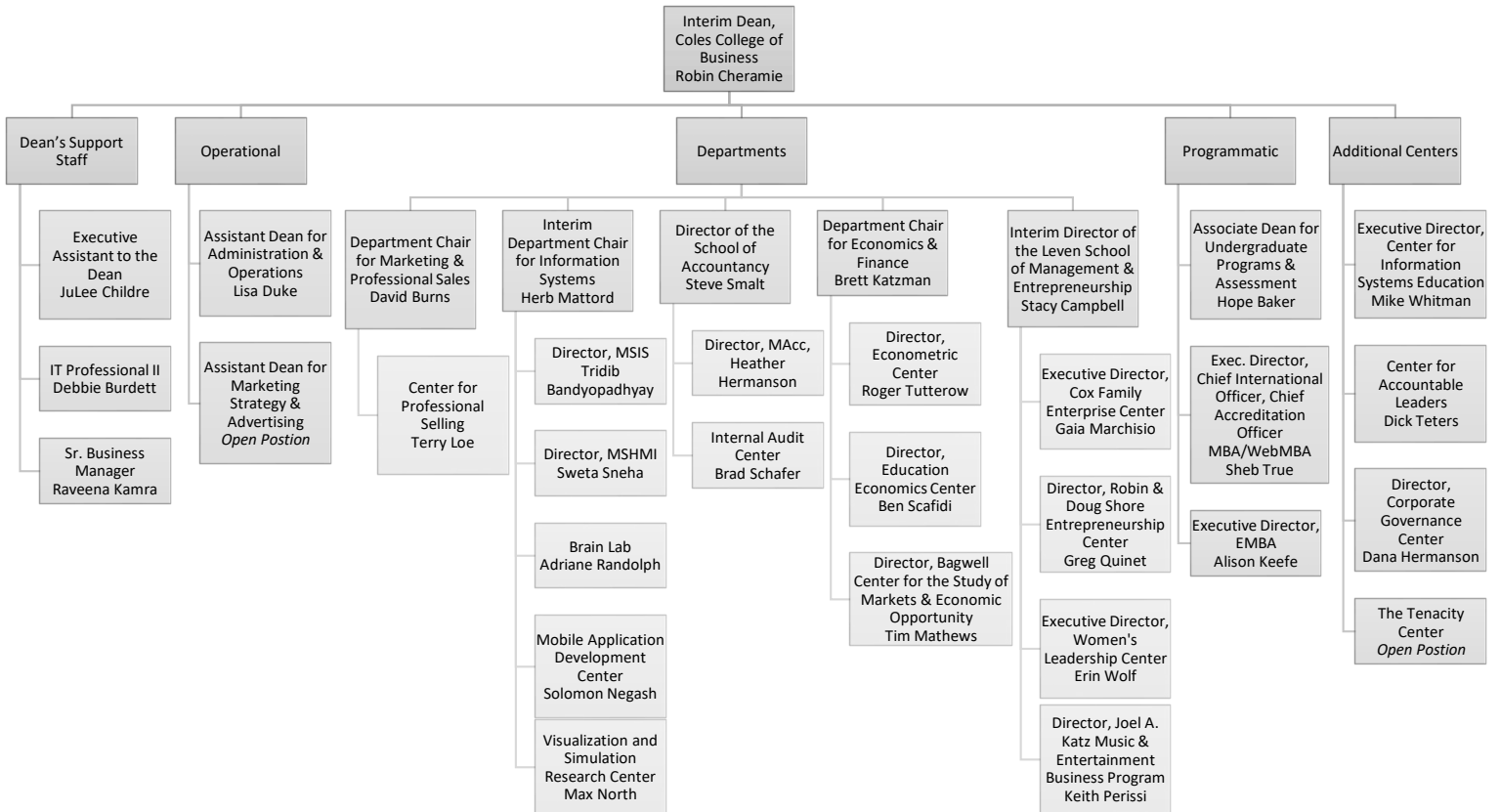
Louisiana Tech University
Cleveland State University
Northern Illinois University
James Madison University
Bentley

Aspirant Universities

Virginia Commonwealth
Florida International University
University Texas San Antonio University
University of Texas Dallas
Florida Atlantic

APPENDIX-A # 5

Organizational Chart



APPENDIX-A # 6

BYLAWS

PREAMBLE

The Coles College of Business at Kennesaw State University is a collaborative, collegial and diverse group of scholars who value excellence in teaching and mentorship, who are active in campus leadership and who are successful in research activities that may involve both undergraduate and graduate students.

ARTICLE I. Administration

A. Dean

- a. The Dean is the chief administrative officer of the College. The Dean has the responsibilities and authority specified by the Board of Regents and delegated by the Provost.

B. Assistant/Associate Dean

- a. The Dean may appoint Assistant/Associate Dean(s) as needed.
- b. The Assistant/Associate Dean(s) shall carry out such duties as assigned by the Dean.
- c. The Assistant/Associate Dean(s) will serve as Acting Dean at any time the Dean is out of town, unavailable, or incapacitated and unable to administer the affairs of the College.

ARTICLE II. Committees

Standing committees shall be composed of faculty with full-time appointments and, in some cases, full-time staff. Lecturers may serve on some committees but are not obligated to do so. Standing committees shall meet at least once each semester, except summer. If appropriate and practical, the committee Chair may conduct a meeting electronically unless there is an objection by a committee member. Committee members will be selected via an election held in the Spring semester of each year for the next year's committees. Each committee shall elect its Chair annually, effective Fall Semester of the academic year. The Chair of the previous year's committee shall convene the first Fall semester meeting.

The bylaws apply, generally and as specified in this document, to the Coles Elections Officer and all standing college committees including, but not limited to, the following:

College Faculty Council (CFC), Executive Committee (EC), Strategic Planning Committee (SPC), Research and Development Committee (RDC), College Graduate Policies & Curriculum Committee (CGPCC), College Undergraduate Curriculum Committee (CUCC), Online BBA Committee and Faculty Review Committee (FRC).

A. College Faculty Council (CFC)

a. Role and Purpose

- i. The CFC is advisory to the Dean, who holds decision-making authority at the college level.
- ii. The purpose of the CFC is to promote collegiality and effective shared governance of the college by increasing the transparency and two-way communication between the faculty and the Dean with regard to the development of policy and to increase communication about the implementation of policy. The following areas are examples of issues upon which the CFC may advise the Dean. Additional areas may be determined on a yearly basis through discussion between the Dean and the CFC.

1. Strategic planning

2. Annual budgeting
 3. Hiring
 4. Space and resource allocation
 5. Reassign-time
 6. Salaries and raises
 7. Appointment and reports of ad hoc committees
- iii. Recommendations of individual members of the CFC are to reflect what each believes to be in the best interests of the College as a whole.
- b. Membership
 - i. The CFC will consist of one tenured member from each Department Faculty Council (DFC) and two at-large tenured representatives elected by a majority secret ballot of the permanent, full time Coles College faculty.
 - ii. Elections for DFC membership will take place within each department no later than April 30 each year. Method of selection of a DFC representative for service on the CFC will be left to the discretion of each Department Faculty Council.
 - iii. The names of DFC members selected to represent their departments on the CFC will be provided to the Coles Election Officer by May 15. The at-large representatives will be elected during the April election session specified in the Coles College Bylaws.
 - iv. A department may recall a representative by a 2/3 secret ballot vote.
 - v. The Dean shall be an ex officio non-voting member of the CFC.
 - vi. Only permanent, non-administrative faculty are eligible to serve on the CFC.
 - vii. Departmental CFC representatives are permitted to authorize tenured-faculty proxies for any meeting. If necessary, non-tenured faculty proxies may be authorized. In the event of a representative's complete absence (meaning without proxy coverage) from two CFC meetings in succession, his/her respective department will be notified and asked to select a replacement representative. The replacement will serve until the end of the academic year.
 - viii. The at-large CFC representatives are permitted to authorize tenured-faculty proxies for any meeting. If an at-large CFC member misses two meetings without proxy coverage or an at-large member resigns, the CFC will replace that member using the following policy:
 1. Nominations for replacements are taken from the tenured Coles College faculty.
 2. CFC members elect a replacement from the submitted nominations.
 3. The CFC replacement will serve until the end of the academic year.
 - b. Leadership
 - i. The CFC Chair and Secretary are elected by the CFC, and each must be an elected CFC representative.
 - ii. The CFC Chair must have served on the CFC for one year during five preceding academic years. However, this year of service requirement is waived for the first CFC Chair.
 - c. Faculty Awards
 - i. The CFC is responsible for developing the criteria, process and eligibility, soliciting faculty applications and providing a recommendation to the Coles College Dean on the following Coles College Faculty Awards:
 1. Distinguished Professor Award
 2. Distinguished Teaching Award
 3. Distinguished Scholarship Award
 4. Distinguished Service Award

5. Faculty Engagement Award
 6. Innovation in Teaching Award
 7. Applied Research Award
 8. Coles College Collaboration Award
 9. KSU Collaboration Award
 10. Coles College Career Achievement Award
- d. Operation
- i. At its discretion, the CFC may, as necessary, meet by open, properly notified conference call.
 - ii. The CFC will hold an executive session at the end of each scheduled meeting.
 - iii. The CFC chair will make available a summary of issues raised in the executive session.
- B. The Executive Committee (EC)
- a. Role and Purpose
 - i. The Executive Committee will serve in an advisory capacity to the Dean in matters of planning and budget and assist in the day-to-day operations of the College.
 - b. Membership
 - i. The Executive Committee consists of the Dean (Chair), the Chairpersons of all departments in the College, the Associate Deans, program directors, and a member of the CFC. Additional members may be appointed by the Dean as appropriate.
 - c. Operation
 - i. The Executive Committee will meet monthly and as needed throughout the academic year.
- C. Strategic Planning Committee (SPC)
- a. Role and Purpose
 - i. The SPC exists to advise and assist the dean in the development and implementation of the Coles College Strategic Plan. The SPC will seek input from a variety of stakeholders including students, faculty, staff, advisory board members, the business community and alumni. Newly created strategic plans will be presented to the faculty for approval.
 - b. Membership:
 - i. The SPC consists of the following
 1. Dean
 2. Associate Deans
 3. Department Representatives are selected as follows: The permanent, fulltime faculty of each department shall elect, by secret ballot, one representative to the SPC.
 4. A CFC representative, elected by the CFC.
 5. Advisory board members, alumni, students and other faculty members with specific subject matter expertise. These individuals will be recommended by the dean and/or membership and approved by the SPC. Total number of members from this group shall not exceed four.
 - ii. Representatives shall serve three-year terms.
 - iii. The committee will elect a chair annually.
 - c. Operation
 - i. The SPC will meet a minimum of two times during an academic year.

D. Research and Development Committee (RDC)

a. Role and Purpose

- i. The purpose of the RDC is to promote research and development in the college by increasing the transparency of allocation of funds and to have an advisory role to the dean on related matters. Specific responsibilities include evaluating (hereafter simply “evaluation”) R&D grant applications and the Research Foundation Competition.

b. Membership

- i. The permanent, full-time faculty of each department shall elect two representatives to the RDC from among the department’s tenured or tenure-track faculty. In addition, the RDC may elect one current Faculty Development and Awards Committee (FDAC) representative from the college to serve as a non-voting advisor to the RDC for Distinguished Awards matters.
- ii. Representatives shall serve two-year terms (after the first cohort, which will be elected to staggered terms).

c. Operation

- i. The committee will meet on an ad hoc basis as necessary to accomplish its role and purpose.
- ii. Final evaluations will be conducted at committee meetings, but members can vote without having to be present at the meeting. Non-responding members will be counted as abstaining. A 51% majority of non-abstaining members is required for committee evaluation decisions. Inability to reach a majority evaluation decision represents a rejection decision.

E. Coles College Graduate Policies & Curriculum Committee (Coles GPCC)

a. Role and Purpose

- i. The purpose of the CGPCC is to oversee in the development and implementation of graduate curriculum and to approve proposals for changes to the graduate curriculum prior to their presentation to the University GPCC.

b. Membership

- i. The permanent, fulltime faculty of each department shall elect by secret ballot one representative on to the CGPCC by secret ballot.
- ii. GPCC members must be tenured or tenure-track, graduate faculty and members of their respective electing departments.
- iii. Representatives shall serve two-year terms, after the first cohort, which will be elected to staggered terms.
- iv. Coles graduate program directors shall be ex officio non-voting members of the CGPCC.
- v. Department chairs are not eligible to vote for or to serve as representatives to the CGPCC.

c. Operation

- i. The CGPCC shall organize itself in the spring before the end of the academic year, electing its chair and secretary from among those members representing academic departments.
- ii. The date and place of meeting shall be established at the organizational meeting.
- iii. A quorum shall consist of 60 percent of academic department representatives.
- iv. An agenda of items to be considered in any meeting shall be sent by the Chair to members of the committee not less than seven days prior to the call of the meeting.

F. Coles College Undergraduate Curriculum Committee (Coles UCC)

a. Purpose

- i. The purpose of the Coles UCC is to oversee the development and coordination of the undergraduate curriculum of the Coles College. As one of several levels of review within the university-wide process for the review and evaluation of curriculum, the Coles UCC reviews and evaluates undergraduate course and program proposals initiated by Coles faculty for consistency with policies and goals of the Coles College, as well as for accuracy and completeness.

b. Membership

- i. The voting members (hereafter, simply “members” or “the committee”) will comprise one non-administrative permanent, full-time faculty member from each department, elected by the department’s non-administrative permanent, full-time faculty to serve a two-year term (unless a mix of one-year and two-year terms is necessary to achieve staggered two-year terms within the committee).
- ii. The Associate Dean for Undergraduate programs serves as an ex officio non-voting member.
- iii. At the first meeting of an academic year, the members will elect a Chair and Secretary for that academic year. The Chair should be chosen from those members (if any) who have had at least one year of prior service on the committee. The first meeting of each academic year will be convened by the preceding year’s Chair.
- iv. It is the responsibility of each member to both represent his/her department (e.g., by sharing with the committee the perspectives of his/her department on all proposals under consideration) and serve the best interests of the college as a whole.
- v. It is the responsibility of the Secretary to write summary minutes for each meeting of the committee.
- vi. If a member cannot attend a meeting, he may authorize a faculty member to serve as his proxy.

c. Operation

- i. For each of the fall and spring terms, the committee will establish early in the term a schedule of meetings for that term.
- ii. To be on the agenda for a meeting, a proposal: (a) needs to have been approved by the departmental curriculum committee and department chair; and (b) must be submitted to the Chair of the Coles UCC at least one week prior to the meeting.
- iii. Submitters of proposals (or their designated proxies) must attend the meetings during which their proposals are under review so as to address any questions or concerns about their proposals.
- iv. Proposals will be voted upon by secret ballot.
- v. A proposal approved by fifty percent or more of the members will be deemed approved by the committee.

G. Online BBA Committee

a. Role and Purpose

- i. The Coles Online BBA committee exists to evaluate improvements, recommend initiatives, and advise leadership on methods to improve quality of the Coles Online BBA.

b. Membership

- i. The Coles Online BBA committee consists of the following eight members:

1. Online BBA Director
 2. Associate Dean for Undergraduate Business Programs
 3. One full-time faculty representative from each of the 5 academic departments.
 4. One at-large representative selected based on expertise and availability, selected by the Online BBA Director and approved by the existing Online BBA committee.
- ii. Member Appointment or Selection
 1. The Online BBA Director (Committee Chair) and the Associate Dean for Undergraduate Business Programs will be permanent members of the Online BBA Committee.
 2. The faculty representative from each department will be appointed by the department chair. The department chair may decide the process for determining this appointment within their department.
 3. The at-large representative will be selected by the Online BBA Director, and approved by the existing Online BBA Committee.
 - iii. Service Guidelines
 1. Each non-permanent representative shall serve a three-year term after the first cohort, which will serve staggered terms as determined by the Coles Online BBA committee.
 2. Due to the limited number of faculty in most departments teaching online, committee members can serve multiple sequential terms.
- c. Operation
 - i. The Coles Online BBA Committee will meet a minimum of three times per academic year.
 - ii. If a member cannot attend a meeting, they may appoint a proxy to attend. A proxy shall not count toward a quorum.
 - iii. Faculty/administrators that are not members may bring agenda items directly to the committee when faculty representatives are not used. These agenda items must be submitted at least two weeks prior to the meeting.
 - iv. The committee will follow the meeting standards of the Coles College.
 - d. Voting
 - i. While much of the operation of the Coles Online BBA Committee will be information gathering and strategizing, some policy changes or recommendations will come from the committee. For policy changes, the rules are as follows:
 1. A quorum shall consist of at least 6 of 8 committee members and is required for any vote.
 2. A policy will be approved with a simple majority vote.
 3. In the event of a split vote (4-4 or 3-3), the committee chair will cast the deciding vote.

H. Faculty Review Committee (FRC)

- a. Role and Purpose
 - i. The FRC is advisory to the Provost, who retains final decision-making authority at the university level.
 - ii. The purpose of the FRC is to review faculty applications for tenure and promotion and produce committee recommendations in response to such applications.
 - iii. The FRC will examine all tenured faculty up for five-year reviews, and act as an appeal committee for T&P appeals.

- iv. The FRC will review upon request of faculty members the consistency between department P&T guidelines and Coles College of Business faculty evaluation guidelines.
 - v. When needed or requested, the FRC will coordinate a review of the Coles
 - b. Membership
 - i. The permanent, tenured and tenure-track fulltime faculty of each department shall elect by secret ballot two representatives to the FRC.
 - ii. FRC members must be tenured members of the department they represent.
 - iii. Representatives shall serve three-year terms after the first cohort, which will serve staggered terms.
 - iv. Department chairs are not eligible to vote for or to serve as representatives to the FRC.
 - v. The FRC will comply with all University standards and the guidelines contained in the current University Faculty Handbook.
 - c. Operation
 - i. The FRC shall determine its leadership and operation in a manner consistent with Section K below.
- I. Elections Officer (EO)
 - a. Role and Purpose of the EO
 - i. The purpose of the EO is to coordinate and ensure the integrity of the elections process.
 - b. Procedures
 - i. The EO will solicit nominations for candidates to fill all open committee positions at college and university levels so that elections are completed by April 20 each year or more often as required to fill vacancies. Chairs of the Coles Committees should notify the EO of any vacancies by March 20 each year.
 - ii. Individuals can self-nominate or be nominated by others.
 - iii. In the event that there are no nominations for a given position, the department chair may nominate an individual from his or her respective department, provided that individual is willing to appear on the ballot and serve as a department representative.
 - iv. Elections shall be conducted by secret ballot. All positions, whether contested or uncontested, shall be included in the ballot. The ballot will include a write-in section for each committee election. Results of the election shall be communicated to all constituencies within 7 days of the election.
 - v. All election ballots must be kept for a term of seven years.
 - vi. In case of ties for a position resulting in more than the required number needed, a run-off election shall be conducted within 14 days of the first election.
 - vii. If a vacant position cannot be filled after two election attempts, the department chair may appoint an individual to serve on the committee.
 - c. Records
 - i. The EO shall keep records of the names of all Coles committee representatives and regularly publish updates to the College.
 - d. Selection of the EO
 - i. The EO, who must be a tenured, full-time faculty member shall be appointed by the CFC and shall serve a term of two years which may be renewed.
 - e. Votes on Other Faculty Issues
 - i. The EO will conduct votes of the Coles College faculty, as needed, on other faculty issues.

- J. Ad hoc Committees
 - a. An ad hoc committee may be appointed by the Dean with consultation with the College Faculty Council.
 - b. An ad hoc committee may be appointed by the College Faculty Council with consultation with the Dean.

- K. Generally Applicable Transparency Principles and Operation of Committees
 - a. Open Meetings
 - i. University Counsel has determined that the Georgia Open Meetings Law is not applicable to college committee sessions. Open committee meetings are encouraged when appropriate, however, as a way of promoting transparency. Committees are also encouraged to announce meetings with sufficient advance notice and to post minutes in a timely manner.
 - b. Committee Rules
 - i. All committees shall decide and record in the minutes of their first meeting of each year the rules by which they will conduct their business. Committees are encouraged to use Roberts Rules of Order or a functional equivalent.
 - ii. Each committee shall elect a Chair and operate under a set of goals given them at the time of appointment.
 - iii. Except as otherwise specified, a majority of the members of any committee or their duly authorized proxies shall constitute a quorum for decision making purposes at any meeting
 - iv. Each standing and ad hoc committee shall keep a record of its meetings and distribute to all full-time faculty and staff. A secretary shall be elected at the first Fall semester committee meeting and shall be responsible for keeping and distributing minutes. Minutes may be distributed in hard-copy or posted. Minutes of the meetings which shall include the names of all members and guests present as well as a description of items discussed. Minutes will be distributed to all faculty and staff within one week of the meeting. Any committee dealing with personnel issues will only indicate the general nature of the items discussed without revealing names or final decisions

ARTICLE III. College Meetings

- A. The College will meet at the beginning of the Fall and Spring semesters.
- B. The College will also meet when important issues would benefit from the participation of the entire college.

ARTICLE IV. Voting

Unless otherwise specified, the following applies to college wide voting:

- A. All tenured faculty, tenure-track faculty, lecturers and senior lecturers will be eligible to vote in all college wide voting. Staff may be eligible to vote on some issues.
- B. No quorum is required for college wide votes.
- C. A plurality is required to elect someone to a college wide committee or as a College representative to a University committee.
- D. All voting shall be done by anonymous survey. At least seven business days will be allowed for voting. The results of the vote will be reported to the faculty and staff.

ARTICLE V. Amendments to Bylaws

Proposed amendments to these Bylaws shall be submitted in writing to the College Faculty Council. An amendment must be approved by a simple majority vote of the College faculty and by the Dean and Provost.

ARTICLE VI. Relationship to Other Governing Rules and Regulations

Nothing in these bylaws should be construed to supersede provisions of the statutes of Kennesaw State University as described in the Faculty Handbook and other materials provided by the Office of the Provost & Vice President for Academic Affairs or the Board of Regents of the University System of Georgia

APPENDIX-A # 7

STATEMENT OF PHILOSOPHY AND GUIDELINES FOR FACULTY PERFORMANCE, PLANNING, AND EVALUATION

Approved by vote of the Coles College Faculty

Date: 03/26/2019

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APPENDIX – CONTENT REQUIREMENTS FOR PROMOTION, TENURE AND POST-TENURE PORTFOLIOS

CHAPTER 1 INTRODUCTION

The purpose of this document is to provide an overview of the strategic philosophy of the Coles College of Business and the standards for evaluation of faculty performance related to that philosophy. Specifically, the purpose of this document is to outline performance expectations for retention and tenure and promotion of a qualified body of faculty to appropriately support the goals of the Coles College and the University. The workload options and related performance standards were developed by integrating the Coles College Core Values, Mission and Vision, Ethical Conduct and Diversity philosophies, accreditation standards, and quality standards of scholarship and scholarly activities of peer and aspirant institutions. The appendices to this document contain guidelines for the contents of portfolios submitted related to promotion, tenure and post-tenure review. Future Revisions to this document will be made in consultation with the Faculty Review Committee, the Coles College faculty, the Dean, and the Provost.

SECTION 1.1 VISION STATEMENT

The Coles College aspires to be the preferred provider of flexible business education and relevant research and practice valued by the marketplace.

SECTION 1.2 MISSION STATEMENT

The mission of the Coles College of Business (CCB) is to be the highest-value provider of business programs and talent in its markets. CCB will be highly respected in the academic and business communities by achieving national prominence in selected areas and benefiting business practice.

CCB will achieve its mission by continuing its responsive offerings of affordable, quality business degrees and customized executive education. Effective, committed teaching and integrated career preparation will result in outstanding graduates and graduation rates, supporting sustained regional economic growth. CCB will reinforce these efforts with entrepreneurial business engagement and with research focusing on relevant business issues and communicating findings in ways that impact management practice.

SECTION 1.3 STATEMENT ON ETHICAL CONDUCT

The Coles College's reputation for distinction is sustained by a commitment to foster excellence in an environment of collegiality, integrity, and responsible action. Administrators, faculty, staff, students and others acting on behalf of the Coles College are expected to uphold the highest ethical values by observing applicable policies, practices, regulations, laws, and professional standards. When ethical dilemmas arise, administrators, faculty, staff, and students should refer to the *University Handbook*, *Faculty Handbook*, *Employee Handbook* and the *Student Code of Conduct* for guidance.

SECTION 1.4 STATEMENT ON DIVERSITY

The Coles College is committed to fostering diversity by providing a supportive environment for its students, faculty, and staff and to cultivating a culture that respects differences in age, ethnicity, national origin, gender, race, color, physical ability, sexual orientation, veteran status, and religious affiliation. The Coles College emphasizes diversity, in all its forms, across all programs. This diversity requires a sustained effort to recruit and develop qualified faculty and staff from various backgrounds; curriculum and pedagogical approaches that provide exposure to diverse cultures and ways of thinking; and a work setting that values diverse contributions and fosters mutual respect and teamwork.

SECTION 1.5 ALIGNMENT OF MISSION WITH ACCREDITING AGENCIES

Kennesaw State University and the Coles College of Business are accredited by The Association to Advance Collegiate Schools of Business International (AACSB). Kennesaw State University is also accredited by the Southern Association of Colleges and Schools (SACS). The Coles College maintains a balance of activities that reflects the institution's commitment to both AACSB and SACS standards while preserving the mission, culture, and academic philosophies of the College and the University.

CHAPTER 2

OVERVIEW OF FACULTY PERFORMANCE, PLANNING AND EVALUATION

These faculty performance guidelines adhere to the mission and philosophy of the Coles College of Business and fall within the framework of Kennesaw State University's policies on required review, promotion, and tenure considerations (see *KSU Faculty Handbook*). If any portion of this document is in contradiction with university policy, university policy will take precedence. Guidelines described in this document provide the basis for planning, review, and direction for the development and presentation of accomplishments to others involved in the required review, promotion, tenure, and post-tenure review processes. Guided by the policies and procedures established by Kennesaw State University, reviews of the faculty at the Coles College are as follows:

- Annual review of faculty performance
- Pre-tenure review in the third year for tenure-track faculty
- Required third-year review for non-tenure track faculty
- Review for tenure by the sixth year for tenure track faculty with professorial rank
- Post-tenure reviews every five years
- Review for elective promotion (optional)

The situational context affecting performance expectations is defined in part by the workload option of the faculty member (see Chapter 3). Some faculty members are also assigned administrative responsibilities. Differences in talents, interests, and career stages imply that faculty members will demonstrate different levels and types of accomplishments within these performance components. This diversity among faculty members is both expected and encouraged and reflects the unique missions of the departments, the Coles College, and the university. Faculty members of the Coles College are expected to perform at different levels of scholarship and scholarly activities depending upon workload track. *Scholarly* is an umbrella term used to apply to faculty work in all performance areas. Scholarly is an adjective used to describe processes faculty should use within each area. In this context, scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, revised and rethought. On the other hand, *scholarship* is a noun used to describe tangible products from the scholarly processes. This tangible product is disseminated in appropriate professional venues related to the performance area. In the process of dissemination, the product becomes open to critique and evaluation.

All faculty members must maintain professional decorum and perform all responsibilities in a constructive and cooperative manner. At a minimum, faculty members must be regularly available to students and colleagues; contribute to the institution through committee work; engage in curriculum development; and actively participate in departmental, college, and university activities.

SECTION 2.1 TEACHING

Effective teaching is a necessary condition for satisfactory performance. Consistent with university policy, evidence of teaching effectiveness may include, but is not limited to, the following:

- Maintaining currency of subject matter
- Integrating course content with the theory and practice of business
- Developing innovative courses, teaching materials, and instructional techniques
- Determining appropriate learning objectives, acquired skills, and instructional outcomes
- Designing course assessment vehicles and developing rubrics to measure learning
- Developing and reviewing course objectives, and aligning course objectives with program goals

- Measuring learning outcomes, reviewing findings, and identifying course modifications
- Chairing, co-chairing, or serving as a reader for a doctoral student dissertation

Evaluation of a faculty member’s teaching, supervision, and mentoring effectiveness will be based upon student feedback surveys officially administered by the College and other additional evidence (addressing the areas described above and other areas referred to as scholarly teaching activities in the university guidelines). Documentation of teaching effectiveness should focus on both the quality and significance of a faculty member’s contributions and should demonstrate growth and improvement over time. Course revisions and pedagogical changes in response to collected data reveal a commitment to continuous improvement and innovation in the classroom. Faculty teaching (with respect to course offerings and broad content) should support the strategies and objectives of the department and college (as stipulated by the relevant department chair or course coordinator). Additionally, the receipt of teaching awards, evidence of handling diverse and challenging teaching assignments, grants for curriculum development, introduction of innovative teaching techniques, attendance at teaching seminars and workshops, publications of teaching oriented articles, and contributions to the achievement of departmental teaching-related goals provide evidence of teaching effectiveness.

Department chairs shall work with faculty to address cases in which faculty members’ student feedback survey results are consistently significantly below expectations or where there is other evidence of significant deficiencies in teaching quality.

SECTION 2.2 SCHOLARSHIP AND CREATIVE ACTIVITY

AACSB International standards state that intellectual contributions (scholarship) are a core responsibility of higher education in business.¹ Scholarship falls into three categories:

- Discipline-Based (Basic) Scholarship equates to the creation of new knowledge. Outputs include but are not limited to publications in peer reviewed academic journals, research monographs, scholarly books, chapters in scholarly books, and working papers available via a working paper series or presented at research seminars.
- Contributions to Practice (Applied) Scholarship involves the application, transfer, and interpretation of knowledge to improve business practice. Outputs include but are not limited to publication in peer reviewed professional journals, professional presentations, public/trade journals, in-house journals, book reviews and papers presented at faculty workshops.
- Learning and Pedagogical Scholarship enhances the educational value of instructional efforts of the institution or discipline. Outputs include but are not limited to publications in peer reviewed pedagogical journals, textbooks, written cases with instructional materials, instructional software and publicly available materials describing the design and implementation of new courses.

¹ See Section 3.4 of the *KSU Faculty Handbook*, “Evaluation of the Quality and Significance of Faculty Scholarly Accomplishments” for the distinction between scholarship and scholarly activities and examples of both.

AACSB standards further state that institutions with a mix of undergraduate and graduate programs may have a portfolio of intellectual contributions that reflects a balance across the three categories. The Coles College of Business embraces this philosophy, promotes diversity in the activities of its faculty, and highly values scholarship contributions in all three categories.

Minimum expectations for scholarship productivity vary by workload option, as fully described within Chapter 3. Fulfilling the minimum expectations, however, may not be sufficient for the award of tenure. General expectations for tenure, promotion, and other periodic reviews are detailed within Chapter 5.

SECTION 2.3 SERVICE

Service activities are designed to contribute to the growth of the faculty member and to the enhancement of the department, college, university, and academic and business communities. Faculty members are expected to participate in the internal affairs and governance of the department, college, and university. Examples of such activities include: committee work; assigned administrative duties; special departmental projects and activities; student advising; and consultation with or assistance to other college-related units.

Service activities directed at the academic or business communities are equally valued and important, and international service activities are encouraged. As defined by AACSB, academic engagement reflects faculty scholarly development activities that support integration of relevant, *current theory* of business and management. Academic service activities can include: serving as a reviewer, discussant, or chair in a national, regional, or local conference; serving as a member of an editorial review board; editing conference proceedings; serving as an ad hoc referee for a journal; serving as a departmental doctoral program coordinator; and mentoring or advising a doctoral student. Holding key leadership roles in national, regional, or local organizations is also evidence of professional service activity.

Service to the business community forges a strong link between the community and Kennesaw State University. As defined by AACSB, professional engagement reflects faculty practice-oriented development activities that support integration of relevant, *current practice* of business and management. Organizing and/or delivering professional development seminars and serving professional organizations and other local-area groups are examples of service to the business community. The primary motivation for business community service should be the enhancement of the Kennesaw State University community.

A reasonable amount of consulting (see *KSU Faculty Handbook*, Section 4.3.1 “Outside Employment Policy”) with businesses is likely to be beneficial to a faculty member’s professional development, teaching, and research efforts and may be an important component of a faculty member’s maintenance of AACSB qualification status (see Chapter 3). As a consequence, such activities are encouraged (but should not interfere with other critical faculty activities, such as teaching, research, and uncompensated service).

SECTION 2.3.1 Administration & Leadership

An administrative faculty member is one whose workload is at least 50% administrative. Faculty members in administrative roles direct initiatives that accomplish, strengthen, and enhance the mission of Coles College and Kennesaw State University. Administrators in the Coles College will be evaluated annually, and their evaluations will include input from faculty members. Administrative roles in the Coles College include, but are not limited to, department chair, director, assistant dean, associate dean, and dean.

Department chairs are responsible for the effective leadership and administration of the department. Chairs are important for developing and maintaining competency and building the reputation of the departments of the Coles College. Chairs are expected to provide intellectual leadership toward the achievement of excellence in the teaching, research, and service activities.

Responsibilities include but are not limited to: assisting faculty in providing an exceptional educational experience for the students; managing the department budget; working with department faculty in identifying, recruiting and retaining new faculty; supporting faculty development; directing academic planning; advising and mentoring existing faculty; and managing the staff of the department.

Faculty members appointed to the position of director oversee and manage special programs, centers, or initiatives. The director is the principal officer of the program and is accountable for its effective and efficient administration. The faculty director is responsible for providing the intellectual leadership necessary to achieve excellence in the teaching, research, and service activities of the program, managing the program's budget, and giving direction in any related academic planning or staffing of the program.

A faculty member who serves as assistant dean, associate dean, or dean of the college provides essential leadership and administrative services for the interdisciplinary needs of the Coles College. Examples of responsibilities include (but are not limited to): budgetary planning and management; recruitment and retention of faculty (in collaboration with the respective departments); and managing space.

CHAPTER 3 FACULTY WORKLOAD OPTIONS

The Coles College of Business has developed workload tracks reflect the College's commitment to and appreciation of diversity with respect to contributions by its faculty members. The tracks are: (1) "Teaching-Focused"; (2) "Balanced-Teaching"; (3) "Balanced"; (4) "Balanced-Research"; and (5) "Research-Focused." Descriptions and expectations associated with each workload track are provided in the following sections (and summarized in Table 1). The different workload tracks are intentionally designed with flexibility, to help the Coles College of Business and Kennesaw State University achieve their instructional needs and educational mission. The Coles College has an equally strong commitment to teaching, scholarship, and engagement.

The system outlined below allows the College to manage appropriate staffing of graduate and undergraduate programs. Exceptions to typical track assignments may be made on a case-by-case basis: for example, endowed professors, faculty assigned to administrative responsibilities, and recipients of grants and awards. The assignment of a faculty member to a workload track is made by the college dean or department chair in consultation with the faculty member and should reflect the faculty member's long-term career objectives and performance abilities as well as the needs and objectives of the relevant department and the Coles College. Performance reviews will be made considering the faculty member's success in achieving the requirements of the assigned track during the evaluation period.

Over time, a faculty member may be reassigned from one workload track to another (see Section 3.10). Any evaluation of faculty performance for the purposes of tenure, promotion, or post-tenure review which covers such a time of reassignment will be undertaken recognizing the length of time that the faculty member was assigned to each specific workload track – research productivity will be assessed in relation to a weighted average of the expectations for Peer Reviewed Journal (PRJ) articles and other forms of scholarship for the respective workload tracks as described in Table 1.

SECTION 3.1 TEACHING-FOCUSED TRACK²

The "Teaching-Focused" track is for faculty members who possess primary talents and interests related to teaching and instructional development. To meet expectations on this track, a faculty member must demonstrate highly effective teaching, supervising, and mentoring of students. A faculty member on this track is required to be significantly engaged in scholarly teaching activities. Examples of scholarly teaching activities include, but are not limited to: (1) updating the content of a course after reviewing research articles in discipline-based journals and attending presentations at professional meetings; (2) attending sessions at professional meetings focused on pedagogical issues, reviewing interdisciplinary articles on pedagogies, and attending/participating in on-campus teaching workshops, which motivate the instructor and results in trying new pedagogies in an effort to deliver course content more effectively and efficiently; (3) collecting feedback from students using diverse classroom assessment techniques and modifying course content and pedagogies based on this feedback; and/or (4) periodically discussing scholarly activities with a colleague for suggestions on further refining the course content and pedagogy.

Faculty on this track, including lecturers and senior lecturers, are expected to engage in an appropriate level of service as described in Table 1.

Faculty on this track, including lecturers and senior lecturers, are required to demonstrate performance in professional/scholarly activities. As specified in Table 1, a faculty member on the "Teaching-Focused" track satisfies this requirement by engaging in one professional engagement activity (like those shown in section 3.10) per annual review period.

² Faculty on this track cannot get tenure and/or promotion to Associate Professor.

SECTION 3.2 BALANCED-TEACHING TRACK

The “Balanced-Teaching” track is for faculty members who have primary talents and interests related to teaching and instructional development.

To meet expectations under this track, a faculty member must demonstrate highly effective teaching, supervising, and mentoring of students. A faculty member on this track is required to be significantly engaged in scholarly teaching activities. Examples of scholarly teaching activities include, but are not limited to (1) updating the content of a course after reviewing research articles in discipline-based journals and attending presentations at professional meetings; (2) attending sessions at professional meetings focused on pedagogical issues, reviewing interdisciplinary articles on pedagogies, and attending/participating in on-campus teaching workshops, which motivate the instructor and results in trying new pedagogies in an effort to deliver course content more effectively and efficiently; (3) collecting feedback from students using diverse classroom assessment techniques and modifying course content and pedagogies based on this feedback; and/or (4) periodically discussing scholarly activities with a colleague for suggestions on further refining the course content and pedagogy.

Faculty on this track are required to demonstrate performance in professional/scholarly activities. As specified in Table 1, a faculty on the “Balanced-Teaching” track satisfies this requirement by achieving a rolling 5-year total of PRJs as specified in Section 3.9 of this document. Additionally, a faculty member on this track is required to have a minimal amount of scholarly activities in research (e.g., presenting papers at conferences and/or university seminars, having a reasonable portfolio of working papers and/or work in progress, performing paper/book reviews) as well as significant scholarly activities in teaching.

SECTION 3.3 BALANCED TRACK

The “Balanced” track is for faculty members who desire a balance of teaching and research.

In addition to effective teaching and an appropriate level of service (including professional engagement if applicable), a faculty member on this track should engage in ongoing scholarship activities. As specified in Table 1, a faculty on the “Balanced” track satisfies this requirement by achieving a rolling 5-year total of PRJs as specified in Section 3.9 of this document.

Additionally, a faculty member on this track is required to have some scholarly activities in research (e.g., presenting papers at conferences and/or university seminars, having a reasonable portfolio of working papers and/or work in progress, performing paper/book reviews) as well as important scholarly activities in teaching.

SECTION 3.4 BALANCED-RESEARCH TRACK

The “Balanced-Research” track is for faculty members who desire a balance of teaching and research, but with a significant focus on research.

In addition to effective teaching and an appropriate level of service (including professional engagement if applicable), a faculty member on this track should engage in ongoing scholarship activities. As specified in Table 1, a faculty on the “Balanced-Research” track satisfies this requirement by achieving a rolling 5-year total of PRJs as specified in Section 3.9 of this document and by regularly participating in scholarly activities in research (e.g., presenting papers at conferences and/or university seminars, having a reasonable portfolio of working papers and/or work in progress, performing paper/book reviews). Additionally, a faculty member on this track is required to undertake reasonable amounts of scholarly activities in teaching.

SECTION 3.5 RESEARCH-FOCUSED TRACK

The “Research-Focused” track has two sub-tracks depending on whether or not the faculty member is engaged with the doctoral program. These tracks are as follows:

- (a) **No or Limited Doctoral Engagement.** This track is for faculty members who have a desire to focus on research. When preparing the Faculty Performance Agreement (FPA), a faculty member on this track should include a plan for achieving the greater expectations of scholarship required of this track.

In addition to effective teaching and an appropriate level of service, a faculty member on this track should engage in a significant amount of scholarship activities. As specified in Table 1, a faculty on the “Research Focused with Limited Doctoral engagement” track satisfies this requirement by achieving a rolling 5-year total of PRJs as specified in Section 3.9 of this document and by regularly participating in high quality scholarly activities in research (e.g., presenting papers at conferences and/or university seminars, having a reasonable portfolio of working papers and/or work in progress, performing paper/book reviews). Additionally, a faculty member on this track is required to undertake reasonable amounts of scholarly activities in teaching. Some faculty members on this track may be partially involved with the doctoral program. Overall Coles College service expectations for such faculty should be formulated taking into account the extent of any such participation in doctoral dissertation committees and any other doctoral program related service activities.

- (b) **Significant Doctoral Engagement.** This track is for faculty members who have a desire to focus on research. These faculty members have an extensive engagement in the doctoral program through a dedicated program appointment, service as a faculty course leader, or chairing doctoral dissertation committees. When preparing the Faculty Performance Agreement (FPA), a faculty member on this track should include a plan for achieving the greater expectations of scholarship required of this track. For faculty dedicated to the doctoral program, teaching/service assignments are managed by the doctoral program director.

In addition to effective teaching and an appropriate level of service, a faculty member on this track should engage in a significant amount of scholarship activities. As specified in Table 1, a faculty on the “Research Focused with Significant Doctoral Engagement” track satisfies this requirement by achieving a 5-year average of PRJs as specified in Section 3.9 of this document and by regularly participating in high quality scholarly activities in research (e.g., presenting papers at conferences and/or university seminars, having a reasonable portfolio of working papers and/or work in progress, performing paper/book reviews). Additionally, a faculty member on this track is required to undertake reasonable amounts of scholarly activities in teaching.

SECTION 3.6 SUMMARY TABLE OF WORKLOAD TRACKS

Table 1 summarizes criteria to “meet expectations” for a faculty member on each of the different workload tracks. Note that the requirements on the quantity and quality of PRJ publications are stated as expectations over the most recent 5-year period. The date at which a PRJ publication is officially placed onto a faculty member’s record is determined by the year of the publication date of the relevant journal issue. This specification is being made to ensure that a faculty member is given credit for each distinct publication for a period of exactly 5 years.

Table 1

	Workload Track					
	(1)	(2)	(3)	(4)	(5)	
	<i>Teaching Focused</i>	<i>Balanced-Teaching</i>	<i>Balanced</i>	<i>Balanced-Research</i>	<i>Research Focused</i>	
<i>(a) No or Limited Doctoral Engagement**</i>					<i>(b) Significant Doctoral Engagement*****</i>	
Teaching	Demonstrated effective teaching and significant levels of scholarly teaching activities	Demonstrated effective teaching and significant levels of scholarly teaching activities	Demonstrated effective teaching and important levels of scholarly activities in teaching	Demonstrated effective teaching and reasonable levels of scholarly activities in teaching	Demonstrated effective teaching and reasonable levels of scholarly activities in teaching	Demonstrated effective teaching and reasonable levels of scholarly activities in teaching
Quality service*	Yes	Yes	Yes	Yes	Yes	Yes
Courses per academic year***	8	7	6	5	4	4
Peer Reviewed Journal publications during the most recent 5-year period****	0	Equivalent of 2 Cs	Equivalent of 3 Cs	Equivalent of 2 Bs and 2 Cs	Equivalent of 3 Bs and 2 Cs	Equivalent of 1 A and 2 Bs
Other forms of scholarship or professional/scholarly activities or other forms of output not normally available to faculty on tracks (2)-	1 per year	N/A	N/A	N/A	N/A	N/A
Scholarly activity in research	N/A	Minimal scholarly activities in research	Some scholarly activities in research	Active participation in scholarly activities in research	Active participation in scholarly activities in research, several of which reflect a high level of	Active participation in scholarly activities in research, several of which reflect a high level of quality.

* Faculty on other workload tracks (1)-(4) are encouraged to participate on dissertation committees and can use this involvement to fulfill their service expectations. But, in order to do so, they would have to have research productivity equal to that of someone on the Research Focused Track 5(a) during the most recent 5-year period.

** Faculty involved in a limited capacity with the DBA program are encouraged to participate on the dissertation committees and can use this involvement to fulfill their service expectations.

*** The number of courses may be less due to course releases from grants, awards, programs, recognitions, exceptional publication records (A+ and A level PRJs), etc.

**** See journal equivalencies below.

***** Faculty who have an extensive involvement in the DBA program, who serve as a faculty course leader for a DBA course, or who chair/co-chair doctoral dissertations.

SECTION 3.7 TEACHING

Teaching activities at Coles College of Business include classroom teaching, online teaching, and doctoral seminars. All activities should demonstrate effective teaching and significant levels of scholarly teaching activities to help maintain currency in the field. The number of courses may be adapted due to course releases for grants, awards, programs, recognitions, exceptional publication records (A+ and A level PRJs), exceptional service commitments, etc. Table 2 converts the percentage of time into the number of classes (or equivalent) taught each year.

TABLE 2: PERCENTAGE OF TIME QUANTIFIED³

	Teaching
40%	4 per year
50%	5 per year
60%	6 per year
70%	7 per year
80%	8 per year

SECTION 3.8 SCHOLARSHIP AND CREATIVE ACTIVITY

The evaluation of the quality and impact of a faculty member’s scholarship is mandated in the university guidelines and is a principle embraced by the Coles College of Business. It is imperative that the Coles College and each department have a journal quality assessment procedure that faculty and administrators understand and that provides incentives for faculty to strive for ideal scholarly accomplishments. A faculty member’s scholarship performance is evaluated over the most recent 5-year period, based on the quality and impact of their output, particularly taking into account PRJs and the quality guidelines described in this document and in the KSU Faculty Handbook (http://handbooks.kennesaw.edu/docs/faculty_handbook.pdf).

In order to assess the quality of PRJ publications, each department will establish and maintain a procedure or list which categorizes likely potential outlets for faculty research as either “A+,” “A,” “B,” “C,” or “other.” When determining their list or procedure, departments should consider using a combination of published, broad-based journal rankings. The resulting list or procedure should be generally consistent with discipline specific marketplace views of research quality for comparable institutions. Journals in these different categories should broadly have the following characteristics:

A+: This category includes the most elite journals, those that are viewed as A+ publication by premier research institutions. These are journals that, within the discipline are consistently viewed as the premier journals; have the highest citation impact factors and author affiliation indices; have very high circulation, and readership; have high submission rates; have low acceptance rates; and subject submission to a rigorous referee process. Such journals are highly selective and typically publish only the most original and best executed academic research papers. Papers published in these journals habitually make a significant or substantial contribution to the knowledge, theory, policy, or practice of the discipline.

Each department should establish their own benchmarks for what constitutes an A+ journal. Some combination of the following should be considered:

³ Equivalencies are based on teaching a 3-credit hour course.

- Journal rankings from 2 or more R1 institutions and/or academic society journal ranking lists showing the journal as an A or A+
- A threshold impact factor that is appropriate for the discipline
- A threshold acceptance rate that is appropriate for the discipline
- Quality metric for the editorial board and/or author affiliation

A: This category includes high-quality peer reviewed academic journals that fall right below A+ as described above. These are journals that, within the discipline, have significant and substantial circulation, and readership; have relatively high submission rates; have relatively low acceptance rates; have fair to good citation impact factors; and have reasonably high Author Affiliation Indices. These journals are very selective and typically publish only original and well-executed research papers. Papers published in these journals regularly make a substantial contribution to the knowledge, theory, policy, or practice of the discipline.

Each department should establish their own benchmarks for what constitutes an A journal. Some combination of the following should be considered:

- Journal rankings from 2 or more peer institutions showing the journal to be an A
- A threshold impact factor that is appropriate for the discipline (lower than that for an A+ but still at a level signifying high quality)
- A threshold acceptance rate that is appropriate for the discipline (lower than that for an A+ but still at a level signifying high quality)
- Quality metric for the editorial board and/or author affiliation
- Other mission related, discipline specific factors

B: This category includes well-regarded quality blind peer reviewed academic journals and professional journals. Papers in these journals are fully refereed according to accepted standards and conventions. At the very least, these journals should reflect an author affiliation index similar to that of the Coles College’s peer and aspirant institutions, have modest citation impact factors (if available), and have a reasonable readership and circulation level. These journals publish original research of an acceptable standard. Papers published in these journals may ultimately make a contribution to knowledge, theory, policy, or practice of the discipline. The metrics used, the thresholds applied, and the consistency used in creating the B list should be published.

C: This category includes all other blind, peer reviewed journals. If a journal has not already been ranked as a C journal by the department, then evidence must be provided. Examples of evidence may include a screen capture of the journal website indicating the review process and any payment being made for publication, a letter from the editor, etc. This category may not include publications such as editorial reviews, book reviews, opinions, responses to the editor, etc. Questions about the eligibility of a publication may be appealed to the department.

Other: Publications in other outlets (e.g., Coles College Working Paper Series, non-refereed publications, columns, etc.) are satisfactory for meeting the requirements of Teaching-Focused track, but are not considered PRJs.

Predatory Journals: Predatory journals are the product of publishers, known as predatory publishers, who are unethical in their publishing practices by not following industry standards. “They exist primarily to extract fees from authors” (Sorokowski et al. 2017, 481) and are far less concerned with research and publishing ethics. Cabell’s has established criteria for identifying these journals [found here](#). Coles College prohibits use of predatory journals.

If the ranking procedure or list developed by a department fails to clearly assess a particular journal in which a faculty member has published, then the department has the discretion to determine an appropriate ranking on a case-by-case basis. In such instances, a faculty member should provide evidence of the quality of the journal using as many of the following metrics as readily available: for example, submission and acceptance rates,

reputation, circulation and readership levels, citation impact factors, author affiliation index, and editorial board composition. If a faculty member does not request to have a journal ranked through the above procedure, the journal will be ranked as other.

A faculty member should provide evidence regarding the impact and quality of a piece of scholarship in order to request that:

- a peer reviewed research monograph or prestigious scholarly handbook publication be counted as a PRJ at one of the levels above
- an article in a lower-ranked journal be ranked at a higher level

Evaluating an article above the level dictated by the department ranking procedure or list should be reserved for rare instances in which a strong, well-documented case is made. Factors which would support such a decision include (but are not limited to) evidence that the work has: a substantial number of citations in top-tier journals; made a significant, direct impact on subsequent research or practice; or received an award or other form of public recognition. In such instances, departments are encouraged to share these decisions with department faculty.

In order to encourage research and collaboration across business disciplines, the journal rankings of each Coles College department will be accepted by the other departments. For example, a paper published by a management faculty member in an accounting journal will be ranked based on how the journal is ranked by the accounting department. To foster cross-discipline research and collaboration outside the business disciplines, journals outside the business disciplines will be evaluated according to the same criteria as are business journals, including attention paid to how the journal is viewed by the home discipline.

The following considerations are applied when evaluating the publication record of a faculty member:

- A publication in an “A+” journal is considered an extraordinary career accomplishment. Such a publication fully satisfies the publication requirements on any track for the 5-year period. Output at this level is greatly rewarded but is not required of any Coles’ faculty member. An “A+” publication is equivalent to 6 “C” publications
- A publication in an “A” journal is considered a significant academic achievement. Output at this level is rewarded but is not required of any Coles’ faculty member (except for faculty members on the Research Focused track with Full Doctoral Engagement). An “A” publication is equivalent to 4 “C” publications
- A publication in a “B” journal is equivalent to 2 “C” publications
- Lower level publications cannot be combined and converted upward to meet any requirement to have either “B” level or “A” level publications (e.g., 2 “C’s” cannot be counted as 1 “B”; 2 “B’s” cannot be counted as 1 “A”)

The percentages are quantified into the required number of publications in Table 3 below:

TABLE 3: RESEARCH PERCENTAGES QUANTIFIED

	Research	
5%	1 activity per year	Other forms of scholarship e.g. conference presentations, working paper series, non-peer reviewed articles, proceedings, and etc.
10%	1C in 5 yrs.	Peer reviewed journal publications during the most recent 5-year period
15%	2Cs in 5 yrs.	“
25%	3Cs in 5 yrs.	“
35%	2Bs & 2Cs in 5 yrs.	“
50%	3Bs & 2Cs in 5 yrs.	Requirements for Research a (limited doctoral engagement)
50%	1A & 2Bs in 5 yrs.	Requirements for Research b (significant doctoral engagement)

SECTION 3.9 SERVICE AND ENGAGEMENT

Service at the Coles College of Business are contributions to the mission and goals of the department, college, and university through service activities outside of those undertaken as part of teaching or research. As per university policy, all workload tracks require a minimum of 10% service.

- Internal Service: Service to the department, college, or university.
- Academic Engagement: Scholarly development activities that support integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies. These activities can include but are not limited to:
 - Relevant, active editorships with academic journals or other business publications
 - Service on editorial boards or committees of academic publications
 - Leadership positions or participation in recognized academic societies and associations
 - Research awards
 - Reviewer for academic journals
 - Book reviews
 - Discussant, speaker, reviewer, program chair, or session chair at academic conference, meeting or symposium
 - Leadership position in an academic conference, meeting, or symposium
 - Research grants or other third-party funding for research
 - Awarding of patents
- Professional Engagement: Activities that facilitate and foster the sharing and integration of knowledge between the Coles College and non-academic stakeholders, such as K-12, business, government, non-profits, and professional organizations. Examples of engagement activities may include, but are not limited to, the following:
 - Consulting activities that are material in terms of time and substance
 - Faculty internships
 - Serving as an expert witness
 - Quoted media outlet expert
 - Development and presentation of executive education programs
 - Sustained professional work supporting qualified status
 - Significant participation in business professional associations
 - Practice-oriented intellectual contributions detailed in AACSB Standard 2
 - Relevant, active service on boards of directors
 - Participation on an advisory board
 - Dissemination of knowledge through industry and other media activities
 - Documented professional certifications
 - Documented continuing professional education experiences
 - Participation in professional events that focus on the practice of business, management, and related issues
 - Participation in other activities that place faculty in direct contact with business or other organizational leaders
 - Writing of grants in furtherance of Coles College mission
 - Patent applications

Service is evaluated based on two criteria; 1) time spent engaged in the service activity, and 2) the impact of the service activity on stakeholders. Service or engagement activities that will make up a significant portion of the workload should be included in the Faculty Performance Agreement (FPA) for the Department Chair review.

Professional engagement activities for PA and IP should be included in the Faculty Performance Agreement (FPA) for Departmental Chair review. The chairs should specify at the time of the FPA meeting if the proposed activities will meet the required level of Professional Engagement for the faculty member's workload track. The Departmental Chair will determine during the annual review if the activity met or exceeded the anticipated time commitment and impact on stakeholders.

SECTION 3.10 MOVING BETWEEN OR WITHIN WORKLOAD TRACKS

A potential change in faculty classification or a movement within or between workload tracks can occur and may be initiated by either the faculty member or the department chair during the annual review meeting. A faculty member may request such a reassignment at his/her discretion by submitting a formal letter to the department chair. This letter should include: (i) an explanation of why the requested reassignment is in the best interest of his/her own career development and the goals and priorities of the department; (ii) evidence of relevant productivity (i.e. Research and/or Professional Engagement) consistent with the expectations of the desired workload track; (iii) and a clear agenda and prospects for continuing this level of performance in the coming years. The department chair may request such a reassignment if the faculty member has been performing below the expectations of the current workload track over the most recent three-year period, based upon assessments made as part of the annual review process or as part of the tenure, promotion, or post-tenure review process.

If following the initiation of such a track change request by either a faculty member or department chair, the other party objects to the requested reassignment, then the dean of the college will make the final decision. Any such reassignment would take effect in the earliest feasible semester given scheduling constraints (no later than the start of the next calendar year).

Faculty assigned to 100% administrative roles (e.g. department chairs) may elect the designation of either Scholarly Academic or Practice Academic based on their continuing qualifications. Upon transition to faculty, such individuals are granted three years to transition to the expectations of a Scholarly Academic, if desired (i.e. the 5-year window for research productivity consideration begins in 3 years).

CHAPTER 4 ANNUAL REVIEWS

As part of the annual review process, a faculty member must prepare and subsequently submit two documents to his/her department chair: an Annual Review Document (ARD) and a Faculty Performance Agreement (FPA) (See section 3, *KSU Faculty Handbook*). The ARD is a backward looking document which summarizes and describes the quality and significance of the accomplishments of the faculty member during the previous calendar year. The ARD should include a citation and categorization (i.e., quality ranking of either “A+,” “A,” “B,” “C,” or “other,” according to the procedures described in Section 3.8) of each article published during the previous five years⁴. The ARD should highlight performance as it relates to expectations set forth in the FPA submitted during the annual review in the previous year.

The FPA is a forward looking document which: (1) sets expectations for the coming year and (2) outlines a plan to achieve the set expectations during the coming year. The expectations specified in the FPA should be consistent with the workload track of the faculty member.

Following the submission of the ARD, the department chair will provide an evaluation of the faculty member’s performance in each relevant dimension (e.g., teaching, research, and service), along with an overall performance evaluation. Each of these evaluations will be stated as either “Below Expectations,” “At Expectations,” or “Exceeds Expectations,” with the following interpretations:

- “Below Expectations” implies that an individual is not performing satisfactorily
- “At Expectations” implies that the individual is performing satisfactorily
- “Exceeds Expectations” implies that the individual is performing superbly (a distinction that should be reserved for exceptional performance)

Recall that expectations on scholarship are stated in the context of a 5-year rolling period (see Tables 2 & 4 in Chapter 3). As a consequence, at any point in time, the expectations regarding evaluation of performance of research and creative activity should account for this fact. In particular, expectations and the ultimate evaluation of performance for the year over which an annual review takes place are set in part by the scholarship productivity of the individual faculty member during the prior five years. In contrast, expectations for and the evaluation of performance in the dimensions of teaching and service, including engagement, are solely based on an annual basis.

⁴ The reason for evaluating scholarship over a 5-year rolling period is to take into account the vagaries and uncertain nature of the peer review process – the publication dates of a faculty member’s research are not always a reflection of his/her effort and productivity.

CHAPTER 5 PROMOTION, TENURE AND POST-TENURE REVIEWS

SECTION 5.1 PORTFOLIO REQUIREMENTS

A tenure track candidate for tenure, promotion, or pre-tenure review must prepare a portfolio demonstrating the quality and significance of his/her work, consisting of the Portfolio Document Submission List (previously known as Binder 1) and Linked Supporting Materials (previously known as Binder(s) containing supporting Materials).⁵

Candidates for post-tenure review must prepare a portfolio consisting of the Portfolio Document Submission List, with the addition of printed copies of a selection of recent publications (at least enough to directly illustrate that the research requirements of the workload track have been satisfied during the period under review) and printed copies of teaching evaluations and service summaries.

A Lecturer applying for promotion or undergoing a periodic performance review must submit a portfolio consisting of the Portfolio Document Submission List, with the addition of printed copies of teaching evaluations and evidence of relevant scholarly teaching activities and professional activities.

Department guidelines should specify documentation requirements regarding student evaluations and other scholarly teaching activities to be included in the portfolio.

SECTION 5.2 EXPECTATIONS FOR PRE-TENURE, TENURE, PROMOTION, AND POST-TENURE REVIEWS

Where promotion and tenure decisions are concerned, a faculty member must demonstrate satisfactory performance in the relevant categories defined in this document and any relevant department and university guidelines.

5.2.1 Pre-Tenure Reviews

General guidelines for Pre-Tenure reviews are outlined in the *KSU Faculty Handbook*. For Coles College, candidates for Pre-Tenure review are expected to have accomplishments consistent with three years of performance expectations as delineated in Chapter 3 of this document for the workload tracks. Specific Pre-Tenure review guidelines will be developed by each department within the Coles College. At a minimum, a candidate must have a record of scholarship contributions (presentations, working papers, work in progress, acceptable record of submissions, etc.) and a portfolio of papers under review at refereed journals (and preferably resubmissions close to acceptance) suggesting that the candidate will be able to meet the research expectations for tenure. A candidate with years of experience prior to KSU is expected to have refereed publications for the review period in line with publication expectations for a future favorable tenure decision. Also, as noted in each respective track, effective teaching is a necessary condition for tenure and promotion. A candidate's teaching evaluations should show improvements in the numerical evaluations as the faculty member gains experience in the classroom and receives feedback from peers⁶. Finally, a candidate should undertake an appropriate level of service. Specific teaching, research, and service requirements depend upon the workload track of the candidate as outlined in Table 1 in this document and departmental guidelines. The performance of a candidate for Pre-Tenure review will be evaluated as *Exceeding Expectations, Meeting Expectations, Working Toward Meeting Expectations, or Not Meeting Expectations*.

⁵ Guidelines for portfolio contents are provided in the Appendix of this document. Details related to portfolio contents may be found in Section 3.7 of the *KSU Faculty Handbook*.

⁶ Once a faculty member achieves teaching evaluation results which meet the desired performance

5.2.2 Tenure Reviews⁷

The awarding of tenure is a highly important decision through which the department, college, and university incur a major commitment to the individual faculty member. Years of service or successful annual reviews (achieving or exceeding expectations) alone or meeting the minimum publications requirements outlined in Chapter 3 of this document for the corresponding track are not sufficient to guarantee a favorable tenure decision.

Tenure is granted to faculty members whose achievements demonstrate the quality and significance expected of their current rank and who demonstrate potential for long-term effectiveness and productivity (see the *KSU Faculty Handbook*). To this end, judgments concluding that prospects are strong for the individual to continue to achieve or exceed expectations in the future must also be present for a positive tenure decision. At a minimum, for a faculty member to be granted tenure, he/she must:

1. publish the equivalent of:
 - 2 “A” PRJs, if on the Research Focused track with Significant Doctoral Engagement⁸
 - 4 “B” PRJs, if on the Research Focused track with No or Limited Doctoral Engagement
 - 3 “B” PRJs, if on the Balanced-Research track
 - 2 “B” PRJs if on the Balanced track
 - 3 “C” PRJs, if on the Balanced-Teaching track
2. fulfill the requirements for scholarly activities of research for the relevant workload track
3. meet the standards for effective teaching and satisfy the service requirements for the relevant workload track (Note: service expectations for untenured Assistant Professors should be relatively modest.)

Recognize that these research expectations for achieving tenure are slightly higher than what is generally expected in order to meet performance expectations (as described in Table 1). Recall, as stated in subsection 3.8, lower level publications cannot be combined and converted upward to meet any requirement to have either “B” level or “A” level publications. Additionally, a single publication in an A+ journal cannot be the sole research output during the period under consideration.

5.2.3 Promotion to Full Professor

Expectations for promotion to full professor are outlined in the *KSU Faculty Handbook*. At a minimum, a faculty member petitioning for promotion to full professor must significantly exceed the performance requirements outlined in Chapter 3 of this document during the period used for the evaluation. Further, a candidate must extensively document the significance and importance of his/her contributions to the relevant academic fields, using a variety of commonly used methods such as citations, awards, recognition by peers in their field and/or the community, leadership in activities in the academic profession, and any other suitable methods that clearly demonstrate the candidate to be a leader, mentor, scholar, expert, and/or distinguished colleague.

⁷ In many cases, the tenure review and review for promotion to Associate Professor occur simultaneously, or very close in time. Consequently, the expectations for promotion to Associate Professor are similar to those for tenure. Also see the *KSU Faculty Handbook*.

5.2.4 Post-Tenure Review (PTR)

As stated in the *KSU Faculty Handbook*, a PTR is more comprehensive and concerns a longer time perspective than the annual performance review. Post-Tenure reviews are conducted using the performance expectations delineated in Chapter 3, over the most recent five-year period. The performance of a candidate for Post-Tenure review will be evaluated as either *Achieving Expectations in Post-Tenure Performance* or *Not Achieving Expectations in Post-Tenure Performance*.

Once the candidate for Post-Tenure review (and the relevant department chair) is made aware of a decision of *Not Achieving Expectations in Post-Tenure Performance*, a remediation process (as fully described in the *KSU Faculty Handbook*) must commence. The maximum time allowed to complete a faculty development plan is three years. During this time, an assessment of progress made on the faculty development plan will be incorporated into the faculty member's annual performance review. For a detailed description of actions that could be taken if the faculty member has not met the requirements of the faculty development plan after the three-year period, see *KSU Faculty Handbook*, section 3.5.

CHAPTER 6 CLINICAL FACULTY

Clinical faculty within the Coles College are educators-practitioners who have a background in their discipline area and who practice the discipline in the work setting. The following clinical ranks are recognized at Coles College: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. The goal of these positions is to enhance the academic and professional development of students toward the mission of the Coles College, primarily in the performance areas of teaching, supervision, mentoring, and professional service. Clinical faculty typically make substantial, practical contributions in educational, industry, and/or professional settings on university, college, department committees, and local, regional, and national professional organizations with a professional, applied focus. They also serve as “change agents” as the Coles College continues to work to modify its curricula in ways that correlate with its educational mission, which might include design and implementation of new courses. Clinical faculty must meet various standards for professional employability (which may vary, depending upon the discipline) in order to teach in a professional setting. Clinical Faculty must maintain a balance that is different from that of tenure track faculty regarding their workload model and expectations. Unless otherwise set forth in the Faculty Performance Agreement (FPA), clinical faculty generally spend less time engaged in research and creativity activity. While their workload and expectations will be similar to those listed under the Balanced-Teaching workload track (see Chapter 3 for more details), they need to continue a high level of professional engagement in local, regional, and professional organizations that goes beyond work performed outside of Coles College.

SECTION 6.1 QUALIFICATIONS AND EXPECTATIONS

Consistent with university policy, such positions are non-tenure track and the holder is not eligible for consideration for the award of tenure or probationary credit toward tenure. There shall be no administrative transfers between tenure track and clinical track faculty positions. However, faculty holding one type of position may apply for a declared, open position of the other type and be considered through the normal search and screening process. Clinical Faculty should possess a terminal degree (Terminal degrees include both research degrees such as PhD and non-research degrees such as JD Law). The primary qualifying credential for such faculty members is significant high level business experience (rather than traditional academic training). Clinical faculty members can also come from entrepreneurial backgrounds – having built major businesses themselves, taken them public, and subsequently moved on to other ventures. They may also have more traditional backgrounds, having served as senior officers or CEOs of major international conglomerates. But while their backgrounds are diverse, all Clinical Faculty would have an approach to classroom instruction that is based more on sharing their extensive experience in the day-to-day management of business enterprises than on theory and academic research.

SECTION 6.2 PERFORMANCE EVALUATION

Performance of clinical faculty is evaluated through the annual review process and timeline outlined for tenure track faculty. The general expectations for clinical faculty positions (Assistant, Associate, and Professor) are outlined in Section 3.6 Part B.3 of the *KSU Faculty Handbook*.

6.2.1 Optional Third Year Review

Clinical faculty are advised to request an optional Third Year Review. Candidates for a Third Year review are expected to have accomplishments consistent with three years of performance expectations as delineated in Chapter 3 of this document for Balanced-Teaching workload track that applies to clinical faculty as discussed earlier in the chapter. The Third Year performance review will provide feedback for an optional promotion review to the next professorial rank. Specific Third Year review guidelines for clinical faculty will be developed by each department within the Coles College. Candidates’ teaching evaluations should show improvements as faculty members gain experience in the classroom and receive feedback from their peers. Finally, candidates should participate in a reasonable level of service. Specific teaching, research, and service requirements will be

dependent upon the workload track of the individual as outlined in Table 1 in this document and by departmental guidelines.

6.2.2 Promotion

As stated in the *KSU Faculty Handbook*, clinical faculty are eligible to apply for promotion. A faculty member who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank). Only faculty who were hired in professorial rank with credit toward promotion may undergo a promotion review before the beginning of their fifth full academic year of service at KSU.

At KSU, before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair, dean, and provost/VPAA. The minimum service required for promotion to Clinical Associate Professor is 4 years as Clinical Assistant Professor. Similarly, the minimum service required for promotion to Clinical Professor is 5 years as Clinical Associate Professor. While clinical faculty are not tenure track, the same committee structure that is used for promotion review of tenured and tenure track faculty will be used. Non-tenure track clinical faculty must submit a portfolio that includes the Portfolio Document Submission List and Linked Supporting Materials containing supplemental material following the guidelines outlined in Section 3.7 (Portfolio Guidelines and Content) of the *KSU Faculty Handbook* and reiterated in the Appendix in this document.

CHAPTER 7 – EXPECTATIONS FOR LECTURERS AND SENIOR LECTURERS

Consistent with university policies, lecturer and senior lecturer positions are not tenure track, and do not accrue any credit toward tenure. Lecturers and senior lecturers are employed for one-year terms. Reappointment of lecturers, senior lecturers, and promotion of lecturers to senior lecturer are dependent not only on their performance in instruction and service, but also on the programmatic needs and financial exigencies of Coles College and its departments. Chapter 3 (Teaching-Focused Track or the Balanced-Teaching Track as applicable) describes the general expectations for performance for lecturers and senior lecturers in the Coles College. Lecturers and senior lecturers are reviewed annually for contract renewal by the Department Chair with recommendation made to the dean.

Lecturers are required to have a Third Year Review. Candidates for a Third Year review are expected to have accomplishments consistent with three years of performance expectations as delineated in Chapter 3 of this document. This Third Year performance review will provide feedback for promotion to senior lecturer. It should be noted, as per the *KSU Faculty Handbook*, “Only in exceptional circumstances will a lecturer be reappointed as a lecturer after six years of consecutive service to the institution.” A lecturer who was hired without credit toward promotion may apply for promotion during the fifth year of service (after serving a minimum of four years in rank). Only lecturers who were hired with credit toward promotion may undergo a promotion review before the beginning of their fifth full academic year of service at KSU. Before a faculty member submits an application for early promotion, the faculty member should seek guidance from the department chair, dean, and Provost. The same committee structure that is used for promotion review for tenured and tenure-track faculty will be used. However, a lecturer’s portfolio for promotion consideration must consist of the Portfolio Document Submission List [with Linked Supporting Materials optional] as stipulated in the *KSU Faculty Handbook* Section 3.7 (Portfolio Guidelines and Contents) with the addition of samples of teaching evaluations that demonstrate highly effective teaching and student learning. For a positive review for promotion, a lecturer must demonstrate highly effective teaching (potentially coupled with substantial supervising and mentoring of students) and be significantly engaged in scholarly teaching activities as described in Section 3.7.

CHAPTER 8 - AACSB DESIGNATION OF FACULTY SUFFICIENCY & QUALIFICATIONS

This chapter details the requirements for faculty in the Coles College of Business to be assessed for sufficiency and qualifications according to AACSB - The Association to Advance Collegiate Schools of Business document of “Eligibility Procedures and Standards for Business Accreditation” document (January 2016).

SECTION 8.1 FACULTY SUFFICIENCY – PARTICIPATING & SUPPORTING

Standard 5 requires the school to maintain and deploy a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. AACSB categorizes faculty as either **participating** or **supporting**.

Section 8.1.1 Participating Faculty

Participating faculty members will deliver at least 75% of the overall annual teaching of the Coles College of Business, and participating faculty members will deliver at least 60% of the teaching within each discipline, academic program, location, and delivery mode.

Section 8.1.1.1 AACSB Definition of Participating Faculty

A participating faculty member is actively and deeply engaged in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, advising, research, and service commitments. The faculty member may participate in the governance of the school and be eligible to serve as a member on appropriate committees responsible for academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing an extracurricular activity, providing academic and career advising, and representing the school on institutional committees. Normally, the school considers participating faculty members to be long-term members of the faculty regardless of whether or not their appointments are of a full-time or part-time nature, whether or not their position with the school is considered the faculty member’s principal employment, and whether or not the school has tenure policies. The individual may be eligible for, and participate in, faculty development activities and have non-teaching assignments, such as advising, as appropriate to the faculty role the school has defined taking into consideration the depth and breadth of the non-teaching assignment.

Section 8.1.1.2 Designation, Duties and Entitlements of Participating Faculty at Coles

A Participating faculty member is appointed on a long-term basis and is expected to actively engage in department, college, and university activities, in matters beyond direct teaching responsibilities (whether employed full-time or part-time).

Longevity itself is not sufficient to demonstrate active engagement in the activities of a department, the college, or the university. In addition to the time requirement, a Participating faculty member is expected to deliberately participate in internal service to the department, college or university (which are documented as part of the annual faculty evaluation process) and to:

- maintain academic or professional qualifications to teach
- provide effective and continuously improving instruction
- participate in various non-classroom activities that impact students (e.g., providing ample office hours, participating in student career and/or academic advising, and attending student recognition events)
- participate in faculty goal-setting and evaluation activities as outlined in the performance document
- participate equitably in the myriad shared internal service responsibilities needed to operate an effective academic organization

- attend and be prepared to participate in departmental and college meetings.

Participating faculty are entitled to:

- vote as faculty members in departmental and college meetings, subject to any specific restrictions related to academic rank, tenure status, or other similar requirements
- serve on department, college, and university committees, subject to any specific restrictions related to academic rank, tenure status, or other similar requirements
- be eligible for, and participate in, faculty development activities and take non-teaching assignments as determined by the policies and administration of the department, college, and university.

Classification of a faculty member as *participating* explicitly includes an expectation of the faculty member's active participation in the life of the college. Once attained, it is expected that participating faculty members maintain that status. Failure of a faculty member to continually meet that expectation may result in the loss of *participating* status and should be considered when evaluating the continued employment of that faculty member.

Section 8.1.2 Supporting Faculty

Section 8.1.2.1 AACSB Definition of Supporting Faculty

AACSB defines a supporting faculty member as someone who does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, membership on faculty committees, or assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours). Normally, a supporting faculty member's appointment is on an ad hoc basis—for one term or one academic year without the expectation of continuation—and is exclusively for teaching responsibilities.

Section 8.1.2.2 Designation, Duties and Entitlements of Supporting Faculty at Coles

Any individual with instructional responsibility in a program who does not meet the previously stated definition for Participating faculty is a Supporting faculty. A Supporting faculty member is appointed on an ad hoc basis and is not required to participate in the intellectual or operational life of the department, college, or university beyond the direct performance of teaching responsibilities.

A Supporting faculty member is expected to deliberately take actions to:

- maintain academic or professional qualifications to teach
- provide effective instruction
- complete all administrative duties associated with his/her class (e.g., including provision of class syllabi, attendance verification, reporting of mid-term grades, and submitting of final grades) according to deadlines specified by the department chair
- provide the department chair with grade records upon completion of each term records sufficiently complete so that the chair could respond to any potential grade appeals from students.

Supporting faculty are entitled to:

- attend departmental and college meetings subject to any specific restrictions related to academic rank, tenure status, or other similar requirements
- (upon invitation) serve on Advisory Councils, such as those for the university, the college, a school within the college, or a center within the college. (Supporting faculty do not normally serve on other department, college, or university committees.)

SECTION 8.2 FACULTY QUALIFICATIONS

Standard 15 requires the school to maintain and strategically deploy participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school’s mission and strategies.

Section 8.2.1 AACSB Definitions

- Initial academic preparation is assessed by earned degrees and other academic credentials. Initial professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.
- Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.
- Academic engagement reflects faculty scholarly development activities that support integration of relevant, current theory of business and management consistent with the school’s mission, expected outcomes, and supporting strategies.
- Professional engagement reflects faculty practice-oriented development activities that support integration of relevant, current practice of business and management consistent with the school’s mission, expected outcomes, and supporting strategies.
- Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the school’s mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement.

Section 8.2.2 Designation of Faculty Qualification Status at Coles

The school is required to demonstrate faculty members are either “Scholarly Academics,” “Practice Academics,” “Scholarly Practitioners” or “Instructional Practitioners”. Those individuals who do not meet the criteria for these categories will be classified as “Other” (See Table 1). These AACSB Faculty Status qualifications are distinct measures, separate from the faculty workload requirements as described in Chapter 3 of the of the *Statement of Philosophy and Guidelines for Faculty Performance, Planning, and Evaluation* (2017).

Table 4. AACSB Faculty Qualification Classifications

		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Master’s Degree and Professional experience*	Scholarly Practitioners (SP) 1 PRJ* AND 2 OCs	Instructional Practitioners (IP) 3 OCs
	Doctoral degree	Scholarly Academics (SA) 2 PRJs* and 1 OC	Practice Academics (PA) 1 PRJ* AND 2 OCs

* Or equivalent as noted in 8.2.3.1

Section 8.2.3 Criteria for Evaluation

Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement. Items listed under Academic Engagement and Professional Engagement are considered “Other Contributions” in the formal criteria provided below.

Academic Engagement: Scholarly development activities that support integration of relevant, current theory of business and management consistent with the school’s mission, expected outcomes, and supporting strategies. Academic Engagement is evaluated based on two criteria, 1) time spent engaged in the activity, and 2) the impact of the activity on stakeholders. These activities can include but are not limited to:

- Relevant, active editorships with academic journals or other business publications
- Service on editorial boards or committees of academic publications
- Leadership positions or participation in recognized academic societies and associations
- Research awards
- Reviewer for academic journals
- Book reviews
- Discussant, speaker, reviewer, program chair, or session chair at academic conference, meeting or symposium
- Leadership position in an academic conference, meeting, or symposium
- Research grants or other third-party funding for research
- Patents
- Conference proceedings, books, book chapters, monographs, working papers
- Fellow status
- Other intellectual contributions for which substantive support for quality can be provided

Professional Engagement: Activities that facilitate and foster the sharing and integration of knowledge between the Coles College and non-academic stakeholders, such as K-12, business, government, non-profits, and professional organizations. Professional Engagement is evaluated based on two criteria, 1) time spent engaged in the activity, and 2) the impact of the activity on stakeholders. Examples of engagement activities may include, but are not limited to, the following:

- Consulting activities that are material in terms of time and substance
- Faculty internships
- Serving as an expert witness
- Quoted media outlet expert
- Development and presentation of executive education programs
- Sustained professional work supporting qualified status
- Significant participation in business professional associations
- Practice-oriented intellectual contributions detailed in AACSB Standard 2
- Relevant, active service on boards of directors
- Participation on an advisory board
- Dissemination of knowledge through industry and other media activities
- Documented professional certifications
- Documented continuing professional education experiences
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business or other organizational leaders
- Writing of grants in furtherance of Coles College mission
- Patent applications
- Other professional contributions for which substantive support for quality can be provided.

Scholarly Academic (SA)

Qualifications: To be considered a Scholarly Academic (SA), a faculty member must meet each of the following criteria:

1. **Academic Preparation:** The faculty member must hold a terminal degree in a field related to the area in which he or she teaches; or hold a terminal degree in an area other than that in which he or she teaches supplemented by professional development in his or her teaching area.
2. **Intellectual Contributions:** The faculty member is expected to have a minimum of 2 PRJs and 1 OC from the Academic Engagement category in the most recent five-year academic period.

Irrespective of Criterion 2 above, a faculty member will be considered SA if either of the following conditions is met:

- a) The faculty member's terminal degree was conferred within the past five years
- b) The faculty member has completed all but the dissertation in his or her field of study and the most recent comprehensive exam or other milestone was completed within the past three years.

Note: Faculty members who at one time in their careers were considered SA, but who wish to change qualification status, may be considered PA or IP if they have engaged in significant professional activity within the past five years and meet the qualifications criteria. Such a change in qualification, however, must first be agreed to by both the Department Chair and the Coles College Dean and be consistent with College mission and needs.

Practice Academic (PA)

Qualifications: To be considered a Practice Academic (PA), a faculty member must meet each of the following criteria:

1. **Academic Preparation:** The faculty member must hold a terminal degree in a field related to the area in which he or she teaches; or hold a terminal degree in an area other than that in which he or she teaches supplemented by professional development in his or her teaching area.
2. **Intellectual Contributions:** At initial appointment or transition to PA status from SA, the faculty member must have engaged in significant professional activity within the past five years and have a minimum of 1 PRJ and two OCs from either the Academic Engagement or Professional Engagement categories.

Scholarly Practitioner

Qualifications: To be considered a Scholarly Practitioner (SP), a faculty member must meet each of the following criteria:

1. **Academic Preparation:** The faculty member must hold a graduate degree in a field related to the area in which he or she teaches.
2. **Intellectual Contributions:** At initial appointment, the faculty member must hold or have held within the past five years a position with significant duties related to the field in which he or she teaches and have a minimum of 1 PRJ and two OCs from either the Academic Engagement or Professional Engagement categories.

Instructional Practitioner

Qualifications: To be considered Instructional Practitioner (IP), a faculty member must meet each of the following criteria:

1. **Academic Preparation:** The faculty member must hold a graduate degree in a field related to the area in which he or she teaches.
3. **Intellectual Contributions:** At initial appointment, the faculty member must hold or have held within the past five years a position with significant duties related to the field in which he or she teaches; or the faculty member must initiate and demonstrate within two years significant consulting or other applied work related to the field in which he or she teaches and have 3 OCs from either the Academic Engagement or Professional Engagement categories. OCs for Instructional Practitioners may focus on teaching and pedagogical related activities related to their discipline.

To maintain IP status, the faculty member is expected to have a minimum of three OCs in the most recent five-year academic period. Professionals with the appropriate academic preparation who are currently employed in the field are considered IP when teaching part-time in their area of expertise, irrespective of the above criteria.

8.2.3.1 Determination of Journal Quality Equivalency

The determination of Journal Quality Equivalency for AACSB Faculty Status qualification is the same as for workloads as defined in Section 3.9 of the *Statement of Philosophy and Guidelines for Faculty Performance, Planning, and Evaluation* (April 2017) and can be summarized as follows:

- A publication in an “A+” journal is equivalent to 6 “C” publications; and therefore, any “A+” level publication satisfies the SA & SP requirements for any track for that five-year rolling period.
- A publication in an “A” journal is equivalent to 4 “C” publications; and therefore, any “A” level publication satisfies the SA & SP requirements for any track for that five-year rolling period.
- A publication in a “B” journal is equivalent to 2 “C” publications; and therefore, a “B” level publication, combined with the publication of “C” level or higher, satisfies the SA & SP requirements for any track for that five-year rolling period.

Section 8.2.4 Designation of OTHER AACSB Faculty Qualification Status at Coles

Any faculty member who does not meet the requirements of SA, PA, SP or IP Faculty Qualification Status will be classified as OTHER. No more than 10% of faculty categorized as OTHER should be deployed across the college and within each discipline, academic program, location, and delivery mode.

Section 8.2.4.1 Re-Establishing AACSB Faculty Qualification Status

Faculty members who have an OTHER AACSB Faculty Qualification Status must develop, in consultation with their department chair, a detailed written plan for regaining a qualified status within the two years following the year in which qualification was lost. The faculty member drafts the plan and submits it to both the department chair and dean for review, revision, and approval. Faculty members with an OTHER AACSB Faculty Qualification Status will not be allowed to teach summer term, will lose their graduate faculty status (and will, therefore, be unable to teach in the graduate program), and will be unlikely to receive any salary increase until an AACSB Qualified Status of SA, SP, PA or IP is regained, and their Workload requirements are met according to Chapter 3. Additionally, the faculty member’s progress toward regaining lost qualification will be a significant factor in the annual performance evaluation

SECTION 8.3 COLLEGE/UNIVERSITY ADMINISTRATION

A faculty member currently serving in college or university academic administration who had SA or PA status at the time of administrative appointment (using the definition in place at that time), will be deemed to maintain his/her status throughout the administrative appointment as long as periodic development activities related to either the discipline (active scholarship) or the appointment (i.e., related to leadership role and responsibilities)

are undertaken. An administrator who returns to the faculty with SA or PA status will be guaranteed maintenance of such status for the lesser of two years or the number of years served in the administrative position. After this period of guaranteed maintenance, the performance expectations to maintain the initial SA or PA status are as follows. By the end of one full year after such consideration expires, the former administrator must have at least one PRJ publication in either the relevant primary teaching discipline or a related discipline. By the end of two full years after such consideration expires, the former administrator must meet all current criteria for SA or PA status.

An administrator who returns to the faculty without SA or PA status must meet all current criteria for SA or PA status to be so designated.

APPENDIX

Pre-Tenure, Tenure & Promotion Review: Portfolio Document Submission List and Linked Supporting Materials (Both Required)

Portfolio Document Submission List

Your portfolio must contain the following, but is not limited to this list

CFRC suggestions *are in italics* • Quotes are from KSU Faculty Handbook

	Tab
Portfolio Cover Page <i>(standard form available on Academic Affairs web pages)</i>	
Table of Contents <i>(can use this table of contents, without the suggestions and quotes)</i>	
Narrative	1
<i>“(no more than twelve pages, double-spaced, 12-point type, with one-inch margins). ...The narrative describes the quality and significance of the faculty member’s contributions during the period under review in the following areas as appropriate: Teaching, Research and Creative Activity, and Professional Service.”</i>	
Vitae	2
<i>“Vitae should be formatted to clearly demonstrate the quality and significance of the faculty members’ accomplishments, especially to those beyond the department. An example of a vitae template can be found on the Academic Affairs webpage.”</i>	
Annual Review Materials	3
<i>Chair’s summary letters, Signed Annual Review Letters, ARDs and FPA’s for all years under consideration</i>	
Coles College and Department Guidelines	4
<i>Coles Statement of Philosophy and Guidelines for Faculty Performance, Planning and Evaluation (at Coles intranet); Department Guidelines and Department Journal Rankings (some at Coles intranet).</i>	
<i>Pre-Tenure review letters if applicable</i>	5
<i>External Letters if applicable (please check the Faculty Handbook for specific requirements)</i>	6

Contents of Linked Supporting Materials (From *KSU Faculty Handbook*):

Supporting materials must contain the following indexed sections, as consistent with the faculty member's FPA:

Teaching, Supervising, and Mentoring of Students

This section contains illustrative evidence of the quality and significance of the faculty member's teaching, supervision and mentoring. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):

- Peer review letters
- Course syllabi
- Course materials
- Evidence of student learning
- Student evaluations
- Student survey results
- Evidence of advising activities
- Evidence of faculty development
- (See also Section Three, Assessment of Teaching, Supervision, and Mentoring.)

Research and Creative Activities

This section contains evidence of the quality and significance of the faculty member's research and creative activity. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):

- Excerpts from conference programs/proceedings
- Conference presentation evaluations
- Title pages and abstracts from professional journals or the full article
- Title pages and tables of contents from books or the full books
- Evidence of grant solicitation
- Book, chapter and article reviews
- Copies of exhibit and performance programs
- Photographs of commissioned or exhibited art works

Service and Engagement

This section contains evidence of the quality and significance of the faculty member's professional service. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):

- Committee assignment documentation
- Copies of meeting minutes
- Copies of products developed
- Recognition by others of contributions
- Evidence of statewide, regional, national or international professional service

For Administrators:

This section contains evidence of the quality and significance of the faculty member's administration and leadership. These materials may include, but are not limited to, the following (college and department guidelines may be more specific):

- Documentation indicating leadership assignments
 - Evidence of program evaluation
 - Supervisor, peer and employee evaluations
 - Copies of products developed
-

Beyond the material provided in each indexed section, the faculty member may wish to include a one-page summary (in each relevant section) of activity not readily supported by documentation.

Please confirm that your department's current journal list or journal ranking document is posted on Coles intranet

**We hope you found this outline helpful
If you have suggestions to improve this outline, please contact the Coles FRC Chair**

Post-Tenure Review: Portfolio Document Submission List Required (*and summary supporting evidence but no additional linked supporting materials need be submitted*)

Your portfolio must contain the following, but is not limited to this list

CFRC suggestions *are in italics* • Quotes are from KSU Faculty Handbook

	Tab
Portfolio Cover Page (<i>standard form available on Academic Affairs web pages</i>)	
Table of Contents (<i>can use this table of contents, without the suggestions and quotes</i>)	
Narrative	1
<i>“(no more than twelve pages, double-spaced, 12-point type, with one-inch margins). ...The narrative describes the quality and significance of the faculty member’s contributions during the period under review in the following areas as appropriate: Teaching, Supervising, and Mentoring of Students, Research and Creative Activity, Professional Service, Administration and Leadership.”</i>	
Vitae	2
<i>“Vitae should be formatted to clearly demonstrate the quality and significance of the faculty members’ accomplishments, especially to those beyond the department. An example of a vitae template can be found on the Academic Affairs webpage.”</i>	
Annual review materials	3
<i>Chair’s summary letters, Signed Annual Review Letters, ARDs and FPA’s for all years under consideration</i>	
Supporting Materials - Teaching	4
<i>“This section contains illustrative evidence of the quality and significance of the faculty member’s teaching, supervision and mentoring.” These materials may include, but are not limited to, the following (college and department guidelines may be more specific): ...Evidence of student learning, Student evaluations, Student survey results ... <i>Include a table summarizing teaching evaluations of all courses.</i></i>	
Other Materials (Scholarship, Service and Engagement)	5
<i>For research, not limited to published journal papers, conference proceedings, working papers, etc. Include a table listing all publications and associated ratings - A, B, etc.</i>	
<i>Where service or engagement are a major component of your workload, provide a description of exemplary examples of your work.</i>	
Coles College and Department Guidelines	6
<i>Coles Statement of Philosophy and Guidelines for Faculty Performance, Planning and Evaluation (at Coles intranet); Department Guidelines and Department Journal Rankings (some at Coles intranet).</i>	

We hope you found this outline helpful.

If you have suggestions to improve this outline, please contact the Coles FRC Chair.

Kennesaw State University
Academic Affairs

Approval Form for College Promotion and Tenure Guidelines

A copy of this form, completed, must be attached as a cover sheet to the College guidelines.

I confirm that the attached guidelines, dated 03/26/2018, were approved by the faculty of
the Michael J. Coles College of Business in accordance with college bylaws:

College Faculty Council Approval - I approve the attached guidelines:

Dr. Jim Herbert

Name (printed or typed) / CFC chair



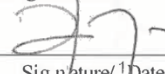
4-18-18

Signature/ Date

College P&T Review Committee Approval - I approve the attached guidelines:

Dr. Humayun Zafar

Name (printed or typed) / Committee chair



04/11/2018

Signature/ Date

College Dean Approval - I approve the attached guidelines:

Dr. Kathy S. Schwaig

Name (printed or typed)



Signature/ Date

Provost Approval - I approve the attached guidelines:

LINDA M. NOBLE

Name (printed or typed)



Signature/ Date

RHM-08 Sept 16

APPENDIX-A # 8

Criteria for Faculty Classification

The information listed below details the criteria the Coles College of Business uses to define Scholarly Academic (SA), Scholarly Practitioners (SP), Practice Academics (PA), and Instructional Practitioners (IP). It comes from Chapter 8 in the Coles College of Business Statement of Philosophy and Guidelines for Faculty Performance (the current version was approved on March 3, 2018 and the entire document is also located in the Appendix of this 2019 CIR).

CHAPTER 8 - AACSB DESIGNATION OF FACULTY SUFFICIENCY & QUALIFICATIONS

This chapter details the requirements for faculty in the Coles College of Business to be assessed for sufficiency and qualifications according to AACSB - The Association to Advance Collegiate Schools of Business document of “Eligibility Procedures and Standards for Business Accreditation” document (January 2016).

SECTION 8.1 FACULTY SUFFICIENCY – PARTICIPATING & SUPPORTING

Standard 5 requires the school to maintain and deploy a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. AACSB categorizes faculty as either participating or supporting.

Section 8.1.1 Participating Faculty

Participating faculty members will deliver at least 75% of the overall annual teaching of the Coles College of Business, and participating faculty members will deliver at least 60% of the teaching within each discipline, academic program, location, and delivery mode.

Section 8.1.1.1 AACSB Definition of Participating Faculty

A participating faculty member is actively and deeply engaged in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, advising, research, and service commitments. The faculty member may participate in the governance of the school and be eligible to serve as a member on appropriate committees responsible for academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing an extracurricular activity, providing academic and career advising, and representing the school on institutional committees. Normally, the school considers participating faculty members to be long-term members of the faculty regardless of whether or not their appointments are of a full-time or part-time nature, whether or not their position with the school is considered the faculty member’s principal employment, and whether or not the school has tenure policies. The individual may be eligible for, and participate in, faculty development activities and have non-teaching assignments, such as advising, as appropriate to the faculty role the school has defined taking into consideration the depth and breadth of the non-teaching assignment.

Section 8.1.1.2 Designation, Duties and Entitlements of Participating Faculty at Coles

A Participating faculty member is appointed on a long-term basis and is expected to actively engage in department, college, and university activities, in matters beyond direct teaching responsibilities (whether employed full-time or part-time).

Longevity itself is not sufficient to demonstrate active engagement in the activities of a department, the college, or the university. In addition to the time requirement, a Participating faculty member is expected to deliberately participate in internal service to the department, college or university (which are documented as part of the annual faculty evaluation process) and to:

- maintain academic or professional qualifications to teach
- provide effective and continuously improving instruction
- participate in various non-classroom activities that impact students (e.g., providing ample office hours, participating in student career and/or academic advising, and attending student recognition events)
- participate in faculty goal-setting and evaluation activities as outlined in the performance document
- participate equitably in the myriad shared internal service responsibilities needed to operate an effective academic organization
- attend and be prepared to participate in departmental and college meetings.

Participating faculty are entitled to:

- vote as faculty members in departmental and college meetings, subject to any specific restrictions related to academic rank, tenure status, or other similar requirements
- serve on department, college, and university committees, subject to any specific restrictions related to academic rank, tenure status, or other similar requirements
- be eligible for, and participate in, faculty development activities and take non-teaching assignments as determined by the policies and administration of the department, college, and university.

Classification of a faculty member as participating explicitly includes an expectation of the faculty member's active participation in the life of the college. Once attained, it is expected that participating faculty members maintain that status. Failure of a faculty member to continually meet that expectation may result in the loss of participating status and should be considered when evaluating the continued employment of that faculty member.

Section 8.1.2 Supporting Faculty

Section 8.1.2.1 AACSB Definition of Supporting Faculty

AACSB defines a supporting faculty member as someone who does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, membership on faculty committees, or assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours). Normally, a supporting faculty member's appointment is on an ad hoc basis—for one term or one academic year without the expectation of continuation—and is exclusively for teaching responsibilities.

Section 8.1.2.2 Designation, Duties and Entitlements of Supporting Faculty at Coles

Any individual with instructional responsibility in a program who does not meet the previously stated definition for Participating faculty is a Supporting faculty. A Supporting faculty member is appointed on an ad

hoc basis and is not required to participate in the intellectual or operational life of the department, college, or university beyond the direct performance of teaching responsibilities.

A Supporting faculty member is expected to deliberately take actions to:

- maintain academic or professional qualifications to teach
- provide effective instruction
- complete all administrative duties associated with his/her class (e.g., including provision of class syllabi, attendance verification, reporting of mid-term grades, and submitting of final grades) according to deadlines specified by the department chair
- provide the department chair with grade records upon completion of each term records sufficiently complete so that the chair could respond to any potential grade appeals from students.

Supporting faculty are entitled to:

- attend departmental and college meetings subject to any specific restrictions related to academic rank, tenure status, or other similar requirements
- (upon invitation) serve on Advisory Councils, such as those for the university, the college, a school within the college, or a center within the college. (Supporting faculty do not normally serve on other department, college, or university committees.)

SECTION 8.2 FACULTY QUALIFICATIONS

Standard 15 requires the school to maintain and strategically deploy participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.

Section 8.2.1 AACSB Definitions

- Initial academic preparation is assessed by earned degrees and other academic credentials. Initial professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.
- Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.
- Academic engagement reflects faculty scholarly development activities that support integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies.
- Professional engagement reflects faculty practice-oriented development activities that support integration of relevant, current practice of business and management consistent with the school's mission, expected outcomes, and supporting strategies.
- Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the school's mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement.

Section 8.2.2 Designation of Faculty Qualification Status at Coles

The school is required to demonstrate faculty members are either "Scholarly Academics," "Practice Academics," "Scholarly Practitioners" or "Instructional Practitioners". Those individuals who do not meet the

criteria for these categories will be classified as “Other” (See Table 1). These AACSB Faculty Status qualifications are distinct measures, separate from the faculty workload requirements as described in Chapter 3 of the of the Statement of Philosophy and Guidelines for Faculty Performance, Planning, and Evaluation (2017).

Table 4. AACSB Faculty Qualification Classifications

		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Master’s Degree and Professional experience*	Scholarly Practitioners (SP) 1 PRJ* AND 2 OCs	Instructional Practitioners (IP) 3 OCs
	Doctoral degree	Scholarly Academics (SA) 2 PRJs* and 1 OC	Practice Academics (PA) 1 PRJ* AND 2 OCs

* Or equivalent as noted in 8.2.3.1

Section 8.2.3 Criteria for Evaluation

Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement. Items listed under Academic Engagement and Professional Engagement are considered “Other Contributions” in the formal criteria provided below.

Academic Engagement: Scholarly development activities that support integration of relevant, current theory of business and management consistent with the school’s mission, expected outcomes, and supporting strategies. Academic Engagement is evaluated based on two criteria, 1) time spent engaged in the activity, and 2) the impact of the activity on stakeholders. These activities can include but are not limited to:

- Relevant, active editorships with academic journals or other business publications
- Service on editorial boards or committees of academic publications
- Leadership positions or participation in recognized academic societies and associations
- Research awards
- Reviewer for academic journals
- Book reviews
- Discussant, speaker, reviewer, program chair, or session chair at academic conference, meeting or symposium
- Leadership position in an academic conference, meeting, or symposium
- Research grants or other third-party funding for research
- Patents
- Conference proceedings, books, book chapters, monographs, working papers
- Fellow status
- Other intellectual contributions for which substantive support for quality can be provided

Professional Engagement: Activities that facilitate and foster the sharing and integration of knowledge between the Coles College and non-academic stakeholders, such as K-12, business, government, non-profits, and professional organizations. Professional Engagement is evaluated based on two criteria, 1) time spent engaged in the activity, and 2) the impact of the activity on stakeholders. Examples of engagement activities may include, but are not limited to, the following:

- Consulting activities that are material in terms of time and substance
- Faculty internships
- Serving as an expert witness
- Quoted media outlet expert
- Development and presentation of executive education programs
- Sustained professional work supporting qualified status
- Significant participation in business professional associations
- Practice-oriented intellectual contributions detailed in AACSB Standard 2
- Relevant, active service on boards of directors
- Participation on an advisory board
- Dissemination of knowledge through industry and other media activities
- Documented professional certifications
- Documented continuing professional education experiences
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business or other organizational leaders
- Writing of grants in furtherance of Coles College mission
- Patent applications
- Other professional contributions for which substantive support for quality can be provided.

Scholarly Academic (SA)

Qualifications: To be considered a Scholarly Academic (SA), a faculty member must meet each of the following criteria:

3. Academic Preparation: The faculty member must hold a terminal degree in a field related to the area in which he or she teaches; or hold a terminal degree in an area other than that in which he or she teaches supplemented by professional development in his or her teaching area.
4. Intellectual Contributions: The faculty member is expected to have a minimum of 2 PRJs and 1 OC from the Academic Engagement category in the most recent five-year academic period.

Irrespective of Criterion 2 above, a faculty member will be considered SA if either of the following conditions is met:

- c) The faculty member's terminal degree was conferred within the past five years
- d) The faculty member has completed all but the dissertation in his or her field of study and the most recent comprehensive exam or other milestone was completed within the past three years.

Note: Faculty members who at one time in their careers were considered SA, but who wish to change qualification status, may be considered PA or IP if they have engaged in significant professional activity within the past five years and meet the qualifications criteria. Such a change in qualification, however, must first be agreed to by both the Department Chair and the Coles College Dean and be consistent with College mission and needs.

Practice Academic (PA)

Qualifications: To be considered a Practice Academic (PA), a faculty member must meet each of the following criteria:

3. Academic Preparation: The faculty member must hold a terminal degree in a field related to the area in which he or she teaches; or hold a terminal degree in an area other than that in which he or she teaches supplemented by professional development in his or her teaching area.
4. Intellectual Contributions: At initial appointment or transition to PA status from SA, the faculty member must have engaged in significant professional activity within the past five years and have a minimum of 1 PRJ and two OCs from either the Academic Engagement or Professional Engagement categories.

Scholarly Practitioner

Qualifications: To be considered a Scholarly Practitioner (SP), a faculty member must meet each of the following criteria:

4. Academic Preparation: The faculty member must hold a graduate degree in a field related to the area in which he or she teaches.
5. Intellectual Contributions: At initial appointment, the faculty member must hold or have held within the past five years a position with significant duties related to the field in which he or she teaches and have a minimum of 1 PRJ and two OCs from either the Academic Engagement or Professional Engagement categories.

Instructional Practitioner

Qualifications: To be considered Instructional Practitioner (IP), a faculty member must meet each of the following criteria:

2. Academic Preparation: The faculty member must hold a graduate degree in a field related to the area in which he or she teaches.
6. Intellectual Contributions: At initial appointment, the faculty member must hold or have held within the past five years a position with significant duties related to the field in which he or she teaches; or the faculty member must initiate and demonstrate within two years significant consulting or other applied work related to the field in which he or she teaches and have 3 OCs from either the Academic Engagement or Professional Engagement categories. OCs for Instructional Practitioners may focus on teaching and pedagogical related activities related to their discipline.

To maintain IP status, the faculty member is expected to have a minimum of three OCs in the most recent five-year academic period. Professionals with the appropriate academic preparation who are currently employed in the field are considered IP when teaching part-time in their area of expertise, irrespective of the above criteria.

8.2.3.1 Determination of Journal Quality Equivalency

The determination of Journal Quality Equivalency for AACSB Faculty Status qualification is the same as for workloads as defined in Section 3.9 of the Statement of Philosophy and Guidelines for Faculty Performance, Planning, and Evaluation (April 2017) and can be summarized as follows:

- A publication in an “A+” journal is equivalent to 6 “C” publications; and therefore, any “A+” level publication satisfies the SA & SP requirements for any track for that five-year rolling period.
- A publication in an “A” journal is equivalent to 4 “C” publications; and therefore, any “A” level publication satisfies the SA & SP requirements for any track for that five-year rolling period.
- A publication in a “B” journal is equivalent to 2 “C” publications; and therefore, a “B” level publication, combined with the publication of “C” level or higher, satisfies the SA & SP requirements for any track for that five-year rolling period.

Section 8.2.4 Designation of OTHER AACSB Faculty Qualification Status at Coles

Any faculty member who does not meet the requirements of SA, PA, SP or IP Faculty Qualification Status will be classified as OTHER. No more than 10% of faculty categorized as OTHER should be deployed across the college and within each discipline, academic program, location, and delivery mode.

Section 8.2.4.1 Re-Establishing AACSB Faculty Qualification Status

Faculty members who have an OTHER AACSB Faculty Qualification Status must develop, in consultation with their department chair, a detailed written plan for regaining a qualified status within the two years following the year in which qualification was lost. The faculty member drafts the plan and submits it to both the department chair and dean for review, revision, and approval. Faculty members with an OTHER AACSB Faculty Qualification Status will not be allowed to teach summer term, will lose their graduate faculty status (and will, therefore, be unable to teach in the graduate program), and will be unlikely to receive any salary increase until an AACSB Qualified Status of SA, SP, PA or IP is regained, and their Workload requirements are met according to Chapter 3. Additionally, the faculty member’s progress toward regaining lost qualification will be a significant factor in the annual performance evaluation

SECTION 8.3 COLLEGE/UNIVERSITY ADMINISTRATION

A faculty member currently serving in college or university academic administration who had SA or PA status at the time of administrative appointment (using the definition in place at that time), will be deemed to maintain his/her status throughout the administrative appointment as long as periodic development activities related to either the discipline (active scholarship) or the appointment (i.e., related to leadership role and responsibilities) are undertaken. An administrator who returns to the faculty with SA or PA status will be guaranteed maintenance of such status for the lesser of two years or the number of years of years served in the administrative position. After this period of guaranteed maintenance, the performance expectations to maintain the initial SA or PA status are as follows. By the end of one full year after such consideration expires, the former administrator must have at least one PRJ publication in either the relevant primary teaching discipline or a related discipline. By the end of two full years after such consideration expires, the former administrator must meet all current criteria for SA or PA status.

An administrator who returns to the faculty without SA or PA status must meet all current criteria for SA or PA status to be so designated.

APPENDIX-A # 9

Faculty Workload Tracks

	Workload Track					
	(1)	(2)	(3)	(4)	(5)	
	Teaching Focused	Balanced-Teaching	Balanced	Balanced-Research	Research Focused	
(a) No or Limited Doctoral Engagement**					(b) Significant Doctoral Engagement*****	
Tenure Research Requirement	1 Other	3 C's	2 B's	3 B's	4 B's	2 A's
Teaching	Demonstrated effective teaching and significant levels of scholarly teaching activities 80%	Demonstrated effective teaching and significant levels of scholarly teaching activities 70%	Demonstrated effective teaching and important levels of scholarly activities in teaching 60%	Demonstrated effective teaching and reasonable levels of scholarly activities in teaching 50%	Demonstrated effective teaching and reasonable levels of scholarly activities in teaching 40%	Demonstrated effective teaching and reasonable levels of scholarly activities in teaching 40%
Quality service*	Yes 15%	Yes 20% / 15%	Yes 15%	Yes 15%	Yes 10%	Yes 10%
Courses per academic year***	8	7	6	5	4	4
Peer Reviewed Journal publications during the most recent 5-year period****	0	Equivalent of 2 Cs 10% / 15%	Equivalent of 3 Cs 25%	Equivalent of 2 Bs and 2 Cs 35%	Equivalent of 3 Bs and 2 Cs 50%	Equivalent of 1 A and 2 Bs 50%
Other forms of scholarship or professional/scholarly activities or other forms of output not normally available to faculty on tracks (2)-(5).	1 per year 5%	N/A	N/A	N/A	N/A	N/A
Scholarly activity in research	N/A	Minimal scholarly activities in research	Some scholarly activities in research	Active participation in scholarly activities in research	Active participation in scholarly activities in research, several of which reflect a high level of quality.	Active participation in scholarly activities in research, several of which reflect a high level of quality.

A* = 6 Cs equivalent, A = 4 Cs equivalent, B = 2 Cs equivalent

STRATEGIC PLAN 2014-2019

MISSION STATEMENT

The mission of the Coles College of Business (CCB) is to be the highest-value provider of business programs and talent in its markets. CCB will be highly respected in the academic and business communities by achieving national prominence in selected areas and benefiting business practice.

CCB will achieve its mission by continuing its responsive offerings of affordable, quality business degrees and customized executive education. Effective, committed teaching and integrated career preparation will result in outstanding graduates and graduation rates, supporting sustained regional economic growth. CCB will reinforce these efforts with entrepreneurial business engagement and with research focusing on relevant business issues and communicating findings in ways that impact management practice.

A. PROCESS & TIMELINE

Planning Approach

In developing the Strategic Plan 2013/14, Coles College has taken a more quantitative and ‘outside-in’ approach than in 2008.

An external strategy consultant, supported by a student team, took a fresh look at our strategic situation, initially unencumbered by the positions taken in 2008. They profiled competitors and gathered survey input from current students and alumni as well as analyzing student demographics and other internal data, discussing findings with our strategic planning committee.

It is mostly reassuring that the main findings and implications of this objective assessment are quite consistent with the 2008 plan.

Based on the situation assessment, the consultant has worked with the Strategic Planning Committee and Faculty forums to identify the high-level strategic thrusts and potential initiatives for executing on a plan.

Situation Assessment Process Description

In August 2012, Associate Dean Franza convened the ‘Kitchen Cabinet,’ an ad hoc group of three faculty members with significant experience of strategic planning in the corporate business environment. They outlined an overall planning process and identified competitive and student factors that would be important for assessing CCB’s position. They determined that an outside consultant leading a team of students would be a good approach to gathering data and completing a situation assessment. A seasoned, independent management consultant with higher education strategy experience was brought in at the beginning of the Spring semester 2013 and five strong undergraduate business students were recruited to work with him for that semester to develop the profiles. The student team was structured as a for-credit directed study that provided one-on-one coaching in consulting techniques and offered opportunities to present to college leaders and observe the consulting communication process.

This team used public information – from a prospective student’s perspective – to profile the five main business school rivals and Coles and to use these to create competitive SWOT assessments of the Coles undergraduate, part-time MBA and EMBA programs. A wide range of internal student demographics, progression and graduation rates was assembled and analyzed, working with the university’s information experts. The team surveyed freshmen for their perceptions of Coles and current upper-division Coles undergraduates for satisfaction levels and suggestions for enhancing the value proposition. They surveyed MBA and EMBA students on similar lines, including questions about how students had weighed the choice between Coles and competing business schools. (These surveys used a mix of in-class and on-line media and targeted reasonable samples of the respective populations.) Dean Schwaig e-mailed the Coles alumni requesting their participation in an on-line survey that garnered 500 responses. Career Services provided the results of their annual graduation-day surveys of student placement, amongst other information on student career-related activity. The team also used University System of Georgia data to track Coles’ share over time of business degrees awarded in the state.

Based on this compendium of relevant facts and figures, the consultant and the student team discussed an initial assessment of strengths and weakness and of areas for potential strategic focus with Assoc Dean Franza and his ad hoc group. After taking on board their input and finalizing analyses, they presented the situation assessment to the CCB Strategic Planning Committee in April. Dean Franza presented a summarized form of the assessment to an all faculty meeting in May.

Process for Recommending Strategic Thrusts, Initiatives and Revised Mission Statement

The external consultant used the competitive SWOTs, survey input and the rest of the situation assessment to highlight potential opportunities for CCB growth to Coles leadership. Over the course of the summer, informal discussions with Coles leadership integrated this thinking with Coles initiatives already under development – especially the College to Career and Honors programs. Then in September and early October, Dean Franza and the consultant outlined proposed strategic thrusts, an initial list of potential initiatives to implement those thrusts and mission concepts or themes. They discussed these first with the ad hoc group, then the Strategic Planning Committee and finally with two forums to which all Coles faculty were invited. At these sessions, after developing consensus around the thrusts, participants brainstormed on additional initiatives that could help implement them. Approximately 50 people attended the forums. Slides of the discussion material were circulated to the entire faculty, some of whom responded with e-mail comments. Participation in the process involved well over half of the college faculty.

After compiling faculty brainstorm input on initiatives, the Associate Dean and consultant assessed each against criteria of likely impact, college buy-in and resource intensity to arrive at a top-priority set of initiatives.

Timeline of Planning Process

“Kitchen Cabinet” initial meeting	August 12, 2012
Kitchen Cabinet identified key strategy questions	Sept 11
Strategic Planning Committee meets	Nov 30
External consultant and student team hired	January 2013
Consultant and team gather and analyze data	Jan – April 2013
Situation assessment presented to Kitchen Cabinet	March 1
Refined Situation assessment presented to Strategic Planning Committee	April 5
Summary of Situation assessment presented to Faculty	May 9
Consultant and Dean’s Office discuss strategic implications of assessment	June

Consultant & Assoc Dean present draft strategic thrusts and mission concepts to Kitchen Cabinet	Sept 4, 2013
Consultant & Assoc Dean present revised strategic thrusts and mission concepts to Strategic Planning committee	Sept 13, 2013
Consultant & Assoc Dean present further revised strategic thrusts and mission concepts to Faculty Forums	Oct 2 and Oct 8, 2013
Consultant and future Business Outreach faculty member hold conversations with alumni in significant business roles	October & November 2013
Mission: a draft that weaves together broad consensus of SPC and forums on the mission concepts is distributed to SPC by e-mail for comment	November 2013
Mission - revised based on SPC's e-mailed feedback - is circulated along with text summary of strategic plan	January 22, 2014
SPC Meeting to discuss and ratify strategic plan draft and mission statement	February 2014

B. FINDINGS

Coles College's Recent Track Record

Over the past five years, despite the Great Recession and real estate slump that sapped state finances and university budgets while stalling growth in the northern Atlanta suburbs, Coles College of Business has continued to grow impressively on many dimensions. Particularly gratifying, while enrollment has plateaued, undergraduate degrees awarded are up by over 50 per cent and around 87-90 per cent of students taking the Coles introductory management course obtain a degree somewhere within six years. The percentage of minorities enrolled has almost doubled and foreign students still account for 10 per cent of undergraduates. The Coles Part-time MBA had broken into the published rankings at the time of the situation assessment: 29th in BusinessWeek's and 43rd in US News & World Report's. Subsequently Coles MBA jumped to 22nd in the nation and the top public university MBA in the state. Coles's DBA program had its first graduating class in 2012.

Coles Current Competitive Position

These strong results reflect that Coles remains well positioned competitively. Coles' location is convenient to students in the large, northern segment of metro Atlanta, including the many who work part-time; Coles programs are affordable, with tuition about 33% below that of key competitors; entry requirements to Kennesaw State are somewhat less demanding than at leading competitors; and students select Coles because they perceive the career value of the degrees. In surveys, strong majorities of MBA students gave convenience and price as their top reasons for choosing Coles, while rating the quality of the Coles MBA program on par with those of the two leading state competitors, Robinson and Terry Colleges. A strong majority of alumni rate Coles better value than these two competitors.

Recent achievements also, of course, reflect deliberate strategic decisions, such as to create the DBA program, to upgrade the Part-time MBA program by admitting more selectively, and to raise the lower-division GPA entry requirement for the undergraduate program.

C. STRATEGIC THRUSTS AND INITIATIVES

Strategic Thrusts

In light of the strengths and opportunities that the strategic assessment brought into focus, Coles College leadership and Faculty have determined to pursue three key thrusts.

1. Enhancing the career value proposition of Coles degrees;
2. Intensifying engagement with the local business community; and
3. Elevating support for quality research with emphasis on accessibility to business.

These three thrusts align well with the University's Strategic Plan goals: Promoting excellence in education; improving RPG; becoming more engaged; enhancing collegiate experience; and expanding resources.

Enhancing the Career Value Proposition of Coles Degrees

Rationale

While overall Coles program offer great value to most students, several data findings point to a level of career shortfall for some graduates of Coles programs. While the sources of unmet career expectations seem complex, and by no means attributable to academics or Career Services, it behooves Coles College to lead efforts that permit / encourage more students to achieve desired career outcomes. Preparing students for career contributions in the local economy is central to the institution's mission. The Coles brand is shaped more by the successes of Coles graduates than by media campaigns.

Specific Findings

About 40% of alumni who report looking for a new job upon graduating from Coles were dissatisfied with the result. The same proportion reports that the degree has been only moderately helpful in their careers to date. While, conversely, the majority is satisfied with job search and career value, there is room for improvement in these figures, which are consistent with other data:

- 50% of 2012 grads either had no job or did not have a job in their desired field
- 32% of current Coles undergraduates surveyed rated career support fair / poor
- Only 17% of current undergraduates have used an internship as a career preparation step

To execute on the Career Value Thrust, Coles has already begun to design two specific initiatives and will carefully select additional initiatives from the following list of ideas, generated in Strategic Planning Committee and Faculty Forum brainstorming sessions. Clearly, success requires a highly focused effort that matches limited leadership and faculty time and other CCB resources to the initiatives with likely highest impact on the career challenges facing significant segments of Coles students.

Specific Career Initiatives (from SPC & Faculty Brainstorming)

Top priority

- College to Career Program (planning under way for launch in 2014)
- Honors Scholar Program (planning under way for launch in 2014)
- Expectations for student professionalism & workplace realities
- Alumni-led student orientation
- Expanded internship and co-op opportunities
- Student consulting projects

Next priority

- Expanded use of real-world cases, role-plays, business guest lecturers, etc.
- Lifelong career learning and active network for alumni
- More certifications
- More recruiter interactions
- Engage student clubs
- Institutionalize volunteer opportunities
- Promote REAL
- Networking / mentoring programs

Expanding Opportunities to Engage with the Business Community

Rationale

Business engagement is central to the mission of a college of business. Moreover, Kennesaw State University's strategic plan embraces the challenge of engaging the institution more effectively in economic development and it is natural for Coles College to play the leading role in this area.

The potential benefits to the Coles teaching and research enterprises of intensified engagement include bringing more practitioner guest lecturers into classes, expanding access to business data for research, enhancing and updating the relevance of course content, etc.

The potential benefits to students of closer links with business include expanding high-quality internship opportunities, increasing student exposure to business in ways that improves their career readiness and ultimately launching more of them on promising careers right out of school. As an institution, Coles stands to gain reputationally from being seen as the go-to partner for business.

Alumni who have achieved senior business positions express interest in supporting Coles in roles that include providing testimonials for marketing purposes, mentoring students, presenting to classes and club meetings on career topics, and using student-consulting teams in their businesses.

To execute on the Business Engagement Thrust, Coles has already begun work on a major specific initiative and is undertaking outreach designed to assess market receptiveness to different forms of engagement. Coles will carefully select additional initiatives from the following list of ideas, generated in Strategic Planning Committee and Faculty Forum brainstorming sessions. As noted for the Career Value thrust, success requires a highly focused effort on initiatives with likely highest impact.

Specific Business Engagement Initiatives

Top priority

- Opening an entrepreneurship center (planning under way for launch in 2014)
- Increasing Dean's Office bandwidth for business engagement
- Instituting a Business Engagement Advisory Board
- Introducing a Women Return to Business certificate program
- Offering alumni seminars

Next priority

- Expanding reach of Executive Education & EMBA to serve more firms on a customized basis
- Expanding and enhancing the quality of internships / co-ops
- Deploying student consulting teams to businesses
- Encouraging faculty to conduct applied research with Metro Atlanta firms
- Pairing entrepreneurial students with businesses
- Connecting relevant student organizations with businesses
- Forging discipline-business connections and engaging via professional organizations, hosting case competitions, etc.
- Fostering mentoring links
- Further engaging advisory boards and roundtables
- Using the mobile app lab to share talent and space
- Hosting angel investor presentations

Elevating Support for Quality Research with Emphasis on Accessibility to Business.

Rationale

The academic reputation of Coles clearly depends on Faculty continuing to have research publication success and there are opportunities to support Faculty better in this regard. Furthermore, translating valuable research findings into practitioner terms is time-intensive work that could pay dividends in business engagement.

Coles is already planning to add administrative support for the Research enterprise. The choice and design of other initiatives arising from discussion at the Strategic Planning Committee and Faculty forums will require careful study.

Specific Initiatives for Elevating Research Support

Top priority

- Appointing Associate Dean with research responsibilities
- Grant-writing support and advocacy
- Recruiting intentionally
- Providing incentives for business-relevant work
- Providing incentives and support for translating research findings for business audiences

STRATEGIC PLAN OUTCOMES 2014-2019

Enhancing the Career Value Proposition of Coles Degrees

- Three new courses introduced under the Hughes Leadership and Career Program:
 - BUSA 2150 (Discovering my major and career), offered during sophomore year
 - BUSA 3150 (Developing my career essentials), offered during junior year
 - BUSA 4150 (Driving my career essentials), offered during senior year
- Newly expanded Career Planning Services provide students advice on career exploration, job and internship fairs, on-campus interviewing, as well as organized industry exploration events, workshops and professional networking events. Examples include:
 - New workshops and advisory services regarding:
 - Resume creation
 - Cover letter writing
 - Practice interviews
 - Alumni-led student orientations offering advice and counseling on:
 - Career shift
 - *Handshake* job posting system
 - Expanded use of real-world cases, role plays, business guest lecturers:
 - Tetley lecture series
 - All Access series
 - Additional student engagement activities through newly established individual Coles College Centers:
 - Bagwell Center for the Study of Markets and Economic Opportunity
 - Center for Information Security Education
 - Robin and Doug Shore Entrepreneurship Center
 - Internal Audit Center
 - Expanded internship and co-op opportunities
- Lifelong career learning services and offerings for alumni
- Veteran career services resources
- Non-degree certifications offered to students and alumni:
 - Applied Coaching for Leaders
 - Certified Managerial Coach Program
 - Executive Leadership for Women
 - Executive Leadership Program for Managers and Directors
 - Certified M&A Professional Program
 - Innovation Black Belt Program
- Student clubs:
 - Enactus
 - KSU Entrepreneurship Club
 - Student Managed Investment Fund
 - Offensive Security Research Club
 - Women in Technology
 - International Business Student Association
 - Association for Information Systems
 - Internal Audit Student Organization
 - Kennesaw Marketing Association

- Networking / mentoring programs:
 - Owl Mentor Program
 - Toastmasters International
 - Speakeasy

Expanding Opportunities to Engage with the Business Community

- Established The Robin and Doug Shore Center for Entrepreneurship, supported by external Advisory Board
- Women’s Leadership Certificate Program offered to the business community
- Significant expansion of Executive Education programs and offerings, including portfolio of online/digital badge offerings
- Continuance of All Access series (for students), involving guest executives from local companies to speak to student groups regarding employment
- Continuance of the Tetley Distinguished Leader Lecture Series (senior executive guest lecture open to all students)
- Lessons in Leadership (annual event featuring local executives on panel; attended by all EMBA alumni and other guests)
- Centers (e.g., those listed above) and academic departments continued involvement of business leaders in guest lecturing and other activities
- Establishment of mentoring links fostered through networking events

Elevating Support for Quality Research with Emphasis on Accessibility to Business

- Coles Working Paper Series
- Research Seminar Series
- Faculty Blogs
- Coles College Research Magazine
- Established research awards:
 - Distinguished Scholarship Award
 - Elite Publication Award
 - Outstanding Impact Publication Award
 - Summer Research Fellowships
 - Best Working Paper Award
- Scheduled Grant Writing Workshops
- Appointment of Associate Dean for Research Director of Research
- Increase of faculty on research track to support new PhD program

Strategic Plan 2019-2024

Mission Statement

Our mission at the Coles College of Business is to offer educational programs that provide students with exceptional value; sustain a teaching and research environment that attracts and retains a diverse pool of high quality faculty and staff; and support talent development in the business community we serve. We will be highly respected in both the academic and business communities by achieving prominence in selected areas and contributing to sustained regional economic growth.

We will achieve our mission by fostering effective and committed teaching, student career preparation and enhancement, research that is impactful and extends knowledge, and proactive engagement with the business community.

Strategic Planning Committee
March 16, 2018

Operating Principles

- ❖ Prioritize *student success* by meeting their changing educational needs.
- ❖ Continuously maintain *relevance and competitive differentiation* of all academic programs and student/employer services offerings.
- ❖ Sustain an unwavering commitment to *innovation and academic excellence*.
- ❖ Proactively support the business community by providing and assuring *value-based talent acquisition and development*.
- ❖ Foster *excellence and diversity in teaching, research, and service*.

Goals

Kennesaw State University (KSU) seeks to establish itself as a top-tier R2 university by 2023. The university will achieve this goal by:

- 1) Offering undergraduate students an exceptional education and a timely degree that prepares them to lead purposeful, productive and rewarding lives;
- 2) Providing master and doctoral-prepared students with the education required for today's and tomorrow's complex fields; and
- 3) Producing research with relevance that creates and refines knowledge that is aligned to real-world applications.

Undergraduate Education

Coles College has identified strategic goals for undergraduate programs that are student-focused. Specifically, we have identified goals that will help us optimize RPG (Retention-Progression-Graduation metrics), promote interdisciplinary programs, and support high-demand fields by building engagement opportunities for our students with the business community.

KSU Premise/Mandates:

- *Focus on moving students through their degree progression as efficiently as possible and into expected professions or graduate programs.*
- *Create interdisciplinary, innovative, and experiential educational opportunities capturing student interests.*
- *Promote interest and support for achievement in critical and/or high-demand fields.*
- *Prepare students for success in their chosen fields of specialization.*

Goals for the College:

- Increase four-year graduation rate by 4% over a four-year period.
- Implement system(s) to track and record student extra-curricular experiences, e.g., co-ops, internships, mentoring, and consulting projects. (Pilot program in Fall 2019; full implementation in Spring 2020.)
- Increase average number of service-learning activities per undergraduate student by 5% over a four-year period.
- Increase number of students engaged in research activities by 5% per year over a four-year period.
- Increase number of opportunities for students to engage with businesses by 5% over a four-year period.
- Increase number of completed internships & co-ops, and number of first-time internship/co-op students, by 5% per year over a four-year period.

Graduate Education

In order to maintain our R2 status, increased enrollment in graduate programs and the emphasis on our doctoral programs are the primary drivers for the strategic goals within Coles College.

KSU Premise/Mandates:

- *Continue to meet and exceed the minimum number of research doctorates conferred in a Carnegie sampling year.*
- *Increase overall number of graduate students.*
- *Identify and support graduate education in areas of strategic emphasis.*
- *Develop opportunities to link bachelor/master programs.*

Goals for the College:

PhD in Business Administration Program:

- Increase enrollment from current levels (five students per year) by 60% - 100% (8 to 10 per year) over the next three years through increased advertising and recruitment.
- Increase/improve application flow for potential students.

- Increase quantity and quality of applicants as well as RIOs for program.
- Capitalize on affiliation with The PhD Project by increasing the number of applicants from this affiliation.
- Increase opportunities for students to produce conference presentations and publications prior to graduation.
- Emphasize the progression of completion such that average completion is 3.5 years.

Master in Business Administration Programs

- Increase the new student enrollment for the evening MBA and webMBA programs by 5% per year for the first two years (then re-evaluate based on MBA market trends).
- Achieve maximum capacity (37 students) for Executive MBA (EMBA) cohorts each year.
- Achieve 80% graduation rate within two years for the evening MBA and webMBA programs.
- Immediately revamp the evening MBA and webMBA application policies (e.g., GMAT minimum, GMAT waiver, and job experience requirements) to be more in-line with competitive programs.
- Broaden the scope of targeted applicant segments for the evening MBA and webMBA programs (e.g., recent bachelor graduates for the evening MBA program; military/veterans for both the evening MBA and webMBA programs; and non-Atlanta metro and non-Georgia applicants for the webMBA program), and implement ABM for the evening MBA program starting in Fall 2019.
- Within one year, revise the evening MBA curriculum to include more courses that are specialized, and tracks/concentrations that align with marketplace needs/demands, and to better differentiate segments in the MBA program portfolio (i.e. evening MBA, webMBA, and EMBA).
- Re-design program foundation modules, and provide tutoring to facilitate student completion and increase the chance of student success (i.e., A & B grades, and graduation). Eliminate overlap in application requirements and program features across all MBA programs.

Master of Accounting Program:

- Double the CPA exam pass rates from 35% to 70% in 3 years.
- Double the size of the program: Recruit two cohorts (of 40 each) per year. (Will need to increase dedicated faculty with two additional faculty lines).
- Achieve 100% job placement of all graduates across all cohorts.
- Increase the number of companies sponsoring scholarships for program participants/graduates by 5% over the next three years.

Master of Science in Information Systems Program:

- Increase student completion rate 10% over a three-year period. (Will require one additional faculty member added to the IS Department and replacement of anticipated turnover.)
- Increase enrollment from current level (42) to 60 in 3 years (Additional funding for (2-3) GRA resources are needed to enable recruitment of students)
- Increase the number of MSIS students seeking thesis as the capstone option (Additional funding for (3-4) GRA resources are needed to enable recruitment of students).

Master of Science in Healthcare Management and Informatics Program:

- Increase enrollment in the MSHMI program by at least 10% over the next three years. (Will require minimum of one additional dedicated faculty member in 2020).
- Increase research support for faculty to support student-faculty research via fellowships (create the proposed HMI Fellows program).
- Increase Director and faculty involvement with established (HM&I) Industry Consortium to enhance student/faculty project activity, conference presentations, external program funding, and published research.

Research, Scholarship, and Creative Activity (RSCA)

Coles College seeks to emphasize increased quality in research publications as well as develop an infrastructure to support research goals among faculty. Increasing the overall quality and quantity of our publications will increase the academic profile of our faculty, which will enhance our recruiting activities and provide additional support for our doctoral program. Increasing our research culture will also serve to maintain our R2 status.

KSU Premise/Mandates:

- *Identify ways to enhance the infrastructure to support faculty members so they can focus on scholarship.*
- *Enhance the research culture of the College*
- *Establish goals and metrics to identify key niche opportunities for investment and growth.*
- *Increase and enhance RSCA productivity.*
- *Demonstrate direct and positive impacts.*

Goals for the College:

- Complete development of an undergraduate student research/achievement database by summer 2021, and increase the number of undergraduate students involved in research by 5% per year over the next three years.
- Increase the number of applicants for Summer Research Fellowships by 5% per year over the next three years.
- Increase the number of applications for Research and Development Grants by 10% per year over the next three years.
- Increase the number of Elite Publication Awards (for publishing in FT50 journals) by 10% per year over the next three years.
- Increase the number of Outstanding Publication Awards (for hi-impact publications) by 10% per year over the next three years.
- Increase the number of submissions to the Coles Working Paper Series by 10% per year over the next three years.

The KSU R2 Roadmap to Success

Kennesaw State University seeks to establish itself as a top tier R2 university by 2023. The university will achieve this goal by (1) offering undergraduate students an exceptional education and a timely degree that prepares them to lead purposeful, productive and rewarding lives; (2) providing master and doctoral-prepared students with the education required for today’s and tomorrow’s complex fields, and; (3) producing research with relevance that creates and refines knowledge that is aligned to real-world applications. This document will highlight the strategic goals set by the Coles College of Business.

Timeline:

January 2019: Dean Schwaig met with her leadership team to discuss the R2 Roadmap and process for Coles. The team decided to serve as the initial task force along with the strategic planning committee already established to develop our high-level strategic goals for Coles over 2019-2021 period.

February 2019: Strategic Planning Committee discussed R2 plan with various program directors, department chairs and administrators to develop the goals provided in this document.

For this report, we are in the process of collecting RPG data with some of our peer institutions in the USG system. With this data, we can more accurately track the success of our R2 plan utilizing our own metrics as well as compare our metrics to our sister institutions.

USG Institution	4-year RPG	6-year RPG
<i>KSU – Coles College</i>	Requested data	Requested data
<i>Valdosta State University – Langdale College of Business Administration</i>	23.3%	42.8%
<i>Georgia Southern University – Parker College of Business</i>	Requested data	Requested data
<i>University of West Georgia – Richards College of Business</i>	Requested data	Requested data

Undergraduate Education

Coles College has identified strategic goals for undergraduate programs that are student-focused. Specifically, we have identified goals that will help us with RPG, promote interdisciplinary programs and support high-demand fields by building engagement opportunities with our business community.

KSU Premise/Mandates:

- *Focus on moving students through their degree progression as efficiently as possible and into expected professions or graduate programs.*
- *Create interdisciplinary, innovative, and experiential educational opportunities capturing student interests.*
- *Promote interest and support for achievement in critical and/or high-demand fields.*
- *Prepare students for success in their chosen fields of specialization.*

Goals for the College:

- Reduce time-to-graduation by 5% per year over a three-year period.
- Implement system(s) to track and record student extra-curricular experiences (e.g., co-ops, internships, mentoring, consulting projects, etc.) by fall 2019.
- Increase level of experiential learning activity per student by 5% per year over a three-year period.
- Increase number of students engaged in research activities by 5% per year over a three-year period.
- Increase opportunities for businesses to engage our undergraduate students (i.e., Centers of excellence program activities).

Graduate Education

In order to maintain our R2 status, increased enrollment in graduate programs and the emphasis on our doctoral programs are the primary drivers for the strategic goals within Coles College.

KSU Premise/Mandates:

- *Continue to meet and exceed the minimum number of research doctorates conferred in a Carnegie sampling year.*
- *Increase overall number of graduate students.*
- *Identify and support graduate education in areas of strategic emphasis.*
- *Develop opportunities to link bachelor/master programs.*

Goals for the College:**PhD Program:**

- Increase enrollment from current levels (5 per year) by 60% - 100% (8 to 10 per year) over the next 3 years through increased advertising and recruitment.
- Increase/improve application flow for potential students. Increase quantity and quality of applicants as well as RIOs for program.
- Capitalize on affiliation with The PhD Project by increasing the number of applicants from this affiliation.
- Increase opportunities for students to produce conference presentations and publications prior to graduation.
- Emphasize the progression of completion such that average completion is 3.5 years

MBA

- Increase new student enrollment for the evening MBA and webMBA programs by 5%/year for 2 years (then re-evaluate based on MBA market trends)
- Achieve maximum capacity (37 students) for EMBA cohorts each year.
- Achieve 80% graduation rate within 2 years for the the evening MBA and webMBA programs
- Immediately revamp the evening MBA and webMBA application policies (e.g., GMAT minimum, GMAT waiver, and job experience requirements) to be more in-line with competitors.
- Broaden the scope of targeted segments for the evening MBA and webMBA programs (e.g., recent bachelor graduates for the evening MBA program, military/veterans for both the evening MBA and webMBA programs, and non-Atlanta metro and non-Georgia applicants for the webMBA program), and implement the ABM for the evening MBA program starting in Fall 2019.
- Within 1-year revise evening MBA curriculum to include more courses that are specialized and tracks/concentrations that align with marketplace needs/demands, and to better target separate segments in the MBA program portfolio (i.e. evening MBA, webMBA, and EMBA).
- Re-design program foundation modules, and provide tutoring, to facilitate student completion and increase the chance of student success (i.e., A & B grades, and graduation). Eliminate overlap in application requirements and program features across all MBA programs.

MAcc:

- Double CPA exam pass rates (from 35% to 70%) in 3 years.
- Double size of program: Recruit two cohorts (of 40 each) per year. (Will need to increase dedicated faculty with two incremental faculty lines.)
- Achieve 100% job placement of all graduates across all cohorts.
- Increase the number of companies sponsoring scholarships for program participants/graduates by 5% over the next three years.

MSIS:

- Increase student completion rate 10% over a three-year period. (This will require one additional Grad-qualified faculty added to the IS Department and replacement of anticipated turnover.)
- Increase enrollment from current level (42) to 60 in 3 years. (Additional funding for (2-3) GRA resources are needed to enable recruitment of students.)
- Increase the number of MSIS students seeking thesis as the capstone option. (Additional funding for (3-4) GRA resources are needed to enable recruitment of students.)

MSHMI:

- Increase enrollment in the MSHMI program by at least 10% over the next three years. (Will need to increase dedicated faculty to support the MSHMI program - at least 1 more in 2020.)
- Increase research support for faculty to work with students such as developing fellowships to support student-faculty research. (Resources needed: Permission to create the proposed HMI Fellows program.)
- Increase Director/faculty involvement with Industry Consortium (enhanced business engagement) to enhance student/faculty project activity, conference presentations, external program funding, and published research.

Research, Scholarship, and Creative Activity (RSCA)

Coles College seeks to emphasize increased quality in research publications as well as developing an infrastructure to support research goals among faculty. Increasing the overall quality and quality of our publications will increase the academic profile of our faculty, which will increase our recruiting activities and provide additional support for our doctoral program. We believe that increasing our research culture will help us maintain our R2 status.

KSU Premise/Mandates:

- *Identify ways to enhance the infrastructure to support faculty members so they can focus on scholarship.*
- *Enhance the research culture of the College.*
- *Establish goals and metrics to identify key niche opportunities for investment and growth.*
- *Increase and enhance RSCA productivity.*
- *Demonstrate direct and positive impacts.*

Goals for the College:

- Complete undergraduate student research/achievement database by summer 2021, and increase number of undergraduate students involved in research by 5% per year over the next three years.
- Increase number of applicants for Summer Research Fellowships by 5% per year over the next three years.
- Increase number of applications for Research and Development Grants by 10% per year over the next three years.
- Increase number of Elite Publication Awards (for publishing in FT50 journals) by 10% per year over the next three years.
- Increase number of Outstanding Publication Awards (for hi-impact publications) by 10% per year over the next three years.
- Increase submissions to the Coles Working Paper Series by 10% per year over the next three years.

Appendix-A # 14

Student Enrollment & Graduation

CCB Undergraduate Enrollment by Major

BBA Programs	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	% Change
Accounting	1,002	1,085	1,059	1,054	1,046	4.4%
Economics	168	189	200	189	198	17.9%
Entrepreneurship	0	0	0	67	185	n/a
Finance	641	741	885	916	889	38.7%
Information Security & Assurance (ISA)	212	261	272	275	247	16.5%
Information Systems (IS)	364	381	346	323	302	-17.0%
International Business (IB)	393	399	365	331	269	-31.6%
Management	1,261	1,365	1,510	1,471	1,374	9.0%
Marketing	940	1,089	1,240	1,287	1,314	39.8%
Professional Sales	93	119	135	149	155	66.7%
Total	5,074	5,629	6,012	6,062	5,979	17.8%

CCB Undergraduate Degrees Conferred

BBA Programs	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	% Change
Accounting	206	216	219	231	190	-7.8%
Economics	26	26	21	24	19	-26.9%
Entrepreneurship	0	0	0	0	6	n/a
Finance	152	152	141	173	167	9.9%
Inform Security & Assurance	15	20	37	49	50	233.3%
Information Systems	34	73	95	67	75	120.6%
International Business	37	49	46	44	33	-10.8%
Management	235	222	227	229	231	-1.7%
Marketing	124	120	149	157	174	40.3%
Professional Sales	27	23	21	25	26	-3.7%
Total	856	901	956	999	971	13.4%

NOTES

¹ Degrees are based upon College, Department and Major as of consolidation with SPSU which occurred Fall 2015. Degrees that were previously in different KSU colleges/departments are shown in CCB on this table because of their home college/department in Fall 2015.

CCB Graduate Enrollment by Program

Graduate Programs	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	% Change
Doctorate of Business Administration (KSU)	62	64	50	47	39	-37.1%
Master of Business Administration (KSU)	522	466	471	528	602	+15.3%
Master of Business Administration (SPSU)	143	95	54	8	na	na
MS-Health Management & Informatics (KSU)	na	na	na	32	58	na
MS-Information Systems (KSU)	92	88	76	78	106	+15.2%
Master of Accounting (KSU)	139	127	118	112	110	-20.9%
Accounting (SPSU)	170	130	45	2	na	na
	1,128	970	814	807	915	-18.9%

NOTES:

¹Data from the mid-term census submitted through the Academic Data Collection (ADC) through Enrollment Services.

²KSU and SPSU consolidated as of Fall 2015. Enrollment for SPSU is from the University System of Georgia through Summer 2015. For Fiscal Year 2016, KSU and SPSU data was combined (Summer 2015, Fall 2015 and Spring 2016) to pull an unduplicated count of student enrolled in the SPSU programs for the fiscal year. For SPSU students, USG data only included one major per enrolled student - if multiple majors were allowed, they were not provided in the file KSU received upon consolidation.

³Fiscal Year includes Summer, Fall and Spring terms. An enrolled student is counted 1 time per fiscal year within program, even if the student was enrolled multiple terms within the fiscal year.

⁴ If a student is enrolled in a program over multiple term within a fiscal year, they are only counted within that program 1 time.

⁵Students enrolled in more than 1 program of study are counted in each program 1 time per fiscal year.

CCB Graduate Degrees Conferred by Program

Graduate Programs	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	% Change
Doctorate of Business Administration (KSU)	16	19	12	12	9	-43%
Master of Business Administration (KSU)	208	170	154	168	199	-4%
Master of Business Administration (SPSU)	39	30	43	8	.	.
MS-Health Management & Informatics (KSU)
MS-Information Systems (KSU)	25	20	17	22	17	-32%
Master of Accounting (KSU)	67	65	56	56	53	-21%
Accounting (SPSU)	36	50	40	1	.	.
	391	354	322	267	278	

NOTES

¹Degrees are based upon College, Department and Major as of consolidation with SPSU which occurred Fall 2015. Degrees that were previously in different KSU colleges/departments are shown in CCB on this table because of their home college/department in Fall 2015.

² SPSU Graduate Degrees conferred are included prior to consolidation for MBA SPSU & Accounting graduate degree at SPSU.

³ The MS-Health Management & Informatics conferred its first degrees in 2019.

Explanation for Graduate Programs' Enrollment Decreases

Ph.D. Program: The decrease in the Ph.D. Program Following the recruitment of the 2011 class, the program leadership and faculty relied on student success data from the first three classes to initiate a more focused recruitment effort to increase the quality of applicants who submitted formal applications and to reduce the number of applications submitted by individuals who did not meet the minimum program entrance requirements. This was done in order to increase the efficiency of the recruitment process and to enhance selectivity in the applicant pool. The result has been that while the program now processes fewer applications, a greater proportion of those applicants are invited to participate in subsequent stages of the application process. In 2015, the DBA program initiated a targeted selection process whereby candidates whose research interests were more directly aligned with existing faculty capabilities, were more favorably considered. This approach ensured the program's ability to provide sufficient faculty resources to serve students effectively. We project that the program will continue to receive 30-50 high quality applications per year to ultimately enable selection of the 7-10 students who will be admitted in each class.

MAcc program: The first redesign from part-time to cohort based the admissions committee made intentional decisions to increase the GPA requirements, as well as higher GMAT scores if the GPA wasn't sufficient to earn a GMAT waiver. The increase standards led to lower enrollments. The 2017 redesign resulted in even further reductions as we are baking in CPA preparation and testing into the curriculum. However, for the newest incoming class we have had over 160 apply for the new cohort. We have capacity for about 50 this year. We will be adding faculty over the next two years to be able to have capacity of two cohorts of 45.

MSIS Program: From our own research as well as published papers, it was evident that a wave of data/IS analytics had altered the expectation mix of IS curriculum content/skill set by the year 2017. In response, we attempted to renew our MSIS curriculum with two fresh analytics courses (and additionally proposed an embedded IS Analytics Certificate as an adjacent encouragement for incoming students) in 2018, which however was shot down at GPCC executive committee review, and was not allowed to be voted. As a result, a needed update could not be ushered in the curriculum. We have now renewed the effort, and met with Coles IS and Quantitative faculty groups multiple times in spring 2019 to chalk out our new proposal, which will launch in early fall 2019. The new proposed curriculum will include IS quantitative content as well as emerging developments in IS including content areas from BlockChain, IoT and AI.

APPENDIX-A # 16

Operational Funding

Operational Funding	FY 15	FY 16	FY 17	FY 18	FY 19
Total Operating Allocation	\$31,305,046	\$35,146,317	\$36,630,283	\$38,356,667	\$ 39,406,275
Operating Expenditures	\$4,467,062	\$4,692,101	\$4,628,673	\$5,547,454	\$5,869,160
Travel	\$694,143	\$938,468	\$741,027	\$704,823	\$653,160
Salary Expenditures	\$26,130,781	\$29,511,588	\$31,238,083	\$31,910,405	\$32,864,360
% Salary Expenditures	83%	84%	85%	83%	83%

APPENDIX-A # 17

Financial Funding of Strategic Thrusts

Initiative	Impact Factors	Cost	Source of Funds
Strategic Thrust 1: Enhancing the Career Value Proposition of Coles Degree			
Tutoring Center	Hired a Manager for the tutoring center to provide consistent and standardized access; redesigned the space to better serve students	61,200	State Funding
Hughes Leadership and Career Program	Created Staff Career Coaching Position to support students making informed decisions on majors, careers, and workforce preparedness	56,000	KSUF Hughes Leadership Fund
Facility Enhancements	Classroom enhancements to effectively support learning outcomes and ADA accommodations	132,771	State Funding
Advising	Added two additional advising positions to serve a larger number of students and redesigned the space to better facilitate the process	132,300	State Funding
Welcome Packets	Created enthusiasm around acceptance into CCB and recognizing the honor and achievement	8,000	WebMBA Revenues
Teaching Initiatives	Showcased guest speakers, innovative teaching techniques and ideas, and articles on teaching and learning, as well as served as a forum for conversations about teaching	12,200	WebMBA Revenues
Strategic Thrust # 2 Intensifying Engagement with the Local Business Community			
Suitable	Purchased a software system to support student engagement on/off campus	25,000	State Funding
Industry Experts Programming	Hosted Executives in Residence, renown motivational speakers, All Access, Tetley Lecture Speakers, and many more such experiential learning opportunities to engage in relevant discussion that effectively compliments classroom learning; it better prepared our students to connect with and engage in business and with business leaders while also actively engaging business in CCB	132,437	WebMBA Revenues/KSUF Tetley Fund/KSUF Dean's Fund
Memberships	Created awareness and symbiotic relationships with the community	37,750	WebMBA Revenues
Hall of Fame	Showcased some of Atlanta's top industry leaders and engaged them more deeply in the life of the College – also showcased possibility to CCB students	7,000	State Funding/KSUF Dean's Fund
Coles Scholars Program	Leadership lessons offered onsite at Atlanta's top companies, VIP events/speaking engagements, consulting classes, and more created avenues for business engagement and connectivity with CCB	100,000	State Funding/WebMBA Revenues
Strategic Initiative 3 – Elevating Support of Quality Research with Emphasis on Accessibility to Business			
Undergrad Research	Funded marketing students' participation and presentation(s) at a conference	5,407	State Funding
Research Databases	Provided invaluable databases that allowed our faculty to perform research with the tools needed to be effective and efficient	161,000	State Funding/ WebMBA Revenues

Research Symposium	Industry and academic experts shared recent research on pressing social issues; the event bolstered our image as a research-focused institution and created industry and academic collaborations	5,623	WebMBA Revenues
Faculty Research and Development	Facilitated competitive grants & awards, funding for collaborative research, summer releases, editorial support, and a research series that allowed us to attract and retain top talent	157,150	State Funding, WebMBA & Summer Revenues, KSURF

APPENDIX-A # 18

Current Balances for Endowed Fellowships, Lectureships, Scholarships and Operational Endowments

W.C. Clary Lecture Series	\$147,502
Michael J. Coles School of Business	\$250,000
Patterson Barclay Memorial Foundation	\$28,442
Tetley Lecture Series	\$50,000
Michael Coles General Fund	\$1,000,000
Austin Burruss Endowment	\$52,722
Total Fellowships, Lectureships, Op. Endowments	\$1,528,666

Endowed Chairs and Professorships are:

Tony and Jack Dinos Chair of Entrepreneurship Management	\$1,000,000
Dinos Chair of Private Enterprise	\$1,013,100
Family Enterprise Center Chair	\$ 1,143,653
Michael A. Leven Chair of Hospitality Management*	\$615,000
Henssler Financial Endowed Chair for EFQA	\$500,000
Caraustar Professor for Purchasing/Operation Management	\$93,646
Total Endowed Chairs and Professorships	\$4,365,399

*Active pledge still being paid

Endowed Scholarships and correlating corpus amounts are listed below:

Bank of America Scholarship	\$108,410
Brian Miller Memorial Scholarship	\$53,425
Diann S. and Richard S. Labroff Scholarship	\$37,500
Shelby R. Wilkes & Jettie M. Burnett Global Scholarship	\$31,633
Lori Brown Memorial Scholarship*	\$21,595
Lauren Cooper Memorial Scholarship*	\$21,054
Coles College Board of Advisors Scholarship*	\$20,887
Harold Shedd Music and Entertainment Business Scholarship*	\$15,000
Michael A. Leven Endowed Scholarship	\$945,000
Klepchick and Fuller Award of Excellence Scholarship	\$30,000
JP & Ruby Kemp Memorial Scholarship	\$25,018
Kathryn K. Epps Memorial Scholarship	\$50,000
Pike Family Entrepreneurship Scholarship**	\$22,777
Satya Chakravorty Memorial Scholarship**	\$6,340
Total Endowed Scholarships	\$1,388,639

* Scholarship started when minimum endowment level was \$15,000

** Scholarships started in current FY and still awaiting payment

APPENDIX-A # 19

Graduate Business Program Revenues

Program	Program Revenues
Executive MBA	\$1,548,837
WebMBA	\$ 898,510
MAcc	\$ 617,193
MSHMI	\$ 423,492
PhD	\$ 516,141
Total	\$4,004,173

APPENDIX-A # 20

Table 2-1 Intellectual Contributions (Date Range: August 1, 2014 - July 31, 2019)

Part A: Five-Year Summary of Intellectual Contributions		Types of Intellectual Contributions										Percentages of Faculty Producing ICS			
Portfolio of Intellectual Contributions		Types of Intellectual Contributions										Percentages of Faculty Producing ICS			
Basic or Discovery Scholarship	Applied or Integration/ Application Scholarship	Teaching and Learning Scholarship	Total	Peer Reviewed Journals	Editorial Reviewed Journals and Articles	Peer Reviewed Academic & Professional Meeting Proceedings	Peer Reviewed Academic & Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice Standards, or Public Policy	Other IC Type Selected by the School	Total	Percent of Participating Faculty Producing ICS	Percent of Total Full Time Equivalent Faculty Producing ICS
EFOA	191.33	83	300.67	98.42	1	0	92	13	1	3	22	70.25	300.67	93.5%	97.7%
IS	103.83	53.5	198.67	47.33	2	0	40.83	26.5	3	0	14	65	198.67	95.5%	90.9%
MPS	88.25	103.75	239.75	70	3	0	71	6	0	2	18	69.75	239.75	84.6%	90.0%
SMEH	126.33	75.5	235.33	75.5	0	0	63.33	10.5	1	1	26	58	235.33	86.0%	86.5%
SOA	141.5	48	259.58	95.75	6	0	92.83	4	5	0	20	36	259.58	88.6%	83.3%
Grand Total	651.25	363.75	1234	387	12	0	360	60	10	6	100	299	1234	88.5%	91.5%

Part B: Alignment with Mission, Expected Outcomes, and Strategy

The CCB portfolio of intellectual contributions is well aligned with the mission, expected outcomes, and the strategy of the CCB because it provides value to the academy, students, and the business community, by faculty publishing research in all three types of intellectual contributions in a strategically appropriate proportion. 53% of published research is Basic/Discovery scholarship, which aligns with the KSU and CCB as doctoral institution; 29% is Applied scholarship, which aligns with the professional master programs; and 18% is Teaching and Learning scholarship, which aligns with focus on students. The CCB faculty are active publishers of textbooks, case studies and professional practice standards and/or public policy, as well as receiving competitive research awards. In addition, 89.5% of the CCB faculty have produced intellectual contributions.

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

See Part D, below, as the impact of the CCB intellectual contributions is best explained by the quality of the CCB five-year portfolio of intellectual contributions.

Part D: Impact of Intellectual Contributions

In order to address Parts C and D of this table, see Appendix-A #20 and #'s 21-36 for more detail on the following:

- A list of peer-reviewed journal articles published in journals ranked as A+ and A by the CCB. Each department has a strong representation of faculty publishing in their disciplines' best journals.
- A list of faculty serving as editors, associate editors and editorial board members of journals and a list of faculty members asked to review articles.
- A list of journal articles with significant citations, as well as the citations totals for the college and each department for the past 5 years and "all-time."
- A list of leadership positions in academic and/or professional organizations.
- A list of recognitions for research and intellectual contributions.

APPENDIX-A # 21

Table 2-2: Coles College of Business
Five-Year Summary of Peer and Editorial-Reviewed Journals and Number of Publications in Each
Date Range: August 1, 2014 - July 31, 2019

Department/School	Number of Publications	# of A+ & A Publications
Economics, Finance and Quantitative Analysis	99.42	80
Information Systems	51.17	8
Management, Entrepreneurship and Hospitality	72.5	19.5
Marketing and Professional Sales	68	21
Accountancy	101.75	34
Grand Total	400.84	162.5

APPENDIX-A # 22

Table 2-2: Department of Economics, Finance and Quantitative Analysis
 Five-Year Summary of Peer and Editorial-Reviewed Journals and Number of Publications in Each
 Date Range: August 1, 2014 - July 31, 2019

Peer and Editorial-Reviewed Journals	Number of Publications
Accounting, Organizations and Society	1
American Journal of Educational Research	1
Annals of Operations Research	1
Atlantic Economic Journal	1
B.E. Journal of Economic Analysis and Policy	1
B.E. Journal of Theoretical Economics	1
Behavioral Research in Accounting	0.33
Decision Analysis	0.5
Defence and peace economics	1
Disaster Management and Prevention: An International Journal	1
Econometric Theory	1
Economic Inquiry	1
Economic Theory Bulletin	1
Economics Bulletin	1
Economics Letters	1
Education Law and Policy	1
Empirical Economics	1
European Journal of Operational Research	3
Explorations in Economic History	1
Family Business Magazine	1
Health Economics, Policy and Law	1
INFORMS Transactions on Education	1
International Journal of Behavioural Accounting and Finance	2
International Journal of Development Issues	1
International Journal of Education and Social Science	1
International Journal of Marketing Studies	1
International Journal of Production Economics	2

International Journal of Social Economics/Emerald Group	1
International Management Review	0.33
International Public Administration Review	1
International Research Journal of Applied Finance	1
International Review of Economics & Finance	1
International Review of Financial Analysis	1
Journal of Accounting and Public Policy	1
Journal of Behavioral & Experimental Economics	1
Journal of Behavioral and Experimental Finance	1
Journal of Business Ethics	0.67
Journal of Business and Economic Perspectives	1
Journal of Corporate Real Estate 2017	1
Journal of Econometrics	1
Journal of Empirical Finance	1
Journal of Energetic Materials	1
Journal of Finance	1
Journal of Financial Econometrics	1
Journal of Financial Markets	1
Journal of Financial Stability	1
Journal of Global Initiatives	1
Journal of Mathematical Economics	1
Journal of Money Credit and Banking	1
Journal of School Choice	1
Journal of Sports Economics	2
Long Range Planning	0.33
Managerial and Decision Economics	1
Maritime Economics & Logistics	1
Mathematical Social Sciences	2
Naval Research Logistics	1
Omega: The International Journal of Management Science	1
Online Journal of Distance Learning Administration	2
Operations Research Letters	2
Organization Management Journal	0.25

Public Choice	5
Review of Finance	1
SIAM Journal on Optimization	1
Service Science	3
Small Business Economics	0.5
Socio-Economic Planning Sciences	2
Southern Business and Economic Journal	2
Southern Economic Journal	2
Studies in Economics and Finance	1
The Academy of Information and Management Sciences Journal	1
The American Economist	3
The Annals of Regional Science	1
The Cato Journal	1
The Financial Review	1
The Journal of International Trade & Economic Development	1
The Journal of Finance and Quantitative Analysis	1
The World Economy	1
Tourism Economics	1
Transportation Research Part B: Methodological	1
Transportation Research Part E: Logistics and Transportation Review	1
World Bank Economic Review	1
Total Department of Economics, Finance and Quantitative Analysis	98.92

APPENDIX-A # 23

Table 2-2: Department of Information Systems
 Five-Year Summary of Peer and Editorial-Reviewed Journals and Number of Publications in Each
 Date Range: August 1, 2014 - July 31, 2019

Peer and Editorial-Reviewed Journals	Number of Publications
AIS Transactions on Human-Computer Interaction	1
AIS Transactions on Replication Research	2
Australasian Journal of Information Systems	1
Blockchain in Healthcare Today	1
Business Horizons	1
Calitatea Journal - Information Security Management	1
Communications of Association for Information Systems	6
Decision Analysis	0.5
Industrial Management and Data Systems	1
Information Security Education Journal	1
Information Systems Frontiers	1
Informing Science: The International Journal of an Emerging Transdiscipline	1
Interdisciplinary Journal of Information, Knowledge & Management	1
International Journal of Business Intelligence Research (IJBIR)	1
International Journal of Digital Society	1
International Journal of Information Management	1
International Journal of Information Systems in the Service Sector	1
International Journal of Systems Applications, Engineering & Development	1
International Journal on E-Learning	1
International Management Review	1.17
International Management Review Journal	4.5
International Journal of Information Systems in the Service Sector	1
International Journal of Systems Applications, Engineering & Development	1
Journal for Global Information Management.	1
Journal of Computing in Higher Education	1
Journal of Cybersecurity Education, Research and Practice	1
Journal of Education for Business	1

Journal of Global Information Technology Management	1
Journal of Information Science	1
Journal of Information Science and Technology	1
Journal of Information Privacy and Security	1
Journal of Information Systems Applied Research	1
Journal of Information Systems Education	2
Journal of Information Technology for Development (ITD)	1
Journal of Universal Computer Science: Special Issue on Immersive Learning Research	1
Journal of the Colloquium for Information Systems Security Education	1
Medical Research Archives Journal	0.5
Online Journal of Applied Knowledge Management	1
Organization Management Journal	0.5
The Department Chair	1
The Journal of Interactive Technology and Pedagogy	1
Universal Journal of Computer Science and Information Technology	0.5
Universal Journal of Management, Horizon Research Publishing, USA.	0.5
Total Department of Information Systems	51.17

APPENDIX-A # 24

Table 2-2: Department of Marketing and Professional Sales
 Five-Year Summary of Peer and Editorial-Reviewed Journals and Number of Publications in Each
 Date Range: August 1, 2014 - July 31, 2019

Peer and Editorial-Reviewed Journals	Number of Publications
Asia Marketing Journals	1
Advances in Mergers and Acquisitions	1
Atlantic Marketing Journal	1
B>Quest	1
Event Management Journal	1
Industrial Marketing Management	3
Information Systems Management	2
International Journal of Bank Marketing	1
International Journal of Business and Social Science	1
International Journal of Commerce and Management	1
International Journal of Contemporary Practices	1
International Journal of Educational Management	1
International Journal of Evidence Based Coaching and Mentoring	1
International Journal of Pharmaceutical and Healthcare Marketing	1
International Journal of Retail and Distribution Management	1
Journal of Business Ethics	1
Journal for Advancement of Marketing Education	1
Journal of Business Research	9
Journal of Business Strategy	1
Journal of Business and Behavioral Sciences	1
Journal of Business and Economic Research	1
Journal of Business and Industrial Marketing	6
Journal of Consumer Marketing	1
Journal of Digital & Social Media Marketing	1
Journal of Education Online	1
Journal of Financial Services Marketing	2
Journal of Global Fashion Marketing	1

Journal of Global Initiatives: Policy, Pedagogy, Perspectives	1
Journal of Global Scholars of Marketing Science: Bridging Asia and the World	7
Journal of International Education Research	1
Journal of Marketing Education	1
Journal of Marketing Theory and Practice	1
Journal of Selling and Major Account Management	2
Journal of Services Marketing	1
Journal of Strategic Marketing	0.5
Journal of Workplace Learning	1
Marketing Intelligence and Planning	0.5
Marketing Management Journal	1
Research on Professional Responsibility and Ethics in Accounting	1
Social Science International Journal of Business and Management Research	1
SS International Journal of Economics and Management (SSIJEM)	2
Sustainability	2
Teaching Ethics	1
Total Department of Marketing and Professional Sales	68

APPENDIX-A # 25

Table 2-2: Michael A. Leven School of Management, Entrepreneurship and Hospitality
 Five-Year Summary of Peer and Editorial-Reviewed Journals and Number of Publications in Each
 Date Range: August 1, 2014 - July 31, 2019

Peer and Editorial-Reviewed Journals	Number of Publications
American Journal of Business	1
American Journal of Entrepreneurship	1
Asia Pacific Journal of Management	1
Asia Pacific Journal of Marketing and Logistics	1
B>Quest: A Journal of Applied Topics in Business and Economics	1
Bucharest: Romanian Society for Quality Assurance	1
Business and Society	1
Career Development International	1
Calitatea Journal - Information Security Management	0.5
Calitatea/ Journal of Management Systems	0.33
Community, Work & Family	1
Creighton Journal of Interdisciplinary Leadership	1
Cross Cultural Research	1
European Journal of Work and Organizational Psychology	2
Employee Responsibilities and Rights Journal	1
Entrepreneurship Theory and Practice	3
European Management Journal	1
Greenleaf Publishing	1
Group and Organization Management	1
Industrial and Organizational Psychology	1
International Journal of Organizational Analysis	1
International Journal of Business Research and Information Technology	1
International Journal of Human Capital in Urban Management	2
International Journal of Management Education	1
International Journal of Management Reviews	1
International Journal of Management and Enterprise Development	1
International Journal of Physical Distribution & Logistics Management	1

International Journal of Teaching and Case Studies	1
International Management Review	3
International Review of Management & Business Research	2
Journal of Applied Management and Entrepreneurship	0.67
Journal of Business Research	4
Journal of Business Venturing	1
Journal of Career Development	1
Journal of Competitiveness Studies	1
Journal of Education For Business	1
Journal of International Business Studies	1
Journal of International Management Studies and Research	1
Journal of Leadership Education	1
Journal of Learning in Higher Education	4
Journal of Management Education	1
Journal of Management Policies and Practices / North American Business Press	1
Journal of Management Studies	1
Journal of Managerial Psychology	1
Journal of Occupational and Organizational Psychology	1
Journal of Organizational Culture, Communication and Conflict (JOCCC).	1
Journal of Purchasing and Supply Management	1
Journal of Strategic Marketing	0.5
Journal of Urban Development and Planning	1
Long Range Planning	1
Management Decision	1
Marketing Intelligence and Planning	0.5
Medical Research Archives Journal	0.5
North American Business Press	1
Organizational Management Journal	1
Personality and Individual Differences	2
Small Business Economics	0.5
Thunderbird International Business Review	1
Transportation Journal	1
Universal Journal of Computer Science and Information Technology	0.5

Universal Journal of Management, Horizon Research Publishing, USA.	0.5
Work Aging & Retirement	1
World Review of Business Research Journal/Zia World Press	1
Total Michael A. Leven School of Management, Entrepreneurship & Hospitality	72.5

APPENDIX-A # 26

Table 2-2: School of Accountancy
 Five-Year Summary of Peer and Editorial-Reviewed Journals and Number of Publications in Each
 Date Range: August 1, 2014 - July 31, 2019

Peer and Editorial-Reviewed Journals	Number of Publications
AIS Educator Journal	1
AJPT	1
Academy of Accounting & Financial Studies Journal	1
Academy of Educational Leadership Journal	1
Academy of Information & Management Sciences Journal	1
Accounting Education: An International Journal	1
Accounting Educators' Journal: Special Issue on Ethics	1
Accounting Horizons	6
Accounting, Organizations and Society	1
Advances in Accounting	1
Advances in Accounting Behavioral Research	2
Advances in Taxation	1
Auditing: A Journal of Practice & Theory	4
Auditing: A Journal of Practice & Theory, AAA	1
Auditing: A Journal of Practice and Theory	1
Behavioral Research in Accounting	1.67
Bucharest: Romanian Society for Quality Assurance	1
CIIA	1
CPA Journal	3
Case Research Journal	1
Columbia Journal of Transnational Law/Columbia University Law School	1
Columbia Law School's Blog on Corporations and the Capital Markets	1
Contemporary Accounting Research	1
Cost Management	1
Cost Management/ Thomson Reuters.	1
Current Issues in Auditing	5
Fraud Magazine / ACFE	1

Georgia Educational Researcher	1
Georgia Journal of College and Student Affairs	1
International Journal of Accounting and Financial Reporting	1
International Journal of Accounting and Taxation	1
International Journal of Auditing	1
Issues in Accounting Education	3
JFAR	1
Journal of Accountancy	1
Journal of Accounting Education	1
Journal of Accounting and Public Policy	1
Journal of Accounting, Auditing and Finance	2
Journal of Applied Management and Entrepreneurship	0.33
Journal of Business Ethics	3.33
Journal of Business Finance and Accounting	1
Journal of Corporate Accounting & Finance	1
Journal of Corporate Accounting and Finance	2
Journal of Finance and Accountancy	1
Journal of Finance and Accounting	1
Journal of Forensic Accounting Research	4
Journal of Forensic and Investigative Accounting	6
Journal of International Business Education	1
Journal of Legal Studies Education	1
Journal of Public Budgeting, Accounting & Financial Management	1
Journal of the American Taxation Association	1
Journal of the International Academy for Case Studies	1
Long Range Planning	0.67
Macrothink Institute	0.5
Management Accounting Quarterly	1
Managerial Auditing Journal	1
New Accountant	1
Oil, Gas & Energy Quarterly	1
Organization Management Journal	0.25
Pace Environmental Law Review	1

Practical Tax Strategies	1
Society and Business Review	1
State Tax Notes	1
Tax Notes	2
The Accounting Review	1
The CPA Journal	2
The Journal of the American Taxation Association	2
The Tax Advisor	1
The TaxStringer	1
Transactions: The Tennessee Journal of Business Law	1
Value Examiner	1
Total School of Accountancy	101.75

APPENDIX-A # 27

AACSB TABLE 15-1: USING COURSES TAUGHT

(RE: Standards 5 and 15)¹ **Faculty not engaged in teaching within the selected criteria are excluded from this report.**

Date Range: September 1, 2018 - May 1, 2019

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5)		Normal Professional Responsibilities ³	Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵ (Std. 15)						Brief Description of Basis for Qualification
						Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴		
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²								
Department of Economics, Finance and Quantitative Analysis			197	13		3160 (73.0%)	0 (0.0%)	500 (11.5%)	330 (7.6%)	340 (7.9%)		
						SA ≥ 40% guideline for AACSB met (73.0%) SA + PA + SP ≥ 60% guideline for AACSB met (84.5%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (92.1%)						
Department of Information Systems			147	37		1900 (77.4%)	0 (0.0%)	200 (8.1%)	355 (14.5%)	0 (0.0%)		
						SA ≥ 40% guideline for AACSB met (77.4%) SA + PA + SP ≥ 60% guideline for AACSB met (85.5%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)						
Department of Marketing and Professional Sales			167	13		1450 (62.8%)	100 (4.3%)	400 (17.3%)	310 (13.4%)	50 (2.2%)		
						SA ≥ 40% guideline for AACSB met (62.8%) SA + PA + SP ≥ 60% guideline for AACSB met (84.4%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (97.8%)						
Michael A. Leven School of Management, Entrepreneurship, and Hospitality			190	36		2500 (61.9%)	200 (5.0%)	300 (7.4%)	800 (19.8%)	240 (5.9%)		
						SA ≥ 40% guideline for AACSB met (61.9%) SA + PA + SP ≥ 60% guideline for AACSB met (74.3%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (84.1%)						
School of Accountancy			176	33		2360 (69.0%)	0 (0.0%)	200 (5.8%)	860 (25.1%)	0 (0.0%)		
						SA ≥ 40% guideline for AACSB met (69.0%) SA + PA + SP ≥ 60% guideline for AACSB met (74.9%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)						
Grand Total			877	132		11370 (66.7%)	300 (1.8%)	1600 (9.7%)	2655 (16.0%)	630 (3.8%)		
						SA ≥ 40% guideline for AACSB met (68.7%) SA + PA + SP ≥ 60% guideline for AACSB met (80.2%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (96.2%)						
Faculty Sufficiency Indicators ¹ :												
<ul style="list-style-type: none"> • Overall guidelines: P/(P+S) ≥ 75% • By discipline, location, delivery mode, or program: P/(P+S) ≥ 60% 			<ul style="list-style-type: none"> • SA guideline: SA/(SA + PA + SP + IP + O) ≥ 40% • SA + PA + SP guideline: (SA + PA + SP)/(SA + PA + SP + IP + O) ≥ 60% • SA + PA + SP + IP guideline: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) ≥ 90% 									

APPENDIX-A # 28

AACSB TABLE 15-1: USING STUDENT CREDIT HOURS

(RE: Standards 5 and 15)¹ Faculty not engaged in teaching within the selected criteria are excluded from this report.

Date Range: September 1, 2018 - May 1, 2019

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5)		Normal Professional Responsibilities ³	Percent of Time Devoted to Mission for Each Faculty Qualification Group ⁵ (Std. 15)					
						Scholarly Academic (SA) ⁴	Practice Academic (PA) ⁴	Scholarly Practitioner (SP) ⁴	Instructional Practitioner (IP) ⁴	Other (O) ⁴	Brief Description of Basis for Qualification
Department of Economics, Finance and Quantitative Analysis	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) ²	Supporting Faculty Teaching Productivity (S) ²		3160 (73.0%)	0 (0.0%)	500 (11.5%)	330 (7.6%)	340 (7.9%)	
			P ≥ 60% guideline for AACSB met (93.9%)	1854 sch		SA ≥ 40% guideline for AACSB met (73.0%) SA + PA + SP ≥ 60% guideline for AACSB met (84.5%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (92.1%)	0 (0.0%)	200 (8.1%)	355 (14.5%)	0 (0.0%)	
Department of Information Systems			P ≥ 60% guideline for AACSB met (88.5%)	5121 sch		1900 (77.4%)	0 (0.0%)	200 (8.1%)	355 (14.5%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (88.5%)			SA ≥ 40% guideline for AACSB met (77.4%) SA + PA + SP ≥ 60% guideline for AACSB met (85.5%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)	0 (0.0%)	200 (8.1%)	355 (14.5%)	0 (0.0%)	
Department of Marketing and Professional Sales			13286 sch	1620 sch		1450 (63.6%)	100 (4.4%)	400 (17.5%)	310 (13.6%)	20 (0.9%)	
			P ≥ 60% guideline for AACSB met (89.1%)			SA ≥ 40% guideline for AACSB met (63.6%) SA + PA + SP ≥ 60% guideline for AACSB met (85.5%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (99.1%)	0 (0.0%)	200 (5.0%)	300 (7.4%)	800 (19.8%)	240 (5.9%)
Michael A. Leven School of Management, Entrepreneurship, and Hospitality			16331 sch	3906 sch		2500 (61.9%)	200 (5.0%)	300 (7.4%)	800 (19.8%)	240 (5.9%)	
			P ≥ 60% guideline for AACSB met (80.7%)			SA ≥ 40% guideline for AACSB met (61.9%) SA + PA + SP ≥ 60% guideline for AACSB met (74.3%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (94.1%)	0 (0.0%)	200 (6.0%)	860 (25.9%)	0 (0.0%)	
School of Accountancy			21315 sch	5322 sch		2260 (66.1%)	0 (0.0%)	200 (6.0%)	860 (25.9%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (80.0%)			SA ≥ 40% guideline for AACSB met (68.1%) SA + PA + SP ≥ 60% guideline for AACSB met (74.1%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)	300 (1.8%)	1600 (9.7%)	2655 (16.2%)	600 (3.7%)	
Grand Total			90580 sch	17823 sch		11270 (68.6%)	300 (1.8%)	1600 (9.7%)	2655 (16.2%)	600 (3.7%)	
			P ≥ 75% guideline for AACSB met (83.6%)			Faculty Sufficiency Indicators: ¹					
						<ul style="list-style-type: none"> • SA guideline: SA/(SA + PA + SP + IP + O) ≥ 40% • SA + PA + SP guideline: (SA + PA + SP)/(SA + PA + SP + IP + O) ≥ 60% • SA + PA + SP + IP guideline: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) ≥ 90% 					

APPENDIX-A # 29

AACSB TABLE 15-2: USING COURSES TAUGHT¹

Degree Program: Bachelors, Doctoral, EMBA, MAcc, MBA, MSHMI, MSIS

Date Range: September 1, 2018 - May 1, 2019

	Percent of teaching by degree program (measured by courses taught)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelors	52.74%	1.22%	11.21%	25.94%	8.89%	100%
Bachelors Online	57.01%	0.9%	8.14%	24.89%	9.05%	100%
Doctoral	100%	0%	0%	0%	0%	100%
EMBA	44.44%	0%	55.56%	0%	0%	100%
MAcc	88.24%	0%	0%	11.76%	0%	100%
MBA	86.05%	4.65%	0%	4.65%	4.65%	100%
MSHMI	100%	0%	0%	0%	0%	100%
MSIS	100%	0%	0%	0%	0%	100%
WebMBA	100%	0%	0%	0%	0%	0%

APPENDIX-A #30

AACSB TABLE 15-2: USING STUDENT CREDIT HOURS¹

Degree Program: Bachelors, Doctoral, EMBA, MAcc, MBA, MSHMI, MSIS

Date Range: September 1, 2018 - May 1, 2019

	Percent of teaching by degree program (measured by student credit hours)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
Bachelors	53.73%	0.73%	11.67%	29.88%	3.99%	100%
Bachelors Online	59.22%	0.88%	10.07%	25.4%	4.43%	100%
Doctoral	100%	0%	0%	0%	0%	100%
EMBA	32.65%	0%	67.35%	0%	0%	100%
MAcc	90.93%	0%	0%	9.07%	0%	100%
MBA	86.78%	0.78%	0%	5.75%	6.69%	100%
MSHMI	100%	0%	0%	0%	0%	100%
MSIS	100%	0%	0%	0%	0%	100%
WMBA	0%	0%	0%	0%	0%	0%

APPENDIX # 31

Citations for the College

Department/School	Google Scholar	
	2014-2018	All Time
ACCT	11,983	21,350
EFQA	8,245	18,134
IS	8,174	17,555
MEH	11,983	21,350
MPS	5,507	11,100
Total	44,926	89,295

APPENDIX-A # 32

A+ & A Journal Articles from 2014-2019

SOA		
Faculty Name	Journal name	Year Published
John Abernathy	Journal of the American Taxation Association (A)	2017
	Journal of the American Taxation Association (A)	2019
	Auditing: A Journal of Practice and Theory (A+)	2019
Marcus Caylor	Journal of Business Finance and Accounting (A)	2015
	Accounting, Organizations and Society (A+)	2017
	Long Range Planning (A)	2010
Dennis Chambers	Contemporary Accounting Research (A+)	2015
Richard Clune	Behavioral Research in Accounting (A)	2019
	Contemporary Accounting Research (A+)	2014
Dana Hermanson	Contemporary Accounting Research (A+)	2014
	Accounting Horizons (A)	2015
	Journal of Accounting and Public Policy (A)	2015
	Accounting Horizons (A)	2015
	Long Range Planning (A)	2016
	Journal of Business Ethics (A)	2016
	Auditing: A Journal of Practice & Theory (A+)	2016
	Auditing: A Journal of Practice & Theory (A+)	2017
	Accounting Horizons (A)	2017
	Accounting Horizons (A)	2017
	Contemporary Accounting Research (A+)	2018
	Issues in Accounting Education (A)	2018
	Behavioral Research in Accounting (A)	2018
	Critical Perspectives on Accounting (A)	2018
Accounting Horizons (A)	2018	
Journal of Accounting, Auditing & Finance (A)	2019	
Sunay Mutlu	Journal of Business Ethics (A)	2019
	The Accounting Review (A+)	2019
Velina Popova	Behavioral Research in Accounting (A)	2016
	Issues in Accounting Education (A)	2016
	Journal of Business Ethics (A)	2018
	Auditing: A Journal of Practice and Theory (A+)	2019
Hong Qu	The Accounting Review	2014
Benedikt Quosigk	Accounting Horizons (A)	2018
	Journal of Business Ethics (A)	2019
Jennifer Schafer	Issues in Accounting Education (A)	2017
	Journal of Accounting Auditing and Finance (A)	2017
Divesh Sharma	Auditing: A Journal of Practice & Theory (A+)	2014
	Auditing: A Journal of Practice & Theory (A+)	2016
	Auditing: A Journal of Practice & Theory (A+)	2017
	The Journal of the American Taxation Association (A)	2017
	International Journal of Auditing (A)	2017
	Auditing: A Journal of Practice & Theory (A+)	2018

Vineeta Sharma	International Journal of Auditing (A) Accounting Horizons (A) Auditing: A Journal of Practice and Theory (A+)	2014 2017 2018
SMEH		
Faculty Name	Journal name	Year Published
Joseph Astrachan	Journal of Purchasing and Supply Management (A) Entrepreneurship Theory and Practice (A)	2017 2015
Timothy Blumentritt	Entrepreneurship Theory and Practice (A) Small Business Economics (A)	2016 2015
Elizabeth Boyd	Journal of Organizational Behavior (A+) Sex Roles (A)	2014 2014
Lance Brouthers	Journal of Business Research (A) Journal of International Business Studies (A+) Journal of Management Studies (A+) Journal of Marketing Strategy (A)	2014 2016 2015 2015
Stacy Campbell	European Journal of Marketing (A) Personality and Individual Differences (A) Supply Chain Management: An International Journal (A)	2016 2016 2016
Satya Chakravorty	International Journal of Production Research (A) Journal of Business Research (A)	2017 2016
Kamal Fatehi	Journal of Business Research (A)	2015
Juanne Greene	Journal of Business Research (A)	2016
Amy Henley	Journal of Business Ethics (A) Personality and Individual Differences (A) Supply Chain Management: An International Journal (A)	2014 2016 2016
Mark Hiatt	Journal of purchasing and Supply Management (A)	2017
Lee Macenczak	Personality and Individual Differences (A)	2016
Michael Maloni	Journal of Business Ethics (A) Journal of Purchasing and Supply Management (A) Supply Chain Management: An International Journal (A)	2014 2017 2016
Victor Marshall	Journal of International Business Studies (A+) Journal of Management Studies (A+)	2016 2015
Neal Mero	Journal of Management (A+)	2014
Canan Mutlu	Journal of Management Studies (A+) Journal of World Business (A) Asia Pacific Journal of Management (A)	2018 2015 2015
Stuart Napshin	Journal of Business Ethics (A) Journal of Business Research (A)	2014 2014
Torsten Pieper	Long Range Planning (A) Entrepreneurship Theory and Practice (A) Entrepreneurship Theory and Practice (A)	2018 2015 2016
Tony Swaim	Journal of Business Ethics (A) Supply Chain Management: An International Journal (A)	2014 2016
Raj Veliyath	Long Range Planning (A) Asia Pacific Journal of Management (A) Journal of Business Research (A) Long Range Planning (A) Strategic Management Journal (A+)	2018 2017 2017 2016 2014

Susan Young	Journal of International Business Studies (A+) Journal of Business Venturing (A) Journal of International Business Studies (A+) Journal of International Business Studies (A+)	2018 2015 2014 2017
MPS		
Faculty Name	Journal name	Year Published
Leila Borders	Industrial Marketing Management (A+) Journal of Business and Industrial Marketing (A)	2019 2017
Maria Kalamas Hedden	Journal of Business Research (A)	2014
Jennifer Hutchins	Journal of Business and Industrial Marketing (A)	2018
Terry Loe	Journal Business Ethics (A)	2015
Brian Rutherford	Journal of Business Research (A) Industrial Marketing Management (A+) Journal of Services Marketing (A) Journal of Business and Industrial Marketing (A)	2018, 2017, 2016, 2015, 2014 2015, 2014 2015 2019, 2015, 2014
Mona Sinha	Journal of Business Research (A) Industrial Marketing Management (A+)	2018 2015
Armen Tashchian	Journal of Business Research (A) Industrial Marketing Management (A+)	2015 2014
Scott Widmier	Journal of Strategic Marketing (A)	2015
EFQA		
Faculty Name	Journal name	Year Published
Lucy Ackert	Journal of Financial Markets (A+) Journal of Accounting and Public Policy (A) Accounting, Organizations, and Society (A+) Review of Finance (A+) Southern Economic Journal (A) International Review of Financial Analysis (A)	2019 2019 2018 2016 2016 2016
Aniruddha Bagchi	Annals of Operations Research (A) Public Choice (A) Public Choice (A) Decision Analysis (A) European Journal of Operational Research (A+) B.E. Journal of Theoretical Economics (A) International Review of Economics and Finance (A)	2019 2019 2019 2018 2017 2016 2014
James Boudreau	Public Choice (A) Public Choice (A) Public Choice (A) Operations Research Letters (A) Economics Letters (A) Mathematical Social Sciences (A) Mathematical Social Sciences (A)	2018 2018 2018 2017 2015 2014 2014
JC Bradbury	Economic Inquiry (A)	2019

	Explorations in Economic History (A)	2017
Rebecca Glawtschew	B.E. Journal of Economic Analysis and Policy (A)	2014
Rongbing Huang	The Financial Review (A)	2018
	The Journal of Financial and Quantitative Analysis (A+)	2016
Xiao Huang	Journal of Empirical Finance (A)	2016
Brett Katzman	Economic Inquiry (A)	2014
Xuepeng Liu	World Economy (A)	2018
	International Review of Economics and Finance (A)	2016
	Southern Economic Journal (A)	2016
Leo MacDonald	Journal of Business Ethics (A)	2019
	European Journal of Operational Research (A+)	2016
	European Journal of Operational Research (A+)	2016
	International Journal of Production Economics (A+)	2014
Marcus Marktanner	Tourism Economics (A)	2014
Timothy Mathews	Public Choice(A)	2019
	Public Choice(A)	2019
	Economics Letters (A)	2019
	Economics Letters (A)	2017
	Small Business Economics (A)	2015
Stefano Mazzotta	Journal of Empirical Finance (A)	2016
Jomon Paul	Decision Support Systems (A+)	2019
	Annals of Operations Research (A)	2019
	Health Economics, Policy and Law (A)	2019
	Journal of Business Ethics (A)	2019
	Transportation Research Part B: Methodological (A+)	2019
	European Journal of Operational Research (A+)	2019
	European Journal of Operational Research (A+)	2017
	European Journal of Operational Research (A+)	2016
	International Journal of Production Economics (A+)	2016
	Transportation Research Part E: Logistics & Transportation Review (A+)	2015
Gabriel Ramirez	Journal of Money, Credit, and Banking (A+)	2019
	Journal of Financial Stability (A)	2018
Jesse Schwartz	Economics Letters (A)	2019
	Journal of Mathematical Economics (A)	2018
	Economics Letters (A)	2017
James Tompkins	Long Range Planning (A)	2016
Zhaoguo Zhan	Journal of Finance (A+)	2019
	Econometric Theory (A+)	2019
	Journal of Financial Econometrics (A)	2018
	World Bank Economic Review (A)	2018
	Empirical Economics (A)	2016
	Journal of Econometrics (A+)	2015
Minjiao Zhang	The International Journal of Management Science (A+)	2019
	European Journal of Operational Research (A+)	2019
	Operations Research Letters (A)	2015
	Naval Research Logistics (A)	2015
	SIAM Journal of Optimization (A+)	2014

IS		
Faculty Name	Journal name	Year Published
Bandyopadhyay, T.	Decision Analysis (A+)	2018
Carte, T	Journal of the Association for Information Systems (A+)	2014
	Communications of the Association for Information Systems (A)	2017
Fluker, J	Communications of the Association for Information Systems (A)	2017
Murray, M.	Communications of the Association for Information Systems (A)	2019
	Communications of the Association for Information Systems (A)	2017
	Informing Science: Issues in Informing Science and Information Technology (A)	2015
	Informing Science: Issues in Informing Science and Information Technology (A)	2015
	Informing Science: Issues in Informing Science and Information Technology (A)	2014
Perez, J	Communications of the Association for Information Systems (A)	2017
	Informing Science: Issues in Informing Science and Information Technology (A)	2015
	Informing Science: Issues in Informing Science and Information Technology (A)	2015
	Informing Science: Issues in Informing Science and Information Technology (A)	2014
Randolph, A	Communications of Association for Information System (A)	2018
Sneha, S	Journal for Global Information Management (A)	2017
Vaezi, S	Communications of the Association for Information Systems (A)	2016
	Communications of the Association for Information Systems (A)	2016
	Communications of the Association for Information Systems (A)	2015
Zafar, H	Communications of the Association for Information Systems (A)	2016
	Communications of the Association for Information Systems (A)	2016
	Information Systems Frontiers (A)	2015
	Communications of the Association for Information Systems (A)	2014
	Communications of the Association for Information Systems (A)	2014

APPENDIX-A # 33

Editorships, Associate Editorships, Editorial Board Membership, Invitations (2014-2019)

SOA					
Faculty	Editor	Associate Editor	Editorial Board	Invitation to review	Journal Name
John Abernathy				X X X X X	Journal of Business Finance and Accounting Journal of Accounting Auditing and Finance Journal of Accounting and Public Policy International Journal of Auditing Auditing: A Journal of Practice and Theory
Marcus Caylor				X X X X X X	Review of Accounting Studies Journal of Accounting and Public Policy International Journal of Auditing The Accounting Review Accounting Horizons Journal of Accounting Auditing and Finance
Dennis Chambers			X	X X X X X X X X	Journal of Accounting and Public Policy Journal of Business, Finance and Accounting Auditing: A Journal of Practice and Theory Contemporary Accounting Research Accounting Horizons The Accounting Review Review of Accounting Studies International Journal of Accounting Financial Accounting Reporting Section of the AAA
Dana Hermanson	X		X X X X X X X	X X X X X X X X X X X X X X X	Accounting Horizons International Journal of Auditing Journal of Accounting and Public Policy Auditing: A Journal of Practice and Theory Contemporary Accounting Research Accounting and the Public Interest Behavioral Research in Accounting Journal of Forensic Accounting Current Issues in Auditing The CPA Journal Journal of Business Ethics European Accounting Review Journal of Corporate Accounting and Finance Journal of Accounting Auditing and Finance
Heather Hermanson				X	Journal of Forensic and Investigative Accounting
Sunay Mutlu				X X	International Journal of Auditing Journal of Accounting Auditing and Finance
Velina Popova				X X X	European Accounting Review Journal of Business Ethics Current Issues in Auditing

	X		X		Family Business Casebook Annual Journal of Executive Education Journal of Small Business Management
Timothy Blumentritt			X		Family Business Review
Elizabeth Boyd		X			Journal of Vocational Behavior
Lance Brouthers			X		Journal of International Business Studies Journal of Management Journal of Management Studies Management and Organization Review Journal of International Management Management International Review Journal of World Business
Satya Chakravorty		X	X		International Journal of Production Economics Journal of Business Excellence
Kamal Fatehi			X		International Journal of Human Capital The Journal of Eurasia Business and Economics International Journal of Workplace Management International Journal of Management and Business Research Advances in Competitiveness Research International Journal of Human Resource Development & MGT International Journal of Commerce and Management Journal of Business Research Journal of Business Leadership
Amy Henley			X		Journal of Organizational and Occupational Psychology
Michael Maloni			X		Journal of Supply Chain Management Transportation Journal
Torsten Pieper	X		X		Journal of Family Business Strategy Journal of Co-operative Organization and Management Journal of Management and Governance Entrepreneurship Theory and Practice
Deborah Roebuck			X		Business and Professional Communication Quarterly International Journal of Business Communication Journal of Leadership Studies
Samia Siha			X		B>Quest Journal
Susan Young			X		Journal of International Business Studies Academy of Management Review

MPS

Faculty	Editor	Associate Editor	Editorial Board	Invitation to review	Journal Name
Leila Borders	X		X		Journal of Business and Industrial Marketing (A) Journal of Emerging Knowledge on Emerging Markets Journal of Global Scholars of Marketing Science. Guest Co-editor of a Special Issue of Journal of Global Scholars of Marketing Science Guest Co-editor Special Issue of J of Bus. & Industrial Mktg (A)
	X			X	Marketing Intelligence and Planning (A) Journal of Business Research (A)

				X	European Journal of Marketing (A+)
David Burns		X	X X X		International Journal of Marketing and Sales Education (IJMSE) Journal of Global Scholars of Marketing Science Journal of Marketing Theory and Practice Academy of Business Disciplines Journal
Tyra Burton		X			Atlantic Marketing Journal
William Forrester				X	Journal of Business Research Special Issue (A)
Jennifer Hutchins				X	Journal of Business and Industrial Marketing (A)
Scott Inks				X	Journal of Business and Industrial Marketing (A)
Maria Kalamas Hedden	X	X	X	X X	Journal of Global Scholars of Marketing Science Marketing Education Review Special Issue Editor, Journal of Business Research Journal of Business Research (A) Journal of Macromarketing (A)
Debbie Lester	X X		X X	X	Special Issue Editor, Journal of Global Scholars of Marketing Science Journal of Global Scholars of Marketing Science Special Issue Editor, Atlantic Marketing Journal Atlantic Marketing Journal Journal of Business and Industrial Marketing (A)
Terry Loe			X	X	Journal of Selling Journal of Personal Selling and Sales Management (A)
Richard Mathisen	X				Journal of Applied Marketing Theory
Brian Rutherford	X	X	X X X	X X X X X X X X X X	Marketing Management Journal Journal of Marketing Theory and Practice Industrial Marketing Management (A+) B>Quest Journal of Business Research (A) Journal of Business Research (A) Journal of Business Ethics (A) Journal of Business and Industrial Marketing (A) Journal of Personal Selling and Sales Management (A) Journal of the Academy of Marketing Science (A+) Journal of Service Management (A) Journal of Retailing and Consumer Services (A) Journal of Supply Chain Management (A) Journal of Service Research (A+)
Mona Sinha	X			X	Journal of Business and Industrial Marketing (A) Legends in Marketing – Rajan Varadarajan Volume 5
Scott Widmier				X X	Journal of Personal Selling and Sales Management (A) Industrial Marketing Management (A+)
EFOA					
Faculty	Editor	Associate Editor	Editorial Board	Invitation to review	Journal Name
Lucy Ackert		X X	x	X x	Journal of Banking and Finance (A+) Journal of Economic Psychology (A) Journal of Behavioral and Experimental Finance (B)

			x	x x x x x x x x x x x x x x x	International Journal of Behavioral Accounting and Finance (B) Journal of Behavioral Finance (A) Econometrica (A+) Journal of Economic Behavior and Organization (A+) Review of Financial Studies (A+) Journal of Financial and Quantitative Analysis (A+) American Economic Review (A+) Journal of Finance (A+) Journal of Behavioral Finance (A) Review of Finance (A+) European Economic Review (A+) Management Science (A+) Experimental Economics (A+) Review of Financial Studies (A+)
Aniruddha Bagchi			x	X X X X X x	Decision Analysis (A) Manufacturing and Service Operations Management (A+) Public Choice (A) Scandinavian Journal of Economics (A) Decision Analysis (A) Review of Industrial Organization (A) Reliability Engineering and System Safety (A)
JC Bradbury		x	x		Journal of Sports Economics (A) Journal of Sports Economics (A)
Govind Hariharan	x				Journal of Emerging Knowledge on Emerging Markets
Rongbing Huang				x x	Review of Financial Studies (A+) Journal of Financial and Quantitative Analysis (A+) Management Science (A+) Journal of Banking and Finance (A+) Journal of Corporate Finance (A+) Journal of Business and Financial Accounting (A)
Brett Katzman		x			Applied Economics Research Bulletin (B)
Xuepeng Liu				x x x x x x x x x x x x x x x x x x x x	American Journal of Agricultural Economics (A+) Canadian Journal of Economics (A) China Economic Review (A) Economic Inquiry (A) European Economic Review (A+) European Journal of Political Economy (A) International Review of Economics & Finance (A) Journal of Comparative Economics (A) Journal of Development Economics (A+) Journal of International Economics (A+) Journal of Public Economics (A+) Review of International Economics (A) Review of World Economics (A) Southern Economic Journal (A) World Development (A) World Economy (A)
Stefano Mazzotta				x x x	Journal of Corporate Finance (A+) Quarterly Review of Economics and Finance (A+) Journal of Multinational Financial Management (A)

Leo MacDonald				x	International Journal of Production Economics (A+)
Luc Noiset				x	Energy Economics (A)
Jomon Paul			x x	x x x x x x x x x x x x x x	Journal of Information Systems and Social Change (B) International Journal of R&D Innovation Strategy (B) American Journal of Public Health (A+) International Journal of Production Economics (A+) Transportation Research Part E: Logistics and Transportation Review (A+) European Journal of Operational Research (A+) Medical Decision Making (A+) Accident Analysis and Prevention (A+) Journal of Business Ethics (A) Health Care Management Review (A) Computers & Industrial Engineering (A) International Journal of Production Research (A) Journal of the Operational Research Society (A) European Journal of Industrial Engineering (A) Computers in Human Behavior (A)
Gabriel Ramirez		x		x x x x	Journal of Financial Stability (A) Journal of Financial and Quantitative Analysis (A+) Journal of Banking and Finance (A) Journal of Corporate Finance (A+) Journal of Financial Stability (A)
Jesse Schwartz				x	Economics Letters (A)
Zhaoguo Zhan				x x	Journal of Econometrics (A+) Econometric Review (A)
Minjiao Zhang				x x x x x x x	Management Science (A+) Omega, The International Journal of Management Science (A+) Annals of Operations Research (A) Computers and Operations Research (A) IIE Transactions (A) Naval Research Logistics (A) Operations Research Letters (A)
IS					
Faculty	Editor	Associate Editor	Editorial Board	Invitation to review	Journal Name
Whitman, Michael	X				Journal of Cybersecurity Education, Research and Practice
Mattord, Herbert		X			Journal of Cybersecurity Education, Research and Practice
Murray, Meg			X		Journal of the Southern Association for Information Systems
Whitman, Michael	X				Information Security Education Journal

APPENDIX-A # 34

Journal Articles with Significant Citations (2014-2019)

Citation	Year of Publication	# of Citations
SOA		
Audit partner rotation and financial reporting quality, B Litt, DS Sharma, T Simpson, PN Tanyi, Auditing: A Journal of Practice & Theory 33 (3), 59-86	2014	51
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SMEH		
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MPS		
M Prince, D Burns, X Lu, R Winsor "Knowledge and Skills Transfer between MBA and Workplace," Journal of Workplace Learning, 27 (3), 207-225.	2015	27

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Murray, M., Perez, J. Unraveling the Digital Literacy Paradox: How Higher Education Fails at the Fourth Literacy. <i>Informing Science: Issues in Informing Science and Information Technology</i> , 11, 85-100	2014	51
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APPENDIX-A # 35

Leadership Positions in Academic and/or Professional Associations

SOA		
Faculty	Elected and/or appointed position	Academic and/or Professional Association
John Abernathy	Board Member	AAA Auditing Standards Committee
Don Ariail	President Secretary President President	AAA Gender Issues and Work Life Balance GA Association of Economics and Finance GA Association of Accounting Educators Southeast AAA
Mary C. Cleaveland	President Secretary	GA Association of Accounting Educators Diversity Section of AAA
Rich Clune	Board of Directors Board of Directors	Munich American Reassurance Company Institute of Internal Auditors (Atlanta)
Kathryn Epps	Member Peer Review Team Chair Chair Regional Director Board Member	AACSB Committee on Accreditation Policy AACSB International WEIC Research Task Force AICPA AAA APLG – Southeast FEI – National Diversity Action Team
Dana Hermanson	Task Force Chair Board of Advisors Board of Advisors Chair Chair Chair	Pathways Commission Implementation Task Force Oversight Systems National Association of Corporate Directors AAA Publications Committee AAA Auditing Section Innovations Committee Accounting Horizons Steering Committee
Brad Schafer	Board of Directors Board Member	Educational Foundation of Ga Society of CPAs AIS Educator Association
Marshall McComb	Chapter Director	North Atlanta Chapter of GSCPA
Sandria Stephenson	President/Officer Chair	GA Association of Accounting Educators SE Regional AAA
SMEH		
Faculty	Elected and/or appointed position	Academic and/or Professional Association
Joseph Astrachan	Board of Directors Board of Directors Board of Directors Board of Directors Board of Directors Board of Directors Advisory Board Board of Advisors	GEM Meridian Health Care Boddie-Noell Enterprises Anderson Automotive Group Redhead Family Corporation WBO Investors Capital Magazine Beaulieu Group
Timothy Blumentritt	Board of Directors	Junior Achievement of Georgia
Dorothy Brawley	Board Member, Chair	Atlanta Photography Group
Kamal Fatehi	Board Member Committee Member	American National Business Hall of Fame International Research and Exchanges Board
Chris Hanks	Board of Advisors	Metro Atlanta Chamber of Commerce
Michael Maloni	Advisory Board Chairperson	American Restaurant Association Ga Center Innovation Logistics Educator Industry Forum
Gaia Marchisio	Meeting Co-Facilitator	FBN International

Stuart Napshin	Special Advisor	American College of Veterinary Sports Medicine and Rehabilitation
Torsten Pieper	Board Member, President Advisory Council	International Family Enterprise Research Academy American Chamber of Commerce in Germany
Deborah Roebuck	Board of Directors, President, Fellow	Association for Business Communication
Erin Wolf	Board Member Board Member	Harvard Business School Club of Atlanta Girls, Inc
MPS		
Faculty	Elected and/or appointed position	Academic and/or Professional Association
Leila Borders	Conference Chair/ President Elect Proceedings Chair Vice President Bus. Development Program Organizer	Atlantic Marketing Association Atlantic Marketing Association AMA Relationship Marketing Special Interest Group PhD Project
David Burns	Board of Directors	Christian Business Faculty Association (CBFA)
Tyra Burton	Board of Directors Conference Director	Georgia Romance Writers Georgia Romance Writers
Jennifer Hutchins	Committee Chair	AMA Relationship Marketing Special Interest Group
Debbie Lester	Executive Director	Atlantic Marketing Association
Terry Loe	President/Committee Member Board of Directors	University Sales Center Alliance PlayPro Media
Rich Mathisen	Program Chair Treasurer	Association for Marketing Theory and Practice Georgia Association of Marketing Educators
Laura Robinson	Secretary/Treasurer Proceedings Chair Committee Chair Board Member	Polk County Cattlemen's Association Atlantic Marketing Association Rockmart Civic Arts Commission Polk Farm Bureau
Brian Rutherford	Board of Directors	National Conference in Sales Management
Michael Serkedakis	Board Member Member	Kennesaw Development Authority Cobb County Economic Development Committee
Mona Sinha	Co-Chair/Vice-Chair Communication	American Marketing Association Relationship Marketing
Randy Stuart	Co-President	Association for Marketing Theory and Practice
Keith Tudor	Associate Executive Director	Atlantic Marketing Association
Scott Widmier	Executive Director	National Conference in Sales Management
EFQA		
Lucy Ackert	Liaison Committee Member	CSWEP (2019) J. of Economic Psychology Editor Search (2014-2015)
Murat Doral	President Vice President of Programs	Georgia Assoc. of Economics and Finance (2015-2016) Georgia Assoc. of Economics & Finance (2014-2015)
Govind Hariharan	Member, Industry Advisory Group Board Member Conference Planning Cmte. Member	Georgia Department of Revenue (2016-2018) GA Indo American Chamber of Commerce (2014-2015) TIE Conference, Chennai (2016)
Zeynep Kelani	President Vice President of Programs Vice President of Membership Secretary	Georgia Assoc. of Economics and Finance (2017-2018) Georgia Assoc. of Economics and Finance (2016-2017) Georgia Assoc. of Economics and Finance (2014-2015) Georgia Association of Economics and Finance (2015)
Xuepeng Liu	Director	N. American Chinese Economists Society (2014-present)
Marcus Marktanner	Editorial Board Member	Middle East Economics Association (2018-present)
Michael Patrono	President	Georgia Assoc. of Economics and Finance (2013-2014)

Jomon Paul	Senior Member Advisory Committee Member Committee Member	American Society of Quality Decision Sciences Institute of Finance and Investment Decision Sciences Member Services Committee
Gabriel Ramirez	President of Organizing Committee	Conferences and Workshops on Cooperative Competitiveness and the Digital Economy (2015-2018)
Benjamin Scafidi	Board Member Program Chair Board Member	International School Choice & Reform Conference (2017) International School Choice & Reform Conference (2018) The Education Academy (2019)
James Tompkins	Member, Board of Directors Chair, Nominating/Governance Cmte Member, Board of Trustees Member, Audit Committee Member, Board of Affairs Member, Executive Committee	Global Paint for Charity (2016-2018) Global Paint for Charity (2016) Life University (2010-2015) Life University (2010-2015) Life University (2010-2015) Life University (2010-2015)
Roger Tutterow	Chairman Member Chair, Economics Study Subcommittee Chairman Member Chair, Board Governance Chair, Academic Affairs Committee Chairman, Board of Directors Chairman, Board of Managers	Governor's Council of Economic Advisors; GA (2003-) Georgia Child Support Commission (2001-present) Georgia Child Support Commission (2004-present) Cobb County Employee Pension Plan Board (205-present) Berry University Board of Trustees (2006-present) Berry University Board of Trustees (2014-2017) Berry University Board of Trustees (2011-2014) Vinings Bank (2007-2015) Faceton Holdings (2017-present)
IS		
Mattord, Herbert	Elected President 2017-2019	Association for Information Systems Special Interest Group on Security and Privacy
Carte, Traci	Elected Vice-President 2018-2019 Elected Director for Conference management 2017-2018	Association for Information Systems International Conference on Information Systems for 2018ation for Information Systems
Sneha, Sweta	Chair, Elected Chair, Elected	AMCIS - Health IT Track HICSS - Healthcare and Unintended Consequences of Technology Track

APPENDIX-A # 36

Recognition for Research & Intellectual Contributions (2014-2019)

Faculty	Recognition	Academic and/or Professional Association
SOA		
Don Ariail	Best Paper Outstanding Dissertation Award	American Accounting Association KPMG
Marcus Caylor	Top 500 Downloaded Authors (2014-2018)	Social Science Research Network
Kathryn Epps	2014 Research & Service Award	AAA – Diversity Section
Dana Hermanson	Nominee AAA Wildman Medal #6 th Ranked Accounting Researcher Nominee Cook Award Career Achievement Award and 4 others Best Paper Awards Outstanding Research Award	American Accounting Association BYU Accounting Research Ranking AAA Coles College AAA KSU
Velina Popova	Ranked Accounting Researcher	BYU Accounting Research Ranking
Brad Schafer	Outstanding Education Case Award	AAA AIS Section
Jennifer Schafer	Outstanding Working Paper Award Ranked Accounting Researcher	Coles College BYU Accounting Research Ranking
Divesh Sharma	Best Working Paper Award Ranked Accounting Researcher Teacher of the Year Distinguished Professor Distinguished Research Faculty Award	Coles College BYU Accounting Research Ranking Cobb County Chamber of Commerce Kennesaw State University Graduate College KSU
Vineeta Sharma	Best Working Paper Award Foundation Prize for Publication Ranked Accounting Researcher	Coles College Kennesaw State University BYU Accounting Research Ranking
Sandria Stephenson	George Krull Innovation in Teaching	Grant Thornton
Faculty	Recognition	Academic and/or Professional Association
SMEH		
Joseph Astrachan	Leading Contributing Author in Entrepreneurship. Recognized as #25 in world for entrepreneurship research (2018)	Listed in <i>Journal of Small Business Management</i>
Lance Brouthers	Listed among the top Strategic Management Scholars in the world (2016)	Listed in <i>Management International Review</i>
Mark Hiatt	Best Research Reviewer Award (2017)	Southern MGT Assoc. Annual Conference
Michael Maloni	Best Paper Award (2016)	American Society for Engineering Education
Gaia Marchisio	Received Honorable Mention for Best Paper Awards (2014)	Listed in <i>Family Business Review</i>

Victor Marshall	Best Paper Award (2015)	Academy of International Business Southeast Annual Conference
Deborah Roebuck	Journal Best Paper award (2014)	25 th International Business Research Conference
Faculty	Recognition	Academic and/or Professional Association
MPS		
Leila Borders	Best Abstract in Professional Sales/Sales Management (2018)	Atlantic Marketing Association Conference
David Burns	Best Academic Paper (2018) Sharon Johnson Award for Research and Integration (2014)	Christian Business Faculty Association Christian Business Faculty Association
Scott Inks	Best Sales Paper of the Year (2019)	Journal of Marketing Education.
Debbie Lester	Best Abstract in Professional Sales/Sales Management (2018)	Atlantic Marketing Association Conference
Brian Rutherford	Article of the Year (2017) Best Paper in Selling and Sales Management Track (2016) Best Paper in the Supply Chain Management Track (2016) Best Paper in the Selling and Sales Management Track (2014)	Marketing Management Journal Society for Marketing Advances. Society for Marketing Advance. Atlantic Marketing Association
EFQA		
Brett Katzman	Best Paper 2015	Economic Papers
Rongbing Huang	Semi-finalist for Best Paper award 2018	Financial Management Association
Xuepeng Liu	Best Reviewer Award 2015	China Economic Review
Jomon Paul	Best Publication Prize 2015 Best Publication Prize 2016 Outstanding Publication Prize 2019	Operations Research International Journal of Production Economics European Journal of Operational Research
IS		
Murray, Meg	One Belt One Road ICT Educator Researcher of the Year, (April 12, 2016)	SM2016/ICT2016
Whitman, Michael	2018 Paper of the Year - The Journal of the CISSE	Colloquium on Information Systems Security Education (CISSE)

APPENDIX-A # 37

Rankings

2019

EMBA

- #17 US Southeast, IvyExec.com
 - #10 – Prestige
 - #29 – Career Advancement
 - #24 – Curriculum
 - #26 – Global Experience
 - #1 – Life Balance
- #7 Global EMBA Rankings, CEO Magazine
- #1 in Georgia, Global EMBA Rankings, CEO Magazine
- Global Tier One EMBA program, CEO Magazine (5th consecutive year)

MBA

- #21 U.S. News and World Report, The Best Online MBA Programs
- #73 BusinessStudent.com, Top 100 Online MBA Programs
- #27 Online MBA Report, Online MBA Rankings
- #1 in Georgia, Online MBA Report, Online MBA Rankings
- #9 in the South, Online MBA Report, Online MBA Rankings
- #22 among public colleges, Online MBA Report, Online MBA Rankings
- #26 Poets & Quants, Top Online MBA Programs
- #81 Part-Time MBA, U.S. News and World Report, 2020 Best Grad School Rankings
- #5 OnlineMBA.com, The 10 Most Affordable Online MBA Programs
- Global Tier One MBA program, CEO Magazine
- #20 Georgia WebMBA Consortium, CEO Magazine
- #36 Best Online Colleges Online (KSU)
- #23 Quacquarelli Symonds Top online MBSs in the World

MSIS

- #4 CyberSecurityDegrees.com, 25 Best Online Graduate Certificates in Cyber Security & Information Assurance
- #15 CyberDegrees.com, 30 Best Online Cyber Security Certificate Programs 2019
- #18 CyberDegrees.com, Top 22 Schools with Online Master's in Information Technology Programs for 2019

Undergraduate Programs

- #1 CyberDegrees.com, Rankings – 18 Best Online Cyber Security Bachelor's Degrees 2019
- #6 CyberDegrees.com, Rankings – 20 Best Online Bachelor's in Information Technology Degree Programs
- #4 CollegeChoice.net, Best Online Information Systems Security Degrees
- #3 TheBestSchools.org, Best Online Bachelor in Information Assurance and Security Degree Program
- #10 BestChoiceSchools.com, Rankings – Online – Cyber-security
- #9 TheBestColleges.org, Top 15 Online Bachelor's in Information Systems Programs for 2019
- #9 TheBestColleges.org, Top 15 Online Bachelor's in Information Security Programs for 2019
- #13 SecurityDegreeHUB.com, Top 20 Online Cyber Security Degree Programs for 2019
- #6 Study.com, List of Top Information Security Schools and Colleges in the US
- Top Rated, Digital Guardian.com, Cybersecurity Higher Education: The Top Cybersecurity Colleges and Degrees
- #36 BestColleges.com, Best Online Colleges (Only state institution named)
- #7 Most Affordable Marketing Degree, OnlineU.org, Most Affordable Online Colleges
- Top University Sales Program, Sales Education Foundation (13th consecutive year)

- Top 15 Music Business Education Programs, Billboard Magazine (2nd consecutive year)
- #18 BestColleges.com, Best Online Bachelor's Marketing Programs

2018

EMBA

- #7 CEO Magazine, Global EMBA Rankings
- #1 in Georgia, Global EMBA Rankings
- Global Tier One EMBA program, CEO Magazine, (4th consecutive year)

MBA

- #19 U.S. News and World Report, 2018 Best Online MBA Programs
- #28 Part-Time MBA Programs, U.S. News and World Report, 2018 Best Graduate Schools
- #6 Online MBA Programs, Poets & Quants, Most Affordable, Highly-Ranked Programs in the Country
- #4 in Georgia, OnlineMBAToday.com, Top 10 Online MBA Programs in Georgia

Undergraduate Programs

- #6 Military Times Magazine, Best for Vets: 10 Best Cybersecurity Programs
- #20 Online BBA Marketing, CollegeChoice.net, Most Affordable Online Marketing Programs
- #1 CyberDegrees.com, Rankings – 18 Best Online Cyber Security Bachelor's Degrees 2018
- Top University Sales Program, Sales Education Foundation, for the 12th consecutive year
- Top 15 Music Business Education Programs, Billboard Magazine
- #4 BestColleges.com, Marketing program ranked
- #13 BestColleges.com online BBA ranked
- #20 College Choice, online BBA in the nation in affordability.

Faculty

- #25 Contributor Entrepreneurial Research, Dr. Astrachan, Journal of Small Business Management
- #25 Impact of Entrepreneurial Research, Journal of Small Business Management
- #37 Department of Management and Entrepreneurship impact on Entrepreneurship Research in Journal of Small Business Management

2017

EMBA

- Global Tier One EMBA program, CEO Magazine (3rd consecutive year)
- #9 CEO Magazine, Global EMBA Rankings
- #1 in Georgia, CEO Magazine, Global EMBA Rankings
- Recognized as a "Go-To Business School" by Chief Executive Magazine.

MBA

- #1 in Georgia, U.S. News – part-time MBA
- #21 in Nation, U.S. News – online MBA
- 50 Best Online MBA Degrees, College Choice
- #29 U.S. News, online MBA nationally

DBA

- Global DBA listing of market's premier DBA providers "based on accreditation, quality of faculty, geography, and international standing"

Undergraduate Programs

- #2 BBA-ISA Online Cyber Security, BestDegreePrograms.org, 30 Best Online Bachelor's in Cyber Security
- Top University Sales Program, Sales Education Foundation (11th consecutive year)
- 2017 Department of Management and Entrepreneurship was recognized in U.S. News and World Reports, Success Magazine, Business Week and
- 1st GA educational institution to achieve Comprehensive Internal Auditing program level status in the Institute's Internal Auditing Educational Partnership.

- Recognized as a top business school by The Princeton Review.
- Recognized by The New York Times as one of the top 5 colleges offering entrepreneurship classes with a focus on family business.
- One of six schools “Best for Family Business” by Fortune Small Business and CNNMoney.
- One of only four business schools in the South to win the USASBE’s National Model Entrepreneurship Program Awards at both the undergraduate and graduate level.

Faculty

- Top 1,000 International Accounting Researchers, Brigham Young University, Accounting Research Rankings
 - #22 in publishing in 12 top accounting journals from 1990-present, Dr. Hermanson
 - #130 for research published during the last six years, Dr. Sharma
 - #351 for research published, Dr. Sharma
- #63 for producing accounting research published in 12 top accounting journals from 1990-present, Brigham Young University, Accounting Research Rankings
- #3 in Georgia for producing accounting research published in 12 top accounting journals from 1990-present, Brigham Young University, Accounting Research Rankings
- #19 Accounting Information Systems research
- #1 in Georgia, Accounting Information Systems research
- #17 Auditing research
- #1 in Georgia, Auditing research
- #11 Accounting Education research
- #1 in Georgia, Accounting Education research

2016

EMBA

- Global Tier One EMBA program, CEO Magazine (2nd consecutive year)

Undergraduate Programs

- Top University Sales Program, Sales Education Foundation (10th consecutive year)

MBA

- #39 bestvaluemba.net, most affordable online MBA degrees

2015

EMBA

- Global Tier One EMBA program, CEO Magazine, Global EMBA List.

MBA

- #25 (tied) Nationally, U.S. News & World Report’, 2015 Best Online MBA Programs for Veterans.
- #50 Nationally, Bloomberg Businessweek, Top 50 Part-Time MBAs in the Nation.

Undergraduate Programs

- The National Security Agency and the Department of Homeland Security recognized KSU as a National Center of Academic Excellence in Information Assurance/Cybersecurity for the years 2015-2021
- Top University Sales Program, Sales Education Foundation (9th consecutive year)

2014

MBA

- #38 Nationally – Part-Time MBA Program, U.S. News and World Report, 2015 Best Graduate Schools publication

Undergraduate Programs

- Top University Sales Program, Sales Education Foundation (8th consecutive year)
- #13, Value College, online BBA Best Value Online

Executive Education Coles Faculty Instructors

- Tim Blumentritt, Business Strategy
- Richard Clune, Accounting
- Tom Devaney, Accounting
- Ken Harmon, Leadership
- Amy Henley, Human Resources
- Alison Keefe, Economics
- Scott Inks, Professional Selling
- Donald Lang, Leadership
- Terry Lowe, Professional Selling
- Steve Olson, Innovation and Leadership
- Gene Ray, Data Analytics
- Wes Rhea, Information Systems
- Mike Salvador, Mergers and Acquisitions
- Gary Selden, Marketing
- Larry Stevens, Accounting and Finance
- Steven Smalt, Accounting and Finance
- James Tompkins, Finance
- Roger Tutterow, Economics
- Sheb True, Marketing
- Erin Wolf, Leadership for Women

APPENDIX-A # 39

Executive Education Business Community Services

Client Name	Program Description and Faculty Involvement	Outcomes
WellStar Health System WLA Program	The Exec Ed team, in close collaboration with the Coles faculty, designed and delivered a very popular leadership program to WellStar's high-potential managers and directors. Over 300 people have graduated from the program and the client reports significant increases in employee engagement and leadership performance. We were nominated for an HR Excellence Award for our Play—Practice—Purpose instructional design approach.	The program's hybrid approach was recognized by SHRM-Atlanta for the HR Excellence Award award for innovation in teaching & learning
WellStar Health System PLA Program	Using the WLA approach, we re-designed the leadership development program for WellStar's physical leaders. 15 physician leaders were hand-selected to attend the first program that started in January 2019 and ended in May.	The contract was renewed to deliver two new PLA programs in 2020.
The Home Depot	Exec Ed worked in partnership with faculty members Steve Smalt, James Tompkins and Larry Stevens to design and deliver a customized five-day Accounting and Finance Program for 20 of Home Depot's R&D and engineering professionals.	The client plans on offering this program several more times in the years ahead.
CRIF Financial	We worked in partnership with faculty members Jennifer Priestley to design and deliver a three-day Digital Transformation executive education program for an Atlanta FinTech company. The program was a big success.	This company was acquired. No plans for repeat business at this time.
Delta Community Credit Union	We helped this client accelerate and improve their leadership development process by convincing them to send several teams of employees to our new Executive Leadership Program for Managers and Directors. The program has made a major impact on the company's performance and their organizational culture.	As of May 2019, the client plans on sending all of their employees to our ELP for Managers and Directors.
Mercedes-Benz	This client has sent three high-potential employees to our new Mini MBA program. Their employees were excellent students and absolutely loved the program. They have indicated they will send more employees to the program.	The client will send a minimum of 10 employees to 2019 programs.
Kennesaw State University	Collaborated with Julie Peterson, the university's Chief Business Officer, to design and deliver the first KSU Leadership Academy for senior leaders in the areas of finance, HR, campus operations, and the university's Foundation.	KSU officials are planning to offer the multiple times in the future.
Federal Reserve Bank of Atlanta	We partnered with the university's Institute for Data Science and Analytics to design and deliver a new Certified Analytics Translator program for 20 data analytics professionals.	This is a high-profile project that can be replicated for others.

APPENDIX-A # 40

Executive Education Cross-Campus Collaborations

Division of Global Affairs: We are working with Lance Askildson and his team at the Division of Global Affairs to design and build a Digital Badge in Cross-Cultural Leadership program that will be marketed and endorsed by CIFAL Atlanta and the training division of the United Nations.

Center for Professional Selling: We are working with Terry Loe and Scott Inks to design and build a new Digital Badge in Professional Selling. A unique part of this project is that the majority of instructional videos will feature past graduates of the Professional Selling degree program.

Coles Executive MBA Program: Dr. Alison Keefe and her Coles EMBA team again purchased the Digital Badge in Understanding Business Innovation program for use by their current Executive MBA class participants. We gave EMBA a 50% discount on the price and we are absolutely delighted that EMBA is using one of our digital badge programs to deliver high-impact content to their students.

Coles Women's Leadership Center: We were able to use our new BusinessWise database subscription to significantly increase participation in the Executive Leadership for Women program that was held at The Home Depot corporate headquarters on March 2018 and also the Executive Leadership Program the was held at the UPS corporate headquarters in November 2018.

Cox Family Enterprise Center at the Coles College of Business: I worked with Dr. Gaia Marchisio as she designed their new Mini MBA program for Family Enterprise's Next-Generation Leaders. I enjoyed working with Gaia and her team as they tried to build a Mini MBA program that focuses on how to improve business acumen while at the same time become a trustworthy leader in the "circles that matter" including Self Development, knowledge, Skills, and Relationships.

College of Humanities and Social Sciences: The Exec Ed team worked with Dean Robin Dorff to develop a very unique leadership development program for the CEO of RADCO, Norman Radow who is also a KSU Foundation Board Member. The leadership program included an innovative tour of the Kennesaw Mountain battlefields.

Office of Career Services: The Exec Ed team is working with Ann Badia and her team to develop a gamified online program dedicated to helping undergraduate students learn the soft skills they need to success in the world of work. The soft skills include creativity, adaptability, emotional intelligence, presentation skills, communicating with empathy, stage presence, and problem-solving skills.

APPENDIX-A # 41

Executive Education New Program Development

Program Name	Program Description and Faculty Involvement	Outcomes
Executive Certificate in Business Strategy: Mini MBA	Designed and taught by Coles College of Business faculty members, this Exec Ed program meets once a month for nine months. The topics include strategic thinking, innovation, marketing, human resources, finance, data analytics, business models, change management, and strategic execution.	This has been a tremendous success serving professionals who want to increase their business acumen.
Executive Leadership Program for Managers and Directors	Designed as hybrid program using best practices in gamified online learning and classroom application. This five-day program, offered one day a month for nine months, focuses on the 8 roles and the 24 skills that all leaders need to master to become a highly-respected leader, innovator, and change-maker.	This highly-popular hybrid program was nominated for a SHRM-Atlanta award honoring innovation in teaching and learning.
Innovation Green Belt Program	Designed as a hybrid program that offers 20 hours of online gamified content and 20 hours of classroom instruction and application. Participants learn how to create and deliver new value to the people they serve. The Green Belt program focuses on the three key phases of innovation process: Discover, Prototype, Implement.	This program has been popular as a customized program. Clients include CA Technologies, Panasonic, and the Atlanta Falcons
Innovation Black Belt Program	This hybrid program is the next step in the College's Innovation Belt System. Once a person has completed the Innovation White Belt (online only) and the Innovation Green Belt program (hybrid), they are then ready to enroll in the Innovation Black Belt program that includes an additional three days of classroom instruction and the completion of an Innovation Black Belt project.	This hybrid program was first launched in early 2019 and is already a popular open enrollment Exec Ed program attracting professionals from many industries.
Certified Managerial Coach Program	With the unprecedented shift of generations in the workforce, this classroom-based Exec Ed program helps professionals at all levels learn the skills and techniques for coaching others for both development purposes and performance purposes. Each participant has to demonstrate their new coaching skills as evaluated by an accredited faculty using direct observation and a written exam.	This classroom-based program is popular with HR professionals charged with helping front-line supervisors improve their coaching skills.
Certified M&A Professional Program	This long-time Exec Ed five-day program was designed in partnership with the highly-respected M&A Source organization. All phases of the life cycle of a successful M&A transaction are covered with a special focus on best practices in M&A advisory services targeting the privately-held, middle-market business sector. The Exec Ed team has just started transforming this 5-day classroom program into the hybrid format	This is highly respected in the industry and attracts participants from all over the country. We offer the program two times a year and plan on offering more.

Program Name	Program Description and Faculty Involvement	Outcomes
Pat Summitt Leadership Program	The Coles Exec Ed team is very proud to be chosen as the educational partner for the new Pat Summitt Leadership Program as envisioned by the Pat Summitt Leadership Group and the Pat Summitt Foundation. This innovative program focuses on Coach Summitt's popular Definite Dozen principles for achieving championship performance in both business and in life.	This innovative program is in the beta phase but is already getting a lot of attention from the business community

APPENDIX-A # 42

Earnings Comparison for Georgia BBA Programs

Business Bachelor's Degree Post-Grad Earnings by Institution (2018)

USG Group	USG Institution	Yr-1 25th Percent	Yr-1 50th Percent	Yr-1 75th Percent	Yr-5 25th Percent	Yr-5 50th Percent	Yr-5 75th Percent
Research Univ.	GA Institute of Technology	39,978.00	52,773.00	62,310.00	53,164.00	70,880.00	89,330.00
Research Univ.	Univ. of GA	34,996.00	47,657.00	58,369.00	49,752.00	67,103.00	87,884.00
Comp. Univ.	Kennesaw State Univ.-(C)	32,061.00	42,205.00	53,050.00	41,795.00	56,171.00	73,675.00
Research Univ.	GA State Univ.-(C)	29,293.00	40,457.00	51,613.00	40,381.00	53,560.00	70,446.00
Comp. Univ.	GA Southern Univ.	28,883.00	38,880.00	48,564.00	38,459.00	51,350.00	66,548.00
State Univ.	Clayton State Univ.	26,535.00	38,205.00	50,661.00	35,442.00	48,058.00	65,979.00
State Univ.	Univ. of North GA-(C)	28,948.00	37,795.00	46,435.00	35,885.00	48,747.00	64,582.00
State College	GA Gwinnett College	26,909.00	37,521.00	47,748.00	33,706.00	48,670.00	68,135.00
State Univ.	GA College & State Univ.	27,463.00	36,906.00	45,745.00	38,120.00	51,138.00	65,231.00
Comp. Univ.	Univ. of West GA	25,568.00	35,573.00	44,199.00	36,119.00	47,759.00	62,164.00
State College	Dalton State College	26,282.00	35,149.00	47,338.00	32,214.00	46,538.00	63,025.00
Research Univ.	Augusta Univ.-(C)	25,329.00	34,905.00	43,980.00	33,482.00	45,494.00	61,279.00
State Univ.	GA Southwestern State Univ	25,865.00	34,300.00	45,597.00	30,747.00	40,329.00	53,882.00
State Univ.	Columbus State Univ.	25,813.00	34,088.00	43,732.00	34,219.00	43,582.00	55,609.00
State Univ.	Middle GA State Univ.-(C)	25,953.00	34,067.00	44,812.00	29,742.00	41,715.00	57,938.00
Comp. Univ.	Valdosta State Univ.	24,738.00	33,773.00	43,315.00	34,910.00	45,836.00	61,414.00
State Univ.	Savannah State Univ.	22,568.00	29,962.00	39,808.00	29,046.00	37,729.00	49,340.00
State College	College of Coastal GA	24,181.00	29,947.00	36,413.00			
State Univ.	Albany State Univ.-(C)	18,467.00	27,741.00	37,305.00	26,598.00	36,269.00	47,691.00
State Univ.	Fort Valley State Univ.	18,946.00	26,937.00	34,958.00	22,597.00	32,252.00	42,036.00

Source: <https://gosa.georgia.gov/georgia-higher-learning-and-earnings>

SUMMARY: Only GA Tech and UGA students earn more after graduation than KSU students.

APPENDIX-A # 43

Ph.D. Alumni Placements

Name	School/Academic Association	Industry	Position	R1	R2	R3	GA	KSU
Vincent Vinod	Clayton State University		Not Listed				Y	
Jimmy Carmenate	Florida International University		Clinical Instructor	Y				
Sondra Smith	Indiana University East		Assistant Professor of Accounting					
Cori Crews	Valdosta State University		Assistant Professor of Accounting			Y	Y	
Bob Sparger	Trinity University		Adjunct Professor					
Mark Auger		y						
Blaine Schreiner	Troy University		Assistant Professor Management					
Jerry Wallace		y						
Mary Jane Gardner	Western Kentucky University		Assistant Professor of Marketing					
Julie Steen	Middle Georgia State University		Assistant Professor				Y	
Dennis Brown		y						
Tim Baker	University of South Carolina - Aiken		Assistant Professor					
Frances Stott	Ohio University		Assistant Professor		Y			
James Rich	University of South Alabama		Assistant Professor		Y			
Andrea Weickgenannt	Xavier University		Assistant Professor					
Janice Rummel	Shippensburg University		Associate Professor					
Ryan Matthews		y						
Fernando Garcia	Dalton State University		Assistant Professor of Management				Y	
Kelly Hall	Stetson University		Assistant Professor of Management					
Shawn Wilson		y						
Marion Billups	Salisbury University		Assistant Professor					
Marleen Pope	Stetson University		Visiting Assistant Professor					
Dana Harrison	East Tennessee State University		Rank Unlisted			Y		
Jeffrey Risher	University of West Florida		Assistant Professor			Y		
Randy Colvin	Texas A&M Kingsville		Assistant Professor			Y		
John David Rusk	Kennesaw State University		Instructor at KSU					Y
Charles Flack		y						
James Smith	Augusta University		Assistant Professor		Y		Y	
Bright Asante-Appiah	Lehigh University		Assistant Professor of Accounting		Y			
Caroline Hayek	Texas A&M - Commerce		Assistant Professor		Y			

James Boyle	The University of Scranton		Assistant Professor					
Scot Justice	Appalachian State University		Assistant Professor					
Alexander Assouad	Belmont University		Assistant Professor of Int. Business and Mgmt.					
Lauren Rich	University of West Florida		Assistant Professor			Y		
Diego Velez		y						
John Neglia	Hofstra University		Adjunct Assistant Prof. of Mgmt			Y		
Scott Ambrose	Embry-Riddle		Assistant Professor of Marketing					
Lucy Matthews	Middle Tennessee State University		Assistant Professor			Y		
Anne Gottfried	Loyola University New Orleans		Visiting Assistant Professor of Marketing					
Joie Hain	Clayton State University		Assistant Professor				Y	
Carole Hollingsworth	Kennesaw State University		Assistant Professor					Y
Robecca Quammen		y						
Lorraine Lamb		y						
Tonya Smalls	Clemson University		Clinical Assistant Professor of Accounting	Y				
Chuck Casto		y						
Scott Manley	Midwestern State University		Assistant Professor					
Ralph Williams	Middle Tennessee State University		Assistant Professor			Y		
Christine Sutton	Gardner-Webb University		Assistant Professor			Y		
Lee Macenczak	Kennesaw State University		Clinical Assistant Professor					Y
George Allen	Asbury University		Assistant Professor					
Morton Brante		y						
Shalonda Bradford	Savannah State University		Assistant Professor				Y	
Willie Thompson	Troy University - Troy Campus		Assistant Professor					
John Cummings	University of South Alabama		Assistant Professor of Finance and Real Estate	Y				
Robert Forrester	Midwestern State University		Dillard Distinguished Professor of Energy Finance					
Carol Bishop	Georgia Southwestern State University		Associate Professor & MBA Director				Y	
Therese Viscelli		y						
Kim Honaker	Middle Tennessee State University		Assistant Professor			Y		
Robert Wilbanks	Tennessee Tech		Assistant Professor			Y		
Gregory Prescott	University of South Alabama		Assistant Professor	Y				
Lisa Farmer		y						

Yves-Rose SaintDic	University of West Georgia		UWG Chief Diversity Officer			Y	Y		
Marc Sollocy	Marshall University		Associate Professor of Management						
Dawn Keig	Whitworth University		Associate Professor						
Tony Swaim	Kennesaw State University		Clinical Assistant Professor						Y
Robert Reich	Lynn University		Assistant Professor, Management						
Keith Ferguson	Michigan State University		Fixed-Term Faculty	Y					
Imran Khan	University of Nebraska - Lincoln		Assistant Professor of Practice	Y					
Lucas Hopkins	Florida State University		Assistant Department Chair & Asst. Lecturer	Y					
Mary Rickard	Georgia College		Assistant Professor of Marketing				Y		
Wendy Ritz	Florida State University - Panama City		Teaching Faculty						
Andrew Thoeni	University of North Florida		Instructor						
Mike Simmons		y							
David Williams	Dalton State		Assistant Professor of Marketing				Y		
Doug Boyle	The University of Scranton		Chairperson, Associate Professor						
Anne Wilkins	University of Tennessee at Chattanooga		UC Foundation Associate Professor of Accounting						
Debra Lasher		y							
Ruben Boling	University of North Georgia		Director - Center for Entrepreneurship & Innovation				Y		
Victor Marshall	Dalton State		Assistant Professor of Management				Y		
Juane Greene	Kennesaw State Univeristy		Director of the PhD Program -Coles College						Y
Alvin Miles		y							
Earl Howell	Oglethorpe University		Assistant Professor of Business				Y		
Vijay Patel	University of North Carolina - Charlotte		Clinical Assistant Professor of Management	Y					
Jerry Kudlats	Jacksonville University		Resource Prof Mgmt & Entrepreneurship						
Ted Randall		y							
Laurie Hodge		y							
Russell Reams	Oglethorpe University		Adjunct Instructor in Business				Y		
Jeananne Nicholls	Slippery Rock University								
John Riggs	Stetson University		Prof. of Practice Mktg, Dir. Centurion Sales Excellence						
Charles Ragland	Indiana University - Bloomington		Exec. Dir. Of Center for Global Sales Leadership	Y					
N = 90	N = 72 Universities	18			61	8	12	15	5

Ph.D. List of Top Tier Journal Publications

Sample Alumni Accounting Publications

Ranked A or A+

Janice E. Rummell, F. Todd DeZoort, and Dana R. Hermanson (2018) Does Audit Firm Tenure Matter to Audit Committee Members? Evidence from an Accounting Dispute. *Accounting Horizons* In-Press.

Sample Alumni Management Publications

Ranked A or A+

Sutton, C., Veliyath, R., Pieper, T., Hair, J., and Caylor, M. (2018), "Secondary Agency Conflicts: A Synthesis and Proposed Measurement Model," *Long Range Planning*, 51 (October), 720-735.

Sample Alumni Marketing Publications

Ranked A or A+

Hain, J., Rutherford, B. N., and Hair, J. F. (accepted), "A Taxonomy for Financial Services Selling," *Journal of Personal Selling and Sales Management*.

Matthews, L., Beeler, L., Zablah, A. R., and Hair, J. F. (2018), "All Autonomy is not Created Equal: The Countervailing Effects of Salesperson Autonomy on Burnout," *Journal of Personal Selling and Sales Management*, 38 (3), 303-322.

Ambrose, S. C., Matthews, L. M., and Rutherford, B. N. (2018), "Cross-functional Teams and Social Identity Theory: A Study of Sales and Operations Planning (S&OP)," *Journal of Business Research*, 92, 270-278.

APPENDIX-A # 45

Ph.D. students and alumni highlights 2017-18

Publications:

Affuso, E., **Cummings, J. R.**, & Le, H. (in press). The External Cost of Asbestos in the Housing Market, *Applied Economics Letters*.

Affuso, E., **Cummings, J. R.**, & Le, H. (in press). Wireless Towers and Home Values: An Alternative Valuation Approach Using an Hedonic Spatial Error Model, *Journal of Real Estate Finance and Economics*.

Abernathy, J., Stefaniak, C., **Wilkins, A.**, & Olson, J. (2017). Literature Review and Research Opportunities on Credibility of Corporate Social Responsibility Reporting. *American Journal of Business*, 32(1), 24-41.

Binz-Astrachan, **C.**, **Ferguson, K.E.**, **Pieper, T.** & **Astrachan, J.** (2017). Family business goals, corporate citizenship behavior and firm performance: Disentangling the connections. *International Journal of Management and Enterprise Development*, 16 (1-2), 34-56.

Bishop, C. C., **D. R. Hermanson**, & R. A. Riley, Jr. (2017). Collusive Fraud: Leader, Incident, and Organizational Characteristics. *Journal of Forensic Accounting Research*. (Forthcoming).

Bishop, C. C., DeZoort, F. T. & **Hermanson, D. R.** (2017). Review of Recent Literature on Pressure on CFOs to Manipulate Financial Reports. *Journal of Forensic and Investigative Accounting*, 9(1).

Bishop, C. C., DeZoort, F. T. & **Hermanson, D. R.** (2017). The Effect of CEO Social Influence Pressure and CFO Accounting Experience on CFO Financial Reporting Decisions. *Auditing: A Journal of Practice & Theory*, 36(1) 21-41.

Bishop, C. C., **Wilbanks, R. M.**, & **Wilkins, A. M.** (2017, May). Stunted growth for female directors. *CGMA Magazine*, 22-25.

Bishop, C., **Wilbanks, R.**, & **Wilkins, A.** (2017). Stunted Growth for Women Directors. *CGMA Magazine*, 1, 22-25.

Cummings, J. R., Lahtinen, K. D., & Hunsader, K. J. (in press). Real Estate Pre-License Education: A National Call for Transparency, *Journal of Real Estate Practice and Education*.

Cummings, J. R., **Ramirez, G. G.**, **Sharma, D. S.**, & Lahtinen, K. D. (in press). Motivating Capital Investment by Using the Audit Process to Increase Financial Transparency, *Asian Journal of Finance and Accounting*.

DeZoort, T., **Wilkins, A.**, & **Justice, S.** (2017). The Effects of Reporting Framework on Lenders' Assessments of SME Lending. *Journal of Accounting and Public Policy*, 36, 302-313.

Ferguson, K.E., Hair, J.F., Silva, R.V., Oliveira-Brochado, A., & Mollah, M.M. (2017). Consumer perceptions of sustainability: An exploratory study, *International Journal of Business, Marketing, and Business Decisions*, 10(1), 1-21.

Forrester, R. C., Martinez, J. E., & **Cummings, J. R.** (in press). Funding Constraints at Community Banks: A Pre- and Post-2008 Recession Analysis of the Role of Federal Home Loan Bank Advances, *Southern Business and Economic Journal*.

Gottfried, A., Ambrose, S. & Plank, R. (2017). Inside sales force and gender: mediating effects of intrinsic motivation on sales controls and performance, *Journal of Selling*, 16(2), 20-36.

Greene, J., Mero, N., Werner, S. (in press). The Negative Effects of Job Embeddedness on Performance, *Journal of Managerial Psychology*, DOI 10.1108/JMP-02-2017-0074.

Honaker, K. (2017). Preparing Our Students for Careers in Tax: A Closer Look at the Tax Curriculum in Graduate Accounting Programs, *Tennessee CPA Journal*, January/February, 8-11.

Honaker, K. & Sharma, D. (in press). Does Schedule UTP Have Uniform Long Run Effects on Corporate Tax Planning?, *The Journal of the American Taxation Association*.

Honaker, K. & Sharma, D. (in press). Has the IRS' Schedule UTP Reporting Dampened Corporate Tax Aggressiveness?, *Tax Notes*.

Jordan, D., & **Nicholls, J.** (in press). Key Influencers Analysis of Employee Choice between Consumer Directed and Managed Care Healthcare Plans. *The Journal of Business, Economics and Technology*.

Mallin, M., & **Ragland, C. B.** (2017). Power-based effects on salesperson motivation and performance: A contingency view, *Journal of Business-to-Business Marketing*, 24(2). 99-121.

Matthews, L. M. (2017). Applying Multi-group Analysis in PLS-SEM: A Step-by-Step Process. In H. Latan & R. Noonan (Eds.), *Partial Least Squares Structural Equation Modeling - Basic Concepts, Methodological Issues and Applications*: Springer International Publishing AG.

Matthews, R. L., Hall, K. R., & Matthews, L. M., (in press). Cognition and Social Cognition Insights to Inform Interactive Perspectives in Entrepreneurship Research, *Journal of Business and Entrepreneurship*.

Matthews, L. M., Hair, J. F., **Matthews, R. L.,** & Sarstedt, M., (in press). PLSSEM or CB-SEM: Updated Guidelines on Which Method To Use, *International Journal of Multivariate Data Analysis*.

Nicholls, J., Ragland, C.B., Schimmel, K., & Hair, J. (2017). The relevance of ethics, CSR, and sustainability topics in the business school and marketing curricula: Dean and department head opinions, *Journal of Business Ethics Education*, 13, 169-184.

Nicholls, J., & Schimmel, K. (2017). Prior Satisfaction as Reasons for and Against Generosity Decisions: a Behavioral Reasoning Exploration. *Marketing Management Journal*, 26(2), 86-100.

Novicevic, R., **Hayek, C.,** & Hayek, M. (2017). Women Entrepreneurs in a Country in Transition: The Perspective of Edita Dautovic, A Woman Entrepreneur and Social Leader. Executive Interview. *Journal of Applied Management and Entrepreneurship*.

Patel, V., Kudlats, J., & Ragland, C.B. (2017). Entrepreneurial leadership – Core concepts of a key dimension, *Experiential Entrepreneurship Exercises Journal*, 2(1), 72-80.

Prescott, G. L. & Hardin, J. R. (2017). Charitable Remainder Trusts: A Popular and Effective Estate Planning Tool. *Practical Tax Strategies*, 98(5) 183-192.

Prescott, G. L., Noland, T G., & Vann, C E. (2017). Universities Need You! *Strategic Finance*, 98 (10), 46-53.

Reich, R. W. (2017). Chasing Cars or Chasing Tails; Does the Resource Based View Explain Global Brand Value? Antecedents of Global Brand Equity, *Academy of Business Research Journal*, 2, 27-52.

Reich, R., & Ellington, L. (2017). Temporal Distance and Event Promotions: Effects on the Call to Action, *Journal of Marketing Perspectives*.

Schimmel, K., Liu, S., **Nicholls, J.**, Nechval, N. A., & **Forrest, J. Y.** (2017). Economic Security under Disturbances of Foreign Capital. *Advances in Systems Science and Applications*, [S.I.], 17(2), 14-28.

Sparger, J. R. (2017). Revenue Recognition Considerations for Producers and Natural Gas Processors Under ASC 606. *Petroleum Accounting and Financial Management Journal* 36(2), 112-133.

Wilbanks, R., Wilkins, A., & Thibadoux, G. (2017). What You Need to Know About GASB's New Tax Abatement Disclosure Requirements. *TN CPA Journal*, May/June, 36-40.

Wolf, M., & **Ritz, W.** (2017). Consuming Collaboratively, Sustainably, and What We Can Learn from the East. In Pia Albinsson and Russell Belk, *The Sharing Economy: Possibilities, Challenges, and the way Forward*. Santa Barbara, CA: Praeger Publishing.

Presentations:

Affuso, E., Bindele, F., **Cummings, R.**, & Le, H. (2017, April). Robust Inference for Spatial Econometric Models: A Nonparametric, Rank-Based Approach, presented at the American Real Estate Society Annual Conference, San Diego, CA.

Affuso, E., **Cummings, R.**, & Le, H. (2017, April). The External Cost of Asbestos in the Housing Market, presented at the American Real Estate Society Annual Conference, San Diego, CA.

Allen, G., (2017, November). Whose Opinion Matters? The Relative Influence of Respected Sales Peers on Salespersons' Intention to Sell New Products, presented at the Society for Marketing Advances Annual Conference, Louisville, KY.

Allen, G., (2017, November). Planning or learning? A comparison of strategy creation approaches at the level of the individual salesperson, presented at the Society for Marketing Advances Annual Conference, Louisville, KY.

Ambrose, S., & Matthews, L. M. (2017). Cross-functional Teams and Social Identity Theory: A Study of Sales and Operations Planning (S&OP), presented at the Society for Marketing Advances Conference, Louisville, KY.

Berry, R. L. (2017). On-ground Engagement: Tactical Strategies, presented at the American Accounting Association Annual Meeting, San Diego, CA.

Berry, R. (2017). The Buddy System: Facilitating Learning through Sense of Community, presented at the Society for Marketing Advances Annual Conference, Louisville, KY.

Berry, R. L., Torres, L., & Hartley, P. (2017). A Mixed Method Analysis of Sense of Community and Brand Love in the Zumba Fitness Brand, presented at the 5th International Consumer Brand Relationships Conference, Porto, Portugal.

Bishop, C. C., Hermanson, D. R., & Riley, R. A. Jr. (2017, January). Collusive Fraud: Leader, Fraud, and Organizational Characteristics, presented at the American Accounting Association Midyear Meeting, San Diego, CA.

Bishop, C. C., Hermanson, D. R., & Riley, R. A. Jr. (2017, February). Collusive Fraud: Leader, Fraud, and Organizational Characteristics, presented at the American Accounting Association Forensic Accounting Research Conference, Orlando, FL.

Brouthers, L., Ragland, C. B., & Widmier, S. (2017, April). Doing well by doing good: Using Direct Selling to help the base-of-pyramid (BOP), presented at the National Conference in Sales Management, St. Louis, MO.

Edmondson, D. R., Graeff, T., **Matthews, L. M.,** Roy, D., Srivastava, R., & Ward, C. B. (2017). Should Retailers Honor Veterans? Examining Consumers' Attitudes and Behaviors Regarding Veterans, presented at the Society for Marketing Advances Conference, Louisville, KY.

Ferguson, K.E., Hair, J.F., Silva, R.V., Oliveira-Brochado, A., & Mollah, M.M. (2017, January). Consumer perceptions of sustainability: An exploratory study, presented at the International Academy of Business & Public Administration Disciplines, Orlando, FL.

Graeff, T., Edmondson, D. R., **Matthews, L. M.,** Roy, D., Srivastava, R., & Ward, C. B. (2017). Please Stand and be Recognized: Examining Individuals' Attitudes and Behaviors Regarding Colleges and Universities that Honor Veterans, presented at the Atlantic Marketing Association Conference, Williamsburg, VA.

Gottfried, A. (2017). Innovative Selling Project, presented at the National Conference for Sales Management, St. Louis, MO.

Hain, L. J., & Ritz, W. (2017, November). Growing Technology Expertise through Team Teaching, presented at the Society for Marketing Advances Conference, Louisville, KY.

Jackson-Summers, A., Osemene, N., & McCall, D. (2017). Smart City: The Value, Security Risks, and Challenges in Transportation, presented at ISSA International Conference, San Diego, CA.

Kudlats, J., Ragland, C., & Patel, V. (2017, January). Entrepreneurial leadership: Core concepts of a key dimension, presented at the United States Association of Small Business and Entrepreneurship Conference, Philadelphia, PA.

Mady, A., & Gupta, S. (2017, August). Behavioral Approach to Information Security Policy Compliance, presented at Americas Conference on Information Systems, Boston MA.

Mady, A., & Hitz, M. (2017, April). Measuring Information Systems Success, presented at the International Academy of Business Disciplines. New Orleans, LA.

Matthews, L. M. (2017). Transferring the Steps to a Sales Call to Interviewing, Teaching Moment, presented at the Society for Marketing Advances Conference, Louisville, KY.

Matthews, L. M., Matthews, R. L., Edmondson, D. R., & Ward, C. B. (2017). Do Differences in Gender & Marital Status Impact Organizational Commitment among Boundary Spanners, presented at the Society for Marketing Advances Conference, Louisville, KY.

Matthews, R. L., Hall, K., & Matthews, L. M. (2017). Application of a New Theory in Entrepreneurship: Social Cognition, presented at the Atlantic Marketing Association Conference, Williamsburg, VA.

Matthews, R. L., Randolph, A. B., & Matthews, L. M. (2017). Perceived Application of Neuroscience Tools by Experienced Salespersons, presented at the 7th Annual Interdisciplinary Symposium on Decision Neuroscience (ISDN), Stanford, CA.

McKinney, E., & **Niese, B. (2017, August).** Effective Student Crowdpolling: Key Decisions and a Learning Case, presented at Americas Conference on Information Systems, Boston, MA.

Schreiner, D. B. & Johnson, C.D. (2017). Bringing Current Events into the Classroom to Develop Critical Thinking Skills, accepted for presentation at the Kennesaw Research on Teaching and Learning Summit, Kennesaw, GA.

Swaim, J. A., (2017, October). Antecedents for Ethical Employee Empowerment, proceedings at the Association of Business Communication, Little Rock, AR.

Ward, C. B., Edmondson, D. R., & **Matthews, L. M. (2017).** Delta Airlines: Not Exactly 'Flying High,' presented at the Marketing Management Association Spring Conference, Chicago, IL.

Awards:

Council of Supply Chain Management Professionals Doctoral Dissertation Award:

Risher, J. (2017, August). *From Offshoring to Reshoring: A Conceptual Framework for Manufacturing Location Decisions in a Slow-Steam World.*

Awarded a Certificate of Merit by the Institute of Management Accountants for 2017:

Prescott, G. L., Noland, T G., & Vann, C E. (2017). Universities Need You! *Strategic Finance*, 98 (10), 46-53.

Award Winning Track Paper:

Edmonson, D. R., **Matthews, L. M.**, Ward, C. B., "Emotional Exhaustion and Its Role in Service Sabotage among Retail Sales Employees," 2017 Atlantic Marketing Association Conference, Williamsburg, VA.

Best Paper Award:

Feng, W; **Reich, R, W;** Sheng, Y. (2017, March). Chasing the Fame: Investing in Brand Equity, presented at the Academy of Business Research Fall International Conference, New Orleans, LA.

APPENDIX-A #46

ADDITIONAL EXAMPLES OF ENGAGEMENT, INNOVATION, AND IMPACT

Expected Outcome #1	Engagement	Innovation	Impact
Enhancing the Career Value Proposition of Coles Degrees			
The CCB, its students, faculty and programs win awards and competitions, and are recognized and ranked. For example:			
The CCB degree programs are highly ranked (see Appendix-A # 37)			X
National Collegiate Sales Competition is the largest and best-known competition for professional sales students, (75+universities, 50+ sponsors, 800+ attendees)	X	X	X
CCB “Top University for Prof. Sales Education” - Sales Education Fdn.			X
DBA Program recognized by AACSB as “Innovation that Inspires” (2016)		X	X
NCSC competition contributed \$400K+ to higher education & \$5 million+ since 1999			X
SMIF team won 1st place at Global Asset Management Education (2015)			X
EMBA student won worldwide CAPSIM Challenge competition (2018)			X
National Collegiate Cyber Defense Competition	X	X	X
Digital Media Competition	X	X	X
Family Capital ranked CCB Top 25 best schools in Family Business (2016)			X
CarMax scholarships awarded \$25,000 to MGT students \$25,000 (2017)			X
76% of DBA graduates seeking faculty positions hired in tenure-track positions at AACSB schools.			X
KSU Top 100 Entrepreneurship Incubator competition, \$100,000 prizes/service		X	X

CCB named a National Center of Academic Excellence in Information Assurance/Cyber Security Education by the National Security Agency (NSA) and Department of Homeland Security (2016)			X
CCB, finalist IMPACT Regional Bus. Award by Gwinnett Chamber (2015)	X		X
Dr. Ramirez, 2014 Coles Distinguished Professor Award, 2015 KSU Distinguished Professor Award Finalist, 2016 Coles Outstanding Service Award, 2016 Coles Outstanding Publication Award			X
CCB students won first place in the Hispanic Heritage Month Case Competition hosted by Emory U. Goizueta Business School (2016)			X
Beta Alpha Psi awarded Superior Chapter Status (2016)			X
Alumnus, K. Schroeder, recognized as AACSB “Influential Leader” (2017)			X
Dr. Paul won Outstanding Faculty for Georgia WebMBA (2018)			X
Innovation in Teaching Awards (2014 Maloni, 2015 Burton, 2016 Green & Pierquet, 2018 Dutcher, 2019 Huang)		X	X
CCB Management Alumnus, Excalibur Award Winner (2016)			X
KSU Online Executive Education chosen as TAG Excalibur Awards finalist			X
R. Shaver, KSU Career Planning & Devlp. Faculty Advisor Award (2016)			X
ALPHA student organization awarded Chapter of the Year for the South			X
Dr. Kelani, National Society of Leadership/Success Award (2016)			X
Dr. Paul, KSU Distinguished Undergraduate Teaching Award (2016, 2017)			X
Eleven MSHMI students received recognition for excellence & innovation		X	X
Staff Awards identify/reward outstanding contributions (started 2014)			X
Iota Tau Chapter of Beta Alpha Psi achieved Distinguished status (2015)			X
Prof. Wermert, KSU’s Betty Siegel Faculty Member of the Year (2015)			X
CCB students are prepared for, succeed and excel after graduation. For example			
64% undergraduates, 74% masters, 100% EMBA & 100% Ph.D. agree that the CCB prepares them for their career – Hanover Research (2018)			X

KSU students have higher post-graduation salaries than all Georgia universities, except Georgia Tech and UGA - gosa.georiga.gov (2018)			X
In FY19 50+% of students completed internship, 11,000+ hours	X		X
76% of CCB students were employed or actively pursuing graduate school a few months after graduation (2017)			X
42% of CCB MBA students changed/improved jobs at Synchrony Financial - Cynthia Tragge-Lakra, Senior VP and Chief Talent Officer (2017)			X
53% of EMBA students promoted pre- and 88% post-graduation (2014)			X
40% of EMBA students promoted within their company while in program			X
CCB Sales students 95%+ job placement rate; 30% lower turnover, 50% faster ramp-up time than other entry level sales hires - Sales Education Foundation			X
CCB students won the NCSC team competition (2016)			X
3 new courses in Hughes Leadership & Career Program prepare graduates		X	X
The CCB curriculum continuously evolved and improves to provide students with a rigorous and relevant education. For example:			
EMBA executive coaching program	X	X	X
Significant financial funding provided to new and existing centers of excellence in teaching and scholarship			X
CCB BBA program in Entrepreneurship was the first in Georgia (2017)		X	
USG Board of Regents approved MSHMI degree (2015)		X	
Joint student projects with international partners		X	X
DBA program added qualifying exam at end of program (2016)		X	
9 Faculty exchanges with universities in Asia and Europe			X
Diverse and innovative study abroad programs	X	X	X
Scholars cohort program for students to take advanced business courses	X	X	X
Launched the Around the World in 80 Days program (2016)		X	

The CCB has relationships and continuously interacts with all of its stakeholders in a variety of ways to expand student opportunities. For example:

SMIF students operate an investment firm with \$200,000+			X
A series of workshops focused on the job search process		X	X
Partnership with the Peace Corps for Paul D. Coverdale Fellows program for Returned Peace Corps Volunteers. Graduated 25 in the past 10 years.	X	X	X
MoneyWise for financial literacy issues	X	X	X
General expansion of services/resources in Career Services			X
Expanded involvement of alumni in mentoring and career advising	X	X	X
Young Alumni Council	X	X	
“CCB All-Access Program” (introduced 2015)	X	X	

Additional examples for Expected Outcome #1

<u>Expected Outcome #1</u> <u>Enhancing the Career Value Proposition of Coles Degrees</u>	<u>Engagement</u>	<u>Innovation</u>	<u>Impact</u>
The CCB degree programs are highly ranked (see Appendix-A # 37)			X
3 new courses in Hughes Leadership & Career Program prepare graduates		X	X
A series of workshops focused the job search process		X	X
General expansion of services/resources in Career Services			X
Expanded involvement of alumni in mentoring and career advising	X	X	X
Professional Sales program has a 95% hire rate upon graduation			X
SMIF students operate an investment firm with \$200,000+		X	X
Scholars cohort program for students to take advanced business courses		X	
Joint student projects with international partners		X	X
KSU Top 100 Entrepreneurship Incubator competition w/ \$100,000 prizes/services		X	X
MoneyWise for financial literacy issues	X	X	X
National Collegiate Sales Competition is the largest and best-known competition for professional sales students, (75+universities, 50+ sponsors, and 800+ attendees.	X	X	X
Digital Media Competition host	X	X	X
National Collegiate Cyber Defense Competition	X	X	X
Young Alumni Council	X	X	
In FY19 50+% of students completed internship, 11,000+ hours	X		X

Expected Outcome #2			
Expanding Opportunities to Engage with the Business Community	Engagement	Innovation	Impact
The CCB faculty engagement with the business community. For example:			
Created new and more financial support for Centers of Excellence	X		X
Business Speaker programs at CCB, centers, programs (10,000+ students)	X		X
A significant number of CCB faculty consult with regional, national, and international businesses privately and as representatives of CCB centers	X		X
A significant number of CCB faculty serve on Boards of Advisors	X		X
Dr. Hariharan won Education Leadership Award, Corporate U. Congress (2014)			X
Dr. Tutterow is Chair of Governor’s Economic Advisors	X		X
Dr. Maloni is Chair of Georgia Center of Innovation for Logistics	X		X
Dr. Young, Exec. Board of the Entrepreneurship Division of the Academy of Mgt.	X		X
Drs. Hutchins and Sinha ,co-chairs of AMA Relationship Marketing SIG	X		X
Dr. Roebuck, President & Fellow of Assoc. for Bus. Comm.	X		X
Drs. Tutterow and Scafidi, 100+ presentations to the business community	X		X
Prof. Wolf, Women’s Leadership Center, regularly presents to companies	X		
Dr. Swaim presented Supply Chain Mgt. research to Technical College System in Georgia and many companies	X		X
Drs. Inks and Loe, digital badge ExecEd program for sales professionals	X	X	X
Prof. Devaney financial literacy ExecEd program for Commercial Realtor Women	X		X
Women’s Leadership Center alliances with local business leaders	X		X
Consortium of Healthcare Management and Informatics, received research funding from MagMutual and TAG/Porter Research to engage graduate students	X		X
Prof. Cross works with SHRM Atlanta chapter on HR practices	X		X

CCB programs' engagement with the business community. For example:

Econometric Cntr: industry surveys: Purchasing Managers, Consumer Confidence	X		X
GAVE program aids veterans to start or extend their businesses	X	X	X
Active member and host of U.N. PRME and CIFAL-Atlanta organization meetings	X		X
CCB Conexus Challenge, online global teaming business simulation, 52 students in 10 countries (2015)		X	
Host Int. Conf. Co-Op Competitiveness Conf., Colombia, 55 orgs, 14 nations (2016)	X		X
MBA program on-site at Synchrony Financial in Alpharetta, GA. (2015-2016)	X		
INC Pitch Competition: CCB & IgniteHQ judge & financially award projects (2019)	X		X
EC Angels: 20 entrepreneurship women students selected each semester to be mentored by seasoned women business leaders in the southeast	X	X	X
SBDC clients served as case studies for a MBA students (150 MBA students)	X		X
SBDC delivered 117 education workshops for 2,789 small business owners	X		X
MSHMI received funding from TAG/Porter Research and MagMutual			X
New Venture Creation Competition Pitch: Student Learning & Experiential Activity		X	X
SBDC & Atlanta Food Service Expo deliver education curriculum aimed to owners and managers in the restaurant industry, 3000 attendees each year (2015-2018)	X		X
EMBA Mentoring Program initiated with CEO-Netweavers (2014)	X	X	X
CCB & Cobb County Chamber's "Business Success Center" to assist startup of businesses, funded by the GA State Legislature (2014)	X		X
SBDC's, A. Barrio, awarded "SBDC Consultant of the Year"			X
CCB leads Women Leaders Forum in Atlanta (2017)	X	X	X
CCB has hosted 27 Annual GA Family Business of the Year Awards	X		

CFEC launched The Family Business Clinic™ (2015)	X	X	X
First Young Women Leaders Forum Sponsorship from SunTrust for \$7,500	X		X
CCB students engagement with the business community. For example:			
EMBA students consulting project South American companies (2014-2018)	X	X	X
Student consulting projects Fortune 500 & local business (1,900+ students)	X		X
SMIF students engage with industry financial advisors	X		
Nobel laureate, A. Roth, joined the student reading group of his book	X	X	
Sales students' Ride-A-Longs with company sponsors (350+ students)	X	X	X
ENACTUS students engaged local schools for an experimental three-year project with at-risk youth and creating an international pedagogical symposium	X	X	X
Two students appointed to Edge Connection Board of Advisors for (2018)	X		
MBA/MSIS students won Coca Cola North America Data Analytics project (2018)			X
25% of KSU students awarded Global Engagement Certificate from CCB (2015)	X		
CCB students competed in International Model UN in India (2015)	X		X
CCB student, S. Locke, created Start-up Hammocks for Homeless		X	X
ENACTUS awarded two \$1,500 grants to "make a difference in the community"	X		X
CCB students launched Click-A-Shift to provide income to students and as needed staffing options for small business impact: 700+ students	X	X	X
CCB students developed BROOTS to replace unsustainable plants at public schools; they have sold over 400 'Broots' for over \$3,600	X		X
Art'NspirED fundraiser for local schools (895 children & 1,900 service hrs. (2014)	X		X
CCB student, P. Jagannath, won Delta Airlines internship and then a full-time analyst position for Delta's data visualization and SAP analytics work group (2017)			X

CCB student, G. Tanner, completed industry project w/ Data Science group, won a position w/ NASA as an “Information Architect” at Langley Research Center (2018)			X
BizNation, 3 CCB Colombian sisters started organization that teaches Colombian students at their home primary school about entrepreneurship (2017-2019)	X	X	X
CCB student, J. Hattaway, Start Up to Watch Award at the Metro Atlanta Chamber Business Person of the Year Awards for Bright Ideas Energy Solutions (2014-15)			X
SBDC’s, Andy Fried, Innovation of the Year Award for “Wise and Shine” Series		X	X
Additional examples for Expected Outcome #2			
Expected Outcome #2 Expanding Opportunities to Engage with the Business Community	Engagement	Innovation	Impact
Created new and more financial support for Centers of Excellence	X		X
Student consulting projects Fortune 500 & local business (1,900+ students)	X		X
SMIF students engage with industry financial advisors	X		
Nobel laureate, A. Roth, joined the student reading group of his book	X	X	
Sales students’ Ride-A-Longs with company sponsors (350+ students)	X	X	X
Business Speaker programs at CCB, centers, programs (10,000+ students)	X		X
Dr. Tutterow is Chair of Governor’s Economic Advisors	X		X
Dr. Maloni is Chair of Georgia Center of Innovation for Logistics	X		X
Dr. Young, Exec. Board of the Entrepreneurship Division of the Academy of Mgt.	X		X
Drs. Hutchins and Sinha ,co-chairs of AMA Relationship Marketing SIG	X		X
Dr. Roebuck, President & Fellow of Assoc. for Bus. Comm.	X		
Drs. Tutterow and Scafidi, 100+ presentations to the business community	X		X
Prof. Wolf, Women’s Leadership Center, regularly presents to companies	X		

Dr. Swaim presented Supply Chain Mgt. research to Technical College System in Georgia and many companies	X		X
A significant number of CCB faculty consult with regional, national, and international businesses privately and as representatives of CCB centers	X		X
Drs. Inks and Loe digital badge executive education program for sales professionals	X	X	X
Prof. Devaney financial literacy ExecEd program for Commercial Realtor Women	X		X
Women's Leadership Center alliances with local business leaders	X		X
Consortium of Healthcare Management and Informatics , received research funding from MagMutual and TAG/Porter Research and engage graduate students	X		X
A significant number of CCB faculty serve on Board of Advisors	X		X
Econometric Cntr: industry surveys: Purchasing Managers, Consumer Confidence	X		X
GAVE program aids veterans to start or extend their businesses	X	X	X
Active member and host of U.N. PRME and CIFAL-Atlanta organization meetings	X		X
ENACTUS students engaged local schools for an experimental three-year project with at risk youth and creating an international pedagogical symposium	X	X	X
Prof. Cross works with SHRM Atlanta chapter on HR practices	X		X

Expected Outcome #3

Elevating Support for Quality Research with Emphasis on Accessibility to Business

Engagement Innovation Impact

Financial, structural and administrative support

\$300,000+ annually, for internal grants for research			X
New Henssler Chair for Coles approved at \$500,000 (2018)	X		X
SA/PA/SP faculty required to publish ranked research (no predatory journals)			X
Working Paper Series provides developmental feedback to target top journals		X	X
Seminar series for outstanding scholars from research-intensive schools	X	X	X
CCB’s “Workload Document” presented at AACSB Conference (2017)		X	X
Faculty research blogs disseminate CCB faculty’s scholarly ideas	X	X	X
Research Magazine summarizes CCB articles to provide industry implications			X
Financial Awards for CCB Faculty Research		X	X
Grant writing workshops for faculty to pursue external funding		X	X
Ph.D. Global Scholars uses external experts to teach in the program	X	X	X
The Ph.D. program pays for students to attend academic conferences	X		
CCB launched New Center for the Study of Markets and Competition	X	X	
Bagwell Center financially supports undergraduate research. KSU hosted the National Conference of Undergraduate Research in 2019	X	X	X

External Financial Grants

Education Economics Center funded (2014) \$100,000 from USG (2015-16), \$50K to study segregation in GA public schools (2016-17), \$16K+ GA State Charter Schools Commission to study impact of charter schools on segregation in GA public schools, (2017-18), \$24K from Charles Koch Foundation to study changes to Georgia’s K-12 education system (2014)		X	X
Information Security grants from Dept. of Homeland Security \$129,000 (2015-2016)			X

Education Economics Center received \$2.81M gift to fund academic research			X
IS Dept. \$200,000 from SunTrust for ISA research & curriculum development	X		X
Dr. Randolph awarded NSF grant (\$183,525)			X
The CCB's Scholarly Impact and Engagement with the Academy			
44,936 citations since 2014 & 89,295 "all-time" (69 articles w/ significant citations)			X
89.5% of faculty produced 1,234 intellectual contributions			X
162 peer-reviewed journal articles in A+ and A journals			X
28 faculty recognized externally for intellectual contributions			X
58 faculty editors/reviewers & 49 in academic/professional leadership positions	X		X
Dr. Brouthers listed among Top Strategic Management Scholars in the world, Management International Review (2016)			X
Dr. Astrachan ranked #25 scholar for Entrepreneurship Research in Journal of Small Business Research (2017)			X
Dr. Huang is currently in top 10% of Authors on SSRn			X
Economics major student received Fulbright Scholarship			X
SMIF students won the CFA Institute Research Challenge Southern Classic			X
Dr. Fatehi, Fulbright Senior Scholar (Tashkent U. 2017), Specialist (Morocco 2018)			X
Dr. Huang, semi-finalist 2015 Best Paper, Financial Management Association			X
Dr. Liu, Best Service Award from the Chinese Economists Society (2015)			X
CCB won Honorable Mention at National Conf. of Undergraduate Research (2019)			X
Dr. Boyd and former students awarded Best Paper Award from the Southern Management Association in the Pre-Doctoral Track (2015)			X
Dr. Maloni, Best Paper Award, American Society for Engineering Education (2016)			X

Dr. Fatehi awarded Madhuri and Jagdish N. Sheth Distinguished Faculty Award for International Achievement in scholarship, teaching, and service (2018)			X
Publication of the first issue of the Information Security Education Journal (2015)		X	X
MBA team won the Global Supply Chain Simulation Competition (2017)			X
Journal of Family Business Strategy - New impact factor of 2.375			X
CCB student, K. Pulver, won KSU Undergraduate Research Grand Prize (2015)			X
The CCB's Scholarly Engagement with the Business Community			
Dr. Randolph engaged WellStar Hospital on brain-computer interface solutions	X	X	X
Econometric Center affiliated faculty 75+ presentations in 30 states (annually)	X		X
Dr. Katzman worked with the Centers of Medicare and Medicaid over the past decade on the improvement of Medicare's billion+ \$ competitive bidding process	X		X
Dr. Scafidi testified before the U.S. House Education & Labor committee and to 160+ state legislators from 34 states to influence K-12 education at a national level	X		X
Developed the Global Food Security Conference at Carter Center (2015, 2016)	X		
Prof. Dodonova works with GA Tech on the Georgia Manufacturing Survey	X		X
Dr. Pieper elected President of International Family Enterprise Research (2017)			X
Dr. Negash engaged BDS company to study impact of tech on future of education	X		X
CFEC and EY partnered to conduct a global family business survey; the survey findings generated global press for EY and CCB (2015)	X		X

Additional Engagement, Innovation and Impact Examples

Additional examples for Expected Outcome #3

Expected Outcome #3 Elevating Support for Quality Research with Emphasis on Accessibility to Business	Engagement	Innovation	Impact
Dr. Katzman worked with the Centers of Medicare and Medicaid over the past decade on the improvement of Medicare's billion+ \$ competitive bidding process	X		X
Dr. Scafidi testified before the U.S. House Education & Labor committee and to 160+ state legislators from 34 states to influence K-12 education at a national level	X		X
Dr. Fatehi, Fulbright Senior Scholar (Tashkent U. 2017), Specialist (Morocco 2018)			X
Working Paper Series provides developmental feedback to target top journals		X	X
Seminar series for outstanding scholars from research-intensive schools	X	X	X
Faculty research blogs disseminate CCB faculty's scholarly ideas	X	X	X
Research Magazine summarizes CCB articles to provide industry implications			X
Financial Awards for CCB Faculty Research		X	X
Grant writing workshops for faculty to pursue external funding		X	X
Bagwell Center financially supports undergraduate research. KSU hosted the National Conference of Undergraduate Research in 2019	X	X	X
58 faculty editors and reviewers, & 49 in academic/professional leadership positions	X		X
89.5% of faculty produced 1,234 intellectual contributions			X
\$300,000+ , annually, for internal grants for research			X
162 peer-reviewed journal articles in A+ and A journals			X
44,936 citations since 2014 & 89,295 "all-time" (69 articles w/ significant citations)			X
28 faculty recognized externally for intellectual contributions			X
SA/PA/SP faculty required to publish ranked research (no predatory journals)			X

Additional E, I, I examples

64% undergraduates, 74% masters, 100% EMBA & 100% Ph.D. agree that the CCB prepares them for their career – Hanover Research (2018)			X
Dr. Paul won Outstanding Faculty for Georgia WebMBA (2018)			X
KSU students have higher post-graduation salaries than all Georgia universities in, except GaTech and UGA - gosa.georgia.gov (2018)			X
Two students appointed to Edge Connection Board of Advisors for (2018)	X		
MBA/MSIS students won Coca Cola North America Data Analytics project (2018)			X
EMBA student won worldwide CAPSIM Challenge simulation competition (2018)			X
Innovation in Teaching Awards (2014 Maloni, 2015 Burton, 2016 Green & Perquet, 2018 Dutcher, 2019 Huang)		X	X
25% of KSU students awarded Global Engagement Certificate from CCB (2015)	X		
CCB Conexus Challenge -online global teaming business simulation, 52 students in 10 countries (2015)		X	
CCB students competed in International Model UN in India (2015)	X		
Host Int. Conf. on Co-Op Competitiveness in Colombia , 55 orgs, 14 nations (2016)	X		X
CCB Management Alumnus, Excalibur Award Winner (2016)			X
Developed the Global Food Security Conference at Carter Center (2015, 2016)	X		
CCB student, S. Locke, created Start-up Hammocks for Homeless community		X	X
KSU Online Executive Education chosen as TAG Excalibur Awards finalist			X
R. Shaver, KSU Career Planning & Dvlp. Faculty Career Advisor Award (2016)			X
SMIF students won the Southern Region of the CFA Research Challenge			X

CCB students won the CFA Institute Research Challenge Southern Classic			X
Economic major student received Fulbright Scholarship			X
Dr. Huang is currently in top 10% of Authors on SSRn			X
Dr. Fatehi was selected for a 2017 Fulbright Award			X
ALPHA student organization was awarded Chapter of the Year for the South			X
Dr. Hariharan won Education Leadership Award, Corporate U. Congress (2014)			X
Dr. Kelani, Sigma Alpha Pi National Society of Leadership & Success Award (2016)			X
Dr. Huang, semi-finalist 2015 Best Paper, Financial Management Association			X
Dr. Liu, Best Service Award from the Chinese Economists Society (2015)			X
Dr. Paul, KSU Distinguished Undergraduate Teaching Award (2016, 2017)			X
IS Dept. \$200,000 from SunTrust for ISA research & curriculum development	X		X
CCB students won the NCSC team competition (2016)			X
EMBA students consulting project South American companies (2014-2018)	X	X	X
MBA program on-site at Synchrony Financial in Alpharetta, GA. (2015-2016)	X		
Ph.D. Global Scholars uses external experts to teach in the program	X	X	X
Prof. Dodonova works with GA Tech on the Georgia Manufacturing Survey	X		X
ENACTUS awarded two \$1,500 grants to "make a difference in the community"	X		X
CCB students finished 5th in NCSC team competition, 1000 attendees (2017)	X		X
40% of EMBA students promoted within their company while still in the program.			X
Guy Fondjo, MBA Alumnus, serves as economic Advisor to Guinea president	X		X
Econometric Center affiliated faculty 75+ presentations in 30 states (annually)	X		X
Dr. Negash engaged BDS company to study impact of tech on future of education.	X		X
Dr. Randolph engaged WellStar Hospital on brain-computer interface solutions	X	X	X
Economic Education Center received \$2.81M gift to fund academic research			X
CCB won Honorable Mention at National Conf. of Undergraduate Research (2019)			X
EMBA executive coaching program	X	X	X
Eleven MSHMI students received recognition for excellence and innovation		X	X
The Ph.D. program pays for students to attend academic conferences	X		
INC Pitch Competition: CCB & IgniteHQ judge & financially award projects (2019)	X		X
EC Angels: 20 entrepreneurship women students selected each semester to be mentored by seasoned women business leaders in the southeast.	X	X	X
CCB students launched Click-A-Shift to provide income to students and as needed staffing options for small business. They directly impacted over 700 students	X	X	X
CCB students developed BROOTS to replace unsustainable plants at public schools. They have sold over 400 'Broots' for over \$3,600	X		X
Art'NspirED fundraiser for local schools (895 children & 1,900 service hrs. (2014)	X		X
SBDC clients served as case studies for a MBA students (150 MBA students)	X		X
SBDC delivered 117 education workshops for 2,789 small business owners	X		X
CCB student, P. Jagannath, won Delta Airlines internship and then a full-time analyst position for Delta's data visualization and SAP analytics work group (2017)			X
CCB Sales students 95%+ job placement rate; 30% lower turnover rate and 50% faster ramp-up time than other entry level sales hires - Sales Education Foundation			X
Sales/Marketing Career Fair, 500 students, 90% placement rate w/ 200 companies	X		X
EMBA joint experiential online simulation w/Romanian EMBA students, 20 years		X	
MSHMI received funding from TAG/Porter Research and MagMutual.			X
CCB student, G. Tanner, completed industry project w/ Data Science group, won a position w/ NASA as an "Information Architect" at Langley Research Center. (2018)			X
New Venture Creation Competition Pitch: Student Learning & Experiential Activity		X	X

BizNation , 3 CCB Colombian sisters started organization that teaches Colombian students at their home primary school about entrepreneurship (2017-2019)	X	X	X
CCB student, J. Hattaway, Start Up to Watch Award at the Metro Atlanta Chamber Business Person of the Year Awards for Bright Ideas Energy Solutions (2014-15)			X
SBDC & Atlanta Food Service Expo deliver education curriculum aimed to owners and managers in the restaurant industry, 3000 attendees each year (2015-2018)	X		X
1st Cohort of the Coles Scholars Program launched (2014)		X	
EMBA Mentoring Program initiated with CEO-Netweavers (2014)	X	X	X
CCB & Cobb County Chamber's "Business Success Center" to assist startup of businesses, funded by the GA State Legislature (2014)	X		X
Staff Awards Program identify/reward outstanding contributions started in 2014			X
USG Board of Regents approved MSHMI degree (2015)		X	
CCB's "Workload Document" presented at AACSB Conference (2017)		X	X
KSU won Entrepreneurship Education National Model Program Award by the U.S. Association for Small Business and Entrepreneurship (2017)			X
CCB BBA program in Entrepreneurship was the first in Georgia (2017)		X	
CCB began Faculty Blog initiative to highlight their research (2017)		X	
"CCB All-Access Program" introduced (2015)	X	X	
CCB launched New Center for the Study of Markets and Competition	X	X	
First Young Women Leadership Forum Sponsorship from SunTrust for \$7,500	X		X
CCB "diversity action" funding proposal approved for up to \$5,000			X
9 faculty exchanges with universities in Asia and Europe			X
SBDC's, Andy Fried, Innovation of the Year Award for "wise and shine" Series		X	X
Launched the Around the World in 80 Days program (2016)		X	
New Henssler Chair for Coles approved at \$500,000 (2018)			X
Start of first Entrepreneurship undergrad program offered in Georgia (2015)		X	
Dr. Randolph awarded NSF grant (\$183,525)			X
CCB student, K. Pulver, won KSU Undergraduate Research Grand Prize (2015)			X
Dr. Ramirez, 2014 Coles Distinguished Professor Award, 2015 KSU Distinguished Professor Award Finalist, 2016 Coles Outstanding Service Award, 2016 Coles Outstanding Publication Award			X
DBA Program recognized by AACSB as an "Innovation that Inspires" (2016)		X	X
DBA program added qualifying exam at end of program (2016)		X	
Partnership with the Peace Corps for Paul D. Coverdale Fellows program for Returned Peace Corps Volunteers. Graduated 25 in the past 10 years.	X	X	X
CCB finalist for IMPACT Regional Business Award by Gwinnett Chamber (2015)	X		X
SMIF team won 1st place at Global Asset Management Education (2015)			X
Iota Tau Chapter of Beta Alpha Psi achieved Distinguished status (2015)			X
CarMax scholarships awarded \$25,000 to MGT students \$25,000 (2017)			X
CCB Alumnus, K. Schroeder, recognized by AACSB as "Influential Leader" (2017)			X
Prof. Wermert selected as KSU's Betty Siegel Faculty Member of the Year (2015)			X
Family Capital ranked CCB in Top 25 best schools for Family Business (2016)			X
CCB named a National Center of Academic Excellence in Information Assurance/Cyber Security Education by the National Security Agency (NSA) and Department of Homeland Security (2016)			X
Beta Alpha Psi awarded Superior Chapter Status (2016)			X
CCB students won first place in the Hispanic Heritage Month Case Competition hosted by Emory University's Goizueta Business School (2016)			X
CCB, Excalibur Awards, finalist, by Technology Association of Georgia (2016)			X

76% of CCB students were employed or actively pursuing graduate school a few months of graduating (2017)			X
42% of CCB MBA students changed/improved jobs at Synchrony Financial (quote by Cynthia Tragge-Lakra, Senior VP and Chief Talent Officer (2017)			X
Dr. Fatehi awarded Madhuri and Jagdish N. Sheth Distinguished Faculty Award for International Achievement in scholarship, teaching, and service (2018)			X
Education Economics Center founded (2014) \$100,000 from USG (2015-16), \$50K to study segregation in GA public schools (2016-17), \$16K+ GA State Charter Schools Commission to study impact of charter schools on segregation in GA public schools, (2017-18), \$24K from Charles Koch Foundation to study changes to Georgia's K-12 education system (2014)		X	X
Dr. Mattord, SunTrust Fellow in Information Security Education, sponsored by SunTrust Bank, Inc., \$10,000 (2016 to present)			X
CCB has hosted 27 Annual GA Family Business of the Year Awards	X		
CFEC launched The Family Business Clinic™ (2015)	X	X	X
CFEC and EY partnered to conduct a global family business survey. The survey findings generated global press for EY and CCB (2015)			X
NCSC contributed \$400K+ to higher education and \$5 million+ to since 1999			X
Education Economics Cntr. allocated additional \$50,000 by GA State Legislature.			X
CCB leads Women Leaders Forum in Atlanta (2017)	X	X	X
53% of EMBA students promoted pre-graduation, 88% post-graduation (2014)			X
76% of DBA graduates seeking faculty positions hired in tenure-track positions at AACSB schools. Others: clinical or industry positions (2016)			X
Publication of the first issue of the Information Security Education Journal (2015)		X	X
Dr. Boyd and former students awarded Best Paper Award from the Southern Management Association in the Pre-Doctoral Track. (2015)			X
Dr. Maloni, Best Paper award, American Society for Engineering Education (2016)			X
MBA team won the Global Supply Chain Simulation Competition (2017)			X
Dr. Brouthers listed among Top Strategic Management Scholars in world, Management International Review (2016)			X
Dr. Astrachan ranked #25 scholar for Entrepreneurship Research in Journal of Small Business Research (2017)			X
Dr. Pieper elected President of International Family Enterprise Research (2017)			X
CCB "Top University for Professional Sales Education" -Sales Education Fdn.			X
CCB SBDC's, A. Barrio, awarded "SBDC Consultant of the year"			X
Journal of Family Business Strategy - New impact factor of 2.375			X
Information Security grants from Dept. of Homeland Security \$129,000 (2015-2016)			X

APPENDIX-A #47

KSU Student Enrollment

Overall KSU Headcount by Student Level, Gender and IPEDS_Race/Ethnicity
Fall 2014 - Fall 2018

KSU Undergraduate Enrollment

IPEDS_RACE_ETHN	Fall 2014 ¹			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Non-Resident Alien	242	212	454	273	288	561	248	293	541	262	321	583	255	324	579
American Indian or Alaskan Native	38	17	55	37	29	66	30	30	60	28	27	55	25	26	51
Asian	439	370	809	569	741	1,310	603	850	1,453	648	915	1,563	678	904	1,582
Black, Non-Hispanic Origin	2,838	1,597	4,435	3,336	2,788	6,124	3,606	3,123	6,729	3,666	3,263	6,929	3,600	3,222	6,822
Hispanic	1,014	752	1,766	1,256	1,330	2,586	1,388	1,520	2,908	1,517	1,635	3,152	1,606	1,644	3,250
Native Hawaiian or Other Pacific Islander	19	19	38	12	28	40	9	21	30	10	26	36	14	17	31
Two or More	613	376	989	699	621	1,320	735	662	1,397	758	768	1,526	761	731	1,492
White, Non-Hispanic Origin	7,988	6,409	14,397	8,371	9,403	17,774	8,523	9,813	18,336	8,426	9,966	18,392	8,132	9,677	17,809
Undeclared	351	298	649	361	338	699	339	373	712	336	373	709	293	365	658
Total	13,542	10,050	23,592	14,914	15,566	30,480	15,481	16,685	32,166	15,651	17,294	32,945	15,364	16,910	32,274

¹Consolidation of Kennesaw State University and Southern Polytechnic State University occurred Fall 2015. Fall 2014 student headcount does NOT include SPSU students.

KSU Graduate Enrollment

IPEDS_RACE_ETHN	Fall 2014 ¹			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Non-Resident Alien	54	40	94	98	79	177	88	75	163	76	74	150	98	86	184
American Indian or Alaskan Native	3	2	5	4	2	6	3	2	5	2	2	4	4	1	5
Asian	35	17	52	56	59	115	65	79	144	70	93	163	94	92	186
Black, Non-Hispanic Origin	271	139	410	378	270	648	411	268	679	455	259	714	472	272	744
Hispanic	57	39	96	76	62	138	78	55	133	93	62	155	95	69	164
Native Hawaiian or Other Pacific Islander	1	.	1	1	.	1	1	2	3	4	.	4	2	1	3
Two or More	19	10	29	26	13	39	22	23	45	19	24	43	39	29	68
White, Non-Hispanic Origin	869	442	1,311	879	592	1,471	919	590	1,509	884	615	1,499	1,007	640	1,647
Undeclared	82	42	124	112	65	177	105	66	171	115	54	169	91	54	145
Total	1,391	731	2,122	1,630	1,142	2,772	1,692	1,160	2,852	1,718	1,183	2,901	1,902	1,244	3,146

¹Consolidation of Kennesaw State University and Southern Polytechnic State University occurred Fall 2015. Fall 2014 student headcount does NOT include SPSU students.

²Enrollment includes Primary major only.

APPENDIX-A #48

Coles Student Enrollment

Coles College of Business Headcount by Student Level, Gender and IPEDS_Race/Ethnicity
Fall 2014 - Fall 2018

IPEDS_RACE_ETHN	College of Business Undergraduate Enrollment														
	Fall 2014 ¹			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Non-Resident Alien	73	90	163	62	84	146	67	62	129	64	65	129	52	56	108
American Indian or Alaskan Native	5	6	11	8	2	10	7	4	11	5	5	10	4	2	6
Asian	91	136	227	108	153	261	120	160	280	128	180	308	147	163	310
Black, Non-Hispanic Origin	415	421	836	483	495	978	559	552	1,111	547	559	1,106	518	545	1,063
Hispanic	197	249	446	207	308	515	237	350	587	249	369	618	265	353	618
Native Hawaiian or Other Pacific Islander	7	9	16	3	10	13	2	8	10	2	7	9	2	8	10
Two or More	86	118	204	108	136	244	115	148	263	112	153	265	107	148	255
White, Non-Hispanic Origin	1,208	2,037	3,245	1,298	2,259	3,557	1,291	2,410	3,701	1,305	2,378	3,683	1,319	2,324	3,643
Undeclared	52	85	137	50	83	133	48	89	137	53	93	146	49	76	125
Total	2,134	3,151	5,285	2,327	3,530	5,857	2,446	3,783	6,229	2,465	3,809	6,274	2,463	3,675	6,138

¹Consolidation of Kennesaw State University and Southern Polytechnic State University occurred Fall 2015. Fall 2014 College of Business student headcount

IPEDS_RACE_ETHN	College of Business Graduate Enrollment														
	Fall 2014 ¹			Fall 2015			Fall 2016			Fall 2017			Fall 2018		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
Non-Resident Alien	11	12	23	19	17	36	25	21	46	14	16	30	15	14	29
American Indian or Alaskan Native	1	1	2	1		1	1		1	1		1	2		2
Asian	8	7	15	11	12	23	18	23	41	13	22	35	18	21	39
Black, Non-Hispanic Origin	45	53	98	36	51	87	57	62	119	84	74	158	81	64	145
Hispanic	10	11	21	11	16	27	14	18	32	19	20	39	20	17	37
Native Hawaiian or Other Pacific Islander								1	1	2		2			
Two or More	5	4	9	4	1	5	5	6	11	3	5	8	7	8	15
White, Non-Hispanic Origin	124	174	298	97	153	250	116	152	268	104	188	292	116	147	263
Undeclared	21	23	44	21	22	43	20	25	45	23	15	38	15	11	26
Total	225	285	510	200	272	472	257	307	564	263	340	603	274	282	556

¹Consolidation of Kennesaw State University and Southern Polytechnic State University occurred Fall 2015. Fall 2014 College of Business student headcount

²Enrollment includes Primary major only