

Coles College of Business
2014 AACSB Fifth Year Continuous Improvement Review (CIR) Report
Section V – Participants, Faculty, and Professional Staff

A. Students

Enrollment Trends

Students are a major reason that CCB continues to flourish, both in terms of size and quality. KSU experienced incredible growth in the late 1990s/early 2000s due to numerous factors including location, the HOPE scholarship, and campus housing. Early in this decade, KSU undergraduate enrollments continued growing at annual rates of four to six percent only to flatten the last two years, mirroring state, regional, and national trends. However, CCB undergraduate enrollment has not followed KSU's profile. After a 2.5% decrease in majors in 2009, CCB continues to grow at a steady, 2-3 percent annual rate. This has occurred despite higher entry standards. Since Fall 2009, CCB enrollment has grown from approximately 4400 to approximately 4900 in Fall 2013, an overall increase of 11.5%. The following tables show enrollments and degrees conferred for CCB undergraduate programs from FY 2009 to FY 2013 (* IS/ISA data includes years programs resided in CSM).

CCB Undergraduate Enrollment by Major

BBA Enrollment:	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	% Change
Accounting	935	970	997	968	947	0.8%
Economics	139	139	160	166	183	31.7%
Finance	509	528	519	570	560	10.0%
ISA*	128	162	203	201	228	78.1%
IS*	260	305	374	347	335	28.8%
Intl. Bus.	236	287	312	343	380	61.0%
Management	1222	1241	1254	1229	1194	-2.3%
Marketing	749	704	651	731	795	6.1%
Prof. Sales	64	77	85	100	93	45.3%
Undeclared	155	85	73	105	186	20.0%
Total	4397	4498	4628	4760	4901	11.5%

CCB Undergraduate Degrees Conferred

BBA Degrees	FY 09	FY 10	FY 11	FY 12	FY 13	% Change
Accounting	176	194	221	222	200	13.6%
Economics	17	19	26	30	18	5.9%
Finance	140	155	149	135	153	9.3%
ISA*	16	19	26	5	13	-18.8%
IS *	67	58	56	52	81	20.9%
Intl. Bus.	6	14	27	43	53	783.3%
Management	279	244	294	271	245	-12.2%
Marketing	177	165	151	132	116	-34.5%
Prof. Sales	31	34	16	32	33	6.5%
Total	909	902	966	922	912	0.3%

On the other hand, CCB graduate programs have experienced significant enrollment declines. In most cases, these declines are due primarily to increased selectivity and quality, along with changing market conditions. Our overall MBA (all MBA programs combined) enrollments are down over 45% (from Fall 2009 to Fall 2013). The largest decline occurred in our part-time MBA, due primarily to significant increases in selectivity, through higher GMAT scores and greater work experience. While enrollments in the MSIS program had declined, the program has returned to Fall 2009 enrollment levels, due primarily to the continuing IS job market recovery. The enrollment levels of the MAcc program have decreased primarily because the program has been revamped from self-paced to a higher quality, accelerated one-year, cohort format. Executive MBA programs were negatively impacted by the recession, its subsequent slow recovery, and a crowded Metro Atlanta market. Finally, the DBA has grown to a steady-state enrollment of 50-60, starting each year with a 15-20 student cohort. The following tables show graduate enrollment and degrees conferred since our last review (* MSIS data includes years programs resided in CSM).

CCB Graduate Enrollment by Program

MBA:	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	% Change
Campus/Galleria	328	340	256	236	153	-53.4%
Dalton	23	12	21	34	33	43.5%
WebMBA	74	73	71	94	85	14.9%
EMBA	182	116	92	80	60	-67.0%
FEMBA	13	20	16	21	8	-38.5%
Total MBA:	620	561	456	465	339	-45.3%
MAcc	171	121	71	68	62	-63.7%
MSIS	71	60	56	48	72	1.4%
Total Master's:	862	742	583	581	473	-45.1%
DBA	17	42	62	74	59	247.1%
Total	869	784	645	625	544	-37.4%

CCB Graduate Degrees Conferred

Degrees Conferred	FY 09	FY 10	FY 11	FY 12	FY 13	% Change
MBA	334	320	289	253	207	-38.0%
MAcc	70	69	74	43	59	-15.7%
MSIS *	31	25	24	21	17	-45.2%
Total Master's	435	414	387	317	283	-34.9%
DBA	0	0	0	8	9	
Total	435	414	387	325	292	-32.9%

Diversity

For the most part, diversity in CCB is consistent with KSU. Minority enrollment at KSU has grown steadily, resulting in over 32% of the student body identified as minorities. Seventeen percent of the student body is black and another seven percent is Hispanic. Every CCB undergraduate program has black enrollment of at least 14% and Hispanic enrollment from five to eight percent. However, CCB diverges from KSU statistics related to gender. While KSU as a whole is 59% female, CCB is 57% male. CCB graduate programs are also 57% male and are over 25% minorities.

Admission Criteria

The overall quality of our students is on the rise due to higher selectivity. Undergraduate students are formally admitted to CCB after completing eight “lower division” core courses. During our last review, the “gate” for students to be admitted was a GPA of 2.875 for those courses. As we attempted to both improve the quality and temper the growth of our undergraduate programs, we raised the GPA gate to 3.0. Enrollment continues to grow, but at a more measured rate while we increase the quality of our students and graduates.

Selectivity has also led to higher quality students in our MBA programs. In particular, in our part-time MBA program, recently ranked #22 in the country, we have steadily increased the GMAT and work experience requirements. Our average GMAT is now approximately 590, while our average student work experience is nine to eleven years.

Student Support Services

CCB continues to improve student support services on a number of fronts:

- **Advising:** Prior to our last review, we initiated dedicated advising by hiring four full-time advisors, augmented by a small cadre of faculty. In 2013, we hired a fifth full-time advisor, increasing our advising capacity by 25%.
- **Career Services:** KSU Career Services provided CCB with a dedicated undergraduate experiential education coordinator. The coordinator has done a great job of publicizing and stimulating interest for experiential education opportunities, particularly through her newsletter, the “Coles Chronicle” (See Section VII for experiential education data). In addition, CCB funded a dedicated career service position for our graduate programs.
- **New Initiatives:** Despite these additional services, we found our students still lack the requisite career development for success. We developed the co-curricular Hughes Leadership and Career Program, required for all CCB undergraduates to better prepare them for careers in business. A faculty member was chosen to lead the program and an assistant director and five career coaches were hired. We have also created the CCB Scholars Program, an integrated, experiential program for our best students to set them on a higher career trajectory.

B. Faculty Management and Support

The document entitled the *Statement of Philosophy and Guidelines for Faculty Performance, Planning, and Evaluation* articulates the faculty management policies for the CCB. The last major update of this document took place during AY 2012-2013 (approved by CCB faculty, May 2013), while the new AACSB standards were under review and approved. Efforts were made to capture important elements of the new standards, such as the new categories of faculty qualification. The complete document is available on our accreditation website and will be sent under a separate cover. The document will be revisited in AY 2014-2015 to more comprehensively address the new AACSB standards.

Faculty Workload Options and Time Allocation

CCB has developed five separate workload tracks: Teaching-Focused, Balanced-Teaching, Balanced, Balanced-Research, and Research-Focused. The purpose of the track system is to manage CCB faculty with a “portfolio approach” to maximize each individual faculty

member’s strengths to better deliver on the CCB’s mission, strategy, and programs. The table below presents general guidelines to help faculty determine the percentage of their work effort that should be devoted to each area of emphasis.

Guidelines for Percentage of Time Spent on Teaching, Research and Creativity Activity, & Service for Each Workload Option

Workload Track					
<i>Activity</i>	<i>Teaching – Focused</i>	<i>Balanced – Teaching</i>	<i>Balanced</i>	<i>Balanced- Research</i>	<i>Research- Focused</i>
Teaching	70	60	50	40	35
Scholarship	5	20	30	40	50
Service	25	20	20	20	15

The document specifies teaching loads and five-year rolling minimum research output requirements, consistent with the percentages above. The teaching load for the Teaching-Focused track is eight courses per Academic Year and the load reduces by one course per year as one moves one track to the right, culminating with a four-course AY teaching load for the Research-Focused track. Minimum research requirements increase accordingly as the individual moves from left to right in the table. Further discussion about these tracks and their relationship to Faculty Qualification is found in Section VII.

The teaching-focused track is limited to non-terminally degreed faculty. Each terminally-degreed faculty member, with his/her department chair, determines which of the remaining tracks best suits his/her talents and interests and also best meets the needs of CCB. During each annual review cycle, the individual faculty member and his/her chair jointly assess the faculty member’s progress toward meeting the research requirements of his/her track and discuss potential future workload track changes. In most cases, three years of performance evaluation are required prior to enacting a workload track change.

Recruitment and Hiring

CCB proudly maintains a highly qualified faculty to achieve its mission. Faculty hiring is among its most critical strategic decisions. New faculty hiring opportunities arise either to replace a faculty member or through the allocation of new faculty funding. When such an opportunity arises, the Dean meets with the appropriate department chair to discuss how the new hire will need to contribute to the CCB’s mission, strategy, and programs. Since the CCB workload track system allows us to manage our faculty with a portfolio approach, each potential hire can be different in how it addresses the needs of the College. For instance, if we determine a priority for additional capacity to support the DBA program, we would be looking for a faculty member with strong research and student mentoring skills.

Recruitment and hiring takes place at the department level. A search committee is assigned and “charged”. The committee advertises appropriately and department members use their networks and professional societies to develop a diverse, quality pool of candidates. Candidates for positions that require terminal degrees must have attained that degree from an AACSB-accredited institution. Through a series of application evaluations, phone interviews, and campus visits, the chair, based on the recommendation of the search

committee and input from other faculty, makes a hiring recommendation to the Dean. The Dean insures that the candidate meets the strategic needs of CCB before an offer is made.

Faculty Resource Changes

During this review period, the CCB faculty size has remained fairly stable with most hiring occurring because of faculty leaving CCB, primarily from retirement. However, as noted in Section IV, CCB received an influx of thirteen full-time faculty when the Information Systems programs and faculty were moved from KSU's CSM to CCB.

Faculty Development

Each academic year, new faculty members at KSU participate in a university-sponsored three-day orientation program, and at CCB, the Dean hosts a luncheon for new faculty to meet administrators and other new faculty. At the department level, faculty mentors, formal and informal, are assigned to new faculty colleagues to assist them in acclimating to university life, as well as to provide research and teaching advice as appropriate.

Faculty members are strongly encouraged to engage in development opportunities that impact their research, teaching, and service interests. The College supports monthly meetings in which faculty present current research or teaching initiatives and receive feedback from their peers. A new Director of Research position was established in early 2014 to provide a more comprehensive faculty development program for research. KSU's Center for Excellence in Teaching & Learning, (CETL) provides leadership, support and advocacy of initiatives designed to enhance learning through teaching and scholarship while in CCB, a Teaching and Learning Committee (TLC) was initiated in 2010 to provide pedagogical support to enhance student learning.

Development is not just limited to full-time, participating faculty. CCB has taken an active role in the development of our supporting faculty. Our support faculty handbook, "Nearly Everything You Need to Know to Succeed as a Support Faculty Member in the Coles College", was updated at the start of AY 2013-14 to insure our support faculty have the tools to best support our mission and programs.

Evaluation Process

A formal assessment of faculty performance is conducted each year. Faculty members document their activities in teaching, scholarship, service, and administration in our Digital Measures (DM) system throughout the calendar year. In January, department chairs ask faculty to make their final submissions in DM for the previous year and to establish their goals for the upcoming year. Based upon this information, the Digital Measures system will generate two documents for each faculty member: an Annual Review Document (ARD) presents the previous year's activities; and a Faculty Performance Agreement (FPA) documents goals for the next year. Also included is the faculty member's self-assessment of their performance in each of the areas. The department chair and faculty member meet to discuss the ARD and FPA. Differences between the chair's assessment and the faculty member's assessment are acknowledged and addressed. Following the review, each faculty member receives a letter outlining his or her accomplishments relative to expectations.

In addition to annual reviews, KSU mandates a number of evaluations. Tenure-track faculty and non-tenure track faculty require third-year reviews conducted by their department's Faculty Review Committee (FRC), chair, and Dean. Tenure-track faculty must be reviewed

for tenure by their sixth year. Non-tenure track faculty are reviewed for promotion by their sixth year. Post-Tenure Reviews are conducted every five years.

Faculty Sufficiency - Participating & Supporting

In CCB, participating faculty members will deliver at least 75% of the College's annual teaching. Participating faculty members will deliver at least 60% of the teaching in each degree program and in each academic discipline.

Participating Faculty

Participating faculty members actively engage in the activities of the school in matters beyond direct teaching responsibilities. Participating faculty members are considered long-term whether or not the appointment is full-time or part-time.

Longevity itself is not sufficient to demonstrate active participation in the life of CCB. In addition to the time requirement, participating faculty are expected to involve themselves in CCB through a number of specific qualifying activities. Those activities will be documented as part of the annual faculty evaluation process. The evaluations should document the participating faculty members' efforts to:

1. Maintain their academic or professional qualification to teach.
2. Provide effective and continuously improving instruction.
3. Participate in the various non-class activities that impact student life such as ample office hours, student advising, and events of the college.
4. Participate in the faculty goal-setting and evaluation activities.
5. Participate equitably in the myriad shared internal service responsibilities needed to operate an effective academic organization.
6. Attend and participate in departmental and college meetings.

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.

Supporting Faculty

Supporting faculty members do not participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities and the appointment is ad hoc. The contribution of the supporting faculty is generally limited to classroom instruction. Support faculty members are expected to:

1. Maintain their academic or professional qualifications to teach.
2. Provide effective instruction.
3. Complete all administrative paperwork associated with their class according to deadlines specified by their chair (including provision of class syllabus, attendance verification, reporting of grades, etc.)
4. Provide their chair with grade records upon completion of each term. These records should be sufficient to respond to a potential grade appeal.

C. Professional Staff

Administrative and professional staff members are essential to the CCB's ability to fulfill its mission. The College employs fifty-four staff members including academic department and program office administrative assistants, academic program administrators, academic program recruiters, information technology support specialists, marketing, event, and communication specialists, undergraduate and graduate academic advisors, career counselors, budget specialists, small business consultants, and community engagement personnel.

All staff members report to a single administrator within the CCB's organizational structure. That administrator, in conversation with the staff member, is responsible for outlining job duties and responsibilities, goal setting, and conducting the staff members' annual review according to University HR guidelines.

In 2012, we realized that due to our size and growth, many of our staff members didn't know other areas or individuals within the college. We recognized the need to provide a forum for our staff members to get to know and learn from each other. To this end, the CCB Staff Forum was created with the expressed mission to "build camaraderie and create opportunities for education and representation for CCB staff by assessing and communicating staff needs and concerns to administration, thereby contributing to the ethical principles, diversity, unity, and strength of the entire CCB community. [Coles Staff Forum Bylaws, approved 9/13/2013]." The goals of the Staff Forum include:

- Provide networking opportunities that allow staff to get to know one another;
- Develop a college-wide communication network that allows staff to have a voice;
- Strive to improve the general welfare of Coles staff by providing opportunities for the staff to share best practices, helpful tips/tools and encouragement; and
- Provide educational opportunities (workshops, lectures, etc.) by providing internal and external guest speakers.

The Coles Staff Forum is led by a steering committee whose members are elected by Coles College staff. To date, the forum has hosted several educational "lunch and learns" as well as social events.