
Coles College of Business
2014 AACSB Fifth Year Continuous Improvement Review (CIR) Report
Section VIII – Other Materials

A. Innovation and Exemplary Practices

The Coles College has a long history of innovative and exemplary practices. The past five years are no exception. The following is a short overview of recent initiatives:

- **CCB Workload Track System:** While not new, the track system remains innovative and exemplary by providing faculty alternate means for contributing in a way that best matches their talents and allows the faculty to be managed with a portfolio approach. Updated to reflect elements of the new AACSB standards.
- **Research-intensive DBA:** Unique doctoral program designed to prepare highly experienced professionals for teaching and research positions at AACSB-accredited business schools.
- **Strategic Planning Process:** Integrated process teaming an external consultant, student teams, faculty advisors with extensive industry strategic management experience, and stakeholder strategic planning committee.
- **Business Engagement Positions:** Two new staff positions to increase the bandwidth required for business engagement; a macro position targeting Chambers of Commerce and business organizations and a micro position addressing individual firm engagement.
- **Entrepreneurship Center:** Incubator/Accelerator funded by the Georgia State Legislature to stimulate local economic development.
- **Hughes Leadership and Career Program:** Co-curricular program for all CCB students to better prepare them for successful business careers.
- **Georgia Advancing Veterans Education (GAVE):** Structured series of programs designed to provide military veterans in Georgia the opportunity to increase their knowledge, develop their skills, and pursue their dreams. The programs are offered at no cost to participants and include materials, instruction, hotel accommodations, and meals. Two current programs (Veterans Entrepreneurship Training and Veterans Sales Training) and one in development.
- **Coles Scholars Program:** Providing our best CCB students with unique and challenging opportunities through a coordinated multi-year program focused on leadership development, integrated and international studies, community engagement, and mentorship.
- **Teaching and Learning Community (TLC):** Faculty-driven entity initiated to provide instructional and pedagogical support for faculty to enhance student learning and faculty pedagogical research. Evolved into a “think tank” responsible for new initiatives such as the REAL Award and Scholars Program.
- **The Tenacity Center for Account Management & Client Retention:** A collaboration between CCB ExecEd and Tenacity, Inc., designed to provide executives, client-facing managers, and all stakeholders in an enterprise with best practices, tools, and techniques of client relationship management and retention. As Tenacity principals moved toward retirement, they partnered with CCB to provide their expertise to small and medium-sized enterprises.

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- **CCB Education Abroad (EA) Program Development:** A faculty committee was formed to guide/align the selection, development, and execution of EA programs within the strategic scope of CCB and KSU, and to develop innovative new program models. The committee created a new course (*The Role of Culture in International Business*) offered as a part of all CCB EA programs.
 - **"Business Summer School" Exchange Program:** Each summer, a group of students from Laval University in Quebec, Canada spend a month at KSU/CCB and complete two courses to learn about business fundamentals and doing business in the US. They live on campus, attend CCB faculty lectures, visit companies and government organizations in Atlanta, and participate in various cultural excursions and social events. In the future, students from universities in the countries of Japan, Germany, India, and Colombia will also participate.
 - **BBA in Management Curriculum Revamp:** Benchmarking and business community interaction results in an integrated core that addresses material more synchronized with how business is done (Managing Organizations, Managing People, Managing Projects, Managing Your Company) than by academic topic.

Mission, Distinction, and Impact

Our innovative and exemplary practices highlighted above demonstrate a strong dedication to mission, a high level of distinction, and significant impact to multiple constituencies. Although our mission statement and strategic plan are relatively new, they did not require a major overhaul of how CCB does business. Rather, they complement the direction the school was heading and provide significantly more intentionality in the career development and impactful engagement specified in the mission and plan.

As you review the list above, you can see that each of the items either directly impacts or supports the impact on our students, the academic community, the business community, and/or our community at-large. Programs such as the Hughes Leadership and Career Program, Coles Scholars Program, and new BBA in Management curriculum will directly and positively impact our students by better positioning them for successful careers in business, while both the business community and local community at large will be positively impacted by the contributions these graduates will make to those communities. The GAVE program and the Entrepreneurship Center will have significant impact on these communities as well by making our veterans more marketable and supporting local economic development, respectively. Our workload system and the TLC enable our faculty to provide significant impact to our students through better teaching and the academic community through better quality research.

Our competitive Metro Atlanta marketplace for business education requires us to be distinctive. Therefore, our emphasis on career development and business engagement allow us to stand out from our more research-intensive competitors. CCB has accomplished much in the last five years through its consistent commitment to continuous improvement and innovation. However, more importantly, looking at our most recent developments, it is clear that CCB is positioned for even more significant impact in the near future.

B. Looking Forward

While CCB is clearly poised for continued and growing impact, there are some challenges we are aware we must deal with, most critical in the near term being KSU's consolidation with Southern Polytechnic State University.

Consolidation

On November 1, 2013, The Board of Regents of the University System of Georgia (USG) announced that two of its sister institutions, Kennesaw State University and Southern Polytechnic State University, would consolidate to form a new institution to be named Kennesaw State University under the leadership of KSU President, Dr. Dan Papp. The timeline calls for the approval of the plan to consolidate by the board of the Southern Association of Colleges (SACS) and Schools in December 2014 followed by Board of Regents approval of the new institution in January 2015.

The consolidations of eight other USG institutions (into four new universities) were completed over a year ago. USG Chancellor Hank Huckaby has indicated that consolidation is driven by the need to keep the focus on the legitimate needs of students and faculty. "That is the ultimate purpose of consolidation – move money out of administration and into the classroom," he said.

The USG has outlined the following as the guiding principles of consolidation:

- Increase opportunities to raise education attainment levels;
- Improve accessibility, regional identity, and compatibility;
- Avoid duplication of academic programs while optimizing access to instruction;
- Create significant potential for economies of scale and scope;
- Enhance regional economic development; and
- Streamline administrative services while maintaining or improving service level and quality.

The USG established a Consolidation Implementation Committee (CIC) comprised of faculty, staff, senators, students, and administrators from both campuses to lead the overall consolidation process. In addition, the CIC created a number of operational working groups (OWGs) and charged each with resolving the many operational details. One such OWG was focused on business programs in the consolidated KSU and was co-chaired by Dean Kathy Schwaig (KSU) and Dr. Ronny Richardson (SPSU). School of Accountancy Director, Dr. Kathryn Epps, sits on both the CIC and the OWG for business programs.

Both the CIC and the various OWGs were tasked with addressing the numerous SACS requirements that must be included in the Prospectus, to be submitted to SACS by October 1, 2014. Similarly, CCB administrators, in concert with SPSU business leadership, are focused on addressing the many questions that consolidation raises in light of KSU's accreditation by AACSB International. To this end, Jerry Trapnell, Immediate Past Executive Vice President and Chief Accreditation Officer at AACSB International, was engaged to advise CCB on an

appropriate strategy to assure that CCB remained in compliance with AACSB International standards. A copy of Dr. Trapnell's report is available on the accreditation website.

During the work of the OWG, it was determined that all six SPSU business programs would be discontinued and that the 15 business faculty members at SPSU would assume academic appointments in their respective departments within CCB. The last semester of admission into the SPSU business programs is summer 2014. In addition, all students currently enrolled in SPSU programs must either complete their degrees by December 2015 or transfer into the appropriate CCB program.

A team of faculty and staff members at both institutions are working to assure that SPSU business students receive the personalized advising required to assist them with either completing their current degree programs or transitioning to the relevant KSU business degree program by 2015. The SPSU business programs impacted include: MBA, MS Accounting, BS Business, BAS Business, BA Management, and BS Accounting.

As of January 2015, SPSU faculty members will be assigned to one of the five academic units within CCB. CCB department chairs are working with their respective SPSU faculty members to discuss track assignments as well as workload in the context of teaching, research, and service. For SPSU faculty members not meeting CCB research requirements, a formal research plan, in accordance with their track assignment and tenure or tenure-track status, will be formulated. Faculty members teaching in all CCB, AACSB-accredited programs must meet the faculty qualification requirements set by CCB in collaboration with AACSB.

The business and accounting programs at KSU will continue to be supported at the college and university levels. We believe that the consolidation will have a positive impact on both our accounting and business programs by providing additional faculty and staff resources to support existing programs. We also believe that the additional ability to serve the expanding science, computing, architectural and engineering disciplines via business education is a strategic economic development opportunity for the college and university that fits well into our mission.

Other Issues

As we have prepared for this review, we know that we still have some continuous improvement to do relative to implementing the new AACSB standards. We acted quickly while the new standards were still under review to modify our workload guidelines document to capture the new categories of faculty qualification. However, we will begin in earnest to continue to update the document on a couple of fronts. As of now, we have very few faculty members classified as either PA or SP. It is clear that we need to transition some of our IP faculty into SPs. We will work to provide better clarity and guidelines for faculty to adjust their efforts to fit into those categories. In addition, we need to develop better metrics to determine the impact of teaching, research, and engagement and to provide our faculty better incentives to increase their impact portfolios beyond the classroom and traditional research.