

2023 Annual Review
College of Business – Management / Marketing Department
Introduction

Department Name: Management and Marketing
College Name: Business
Department Chair: Phillip Garner

Department Vision Statement:

Recognized as an AACSB-quality management and marketing department that effectively prepares students to be leaders who actively engage with and create value in their communities

College Vision Statement:

Develop leaders who are distinctively prepared to actively engage with and create value in their communities.

College Mission Statement:

- **Develop** leadership qualities by exposing our students to global perspectives and challenging them to frequently innovate in the context of their courses.
- **Engage** students through active learning, applied / pedagogical research, meaningful internship experiences and business development opportunities.
- **Create** career preparation value for students across multiple performance dimensions, including communication skills, technical competencies and critical thinking.

Department or Unit Goals and Accomplishments

1. Report progress on goals identified in last year's report.

Goal 1: Continue to progress towards AACSB (Association to Advance Collegiate Schools of Business) accreditation.

- Was this goal accomplished? Yes. AACSB Initial Accreditation Committee voted to accept our revised iSER (Initial Self Evaluation Report). In addition, all department faculty participated in working groups that were assigned specific gaps/weaknesses that needed to be addressed. In April we held faculty and strategic planning committee retreats to discuss and report on our progress towards accreditation. The next report is due to AACSB on September 15. I would like to commend our Dean and Associate Dean for making this a very faculty driven process with the active participation of all faculty.

Goal 2: Integrate relevant marketing certificates into the Marketing program

- Was this goal accomplished? Yes/In process. See below.
 - MKTG 3500 (Promotions Management): Includes a Google Analytics for Beginners assignment which includes a free and valuable industry certification. Uses Meta blueprint training for social media advertising, but does not use the certification as it cost \$275 to take the exam. Professor Kristy Grayson also spent a significant amount of time this semester investigating and piloting courses through DMA/AMA for their digital marketing certification. This is a program with certification is \$695. Unfortunately, a potential opportunity to partially fund this fell through. This is the #1 certification for the marketing industry and would have created a competitive advantage for us.
 - MKTG 4100 Marketing Research: Will be exploring a Qualtrics certification now that all students have individual access to the program through UTU.
 - MKTG 3010 (Marketing Principles – all COB students take this course): will be implementing this year HubSpot Content Marketing Certification; SE Ranking Academy Certificate; SEO Basics.
 - MKTG 3515 (Sales Management): will be implementing this year HubSpot Email Marketing Certification; YouTube Certification.
 - MKTG 3900 (Retail Management): will be implementing this year SEMrush Certification; Twitter Marketing Certification.
 - MKTG 4500 (Product Marketing): will be implementing this year Google Ads Certification; Google Analytics Certification.
 - MGMT 3600 (Supply Chain Management): makes Pluralsight modules available to students in preparing for the Lean Six Sigma White Belt certification exam.
 - MGMT 3400 (Management & Organizations): integration of Pluralsight module Factors of Quality Management and CI

Goal 3: Explore the potential to create a BS in Financial Economics.

- Was this goal accomplished? No. After looking at the options for courses and speaking with the economics and finance faculty, it does not appear that there is sufficient justification for an economics related major at the present time. It has been difficult to get sufficient enrollment for our existing upper division economics courses and currently there are only a small number of minors in economics. An economics major would likely have relatively low enrollment.

Goal 4: Successfully hire two new assistant professors of business management, one with an entrepreneurship emphasis and the other one ideally with an interest in strategic management.

- Was this goal accomplished? Partially. We were able to hire Sam Clarke for the entrepreneurship position. We were not able to hire for the strategic management position.

2. Summarize department highlights. *(Provide a brief account of this year's significant happenings and department accomplishments. Include recognitions, honors, publications, presentations, etc.)*

Department as a whole:

- Acceptance of initial self evaluation report for AACSB accreditation.
- Curriculum reform of Management Minor and Management Emphasis.
- Second annual Sales Pitch Competition event with three companies participating (Zonos, Vasion, Wilson Electronics).
- Hiring of second full-time entrepreneurship faculty Sam Clarke.
- Currently 50% of faculty classified as Scholarly Academic.
- Online BS in Marketing.
- Multiple business leader speakers in department courses (for example in MGMT 4800: CIO Finance Walmart Corporation, CEO Balance of Nature, former SVP Strategy for American Brands, former Company Controller for Mazda Corporation and Deputy CFO for Ford Motors).
- Incorporation of industry certifications in courses (see above).

Faculty:

- Kristy Grayson expanded the network of business partners and marketing discipline experts who can help bring career-ready skill building opportunities to students. New stakeholder interactions this year include twelve small businesses in City of Santa Clara, Greater Zion Convention & Tourism Office, City of St. George Parks & Recreation, and City of St. George Community Events. Professor Grayson conducted primary research to create economic valuation studies for the Ironman American Championship in May 2023 for Greater Zion Conventions and Office of Tourism and St. George Art Festival for the City of St. George
- Kathryn Davis was invited to present at The Women's Entrepreneurship Virtual Conference in November on "How to Navigate Government and Non-Profit Procurement: Effectively Working with RFPs"
- Phillip Garner was part of a research team that received a £38,410 grant from the International Growth Centre to study solar panel adoption by firms in Pakistan. He also served as Associate Editor for the Lahore Journal of Economics and gave an economics presentation in March to the Utah Chapter of the Appraisal Institute Conference.
- Munir Mahmud was recognized by the Executive Committee of Utah Tech Student Association for being a Trailblazer for Open Education in our campus because of his adoption of OER materials for his classes.
- Bill Christensen, as a board member of the Mountain Plains Business Conference, was able to secure Utah Tech as the host for the 2023 MPBC conference, scheduled for November 2023.
- Chris Healy was invited by the Society for Human Resource Management to be a guest speaker on the SHRM Career Compass Podcast (Episode 39). Topic was "HR Over the Years". Professor Healy also presented research findings on The Great Resignation at the What's Up Down South Economic Summit in February.

Students:

- Students participated in our Trailblazer Entrepreneurship Pitch Competitions at the Atwood Innovation Plaza. Student groups gave a live 2-minute product pitch followed by 2 minutes of Q&A from judges. Top groups won cash prizes to help fund their business ideas.
- Students participated in our Sales Pitch Competition where executives from local firms create real-life product sales scenarios and judge students' professional sales presentations. Awards were given to the top presenters by each firm.
- Students in Professor Healy's MGMT 3300 sections (Human Resource Management) got involved with the city of Santa Clara as part of City Alliance to develop HR trainings for their small businesses.
- Students were mentored by Professor Grayson through UT's City Alliance Program by incorporating an Integrated Marketing Communications plan projects for twelve small business in the City of Santa Clara. Professor Grayson also created marketing practicum opportunities for students to learn consumer intercept survey skills for two IRONMAN events.

3. Department Part-Time Instructor Information

- Number of part-time instructors that taught in fall 2022 9 spring 2023 9
- Total number of credit hours taught by part-time instructors fall 2022 37 spring 2023 42

Program Effectiveness and Performance Data

Complete items #4- & #7 for each degree program in your department. (Duplicate this section as needed for the number of associate's, bachelor's or master's degrees in your department.)

Name of degree program: Management BS

4. CLO to PLO Mapping--now required for every course syllabus as stated in Policy 609. In the space below, cut and paste an example from a course syllabus that illustrates how this program maps course learning outcomes to PLOs. Do not include the whole syllabus--just the map showing CLOs to PLOs. *(CLO to PLO map examples from syllabi are found on the web site.)*

From syllabus of ECON 2020 (Macroeconomics)

BS Management Program Learning Outcomes

At the successful conclusion of this program, students will be able to:

1. Evaluate real-world business situations related to the core business functions of accounting, economics, finance, qualitative analysis, information systems, international business, legal and social environments, marketing and management.
2. Analyze real-world business situations by identifying relevant business issues, performing appropriate quantitative and qualitative data analysis and synthesis, formulating viable courses of action.
3. Create and deliver professional quality oral presentations and written work products.
4. Analyze real world business situations by identifying relevant ethical issues, evaluating and synthesizing information, and formulating ethical courses of action.
5. Conduct a meaningful, personal career search and prepare for advancing their career goals by the end of their Junior year.
6. Complete at least one industry or academic certificate or approved internship that relates to their career paths.

Course Objectives for Economics 2020

CLO 1: Students will demonstrate knowledge of the essential vocabulary and concepts that relate to national income, economic growth, inflation, unemployment, the monetary system, net exports and the current account, the business cycle, and monetary and fiscal policy. This course objective helps to fulfill Program Learning Outcome 1.

CLO2: Students will be able to use the appropriate macroeconomic models to analyze the effects of various economic events and government policies with regard to national income,

economic growth, inflation, unemployment, the monetary system, net exports and the current account, and the business cycle. This course objective helps to fulfill Program Learning Outcomes 1 and 2.

5. University-wide assessment was not collected this year. However, if this program did conduct assessment and you would like to report it, you may do so below. Otherwise you may skip this item.

6. Describe any major curriculum updates that occurred in this program this academic year (course changes, program changes, new stacked certificates, etc.)

- For the capstone Strategic Management course (MGMT 4800) all co-requisite classes were changed to prerequisites. This was done so that students are better prepared to apply foundational knowledge from finance, marketing, management, and information systems to strategic management decision making. It was common in the past for students to be taking these foundational courses concurrently with Strategic Management.
- The curriculum for the Management minor and the emphasis in Management for the Integrated Studies degree were both revised to make these options more accessible for students across campus. By moving STAT 2040 from a requirement to an elective option, the total number of credit hours were reduced by 3 making the minor more similar in length to other USHE schools. Also, since STAT 2040 is a quantitatively intensive course, it can be an impediment to non-business majors who are interested in pursuing a management minor/emphasis. In addition, we expanded the list of elective options so that students can better tailor their degree to their particular needs and interests.

Name of degree program: Marketing BS/BA

4. CLO to PLO Mapping--now required for every course syllabus as stated in Policy 609. In the space below, cut and paste an example from a course syllabus that illustrates how this program maps course learning outcomes to PLOs. Do not include the whole syllabus--just the map showing CLOs to PLOs. *(CLO to PLO map examples from syllabi are found on the web site.)*

From syllabus of MKTG 4200 (Entrepreneurial Marketing)

PROGRAM LEARNING OUTCOMES

At the successful conclusion of this program, students will be able to:

1. Evaluate real-world business situations related to the core business functions of accounting, economics, finance, qualitative analysis, information systems, international business, legal and social environments, marketing & management.

2. Analyze real-world business situations by identifying relevant business issues, performing appropriate quantitative and qualitative data analysis and synthesis, formulating viable courses of action.
3. Create and deliver professional quality oral presentations and written work products.
4. Analyze real-world business situations by identifying relevant ethical issues, evaluating and synthesizing information, and formulating ethical courses of action.
5. Conduct meaningful, personal career research and prepare a plan for advancing their career goals by the end of their Junior year.
6. Develop a marketing research study and prepare and present the findings.
7. Create a comprehensive, integrated marketing plan for a new product introduction.

COURSE LEARNING OBJECTIVES

Students will be measured in this course on the following expected course learning outcomes:

1. Students will analyze industry and business-specific factors that influence marketing approaches (PLO 1, 2, 4, 6).
2. Students will apply marketing frameworks and methodologies to business marketing problems and opportunities (PLO 1, 2, 6).
3. Students will exemplify the use of business frameworks and analysis through written, verbal and visual presentations. (PLO 3, 7).
4. Students will apply financial analysis and decision-making methods to marketing budget plans and strategies (PLO 1, 2, 3, 7).
5. Students will collaborate with business professionals and students as they formulate marketing strategies (PLO 1, 2, 3, 4, 7).

5. University-wide assessment was not collected this year. However, if this program did conduct assessment and you would like to report it, you may do so below. Otherwise you may skip this item.

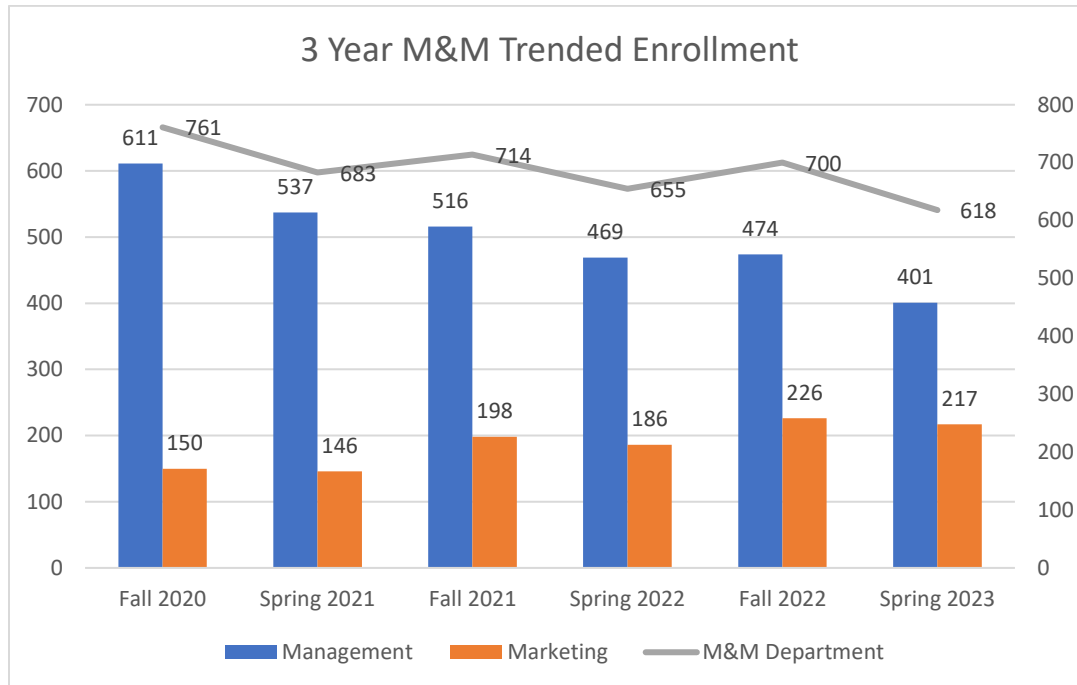
6. Describe any major curriculum updates that occurred in this program this academic year (course changes, program changes, new stacked certificates, etc.)

MKTG 3500 (Promotions Management) incorporated a Google Analytics for Beginners certification.

Marc Lundstrom met in May with our program director for Marketing, Don Fisher, and our COB advisors to discuss the launch of the online BS in Marketing.

7. Show Program performance data (Use information from EAB Academic Performance Solutions--APS.)

Student enrollment data from <https://viz.uen.org/t/dixie/views/Studentenrollmentsummary/>

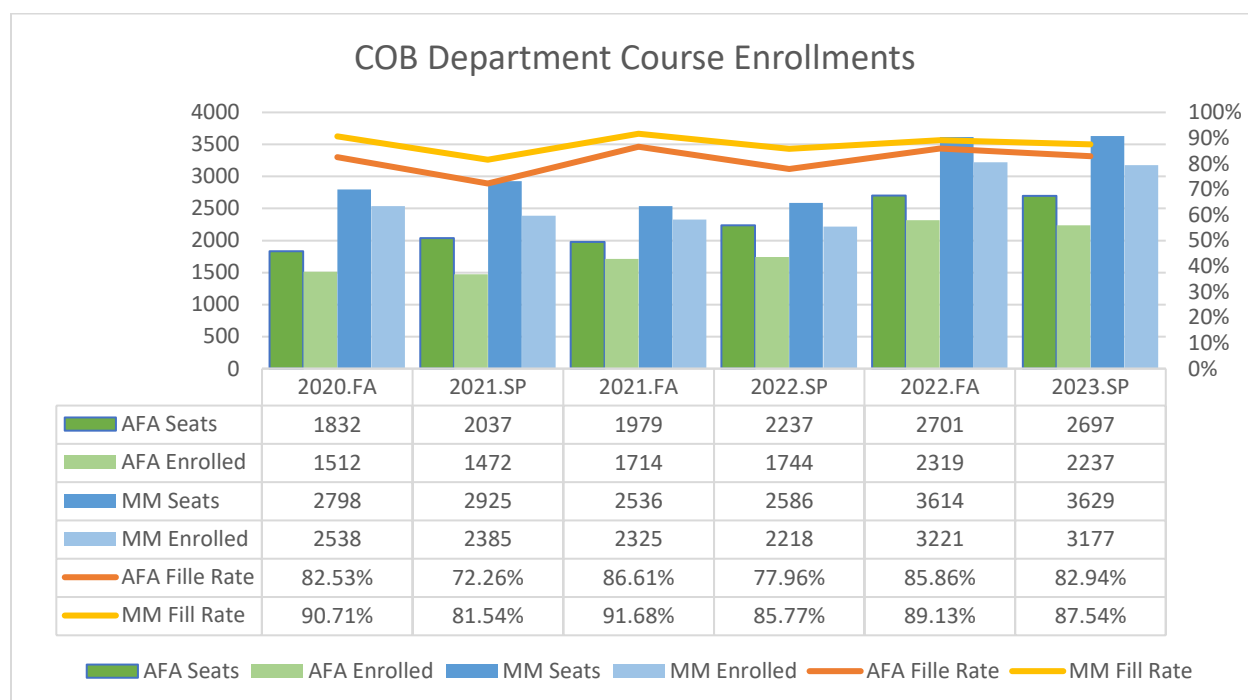


Headcount for Marketing majors has been trending up, whereas the headcount for Management majors has been trending down. Some, but not all, of the decrease in Management can attributed to students switching to Marketing if that aligns better with their career goals. Overall, enrollment in the department majors has decreased over the last three years.

End of Program Effectiveness and Performance Section for Individual Programs

Department Data

8. Show Department performance data *(Use information from EAB Academic Performance Solutions--APS.)*



Enrollment seat counts for the department increased in 2022-2023 as compared to the previous academic year. The Management and Marketing department does teach many core courses that are required by other programs, such as courses in economics, statistics, business law, introductory management and marketing.

The discrepancy between decreasing enrollments and increasing course enrollments may be due to undeclared majors enrolling in lower division COB courses and ultimately electing to pursue non-business majors. More investigation is needed.

9. Please add any other performance data you might like to include here that will help inform an accurate snapshot of your department or unit.

10. Conduct Department/Unit SWOT Analysis—Strengths, Weaknesses, Opportunities, Threats *(Identify internal strengths and weaknesses, and external opportunities and threats. Analysis of facilities, resources, administration/staff, budgets, outside influences, competition and stakeholder satisfaction.)*

Strengths:

- A good mix of professional and academic experience in our faculty.
- In just a few years we have developed a strong and in-demand Marketing program.
- Strong advisory board.
- A significant number of faculty are actively engaged in research projects, including many collaborations with fellow COB professors. 50% of full-time faculty in the department are currently classified as Scholarly Academic.
- Many faculty incorporate active applied learning by involving students in projects with businesses and communities. This also strengthens our networking and community engagement.

Weaknesses:

- We were unable to successfully hire for Strategic Management faculty position. We have been fortunate to find a very qualified adjunct to teach our capstone Strategic Management course, but to create the desired types of student experiences (e.g. cross-functional capstone course, enhanced introductory Management courses) we need to ultimately hire a full-time faculty member for this.
- Lack of sufficient options for upper-division management elective courses, particularly with regards to Entrepreneurship.
- STAT 2040 historically has had a low completion rate and often can be a stumbling block to students' progress towards finishing their degree (it is a required course for all College of Business majors and itself is a prerequisite for other required courses). We are planning on organizing meetings this fall with the faculty who teach the course and the COB department chairs to discuss how we can better standardize the course and strategies to improve student success.
- Even though the number of Marketing majors has been increasing, the number of Management majors has been decreasing. We need to explore ways to enhance the Management program, including incorporating more of an entrepreneurship emphasis to it, since many of our students are interested in being entrepreneurs or small business owners.

Opportunities:

- With our new full time Entrepreneurship faculty, Sam Clarke, starting in the fall, we have the opportunity to expand our entrepreneurship offerings in the Management program.
- Hospitality has been added to our department and Saeed Vayghan will be joining us in the fall as an Assistant Professor of Hotel and Resort Management. We look forward to working with Saeed in developing this new program and incorporating it within other COB programs.

- Some faculty who are not currently classified as Scholarly Academic have research in progress so they may soon be able to achieve that classification. This is important for our AACSB accreditation.

Threats:

- We need to achieve and maintain AACSB accreditation to enhance the status of our business programs. All department faculty are involved in preparing for our accreditation visits and creating/implementing processes of continual improvement to meet the accreditation standards.
- The demands of the job market are constantly changing and we need to be responsive and flexible in order for our programs to remain relevant. This requires ongoing curriculum reform, engagement with our advisory board and employers, hiring and retaining qualified faculty, and better assessing the career experiences of our recent graduates. In particular, we need to incorporate (where relevant) the recent advances in generative AI into our instruction so that students have some exposure to this tool that is already transforming many workplaces. We also need to examine how student access to this technology may impact how and what we teach and the manner in which we assess student learning.

Chair's Response--Planning for the Future

11. Based on the above data, list specific goals your department/unit will target to accomplish during the coming academic year. If any of your programs were evaluated by internal/external reviewers this year, you might include some of their suggestions as goals.
Note: In next year's report, follow up reporting on these goals will be covered in #1 as in this report.

Goal 1: Continue to progress towards AACSB (Association to Advance Collegiate Schools of Business) accreditation.

- Is this goal being carried over from the previous year? Yes
- Action Plan: Faculty will continue to participate in working groups to remedy gaps in our self-evaluation and to achieve the scholarly standards needed for accreditation.
- Desired Outcome: submission of our annual Progress Report.
- Timeline: Progress Report will be submitted in fall 2023
- How does this goal align with departmental and instructional goals? AACSB is needed to enhance the department's academic reputation and to attract and retain students.
- What resources will be needed? Continuing funds for faculty compensation for achieving/maintaining Scholarly Academic status.

Goal 2: Incorporate more entrepreneurship into the management curriculum.

- Is this goal being carried over from the previous year? No

- Action Plan: We will have a new full-time entrepreneurship faculty employed this fall. With this additional resource we have the opportunity to expand the department's entrepreneurship curriculum. We began discussions on how best to do this in our department meetings last year, given our resource constraints and student demand. We will continue these discussions this year.
- Desired Outcome: significant entrepreneurship content embedded in the management program.
- Timeline: Entrepreneurship related curriculum changes voted on by department before end of fall 2023 semester.
- How does this goal align with departmental and instructional goals? Our students have expressed interest in it and Utah overall fosters an entrepreneurial business culture. We need to tap into this demand to better align our curriculum with student and community needs.
- What resources will be needed? With our new full-time entrepreneurship faculty we should be able add more entrepreneurial content to our existing management program.

Goal 3: Incorporate the new Hospitality program into the department

- Is this goal being carried over from the previous year? No
- Action Plan: Work with new hospitality faculty Saeed Vayghan to develop hospitality (Hotel and Resort Management) program. Department as a whole will discuss and vote on any proposed curriculum changes. Saeed will be teaching one management course and two hospitality courses in the fall.
- Desired Outcome: map out curriculum and staffing resources needed to implement new degree.
- Timeline: In fall semester identify any pressing changes needed to curriculum so that changes can be made for next year's catalog. Continue development of program in spring semester.
- How does this goal align with departmental and instructional goals? This program will allow students to better align their desired career path with their major. It can also provide help meet the employment needs of the regional resort/tourist industry.
- What resources will be needed? Not sure at this stage. I will be meeting regularly with Saeed to discuss the what is needed for the program.

Goal 4: Successfully hire a new assistant professor of business management with an emphasis in strategic management.

- Is this goal being carried over from the previous year? Yes
- Action Plan: conduct national search.
- Desired Outcome: hiring of qualified faculty for this position.
- Timeline: contingent on funding
- How does this goal align with departmental and instructional goals? This position is important to the future growth and success of the department. The capstone course for the Management and Marketing programs is MGMT 4800 and will be taught by the new hire.

Goal 5: Revise curriculum for the capstone MGMT 4800 Strategic Management course.

- Is this goal being carried over from the previous year? No
- Action Plan: conduct meetings with relevant stakeholders (dean, department chairs, faculty) to overhaul the design/structure of the course
- Desired Outcome: a redesigned capstone course that will be more relevant and better serve student and industry needs.
- Timeline: teach a pilot section with the revised curriculum Spring 2024.
- How does this goal align with departmental and instructional goals? This course is the capstone for both the Management and Marketing programs. It should allow students to apply the knowledge and skills they have developed over their academic careers to real world business applications. A successfully revised course may also be incorporated into the Finance and Accounting programs.

Goal 6: Revise curriculum for STAT 2040 Business Statistics course.

- Is this goal being carried over from the previous year? No
- Action Plan: conduct meetings with relevant stakeholders (department chairs and faculty who teach it) to standardize the course and enhance student learning.
- Desired Outcome: a more standardized course (content, instructional material, assessments) and implementation of strategies to boost student learning and success.
- Timeline: Redesign completed by end of academic year.
- How does this goal align with departmental and instructional goals? Historically STAT 2040 has been one of the classes with the lowest completion rates in the department. It is also a required course for all COB programs and the skills learned in it are critical for student success in subsequent courses (FIN 3150, MGMT 3600). A better designed course will help not only the department and its students, but all College of Business programs.

12. Provide any other comments you would like to include.

I feel that as a department we have made significant progress in enhancing the scholarly activity of our faculty. Most have an active research agenda and I am particularly encouraged by the many instances of collaboration among faculty, both inside the Management & Marketing department but also with the Accounting, Finance, and ISA faculty as well. I truly feel that there has been a palpable shift in attitudes towards scholarly research.

13. What are your department's high priority needs for the coming year including any resources for student learning?

Also, as mentioned in the beginning of the report, some of the professional marketing certification exams are expensive and therefore have not been incorporated into classes.

Funding to allow students to take these exams and earn these certifications would increase their skills and enhance their resumes in an increasingly competitive job market.

14. What are department's projected needs for the next 3-5 years? *(Include staffing, space, budget, etc.)*

As we go through the AACSB accreditation process we shall continue to need compensation funding for meeting intellectual contributions standards as specified by our Intellectual Contributions policy. This incentive has been critical in creating faculty buy-in on the need for scholarly activity.

When scheduling courses in the HAZY that require computer labs, like STAT 2040 and the ISA courses, we have been increasingly constrained by the limited number of rooms with the required computers. This problem is exacerbated by the bell schedule that limits MW classes to the afternoon only.

In the longer term, if there is sufficient demand to create an Entrepreneurship program/major (separate from Management) we would likely need additional faculty resources in that area.

15. Connecting and interacting with regional employers who might hire your graduates and/or inform the content of your programs is now expected of every program at UT. Please report on your connections/interactions with regional employers. To what degree do these employers influence the content or direction of your programs?

provide helps us assess whether each degree offers the proper foundation for the demands of the job market and what changes should be made for to enhance the competitiveness of our graduates. An example of this is the Analytics Depth requirement that we added to the Management program, as well as adding new PLOs related to certifications, internships, etc. for both Management and Marketing. In addition, the board can serve as a networking lead to expanding internship and placement opportunities.

Faculty interacting with local businesses and communities through student projects and consulting (as documented in this report) helps to expand our network and keep faculty aware of employers' needs.

16. Please respond to the following questions from the Provost

1. Please report the number of release time credits in your department.

2 courses per semester release for Scott Lindsey as Associate Dean
1 course per semester release for Phillip Garner as Department Chair

2. What is the total amount of overload in your department?

15 credit hours

3. Please provide at least one specific example of how your department has implemented a strategy to improve the quality of instruction or elevate student learning or both.

We have put increased emphasis on opportunities for students to earn professional certifications as they progress through their courses. This can both boost students' skill sets and give them an advantage in the job market. It also highlights the real-world relevance of what they are learning in the classroom. Our Marketing Practicum and Entrepreneurship Practicum courses also allow our students to implement the knowledge and skills they are learning with real-world applications.

4. Please provide at least one specific example of how your department has implemented a strategy to improve student retention.

We customized the Trailblazers Connections courses for our incoming business students. This allows the students to get an overview of each program in the department and its requirements, meet fellow students, meet the advisors, and meet the faculty who will be teaching them. We also have tutoring for our classes right in the HAZY building that makes getting help more accessible for students.

Our annual Entrepreneurship and Sales Pitch competitions are fun events with prizes that enhance student engagement and networking with businesses. In the spring Entrepreneurship Pitch event 25 students groups participated by pitching their start-up ideas to a panel of judges, with the top 8 teams winning \$500 prizes. The Sales Pitch competition, also held in the spring, had over 20 students competing for prizes. Students had to demonstrate sales competencies to panel of judges representing three firms: Zonos, Vasion, and Wilson Electronics.

Many courses in the department regularly engage speakers from the business community. An example of this is the Seminar in Entrepreneurship MGMT 2990R.

Invited speakers from last year include:

- Parker Jacobsen (Advanced Power Washing)
- David Blake (real estate)
- Whitney Clarke (screen printing)
- Andrew Deblin (professional coach)
- Will Rogers (commercial cleaning)
- Nick Wood (online niche marketing)
- Daryl Osborne (real estate)
- Hunter Neville (appraisals)
- Erin Perry (online jewelry)
- Aaron Smith (Moto Zoo)
- Cody Adent (Vibrant Marketing)

- Pam Adamson (Reach Higher Performance Center)

Note to Chairs: Please attach the Annual Academic Fee Report as the last page of this report. The Academic Budget Director will be sending you this form with your department's list of academic fees. Please review the fees and the index account(s) expenditures for this year and provide justification for any carryover. You may want to refer to Policy 614. The Provost and UTSA will be reviewing these forms annually.

Dean's Response

17. Provide your general assessment of the accomplishments and needs, including budget allocation needs (*particularly address # 13 & #14*).

Comment on Goal Attainment:

Continue to progress towards AACSB: A major milestone was met this year, namely acceptance by the AACSB Initial Accreditation Committee (IAC) of the COB Initial Self Evaluation Report (iSER). The Department and College now enters into an annual Progress Reporting cycle for the next 2-3 years. Major findings from the IAC include:

- Refining the COB Strategic Plan to include responsibility for key issues, a defined completion timeline and measurable outcomes. The COB Strategic Plan has been refined to meet these objectives and will be presented to the IAC in our September 2023 Progress Report.
- Better definition of Assurance of Learning Process to align with AACSB standards. This is well underway and will be reported to the IAC in our September 2023 Progress Report.

A major threat in meeting the Department's and College's accreditation objectives is the possible lack of University budget support outlined in the March 31, 2021 COB Intellectual Contribution Performance Pay MOU.

Incorporate more entrepreneurship into the management curriculum: A new tenure-track faculty was hired last year, bringing to two the number of dedicated Entrepreneurship and Innovation faculty within the Department. With this new hire, the department is able to place focus not only on the suite of existing Entrepreneurship courses but also enhance International Business and Entrepreneurial Finance courses. During the coming year Entrepreneurship will be a focus of curricular changes within the department. Two possible courses of action are being considered:

- 1) Propose and develop a new Entrepreneurship and Innovation (E&I) Baccalaureate program
- 2) Build out E&I offerings throughout the current COB programs to enhance the E&I experience for all COB majors.

Incorporate the new Hospitality programs into the department: The newly hired tenure-track Hotel and Hospitality Management faculty will be integrated to the department's faculty structure. He is slated to teach three courses for Fall 2023, Orientation to the Hospitality Industry, Tourism and Hospitality Marketing & Sales and Management & Organizations. The department faculty have agreed to let the Tourism and Hospitality Marketing & Sales course serve as an elective for both the Management and Marketing degrees. The department and

College administration will support the new faculty member in his efforts to build out the AA, AAS and BS Hospitality Management programs.

Successfully hire a new assistant professor of business management with an emphasis in strategic management: The search for this position was not successful during the 2022-23 year. Due to the past Dean exercising his faculty retreat rights beginning the 2023-24 year, the budget for this position is no longer available. When new budget becomes available, the College will strongly advocate for the restoration of this faculty line.

Revise curriculum for the capstone MGMT 4800 Strategic Management course: The department had expected the new Strategic Management faculty to lead out in revising the Strategic Management course to be applicable to all COB majors. The need for this revision has not diminished because of the inability to recruit at Strategic Management faculty. To accomplish this goal, the past Dean has been asked to lead a COB faculty task force during Fall 2023 to redesign the course and offer the revised course to selected students on a pilot basis during Spring 2024.

Revise curriculum for STAT 2040 Business Statistics course: STAT 2040 currently suffers from two issues:

- 1) Non-standardization across course sections
- 2) Relatively high unsuccessful completion rates

For some time, this course has gone without a dedicated course supervisor. A senior Finance faculty has been assigned to be the course supervisor and work with all faculty teaching the course to address the issues noted above. Because this course is core to all COB majors and is a prereq for several upper-division courses, addressing these issues is very important.

Comment on Item #13: What are your department's high priority needs for the coming year including any resources for student learning?

Funding for professional marketing certification exams is become a priority as our Marketing program matures. Understanding that budget support from University Academic Affairs is unlikely, the department and college will look for ways to fund these exams through operating budget.

Comment on Item #14: What are department's projected needs for the next 3-5 years?

As noted earlier, funding for the AACSB accreditation compensation for meeting intellectual contributions standards is important. This compensation has been and will continue to be an effective incentive for producing scholarly works.

I would emphasize my agreement with the need of enhanced computing resources identified by the Department Chair. With analytics becoming a more critical part of our curriculum, more courses are requiring enhanced computing and enterprise-level hardware / software. One possible solution would be to identify the suite of hardware / software tools required across

core COB courses and enable students to access these tools via the cloud as opposed to requiring access to physical machines within the COB.

Regarding the need for additional Entrepreneurship and / or Management faculty, I would identify Management as the shorter term and additional Entrepreneurship faculty as a longer-term need.

Summary of Meeting with Provost

- ACSB Accreditation Update: It is a 3-year process of self-reporting. Our self-report application has been accepted, then 2 years for self-study peer review. The continuous review cycle is much easier on a 5-year rotation. Currently we are in great standing with accreditation. We just need to provide assurance of learning and achievement for objectives relative to our strategic plan as well as ensure that we are making progress toward reducing our self-identified gaps. We have hit sufficiency teacher/student ratios for the last two years. These ratio requirements encourage the Academic Faculty Activity Plan meetings to map out individual faculty strategy each year.
- Marketing Certificate costs are high. These are industry certifications which add an extra advantage for students above just coursework. We are looking for an academic discount with respective associations. Currently we are paying the full fee. If fee is attached as a course fee it will be required. Financial aid may still support a program fee. Business degrees often have differential tuition.
- Student are involved in the community research projects/economic impact studies.
***Kristy Grayson and Chris Healy should be contacted for Academic Report.
- Suggestion: Complete an Economic Impact Study on the University which could use funding from strategic plan.
- Phillip Garner maintains a contact from graduate school with a partner/University in Pakistan. He's currently collaborating on grant funded research. Recommendations for connections to Shadman Bashir.
- Mountain Plains Business Conference to be hosted here at Utah Tech in November.
- Part-time instructors (PTI): Mostly in legal coursework all taught by lawyers with expertise.
- Marketing degree available all online, just finishing up one class. This may increase demand which will result in more part-time instruction. Tenure track faculty have control over content, part-time instructors teach from the CANVAS already created. PTI are more facilitators. Part-time instructors currently from the UofU teaching Economics sections. Hoping to transition with a qualified part-time instructor to all Utah Tech taught sections. Request follow-up on that revenue stream before severing the UofU instruction.
- AI requires faculty to rethink and make adjustment to assignments.

- Slight decline in the enrollments in the Management and Marketing. Management faculty plan to address the attractiveness of the degree through a stronger entrepreneurship and innovation distinction by developing emphases and making changes to the program description. Potentially rebrand as Management and Innovation. Recommend possible rebranding of the BAS in Enterprise Management degree with new Business name.
- The 90-credit hour degree movement is suggesting GE and required courses no electives with a BAS designation. Imbed industry certification. AAS 45 credits.
- New Hospitality Discussion creating the program with new faculty. Black Desert will open in Fall 2024 hosting PGA Tour Pyramid Management is a global management company for internships.
- Statistics making more consistent across sections. Strategic Management Capstone development. McKay Sullivan streamlining math development on campus.
- Proposal for Center for Applied Artificial Intelligence will connect with all departments on campus.