

Volume 3: Supporting Documents

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APPENDIX T

Departmental Engagement, Innovation, & Impact

Department Sampling of Innovation/Engagement/Impactful Activities

Department of Accounting

Engagement The Department of Accounting achieves a balance of academic and professional engagement consistent with its mission of providing quality academic programs and preparing students for successful careers in accounting and business with an emphasis on professional technical knowledge, communication skills, and ethical behavior. Examples include:

Engagement of Students

- The WKU chapter of Beta Alpha Psi has earned the designation as a “Superior Chapter” for the past 10 years.
- The Department of Accounting hosts a recognition dinner each semester for the graduates of the Master of Accountancy program and their invited guests. The event is held immediately following the WKU Graduate Commencement in the Kentucky Museum Building located on WKU’s campus.
- Yining Chen and her MAcc student co-authors, Melina Piric and Hilliary Mishler, published a manuscript titled “Moving Into the 2013 COSO Framework: What Should Internal Auditors Expect” in the *Internal Auditing Journal*, March/April, 2014, 25-32.
- Stacy Bibelhauser worked with Samantha Cecil and Jessica Hunt, two MAcc students, and co-authored a manuscript titled “Tax Preparer Penalties: Circuits Issue Conflicting Decisions on Section 6701” in *Practical Tax Strategies*, 95(3) in 2015.
- Stacy Bibelhauser worked with Nicholas Hoffman and Lance Turpin, two MAcc students, and co-authored a manuscript titled “The Achieving a Better Life Experience Act” in *Practical Tax Strategies*, 95(4) in 2015.

Engagement of Faculty in Academia

- Allen Hunt and Steve Wells collaborated with alumni members of the Nashville Chapter of the IMA to apply for and receive a Charter for a WKU Student IMA Chapter. Allen Hunt serves as the faculty adviser to the chapter. In addition to accompanying IMA Student leaders to the Student Leadership Conference, he assists with the scheduling of presentations by members of the accounting profession who are actively participating in a managerial accounting role in industry or financial institutions. The on-campus presentations provide opportunities for accounting majors and potential accounting majors to engage with members of the profession over pizza and refreshments. In the spring 2017 semester there were 42 active student members. Ten IMA student scholarships were awarded at the annual awards banquet.
- Yining Chen serves as the faculty advisor to the WKU Taiwanese Student Association.
- Rich Callahan serves as the faculty mentor and coordinator of the Department of Accounting’s Free Tax Assistance program.

- Melloney Simerly developed an on-line tutorial program and assisted the Associate Dean of the GFCB in implementing the program for students at the Glasgow campus.
- Yining Chen served on the Editorial Advisory Board of the American Journal of Business, (September 2011 - September 2013).
- Stacy Bibelhauser was one of three individuals serving on the Program Organizing Committee for the American Taxation Association's first Teaching and Curriculum Conference.

Engagement of Faculty in the Accounting Profession

- Sheri Henson is a Task Force Member for the KyCPA sponsored Business and Accounting Summer Education (BASE) Camp where she also serves as a chaperone and a member of the curriculum subcommittee. BASE Camp is a week long program for high school students who express an interest in accounting. Students participate in various activities conducted by CPAs, accounting educators, and KyCPA staff members. The purpose of the program is to promote the accounting profession as a career path.
- Randall Kinnersley serves as a member of the Government Performance and Accountability Committee (GPAC) of the AICPA (October 1, 2013 – present).
- As a member of the GPAC, Randall Kinnersley coordinated the committee response to the AICPA Exposure Draft on Maintaining the Relevance of the Uniform CPA Exam.
- Sheri Henson is a member of the KyCPA Editorial Board and responsible for providing suggestions for themes for the quarterly KyCPA Publication.

Engagement of Faculty in the Community

- Harold Little serves as the Chairperson for the South-Central Kentucky Minority Economic Development Council, Bowling Green, Kentucky.
- Harold Little served on the Board of Directors of the Kentucky Society of CPAs, Louisville, Kentucky.
- Harold Little served on the Board of Trustees for the Kentucky Society of CPAs Education Foundation, Louisville, Kentucky (June 2012 - July 2015).
- Harold Little serves on the Board of Directors of the Bowling Green/Warren County Regional Airport Board where he serves on the Budget/Finance Committee and Personnel Committee; on the Board of Directors of the Barren River Area Development District, Bowling Green, Kentucky (2001 - Present); the Board of Directors for ServiceOne Credit Union where he serves on the Finance and Budget Committee (2012 - Present).
- Richard Callahan is an appointed member of the Board of Directors and the Treasurer of the Kentucky Central Region Innovation & Commercialization Center, an economic development organization, Bowling Green, Kentucky.

Innovation The Department of Accounting supports experimental and creative innovations that further the mission of the accounting programs at WKU. Examples include the following:

- The Department instituted the Meany Fellowship Program to provide funds to develop and implement a unique learning experience for students in the Master of Accountancy Program. Students in the graduate tax class visit Washington D.C. each spring. The experiences include a tour of the U.S. Tax Court and a presentation by a sitting member of the U.S. Tax Court with opportunities for the students to interact with the Judiciary; a meeting with an attorney with the IRS who is also an alum; a visit to the PCAOB offices where an official gave a presentation on how standards were developed; and a meeting with the Joint Committee on Taxation where the students interacted with the Chief of Staff and other members of the committee.
- The Department of Accounting offered the first JUMP (Joint Undergraduate Master Program) program in WKU's history. The Accounting JUMP program allows eligible students to take undergraduate and graduate accounting courses concurrently. The students may then graduate with both a B.S. degree in accounting and a Master of Accountancy degree and meet the 150-hour requirement for the CPA certificate.
- The members of the accounting faculty sought and received approval to grant credit for ACCT 200 to Kentucky high school students who successfully completed the Pilot Project AP Course in Accounting and scored the appropriate score on the associated test administered by Kansas State. WKU is the third university in the U.S. to grant credit for the Introductory Financial Accounting Course through the Pilot Project AP Course. Kentucky high school students earning credit for the Pilot Project AP course may enroll in ACCT 201 (Introductory Managerial Accounting) as a freshman.
- The Department of Accounting instituted the Meany Fellowship Program to provide funds to support accounting faculty in conducting research, preparing cases for classroom use, developing and implementing CPE programs, creating unique learning experiences for MAcc students, and developing leadership skills.
- The Department of Accounting hosts an annual High School Accounting Day inviting high school accounting instructors and their students to campus to a day filled with accounting/auditing/tax-related activities. The Department focuses on inviting the instructors who completed the Pilot Project AP Course training along with their students as well as instructors from high schools in the WKU service area. Accounting professionals, BAP Students, and accounting faculty members participate in the various activities. Over the past four years, attendance ranged from 125 students to 190 students with 12 to 16 instructors and high school administrators attending.

Impact The Department of Accounting makes an impact on our students in and out of the classroom; on the Ford College of Business and WKU through service and leadership; and the accounting profession and business community through research and service. Examples include:

Impact on Students

- The 2013 WKU accounting student team won the first-place PEAK trophy at the annual jeopardy-style competition sponsored by the KyCPA in Louisville, KY.
- The 2014 WKU Accounting Student team won the first -place Trophy at the annual jeopardy-style competition hosted by the KyCPA in Louisville, KY.

- Mark Ross, along with C. Reeves, a Co-Principal, sought and received a grant to fund their project "Can We Trust Financial Statements?: A Statistical Analysis of Fraud", 13-FA144, \$4,500.00, Awarded. (start: May 2013, end: December 2013, closed: December 2013).

Impact on the Accounting Academy

- Yining Chen served on the Editorial Advisory Board of the American Journal of Business (2011 – 2013).
- Steve Wells serves on the Editorial Review Board of the Journal of the Academy of Business Disciplines.
- Melloney Simerly served as a discussant at the Management Accounting Section Midyear Meeting, American Accounting Association, Dallas, TX.

Impact on the Community

- Steve Wells appeared before the Governor’s Blue Ribbon Commission on Tax Reform. In addition to making oral statements, he submitted written reports based on research on state tax incentives for the firm and on sales taxes on internet sales – both were included in the Commission’s Recommendations. On May 7, 2015, Governor Beshear signed HB 340 that included tax incentives to make Kentucky competitive with other states for outside firm projects. The number of approved film projects per year increased from two (2) in years prior to HB 340 to sixty (60) in 2016 with nineteen (19) projects actually filmed.
- Harold Little served as the dissertation chair for Janitpa Dejnaronk, a PhD candidate at Ramkhamhaeng University (Bangkok, Thailand). The preliminary title of her research is “Factors Effecting the Internal Audit Function in Thailand Companies.”

Impact of Alumni

- Jerry Henderson, WKU Accounting Alum and an audit partner in the Louisville, KY office of BKD, serves as the National Industry Partner for the BKD National Manufacturing & Distribution Group.
- Frederick Higdon, WKU Accounting Alum, is a member of the WKU Board of Regents where he serves as the Chairman of the Board.
- Spencer Coats, WKU Accounting Alum, is President and CEO of Houchens Industries, the largest ESOP in the world.
- Stacy Bibelhauser volunteers as a tax preparer for the VITA program. She worked for the sites in Hardin County (January – April 2016) and Grayson County (January – April 2017).
- Chad Davis, WKU Accounting Alum and a founding Partner of Red Rock Business Advisors based in Leesburg, Virginia, received an award for his firm’s recognition as one of the region’s fastest-growing mid-sized companies in Washington D.C.’s SmartCEO’s Future 50 Award program.

- Diane Wallace, a WKU accounting alum and a partner in the San Diego office of Deloitte CPA firm, serves on the San Diego YWCA Board of Directors and on the Salvation Army Advisory Board.
- Mary Nixon, a WKU Accounting alumna, is Vice-President, Finance at Yum! Brands, Inc.
- Marshall Kelley, A WKU Accounting alumnus, is Vice-President – Shared Business Services at Bridgestone Americas, Inc. in Nashville, Tennessee.
- Keith T. Wallace, a WKU Accounting alumnus, is a Partner and the International Assurance Practice Leader, McGladrey LLP, Raleigh, North Carolina.

Impact on the University

- The Accounting JUMP program significantly impacted WKU graduate enrollment by providing a framework and template for Memorandums of Understanding between other academic departments and the WKU Graduate School.
- The Department of Accounting hosted a visiting scholar, Professor Nataliya Melnyk, Deputy Dean in the Department of Accounting at Ternopil National Economic University (TNEU) located in the Western region of Ukraine.

Department of Information Systems

Dr. Mark Ciampa

ENGAGEMENT

2015

- Jan 6 – Appointed reviewer for *Journal of Applied Security Research*
- Apr 9 – Presented “Update on Cybersecurity” to Volunteer State Community College, Gallatin, TN
- Apr 28 – Participated in Business Division Advisory Board panel, Volunteer State Community College, Gallatin TN
- Aug 1 – Presented “The Human Firewall: Teaching Security Awareness,” CompTIA Academy Educator’s Conference, Chicago, IL
- Sep 19 – Appointed reviewer for *International Journal of Risk & Contingency Management*
- Oct 23 – Member of WKU inter-disciplinary Cyber Physical Defense Systems committee

2016

- Jan 15 – Published book: Ciampa, M. (2016). *Security Awareness: Applying Practical Security in Your World 5e*. Boston: Cengage Learning.
- Mar 9-10 – Presented “The Human Firewall: Teaching Security Awareness”, North Carolina Computing Instructor’s Conference, Salisbury, NC
- Apr 17 – Reviewer for Computer Information Technology Exit Examination, Volunteer State Community, Gallatin, TN
- Apr 21 – Presented “Security in Today’s Curriculum,” Cyber and Security Education Workshop, Cengage Learning, Fairfax, VA
- Jun 7, 2016 – Participant in NIST ‘RAMPS’ Up Cybersecurity Education and Workforce Development Grants with Gaston College, Dallas, NC
- Jun 23 - Presented “The Basics of Cryptography” webinar, IT Metrics and Productivity Institute
- Oct 7 – Session Chairperson, Classroom and Pedagogy Track, 56th Annual Conference of International Association for Computer Information Systems, Nashville, TN
- Oct 24 – Presented “Practical Computer Security” to “Introduction to Computers” (CIT 105) at Southcentral Kentucky Community and Technical College, Bowling Green, KY

2017

- Feb 2 – Presented “Adding Practical Security to Your Computer Course,” Virginia Community College Conference, Richmond, VA
- Feb 17 - Presented “WKU Degree Programs” to Volunteer State Community College, Gallatin, TN

INNOVATION

- Many courses are designed so that as new material is added older material is neglected until it is time for a cumulative assessment. This design actually promotes students abandoning older material and only concentrating on the most recently introduced topics, resulting in students “cramming” for a cumulative exam. Spaced repetition is a concept in which students are required to maintain mastery over subjects as they progress throughout a course. In CIS 141 spaced repetition is used so that students are required to continually show their competencies over all cumulative material before being allowed to progress onto new material. Instructions to students: “The Gateway quiz is a cumulative review of all the material that you have studied up to the current point. The purpose of this quiz is to ensure that “spaced repetition” occurs over a longer period of time, which research shows aids in the learning process. This quiz is 20 multiple-choice questions. You must score at least 75% (15 of 20) in order for the material for that week to appear. If you do not achieve that score you may retake the test until you do. Note that your Gateway quiz scores do not count towards your accumulated points for this class. Also the chapters that are covered in the Gateway quiz will “reset” after the Midterm exam.”
- Writing assignments in CIS 141 must meet a minimum length and reading level; if they do not meet that level students must edit the documents prior to final submission. This uses an online text evaluator website. Instructions to students: “After completing the textbook assignment but prior to submitting it on Blackboard you will copy what you have written to a web site that will count the number of words and provide its reading level. The minimum number of words is 500 and the reading level must be at least College Student; if the assignment does not meet these two criteria then you must revise it so that it does meet them. Once the assignment does meet both criteria you will download an image that shows your document has met the criteria and imbed that image back into your Word file. Finally, you will create a PDF of your assignment and submit that PDF document to Blackboard.”

Dr. Evelyn Thrasher

Engagement

- Evelyn Thrasher directed a special project for a team of students to create an HR database for Quality Personnel.
- Evelyn Thrasher serves as a co-advisor for Beta Gamma Sigma.
- Evelyn Thrasher serves as the director of the Professional Education and Knowledge Initiative.
- Evelyn Thrasher serves as the Knicely Faculty Fellow in Leadership for the Center for Leadership Excellence.
- Evelyn Thrasher serves as a faculty assistant to the ENACTUS Team for the regional and national competitions.
- Evelyn Thrasher leads an annual trip for business students to travel to urban centers to tour businesses and to meet with alumni and executives to discover possible careers and to gain professional advice.
- Evelyn Thrasher provides career and professional development advice to current and former business students, particularly those in the Business Data Analytics Program.
- Evelyn Thrasher is directing an internship for two graduate students to conduct data analysis for a local non-profit organization.
- Evelyn Thrasher is a reviewer for several peer-reviewed journals and national and international conferences in the information systems discipline.

Impact

- In 2017, Matt Nord (MBA student and Business Data Analytics graduate) attended the MIT Sloan Sports Analytics Conference in Boston, MA.
- MBA students, Matt Nord and Michael Kelley, are completing an internship with HOTEL INC to conduct data analysis for grant applications and donor recruitment.
- More than 300 students participate annually in Professional Education and Knowledge (PEAK) events and activities.
- Our Beta Gamma Sigma chapter annually achieves High Honors or Highest Honors.

Mr. Jim Lindsey – Innovation, Impact, & Engagement Activities

2017

Per James Lang’s “small teaching” idea of using predicting activities to increase students’ knowledge, I incorporated in-class games from Kahoot.it. I construct games that require students to answer predictive questions about topics; cover the topics; and finally, assess the students’ knowledge again.

Per James Lang’s “small teaching” idea of using connecting activities to increase students’ understanding, I incorporated written activities in my CIS 141 class that require students to

connect class material with what they are learning in their other courses, seeing on the news, on TV, and in books they are reading.

2016

A major initiative in the GFCOB is to help our students find and complete internships as well as search for jobs effectively. In Spring and Fall 2016 I asked Adrienne Browning to teach a class about how to prepare a good resume, job search and talk about internship opportunities that GFCOB students have. Doing so in a room that is a computer lab is great because the students could conduct job searches in real time per her instructions.

In Fall 2016 I tried teaching some of the CIS 320 material using a flipped classroom/hybrid approach. Initially I planned to use this approach for seven class periods but ended up only using it for six periods. Overall, it didn't work very well. There were some good things that I learned from this experience but overall it was not positive. Many students did not do the training as instructed. In Spring 2017, I adjusted how I assessed the material taught in these hybrid lessons and I was pleased with the results.

In Spring 2016, I hosted two Kentucky State Police troopers in my CIS 141 class. They talked about their use of computer forensics. The troopers are members of a task force that conducts investigations to track down online predators. One of the troopers was a former student of mine; he took CIS 141 almost 8 years ago.

2015

In fall 2015 I started teaching computer and Internet security throughout the semester as "Episodes" instead of all at once. Previously I taught all of the security content at the end of the semester when students were tired and overwhelmed. Textbooks we use contain one or two chapters of security material at the end of the books. In spring 2015 one of my students recommended that I teach the security content in an episode format. This new format has been very successful. In fact, in Fall 2017 I adopted the same approach for teaching "Ethics" material in CIS 141.

In 2015 I incorporated Nerf Rockets into my classroom. We use them during an in-class game where I ask questions and the class votes on what they think the correct answer is by throwing rockets at a particular target (other students in the class). It's fun. I got the idea for using the Nerf darts while doing a service project at a Boys and Girls club in the summer. Most young people enjoy throwing and dodging the darts. People that don't want to play can sit that game out.

2014

In Fall 2014, I facilitated the creation of a student study group in my CIS 141 classes. Students from all of my CIS 141 sections were invited to participate. It met outside of class. I went to the group's first meeting and led a review session for a test. I facilitated the creation of this body at the request of my international students.

In Fall 2014, I created a Technology Scavenger Hunt for my CIS 141 classes. Using clues I gave them, students looked for technology related places and things on campus during the class

session. They worked in teams and reported on their progress via Twitter. The students enjoyed the activity and I will do it again.

2013

In fall 2013 we incorporated several new communications projects in all sections of CIS 141. Our goal was to help students learn how to use technology to better communicate orally and in writing. For example, we showed them how to make better presentations, conduct online research, and format their documents so they are visually appealing.

I have not taught CIT 418 in many years. In the past, this course was an in-depth computer forensics course. This time (Fall 2013), however, I focused on disaster recovery. I thought disaster recovery would be a more practical skill than computer forensics for the majority of students to learn. We did cover some computer forensics but not at the same in-depth level that we did in the past.

2012

My exams for CIS 141 consist of two parts, a multiple-choice portion administered via Blackboard and written portion which requires students to demonstrate that they can think critically about topics they have read about and discussed during class. The written portion of each test is worth one third of the possible points. About 48 hours before a test, I give students a list of ten possible written questions that they will see but only ask two or three of them on the exam. My goal is to get them to think about many topics in advance.

Dr. Kirk Atkinson

Engagement	Innovation	Impact
Met with and assisted Aaron Maples, Warren County High School Curriculum Coordinator with data sets related to student's practice ACT scores.*	Actively pursuing the INFORMS Certified Analytics Professional certification; several colleagues are also interested and preparing as a team.	
Working with undergraduate student to setup and demonstrate a 3D printer for use in classroom instruction.	The 3D printer will also be offered to Entrepreneurship program students that need to print prototypes.	The 3D printer will impact students directly in experiential learning and hopefully as they matriculate into the work force.
Serving as the Interim Director for the Initiative for Applied Data Analytics.	<p>Working on the approval stage of the Center for Applied Data Analytics; already working on projects like the example cited in the engagement section*.</p> <p>This Center for Applied Data Analytics or CADA for short, will provide opportunities for student interns to be actively involved in projects for real organizations as well as being involved in student research.</p>	<p>The Initiative for Applied Data Analytics is working on an active project with HOTEL, Inc., a local Bowling Green organization that assists the homeless and those in poverty.</p> <p>Student internship with one undergraduate student in the summer 2017 working with Kentucky Home Brands. Analytics projects resulting in student remaining employed part-time into the fall 2017.</p>
Active faculty advisor for Delta Sigma Pi, Zeta Theta Chapter; since 2010 this chapter has grown from approximately 9 active members to around 50 members.	<ul style="list-style-type: none"> • 2016-2017 National Advisor of the Year • 2016-2017 Southern Province Advisor of the Year • Chapter Advisor of the Year (2011-2012 and 2016-2017) for the Mid-South Region. 	<p>The Zeta Theta chapter won two awards for 2016-2017; Chapter of Excellence (highest honor) and Outstanding Service Project.</p> <p>The active involvement in the Delta Sigma Pi chapter has demonstrable positive impacts; members of this chapter typically hold leadership roles on the</p>

Engagement	Innovation	Impact
		Dean's Student Advisory Board, they attend LEAD activities each semester, at least one member attends the national conference, and involvement community service projects is very high.
Invited member of the South Warren High School Business Advisory Board. Met once to date.		Engagement with local high schools should lead to high quality students attending WKU and hopefully seeking a business-related major.
Supervising Graduate Assistant that is engaged in the CIS243 lab component, scoring and assessment of completed activities, and has direct interaction with undergraduate students.		A peer-reviewed publication is targeted from the work with the 3D Printer as well that will involve an undergraduate student.
		The newly formed CADA will also seek to offer certain industry-standard certification examination proctoring. The plan is to also offer preparatory courses that will assist students interested in this endeavor.
		Won the 2013 Gordon Ford College of Business Student Advisement Award.
Direct involvement with the development and deployment of the Business Data Analytics program.	Direct involvement with the development and deployment of the Business Data Analytics program.	The BDAN undergraduate certificate is having a direct impact on business students enabling them with data analytics skills as they compete in the marketplace.
	Integrated the data analytics program, at a survey level, into the BA 513 MBA course.	Several former students currently employed in their field in part due to the introduction of analytics in

Engagement	Innovation	Impact
		the MBA program.
Dr. Atkinson serves as the Broadband Internet Coordinator (volunteer but appointed) for Butler County.		Numerous potential Internet service providers have met with Dr. Atkinson and local leaders to improve high-speed Internet access in a very underserved area. This work has splash over into other surrounding counties and resulted in several peer-reviewed publications.
Worked with graduate student, Ms. Shashie Waduge, on research.		This research resulted in two peer-reviewed journal articles in which Ms. Waduge appears as a co-author.
Dr. Atkinson serves on the Graduate Council for the university.		
Dr. Atkinson serves as the chairperson for the Graduate Council Curriculum Committee.	Integrally involved with the implementation of a new electronic curriculum workflow system.	Decrease in the time required for curricular approval; improved quality of submission process; reduction of common errors that delay implementation of courses.
Dr. Atkinson was appointed to serve on the dean's 6 th year review committee by Provost Lee.		Successful review process of the College of Business dean that may be adopted as the new model.
Dr. Atkinson serves on the University Library Committee and in the current Chairperson.		
Dr. Atkinson served on the Dean, University Libraries Search Committee. (appointed)		The appointment of a new Library Dean in the spring 2017.
	Dr. Atkinson attended the INFORMS Business Data Analytics Conference in April	Information gathered was synthesized and presented to the spring 2017 fulltime

Engagement	Innovation	Impact
	2017.	MBA class cohort.
Serves as the Program Director of the Systems Management Program.		

Dr. Ray Blankenship

Innovation

2014 Business Informatics / Business Analytics Degree Program

2016 Applied Data Analytics Certificate

2015 Center for Applied Data Analytics’

Engagement

The Center for Applied Data Analytics has engaged with the Business community in several different ways:

1. Providing Data Analytical Training to the community
2. Engaging students with real-world internships
3. Assisting businesses with their data analytic needs
4. Faculty are working with non-profit organizations to improve the quality of life and help end inter-generational poverty. Faculty are working with the Foundry – Christian Community in Bowling Green, Ky.

Impact

Several students have received internships through their work with the Center for Applied Data Analytics.

These students are also taking the opportunity to receive three hours of internship credit for their work.

Dr. Leyla Zhuhadar

Innovation, Impact, and Engagement

Innovation

- Dr. Leyla Zhuhadar, Ph.D. and Dr. Mark Cimapa, PhD., in 2016, were awarded the GFCB Summer Grant Tier-2, *Reviewing and Prototyping Semantic Cloud-Based Repositories for Green River Preserve Unstructured Data* (awarded amount \$10,000).

- Dr. Leyla Zhuhadar, Ph.D. and Dr. Evelyn Thrasher, Ph.D., in 2016, were awarded the GFCB Summer Grant Tier-1, *An Investigation of Smart Campuses as Prototypes for Smart Cities*. (awarded amount \$5,000)
- Dr. Leyla Zhuhadar, Ph.D., in 2015, was awarded the 2015 GFCB Dean's Merit Award.
- Dr. Leyla Zhuhadar, Ph.D., in 2014, was awarded the OSP Most Prolific Proposer by College.
- Dr. Leyla Zhuhadar, Ph.D., in 2014, was awarded \$35,148 alongside University of Louisville from the WKU Research & Creative Activities Program.

Impact

- Dr. Leyla Zhuhadar, Ph.D., in 2017, with Dr. Evelyn Thrasher, Ph.D. published a journal article titled: *The Next Wave of Innovation—Review of Smart Cities Intelligent Operation Systems*, in the **Computers in the Human Behavior Journal (Elsevier)** Volume 66, January 2017, Pages 273–281 with **2.69 Impact Factor**.
- Dr. Leyla Zhuhadar, Ph.D., in 2016, became an Associate Editor of the International Journal of Business Intelligence Research (IJBIR).
- Dr. Leyla Zhuhadar, Ph.D., in 2016, became an Associate Editor of the International Journal on Semantic Web and Information Systems (IJSWIS).
- Dr. Leyla Zhuhadar, Ph.D., in 2016, became an Associate Editor of the International Journal of Knowledge Society Research (IJKSR).
- Dr. Leyla Zhuhadar, Ph.D., in 2016, with Dr. Evelyn Thrasher, Ph.D. published a journal article titled: *Is there a Gender Difference in Interacting with Intelligent Tutoring System? Do Bayesian Knowledge Tracing and Learning Curve Analysis Models Answer this Question?* in the **Computers in the Human Behavior Journal (Elsevier)** Volume 61, August 2016, Pages 198–204 with **2.69 Impact Factor**.
- Dr. Leyla Zhuhadar, Ph.D., in 2016, with Dr. Evelyn Thrasher, Ph.D. published a journal article titled: *Computer-Assisted Learning Based on Universal Design, Multimodal Presentation and Textual Linkage* in the Journal of the Knowledge Economy (Springer), June 2016, Volume 7, Issue 2, pp 373-387: <http://link.springer.com/article/10.1007/s13132-016-0371-y>. with **0.743 Impact Factor**.
- Dr. Leyla Zhuhadar, Ph.D., in 2015, published a journal article titled: *A synergistic strategy for combining thesaurus-based and corpus-based approaches in building ontology for multilingual search engines* in the **Computers in Human Behavior Journal (Elsevier)** Volume 51: 1107-1115 with 2.69 Impact Factor.
- Dr. Leyla Zhuhadar, Ph.D., in 2015, published a journal article titled: *Semantically enriched Massive Open Online Courses (MOOCs) platform* in the **Computers in Human Behavior** 51: 578-593 with 2.69 Impact Factor.
- Dr. Leyla Zhuhadar, Ph.D., in 2014, published a journal article titled: *Advances of Scientific Research on Technology Enhanced Learning in Social Networks and Mobile Contexts: Towards High Effective Educational Platforms for Next Generation Education* in the Journal of Universal Computer Science, Volume 20, no. 10: 1402-1406., with 0.4 Impact Factor.

Engagement

- Leyla Zhuhadar, Ph.D. with Corey Travis (Business Data Analytics Student), in 2016, were awarded the WKU Faculty-Undergraduate Student Engagement Grant Award #16-SP260, *Identifying Loyal Customers* (awarded amount \$3,000).
- Leyla Zhuhadar, Ph.D. with Zach Ross (Business Data Analytics Student), in 2016, were awarded the WKU Faculty-Undergraduate Student Engagement Grant Award #16-SP260, : *Using predictive analytics to better enhance consumer lending* (awarded amount \$3,000).
- Leyla Zhuhadar, Ph.D. with Cody Kirk (Business Data Analytics Student), in 2015, were awarded the WKU Faculty-Undergraduate Student Engagement Grant Award ##15-SP278 (awarded amount \$3,000).

Dr. Phillip Coleman

Innovation – Business Data Analytics

July 24, 2016 - July 29, 2016: SAS - Visual Analytics Workshop. 5 Day workshop that allowed me to hone my skills in Data and Visual Analytics Cary, North Carolina.

January 21, 2015: SAS Visual Analytics Workshop. The workshop uses SAS Visual Analytics to show how you can explore relevant data quickly and easily. Using SAS Visual Analytics can look at more options, uncover hidden opportunities, identify key relationships and make more precise decisions faster than ever before. Bowling Green, Kentucky.

May 14, 2014 - May 16, 2014: Advanced Tableau Training. Attending this workshop allows me the knowledge for beginning a new Business Informatics class in the Fall of 2014 Nashville, TENNESSEE.

July 28, 2014 - August 1, 2014: Advanced Business Analytics. Advanced analytic class that focused on SAS products for Data Visualization for BI-430 class Cary, North Carolina.

Impact – This helped me to understand analytics and was others have to offer. Being the program coordinator lends itself to asking a lot of questions on subject material, assessment, and available jobs.

Engagement – This allows me to engage with the students on employment, techniques, and tools.

Summer, 2017 – Justin Neal-TVA Analyst. Brought Justin to campus and met with faculty to see what we could help him with.

October 11, 2017 – Justin Neal-TVA Analyst. Brought Justin to classroom to meet with my BDAC-430 students. Students got to see business data analytics in action.

Innovation – Principle of Information Systems

May 15, 2016: MyITLab Training. Training session designed to familiarize me with intricacies of this product. My goal is to train our faculty. Bowling Green, Kentucky.

January 19, 2016: Watson Analytics. This workshop was designed to facilitate faculty in using Watson Analytics for predictive analytics Bowling Green, KY.

June 1, 2013 - Present: CIS 243; Rewrote CIS 243 for the Fall 2013 iteration in order to engage students into the lectures.

December 3, 2012 - Present: Faculty Lead for CIS243; Responsible for both on-ground and online sections of CIS 243 to insure AACSB and AOL compliance.

February 16, 2017 - February 19, 2017: Pearson Workshop; Travel to San Antonio to meet with other workshop attendees to discuss MyITLab.

Impact

CIS243 – Principles of Information is only one of two CIS classes that business students will have so it is vital that this class use the latest textbooks and learn the latest techniques for Microsoft Excel and Microsoft Access.

Engagement

I have changed textbooks 4 times and software components 3 times since 2012. I have gone from SAM to Simnet, back to SAM, from SAM to MyITLab, and now back to Simnet for Spring 2018. I have piloted each edition and only upon successful student interaction and engagement do I recommend this to the other CIS243 faculty.

Innovation – New Technology

January 1, 2016 - Present: AABRI Journal of Technology Research; Served as editor for this scholarly journal. My job is to receive blind reviews and either distribute them to reviewers or review them myself.

December 10, 2013 - December 28, 2013: Scientific & Academic Publishing; Reviewed article titled, Simulation and Analysis of the Influence on the Performance of the Diesel Engine Exhaust System Based of AVL BOOST.

Impact

The impact of being an Editor and Reviewer lends itself to learning new concepts, models, and technological ideas. While serving as Editor on one journal and as reviewer on the other, I have a chance to review every innovative concept that is written in both journals.

Engagement

I share what I learn with both faculty and students. While this is mainly directed at BDAC students I still share much with my CIS243 students.

Department of Economics

Engagement

David Zimmer served on a panel regarding health care reform at the Kentucky Economic Association meetings. (2016)

David Zimmer presented at the NC State University Seminar Series. (2015)

David Zimmer presented at the University of Louisville Seminar Series. (2013)

Over the past five years, Brian Goff has published 7 articles in professional journals including two that were co-authored with three (current and former) graduate or undergraduate students.

Brian Goff has published 180 blog posts on Forbes.com “Econosports” since February of 2013.

Brian Goff published an economic impact study in 2013 for the Center for Applied Economics on the Bowling Green Riverfront Project.

Cathy Carey was awarded the endowed Dugas Family Professorship. She will be conducting economic impact analyses and writing business and marketing plans for the Dugas Community Park. In addition, she will coordinate educational opportunities for WKU and Allen County School System students within the Park’s development. (2017)

Cathy Carey has presented local and regional analyses to multiple audiences, including two rotaries, a chamber of commerce, and a group of regional and state legislators. (2013-2017)

Cathy Carey founded the WKU Actuarial Science Club and Gordon Ford College of Business Women in Economics/Business Club and revived the WKU Chapter of the International Honor Society Omicron Delta Epsilon. (2013-2017)

Steven Locke is a co-advisor for the WKU Economics Club and has co-led two student trips.

Steven Locke was given the faculty appreciation award from the Sigma Alpha Epsilon fraternity.

Sebastian Leguizamon arranged for an industry expert to come to his Statistics classes to talk about the importance of statistical analysis in most jobs, regardless of major.

Sebastian Leguizamon served as a North American representative to the Regional Studies International Society.

In 2014, Susane Leguizamon prepared a statistical analysis report and testified as an expert witness in a legal dispute between the Bowling Green Independent School District and the Warren County School District.

Dennis Wilson was an invited presenter at the University of Kentucky Microeconomic Lecture Series.

Dennis Wilson was an invited presenter at Middle Tennessee State Economics Lecture Series.

Brian Strow served as a reviewer for the Journal of Applied Economics and Policy.

Brian Strow served the legal community by serving as an economic expert on multiple court cases.

Brian Strow has run the Capitalism book Club every semester for the last 7 years

Brian Strow has run a speaker series that has brought in Steve Forbes, Art Laffer, Stephen Moore, and others.

Alex Lebedinsky in 2016 travelled with the Economics Club to Washington D.C. where the club members visited the Capitol and attended a seminar on how to find employment with the Federal Government.

Alex Lebedinsky in 2017 travelled with the Economics Club to Boston, MA where the club members met with the pharmacoeconomists at Biogen and an economist at the Federal Reserve Bank of Boston.

Alex Lebedinsky in 2016 travelled with graduate students to the Kentucky Economic Association meeting in Lexington, KY.

Alex Lebedinsky in 2015 travelled with graduate students to the Kentucky Economic Association meeting in Frankfort, KY.

Claudia Strow is a co-leader of the Economics Club.

Claudia Strow is a consistent volunteer for Junior Achievement at various local primary schools.

Claudia Strow volunteered in designing a “\$ and Sense” program at Bowling Green Junior High School.

Innovation

David Zimmer consulted with the British National Institute for Health and Care Excellence (NICE) on moving from 3-level to 5-level measures of health status.

David Zimmer contributed a piece to the Encyclopedia of the American Middle Class on the U.S. Medicare system.

David Zimmer organized a departmental seminar series.

As Director of the Center for Applied Economics, Brian Goff utilized a variety of graduate assistants to analyze and publish short articles on the Gatton Academy, WKU football attendance, and WKU basketball attendance in 2013.

As Director of the Center for Applied Economics, Brian Goff utilized several graduate assistants to conduct and publish an impact study of the proposed Bowling Green Riverfront Project in 2013.

The department revised the curriculum for the M.A. in Applied Economics to further enhance the quantitative skills of students and promote their marketability by adding Econ 507 – a course emphasizing additional SAS and econometric skills.

The department added the B.S. in Mathematical Economics.

Cathy Carey, with Dawn Bolton and Joanna Melancon, used an innovative multidisciplinary, multi-degree level experiential learning environment to complete a project to meet the needs of the university and a local business in the community. Students in an undergraduate marketing class developed and conducted a survey of participants at several local events and students of an MBA class analyzed and presented the results. Recommendations were made to the constituents

who proceeded with production of the local product. Dr. Carey presented the teaching experience at a national conference. (2015)

Brian Goff and Cathy Carey created the Joint Undergraduate Masters Program (JUMP) in the Master of Applied Economics Program.

Cathy Carey organized the initial offerings of Dual Credit courses in Economics for high school students. Aaron Morris took a group of high school students to New York as part of an Introduction to Economics Dual Credit course.

Steven Locke restructured the regression and econometrics course to better prepare students to conduct empirical research. Some of the students will present their research at the annual Kentucky Economic Association meetings.

Sebastian Leguizamon incorporated advanced technology as part of the Statistical Analysis core curriculum in order to make sure students were prepared to use industry standard use softwares.

Susane Leguizamon assisted a 2017 graduate, Annalise Malliet, received a full scholarship to pursue a PhD in economics at Florida State University.

Dennis Wilson has led or co-led faculty study abroad 5 times in Australia, New Zealand, and the Netherlands.

Brian Strow led a new study abroad to South Africa in 2016.

Brian Strow spent two years laying the groundwork for a new PPE program at WKU.

Brian Strow created an ON-DEMAND version of ECON 375 Moral Issues of Capitalism to reach a wider audience.

Alex Lebedinsky in 2017 created a Joint Certificate program with SAS institute and MA in Applied Economics.

Alex Lebedinsky in 2017 created a Graduate Certificate in Economic Data Analytics.

Alex Lebedinsky in 2015 conducted an independent study with graduate students to help them prepare for SAS Base Certification exam.

Claudia Strow examining the correlation of breastfeeding and family structure (to my knowledge no one else has done this yet).

Claudia Strow created an extra credit volunteer auction in order to illustrate labor supply curves in my labor economics course.

Claudia Strow created an electronic jeopardy game for a large lecture section of Principles of Macroeconomics.

Impact

David Zimmer ranked as the #16 economist in Kentucky according to Research Papers in Economics (RePEc)

David Zimmer authored an econometrics book that now has almost 700 citations.

David Zimmer's work is cited in three different graduate-level econometrics textbooks.

Brian Goff has received 700,000 views of Forbes.com Econosports blog since February of 2013

Brian Goff has received over 350 citations to published works over the past five years.

Brian Goff has provided expertise to reporters for articles appearing in Time, New York Times, the Washington Post, and other media outlets.

Cathy Carey conducted an external review of the Economics Department at the University of Tennessee Chattanooga for the Tennessee Higher Education Commission. (2015)

Cathy Carey is an ex-officio board member of and webmaster for the Kentucky Economic Association. (2007 – present)

Cathy Carey was an invited guest speaker for the Board of the Kentucky Division of Financial Institutions. She spoke on the “State of the Kentucky Economy.” (2013)

Cathy Carey has reviewed articles for many professional journals, including the *American Economic Review*, *Journal of Macroeconomics*, *Research in Marketing and Serials Review*, *Journal of Economic Psychology*, and she has reviewed text manuscripts for college publishers, such as Addison-Wesley, South-Western College Publishing/Cengage, McGraw Hill, and Harcourt College Publishers.

Steven Locke assisted John Greer, a 2016 graduate, in being awarded a competitive fellowship with the Department of Transportation and Metrics in Chicago.

Steven Locke assisted Hayden Grace in becoming one of four American students who had the opportunity to study issues in climate change at the Fulbright Commission-University of Exeter Summer Institute in 2017.

Steven Locke’s research on electric vehicle and solar panels was featured in a story by The Washington Post.

The results from Sebastian Leguizamon paper “Whither the Marriage Tax”, published in the National Tax Journal were cited by media outlets like *FiveThirtyEight* (4/15/15 – during the 2015 tax season) and *The Atlantic* (4/22/16 – again during the tax season).

The results from Sebastian Leguizamon paper (with Susane Leguizamon) “Revisiting the Income Effects of Legalizing Same-Sex Marriages” in the *Journal of Policy Analysis and Management* was cited by www.governing.com (7/21/2015) and the *Journalist’s Resources* (a publication by the Harvard Kennedy School) on 6/26/2015.

Susane Leguizamon is an Editorial Board Member for the Review of Regional Studies journal for the Southern Regional Science Association.

Dennis Wilson was awarded Teacher of the Year in the Gordon Ford College of Business. This is his 4th teaching award in his career.

Dennis Wilson assisted Erin Asher in obtaining a Fulbright to the Netherlands.

Brian Strow helped Jessica Canada in her quest to earn her Fulbright Scholarship to study in South Africa by setting her up with the contacts in country she used to partner with on her proposal.

Brian Strow helped Erin Bardin obtain a summer internship at the Heritage Foundation, which turned into a job for a US Senator from Idaho.

Through the administration of the Holton grant, Brian Strow has helped multiple students gain summer learning experiences at academic seminars. Gina Hatchett was able to spend a week

learning about environmental economics at PERC (Property and Environmental Research Center).

Alex Lebedinsky in 2017 published a paper in *The Quarterly Review of Economics and Finance* that was co-authored with MA in Applied Economics graduate student Nicholas Wilmes.

Alex Lebedinsky in 2017 led a team of graduate students that participated in the 2017 SAS Student Symposium.

Claudia Strow assisted Jessica Canada in her successful application for Fulbright and Grad school

Claudia Strow continues to be cited in my work examining family structure and child outcomes where she created a new way to define family structure, based on a child's relationship to his or her household members rather than solely looking at the relationship to the adult parent figures.

Department of Finance

Innovation

- Jean Snavely created an online FIN 330 (core course) for students who are unable to attend classes at our main campus – started in Spring 2014
- Jean Snavely’s implementation of technology in the classroom
 - Clickers for synchronous student participation
 - Spreadsheet usage/assignments
 - S&P Capital IQ applications – financial statement research and reporting
 - MediaSite video capture of lectures and student supplements
- Department implemented and continue to offer dual credit classes in Personal Finance (FIN 161)
- Department created/modified a number of new courses in response to demands from employers and the profession
 - Planning:
 - Created capstone case class as required by the Certified Financial Planning board
 - Created software course with lab as a critical skill for a planning career
 - Eliminated prerequisites for a number of classes so that planning majors have more flexibility in completing degree requirements and so that more nonfinance majors can access finance classes that impact them personally
 - All program majors: Career Readiness for entering juniors
 - Implementing a new math prerequisite course – course was offered on an experimental basis in the math department. Results for students taking this new course rather than the current prerequisite course demonstrate better performance in the core course in Finance.
- Jean Snavely periodically tests hardware/software for the Center for Innovative Teaching & Learning (CITL) at WKU
 - MediaSite video capture software
 - Lite the Nite Technologies - Interactive touchscreens for school and office use
- Jean Snavely trained in and implemented Quality Matters (QM) for developing online course
- Johnny Chan’s implementation of technology in the classroom
 - Implement WSJ testing strategy: require students read selected articles and provide quiz to examine student understanding
 - Spreadsheet usage/assignments
 - Encourage S&P Capital IQ and Mergent applications – financial statement research and reporting
- Ron Rhodes modified FIN 439 (Portfolio Management) as a capstone investment course to integrate other corporate and basic investment courses
- Ron Rhodes selectively integrated Chartered Financial Analysts material in FIN 439 course.
- Ron Rhodes implemented steps and procedures to mentor Gatton Academy students to undertake finance undergraduate research projects. There has been three students benefit

from the mentorship since 2015. Besides these three students, all other Gatton Academy students engaged only in science related research projects.

- Ron Rhodes implemented pedagogical methods in the classroom, including use of “class preparation assignments” combined with learning spaced out in intervals and retrieval practice to maximize long-term memory retention of concepts and to foster class discussion.
- Ron Rhodes implemented “Four Trials of WKU” and “Expand Your Comfort Zone” exercises in all classes, to foster personal self-development by students in preparation for their careers, with an emphasis on increased confidence as to personal communication skills
- S&P Capital IQ applications utilized to introduce students to financial statement research and reporting.
- Ron Rhodes developed course outlines for FIN 400 (Personal Financial Planning Practice Management) and FIN 401 (Personal Financial Planning Practice Management Lab) and secured free software to provide students with increased exposure to the use of technology.
- Ron Rhodes provided a Gatton Academy student with a research project as well as visits to The Vanguard Group (Byrn Mahr, PA), Institute for Financial Planning dinner event and symposium, and visit to Congressional offices on Capitol Hill.
- Ron Rhodes provided presentations to WKU Faculty/Staff at WKU’s Success Summits:
 - “Customer (Student) Service – The Disney Way” (Jan. 2017)
 - “10 Strategies to Motivate Students via the ‘3 S’s in Success” (Jan. 2016)
- Y. Ling Lo’s implementation of technology in the classroom
 - Teach students how to find financial information of public companies from various web sites; how to interpret the available statistics obtained online; how to download the price, dividends, and stock split information for free on line; and how to use the downloaded information for various analyses in the FIN332 class.
 - Spreadsheet usage/assignments
 - Encourage students to use S&P Capital IQ
- Y. Ling Lo created an online BA 519 course (a MBA-level course) for students who are unable to attend classes at our main campus – started in Fall 2016
- Y. Ling Lo periodically tests hardware/software and takes workshops at the Center for Innovative Teaching & Learning (CITL) at WKU
 - MediaSite video capture software
 - Respondus software
- Chris Brown created an online FIN 441 course for students who are unable to attend classes at our main campus – started in Fall 2016
- Chris Brown’s implementation of technology in the classroom
 - Probanker bank simulation usage in Banking class
 - Spreadsheet usage/assignments
 - S&P Capital IQ applications – financial statement research and reporting
 - Use of Mediasite video capture software and Respondus Lockdown Browser
- Andrew Head used a new technology in the classroom:
 - Extensive use of apps such as YNAB, CreditKarma, Kahoot!, numerous websites
 - Spreadsheet usage in all courses

- Andrew Head implemented new pedagogical methods in the classroom, including use of “class preparation assignments”
- Andrew Head proposed and taught 8-week course for the Society for Lifelong Learning, “Practical Personal Finance.”
- The Center for Financial Success recently made a verbal agreement to partner with the WKU Student Financial Assistance Office (Financial Aid)
 - Funding support to hire 3 additional counselors
 - Will work closely with SFAO to serve incoming freshmen and their families
 - Establish 1st semester budget
 - Look at total cost of attendance for all years
 - Workshops and seminars will be provided as well as one-on-one meetings when appropriate
- Indu Chhachhi implemented a flipped module in FIN 330 in Spring 2014 to enhance student engagement and active learning.
- Indu Chhachhi oversees a real-life, hands-on, student managed portfolio (over \$500,000) as part of TVA’s Investment Challenge Program
 - This experience is offered face-to-face in Fall and Spring and in an online setting in summer. The summer offering makes this unique experience available to students— including graduate students— who are not able to attend classes at a physical location.
- Hosted TVA’s Fall Regional Meeting in Bowling Green (November, 2016)
- Indu Chhachhi’s implementation of technology and innovative techniques in the classroom
 - Extensive use of case discussion approach in upper division finance classes and BA 519
 - Extensive use of S&P Capital IQ in FIN 330 and FIN 449 (TVA’s Investment Challenge Program)
 - Use of Mediasite video capture software.

Impact

- Jean Snavely delivers online FIN 330 class annually (beginning in Spring 2014). Makes college education available to students who are not able to attend classes at a physical location
- Finance graduates recognized by GFCB as outstanding alumni
 - Pavel Begun – Founder and managing partner of 3G Capital Inc.
 - Jeanne Fisher – ARG1 Financial Group
 - Joe Reeves – ARG1 Financial Group
- Zach Wedding recognized by WKU Alumni Association as outstanding young alum (2016)
- Jean Snavely serves on the WKU Foundation External Investment Advisory Board (2017-present)
- Jean Snavely serves on the FMA International Student Chapter Committee (2012-present)
- Jean Snavely assists graduating seniors by reviewing resumes and circulating employment information

- Jean Snavely serves as treasurer on the boards of the following organizations
 - Student Art Festival of Orlando, FL
 - Polo Fields Community Home Owners Association in Louisville, KY
- Ryan Meredith, Finance alumnus, is vice-president of Asset Management at Ryman Properties in Nashville, TN
- Pavel Begun, Finance alumnus, founder and managing partner of 3G Capital Inc, Toronto, Canada
- Vlad Cara, Finance alumnus, Portfolio Manager, Global Equities in London, UK
- Arul Selvan, Finance alumnus, Strategy and Research, Bombay Stock Exchange in Mumbai, India
- Johnny Chan Extensive research leadership in the GFCB and at the university level. Contribute to a better research environment in the GFCB
- Johnny Chan published more than 50 articles in the last five years including a number of authored articles with several finance and accounting faculty in GFCB. These articles generate more than 300 citations in Google Scholar
- Johnny Chan received a Fulbright Award to teach in China to share US teaching to Chinese faculty (a global impact). Will mentor Chinese professor in teaching and research.
- Ron Rhodes received Gordon Ford College of Business Award for Public Service (2017).
- Ron Rhodes has extensive public service through advocacy in support of the application of the fiduciary standard for the delivery of personal financial and investment advice:
 - Quoted over 35 times from August 2015 through May 2017 in various industry publications, including *Barron's*, *The Wall Street Journal*, *Investors Business Daily*, *International Business Times*, *Financial Planning*, *InvestmentNews*, *Employee Benefit Advisor*, *FiduciaryNews*, *RIABiz*, *On Wall Street*, etc.
 - Appeared on Bloomberg Radio's "Masters in Business" (Jan. 2016) and related podcast.
 - Authored articles appearing in *Journal of Financial Planning*, *RIABiz*, *Financial Planning*, and *Advisor Perspectives*;
 - Numerous blog post via his *Scholarly Financial Planner* blog (averages over 10,000 views each month) – named as one of "The Best Blogs for Financial Advisors to Read in 2017" by Advisor Websites.
- Ron Rhodes gave presentations at Financial Planning Association National Conference (Sept. 2016), Financial Planning Association Advocacy Day in D.C. (June 2017), MarketCounsel Summit (Dec. 2016), at six Financial Planning Association chapter meetings around the country (past two years), at two events of the Institute for the Fiduciary Standard, and at the 2017 Fi360 National Conference.
- Ron Rhodes provided 12 webinars in the past two years for *The Wall Street Journal*, *RIA-In-A-Box*, *Financial Planning*, and the *Garrett Planning Network*, and provided podcasts for the *AICPA* and *IBM*.
- Ron Rhodes provided testimony to U.S. Department of Labor regarding its "Conflict of Interest Rule" (2016); submitted three comment letters (2016-7), undertook visits to Capitol Hill on six different occasions (2015-7), and undertook visits to U.S. Department of Labor staff on fiduciary rule implementation and modifications (2015, 2017).

- Ron Rhodes participated in a task force that reviewed the proposed changes to the Rules of Professional Conduct of the Certified Financial Planner Board of Standards, Inc. (March 2017).
- Ron Rhodes provided consulting services to a major wirehouse firm, and to a national investment adviser compliance firm, regarding the U.S. Department of Labor’s fiduciary rulemaking (2016-7).
- Ron Rhodes completed his 2016-7 term as President of the National Association of Personal Financial Advisors South Region.
- Ron Rhodes serves on the Steering Committee of The Committee for the Fiduciary Standard.
- Ron Rhodes was a participant in the Save Our Retirement Coalition, a group of 80 consumer and other advocacy groups that support the U.S. Dept. of Labor’s “Conflict of Interest” and related rulemaking.
- Ron Rhodes maintains small group of personal financial planning / investment clients, which aids in keeping abreast of latest developments in personal financial planning (and aids in teaching Retirement Planning and Applied Investments courses at WKU)
- Ron Rhodes is a member, The Florida Bar – serves a small group of clients on estate planning and transfer tax planning, aids to keep abreast of developments in this area (and aids in teaching Estate Planning course at WKU).
- Y. Ling Lo delivers BA 519 class (a Business Administration class for the MBA program) annually in the Fall semester. Makes graduate-level education available to students all over the United States, especially those who are not able to attend classes at our campus location
- Y. Ling Lo led WKU’s CFA Challenge team and help the team ready for the national CFA competition both in written and oral presentations and won 2nd place in oral presentation in our assigned category in 2017
- Y. Ling Lo holds review session regularly for graduating finance majors to help them ready for their senior assessment tests
- Y. Ling Lo discussed/presented briefly at Tennessee Immigrant Minority Business Group to educate small business immigrants on investment and retirement (June of 2015)
- Selected for the second time to represent CFP® Board as a judge for the 2015 Financial Planning Challenge at the 2016 FPA BE national conference in Baltimore, MD
- Two students for whom I wrote letters of recommendation won the TD Ameritrade Scholarships. I was also the one to let them know the award existed and encouraged them to apply
- Andrew Head presented on various personal finance topics to numerous local groups including:
 - Society for Lifelong Learning (8 sessions)
 - Alpha Epsilon Delta
 - Sigma Phi Epsilon
 - Medical Residents & Fellows – Lunch & Learn
 - PEAK – Senior Summit
 - Delta Week
 - UC 175 (Various)
- Indu Chhachhi taught FIN 370 (Risk Management & Insurance) in an online setting every year in January (starting January, 2017, it is being taught by Professor Head).
- Indu Chhachhi received Gordon & Glenda Ford Award of Faculty Excellence in 2014.

- Indu Chhachhi was nominated for the GFCB Service Award in 2014 and Teaching Award in 2017.
- Indu Chhachhi coordinates the student run portfolio (TVA's Investment Challenge) placed second in a 25 school competition in 2012.
- Indu Chhachhi gave an invited presentation to FPA of Kentuckiana in 2014.
- Indu Chhachhi served as the faculty mentor/sponsor for WKU's entry in CFA's Global Investment Challenge Competition (4 – 5 member student team) from 2009 – 2016. Dr. Lo's is served as the mentor in 2017. Team's written report was ranked first in 2012.
- Indu Chhachhi presented a number of seminars (from 2012 – 2016) to WKU faculty and staff as part of Spring Retirement Savings Week organized by Human Resources.
- Indu Chhachhi was on Outlook interview with Barbara Deeb on Macro Financial Issues and state of Pension Crisis in Kentucky (March, 2016)
- Indu Chhachhi was a parent Representative on Bowling Green Junior High School SBDM Council (2013 – 2014)
- Indu Chhachhi was President, Bowling Green Junior High School PTO (2012 – 2013)

Engagement

- WKU chapter of the Financial Management Association (FMA) has earned “Superior Chapter” designation 8 times
- Jean Snavely accompanied students attending the FMA International Leadership conference every year since 2005
- Jean Snavely accompanied students in Financial Management program who attended the Global Asset Management Education forum in 2017
- Department hosts senior recognition lunch each semester
- Department hosts information/networking/socializing function for Finance majors
- Department issued an inaugural newsletter to financial professionals, alumni and students in 2016. Second issue released in 2017.
- Jean Snavely serves on the following University committees
 - Undergraduate Curriculum Committee (2016-2017; alternate 2017-2018) and Steering subcommittee (2016-2017)
 - WKU Distance Learning Advisory Council (2014-present)
 - Distance Learning Academic Advisor for FIN 161 (2014-present)
- Jean Snavely serves on the following GFCB committees
 - Assurance of Learning committee (2011-present; chair 2015-present)
 - MBA committee
 - GFCB curriculum committee (2015-present)
 - GFCB curriculum core review subcommittee (2016-present)
- Jean Snavely serves on the following Finance department committees
 - Marketing (2015-present)
 - Chair search (2015)
 - Pedagogical faculty search (2014)
- Jean Snavely and Johnny Chan worked with two Gatton Academy students on a research project entitled, “The Effect of Financial Literacy on Preventive Health Care Usage.” (2016-2017)
- Jean Snavely served as judge for a regional high school DECA competition (2017)

- Department developed and implements two ListServes for staying connected with current students and alumni
- Johnny Chan presented Chartered Financial Analysts program to students once a year and provide mentorship when needed
- Johnny Chan mentored students to pursue Ph.D. study. Three students studied / completed Ph.D. program. One received tenure at Cheung Kong Graduate School of Business in China; a second one received a tenure track appointment at South Dakota State University in 2016; and a third one will start his program at the University of Texas at Arlington
- Johnny Chan Serves on the following university committee (only major ones)
 - University Distinguished Professor selection Committee (2014-present)
 - College of Human Services Dean Search Committee (2015)
 - University Teaching Award selection Committee (2015-present)
- Johnny Chan Serves on the following college committee (only major ones)
 - GFCB graduate committee (2014-present)
 - GFCB research committee (2008-2013; 2016-present)
 - Dean 6-year evaluation committee (2017)
- Johnny Chan Serves on the following Finance department committees (only major ones)
 - Tenure track faculty search (2016)
 - Pedagogical faculty search (2014)
- Ron Rhodes took student Field Trips To Visit Firms initiated and undertaken:
 - Louisville-area firm visits (twice in 2015-6; once in 2016-7); and
 - Nashville-area firm visits (once each academic year, past 2 years).
- Ron Rhondes also continued student Field Trips To Conferences Continued and Expanded:
 - Financial Planning Association National Conference (Boston, Baltimore)
 - 5 students in 2016, 6 students in 2017;
 - Financial Planning Association Kentuckiana Chapter quarterly meetings
 - 5-12 students have attended;
 - National Association of Personal Financial Advisors National Conference (Indianapolis)
 - 3 students attended in Spring 2016;
 - National Association of Personal Financial Advisors Regional Symposium (Atlanta)
 - 1 student attended in 2016, 5 attended in 2017.
- Ron Rhodes maintains memberships in the Financial Planning Association (FPA) and National Association of Personal Financial Advisors (NAPFA), and participates in their discussion forums, which in turn leads to additional opportunities to place students at financial planning firms for internships and jobs
- Ron Rhodes also maintains membership in The Florida Bar
- Y. Ling Lo was an internship advisor for a student (Alec Broughton) at Hilliard Lyons in Bowling Green, KY- to help the student develop skills to complete the tasks and responsibilities necessary for the internship (2017)
- Y. Ling Lo took students to Cummins' head quarter in Columbus, IN for a company presentation to connect with employees, CFAs (Chartered Financial Analysts), and peers from other universities.

- Y. Ling Lo organized a mock presentation and helped CFA students ready for their CFA Challenge Presentation against 12 other universities (from both undergraduate and graduate levels) in the United States
- Y. Ling Lo took CFA students to Louisville, KY for the CFA Presentation Challenge
- Y. Ling Lo helped and advised CFA students for their written report/analysis for the CFA written report competition (Oct 2016 – present)
- Y. Ling Lo organized lunch meeting with a local CFA at Hilliard Lyons to help students establish connection with professionals and to obtain professional guidance
- Chris Brown mentors students seeking careers in the banking industry. The OCC has hired the following Finance graduates to Assistant National Bank Examiner positions in recent years:
 - Sarah Korona
 - Veronica Horner
 - Jeremy Waldeck
 - Clint McRae
 - Sarah Stankiewicz
- Andrew Head is the Director of the WKU Center for Financial Success
- Andrew Head accompanied 6 students to the 2016 FPA BE national conference, Baltimore, MD
- Andrew Head help escort students on a number of related field trips were taken, with students accompanied by Dr. Rhoades detailed elsewhere
- Andrew Head serves as WKU FPA Student Chapter Faculty Advisor
- Andrew Head served in a small workgroup (5 professors) to provide guidance for the national Edward Jones Internship
- Andrews Head oversaw a number of guest speakers in FPA Speakers/Visitors:
 - Brent Mason, CFP® - Landmark FA's
 - Andrew Head, MAAE, CFP®
 - Caleb Brown – New Planner Recruiting (
 - Stewart Coats, CFP® - Coats Financial Planning
 - Ed Nasief - UBS Louisville
 - Wes Durrant - Capital Financial
 - Caleb Brown - New Planner Recruiting
 - Monica Duvall - Internship Coordinator
 - Bob Bolen - Envision Wealth Planning
- Indu Chhachhi completely revamped Advisory Council to assemble a group that is fully-engaged. Held the first meeting in May, 2017.
- Indu Chhachhi Took 2 students each year from 2014 onward to TD Ameritrade Advisory Conference in San Diego/Orlando.
- Indu Chhachhi Took TVA students to a number of conferences from 2014 to 2017.
- Indu Chhachhi Sent 7 students (and Dr. Snavely) to Quinnipiac G.A.M.E.
- Indu Chhachhi has served on the following prominent committees in recent years:
 - WKU Budget Council (2012 – present)
 - Associate Dean (Graduate/Research) Search Committee (2012)
 - Chair, Fiscal Oversight Committee (2015 – 2016)
 - President's Ad Hoc MOOC Taskforce (2013)
 - WKU Foundation External Investment Advisory Board (2017 – present)

Department of Management Engagement

- Dr. Civelek serves the acting president of International Conference on Advances in Management (July 2016-).
- Dr. Rahim recently presided over the 20th annual International Conference on Advances in Management. The conference has met in locations all over the world, engaging academics and practitioners in management research.
- Dr. Civelek served as a faculty mentor and first reader for an Honors student in her Capstone Research Project entitled “Cross-Cultural Comparison of Credit Transfer Practices, Lending and Financial Inclusion in North America, Europe and Middle East” (September 2015 – May 2016).
- Dr. Civelek gave a talk in “Logistics, Impact of Disruptions & Sustainability” to the Bowling Green chapter of Delta Alpha Nu Professional Supply Chain network (February 2015).
- Dr. Civelek has been serving the track chair in Sustainability, Operations and Supply Chain Management for ICAM & ICISI International Conference. (July 2012-).
- Dr. Civelek served as a faculty mentor and first reader for an Honors student in her Capstone Research Project entitled “Just-in-Time in Healthcare Operations” (September 2014 – May 2015).
- Dr. Civelek served as the principal reviewer of \$10000 research grant for the State of Louisiana Experimental Program to Stimulate Competitive Research (October 2013).
- Dr. Civelek served as a session chair at the INFORMS Annual Meeting in Minneapolis, MN (September 2013).
- Dr. Civelek serves as a faculty judge during WKU REACH Week (March 2013-).
- Dr. Civelek has been serving as a peer-reviewer numerous times for top academic journals (i.e. European Journal of Operational Research, IIE Transactions, Decision Science, Manufacturing and Service Operations Management, etc.) in his field.
- Mariah Yates Served as a judge for Regional DECA competition on 2/1/17.
- Mariah Yates served as a judge for Lt. Gov. Entrepreneurship Challenge on 3/11/17.
- Dr. Dana Cosby served as the Moderator for Workforce Development Panel session of the AutoVision Conference (2016).
- Dr. Dana Cosby was delivered “Trends in Human Resources” to the ESTA Russian Young Entrepreneur Meeting in Orlando, FL.
- Dr. Dana Cosby was a guest speaker for Business Without Borders Innovation Tools for College Students event (2017).
- Dr. Dana Cosby participated with MBA Class (Summer 2016) for World Refugee Day in conjunction with the International Refugee Center
- Dr. Dana Cosby coordinated MGT 473 (Training and Development) class projects with International Refugee Center, Allen County Schools, Bowling Green Chamber of Commerce, and Kentucky Automotive Association. Students created and delivered projects to assist with a stakeholder need (2016).
- Dr. Dana Cosby assisted in the start-up of the “Business Without Borders” student organization (2016).
- Dr. Dana Cosby coordinated the Business Without Borders Spring Event (2016).

- Dr. Dana Cosby organized the first International Business Symposium (in coordination with International Education Week) (2016). Activities for “From the Hill to the World” included Coffee Hour, Student presentations, and a global business leader panel.
- A new Student Equity Council was formed and its inaugural meeting held during which student teams competed for limited funds for their proposed new ventures. Area entrepreneurs, members from the SBDC, the Kentucky Innovation Network, as well as two students and a faculty member served as the initial members of the Council.
- Dr. Peake’s ENT 496 Capstone Course had 14 student projects which ranged from developing marketing plans for a local craft brew supply store to crafting a business plan for a drone firm.
- Dr. Bolton and Dr. Peake served as mentors to the business plan teams competing at the Idea State U and Alltech competitions since 2015, and EIX competition in 2017.
- Dr. Peake served as the Vice President for Programs-Elect for the Small Business Institute in 2016-2017.
- Dr. Bolton and Dr. Peake served as judges of the Lieutenant Governor’s Entrepreneurship Challenge regional competition for high school students, held in Bowling Green in April 2017.
- Dr. Spiller works with the PEAK program where he has brought in multiple business people as part of the Perfect Your Interview program, and the networking events.
- Dr. Shane Spiller has serves as an the EdD approved faculty member for the Educational Leadership Doctoral program. He has been a part of multiple dissertations for these students.
- *The Network @ WKU – an Entrepreneurial Student Organization* was formed with Dr. Bolton as its advisor and several entrepreneurial students in attendance at its first two meetings in spring 2017. By-laws were passed and officers elected with plans for monthly meetings.
- The Center for Entrepreneurship hosted the Entrepreneur Speaker Series, during which approximately 400 students, faculty, & staff since 2014 listened to excellent speakers giving advice from their experiences. Speakers included two TV Shark Tank winners, a WKU grad who now offers internships, a former GM plant manager with strong ties to engineering/manufacturing, and a recent alum of the program.
- Since it began in 2015, 60 students made pitches to WKU and community judges through the Topper Tank Pitch Competition.
- Since 2015 Approximately 50 students presented to Kentucky Innovation Network & SBDC staff, GFCB Faculty & regional entrepreneurs in the annual WKU Business Plan Competition.
- The ENACTUS team logged approximately 2200 hours of student and community interactions across more than six projects since 2015.
- In the basic entrepreneurship course (ENT 312), approximately 300 students completed feasibility analyses in since 2015 for business concepts that ranged from a restaurant that changes country concept each month to a music technology business to a vehicle restoration business, among others.
- In the business planning course (ENT 380) 23 students completed business plans for security consulting, unique fitness centers, an aquatic center, wedding planning, taxi-service, and a winery, among others.

- In Dr. Bolton's new course offering, Introduction to Entrepreneurship (ENT 112), 20 freshmen students from across the university were exposed to basic entrepreneurship concepts.
- Dr. Bolton's Student Entrepreneur Learning Lab and Research (STELLAR – ENT 490) practicum, engaged students in projects in 5 areas including General Public/Clients and Center-Related activities.
- Dr. Peake served as a reviewer for 12 journals since 2014.
- Dr. Peake served as the Family Business Special Interest Group Chair.
- Dr. Peake judged the South Warren Middle School Pitch Competition, with undergraduate entrepreneurship students, September (2016).
- Dr. Peake joined the editorial board for the *Journal of Small Business Strategy* as an associate editor (2015-present).
- Dr. Peake served as the Vice President for Marketing for the Small Business Institute (2015-2016).
- Dr. Peake gave a presentation on Entrepreneurial Leadership to Leadership Bowling Green 2.0, with C. Garmon and E. Thrasher, March (2015).
- Dr. Peake gave a presentation on 'Make Investments that Pay through Human Resources,' Robertson Co. (TN) Chamber of Commerce Presenter with L. Coder, May (2015).
- Dr. Peake judged the South Warren Middle School Pitch Competition, with undergraduate entrepreneurship students, September (2015).
- Dr. Peake serves on the South Warren High School Career and Technical Education Advisory Committee (2015-2016).
- Dr. Peake served as a Junior Achievement Shark Tank Judge December (2015).
- Dr. Peake gave a presentation, 'Agricultural Entrepreneurship in the Local Food Marketing Industry: What Works and What Doesn't?' November (2015).
- Dr. Peake served as a Junior Achievement Shark Tank Judge December (2014).
- Dr. Peake served on the Editorial Review Board for the *Small Business Institute Journal* (2011-2016).
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Innovation

- Dr. Civelek created a graduate class, BA 546 – Sustainable Business Operations, for the graduate certificate in Sustainability (May 2016).
- Rahim, A., I. Civelek, F. H. Liang, K. J. Chan. Project Title: Leaders' Social Intelligence and Team Creativity: Evidence from a Public University. Center for Leadership Excellence, Western Kentucky University. \$2,500. (2016-17).
- Rahim, A., I. Civelek, F. H. Liang. Project Title: Leaders' Social Intelligence and Team Creativity: Evidence from a Public University. Center for Leadership Excellence, Western Kentucky University, GFCB QTAG Grant. \$3,000. (2015-16).
- Civelek, I. Project Title: A Reservation Model for a Single Firm Serving a Market with Strategic Consumers. Summer Research Grant, Gordon Ford College of Business, Western Kentucky University. \$5,000. (May 2015 – August 2015).
- Rahim, A., I. Civelek, F. H. Liang. Project Title: Relationships of Social Intelligence to

Creative Performance, Conflict Management, Strategy, and Satisfaction. Western Kentucky University, RCAP# 14-8006. \$2,841.34. (2014-15).

- Li, J., I. Civelek. Project Title: Just-in-Time Management in Healthcare Operations. Western Kentucky University, FUSE# 14-FA145. \$3,000. (2014-15).
- Dr. Dana Cosby facilitated creation of the PEAK Model for Professional Development with faculty and staff work group (2012).
- Dr. Dana Cosby updated the International Business minor to better align with student needs.
- Dr. Shane Spiller has developed an honors section of MGT 210, and MGT 305.
- Dr. Shane Spiller developed the very large section of Principles of Management that built on the involvement and expertise of the department, using other faculty as guest speakers in their areas of expertise.
- Dr. Shane Spiller led the department faculty in the adoption of a standardized book for most of the sections of MGT 210.
- Dr. Shane Spiller develops his own textbook for MGT 305, Critical Thinking and Ethics that reflects the unique course content.
- Dr. Dana Cosby revised the International Business major in response to employer and student input, adding the following tracks: International Management, Global Entrepreneurship, Trade and Economy, and Global Supply Chain Management.
- Dr. Dana Cosby developed and presented a Pedagogical Workshop on “Using Team-based Learning with Millennials” at the Kentucky Pedagogical Conference (2016).
- A new Student Equity Council was formed and its inaugural meeting held during which student teams competed for limited funds for their proposed new ventures.
- Dr. Shane Spiller developed a “career day” for the full-time MBA students which involved career guidance, and culminated in an etiquette lunch
- Business plan teams entered two new competitions in 2017, the Alltech Innovation Competition (state of KY) and the EIX Undergraduate Plan competition (national).
- Three members of the winning team from the ENT 496, Mary Jane’s Chocolates project, attended the SBI conference to make a poster presentation of their work and receive their award for Project of the Year.
- Dr. Shane Spiller began using the Business Strategy Game with the MBA students in 2016.
- ENT112 Introduction to Entrepreneurship was developed and proposed by Dr. Bolton. It passed through the WKU curricular process with plans to offer it Spring 2018.
- ENT363 Family Business Management was developed and proposed by Dr. Peake. It passed through the WKU curricular process and will be offered 2nd bi-term Fall 2017.
- Dr. Bolton helped propose and worked on an NSF-funded National Center for Engineering Pathways to Innovation grant. The goal of the grant was to help WKU Engineering students be more entrepreneurial. Dr. Bolton and several engineering faculty attended a workshop in Arizona to prepare for implementing the grant.
- Dr. Bolton’s STELLAR lab hosted a workshop on elevator pitches at IdeaFestival BG for high school students.
- The Topper Tank Pitch Competition was a success, serving as an excellent feeder for the Business Plan Competition.

- For the WKU Business Plan Competition, a series of face-to-face and online workshops were added for students competing, and it all moved to the fall so as to give more time for students to prepare for regional/state Idea State U competitions.
- ENACTUS Initiatives included: organizing a workshop with SBDC for Spanish-speaking business owners, working with the BG Chamber, and working to provide driving simulator training for Burmese refugees and to translate the DMV study guide into Burmese.
- The ENT 496 Capstone course awarded cash prizes to the top two projects, with the top project moving forward to national Project of the Year (POY) competition through the Small Business Institute.
- Dr. Peake adapted ENT 312 as part of the Colonnade Connections (Systems) requirements to take a systems thinking approach and incorporated four impact papers into the course that demonstrated student knowledge and mastery of the new approach.
- In ENT 380, Students presented their plans competitively as part of requirements of the course.
- ENT 112 exposed students to Entrepreneurship and resources in their first year of college.
- ENT 490 was created in response to the question: why can't business students work in a lab? One of the first of its kind in the nation, with plans to expand to include students from other disciplines.
- Instituted the Feasibility Analysis in all ENT 312 Entrepreneurship classes for Academic Year 2014-2015 in response to students' lack of understanding regarding financials.
- Dr. Peake cited for expert interview in Bowling Green Daily News Story, "Artists lack resources for business" published front page, 2/28 (2015).

Impact

- Dr. Rahim's research has been cited over 7500 times, according to Google Scholar. Two articles on conflict management have been cited over 1600 times each.
- Dr. Civelek and his Honors students published an article in an academic journal (Li, J., T. Vannoy, I. Civelek. 2015. Just-in-Time Management in Healthcare Operations. Mustang Journal of Management & Marketing, Vol. 6, 152-160.).
- Dr. Civelek's Honors student presented their work at 5th Mustang International Academic Conference in Nashville, TN (October 2014).
- Dr. Civelek's Honors student presented their work at 45th WKU REACH WEEK in Bowling Green, KY (March 2015). Under the mentorship of Dr. Bolton and Dr. Peake, the Tech Gnar Business Plan Team won 1st place and \$10,000 in the Alltech Innovation Competition's Undergraduate Business Plan Division in April 2017.
- Dr. Shane Spiller co-developed the New Faculty Mentoring for the GFCB.
- The standardized book adopted for MGT 210 is estimated to have saved over \$600,000 for the students in textbook fees, while raising money for the department.
- Under the mentorship of Dr. Bolton and Dr. Peake, the Level Lacrosse Business Plan was chosen to participate in e-Fest in Minneapolis, from among hundreds of entrants into the national competition.

- Under the mentorship of Dr. Bolton and Dr. Peake, the Level Lacrosse Business Plan won 1st place in the Business Plan Division of the ISU Regional Competition in March 2017.
- Under the mentorship of Dr. Bolton and Dr. Peake, the Fetch & Flex Business Model won 1st place in the Business Model Division of the ISU Regional Competition in March 2017.
- Under the mentorship of Dr. Bolton and Dr. Peake, the Level Lacrosse Business Plan won 1st place and \$25,000 in the Business Plan Division of the ISU State Competition in April 2017.
- Dr. Peake received two best paper awards at the 2017 USASBE Conference – the John Jack Award (overall best paper dealing with entrepreneurship by women or minorities or under conditions of adversity) and the Journal of Small Business Management Editor’s Choice Award (best overall paper presented during the USASBE Annual Conference)
- Dr. Peake’s ‘Systems Thinking in Entrepreneurship’ presentation focused on gaining acceptance for ENT 312 into a Colonnade course was awarded the top *National Best Practices Award* from the Small Business Institute in February 2017.
- Dr. Peake received the Herman L. Saunders Mentor Award from the Small Business Institute in February 2017.
- Dr. Shane Spiller has served as the Chair of the College Continuous Improvement Committee since 2011, where he leads the College AACSB efforts.
- The 2017 ENT 496 POY submission received 2nd in the nation in the Undergraduate Specialized category from the Small Business Institute at the February 2017 annual meeting, and the 2016 ENT 496 POY submission received Honorable Mention.
- Dr. Bolton’s STELLAR concept was awarded the top *National Best Practices Award* from the Small Business Institute in February 2016. With over 1000 consulting hours reported, at the market value of \$100 per hour, the lab generated over \$100,000 in value since Spring 2016.
- Dr. Bolton and her students from the STELLAR Lab worked with Dr. Cathy Carey and her students from the WKU Center for Applied Economics on an analysis of small business opportunities/challenges for Allen County-Scottsville, which was presented to the board of the Scottsville Farmer’s National Bank in January, 2017.
- Through the Entrepreneur Speaker Series students realized they could be entrepreneurs at earlier stages of their careers and became aware of local resources and national opportunities (e.g., Shark Tank) and how to be intrapreneurs in a large company.
- Feedback from students participating in the Topper Tank Pitch Competition indicated students valued connecting with faculty and local entrepreneurs and vice versa.
- ENACTUS students returned to regional and national competition with a slate of projects that benefitted our community and region. The local SBDC estimates that one project created approximately \$125,000 in new wages.
- Each spring the students enrolled in the ENT 496 course report over 1300 hours of consulting activities. With a market value of \$100 per consulting hour, these students generate approximately \$130,000 in value each spring semester. In the past two springs, 48 students served 11 clients.
- Student entries in competitions indicate that through the feasibility analyses undertaken in ENT 312, students are better prepared to determine the feasibility of their business models because of this project.

- From the 2015 and 2016 business planning courses, ten students won top prizes in the WKU Business Plan Competition, several became members of the WKU Student Business Accelerator, and are pursuing their start-ups.
- Through the ENT 112 course, 20 students become aware of all that is available to entrepreneurial students at WKU.
- The WKU Business Plan Competition Feedback indicated the support of faculty, the interaction with business professionals, and the prize money were valued.
- Alum of WKU and Entrepreneurship Major, Samantha McCormick, came back to the Center of Entrepreneurship & Innovation as one of its first speakers in the Entrepreneur Speaker Series to share her experiences and successes as a student who took advantage of all that WKU has to offer students wanting to start their new ventures.
- Dr. Peake was a Best Empirical Paper Award Winner with M. Harris, W. McDowell, and P. Davis, at the Small Business Institute Conference in February 2015.
- Dr. Rahim's International Conference on Advancements in Management was founded in 1990, this conference has hosted thousands of scholars, practitioners, and students throughout the years.
- Dr. Paula Potter won the first University Award for Faculty mentoring.

Department of Marketing

Impact

Research Impact:

- Dr. Craig Martin's works have been cited 1578 times according to Google Scholar, with 915 citations since 2012. His h-index is 9.
- Dr. Lukas Forbes' works have been cited 997 times according to Google Scholar.
- Dr. Joanna Melancon's works have been cited 868 times according to Google Scholar, with 681 citations since 2012. Her h-index is 10.
- Dr. Patricia Todd's works have been cited 484 times according to Google Scholar, with 386 since 2012. Her h-index is 8.
- Dr. Tim Hawkins works have been cited 411 times according to Google Scholar, with 352 citations since 2012. His h-index is 9.
- Dr. Tim Hawkins' work through his published article (in the Defense Acquisition Research Journal entitled “#eVALUate: Monetizing Service Acquisition Trade-offs using a Quality-Infused Price© Methodology”) is being put to use by the U.S. General Services Administration to select contractors to support the U.S. Army on three procurements worth greater than one billion dollars. Federal procurements of high potential revenue invite scrutiny and bid protest risk. For the GSA to take a risk by adopting a new, innovative selection process speaks volumes to the confidence that GSA leadership has in the superior value that our new selection process can yield. This innovation was presented at the National Contract Management Association's Government Contract Management Symposium in Washington, D.C. in December. Finkenstadt, D. and Hawkins, T. (2016). “#eVALUate: Monetizing Service Acquisition Trade-offs using a Quality-Infused Price© Methodology,” Defense Acquisition Research Journal, 23(2), 202-230. Dr. Hawkins work was instrumental in changing public policy in January 2013. This analysis was relied upon to insert language into the National Defense Authorization Act of 2013 reinstating an expired test case for simplified acquisitions of commercial items and services. The reinstated streamlined acquisition process affected 1,650 contracts annually and avoided \$25 million annually in transaction costs in the Air Force and Navy, even more across all federal agencies. E.C. Yoder and Hawkins, T. (2011), “Does It Really Take 15 Years to Evaluate The Efficacy of Reform?,” Contract Management, (October), pp. 38-43.

Awards and Grants:

- Dr. Craig Martin received the 2014 GFCOB Research Award for his outstanding research record in the GFCOB.

- Dr. Tim Hawkins received the 2017 GFCOB Research Award for his outstanding research record in the college of business.
- Dr. Tim Hawkins was awarded a \$108k grant from NPS' Acquisition Research Program for a project entitled "Antecedents and Consequences of Supplier Performance Evaluation Efficacy," (USN Grant awarded June, 2015). The research proposal competed with 48 others for approximately 15 awards.
- Dr. Tim Hawkins received an Emerald Literati Network Award For Excellence 2012, Highly Commended Award for published article "*Explaining the Effectiveness of Performance-Based Logistics: A Quantitative Examination*" in the International Journal of Logistics Management
- Dr. Patricia Todd and her colleagues' grant, COMMFUND-1475-RFP-016 titled "Automated Estrous Detection in Cattle" was approved for funding under the Kentucky Science and Engineering Foundation's COMMFUND program, for \$75,000 on July 1, 2014.
- Dr. Patricia Todd and Dr. Joanna Melancon's submission won best paper in Sustainability Track, "50 Shades of Green," Atlantic Marketing Association Conference, 2014.
- Dr. Tim Hawkins received the National Contract Management Association's W. Gregor Macfarlan Excellence in Contract Management Research and Writing Program, First Place Award (Professional Paper Writing Category), 2014. This was a \$5,000 award, Hawkins and coauthors were invited to and received the award at NCMA's 33rd Annual Government Contract Management Symposium in Washington, D.C. on November 3, 2014.
- Dr. Todd was awarded a Gordon Ford Summer Research Grant: Awarded Summer 2015, "Theoretical Perspectives and Implications Related to Corporate Social Responsibility and Sustainability in the Global Chemical Industry".
- Dr. Todd received a Gordon Ford Summer Research Grant, awarded Summer 2013 entitled "Marketing and Sustainability: Creating Dialogue across Academic Disciplines"
- Dr. Todd and Dr. Melancon received a \$5000 Summer Research Grant from the GFCOB for their work on source effects of live-streaming, 2016.
- Dr. Todd received a \$10,000 research grant from the GFCOB for her work on virtual third places, 2017.

Reviewing/Editorships/Conference or Track Chair positions

- Dr. Patricia Todd
 - Served as Editor for the Journal of Global Marketing from 2012-2015
 - Serves as an ad hoc reviewer for multiple journals including *Journal of Business Research* and *Applied Business and Economics* 2012-present.
 - Served as track chair at Atlantic Marketing Associations Marketing Sustainability Track, 2015
 - Panel Session Chair and Presenter at the Marketing Management Association Conference's Panel, "Essential Components of Sustainable Marketing, New Orleans, September 20, 2013.
- Dr. Craig Martin,
 - Reviewer – *Marketing Management Journal* (2012-2013)
 - Reviewer – Northern Illinois University's Research and Artistry Awards Program (2012)
- Dr. Joanna Melancon
 - Member, Editorial Advisory Board, *Journal of Services Marketing*, 2012-2015
 - Ad hoc reviewer for *Journal of Research in Interactive Marketing* and *Journal of Global Society for Marketing Science* Special Issue on Social Media Marketing
 - 2015 Track Chair for Atlantic Marketing Association Social Media Marketing Track
- Dr. Tim Hawkins
 - Serves as an ad hoc reviewer for multiple journals
- Dr. Rick Shannon
 - Editorial Review Board, *Journal of Marketing Theory and Practice*
 - Ad Hoc reviewer, *Journal of Personal Selling and Sales Management*

Board Memberships

- Dr. Craig Martin is a member of the South Warren High School CTE Advisory Board (2016)
- Dr. Todd serves on the Board of Directors for 1UpOnCancer (2015-present)
- Dr. Tim Hawkins serves on the Board of Directors for Monterey Consultants
- Dr. Tim Hawkins serves on the Board of Examiners for the National Contract Management Association

Program/Community Impact

- Dr. Martin is an active volunteer and contributor in the Warren County School System.
 - Taught Junior Achievement – South Warren High School (2013, 2014, 2015, 2016)
 - Taught Junior Achievement – Greenwood High School (2013, 2014, 2015, 2016)

- Dr. Lukas Forbes received the 2014 Public Service Award for his work in tutoring high-risk students who had been expelled from local high schools.
- Dr. Todd participates in panel discussions in Marketing and Positioning for online branding for live-streaming personalities with audiences of over 1,000 participants and PaxSouth Conferences (2016-present).

Consulting:

- Drs. Martin and Melancon, with student Brianna Anderson, prepared the following report for WKU Athletics: “A Financial Valuation of WKU Athletics’ Social Media Presence” in 2016.
- Dr. Martin prepared an impact study for WKU Athletics entitled: “C-USA Impact Study,” with Adam Pendry, Brian Goff, and Dennis Wilson in 2015.
- Dr. Melancon, with coauthor Melissa Clark, provided consulting for *No’Ala* Magazine in the area of social media marketing and relationship development in 2013.
- Mr. Chris Derry conducts Communication Skills workshops three or four times per year in the Cincinnati metro area with his colleague, Jim Singleton of the Singleton Group.
- Dr. Patricia Todd provided a preliminary market assessment for Pioneer Elite Submersible (EMCC) in conjunction with the WKU Engineering Department in 2013.

Engagement

Real World Clients:

The Marketing Department Faculty allows students in multiple classes the opportunity to work with real-world clients in semester-long projects. These projects allow students to develop and demonstrate vital skills such as team-work, problem-solving, application of material to real-world concepts, critical thinking, oral and written communication. In addition, these projects provide portfolio-building pieces for our students as well as networking opportunities.

- Dr. Todd has worked with real-world clients including non-profits and for-profit businesses every semester in her Marketing Management classes since 2012. Students develop comprehensive Marketing plans for clients.
- Dr. Gardner has worked with real-world clients each semester in her Integrated Marketing Communications course since 2012. Students develop comprehensive marketing communication plans for clients.
- Dr. Melancon has worked with real-world clients in her Marketing Research course. Students design surveys, collect data, analyze data and make recommendations based on their findings.

- Dr. Melancon has used real-world clients in her Social Media Marketing class as well. In this course, student teams compete against each other for the client's business by designing and presenting comprehensive social media marketing plans.
- Dr. Hawkins has worked with student teams that have completed twelve research projects for WKU and nine external businesses and organizations with real marketing needs. These 12 research projects involved student teams designing primary research, collecting data via surveys, analyzing data, and reporting results. A total of 67 Marketing and Information Systems majors have contributed to diagnosing WKU's and external businesses' issues paving the way to improved performance.
- Examples of companies/organizations involved in marketing course projects: Hope Harbor Sexual Assault Center, WKU Department of Agriculture, Manrow Music, Kentucky Museum, Senior Care Auctions, Well U, BGMU, Cave City Tourism, HitCents, Friends of Barren River Lake, Warren Count Tech Center, Wendy's of Bowling Green, Aviation Heritage Park, Alltech Brewery, Contour Airlines, Trent's Bedding, Rainhill Equine Facility, New Beginnings Therapeutic Riding, Chili's, Topper Corner gift shop, WKU Glasgow enrollment, Starbucks, The Bowling Green Hot Rods, GNC Nutrition, Delta Nu Alpha Transportation Fraternity, State Farm Insurance, Toucan Mobile Canning, High*Tops Bar, Tidball's Bar, WKU Athletic Department, etc.

Guest Speakers:

- Dr. Tim Hawkins uses guest speakers on a regular basis in multiple courses from companies such as : J.B. Hunt, First Bank, Applied Thinking, Vanquish Express, LLC, Total Quality Logistics
- Dr. Melancon uses guest speakers in her social media marketing course from local and regional agencies including Ryan Carter, CEO of Parachute Media in Nashville, Blake Blackburn, Joel Nivens, and Cody Turner, owners of Hangout Creative in Bowling Green, KY, and representatives from Crowdsouth, a Digital Marketing Agency in Bowling Green, KY. Additionally, representatives from a variety of organizations have spoken with social media classes as they participated in classroom projects.
- Dr. Lukas Forbes brings in an average of 10 guest speakers per semester in his Advanced Personal Selling Courses as guest lecturers on relevant sales practice topics (i.e. prospecting) and as guest buyers in role-play situations where students actually practice selling.
- Mr. Chris Derry schedules four sales managers to role play as buyers in both of his Mkt 325 (Personal Selling) courses; he involves 9 business leaders into his Mkt 424 (Sales Force Management) class on Fridays throughout the semester to discuss how "The 7 Habits of Highly Effective People" applies to leadership in sales organizations; and he includes 10 sales/district managers/CEO's in his Mkt 425 (Advanced Personal Selling) course.

Internships

- Since 2012, the marketing faculty has supervised approximately 87 internships for academic credit. Dr. Lukas Forbes serves as chair of the internship committee which oversees internship applications to be sure students are gaining valuable and relevant marketing experience in their internship.

Honors Courses or Augmentation Contracts

- In Fall 2014, Dr. Joanna Melancon developed an Honors Section of MKT 220 (Basic Marketing Concepts). This course involved a semester-long product development project where students created a product and developed a marketing mix for that product.
- In Fall 2015, Dr. Richard Shannon developed an Honors Section of MKT 325 (Personal Selling).
- The Marketing Faculty has offered 45 Honors Augmentations across 12 Marketing Courses since 2012. Honors Augmentations allow our Honors College students to work on highly impactful, personalized projects that relate to the subject material. These augmentations require individual faculty guidance and attention.

Student Competitions

- Mr. Chris Derry leads the WKU Sales Team each April to compete in the National Collegiate Sales Competition in Atlanta, GA. This past year his nine-person sales team finished 13th out of 72 universities and all nine received employment offers (7 accepted) from participating sales organizations.

Student Organizations/Faculty Serving in Advisory Roles for Students

- Dr. Martin serves as a Co-Advisor for WKU Student Athlete Advisory Committee (2012-2016)
- Dr. Martin served as Mitchell White's Advisor in LEAD 597 Capstone in Leadership Studies – (2013)
- Dr. Melancon is serving as Faculty Chairperson on Lindsay Lambert's Honor's Thesis Project looking at strategic use of social media in the Arts. (2017)
- Dr. Todd has served as chairperson on Josh Coleman's thesis regarding marketing in the music industry.
- Dr. Melancon has served on two thesis committees as second chairperson (Brittany Kittleman and Josh Coleman).
- Dr. Mary Jane Gardner serves as Faculty Advisor to the WKU American Marketing Association Student Chapter.

Awards

- In 2014, Dr. Joanna Melancon received an Honor's Engagement Award in the amount of \$500 to assist with student expenses for a class project.
- In 2015, Dr. Mary Jane Gardner received the GFCOB award for Student Advising for her work with AMA students as well as the guidance she provides all her students.
- In 2015, Dr. Joanna Melancon won the GFCOB Teaching Award.
- In 2015, Dr. Patricia Todd was named the Hays Watkins Teaching Fellow for her work on flipping the classroom
- In 2016, Dr. Gregory McAmis won the Best Practices in Teaching Sales Education Competition held at the 2016 National Conference in Sales Management for his work on blended classrooms.
- In 2017, Mr. Chris Derry received the Hays Watkins Teaching Fellowship to improve presentation skills amongst our faculty and our students college-wide.

Other Activities for Engagement

- Dr. Tim Hawkins facilitated a marketing student presenting social media marketing to a local logistics professional association, Delta Nu Alpha, 2015
- Dr. Tim Hawkins is a 4X judge and moderator at WKU's Student Research Conference
- Dr. Joanna Melancon speaks to BA175, Capstone Senior Classes, and as part of the PEAK initiative on the importance of social media in creating an online personal brand from 2012-present.
- Dr. Joanna Melancon coauthored a paper with WKU student Jon Warren that resulted in a conference presentation at the European Association for Sports Management Conference, presented in Dublin, Ireland, September 2015.
- Dr. Craig Martin and Dr. Joanna Melancon worked with Brianna Anderson, a WKU student, on a consulting project in social media valuation, 2015-2016.

Innovation

Curriculum Development

The Marketing Department established a new concentration allowing students to specialize in Social Media Marketing. Courses focus on hands-on experience in social media and digital marketing, and how new technologies and platforms work with traditional media outlets and marketing objectives of a firm.

In Spring 2015, the department began offering an Advanced Social Media Marketing Course to give students more hands-on experience with social media content production and analytic tools than the introductory course allowed. Students in this course have the opportunity to earn professional certifications in the field of digital marketing and may choose between Hootsuite, Google Adwords, or Google Analytics Certifications.

In January 2017, Mr. Chris Derry offered a Sales Team Practicum course; a course dedicated to preparing students for a competitive sales competition. The course involved role-playing to professional guests both in class and at various businesses around town. All students who received a B or better in the course were

allowed to participate in the National Collegiate Sales Competition in Kennesaw GA, as well as attend the Sales Career Fair at the event in Spring of 2017.

New Approaches to Learning

- Dr. Tim Hawkins developed two transactional data-based exercises in MKT 329 (B2B) using Excel. One exercise uses hundreds of actual business transactions allowing students to demonstrate using macro bases of segmentation. The other exercise provides students with historical spend data, and challenges them to examine how, applying the tenets of strategic sourcing, they can lower their total cost of ownership (TCO) while still meeting needs.
- Dr. Tim Hawkins developed a case study from his experience working on an \$8M consulting contract between IBM and the USAF.
- In Dr. Tim Hawkins' MKT 423 course (Supply Chain Management), students learn to write code for LINDO™ software – a linear programming tool I use to orient students with facility location optimization models.
- Dr. Melancon has developed several application-based assignments for Social Media Marketing (MKT 331). These assignments revolve around conducting social audits, designing Facebook ad campaigns, Instagram contests, Snapchat geofilters, etc., to give students hands-on practice with major social media platforms and tools needed for content creation in these platforms.
- Dr. Melancon has also created a video marketing project for her social media students where students produce short marketing videos for various organizations and departments on campus. Video marketing is the number one type of social media content that marketers are most interested in learning more about; therefore, in order to make students more marketable, they are taught video-editing and production as well as how to make outreach plans for targeting their videos for maximum exposure.
- Dr. Patricia Todd was the 2015 Hays Watkins Teaching Fellow and did extensive work on a “flipped classroom” approach to her Marketing Management Capstone Course.
- Every student in Mr. Chris Derry's four classes designs and delivers 3 – 4 audience-directed or one-on-one sales presentations each semester. Each presentation is viewed and critiqued by students, is recorded and uploaded to individual non-public YouTube playlists so students have access to every presentation they deliver.

Other Innovation Activities

- In 2013, Dr. Lukas Forbes was awarded the Don Vitale Award for the GFCB for leadership and innovation for the College.

APPENDIX U

Centers of Excellence

The Gordon Ford College of Business sponsors six applied Centers of Excellence. Each Center resulted from faculty-driven initiatives and will help pursue the missions of the College and WKU.



Applied Economics

Summary:

During 2016 the WKU Center for Applied Economics has continued to reach beyond the borders of WKU's campus to bring economic ideas, reports, and data to the local and regional area. While the WKU CAE website has historically been our primary source for conveying information, we have primarily worked behind the scenes in 2016. We continue to engage our students and faculty in applied research, build on data sets that will help with future impact studies and research, and field economic questions from faculty outside the department, students, reporters and politicians. Our goals for 2017 are to continue utilizing our graduate, and now undergraduate, students and faculty in working with data and applied research and providing economic information to the local community. In addition, and consistent with other Centers in the college, I have decided to bring related functions within the department that fit within at least one of the Center's Objectives and are consistent with the Center's mission under the Center's umbrella. Those activities are research and community oriented and include the Economics Senior Conference, departmental activities associated with the Kentucky Economic Association and its CBER (Center for Business and Economic Research), and our high school dual credit program.

Mission:

The WKU CAE is an outreach of the WKU Department of Economics and Gordon Ford College of Business. It serves as an economic information access point for Bowling Green and South Central Kentucky, provides a bridge between technical research in economics and the local community on relevant topics, provides fee-based studies, and engages graduate students in applied analysis.

Objectives:

- Collect, condense, and present economic information relevant for Bowling Green and South Central Kentucky;
- Provide a bridge between technical economic research and the community on current, relevant topics;
- Provide experience for graduate students in the application and communication of economic ideas and practices;
- Provide fee-based economics studies (for example, economic impact studies).

The CAE's primary outreach is our website at <http://wkuappliedeconomics.org/>. Visitors to the website will find:

- WKU CAE original articles – short empirical papers relevant to the local area.
- Economic Snapshots – variables at the state and national level that may impact the local economy.
- Selected Local And Regional Data – graphical illustrations of data from and affecting the Bowling Green/Warren County and surrounding areas.
- External Articles of Local and Regional Interest – Research conducted at state and FRB regional coverage levels that may affect the local economy.

Accomplishments (Numbers in parentheses represent which objective(s) is(are) fulfilled or is(are) helped to be future fulfilled):

Media Interviews (Daily News):

- (1, 2) “Boost from holiday shopping around the corner,” November 12, 2016

Studies:

- (1, 2, 3) WKU Branded Beer Study – Prepared for President Gary Ransdell, Fall 2015-Spring 2016
- (1, 2, 3) Conducted the Allen County Labor Market Study presented to the Farmer’s National Bank and other County leaders.
- (1, 2, 3) Conducted a survey of Allen county businesses at the request of Farmer’s National Bank and other Allen County leaders.
- (1, 2, 3) One business economics major is currently assisting the WKU Agriculture Department in a biodiesel fuel study. This is an ongoing project that started in the Fall 2016 semester as part of a joint study between the WKU CAE and the WKU Center for Entrepreneurship.

Data Center:

- Maintained data center and its data streams. During the Fall semester and continuing Spring 2017, graduate assistant, Chris Dummond has been working on reprogramming the site to eliminate dependence on DataZoa.

Presentations:

- (1, 2, 3) Presented “Current Economic Conditions and Manufacturing’s Employment Role In Barren County” to the Glasgow Rotary Club on Aug. 18.

- (1, 2, 3) Assisted the Center’s Interns, Andrew Thomerson and Nick Smith, with a presentation of the Allen County Labor Study to the FNB and Chamber leaders as guests at their monthly luncheon on Nov. 17.
- (1, 2, 3) Led four ECON 490 practicum students – two were outside internships (Maddy Boyd with Spalding and Jasmine Hill with Laffer Associates) and two were internal internships (with the WKU Center for Applied Economics). Ms. Boyd and Ms. Hill presented their research related results to students of Econ. Mr. Thomerson and Mr. Smith presented their findings as part of the previous bulleted presentation.
- (1, 2, 3) Presented “Business Student Engagement: Innovative Approach for Integrating Degree Levels for More Impactful Client Research” at the Academic Business World International Conference, Nashville, TN, May 24-27, 2016. This paper was co-authored with Dawn Bolton and Joanna Melancon and originated with the Beer Study.
- (1, 2) Dr. David Zimmer participated in a Plenary Panel Session at the KEA titled: Six Years after the ACA: Where are we?
- (1, 2) Dr. Alex Lebedinsky was elected Program Chair and President-Elect of the Kentucky Economic Association.

Other:

- (1, 2, 3, 4) Served on a committee that submitted a grant to the State of Kentucky to study Cyber Security in Kentucky. (We did not receive this grant.)
- (1, 2, 3) Was a guest of the Allen County Chamber of Commerce Breakfast
- (1, 2, 3) Began working with Representative Jim Decesare for new activities for the Center’s interns next spring.
- (3) Given that all Economics majors must conduct original research, that student engagement in research is part of the mission of the Center, and that the current Co-Director regularly leads the ECON 499/497 Senior Assessments, the Bi-Annual Senior Economics Conferences are being brought under the umbrella of the Center. Last year, 42 undergraduates conducted original research.
- (3) Served as the Ex Officio Board member and Webmaster of the Kentucky Economic Association, which means that I not only maintained the website, but I also received and forwarded all of the paper submissions and conference fees.
- (3) Brought in three speakers in conjunction with the Political Science Department: Representative Brett Guthrie, Senator Rand Paul, and Lexington Mayor Jim Gray.

Center Funding:

- (1, 2, 3) Traditionally, the Center receives funding for DataZoa from the Chamber to display data streams on its website. As mentioned above, the Holton Assistant, Chris Dummond, is working on reprogramming the site to no longer need DataZoa. Thus, the Chamber has not been approached for this funding.

- (1, 2, 3, 4) At a recent presentation, the director of this Center and the director of the WKU Center for Entrepreneurship were approached by Steve Turner, CEO for Dollar General regarding a possible donation. The details of this are still being worked out.

Social Media:

- (1, 2, 3) The Center has a Facebook page and new Twitter account.

2017 Goals:

- Answer media questions on local and relevant issues.
- Provide relevant data and information on its website.
- Conduct research on local and regional issues.
- Conduct fee-based impact studies.
- Provide community training in economic issues, including adult learner and high school education. In this sense, the high school dual credit program is now in full swing.
- Boost social media presence.
- Assist undergraduate students in applied research relevant to the local, regional, and state economy. Using research conducted for the Senior Research Conference and the Kentucky Economic Association, I will encourage students to prepare for these conferences. In particular, students will be encouraged to participate in the 2017 KEA Conference in Bowling Green.

Funding needs:

The Center would like to keep its funding for its dedicated GA position and IMPLAN, and the director will make efforts to do so. In addition, the Center would like to provide professional development opportunities for additional faculty interested in pursuing Economic Development initiatives. The Center would also like a physical presence if possible in WKU GFCB Downtown. This presence would provide the Center a place to meet with clients or potential conduct learning sessions or conferences.

Annual Report of the GFCB Center for Entrepreneurship & Innovation

Presented to GFAC February 2017



I. Summary

The Center for Entrepreneurship & Innovation continued to engage students through its successful activities in 2016: the Topper Tank Pitch Competition, the Entrepreneur Speaker Series, the Project of the Year (POY), Enactus, and the WKU Business Plan Competition, while attaining national awards and recognition. Many goals and objectives were met in 2016 while sustaining the mission of the Center within its budget.

Making Connections to and for Entrepreneurial Students!



II. Mission and Objectives


The mission of the Center for Entrepreneurship & Innovation is to increase and develop entrepreneurial students through engaged learning, by enhancing connections across campus, and in strengthening community relationships.

#StartSomething

III. Achievements in 2015 and IV. Goals for 2016

Center for Entrepreneurship & Innovation 2016 Goals and Objectives Assessed and 2017 Goals and Objectives Proposed
(Indicators reported as of January 18, 2017, so as to allow for most accurate 2016 numbers.)

2016 Goals & Objectives	Met?	Indicator	2017 Goals & Objectives
Goal 1: Increase and Develop Entrepreneurial Students			
Continue to increase ENT Majors by 10% in FY16 over FY15	✓	Increased 20% from 46 to 55 Majors	Continue to increase ENT Majors by 10% in FY17
Increase ENT Minors in FY16 by 10% over FY15	✓	Increased 33% from 63 to 84 Minors	Increase ENT Minors in FY17 by 10%
Propose ENT 312 as a Colonnade Course	✓	ENT 312 approved as a Colonnade Connections Course Fall 2016. Enrollments rose from 121 in 2015 to 183 in 2016	Increase the number of sections of ENT 312 offered by at least one each semester
New for 2016→ Offer ENT 112 Intro to Entrepreneurship for Freshmen as a way to expose students to ENT earlier than the ENT 312 class	✓	20 non-business, Freshmen students completed ENT112 Intro to Entrepreneurship as a one-time-only course Spring 2016	New for 2017 → Propose ENT 112 Intro to Entrepreneurship for non-business Freshmen students as a permanent course
New for 2016→ Offer ENT490 Practicum each semester to develop an Entrepreneurship Lab for qualified ENT majors/minors	✓	6 students completed the ENT Lab in Spring 2016; 2 students completed it Fall 2016. Several projects were completed.	Continue to offer the ENT 490 Lab each semester
New for 2017 → Explore and propose an ENT Certificate for non-business students with possible substitutions to allow ENT minors to also complete it			
New for 2017 → Explore and propose 2 additional ENT courses to allow for more options in the major/minor/possible certificate			
Revive one ENT Elective each semester. Add one online or summer ENT offering	✓	ENT312 offered online Summer 2016 and ENT308 Innovation Mgt & ENT425 Intern'l Entrep offered for first time since Spring 2014	

Offer 3 Entrepreneur Speaker Series events each semester (Fall and Spring)	✓	Dave Tatman, Jason Brown & John-Mark Bolton, Jason Heflin, April foster, Sarah Nuse, as well as ENT students spoke in 2016 reaching over 200 students/faculty/staff	Continue to hold 3 Entrepreneur Speaker Series events each semester
Increase Business Plan Competition entries to 15 full-entry plans in the fall.	Partial ✓	13 student teams with 18 students competed in fall of 2016	Increase numbers enrolled in ENT380 as entrants in Plan Competition
New for 2017 → Create and hold a Student Equity Council Competition for Business Plan Finalists as a means of preparing them for future state and national competitions as well as to expose students to the process of equity funding.			
New for 2017 → Prepare students for e-Fest, a national business plan competition sponsored by EIX.org. including applying for an e-Fest development grant			
Continue Student Team Consulting Project of the Year (POY) Competition with 2 national entries (only 1 entry per professor with 2 from a univ. allowed)	Partial	5 teams in ENT496 competed with 1 POY entry	Continue with one POY entry in fall
Increase Student Business Accelerator involvement by 50%	✓	The number of students using the accelerator increased by over 100% from 15 to 31 actively participating students in 2016	Increase Student Business Accelerator involvement by 50%
Enactus will compete in the Regional Competition	✓	12 students competed in Regionals in Atlanta; 13 in Nationals in St. Louis. 2 students received full-time positions from Walmart as a result of Nationals	Evaluate resources used to support Entactus
Participate in WKU Focus and Head to the Hill Events	✓	ENT reps at all WKU Focus & Head to the Hill Events	Participate in all Head to the Hill Events&Majors/Minors Fair
New for 2016→ Explore starting an Entrepreneurship Major/Minor Student Organization	Partial	By-laws written and app complete except for determining officers for <i>The Network @WKU</i>	Schedule and hold monthly meetings of <i>The Network @WKU</i>
Goal 2: Enhance Connections across Campus			
Meet with at least 8 new departments in 2016	ongoing	Met or meeting with: Engineering, CRD, Ag, Economics, Honors, Sustainability Office, Enrollment Management	Promote ENT Certif to 8 depts.
Support 3 cross-disciplinary entrepreneurship research projects; continue existing projects and add 2 more	✓	Supported 2 Projects of Ent. & HR, 1 of Ent. & Small business social responsibility, 1 small business & data analytics, 1 on WKU-branded beer, 1 w/City of Franklin & 1 w/Scottsville-Allen County	Continue support of cross-disciplinary entrepreneurship research projects.
Goal 3: Strengthen Community Connections			
Determine how/if ENT Advisory Board fits with College, Department, and Enactus Boards	ongoing	Meeting potential members	Work with Mgmt Advisory Board to include ENT rep
Offer at least two Specialty Workshops in 2016	✓	Pitch Flash-Class offered for 2016 IdeaFestival BG	Offer specialty workshops when needed and relevant.
Goal 4: Be Good Stewards of our Resources			
Meet Budget for FY16	✓	See budget	Meet Budget for FY17
Have weekly meetings with Center staff	✓	Weekly meetings held	Hold weekly staff meetings
			

Cross-Goal Objectives

Feature Student Projects (POY) in appropriate way in Spring 2016 prior to entering national competition	✓	Showcase scheduled during class-time in May 2016, Students presented projects to faculty, other students, and clients	Continue to showcase student projects (POY) prior to entering national competition.
Work more closely to engage Ag Grad students in WKU Business Plan Competition process (e.g., workshops) to prepare for Alltech Competition	✓	Enabled Ag grad students to compete in spring & to participate in workshops during Fall 2016	Assist Ag Dept with Alltech Competition where requested.
In addition to fall, Hold Topper Tank Pitch Competition in Spring during Earth Week and add a sustainability track (Goals 1 and 2)	✓	20 student teams competed in spring 2016 during Earth Week; 22 student teams competed in Fall 2016	Hold "Topper Tank" Pitch Competition in Fall & Spring (Goals 1 and 2)
New for 2016→ Work with Engineering Department as a partner in the Pathways to Innovation (NSF Grant-funded project with Stanford)	✓	Center Director attended grant-sponsored workshop in Phoenix. Plans made to increase engineering students' exposure to entrepreneurship through the Entrepreneur Speaker Series and ENT 112. Several Engineering students attended ESS events and one took ENT 112.	
<p>New for 2016→ Explore potential areas for national reputation of excellence utilizing strengths of Center/College Staff.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> 2 academic conference presentations including Center staff 3 peer-reviewed journal paper submissions including Center staff <p>Center staff pursue at least one research project with internationally recognized entrepreneurship, family or small business scholar</p> <p>Continue exploration of establishing Family Firm Institute</p>	✓	Three manuscripts, including one with internationally recognized ent/family business scholar, were submitted to peer-reviewed journals and several conference presentations at national meetings (USASBE, SBI) were made in 2016. Additionally, faculty and dean from East Carolina University are visiting the Center in March, enhancing our Center's national reputation.	Continue areas for national reputation of excellence utilizing strengths of Center/College Staff including: 2 academic conference presentations, 3 peer-reviewed journal paper submissions, pursue at least one research project with internationally recognized entrepreneurship, family or small business scholar, continue exploration of establishing Family Firm Institute
New for 2016→ Engage Department and GFCB faculty in more Center activities, such as serving as judges for preliminary competitions and by hosting Scholars Series on research topics such as family business and/or other ENT research areas	ongoing	Several GFCB faculty and department chairs participated in judging both Topper Tank and our Business Plan Competition. Many also attended our Entrepreneur Speaker Series events.	Continue to engage department and GFCB faculty in more Center activities, such as serving as judges for competitions and with assistance in the ENT Lab.



As shown below, the Center for Entrepreneurship & Innovation activities align with the AACSB Guidelines of Engage, Innovate, and Impact.

Activity:	Engage	Innovate	Impact
Entrepreneur Speaker Series	Over 250 students, faculty, & staff listened to six excellent speakers giving advice from their experiences	Speakers included a TV Shark Tank winner, a WKU grad who now offers internships, and a former GM plant manager with strong ties to engineering/manufacturing	Students realized they could be entrepreneurs at earlier stages of their careers and became aware of local resources and national opportunities (e.g., Shark Tank) and how to be intrapreneurs in a big company.
Topper Tank Pitch Competition	42 students made pitches to WKU and community judges	Every-semester offering of a successful event which results in an excellent feeder for Business Plan Competition	Feedback indicated students valued connecting with faculty and local entrepreneurs and vice versa.
WKU Business Plan Competition	18 students presented to KIN & SBDC staff, GFCB Faculty & regional entrepreneurs	Added a series of workshops online and F2F for students competing and moved it all to the fall so as to give more time for students to prepare for regional/state Idea State U	Feedback indicated the support of faculty, the interaction with business professionals, and the prize money were valued.
ENACTUS	Approx. 1200 hours of student and community interactions across more than three projects	Initiatives included: organizing a workshop with SBDC for Spanish-speaking business owners, working with the BG Chamber, and working to provide driving simulator training for Burmese refugees.	ENACTUS students returned to regional and national competition with a slate of projects that benefitted our community and region. Our SBDC estimates that one project created approximately \$125,000 in new wages.
ENT 496 Capstone Class	Six student projects: Bizcard Xpress, KY Mesonet, Mary Jane's Chocolates, Purple Toad Winery, ReadyCab, and The Hundred Dollar Solution. Student Projects ranged from developing marketing plans for a franchise to repositioning a firm's strategy in a declining industry.	The top two projects received a cash prize for the team and the project that moved forward to national Project of the Year (POY) competition through the Small Business Institute placed in the top 3 in the nation . Three members of the winning team, Mary Jane's Chocolates, will attend the SBI conference to make a poster presentation of their work and receive their award.	The twenty-one students enrolled in the course reported over 1300 hours of consulting activities. With a market value of \$100 per consulting hour, these students generated approximately \$130,000 in value In the past two springs, 48 students served 11 clients, providing just over 2675 consulting hours of service.
ENT 312 Classes	183 students completed feasibility analyses in 2016 for business concepts that ranged from a restaurant that changes country concept each month to a music technology business.	Adapted ENT 312 as part of the Colonnade Connections (Systems) requirements to take a systems thinking approach. Incorporated four papers into the course that demonstrated student knowledge and mastery of the new approach.	Student entries in competitions indicate students are better prepared to determine the feasibility of their business models because of this project.
ENT 380 Business Planning Class	13 students completed business plans for security consulting, unique fitness centers, and an aquatic center, among others.	Students presented their plans competitively as part of requirements of the course.	From the 2016 class: six students won top prizes in the WKU Business Plan Competition, three became members of the WKU Student Business Accelerator, and several are pursuing their start-ups.
ENT 112 Intro to Entrepreneurship	20 Freshmen students from across campus enrolled.	Exposing students to Entrepreneurship and resources in their first year of college.	20 students become aware of all that is available to entrepreneurial students at WKU.
ENT 490 STELLAR Student Entrepreneur Learning Lab and Research	Located in the WKU Student Business Accelerator, students worked on projects in 5 areas including General Public/Clients and Center-Related.	Created in response to the question: why can't business students work in a lab? One of the first of its kind in the nation, with plans to expand to include students from other disciplines.	STELLAR awarded the top <i>National Best Practices Award</i> from the Small Business Institute in February 2016. With over 500 consulting hours reported, at the market value of \$100 per hour, the lab generated over \$50,000 in value.

Center partnerships also align with AACSB Guidelines as shown below.

Partnerships	Examples:	Engage	Innovate	Impact
With Departmental Colleagues	Research, Judges for Competitions	✓		✓
Across the College	Research study with Economics & Marketing Faculty, Judges from IS	✓	✓	✓
Across the Campus	Engineering, Ag, CRD, Sustainability Office, Enrollment Management, Honors	✓	✓	✓
Across the Commonwealth	KIN, AllTech, Idea State U, SBDC	✓		✓



#StartSomething

Promotional and Curricular Alignments with AACSB Guidelines as shown below.



Promotion and Curriculum	Engage	Innovate	Impact
Website: Continually updating and driving students to www.wku.edu/cei			✓
Social Media: Facebook page has 236 Likes (up from 136 in 2015), 160 Twitter followers (up from 72 in 2015) and 499 tweets since October 2014, and started new Instagram account (30 followers and 21 posts since November 11, 2015)	✓	✓	✓
TVs in Grise Hall and targeted e-mails promote Center events/classes to students			✓
Feasibility Analysis and Impact Papers required in all ENT 312 classes	✓	✓	✓
Colonnade/Connections Course for ENT 312, revived ENT electives, online/summer offerings/ENT 112 Introduction to Entrepreneurship offered with 20 non-business students	✓	✓	✓





V. Resources

Index #230305 Center for Entrepreneurship & Innovation			
	Budgeted FY16	Budgeted FY17	Notes
Student Travel and Activities	\$500	\$1000	Student Course Fees requested to pay for remaining travel to all competitions including Enactus, POY, and Idea State U (\$8500)
Faculty/Staff Travel	0	0	Travel of \$8000 (4 faculty at \$2000) for Center work, was proposed
Supplies, phone, Copier, Postage	4,500	1,500	\$1000 for supplies, \$432 for phone
Software and Publications	16	0	
Equipment and Maintenance	0	0	
Ads, Promos, Advisory Councils	0	2500	Promotion of the Center
Faculty Non-travel Expenses	0	0	
PT & Stipends	5,060	5,060	Student Worker Pay & Fringe
Misc	0	0	
Totals	\$10,706	\$10,060	
<i>Note: Prizes for the Topper Tank Pitch Competition, Project of the Year, and the Business Plan Competition are to be paid out of development funds where appropriate.</i>			



Making Connections to and for Entrepreneurial Students!



CENTER *for* FINANCIAL SUCCESS

2016 REVIEW

I. SUMMARY

2016 was a year full of new accomplishments and exciting developments for the Center for Financial Success. Spring semester was a very busy period as we continued our regular efforts alongside two new programs; the WKU HR Financial Success Series and the MyGenetx Rural Veteran Financial Success grant. The Fall semester has been very productive, with three new students working in the Center assisting with promoting and advancing various organizational objectives.

II. MISSION & OBJECTIVES

The mission of the Center is to aid the University and regional community by sharing knowledge and expertise on a wide range of financial planning and literacy topics. The Center will aid constituents in becoming informed, financially independent and responsible members of society through an applied, multi-faceted approach utilizing faculty expertise and service, student involvement and engagement, as well as community and professional partnerships.

The mission of the Center will be carried out through the following Programs

Financial Counseling Program

Contact our on-site clinic currently staffed by a trained Financial Success Counselor offering financial literacy guidance to WKU and the community at large.

Community Outreach & Partnership Program

The Center offers topic driven seminars:

- Basic and Advanced Budgeting Techniques
- Cash Account Management Strategies
- Credit and Debt Management: Myths and Truths & Strategies
- Insurance Planning for Every Stage of Life
- Investing & Retirement Planning
- Estate Planning for Everyone
- Car and Home Buying Strategies
- Tax Planning: Myths, Truths & Strategies

Professional Development Program

Professional development initiatives include formal continuing education courses to industry professionals while maintaining an active presence among professional organizations.

III. ACHIEVEMENTS

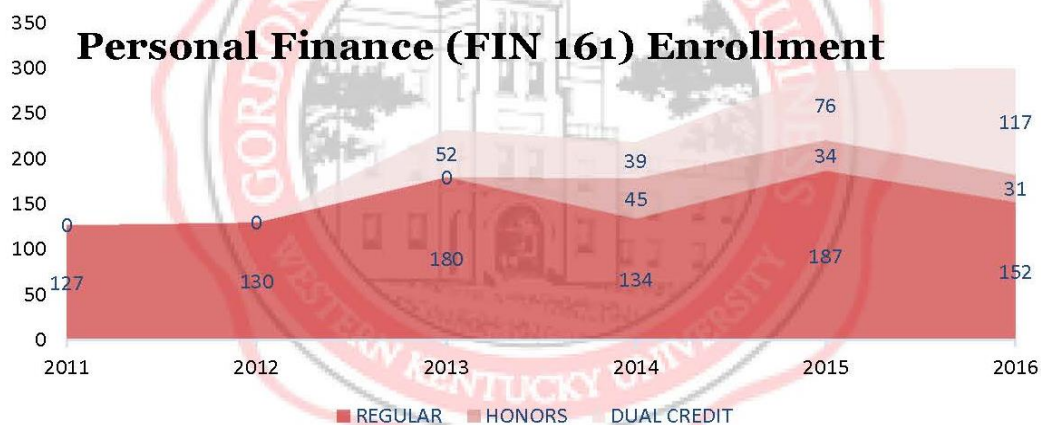
SUMMARY OF GOALS

- Continue to prioritize Finance 161 (Personal Finance) course offerings to include regular Honors classes
- Increase group presentations/presenters, with special attention to MyGenetx Grant, WKU HR Series
- Manage and grow the WKU CFS/HR Financial Success Series partnerships to a permanent offering.
- Increase number of one-on-one financial counseling sessions
- Grow peer-to-peer financial counseling center staff numbers
- Seek other financial support for CFS to become independently funded
- Form more relationships with community partners
- Grow audience of social media and web sites.

ACCOMPLISHMENTS

FIN 161 Offerings

Our department continues to prioritize Personal Finance (FIN 161) as often and as widely as possible, with a combination of regular, honors and dual credit offerings. Total enrollment across all courses reached over 300 students for 2016, slightly above the previous year's 297. Notably, Jean Snavelly's efforts with Dual Credit are paying off, with a more than 50% increase in enrollment. While enrollment would at first glance seem to be waning in the regular and Honors sections of FIN 161 as compared with 2015, this was actually due to the decision to not offer an auditorium-version of the course this year again, combined with new, lower limits for class sizes for Honors sections in order to provide a more engaging experience. Despite continued class-size limitations in 2017, enrollment is currently on par with 2016 due the addition of an adjunct-taught section of FIN 161.



MyGenetx Rural Veterans Financial Success Grant (RVFSG)

In late 2015, the CFS was the recipient of a \$25,000 grant from MyGenetx, funding a pilot study of the financial needs of rural veterans, initially focusing on Barren County. The study was in partnership with the WKU Institute for Rural Health (IRH), the recipients of a grant of equal size from the same donor. This pilot study was one of the predominant efforts of CFS staff during the Spring 2016 semester.

Originally we hoped to manage the RVFSG as a service-learning component of the FIN 450 capstone course, with students planning to accompany IRH on 2 dates each to the Barren County VFW Post and National Guard Armory. At each event we would host roundtable discussions and 1-on-1 meetings with veterans to discuss their financial needs. Additionally, a simultaneous financial planning topic workshop would be offered. As the spouse of an active-duty serviceman, the primary Financial Success Counselor (FSC) of the CFS, Amanda Ulrich, converted her position to a for-credit internship focused solely on the RVFSG.

Though the internship for Ms. Ulrich was valuable to all parties, the service-learning plan for FIN 450 proved to be prematurely ambitious as veteran groups and individuals consulted were not keen on engaging with students about financial issues. FIN 450 students were still involved peripherally and participated in two events at the Barren County National Guard Armory, assisting with administering surveys and having

conversations with veterans, but the bulk of the efforts were carried out by CFS Director Head and Ms. Ulrich, meeting with representatives of veterans groups and programs to discuss financial needs and partnership opportunities. These included VFW Post Leaders, the National Guard Family Assistance Program Coordinator, WKU Veterans Upward Bound, WKU ROTC, WKU Military Student Services, WKU Student Veterans Alliance and the SOKY Veterans Council.

It was determined through our research that, due to the complexity of assistance programs, benefits packages and laws protecting service members, the delivery of financial advice to veterans is much more specialized than for the general population. To service the veterans at WKU and regionally would require at least a part-time staff position which is currently beyond the scope of the CFS focus and financial means. The donors were very happy with the efforts made and there remains the potential for future funding from the MyGenetx principals, though at this time no commitments have been made.

WKU Financial Success Series

In addition to the program described above, significant efforts were directed at another program in Spring Term. Sponsored by WKU HR, the CFS began offering the WKU Financial Success Series, a pilot program which will qualified as a Tier II activity for HR Incentives. CFS Director Head taught 2 separate weekly classes for 12 weeks to Faculty/Staff groups that included spouses and adult children. There were approximately 50 participants in total. Most sessions lasted between 60-90 minutes focusing on a variety of basic and intermediate-level financial literacy skills and concepts. In addition to the classroom sessions, Mr. Head met with 7 of the participants in a one-on-one setting to discuss their personal financial issues. Several of these private meetings with individuals have involved multiple sessions and in more than one case are currently ongoing.

A survey was administered after the series was complete, with 77% of participants indicating that they were satisfied or very satisfied with the program. The vast majority of comments were positive, with any negative comments about our program largely being directed at certain logistical/organizational/first-time program issues. We are confident that future iterations of the Series would be easily polished and refined to address these and any other concerns.

For the 2017 plan year, the WKU HR Department is piloting an online offering with the Dave Ramsey program. Per conversations with Kari Aikins and Wade Pinkard, this stems from HR's limited budget and the fact that the chief complaint from our pilot program was the time commitment and challenges faced by non-WKU-employee spouses in being able to attend sessions. Despite this fact, we are continuing to explore options for offering live sessions to interested Faculty/Staff in the future and will have more to report in the 2017 review to be sure.

Other Presentations Made

- "The Importance of Personal Finance" – BA & UC 175 (multiple) – Amanda Ulrich, Andrew Head
- "Insurance for Every Stage of Life" (FIN 161) Bonus Sessions (x 3) – Andrew Head
- Upward Bound Financial Literacy Sessions – Andrew Head
- "The Most Dangerous Financial Years of Your Lives" – PEAK Senior Summit – Andrew Head
- "Managing Your Personal Finances" – Academic Advantage Series – Jean Snavelly
- "Managing Your Personal Finances" – WKU Leadership Conference – Jean Snavelly
- "Managing Your Personal Finances" – Student Success Summit – Jason Simpson

Financial Success Counselor Position

The cornerstone program of the CFS is the Financial Counseling clinic. Due to the level of attention required of the Center Director and FSC Amanda Ulrich during Spring '16, the Student Counseling clinic efforts with students were not a focus area of growth. Ms. Ulrich graduated in May '16, leaving the Student Counseling Program essentially unstaffed. A replacement was hired in May, and while he continues to assist with one of our elderly clients, he chose to resign from regular employment before Fall semester started. Since its founding, the CFS has only ever employed one FSC, largely due to funding limitations. This has been very

frustrating and incredibly inefficient as, each time the position has been vacated, new hires require a substantial amount of training to reach a point where responsibilities are able to be successfully delegated. Furthermore, the CFS has many different projects at a given moment, making it very hard for a single student FSC to focus. With the funding received recently from various sources, we have adopted a new strategy with our hires that will hopefully eliminate or at least limit the transition woes of years previous. Our goal moving forward is to have at least one junior FSC who will “apprentice” under a senior classman. Though it took a little while to identify the right candidates, we currently employ four students; two graduating in May '17, two graduating no earlier than Fall '18. While one of these individuals works approximately 20 hours per week overseeing a variety of efforts, the other 3 work between 2-10 hours a week and in general have very focused responsibilities such as social media cultivation. Three of the four employees are Honors students. All four are extremely capable, resourceful, assertive and extraordinarily reliable.

It would not be an exaggeration to say that things have never looked brighter than with the current group of student employees. While the majority of Fall '16 was spent bringing the new recruits up to speed, they are already accomplishing a great deal in 2017. We are already on track to *shatter* previous records for the number of counseling appointments and presentations made in 2017.

IV. GOALS FOR 2017

- Continue to prioritize Finance 161 (Personal Finance) course offerings to include regular Honors classes
- Increase number of regular financial literacy group presentations, and presenters
- Offer regular TopLife-qualified Financial Success Series in partnership with WKU HR
- Increase number of one-on-one financial counseling sessions
- Grow peer-to-peer financial counseling center staff
- Seek other financial support for CFS to become independently funded
- Form more relationships with community partners
- Grow audience of social media and web sites

V. RESOURCES

Resource usage during 2017 is not expected to be needed beyond existing funding lines or in previous reports.

2016 Fundraising Efforts

1. \$25,000 – MyGenetx Grant – One-time Gift (NEW)
2. \$3,000 – ServiceOne Credit Union – Annual
3. \$4,900 – WKU HR – Gross invoice for 2016 Financial Success Series (NEW)
4. \$1,000 – Andrew Head – Annual (NEW)
5. \$500 – Brent Mason, Landmark FAs – Annual
6. \$500 – Client of CFS – Annual

2017 Summary of Spending

\$10,000 – Student Counselor Wages	(Paid from Existing/Ongoing Donations)
\$4,000 – Stipend to Director	(GFCB Funds)
<u>\$1,500 – Printing, advertising, supplies</u>	<u>(Paid from Existing/Ongoing Donations)</u>
\$15,500 – Total	

We fully anticipate 2017 to be another growth year for the CFS. For this year and years forward we continue to strive to be THE resource for personal finance and financial literacy issues for the South Central Kentucky region and beyond. We will continue to directly serve students, faculty, alumni and employees of WKU as well as the general public and act as coordinator for the financial literacy efforts of our community partners.

Andrew J. A. Head, CFP®
Director, Center for Financial Success
Assistant Professor



Center for Leadership Excellence

I. SUMMARY

In 2016 the Center for Leadership Excellence (CLE) addressed challenges and opportunities for both external and internal constituencies. The CLE provided various levels of leadership support and development to these constituencies as outlined below in item III.

II. MISSION AND OBJECTIVES

The Mission for the Center for Leadership Excellence lies in promoting leadership development among various constituencies, especially non-student populations which form the WKU target audiences. As Objectives, the Center for Leadership Excellence intends: to continue the development of a plan for a School of Leadership and work for its funding; continue the Leadership Luncheon Series; initiate a new research project (which already has IRB approval) that will identify specific leadership issues that external groups think important in this context; continue to work with local leadership groups that request assistance in order to increase expertise of local leaders; work with the WKU LEAD Coalition to provide an annual leadership development activity for members of the WKU community; invite a prominent leadership expert to visit WKU and provide a lecture for interested persons; follow through with new ideas and activities that develop from the above programs and/or are suggestions of our adjunct faculty; continue to work with other GFCB units who are interested in having their students learn more about leadership in relation to their disciplines.

III. ACHIEVEMENTS IN 2016

Activities below are designated by Internal and External Constituencies

Internal:

Conferences: The CLE in collaboration with other members of the WKU LEAD Coalition (CLE, CFD, Graduate School, Ed Doctoral Program, Communication Dept) developed and presented a conference on Women's Leadership on February 19, 2016. This event featured three women leaders in higher education including the Provost at Vanderbilt University, the Provost at Transylvania University, and the Chair of the Leadership Department at the National Intelligence University. Approximately 250 campus women (and a few men) attended this one-day session and gave very high reviews of the information and assistance it provided.

In April as a collaborative part of the Year of South Africa, the CLE invited two former students from Africa and two current faculty members from Africa to join a panel discussion on the topic of Ubuntu and African World View as it impacts leadership behaviors. The Zimbabwean and Kenyan former students came from afar to join this “world café” style event and the faculty members added their insights into the ways in which this world view influences decision making and governing in African countries.

Other WKU Activities: The CLE was able to provide support for six research grants on leadership from faculty and staff across the University. Proposals were received from across the University and a peer review committee (including external authorities) selected the winners which were announced in October. The interest in leadership across diverse disciplines was evident from the proposals and created a strong impetus to continue developing an interdisciplinary focus on leadership at WKU.

The CLE along with the Center for Faculty Development developed and provided the second year of the Faculty Leadership Year Program (FLY2). Information about leadership theory and practice as related to higher education was provided on a monthly basis to faculty from across the University who had been selected by their respective deans. Reviews of this program were positive and the deans decided that it should continue to Year 3, which is underway.

Strategic Planning Assistance was requested and provided to the faculty and staff at WKU Elizabethtown in three sessions and assisted that group with developing their strategic plan. Also, the CLE led a strategic planning activity for the Glasgow-Barren County Chamber of Commerce Board of Directors which led to their development of a new strategic plan.

In March the CLE sponsored a visit from the Dean of the School of Leadership and Policy at the University of Virginia. Dr. Allan Stam spent three days in Bowling Green and met with various groups on campus to explain his concept of leadership across all units at a university and the efforts that the University of Virginia has enacted to increase collaboration and mutual interactions.

The CLE was invited by two professors in GFCB to provide discussions on areas of leadership while the instructors were away at conferences. We were pleased to spend a class period with students helping them to incorporate aspects of leadership into their class curriculum.

CLE staff has worked with others in the GFCB to develop funding for a School of Leadership. This activity is ongoing and will continue as we build stronger understanding of the opportunities for such a school and stronger ties with external groups who have an interest in it.

The CLE Director collaborates across the University on various committees such as the Fulbright Committee, the “Internal Year of... Committees” (when appropriate) and the Admissions Committee to the Leadership Doctoral Program in Education in addition to her faculty work in the Department of Communication.

External:

During 2016 the CLE continued its activities with external groups as follows:

The Engage Leadership Luncheon series met twice during the year, one other meeting was cancelled due to a conflict with the speaker and has been rescheduled for March 2017.

CLE was asked by the Hart County Leadership Program to help provide direction to their local leadership year. Then the CLE provided five half-day sessions on leadership skills and behaviors at monthly meetings of the leadership group. We included titles such as self-development as leader, gender differences in leadership, generational differences in leadership, scanning the environment or context, leadership in healthcare, decision-making and collaboration.

Finally, the CLE continues to work with local physicians as they concern themselves with how to develop leadership among members of the health care profession. Our collaboration with them is ongoing and we expect to develop programming that fits their needs.

IV. GOALS FOR 2017

External: We intend to develop several new programs in 2017 that provide leadership development for various constituencies in our target area. These include such programs as: an executive leadership program, leadership in healthcare, leadership for local civic leaders, etc. We will also seek to address new areas for leadership development as they come to our attention.

Internal: We want to bring more knowledgeable and interested speakers on leadership to campus for internal groups. Our first effort last year with Dr. Stam was very successful and we will move forward with inviting other guests during the year.

In addition, we hope to be able to continue funding faculty and staff grant proposals from across the University which increase the understanding of the importance of leadership in all areas of academia. We also plan to develop more fully the outline of the School for Leadership and have it ready for the University to incorporate in the new Capital Campaign which the new President will certainly inaugurate.

V. RESOURCES:

The CLE enjoys the income from the Knicely Endowment and, in addition to fees collected from some projects, has employed them during 2016 to cover the activities which the Center undertook. In addition, we have a modest foundation account from donations which we use to support activities and travel to leadership conferences for faculty who are presenting leadership papers or are interested in learning more about academic leadership. Finally, the CLE has two small endowments designed to support student international travel and which we will be working with this year to direct in more focused usages for the future.

We are fortunate this year to have a graduate assistant (10 hours/week) funded by GFCB who does research on new topics for us, and to continue to have the invaluable assistance of our Faculty Fellow, Dr. Evelyn Thrasher, who collaborates in all our programs. The director's salary does not come from GFCB so the Knicely Foundation provides a stipend for her and for the Faculty Fellow, whose base salary is paid by her department.

Location: The CLE is fortunate to be located in Grise Hall in office space that it shares with other units and to become a more integral part of the GFCB family. We look forward to continuing to grow in service, research, and usefulness to the College, the University, and members of our target service area.



Center for Professional Selling

Mission: The Center for Professional Selling exists for two primary reasons. First, the Center has a focus on sales education. The Center seeks to enhance the perception of the sales profession while preparing students for a career in sales via a major or minor in sales. Second, the Center has a business focus. It seeks to strengthen the relationship between WKU and Corporations while developing partnerships with corporations to provide real-world classroom activities in addition to internship or full-time employment opportunities.

Achievements for 2016:

- Academic Initiatives
 - a. Enrollment growth
 - i. Sales Major: Grew from 130 total majors in Fall 2015 to currently level of 133 in Spring 2017
 - ii. Sales Minor: Grew from 111 total minors in Fall 2015 to 137 in Spring 2017
 - iii. Overall: Increase total number of sales students from 241 to 270 in the past 3 semesters, representing 11% overall growth over the last 3 semesters
 - b. Continued guest speaker program in our advanced sales courses. Approximately 25 corporate guests in these classes
 - c. Continued the “end of semester” capstone project with our sales partners
 - d. Approximately 490 students took a sales course in 2016
 - e. For the first time, we are forced to offer a 3rd section of MKT425 in the spring 2017 semester. We will have 60 students taking that class in spring 2017 (last 5 years have averaged 40 per semester)
- Academic Initiatives
 - Completed a 4-room state of the art Role Play “Sales center Classroom” costing in excess of \$100,000
 - Funding was paid by a combination of Dean and Center funding; Room was activated and used entire 2016; Room was dedicated with ribbon cutting ceremony at the 2016 Homecoming
 - Started a new class Winter 2017 sales class to prepare for National Collegiate Sales Competition. 11 enrolled students. 7th sales class offering.
 - Started a software evaluation in Winter 2017 and Spring 2017 of the “Go React” software program
- Outreach efforts---University Sales Center Alliance

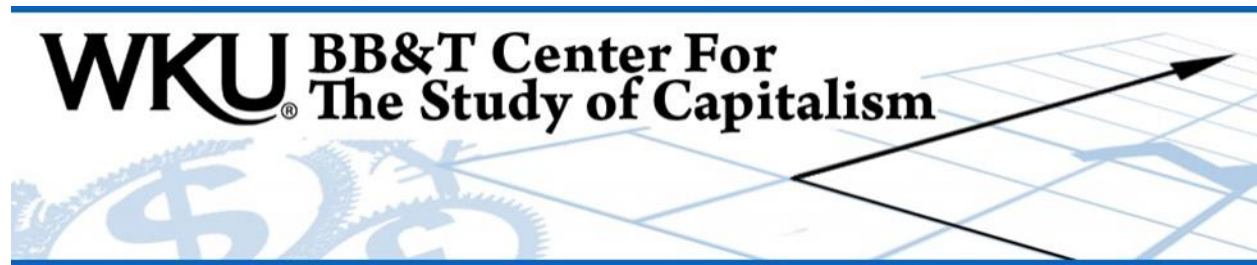
- WKU maintained its membership as one of 20 fully certified, active members in the University Sales Center Alliance.
- Outreach efforts—Corporate Fundraising
 - f. Continued financial relationships with Northwestern Mutual, Tom James, J&L Marketing, BM2Freight, and Fastenal
 - g. Actively seeking new partnership with firms to include Humana and Gardner
 - h. Actively seeking room naming of \$25k for each of the 3-sales classrooms
- Outreach efforts—National Collegiate Sales Competition
 - i. Fully funded participation and all travel expenses for 8 students and 2 faculty to attend the 2016 National Collegiate Sales Competition in Kennesaw, GA at a cost of approximately \$5,000.

GOALS

- 3% growth of enrolled majors and minors for 2017
- Have one of the 3 sales rooms “sold” for \$25k
- Conduct first “sales only” WKU job fair in 2017
- Staffing: Secure a second PQ position in sales with a start date of fall 2018
- Long term goal: Need to secure long term permanent funding of Center;
 - Primary goal (short term): secure a named directorship position

BUDGET

- \$5,000 for participation in Events
- \$5,000 for research funding
- \$2,500 in director travel costs
- \$1,000 in promotional events
- Total Budget Needs, all funded by Center Foundation Account: \$13,500



I. Summary

In 2016, the WKU BB&T Center for the Study of Capitalism continued its mission of student and community engagement in the discussion of morality and markets. On behalf of the center, Dr. Brian Strow produced and hosted five campus talks from outside speakers, engaged the media via TV, radio, and newspaper, ran student and faculty book clubs, gave community talks, appeared before the US Senate, represented the center at BB&T related conferences, received funding support from multiple outside sources, wrote articles consistent with the center's mission, and operated the WKU BB&T Center Library.

II. Mission and Objectives

The mission of the BB&T Center for the Study of Capitalism is to create a comprehensive program of study on the moral foundations of capitalism. The objective is to provide resources and learning opportunities to students and the public regarding capitalism's role in society.

III. Achievements in 2016

Program Highlights for the WKU BB&T Center for the Study of Capitalism

Sponsored Lectures on Western Kentucky's Campus

Dr. Strow organized public lectures by the following academics and leading intellectuals. This included advertising, making travel arrangements, and hosting speakers during their visit. Attendance is included in parenthesis.

- March 24 2016 "Policies that Promote Economic Growth" (424)
Dr. Art Laffer, President of Laffer Associates and former economic advisor to President Ronald Reagan
- April 20, 2016 "So You Think You Know Inequality?" (195)
Dr. Scott Winship, Senior Fellow, Manhattan Institute
- September 8, 2016 "How Capitalism Will Save Us" (519)
Steve Forbes, President of Forbes Media
- October 20, 2016 "Going for Broke: Deficits, Debt, and the Entitlement Crisis" (112)
Michael D. Tanner, Senior Fellow Cato Institute

- October 26, 2016 “Disinherited: How Washington is Betraying America’s Young” (168) Diana Furchtgott-Roth, Senior Fellow, Manhattan Institute

Speaking Engagements by Dr. Strow on behalf of the Center

- May 11, 2016, Economics Club Event: Dr. Strow participated in a faculty panel discussion immigration and trade policies
- October 7, 2016, The US Senate Committee on Health Education Labor and Pensions Subcommittee on Children and Families: Dr. Strow testified regarding the EpiPen price increases and how regulator barriers inhibit pharmaceutical competition
- October 24, 2016, “Brexit: Stage Right?” at the Owensboro World Affairs Council lecture in Owensboro, KY.: Dr. Strow gave a presentation to over 50 people on the expected economic impact of Brexit
- October 26, 2016, “How the Economy Works”, APES program for Warren County High School 4H students, Warren County Extension office: Dr. Strow delivered a 40-minute presentation entitled, “How Our Economy Works” to over 75 high school students involved in Warren County 4H

TV and Radio Appearances

- KET – Kentucky’s Public Television Station’ “Kentucky Tonight”, Lexington, KY September 19 Topic: The Economy
- WKYU – Western Public Radio Station August 15 Topic: Trade Deals December 12 Topic: Trump’s Trade Policies

Written Work by Dr. Strow on behalf of the Center

- As head of the WKU Center for the Study of Capitalism, Dr. Strow created the “Capitalism Today” blog, which can be found at <http://wkubbtcenter.com>.
- “Where Have Kentucky’s Workers Gone?”, March 3, 2016
- “The Church of Progressivism” with Dr. Brian Goff, National Affairs (Winter 2016)
- Dr. Strow was cited by The Bowling Green Daily News in seven articles

BB&T Professor’s Conference

- Dr. Strow attended the annual BB&T Professor’s conference at Clemson University, May 2016 and the Annual Meetings of the Association of Private Enterprise Educators in April 2016.

Capitalism Book Club

- Dr. Strow organized and led the Capitalism Book Club. This is a multi-hour weekly commitment to do the readings, organize meals, and lead discussions
- Dr. Strow organized and led more than 34 students in either the fall or spring book club. The books covered this year were:
 - The Invisible Hook by Peter Leeson
 - The Myth of the Robber Barons by Burt Folsom
 - The Clash of Economic Ideas by Lawrence White

BB&T Library

- Dr. Strow has created and maintains the BB&T Library for the Study of Capitalism. He actively keeps track of books that students check out from the library.

Charles G. Koch Charitable Foundation Grants

- Dr. Strow sought grant money to help support the Center to bring speakers to campus and run the Capitalism Book Club.
- Fall 2016-Spring 2017: \$15,000 grant for three speakers and a fall and a spring book club

Other Grants

- Dr. Strow sought and received a grant from the Young America's Foundation to help fund much of the cost of Art Laffer's and Steve Forbes's lecture at WKU (\$40,000).
- The Manhattan Institute also covered the cost of bringing three speakers to WKU.

Summary

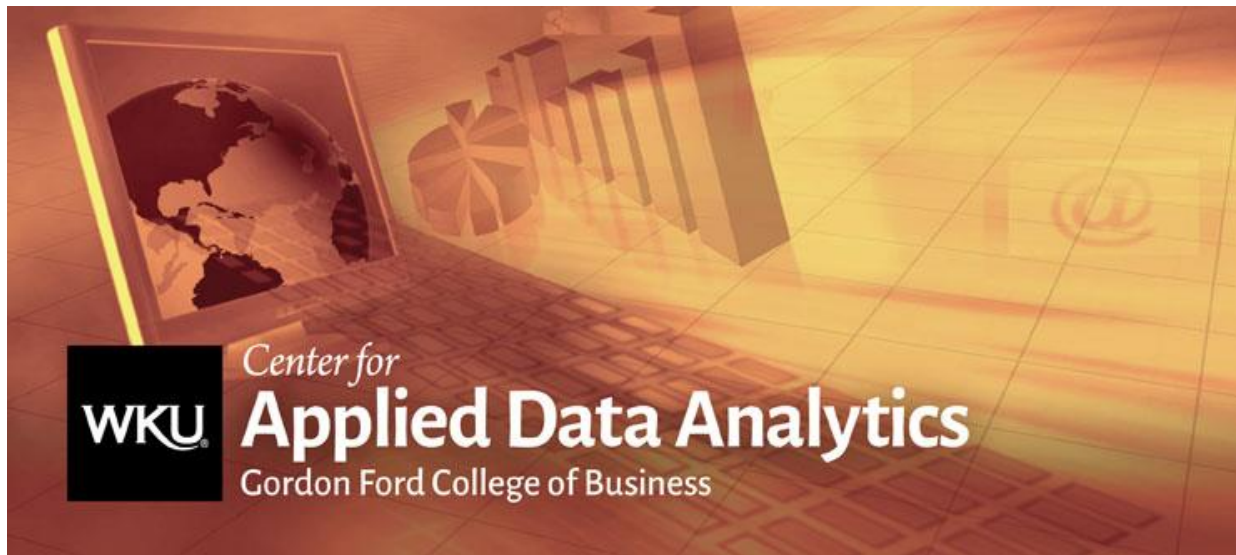
The center met its goals regarding interaction with the community and with students. The book club is really thriving. The speaker series had two major names this year. The creation of the ON Demand Moral Issues Course was a large project that took months of work.

IV. Goals for 2017

The center's goals remain to educate students and the public regarding the moral benefits of capitalism. The goal will be to retain the existing programming, continue to push forward with a proposal for a PPE major, and achieve official WKU recognition as a center.

V. Resources

The center relies on Dr. Strow raising money to fund the book club and the speaker series. The existing budget covers Dr. Strow's travel expenses to speaking engagements and conferences. An increase in the center's budget would be needed to expand the scope of the Center.



Applied Data Analytics Initiative

I. Summary

The WKU Gordon Ford College Center Initiative for Applied Data Analytics is early in its development. The general mission and objectives have been established. Early developments include including current student research activities like FUSE and RCAP grant awards, student research poster sessions, and extending services to the WKU Center for Research and Development.

Additionally, educational seminars and workshops are being targeted for as early as January 2016 with locations to be determined. Several students acquired internships without the direct Center involvement, however, faculty advise them regularly and assist students in these endeavors.

II. Mission and Objectives

A. Mission

The mission of the Gordon Ford College of Business Center for Applied Analytics is to advance the science and practice of business analytics by bringing together professionals, community-based constituents, faculty, and students to promote economic development, collaborative research, outreach, and education in the areas of applied analytics.

B. Objectives

Outreach

Enhance the economic impact to the geographic area served by Western Kentucky University by analyzing customer, production, operational, and market data to improve decision making and enhance the quality of products and services.

Assist users in migrating, consolidating, analyzing, and understanding data.

Education

Train students and business professionals to leverage appropriate technologies and best practices used in data analytics.

Provide students with real-world experience and internships that promote potential job opportunities.

Collaborative Research

To serve as a central facility in order to focus expertise from a wide variety of disciplines on applied research designed to educate and inform in matters of data analytics.

III. Achievements in 2016

This year has been busy with building the official proposal for the Center for Applied Data Analytics. There are other achievements that are summarized in the provided table.

Center for Applied Data Analytics Activities Aligned with AACSB Guidelines

As shown below, the Center for Applied Data Analytics' activities align with the AACSB Guidelines of Engage, Innovate, and Impact.

Activity:	Engage	Innovate	Impact
Outreach	<p>Student involvement with organizations through internships</p> <p>Collaborate with Hotel Inc® and offer basic computer literacy courses to interested area homeless people</p>	<p>Continued collaboration with WKU Director, Center for Research & Development [CRD] to discuss potential services</p>	<p>Organizations gain financially through the use of relatively low-priced resources – students gain valuable experience to use in other engagements.</p> <p>Judges from BDA participated in Entrepreneurship's Business Plan Competition and educated participants on Center opportunities.</p>
Education	<p>Presented "Practical Computer Security" to introductory computer course at Southcentral Kentucky Community and Technical College, Bowling Green, KY</p> <p>Presented "Computer Security" and "WKU Programs" to 3 Volunteer State Community College classes, Gallatin, TN</p> <p>Integration of IBM Watson Analytics into BDA courses</p>	<p>Sponsoring IBM Watson workshop tentative January 2016.</p> <p>Planning phase to develop seminar/workshops in collaboration with CRD</p> <p>Students are using Watson Analytics to perform research-based projects in courses.</p>	<p>Student exposure to real life business problems and being involved in developing potential innovations through internships and speaker series, also many involved in PEAK and traveled to St. Louis.</p> <p>The impact is difficult to measure at this point, however, as these students graduate and utilize Watson Analytics in the workplace, there will be measurable results.</p>
Collaborative Research	<p>Research Activity</p> <p>Student Research Poster Session participation–Grise Hall Fall 2016</p>	<p>Participated in several research proposals including grant proposals.</p>	<p>Provide students with experience in the publication process readying them for graduate school or organizations dependent on grant funding.</p> <p>Eighteen (18) poster presentations in the fall 2016 session.</p>

Center partnerships also align with AACSB Guidelines as shown below. ✓

Partnerships	Examples:	Engage	Innovate	Impact
With Departmental Colleagues	One faculty member presented to the 11 th Mammoth Cave Research Symposium slated for April 2016	✓	✓	✓
Across the College	Organized and conduct quarterly meetings with all Center Directors in an effort to provide improved communication across constituents	✓		✓
Across the Campus	Organize and sponsor data analytic workshops that extend seats to faculty and students across campus	✓		✓
Across the Commonwealth	Collaborate with WKU's Center for Research and Development [CRD] with seminars/workshops and services to organizations	✓	✓	✓

Promotional and Curricular alignments with AACSB Guidelines are shown below. ✓

Promotion and Curriculum	Engage	Innovate	Impact
Website for a separate site for The Center	✓		✓
Use the current social media connections (GFCoB, WKU) to reach potential student major and interns	✓	✓	✓
Television monitors to display information related to Informatics to educate	✓		
Developed marketing materials to be produced pending approval of Center	✓	✓	✓

IV. Goals for 2017

A. Outreach

1. Collaborate with Hotel Inc® and offer basic computer literacy courses to interested area homeless people using volunteer student instructors. A Sisterhood grant was sought, the proposal made the top five but did not receive any funding. This effort will continue possibly through private donations.
2. Determine use of business office space in downtown Bowling Green for Center purposes. This space could be used to extend our services to local organizations including, but limited to, executive training, workshops, private meetings with potential clients.

B. Education

1. January 2017 IBM Watson Analytics Workshop, IBM representative on-site as a facilitator
2. Summer 2017 SAS Workshop, SAS representative on-site as a facilitator
3. Assist with clients of the Center for research and Development (Jeff Hooks) – The plan is to afford businesses located within the small business incubator data analysis services and to conduct a series of seminar/workshops
4. Collaborate with Randy Capps and Cecile Garmon on educational sessions for a group local physicians

C. Collaborative Research

1. Continue involvement of students in FUSE and RCAP grants to foster research
2. Expand student research through the PEAK Program and internships
3. Continue the student research poster session program within the BI Program.

VI. Resources

- A. Current funding is solely dependent upon Foundation account
- B. Additional funding will be pursued using grant proposals, fees assessed for Services
- C. Private donations
- D. Facilities: possible options include the downtown office space
- E. In-kind donations such as database access, software licenses, etc.

APPENDIX V

Student Engagement Reports

Career Development Specialist

Ms. Adrienne Browning

I. Summary

This report reflects my split role in The Center for Career & Professional Development and Gordon Ford College of Business (GFCB). The information provided will be divided into departments to give insight of the work I have accomplished in each area.

II. Mission and Objectives

Mission – Engage, Impact, and Innovate. My mission is to work collaboratively with PEAK, CCPD, faculty, and staff to provide initiatives for GFCB students. I engage students through class presentations and student group meetings, one-on-one appointments, and networking events. My goal is be a resource for students and help them reach their personal and professionals career goals.

III. Achievements in 2016

PEAK

- A. Attended meetings and collaborated to present new initiatives to students and assisted where needed
- B. Collaborated with PEAK and CCPD to host Dinnerview
- C. Conducted Dinnerview Prep Workshop
- D. Co-Presented at Career Climb on Resumes, Networking, and Engagement
- E. Facilitated PEAK's Clothes Closet (100+ students in attendance)
- F. Presented at Senior Summit on Salary Negotiation
- G. Assisted with Perfect Your Interview (spring)

GFCB (overall)

- A. Assisted 485 students with mock interviews, resume, job search, and provided career guidance (spring & fall)
- B. Attended BA 175 Summer Retreat (summer)
- C. Assisted with Senior Send Off (spring & fall)
- D. Built rapport and relationships with faculty and staff in the GFCB (spring & fall)
- E. Attended Hays Watkins Lecture Series and Networking Reception (Carl Whitmer) (spring)
- F. Attended and set up table at the Backyard BBQ (fall)
- G. Administered GFCB Exit Survey to 389 students (spring & fall)
- H. Taught section of BA 175 (36 students) (fall)
- I. Employer relations – communicated with employers and had positions posted to TopJobs/CareerLink (spring & fall)

- J. Met with Dean Katz bi-weekly (spring & fall)
- K. Provided Dr. Trawick with weekly reports updating on progress in College (spring & fall)
- L. Collaborated with student workers for table set up on 2nd and 4th floors of Grise (spring & fall)
- M. Attended BEAC meetings (spring & fall)
- N. Updated Academic Advisors on events and provided marketing material to provide students (spring & fall)
- O. Presented to Alpha Kappa Psi Business Fraternity (spring)
- P. Emailed faculty and staff on job notifications to advertise to students (spring & fall)
- Q. Presented to 6 BA 175 classes (Jordan, Schlegel, Scott, Simpson, and Smith -2) (spring & fall)

Accounting

- A. Collaborated with faculty and staff on best student practices (spring & fall)
 - 1. Attended and networked at the Beta Alpha Psi Picnic (fall)
 - 2. Presented at the Accounting 300 Orientation - first session (spring & fall)
 - 3. Presented at the Accounting 300 Orientation - second session (spring & fall)
 - 4. Presented to Accounting 499 class (spring & fall)
- B. Communicated with employers, faculty and staff to post internships/jobs in CareerLink (spring & fall)
- C. Conducted mock interviews for Accounting 499 class (spring & fall)
- D. Attended and networked at Meet the Firms (fall)
- E. Assisted with securing space in DSU for the KyCPA state-wide interviews (fall)

Data Analytics

- A. Presented to six CIS 141 classes (Jim Lindsey) (spring and fall)
- B. Presented to Delta Sigma Pi (spring)
- C. Attended poster presentation (spring)
- D. Collaborated with faculty and staff on best student practices (spring & fall)

Economics

- A. Presented to Economics 499 class (Dr. Carey) (spring & fall)
- B. Conducted mock interviews for Economics 499 class (Dr. Carey) (spring & Fall)
- C. Attended poster presentation (spring)
- D. Collaborated with faculty and staff on best student practices (spring & fall)

Finance

- A. Presented to Finance 499 class and FMA/FPA student groups (Dr. Snavelly) (spring & fall)

- B. Conducted mock interviews for Finance 499 class (Dr. Snavely) (spring & fall)
- C. Collaborated with faculty and staff on best student practices (spring & fall)

Management

- A. Presented to Management 361 class (Gish) (spring & fall)
- B. Presented to Management 210 class (Spiller) (spring & fall)
- C. Presented to Management 210 honors class (Spiller) (spring)
- D. Conducted mock interviews for Management 499 class – as needed (Cosby) (spring & fall)
- E. Presented to SHRM Student Group (fall)

Marketing

- A. Attended Marketing Advisory Council Meeting (summer)
- B. Presented to Marketing 422 class (Todd) (fall)
- C. Conducted voluntary mock interviews with Marketing 422 class (Todd) (fall)
- D. Posted internship/job opportunities forwarded by faculty (spring & fall)

MBA

- A. Collaborated with faculty and staff on best student practices (spring & fall)
- B. Presented to MBA students at MBA Career Day (Spiller) (summer)
- C. Presented to MBA students at MBA full-time orientation (fall)
- D. Met with students to review their resumes (spring and fall)
- E. Worked with president to inform students of job opportunities (spring & fall)

CCPD

- A. Followed CCPD policies and procedures and communicated with supervisors (spring & fall)
- B. Provided career-related services to WKU faculty, staff, students, and alumni through walk-in service, group settings, presentations, and one-on-one appointments (spring & fall)
- C. Collaborated and served as a team player to the CSC staff (spring & fall)
- D. Assisted with spring and fall job fairs (spring & fall)
- E. Attended monthly Student Affairs Division Meetings/Trainings (spring and summer)
- F. Served as a mentor and life coach to WKU students (spring & fall)
- G. Served as a back up to staff to cover presentations and on-call schedule (spring & fall)
- H. Presented to an Upward Bound Class (Jenkins) (summer)
- I. Presented to an Upward Bound Class (Veasey) (Summer)
- J. Provided information to parents at TOPS (2 sessions) (fall)
- K. Attended DISCOVER WKU Owensboro (fall)
- L. Presented to Rho Lambda Greek Honor Society (fall)
- M. Presented to HOLAS Student Group (spring)

- N. Volunteered at WKU's Take Your Daughters to Sons to Work Day Event (spring)
- O. Presented to Chinese Flagship students in program (spring & fall)

IV. **List goals/objectives planned for calendar 2016**

- A. Formulate a professional identity that responds to the needs of faculty, staff, students and employers - **Accomplished**
- B. Facilitate the GFCB Job Fair (spring 2016) - **Accomplished**
- C. Facilitate Dinnerview (fall 2016) - **Accomplished**
- D. Assist with the hiring of the Internship Coordinator position - **Accomplished**
- E. Collaborate with new Internship Coordinator to develop internship program within GFCB - **Accomplished**
- F. Partner with PEAK Committee to host GFCB Clothes Closet (1-day Event) and other planned events - **Accomplished**
- G. Support and challenge students in preparing for and initiating school life-work role transitions - **Accomplished**
- H. Build and sustain collaborative partnerships with faculty, staff, and employers - **Accomplished**
- I. Integrate research data into everyday practice of career development - **Accomplished**
- J. Present to classes and student groups within the College - **Accomplished**
- K. Conduct 499 class mock interviews for Accounting, Economics, Finance and Management
- L. Participate/engage in 4 professional development activities (accomplished 2) - **Didn't Accomplish**
- M. Attend monthly staff meetings in the Dean's Office - **Accomplished**
- N. Create a report of findings from the Fall 2015 and Spring 2016 Exit Surveys - **Accomplished**
- O. Present to MBA students on Job Search and meet and review each student's resume (spring & fall) **Accomplished**
- P. Attend spring banquets (April 2016) - **Accomplished**
- Q. Attend events in the departments - **Accomplished**
- R. Serve on the Retention Committee for Student Affairs - **Accomplished**
- S. Participant at the KyCPA Small Firm Conference Recruiting Panel, Louisville, KY (June 2016) **Accomplished**
- T. Facilitate the GFCB Job Fair (spring 2016) - **Accomplished**
- U. Facilitate Dinnerview (fall 2016) - **Accomplished**
- V. Assist with the hiring of the Internship Coordinator position - **Accomplished**
- W. Collaborate with new Internship Coordinator to develop internship program within GFCB - **Accomplished**
- X. Partner with PEAK Committee to host GFCB Clothes Closet (1-day Event) and other planned events **Accomplished**

- Y. Support and challenge students in preparing for and initiating school life-work role transitions - **Accomplished**
- Z. Build and sustain collaborative partnerships with faculty, staff, and employers - **Accomplished**
- AA. Integrate research data into everyday practice of career development - **Accomplished**
- BB. Present to classes and student groups within the College - **Accomplished**
- CC. Conduct 499 class mock interviews for Accounting, Economics, Finance and Management
- DD. Participate/engage in 4 professional development activities (accomplished 2) - **Didn't Accomplish**
- EE. Attend monthly staff meetings in the Dean's Office - **Accomplished**
- FF. Create a report of findings from the Fall 2015 and Spring 2016 Exit Surveys - **Accomplished**
- GG. Present to MBA students on Job Search and meet and review each student's resume (spring & fall) **Accomplished**
- HH. Attend spring banquets (April 2016) - **Accomplished**
- II. Attend events in the departments - **Accomplished**
- JJ. Serve on the Retention Committee for Student Affairs - **Accomplished**
- KK. Participant at the KyCPA Small Firm Conference Recruiting Panel, Louisville, KY (June 2016) **Accomplished**

V. **List goals/objectives planned for calendar 2017**

- A. Support and challenge students in preparing for and initiating school life-work role transitions
- B. Build and sustain collaborative partnerships with faculty, staff, and employers
- C. Integrate research data into everyday practice of career development
- D. Present to classes and student groups within the College
- E. Conduct class mock interviews for Accounting, Economics, Finance, Management & Marketing
- F. Participate/engage in 4 professional development activities
- G. Attend monthly staff meetings in the Dean's Office
- H. Continue to create a report of findings from spring & fall Exit Surveys
- I. Present to MBA students on Job Search and meet and review each student's resume
- J. Attend events in the departments
- K. Facilitate the GFCB Job Fair (spring 2017)
- L. Facilitate Dinnerview (fall 2017)
- M. Partner with PEAK Committee to host GFCB Clothes Closet (fall 2017)
- N. Meet/assist 500 students (2017)

- O. Collaborate with 2 new faculty within College to help their classes with career awareness

VI. Resources

- A. The Center for Career & Professional Development – copies of materials \$50
- B. Gordon Ford College Dean’s Office – copies of materials \$20
- C. Professional Development - \$1,200 or less

Internship Coordinator

Ms. Monica Duvall

2016 Internship Program Summary

- Develop an internship program for Gordon Ford College of Business that is streamlined across all departments and provide an experience as a career builder for the students who participate.
- Develop a targeted employer list, develop/design communication pieces for employers and prepare an anticipated # of internship students for each semester
- Develop and maintain business relationships for ongoing involvement in the GFCB Internship Program as well as other opportunities for GFCB students. Track and report accomplishments and challenges of internship opportunities and business involvement.
- Identify, develop and implement marketing strategies to attract GFCB students to experiential learning opportunities.
- Provide career advising and planning connected to student internship opportunities.

2016 Execution of Objectives, Strategies, and Progress

Develop an internship program for the Gordon Ford College of Business that is streamlined across all departments and provide an experience as a career builder for the students who participate.

Objective	Strategy	2016 Progress
<p>Develop a program that is streamlined across all departments.</p>	<ul style="list-style-type: none"> • Set up individual meetings with each department chair and discuss expectations. • Organize the list of expectations into a document that covers all necessary bases. • Discuss program processes with Adrienne to make sure processes follow labor guidelines. • Program proposal submitted to GFAC and voted on for approval. 	<ul style="list-style-type: none"> • A streamlined program where each department is able to have their specific requirements listed on their individual “for credit” document was developed with input from GFAC, The Dean as well as other internship personnel in each department.
<p>Develop Communication Pieces for Students</p>	<ul style="list-style-type: none"> • Develop an Application for each student to fill out that is interested in an internship. • Develop a brochure with information that is available both online and in printed form, pertaining to <u>Why</u> an Internship is important, <u>What Type</u> of Opportunities are available to them and <u>How</u> process works. 	<ul style="list-style-type: none"> • An online application through Qualtrics was developed where students place their information into a database and receive email once an opportunity is posted on Career Link. • Student brochures developed, loaded online, handed out in class presentations & advising appointments.

Develop a targeted employer list, develop/design communication pieces for employers and prepare an anticipated # of internship students for each semester.

Objective	Strategy	2016 Progress
Develop a targeted employer list	<ul style="list-style-type: none"> • Combine current Internship contact list, list provided from Adrienne, list provided from department chairs of current involved employers as well as advisory board lists for initial contacts to be made. • Add additional community contacts and businesses that are not currently participating with GFCB in internship opportunities that need to be cold called. 	<ul style="list-style-type: none"> • Contacts were made with past internship supporters, Career Fair employers, advisory board members, as well as Chamber Members, Career Link Employers, Alumni, and other employers locally as well as nationwide.
Develop Communication Pieces for Employers	<ul style="list-style-type: none"> • Develop a brochure with information for employers on GFCB accreditation and GFCB #'s, internship program opportunities, education value chain, student focus, etc. 	<ul style="list-style-type: none"> • An initial employer brochure was developed, printed, and handed out, as well as posted online. An updated version of the employer brochure was created at the end of 2016.
Expected # of internship opportunities needed	<ul style="list-style-type: none"> • Gather information from department chairs on current internships they are aware of in order to project the current # of internships we will need to have in the pipeline. • Discuss with Adrienne in regards to past experience 	<ul style="list-style-type: none"> • Except for Internship Credit #'s, there was not much "past" information on student internships. Summer/Fall of 2015 had 26 students enrolled for internship credit. The Summer/Fall 2016 Internship Database had 142 internships listed.

Develop and maintain business relationships for ongoing involvement in the GFCB Internship Program as well as other opportunities for GFCB students. Track and report accomplishments and challenges of internship opportunities and business involvement.

Objective	Strategy	2016 Progress
Contact Employers and Conduct Site Visits	<ul style="list-style-type: none"> • Contact Employers and set up a meeting to discuss the New Internship Program and get them on board to participate ongoing with Fall, Spring and Summer Interns from the GFCB. Organize Spreadsheet from site visits with information about committed employers and their areas of concentration 	<ul style="list-style-type: none"> • 202 Internship conversations took place in 2016 with Employers – via face-to-face meetings, phone conversations or email communication. Employer contact information is documented and will be for now on!
Communication with Employers	<ul style="list-style-type: none"> • Constant communication with employer leading up to the start date of the internship. • Initial meeting set up with employer and intern. Appreciation note for participation sent to main contact. 	<ul style="list-style-type: none"> • Communication with the employer takes place during the phase of accepting applicants up to when the student is hired. • Employers like to then take the lead and follow normal processes with the intern as they do other employees. Follow up communication during the internship and a thank you note was sent to employers who participated in the internship program.
Internship Standards	<ul style="list-style-type: none"> • Develop an “Internship Standards” document that the employer and the student have that gives direction on what is expected of both parties in order for the internship to be considered legitimate. 	<ul style="list-style-type: none"> • Employers are made aware of our “Internship Standards” or “Expectations” through our Employer brochure, employer meetings, and/or the Employer Agreement they submit when a hire is made.
Internship Visits	<ul style="list-style-type: none"> • Visit/contact employer during internship as needed. 	<ul style="list-style-type: none"> • Internship visits have taken place as a follow up, take pictures to use in PR.
Post Internship	<ul style="list-style-type: none"> • Student and employer to participate in an exit survey Follow up meeting with employer via telephone or site visit to discuss in person the students achievements, opportunities that need to be discussed in regards to future interns, etc. 	<ul style="list-style-type: none"> • Employers and Students are encouraged to participate in a post internship survey. Follow up Communication was sent to all employers who hosted interns and great feedback was received. This follow up began conversations around Spring Internship Opportunities that had opened up where they were looking for applicants.

Identify, develop and implement marketing strategies to attract GFCB students to experiential learning opportunities.

Objective	Strategy	2016 Progress
Internship Forum	<ul style="list-style-type: none"> • Organize an Internship Forum where interested students can come and listen to current interning students, alumni who have interned and business professionals answer questions about why internships are important and how they demonstrate leadership ability on a resume. • Have printed material about the program ready to hand out at this event 	<ul style="list-style-type: none"> • An Internship Forum did not take place in 2016.
Printed Material	<ul style="list-style-type: none"> • Posters for GFCB walls for internship program awareness. • Printed material for all professors to hand out with information on the program, internship coordinator contact information, etc. 	<ul style="list-style-type: none"> • Internship information was loaded on the rolling TV boards. • Brochures were available for faculty, staff, student organizations, etc. • Posters are in process for 2017.
Online Communication	<ul style="list-style-type: none"> • Mass email to all GFCB students with the information handed out at the forum. • Inform students via Twitter and Facebook about internship opportunities 	<ul style="list-style-type: none"> • Student received emails throughout the semester encouraging them to participate in Internships as well as submit the internship form if they had landed an internship on their own. • Friday emails were sent via Career Link listing all internship opportunities accepting applicants. • Twitter was heavily used to advertise posted opportunities.
Event Participation	<ul style="list-style-type: none"> • Bring awareness to students through events such as Back to School Bash, PEAK events, Career Fairs, etc. 	<ul style="list-style-type: none"> • Internship Awareness was front and center at every event held in Summer/Fall 2016.

Provide career advising and planning connected to student internship opportunities.

Objective	Strategy	2016 Progress
Student advising	<ul style="list-style-type: none"> • Prepare an application for students to fill out with information related to their major and industry interest. (Part of the program process) • Meet with students who are interested in internships and want to discuss the options currently available. 	<ul style="list-style-type: none"> • A form for students to fill out prior to their internship meeting appointment is a focus for 2017. • Many student meetings and “pop ins” took place in 2016 regarding internship opportunities they were seeking or had landed! 164 Students were advised on internships in 2016.
Internship Orientation	<ul style="list-style-type: none"> • Assist internship students in planning for their internship opportunity • Prepare a document for all internship students with expectations the employer has conveyed • Work with the student and the employer on an agreed upon work schedule. 	<ul style="list-style-type: none"> • Many students inquired about interview and first day preparation and were advised. • Employers preferred to convey their expectations during the interview process with the students. • Employers prefer to work with the student on the agreed upon work schedule.

2017 Internship Program Goals

Objective	Strategy
Continuous Improvement of the Internship Program	Keep forms up to date, continuous improvement on processes where they need to be updated, suggest updates on Employer and Student Brochures when reprints are needed, assist Stacey with any PR opportunities that become available for the program, continue and improve communication with each departments main Internship Contact, etc.
Increase Employer Engagement	Continue to work with existing employers and keep them engaged with not only internships, but also PEAK and other activities within the College of Business. Continue to meet with new employers and increase the number of internships available to our students.
Student Engagement	Continue advising students on internship opportunities available on Career Link, advise students where to search for opportunities not listed on Career Link, answer their questions surrounding internship credit, and any additional internship inquiries that may need to be addressed. Continue to be an active member of PEAK by attending events, be a program advocate to students, assist with employer involvement at different activities, etc.
Increase # of Classroom Presentations	28 Classroom Presentations were made in the Fall of 2016. By increasing classroom and organization presentations I am able to capture the attention of more

	students who have internship questions and are interested in opportunities.
Online Internship Application Process	Offer an Online Application Process for those departments who would like to get the “For Credit” process Online.
Internship Forum/Panel	Organize an Internship Forum with a Panel of Employers and Students where all business students are invited to hear about why they should intern, what employers are looking for, etc. Host a networking event after the forum for students and employers.`
Continuous Improvement of Internship Tracking	Research better ways for tracking of internships, capturing information on all student internships (especially those not for credit), and capturing the # of students graduating each semester and how many of them had an internship while in College, who it was with, and any feedback they can offer.
Encourage Faculty Communication when Speakers are in the building	A great way to increase employer engagement is for me to be informed when speakers are in the building so that I can meet them and get their contact information. Creating a communication process for faculty to communicate when a business professional will be in the building will assist in increasing employer engagement.

Communication Coordinator

Ms. Stacey D. Gish

Summary

The Communication Coordinator position was created by the GFCB in 2012 for the primary purpose of assisting faculty and students improve presentation and writing skills and the secondary purpose of enhancing the College's publications, marketing, and media relations efforts. The focus of the position changed slightly in 2015 when the position was made into a full-time staff position focusing on marketing and public relations efforts with a secondary focus on student oral and written communication skills.

Mission

The mission of the Communication Coordinator position is to raise awareness, promote the positive image, and increase engagement with the College among its varied constituencies as well as to provide students and faculty with innovative resources to assist in improving oral and written communication skills in accordance with College learning goal #1.

Objectives

- Improve branding identity that conveys the distinctiveness of the Gordon Ford College of Business and enhances its reputation among the University, region, and Commonwealth
- Implement marketing and communication strategies that target key groups to increase enrollment
- Increase the visibility of the distinctive programs offered by the Gordon Ford College of Business in order to maximize student retention
- Build a recognized culture of professionalism
- Strengthen significant relationships with important stakeholders

2016 Achievements

- A. Assisted Creative Web Services and Public Affairs identify GFCB students to profile on the website as a part of the University's new digital media campaign. Four GFCB students will be a part of the pilot campaign.
- B. Gathered information about GFCB to assist Admissions Counselors in recruiting efforts
- C. Gathered information about GFCB to assist Public Affairs with WKU website and booklet

- D. Press Releases:
 - i. 32 total published on website with many picked up by WKU News
- E. Local Media coverage:
 - i. WBKO View From the Hill about Corey Travis and REACH Week
 - ii. Article in WKU Spirit Magazine on Robert Oppitz estate gift to GFCB
 - iii. Assisted Chuck Mason find experts to interview for various BG Daily News articles
 - iv. BG Daily News International Business article, Steve Forbes pre and post lecture articles
- F. Social media engagement:
 - i. Twitter
 - 1. Increased followers from 644 to 818
 - 2. MASTER Plan photo in August with 3,854 impressions
 - 3. Steve Forbes visit in September with 3,452 impressions
 - 4. Congrats to Grads in December with 3,370 impressions
 - ii. Facebook
 - 1. Increase Page Likes from 674 to 825
 - 2. “Hire a Topper” feature in November and December
“Student Organization Spotlight”
“Faculty Research Spotlight”
 - 3. Top Posts:
 - a. Beta Gamma Sigma 2016 photos (2,400 clicks, 287 reactions)
 - b. Spring 2016 Commencement (728 clicks, 56 reactions)
 - c. MGT & IS Senior Send Off (683 clicks, 82 reactions)
 - iii. LinkedIn 275 to 710 followers
 - iii. Established presence on www.issuu.com
 - 1. Posted six items
- G. Publication/Design/Website/Photography:
 - i. Publications:
 - 1. *Annual Report for Stakeholders* (sent to 750+ donors and community)
 - 2. *The Ford Report* (two issues; increased circulation from 500 to 1,000, based on \$50+ donation to the GFCB.
 - 3. Accounting *Spreadsheet* newsletter
 - 4. Internship Program booklet to employers
 - 5. Internship Program brochure to students
 - ii. Design
 - 1. View of the Hill ad
 - 2. Hays Watkins poster, rack card, newspaper ad, video monitor ad, and social media blitz
 - 3. Backyard BBQ flyer, video monitor ad, and social media blitz
 - 4. Career Hike flyer, video monitor ad, and social media blitz
 - 5. Senior Summit flyer, video monitor ad, and social media blitz
 - 6. Career Climb flyer, video monitor ad, and social media blitz
 - 7. MBA postcards

8. Graduate Certificate postcards
 9. MAcc Brochure
 10. Tutoring Center flyers, video monitor ad, and social media blitz
 11. Student Resources poster, video monitor ad, and social media blitz
 12. Department Chair Announcement Postcard
 13. Monica Duvall Announcement
 14. Jessica Thrasher Announcement
 15. Beta Gamma Sigma Leadership Summit Ad
 16. MASTER Plan Slide Show
 17. Management Advisory Council Slide Show
 18. Undergraduate Student Services Rack Card
 19. “Getting to Know You’ Ambassador Announcement
- iii. Website
 1. Updated events calendar
 2. Added photos to update pages
 3. Updated Faculty/Staff bios and pages
 - iv. Videography
 1. Created three videos featuring students for website and social media
 - v. Photography
 1. Increased photo database of students, faculty, staff, and events

H. Presentation Coaching

- i. 13 in-class presentations on presentation skills (55 min – 1:20)
- ii. 12 group presentation coaching sessions (1 hour)
- iii. 5 individual presentation coaching sessions (30 minutes)
- iv. 3 individual interviewing skills coaching (30 minutes)
- v. WKU Leadership Conference
 1. Communication Skills and Leadership (2 sessions, 45 minutes each)
- vi. MBA Professionalism Workshop and Etiquette Lunch Facilitator (2.5 hours)
- vii. Alumni Association Etiquette Dinner Facilitator (2 hours)
- viii. Alpha Delta Pi and Phi Mu sororities Etiquette and Professionalism workshop (1.5 hours)
- ix. Beta Alpha Psi and IMA Interviewing Skills workshop (1 hour)
- x. Delta Sigma Pi LinkedIn Skills workshop (1 hour)
- xi. Delta Sigma Pi Communication Skills and Leadership workshop (1 hour)
- xii. Finance Social (2 sessions)
- xiii. Financial Planning Capstone course presentation skills workshop, assessment (4 hours total)
- xiv. Master of Accountancy presentation skills workshop, assessment (3 hours total)
- xv. Senior Accounting capstone course writing assessments (1 hour)
- xvi. Career Climb College Resources workshop
- xvii. Career Climb Professionalism workshop
- xviii. Delta Zeta Sorority Communication workshop (30 minutes)

- I. Miscellaneous Activities
 - i. Serve on University Marketing Council
 - ii. Offered GFCB to serve as pilot for digital media and website redesign
 - iii. Serve on University Social Media Council
 - iv. Serve as an iamWKU Ambassador
 - v. Served as Vice President for Programs, Professional Marketing Association of Bowling Green
 - vi. Served as Vice President at Large for International Association of Business Communicators (Nashville Chapter)

Goals for 2017

- Implement communication strategies that target key groups to increase enrollment
 - Collaborate with Admissions to provide updated information about GFCB
 - Communicate with regional high schools, dual credit courses, increase awareness of VIP program
 - Communicate through social media to prospective students, parents
- Increase visibility of distinctive programs offered by the GFCB in order to maximize student retention
 - Increase publicity of events through bathroom stall flyers, tabletop advertisements, video monitors across the building and campus
 - Pitch article ideas to BG Daily News, WKU Spirit Magazine, WBKO View From the Hill
- Build a recognized culture of professionalism
 - Increase awareness of the Certificate in Advanced Professionalism among business community
 - Offer presentation skills workshops and other opportunities to practice speaking skills
 - Offer consistent signage in Grise Hall
 - Create professional-looking posters for shadow boxes
- Strengthen significant relationships with important stakeholders
 - Update “Faculty Experts Guide” and offer faculty members as experts when breaking news stories hit
 - Recognize success stories of alumni on website through “Distinguished Alumni” pages and donor recognition
 - Continue to provide assistance to student organizations and faculty/staff in communication topics
 - Assist with AACSB documentation and writing



Honors Program

The Honors Program in the Gordon Ford College of Business continues to work in cooperation with the WKU Honors College, the Gordon Ford College of Business administrative team and the individual departments and their department heads to promote the honors experience. The actions of the Honors program in the GFCB are to advance the attainment and the retention of WKU Honors College students within the major programs of our college.

Current state of Honors in the College of Business

As of the spring semester of 2017, there were 192 individual Honors College students with either a first or second major in a College of Business program. A breakdown of the department from which these students are seeking degrees is provided in the following table.

	Sp13	Sp14	Sp15	Sp16	Sp17
Accounting	25	39	34	34	34
Bus. Infor.	5	4	4	3	5
Economics	20	33	30	40	55
Finance	16	25	29	23	23
Management	27	40	44	46	46
Marketing	16	13	15	19	28
Total	110	154	156	165	192

To support the international reach and experience of our Honors students, the GFCB continues to offer matching funds to requesting Honors students with a major in the GFCB who is awarded a Travel Abroad Grant by the Honors College. In 2016, we saw a drop in the number of TAG applications and awards. The Honors College awarded 20 GFCB students \$5400 in grants.

In 2016, the GFCB offered 14 different sections of honors courses across its various departments. With a total enrollment in these sections of 289 Honors/Honors eligible students, the most we have ever had enrolled. The Honors College preference is for 100/200 level classes be capped at 20 students while 300/400 level classes be capped at 15. The initial enrollments of the GFCB honors sections in 2016 met or exceeded these recommended levels in 8 of the 14 sections. To supplement these offerings, there were approximately 70 individually completed augmentation contracts in 2016 (this is up from 45 in 2015).

Term	Course	Final Enrollment
Spring 2016	ACCT 200	15
	ACCT 201	14
	ECON 203	31
	FIN 331	8
	FIN 449	11
	MGT 210	24
	MGT 314	22
Term	Course	Final Enrollment
Fall 2016	ACCT 200	26
	ACCT 201	15
	CIS 141	23
	ECON 203	25
	FIN 161	31
	FIN 330	23
	MGT 200	19

2016 Activities and Recruitment

2016 saw one of our honors students complete a Fulbright Scholarship in Rural and Spatial Economics at the University of Amsterdam. The scholarship covered all expenses for her Master's program. We are all very proud of her, her award, and her future accomplishments.

Currently, the Honors College is going through significant changes. From issues dealing with its growth to a change in leadership and direction, the appropriate path for maintaining a strong relationship between the GFCB and the Honors College will change as well. A proposal from the Honors College regarding course offerings within the GFCB called for each department to offer a similar number of courses as have been offered in previous semesters, but also asked that each department offer 2 HEECs each semester. This may not be appropriate for each department, but the offering of at least one HEEC from each department per semester may provide the flexibility necessary for what may be a changing enrollment in the honors program.

The Gordon Ford Honors program continues to maintain appropriate channels of communication, participation, and interest in the development of the Honors College at WKU. This relationship has been strengthened by taking on a leadership role on the University Honors Development Board. This has consisted of, but not limited to, chairing and serving on grant distribution committees such as student Travel Abroad Grants, Honors Faculty Engagement Grants, student Honors Development Grants, and acting as an Honors College representative on Honors Capstone Experience/Thesis papers and presentations.

To assist in recognizing the continued contribution of various faculty to Honors students and the Honors program, both throughout our college and the university, GFCB Honors is working with the Honors College to establish a designation of Honors Affiliated Faculty. This distinction will assist in acknowledging the contributions of faculty to the Honors College and assist Honors students in knowing

which faculty have established and maintained a working interest in the development of Honors students and the Honors program here at WKU. It is hoped that the recognition of selected faculty will begin within the next academic year.

In order to support the opportunities our students may have to learn about the world and themselves in a way that complements their university education while studying abroad, the GFCB remains the only college at WKU that offers matching grants to all its Honors College majors who have been awarded Travel Abroad Grants by the Honors College Development Board (with a maximum of \$500 per semester).

GFCB Honors program has been involved in the recruitment, orientation, and retention of Honors students. To assist in the assessment and recruitment of potential Honors students to WKU, the GFCB Honors Program has been represented in the review of application and interview process of University Presidential Scholars. These scholarships require students to maintain enrollment and good standing in the Honors College.

The honors program has benefitted greatly from the expert advising provided within the GFCB Advisement Office. Their guidance has been incredibly important in the development and growth of the number of honors students within our college. Their contribution is definitely noted and appreciated. Finally, none of the growth in Honors within the College of Business would be possible without the continued support of Dean Katz and Associate Dean Trawick.

Goals for the Immediate Future

- The Honors Program will attempt to:
 - service the current and growing enrollment in College of Business majors
 - maintain an appropriate number of course offerings
 - this could not and will not be accomplished without the continued genericity of the each department in the college and their faculty.
 - if possible/necessary the number of Honors Embedded Enriched Courses could be increased
- The Honors Program in the Gordon Ford College of Business will continue to assist the Honors College in providing participating students the following benefits:
 - Priority advisement and registration.
 - Scholarship support for study abroad opportunities.
- Honors courses in the Gordon Ford College of Business would like to establish and/or sustain:
 - Smaller class sizes, generally considered to be no bigger than 20 students.
 - More stimulating courses, but not necessarily more time consuming or difficult tasks.
 - Individual attention from course professors and close interaction with other motivated students.

Undergraduate Student Services

The staff in the Office of Undergraduate Student Services and Academic Advising provided service to GFCB students, represented the college, WKU, and our local community through committee participation, collaborative programs, and volunteerism. We attended professional conferences (National Academic Advising Association (NACADA) and the Kentucky Academic Advising Association {KACADA}), and took part in pertinent webinars to continue professional development and stay abreast of the new trends in our field.

The mission of the Office of Undergraduate Student Services and Academic Advising:

The Gordon Ford College of Business Office of Undergraduate Student Services strives to provide students with a caring, collaborative community that will help students gain knowledge, understanding, skills, and tools needed for student success in a chosen academic program and career. We are committed to fostering community engagement and strong global citizenship.

The following information highlights our involvement:

- **STUDENT FOCUS**
 - Met with nearly 7,500 students face-to-face in 2015
 - Fielded around 25,000 email requests from students, parents, faculty, staff
 - Completed degree audits for around 600 students over spring, summer, fall
 - Met extended campus students in Glasgow, Owensboro, Elizabethtown face-to-face, through email, phone
 - 45 VIP student tours and meetings
 - Plus 2 Program – program enrollment stands at more than 100
 - Taught 4 (of 8) sections of BA 175
- **COLLEGE COMMITTEES, GROUPS, & COLLABORATIVE EFFORTS**
 - Curriculum Committee
 - Scholarship Committee
 - PEAK Committee
 - Gordon Ford Ambassadors
 - BA 175 Coordination
 - Provided data from BA 175 to the Assurance of Learning committee
 - Graduate Workshop
 - Train and supervise 7 student assistants for Dean's Office
- **WKU COMMITTEES & COLLABORATIVE EFFORTS**
 - Retention Task Force
 - MAP-Works
 - Global Studies Committee
 - Finish in Four website, degree plans
 - Know How 2 Transfer initiative
 - Representation at all FOCUS on WKU and Preview events, On the Road ATP meetings, the Majors/Minors Fair, the Study Abroad Fair, and more than 20 ATP sessions (including parent sessions in some), other recruitment events (i.e., high schools)
 - Campus Advising Network (including presentations)
 - M.A.S.T.E.R. Plan (working with students, teaching sessions)
 - Close working relationships with:
 - International Student Office (particularly with the Saudi Arabian contingent of students and the Hebei University, China students)
 - Student Athlete Success Center
 - Academic Advising & Retention Center
 - Enrollment Management
 - Registrar's Office
 - Admissions Office
 - Financial Aid Office
 - Judicial Affairs
 - School of Professional Studies
 - Study Abroad Office

- COMMUNITY SERVICE

- Junior Achievement
- United Way
- FBLA Judging

- DECA Judging

- High School College Fairs
- Middle School Presentations

In 2017 we plan to continue offering support to the departments and the college by continuing to man the 20+ ATP sessions each semester and will provide a representative for all focus, preview, and open house events. We will meet with all students from the time they come to the GFCB until they graduate. Along the way we will continue to refer students to department chairs, the Career and Professional Development Center, Counseling and Testing (personal reasons and for CLEP testing), the Academic Advising and Retention Center, and Financial Aid. We are guiding students to the Internship Coordinator to increase the real world business experiences of our students.

We will continue to provide service not only to the students who come through our doors, but to the departments, faculty, and staff of the college and to many offices across campus. We will continue to nurture the connections we in our community (Junior Achievement, DECA, and FBLA).

We would like the opportunity to take part in professional development in the coming year through professional conferences on advising (the Kentucky Academic Advising Association (KACADA), the National Academic Advising Association (NACADA), the Region 3 NACADA Conference), and diversity conferences. We are very active attendees and always try to bring something back to our office to improve our service.

We do not plan for each of us to attend each event but believe that through attending the events we can stay abreast of the newest information in advising and retention. When one person attends a conference they debrief the rest of us on what they learned and what might be of use to our office/college so we can continue to offer top quality service.

Professional Education & Knowledge Program (PEAK)

Dr. Evelyn Thrasher, PEAK Coordinator

Summary

The Professional Education and Knowledge (PEAK) Program was formed in 2012 as a comprehensive resource to prepare GFCB students for the professional business world. Working with business professionals, alumni, administrators, faculty, staff, and students, PEAK was designed to take the education of GFCB students beyond the classroom to ensure our students are prepared to enter the job market with a well-rounded toolkit of discipline knowledge and professional skills.

By the very nature of its design, PEAK embodies the ideals of engagement, innovation, and impact. PEAK continues to engage our students with the professional community, using innovative programming such as the Certificate of Advanced Professionalism. PEAK has made an impact, as evidenced by:

- Employer feedback about the professional preparedness of our students
- Student feedback about their performance in job interviews, their internship opportunities, and their development through PEAK events
- Increasing interest in, and support of, PEAK by alumni, faculty, and business professionals

Mission and Objectives

Preparing students for entry into the professional business environment is an important focus area for the GFCB. PEAK was formed as a comprehensive resource to complement content knowledge that students learn and practice each day in the classroom.

Professional success does not begin when a student wears the cap and gown and receives a diploma. Preparing for professional success is a process that begins the moment a student walks into Grise Hall for the first time. That is where PEAK steps in, giving student a multitude of information, assistance, and advice in these and more areas:

- Career awareness and exploration opportunities
- Personal improvement workshops and seminars
- Real-world experiences through mentoring and internships
- Continued professional development and networking for alumni

Achievements in 2016

2016 was a very successful year for PEAK, as evidenced by the following:

- Four students completed the Certificate in Advanced Professionalism in 2016. An increasing number of students have expressed interest in completing the Certificate, especially among freshmen and sophomore students.
- More than 350 students participated in PEAK events and programs throughout the year, representing an increase of approximately 15%. This increase is below our goal of a 25% increase, but still represents strong positive growth. Much of the growth in 2016 can be attributed to the addition of Monica Duvall as our internship coordinator. In
- working with students, she directed a lot of students toward the PEAK workshops and events to help them prepare for their interviews and internships.
- The third PEAK Career Trek was completed, with 17 students and 2 faculty members traveling to St. Louis, Missouri,
- over a 3-day period. Participants visited public and private businesses and the St. Louis Chamber of Commerce and met with executives and WKU alumni at each.
- The second PEAK Week was held during the third week of classes in Fall 2016. Throughout this week, PEAK committee members visited 19 lower division GFCB classes to talk with students about PEAK and the Certificate in Advanced Professionalism. Flyers, handouts, and goodies were distributed and displayed throughout Grise Hall to
- bring awareness to PEAK.
- The second Dinnerview event, a collaboration between PEAK and the Center for Career and Professional Development, was held in October 2016. This event brought together students, faculty, and business professionals from each discipline to allow students to practice networking and dinner etiquette skills, while hearing from professionals on topics related to internships and professional development. A workshop for students was held prior to the event to help them select attire, generate questions to ask, think about writing a thank you note, etc.
- The first Professional Clothes Closet was held in October 2016. Donations of professional clothing were collected throughout the spring and summer, and over 135 students took home at least one article of professional clothing to add to their wardrobe, with many taking home a complete suit or outfit.
- The workshops offered during Career Climb in September 2016 were revised so that students could attend two
- workshops in the span of a single class session. In addition, many of the workshops were repeated in multiple time slots to allow more students to participate. Also, student organizations set up tables in the lobby to provide students with information about how to get involved in various activities in GFCB.
- The spring etiquette dinner was our largest yet, with 65 students and faculty members participating. It has quickly emerged as a student favorite, and many choose to repeat this event as they begin the interview process or an internship.
- In addition to those mentioned above, PEAK continued to offer these events:

- o Career Climb Networking Session, fall semester
- o Perfect Your Interview, spring and fall semesters
- o Career Fair Preparation Workshop, spring and fall semesters
- o Senior Summit, fall semester
- o Job Shadowing, all year

Goals for 2017

- We will work toward a 20% increase in student participation for 2017.
- We will work toward 10 completed Certificates of Advanced Professionalism for 2017.
- We will incorporate a Skype mock interview opportunity as part of our Perfect Your Interview event.
- We will continue to evaluate our current programming and implement any necessary changes and/or enhancements to help encourage higher participation.
- We will continue to stock and make available a professional clothes closet to assist students with professional attire.
- We will continue to work toward a commitment among students, especially freshmen and sophomores, for the
- Certificate in Advanced Professionalism.
- We will develop a tracking and communication plan for students who are pursuing the Certificate in Advanced
- Professionalism.
- We will continue to build relationships with our alumni as possible volunteers and supporters for many of our events. In doing so, we may be able to reduce the costs associated with some of our events, specifically the etiquette dinner or other events where a guest speaker or instructor is needed. In addition, we will work toward a 20% increase in the number of alumni who participate in PEAK events.
- We will continue to build relationships with the members of the GFCB Business Executive Advisory Council through
- regular communication, seeking advice and input toward PEAK programming, and invitations to participate in events or job shadowing.
- I will serve on the Student Retention and Recruitment SPC Action Team to be sure the PEAK efforts remain in line
- with the goals and objectives of that team and the SPC.
- We will offer faculty and staff the opportunity to join our Career Trek group for company visits of their choice to
- help build awareness for this program in our college and to enable faculty and staff to network with Nashville businesses and alumni in their disciplines and areas of interest.

Resources

With the establishment of the GFCB course fees, funding for PEAK events has been made possible through a portion of those fees. Therefore, PEAK events carry no additional cost for the students, with the exception of Career Trek. Because of the high expense of this trip, we ask students to pay a small fee (\$50 in 2016, \$100 in 2017) plus the cost of their meals. As we move forward with PEAK, we will seek additional funding sources to aid with expenses and to increase student participation.

- We will continue to seek out sponsorships for students from faculty, departments, and others. Some faculty members have already expressed interest in making donations to the PEAK program.
- We will continue to seek out possible grants to aid in the development and enhancement of the PEAK program.
- We will continue to seek out event sponsors in the form of monetary support, donations of goods and services, and donations of time, to help offset the costs of our events.
- We will provide five spots in our Career Trek trip to Nashville in March 2017 to our graduate students with the requirement that they must pay the full cost associated with their participation since they do not pay course fees. This will help offset the cost of transportation for the trip and will provide a valuable opportunity for our graduate
- students.

APPENDIX W

Faculty & Staff Code of Ethics

As faculty and staff members of the Gordon Ford College of Business, we recognize that our actions serve as models of behavior for our students. We strive to treat members of the professoriate, staff, students and community with dignity and respect.

For guidance in our actions, we look to the core values of the College established and reviewed as part of the strategic plan:

1. The significance of relevant higher education and lifelong learning to the effective functioning of a modern global society
2. The necessity of revising educational experiences, methods, technologies, and delivery systems to meet the changing needs of students, business organizations, and society in general
3. The importance of fairness, honesty, integrity, trustworthiness, and ethical behavior in our actions, relationships, and in the performance of business activity
4. A respect and appreciation for diversity in our classrooms, workplace, associations, and relationships
5. The importance of continuous planning, assessment, and improvement to maintain currency, relevancy, and increasing levels of quality in our educational and operational processes

APPENDIX X

Student Code of Ethics

As a student in the Gordon Ford College of Business at Western Kentucky University, I understand that it is my duty to behave in a courteous and ethical manner at all times. The attitudes and habits I develop as a student form the core of my professional behavior. As such, I will set an example of the highest caliber for those who work with me.

To promote these behaviors within the student body, I will use the principles of honesty, integrity, respect and professionalism as my personal, academic, and professional guide.

HONESTY:

- Understand the Gordon Ford College's policies on academic conduct, and practice them as a part of my life
- Honor my personal obligation to be sincere and forthright by dealing fairly and truthfully with others

INTEGRITY:

- Maintain my beliefs and values despite changing circumstances and challenging environments
- Respect my reputation and that of my College and University by avoiding unethical behaviors and the circumstances that encourage them

RESPECT:

- Embrace the diverse perspectives and accomplishments of others, knowing that it is the personal and cultural variations among people that enrich us individually and as a society
- Take pride in my College and University by protecting our facilities and their surroundings

PROFESSIONALISM:

- Maintain the highest standards of performance, conduct, and cooperation with my fellow students, faculty, staff, and co-workers
- Perform my duties with due diligence and make a continuous effort towards improvement

- Approved by the Gordon Ford Student Advisory Council, November 9, 2006