WKU GORDON FORD COLLEGE OF BUSINESS

AACSB International
Continuous Improvement Review Report

Gordon Ford College of Business
Western Kentucky University

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PREFACE

The three overarching themes of the 2013 accreditation standards, Engagement, Innovation and Impact, are found within the culture, policies, and systems of the Gordon Ford College of Business (GFCB) and are consistent with our strategic approach to fostering high-quality business education. Our faculty-led Strategic Planning Council; alumni, employers, and executive advisors for departments and the College; experienced College leadership team; and our student advisory council all provide conduits for high-quality, impactful opportunities to advance the College.

Below are a few examples of our recent efforts to engage, to innovate, and to be impactful over the last five years.

Engagement

- Our College has embraced a comprehensive engagement program linking K-12 educators with the College and, in turn, interacted with employers and alumni for long-term student career success and satisfaction. This program is known as our "Educational Value Chain."
- Our full-time MBA students engage in meaningful hands-on semester-long practicums with external organizations to share their applied skills.
- Many opportunities exist for our students to interact with the business community. For example, the Accounting Department hosts a "Meet the Firms" event. The Dean's Student Advisory Council hosts a networking event that coincides with our annual Hays Watkins Visiting CEO lecture series.
- The Center for Leadership Excellence sponsors external opportunities for engagement. The ENGAGE Leadership Program involves 10-20 local business leaders who gather monthly for a luncheon and the opportunity to learn from a guest speaker. Involvement in LEAD Kentucky has allowed the Center to expand its reach across the Commonwealth of Kentucky. More than 50 physicians attended the Emerging Physician Leadership Workshop.
- The Professional Education and Knowledge (PEAK) Program, created by our College's faculty, staff, students, and business partners, brings business leaders to campus to interact with students in various ways. The Perfect Your Interview Program allows more than 25 students per semester an opportunity to practice interviewing skills and gather feedback. Our Career Trek takes students off campus and into workplaces where they can network with alumni. The PEAK Program also assists students obtain job shadowing opportunities that enhance real-world applied learning. Approximately 500 students participated in a PEAK sponsored activity in 2016.

- As an applied College of Business, many of our courses embed real-world cases in the curriculum while others directly conduct real-world consulting with community organizations.

Innovation

- Undergraduate Course fees specific to our College, generating more than $700,000 annually, were initiated to ensure the permanent funding of several student service initiatives and faculty development:
    - Key student service positions include: Communication Coordinator, Professional Development Specialist, and Internship Coordinator.
    - Over $100,000 per year has been committed to incent and reward faculty for pursuing high-quality impactful research. Nine funded projects proposed by 12 of our 64 full-time faculty were awarded in the spring of 2016. Of those nine projects, four have been accepted, four are under review, and one is being prepared for submission at targeted, high-quality journals. Ten projects proposed by 15 of our 66 full-time faculty were awarded in the spring of 2017.
    - A Student Success Tutoring Center specific to our college was created in our building to provide on-site tutoring for our students.
- Our "Plus 2" online Bachelor of Science in Business Administration program was specifically designed for students who wish to build upon their associate's degree or maintain their degree progress away from campus. Enrollment in this program has grown to over 100 students, providing justification for new faculty lines.
- A College-specific Diversity and Inclusion Committee has been examining ways to enhance the recruitment and retention of underrepresented faculty, staff, and students. For example, a privately-funded diversity scholarship was created to support the College's diversity and inclusion program.

Impact

- Enrollment in the College has increased nearly 25 percent as the result of targeted recruitment, expanded communication efforts, increased student-focused resources, and satisfaction with our programs. As a result, our students are positively impacting our campus and our graduates are adding value to their employers and communities.
- Teaching impact can be seen with a variety of awards garnered by faculty. For example, Dr. Whitney Peake, Vitale Professor of Entrepreneurship, received the Homer L. Saunders Mentor Award from the Small Business Institute in 2017 and Dr. Kam (Johnny) Chan was selected as a Fulbright scholar in 2017.
- GFCB faculty members collectively published 348 peer reviewed journal articles in the last five years.
- According to Google Scholar, GFCB faculty research has been cited almost 30,000 times.

- GFCB student organizations such as Beta Gamma Sigma, Beta Alpha Psi, and Delta Sigma Pi are recognized annually as Premier, Superior, and Best Chapter, respectively.

For a list of examples of our efforts to engage, innovate and impact by department, please see Volume 3 Supplemental Materials found at https://www.wku.edu/business/aacsb2018.

EXECUTIVE SUMMARY

The last five years was a period of marked change for the Gordon Ford College of Business (GFCB). During this time, the College increased its enrollment, expanded its student-focused resources, and fostered increased engagement with its stakeholders.

Our vision to combine excellent teaching, applied research, and engagement with our key stakeholders is clearly resulting in a truly world-class College of Business. Our distinctiveness is to serve our constituents as an **applied** College of Business by appropriate applied classroom learning opportunities and effectively extending classroom learning to the practice community through six, soon to be seven, centers of excellence and an active advisory and volunteer base.

The mission of the Gordon Ford College of Business is *"…to be a leader in providing high quality, **applied** undergraduate business education and select graduate programs that meet the needs of the business community."*

Some of the strategic initiatives that support the College's mission of being a leader in providing high-quality applied undergraduate business education and select graduate programs include the following:

Recruiting and retaining well-prepared students. The number of students enrolled in the GFCB has increased by almost 25 percent since 2012, while during that same period University enrollment declined nearly seven percent. Our growth in enrollment has been accompanied with corresponding growth in retention, as measured by graduation rates, and the maintenance of high-quality students, as evidenced by ACT scores, prestigious scholarships, and Honors student participation. The average ACT score during that time rose from 22.24 to 22.89. The number of BS degrees granted during this time rose by 23 percent, as did recipients of prestigious scholarships such as the Boren, Gilman, and Fulbright. The number of GFCB students admitted who are also members of the University's Honors program has climbed around 75 percent since 2013 and our Honors College graduates have doubled. Many factors have contributed to this success, but much is attributed to proactive leadership in new programs such as the VIP student visit program, Governor's Scholar recruiting, Undergraduate Student Services outreach, and efforts in College marketing and branding. The success of these and other programs on campus have resulted in other programs emulating our initiatives.

Recruiting and retaining highly qualified faculty and staff. The College has been able to create several positions centering on student-focused resources. The addition of a communication coordinator, a professional development specialist, and an internship coordinator has increased the College's ability to provide business education in an applied, meaningful way. The most recent faculty hired by our College have come from graduate programs at Georgia Southern, Houston, UC-Irvine, UC- Berkeley, West Virginia, Oklahoma State, VCU, Kentucky, Louisville, Cincinnati, and North Texas. Faculty development is supported and emphasized through fellowship rewards, research support, and training. The College implemented a new research support program, Aim High, designed to spur impactful research in high-quality research outlets.

Offering high-quality applied business programs that prepare students for lifelong learning and success in a diverse global workplace. The College has created new programs in data analytics, sustainability, and refined many programs with changes driven by a robust curricular management processes. As an undergraduate curriculum example, a team of faculty from our GFCB Curriculum Committee worked collaboratively with the WKU Department of Mathematics to conduct a multi-year experiment and develop an improved quantitative admission course that focuses on appropriate, applied mathematical concepts, ranging from basic algebra to differential calculus, and promotes higher-quality learning in many of our business classes. At the graduate level, the MBA programs surveyed employers and alumni, which resulted in new learning goals that place greater emphasis on data analysis and decision-making.

Building a recognized culture of professionalism among students, faculty, and staff. The Professional Education and Knowledge (PEAK) program is an award-winning program focused on preparing students for entry into the professional business environment. The program has found unique ways to engage alumni and business stakeholders with students to help students mature. Professionals are invited to campus to help students polish their interview skills and participate in networking events. Other activities include multi-day career-trips to experience career opportunities; students have traveled to St. Louis, Atlanta, Chattanooga, Nashville, and Cincinnati. Additionally, students are offered workshops on presentation skills, social media, personal finance, interviewing, professional dress, networking, and personal branding as well as etiquette dinners and job-shadowing opportunities.

Developing, broadening, and strengthening significant relationships with all internal and external stakeholders with a focus on alumni, business, and governmental organizations. The College has adopted a model of the "educational value chain" that encompasses K-12 through executive education. The GFCB created a coordinator of constituent engagement position to cultivate relationships with the various external stakeholders of the College, creating opportunities for involvement for alumni and establishing partnerships with K-12 educational entities. Some opportunities to strategically engage with K-12 include Junior Achievement, Advanced Placement course training, FBLA, DECA, and dual credit courses. Collaborating with K-12 institutions encourages students to be better prepared college students and creates relationships that aid recruitment. Additionally, the College has expanded its outreach to the community in executive education through the Center for Leadership Excellence, working with leaders in healthcare, education, and business. The Accounting Department has successfully provided four Continuing Professional Education opportunities in the last two years that have impacted more than 200 participants. The applied mission of the GFCB encourages faculty to actively engage business professionals in their classrooms, and actively engage students in real business scenarios.

The College made thoughtful changes to its processes during the last five years designed to enhance our distinctiveness. Because of its long history of being faculty led, the College transitioned the leadership of the Strategic Planning Council (SPC) from a Dean-led assembly to a faculty-led initiative. The faculty spent time validating our mission, re-examining the strategic processes of the College, and adopting a new five-year plan. Additional support was directed to the Professional Education and Knowledge (PEAK) program, a faculty-led initiative that provides students the education and knowledge needed for career success through personalized advice, professional interactions, and a multitude of resources geared specifically to improve workforce preparedness. PEAK was brand new in the previous review but has since grown into a notable distinctiveness of our College. As previously mentioned, the College's faculty Research Committee created the Aim High summer research grant program, which provides faculty members a resource for receiving up to $10,000 to support research efforts.

Situational Analysis

Western Kentucky University (WKU) was established by an act of the Kentucky Legislature as the Western Kentucky Normal School in 1906. In 1966, the legislature renamed the school Western Kentucky University. As of fall semester 2016, the University had an enrollment of more than 20,000. The University is a part of the higher education system of the Commonwealth of Kentucky along with eight other universities. In the Carnegie Foundation classification system, the University is classified as a Master's L, with a high undergraduate proportion profile. The University's mission statement commits to "… preparing students to be productive, engaged, and socially responsible citizen leaders of a global society … providing research, service and lifelong learning for its constituents ... (and) stewarding a high quality of life for those within its reach." Along with eight public universities, the Kentucky postsecondary education system also includes a community and technical college system that includes 16 institutions. The Kentucky Council of Postsecondary Education serves as a coordinating agency for the system. By statute, WKU is governed by its own Board of Regents consisting of 11 individuals. Within the state, each four-year institution serves a primary region. WKU's region consists of 27 counties served by the main campus in Bowling Green and regional campuses in Owensboro, Glasgow, and the Elizabethtown/Radcliff/Fort Knox area. Though some College classes are offered onsite and via interactive video services to students at the regional campuses, students are unable to complete their programs at those campuses. During 2016-2017, a total 552 student credit hours were taught specifically for regional campus students by either main campus full-time faculty or part-time faculty approved by the program department chair.

The legislature serving the Commonwealth of Kentucky has decreased its support to higher education over the last decade. WKU offset this decline with tuition increases and enrollment growth. Since 2014 the University enrollment growth has experienced decline or been stagnant. The combination of these two factors has resulted in increased efficiency efforts and budget reductions at all levels of the University. The funding of part-time instruction and the maintenance of classroom technological needs have both moved from central funding to college and/or department funding. Our recently retired WKU President led an effort to reinstate higher education as a funding priority to the state and to implement a performance-based higher education funding model that would benefit WKU. Performance criteria for state funding will reward institutions for awarding more degrees in science, technology, engineering and math. Other criteria include the number of degrees awarded to low-income and minority students, total enrollment, and campus size. The formula will only apply to five percent of state funding next year. But after that, all state funding will be awarded based on the new formula.

After conducting student-engaged focus groups to determine future critical needs of our College, the GFCB implemented a $15 per credit hour fee to permanently fund highly valued student services and support faculty development in FY16. The course fee approval includes the option of increasing fees by $5 per credit hour in FY17 and FY18 if needed to broadly support the fiscal resources necessary to deliver high quality programming to our students and enhance the impact of the College's research program. This was the first broad-based program fee instituted by the University.

WKU's tenth president began his term on July 1, 2017 and immediately began to seek assistance from faculty and administration to formulate a pathway for a new WKU strategic direction and a proactive university budgeting model intended to align university budgeting with growth and strategic focus. The President's tagline for WKU has become "A Student-Focused Applied Research University," which is directly aligned with the College's mission to be a leader in applied business education and research. Our applied mission and efforts for programmatic growth have positioned the College well for the new era of leadership at WKU.

Reputation

The long, rich history of the Gordon Ford College of Business is traced back to 1874. Its forerunner, Bowling Green Business University (BU), was a prestigious private four-year business college that merged with Western State College in 1963. The alumni of BU include prominent business and political leaders who enhanced the College's reputation. This reputation has carried on in the state and region where the College's reputation is as the "best applied College of Business in the Commonwealth." The College serves as a leader and source of information for the chambers of commerce in the region. The reputation of the accounting program is especially stellar with unparalleled placement and scoring on the CPA exam. The reputation of the College is aided by a large alumni base and strong support within the region. Many of these alumni or friends of the College, in particular the alumni of the former BU, have contributed more than $10 million and have committed several million more dollars in the future to the College, including five fully-endowed professorships (more than $1 million), several partially endowed professorships, and funds for other College initiatives.

The College is known for its highly-qualified and dedicated faculty and staff and a student-centered culture. Thus, the selection and retention of both high-performing classroom instructors who are research and/or practice qualified and goal-oriented and motivated staff are of paramount importance to the College's success in meeting its mission.

Applied Centers of Excellence further advance the GFCB's mission and reputation in the community. The centers in Applied Economics, Entrepreneurship and Innovation, Financial Success, Leadership Excellence, Professional Selling, and the BB&T Center for the Study of Capitalism have added great value, enhanced the perception of the College to stakeholders, and differentiated the College from peer institutions. The existing centers provide an important link between the College, its students, and the business community. For example, the Center for Professional Selling has become self-supporting with regard to its programs and supplementary funding for its director, including securing partial funding for construction of the sales classroom. Each center has a unique focus that engages students or stakeholders in line with the applied mission of the College. The final approval for an additional center, our Center for Applied Data Analytics, is in process and additional centers are under study, including the potential need for a center in social media that could provide guidance and consultative services produced by students and faculty of the College.

The student-focused culture of the GFCB has resulted in a professional advising and student service staff that is the envy of our WKU community. Four professional advisors, an office associate, and several student workers staff the College's excellent student advising function. The advisors also serve as part-time instructors for our GFCB Freshman Experience course, creating an opportunity to develop relationships that help to bond our students to both the College and University. These advisors also travel to the other campuses to provide academic advising to those "regional" students and reach out to students the University has accepted through partnership agreements with other educational institutions. To complete the advising picture for our students, the GFCB faculty serve as professional, discipline-specific mentors and assist the academic advisors as appropriate. Consistent with the GFCB Professional Education and Knowledge (PEAK) initiatives, the College has been proactive in obtaining a full slate of student services staff both to enhance the students' business education and to ensure that our students are career-ready at graduation. The College has hired a part-time Student Success Center director who manages the student staff of our new tutoring center, a full-time center that focuses on ensuring our students are successful in the more challenging, quantitative core courses in our curriculum.

Challenges

As with most states, Kentucky's support for higher education has declined significantly. To highlight the magnitude of this concern, it is worth noting that the percentage of WKU's budget provided by state appropriations has declined from 42 percent in 1999 to only 17.9 percent in FY17. To help offset this shortfall, tuition at WKU has increased during this period, with 50.9 percent of WKU's FY17 budget provided by tuition, as compared to 28 percent in 1999. Even with the increased tuition levels, financial challenges for the University have persisted due to the University's unsuccessful prediction of tuition revenue. WKU has experienced several years of overestimated tuition revenues that resulted in significant budget reallocations at the University level. Until the most recent fiscal year, budget reallocation models did not recognize the efficiency and enrollment gains within individual units.

As a result, over the last five years, the GFCB has faced increased budgetary pressures including a $690,000 reduction in recurring funds and a $700,000 reduction in one-time funds while simultaneously supporting the strategically driven 25 percent increase in undergraduate and graduate enrollment. These pressures manifest themselves primarily in the hiring and retention of high-quality faculty and provision of mission-critical student services. Although the University has been fortunate to avoid systemic layoffs and furloughs experienced by universities in other parts of the state and country, the state-level budget reductions and inaccurate revenue predictions have resulted in changes to our ratio of professors to instructors and compensation levels for existing faculty that are not market-driven based on AACSB salary surveys. Wage compression and wage inversion pressures have increased in our College, particularly for traditional research-productive faculty in accounting, finance, and management.

Further, the growth in enrollment has not been met with additional growth in faculty; thus, increased enrollments and retirement of faculty have resulted in increased class sizes and additional large auditorium sections for a variety of basic-level courses that were once taught in a smaller classroom setting. The proactive procurement of an undergraduate course fee was used to offset the need to secure permanent funding of key staff and student support positions. In addition, the fee was argued to be an appropriate source of funding to support the need to provide professional development that would attract, incent, and promote successful high-quality research and practice-based faculty. The College has a need to examine additional supplementary funding programs and other College-based revenue generating programs, such as fee-based executive education programs or increased student course fees, to address the critical funding shortfall currently experienced in the number of positions and compensation levels.

An additional challenge is the need for a modern business education facility. The current building, Grise Hall, contains the entire College of Business and two additional departments from the Potter College of Arts and Letters (Sociology and Political Science). It was built during the enrollment boom of the 1960s and has experienced many physical and mechanical failures over time. The most significant failure involves the environmental conditions associated with an outdated and difficult HVAC system. While repairs are made when needed, the building and its infrastructure provide a less-than-optimal learning environment and the design does not accommodate the pedagogical requirements of modern business schools. Unless the two outside departments are relocated, the building is currently at capacity, which limits the ability to add space for faculty, staff, and classrooms. A new business building has been designed and awaits the availability of state funding or an alternative WKU-approved funding model.

The state government has begun to emphasize a more vocational approach to higher education. This emphasis coupled with the reality of increased tuition rates for four-year universities statewide has reinvigorated the community college system in the state. The state recently passed a "Work Ready" program that awards financial aid to eligible students pursuing a two-year degree in STEM and business programs. As a result, the challenge of increased attention to two-year colleges and vocational education by the state may actually turn into an opportunity to attract transfer students from those institutions. The College has initiated multiple efforts to build relationships with the two-year institutions so that the institutions and the students view us as partners rather than simply competitors for first time, full time freshman.

Opportunities for Enhancing Degree Offerings

We view our role as more than merely a link in the educational value chain of business education. To that end, we continually investigate ways to improve the processes and services associated with business education from elementary school through continuing education of professionals. Viewing business education in this way opens possibilities for enhancing and adding to our degree offerings. For example, we have strategically increased the number of dual credit course offerings in a variety of our business disciplines over the last five years, which builds business education knowledge for the region and, more specifically for the Gordon Ford College of Business, it builds brand recognition with high school students, educators, and counselors. Our departments are continuing to look for outlets for existing dual credit courses and markets for untapped dual credit courses. In addition, the College is working collaboratively with the WKU-Glasgow administration to create dual credit sections of classes so that regional campus college students are blended in the same classroom with local high school students.

Modern business education has been significantly impacted by the exponential growth in large database analysis. While our Department of Economics has long focused on building data analytic skills, the expansion of interest and application of business data analytics has led to expanded offerings in information systems or marketing departments. The Department of Information Systems has proactively redesigned undergraduate curricula to reflect this growing need by developing an undergraduate major in Business Data Analytics and an undergraduate Certificate in Applied Data Analytics which blends well with both business and non-business majors. The proposed Center for Applied Data Analytics will also offer enhanced opportunities for our undergraduate and graduate students to apply the skills learned in the classroom while aiding companies in the region.

Alumni groups and other stakeholders have approached the College about the regional need for an applied Doctorate in Business Administration. The College has agreed to develop a market analysis for general and, potentially, discipline specific doctoral programs and review strategies for incorporating a doctoral program while building on our existing strengths without hindering our focus on undergraduate business education. Successful models for applied doctoral programs in regional comprehensive universities around the country exist. The GFCB has the potential to add to that list.

Progress Update on Concerns from Previous Review

In the 2013 review, the Peer Review Team expressed concern about the AQ definition for transitional retirees and administrators. "As AQ definition guidelines do not provide for differentiation for transitional faculty, GFCB should consider benchmarking and tightening the faculty qualification standards for transitional retirees and administrators (2003 Standard 10: Faculty Qualifications or 2013 Standard 15: Faculty Qualifications and Engagement)."

The GFCB Administrative Council began addressing these issues prior to the team visit, as it was already an area of concern. The current GFCB Faculty Qualifications for Administrators is consistent with our new faculty qualifications guidelines in that all administrators are expected to be actively contributing to the intellectual contributions of our College. The policy also describes the process for administrators transitioning back to full-time faculty status. The second issue addresses the determination of qualification for faculty participating in the University's Transitional Retirement Program (TRP). The GFCB TRP policy stipulates that all faculty participating in the TRP will be reviewed for maintenance of qualifications using the GFCB Faculty Qualifications Guidelines. Please refer to Appendices B, C, and F for these documents.

"The Team's review of the MBA AOL documentation indicated that some of the learning goals had not been assessed with direct measures. Going forward, the College should continue implementing its MBA AOL system and thoroughly report and document on its progress in the next reporting cycle ensuring that appropriate measures are used (2003 Standard 18: Master's Level General Management Learning Goals or 2013 Standard 8: Curricula Management and Assurance of Learning)."

Our AOL Committee began specifically collecting data on each of the learning goals for each delivery method in the MBA program immediately after the previous AACSB accreditation review. The current MBA delivery methods are: Face-to-face, Online, and Professional. The enhanced AOL process disclosed some strong areas of learning in the MBA program across delivery methods (for example, discipline knowledge as measured through the ETS® Major Field Test) and weaker than expected learning outcomes in certain delivery methods.

Organizational changes to committees within our college were also implemented to address this concern. For example, the Associate Dean for Graduate Programs and Research became a member of the AOL committee to facilitate communication about graduate programs and a new MBA committee was formed under the College's Graduate Committee to address issues specific to the MBA program, including assurance of learning. This committee consists of two faculty members who teach in each delivery method of the MBA program. The chair of the AOL Committee is an ex-officio member of MBA Committee. Graduate AOL activities, results, and recommendations from the AOL committee are reported to the MBA Committee to facilitate effective curriculum management.

In September 2015, the MBA Committee completed a review of the curriculum and learning objectives of the program. Stakeholder input was combined with faculty concerns resulting in some program changes, and changes to learning outcomes. That process and the outcomes are described more fully in the curriculum management section of this report.

STRATEGIC MANAGEMENT AND INNOVATION

Within the context of WKU's role as a regional, comprehensive master's-granting university in south-central Kentucky, the Gordon Ford College of Business's mission statement states:

> *The mission of the Gordon Ford College of Business is to be a leader in providing high quality,* ***applied*** *undergraduate business education and select graduate programs that meet the needs of the business community.*

The emphasis from this statement is placed on the word "applied" as a driver for strategic initiatives, and classroom emphasis.

Since 1997, the University has followed a specific, statistically driven, corporate strategic planning model, which measures every aspect of its performance. In FY 2011-12, WKU embarked on a renewed strategic planning process designed to guide the University's next phase of growth from 2012 through 2018. That plan, found in Appendix H, was approved in the fall of 2012 and focuses on a series of measurable performance indicators.

Our College has a well-settled process for developing, executing, monitoring, and updating its strategic plan (Appendix I) and insuring its mission driven actions are within the scope of the university strategic plan, which is described in the following sections.

Strategic Management Planning Process and Outcomes

The Gordon Ford College of Business Administrative Council (GFAC) governs the College's long- and short-term operations. The Council includes the Dean, two associate deans, and six department chairs. GFAC seeks input from three primary sources for strategic decisions.

- The Business Executive Administrative Council (BEAC) is a group of selected business and professional leaders and entrepreneurs. BEAC comprises 30 members, divided into nine standing committees, with a faculty liaison on each committee to provide more information and focus. Please refer to Appendix L for a list of members.
- The Student Advisory Council (SAC) comprises the leaders of the student organizations of the Gordon Ford College of Business, drawing upon the insight and experience of selected students who assist the Dean and faculty to maintain, develop, and promote programs of the College. Please refer to Appendix M for a list of members.
- The Strategic Planning Council (SPC) is an ongoing body, with diverse and broad-based membership of faculty, staff and students, that administers the Strategic Plan by establishing priorities and developing action plans to meet the strategic objectives of the College. SPC members are volunteers who facilitate the design, advancement, and renewal of the Strategic Plan and assist the College by leading change. The SPC reports and documents the performance of action plans on an annual basis and transmits proposals to the Dean for implementation consideration. The SPC continues with a

significant change since our last review – a faculty member, instead of the Dean, now leads the SPC. Please refer to Appendix K for a list of members.

The adoption of new College strategic objectives is an example of the involvement of these groups in the strategic planning process.

In early 2014, a faculty member on SPC suggested a review of the strategic objectives, which prompted the formation of an action team. This action team solicited suggestions and then recommended reducing the seven objectives to four. The four oversight groups (BEAC, SAC, SPC, GFAC) provided additional insights and acceptance before the GFCB faculty and staff adopted them.

Those newly adopted objectives, originally brought forward by faculty, are:

Strategic Objective #1: Recruit and retain well-prepared students and highly-qualified faculty and staff.

Strategic Objective #2: Offer high-quality applied business programs that prepare students for lifelong learning and success in a diverse global workplace.

Strategic Objective #3: Build a recognized culture of professionalism among students, faculty, and staff.

Strategic Objective #4: Develop, broaden, and strengthen significant relationships with all internal and external stakeholders with a focus on alumni, business, and governmental organizations.

The SPC renewed the GFCB Strategic Plan in 2016 with input from faculty, staff, and the four oversight groups (BEAC, SAC, SPC, GFAC). That process is outlined further in Appendix I with the 2017-2022 Strategic Plan. Examples of mission-driven accomplishments over the last five years are found in Table 1.

Table 1 Strategic Planning Council Examples of Mission Driven Accomplishments 2012-2017	
Initiative	**Outcomes**
Faculty Awards (Goal 1)	Created a nomination process and funded on-the-spot "Dean's Merit Award" allowing area heads to reward mission-driven accomplishments of faculty and staff. Nearly 20 awards have been made since January 2015 with more than $5,000 invested.
Facility Upgrades (Goals 1 & 3)	Contracted significant building improvements, including HVAC, signage, water fountains, electrical capacity, plumbing, and classroom furniture and technology. Approximately $830,000 invested.
Marketing & Branding (Goals 1, 2, 3 & 4)	Standardized GFCB communication items, increased social media presence, improved building signage. Approximately $100,000 + staff position have been invested.
Recruiting (Goals 1 and 4)	Increased outreach to regional guidance counselors, high school principals, and educators. Approximately $8,000 invested.
Scholarships (Goals 1, 2 and 3)	Increased number of scholarships for incoming and returning GFCB students. Increased from 31 scholarship accounts in 2012 to 53 in 2017 and the number of scholarships awarded has risen from 44 to 88.
Internships (Goals 1, 2, 3, & 4)	Invested in an Internship Coordinator to ease the internship process for departments, cultivate internship opportunities with regional and national businesses, and transition students into internships.
Student Engagement (Goals 1 & 3)	Instituted PEAK programs including "Smile, Greet, and Engage Day" that focuses on improved interpersonal communication skills. Approximately $30,000 invested to create opportunities for hundreds of students.

Intellectual Contributions, Impact, and Alignment with Mission

As a mission-driven **applied** College of Business with an emphasis on undergraduate and graduate education, faculty are encouraged to advance their disciplines by producing high-quality research, including both practitioner and pedagogical scholarship. Applied research is referenced in our Promotion and Tenure document (Appendix N) as well as our Faculty Qualifications Guidelines (Appendix B). Further, multiple faculty with Instructional Practitioner qualifications publish in either applied, practitioner, or pedagogical journals. As further evidence of College effort to promote mission-consistent research, the Aim High program specifically states that the goal of the research project is "publication in one of the peer-reviewed journals listed on one of the departmental lists of top applied journals." Our college leadership team developed and the faculty approved the Impact Policy found in Appendix O. This statement is directly linked to our **applied** mission as a College of Business.

An aggregate summary of member qualifications and intellectual contributions for the reporting period from Table 2-1 is summarized in Table 2. During the reporting period, GFCB faculty produced more than 730 total intellectual contributions. Of the three categories of scholarship within the portfolio, 39 percent are basic or discovery, 43 percent are applied, and 18 percent are teaching/learning. The preponderance of applied and teaching/learning scholarly activity -- 61 percent -- directly supports the applied and learning focused mission of the GFCB. Table 2-2 indicates the variety of journals in which our faculty have published in the last five years. Our continued research focus ensures that faculty are current in field content and pedagogy and incorporating relevant research materials into classrooms. Required AACSB Tables 2-1 and 2-2 are found in Appendix A.

Table 2 Portfolio of Intellectual Contributions			
Department	**Basic or Discovery**	**Applied**	**Teaching and Learning**
Accounting	12	61	20
Economics	69	47	13
Finance	54	34	16
Information Systems	33	43	49
Management	80	108	30
Marketing	40	23	3
GFCB	**288**	**316**	**131**

Citation count may be a fundamental measure of academic impact, but it is not by any means the only measure. Google Scholar was chosen for citation counts because it provides a comprehensive coverage of publication outlets across all disciplines and a broad measure of impact on discipline-based, applied, and pedagogic scholarship. It is also widely used by other universities and colleges for citation metrics. Impact is readily apparent. Collectively, the GFCB faculty has nearly 30,000 total citations on 849 peer reviewed journal articles that have been cited by other authors (16,009 total citations since 2012). Table 3 shows Google Scholar metrics.

Table 3 Google Scholar Metrics (11/1/17)					
		Citations			
	Cited Papers	**Total**	**Since 2012**	**h-Index**	**i10-index**
Accounting	52	3,331	913	48	44
Economics	174	3,362	1,884	69	66
Finance	210	4,724	2,565	48	98
Information Systems	163	5,105	3,803	55	57
Management	187	9,565	4,407	74	71
Marketing	63	3,468	2,437	37	37
GFCB	**849**	**29,555**	**16,009**	**331**	**373**
Notes: Total is the total number of citations on a single author's body of work added together. The h-Index is the largest number h such that h publications have at least h citations. The i10-Index is the number of publications with at least 10 citations.					

Financial Strategies and Allocation of Resources

The financial strategy of the Gordon Ford College of Business is to ensure that limited resources are used as efficiently as possible to meet the mission-driven needs of the College. As a result, the budgeting and allocation of financial resources within the GFCB have undergone significant and innovative modifications over the last five years. Our college leadership team has committed to an activity-based funding model so that all budgeted funds are allocated based on documented need within each unit. This model has multiple advantages. Given that each request is shared with the team and challenging requests for funding are openly discussed, all College leaders are informed about the innovative strategies being used to advance programs. The budgeting of resources in this way continues to build the existing trust of the administrative process as leaders experience their needs being met. The model reinforces the notion that we are jointly producing a high-quality business education and that formerly existing silos are not consistent with our mission. Perhaps most importantly, during a challenging fiscal period, this model forces the leadership team to focus on the most efficient use of resources to advance the College.

In addition to the unique resource allocation model of the GFCB, the College leadership team recognized the importance of building a permanent funding base for several of the significant student service areas that our students, faculty, and community stakeholders believed were critical to the continued success of the College. While the undergraduate student program fees have been previously described, the strategy used to investigate, develop, and petition these program fees is worthy of note. A task force was developed that consisted of faculty and a member of our Business Executive Advisory Council. This task force led focus groups of students which explored the students' experiences in the College, their most and least valued services, their knowledge of student services at other state universities, and their reaction to course fees that would ensure the provision of existing services and the development of new, highly-valued services. During these meetings, the students expressed that academic advising is our most valued student service. The students also made it clear that two key elements were worth their personal investment through an additional, conservative fee structure: consistent, intentional assistance with internship and career preparation and placement; and a tutoring center within our building offering assistance for some of our more challenging courses. Based on the feedback from these student focus groups, the task force recommended the College move forward in pursuit of an undergraduate student course fee. The proposal was presented to the Student Advisory Council, the Business Executive Advisory Council, and the GFCB faculty for review, with each group endorsing the plan. The provost granted permission to implement a $15 per credit hour fee beginning in the fall of 2015 with the option of increasing the fee by $5 per credit hour for each of the following two years. The Dean has asked each year to delay the $5 increase. The College collected around $683,000 for 2015-16 and $780,000 for 2016-17, which is equivalent to an approximate $26,000,000 endowment gift to the College from our students, assuming a three percent distribution rate from our foundation. The Dean appointed three faculty and two students to serve on the Fiscal Oversight Task Force, which reviews general expense categories for the fees and makes recommendations to the Dean regarding fee usage. Students who have served on the committee provide particularly enlightening feedback for the faculty and the Dean. It should be noted that without these recurring funds, a substantial component of our student services and faculty development would continue to be funded from unreliable non-recurring funds.

As previously noted, historically, budget reallocations within the University's Academic Affairs division did not recognize the importance of efficiency metrics, including enrollment growth and credentials awarded. As a result, while the GFCB has increased the standard performance measures of enrollment and graduation rates over the last five years, our College has surrendered approximately $690,000 in recurring funds and $700,000 in one-time funds. The permanent central funding reduction has primarily impacted the resources historically used to fund faculty travel, part-time and overload instruction costs, classroom improvements, graduate assistantships, and one faculty position that served our regional campuses. Given the important role of faculty professional development, the necessity of classroom technology, and learning environment maintenance, and the instruction costs to ensure that our classes are staffed, Academic Affairs agreed that these initiatives be permanently funded through our undergraduate student fees. Unfortunately, the forfeited faculty position and graduate student assistantships have not found permanent replacement funding. The leadership team meets annually to approve the level of graduate student funding given the budgetary outlook of the College. The GFCB continues to advocate for additional faculty lines given the growth in our enrollment and graduates. Though five additional, permanently funded faculty lines for 2018-2019 were requested to meet the enrollment growth and strategies of our College, Academic Affairs approved only one new position.

As mentioned above, WKU is undergoing a budget model transition, which we anticipate will reward high growth, strategic focus programs at the university. During this one – two year transition phase, the President has implemented a Personnel Actions Approval Committee that will review all University personnel actions to ensure that only those meeting critical and strategic needs will be approved. This movement to strategic and critical needs based hiring allows our College an alternative to the phased staffing model historically used by Academic Affairs for all faculty hires, including the replacement of retirees.

As previously described, the undergraduate student course fees are a recurring, permanent part of our budget that has alleviated significant pressure from the University's continued budget decline. Going forward, the University seems willing to recognize key performance metrics and it is likely that future central budget reductions for our College will be ameliorated by continued growth in enrollment and retention which are both consistent with our efforts to provide a high-quality value-added business education that is attractive to students in our region and beyond.

Table 4 GFCB Financial Report					
Receipts					
State Funds	**13-14**	**14-15**	**15-16**	**16-17**	**4 Year % Change**
Recurring State Funds (Base)	$10,764,125	$11,016,584	$11,180,865	$10,877,412	1.05%
Non-Recurring State Funds	$1,700,711	$1,182,574	$1,229,582	$2,553,494	50.14%
Program Fees	$128,481	$158,943	$912,416	$424,770	230.61%
Total State Funds	$12,593,317	$12,358,102	$13,322,863	$13,855,676	10.02%
Foundations					
Income Generated from Endowments	$611,231	$627,224	$275,786	$494,281	-19.13%*
Cash Gifts Received in Period	$488,8321	$1,256,338	$1,358,371	$1,234,926	152.63%
Expenses					
Program Support – State	$11,776,036	$11,305,635	$12,363,917	$12,437,129	5.61%
Program Support – Non-state (Foundation)	$265,718	$345,103	$473,357	$598,687	125.31%
Student Support - Scholarships - Non-state (Foundations)	$198,291	$177,227	$159,675	$260,580	31.41%
Endowments					
Balance as of:	**12/31/14**	**12/31/15**	**12/31/16**	**6/30/17**	**3.5 Year % Change**
WKU Foundation	$15,343,056	$16,267,794	$16,333,782	$17,264,415	12.52%
College Heights Foundation	$1,597,467	$1,899,258	$1,847,898	$2,392,187	49.75%
Total Endowments	$16,940,523	$18,167,052	$18,181,680	$19,656,603	16.03%
*Change primarily due to reduced earnings by WKU Foundation funds.					

Table 5 Financial Support for Strategic Initiatives				
Initiative	**Start Date**	**First-Year Cost/Revenue**	**Continuing Annual Cost/Revenue**	**Current Source or Disposition of Funds**
Communication Coordinator	7/1/15	$62,100	$64,185	Undergraduate fees
Professional Development Specialist	2013	$45,544	$47,171	70% undergraduate fees 30% WKU Career Center
Internship Coordinator	2/22/16	$55,211	$57,173	Undergraduate fees
Constituent Engagement Coordinator	1/3/17	$48,990	$48,990	Nonrecurring funds
Tutoring Center	1/25/16	$24,699	$25,000	Undergraduate fees
Student Advising Staffing: GA	8/14/17	$10,060	$10,060	Undergraduate fees
High Quality Research Support	2016	$110,000	$110,000	Undergraduate fees
Honors Faculty Initiatives	2010	$5,050	$11,500	Nonrecurring funds
Study Abroad Scholarships	2012	$5,300	$10,000	Donated and nonrecurring state funds
International Sabbatical Support	8/1/17	$5,000	$5,000	Donated and nonrecurring state funds
Diversity Scholarship	2015	$1,000	$1,000	Donated funds
Diversity Committee	2016	0	0	Nonrecurring state funds
GFCB Fountain Square	8/1/17	$79,179	$68,705	Donated and nonrecurring state funds ($60,000 in kind donation for space)
Undergraduate Certificates	2015	0	5,000	Base budget and undergraduate fees
Graduate Certificates	2016	0	0	Base budget
PEAK Activities	2013	$459	$7,400	Undergraduate fees
Building renovations	2013	$36,219	$20,000	Donated and nonrecurring state funds
Classroom upgrades	2013	$24,546	$25,000	Donated, nonrecurring state funds, and undergraduate fees
Executive Training by the Center for Leadership Excellence	2015	$595	$1,000	Donated and participant fees provide net revenue.
Continuing Education through the Department of Accounting	2016	$1,206	$1,500	Excess participant fees provide net revenue to department ranging between $200 to $1,500 per event.

New Degree Programs

New Business Data Analytics Major

The Department of Information Systems faculty recognized the importance of preparing our students for modern business and chose to "teach out" the business informatics major and replace it with business data analytics, which became an official business program in the fall of 2016. Business data analytics is designed to prepare students for professional careers using an analytical focused approach to control, support, and enhance business operations and functions through large database analysis and provides students with a solid business foundation combined with relevant study of modern technology trends and the impact information systems are having throughout business and society. The new major, business data analytics, replaces business informatics and, as a result, there are no new long-term resource implications to the creation of this major.

Undergraduate Certificates

The Certificate in Advanced Professionalism provides students with opportunities to develop professional and career readiness skills. The program has three main components: nine hours of courses from business, communication, and leadership departments intended to further enhance the oral and written communication and leadership of our students; three hours of an approved internship; and the completion of a variety of workshops and events designed to enhance the professionalism of students. The College courses required for this major are not necessarily part of our BS degree program. As a result, increased demand of these elective courses has a resource implication. It is important to note, however, that some classes and the advanced professionalism activities and workshops are permanently funded through our undergraduate student course fees.

The Certificate of Applied Data Analytics exposes students to how data is acquired, how to frame an analytic problem, determine which methodologies to use to solve a problem, and to build deployable models. The 18-hour certificate is based on 12 hours of core courses and six hours of advisor-approved upper-division courses. The approved electives may be from within the Gordon Ford College of Business or any other college. As with our other programs, resource constraints could become binding with continued increase in the certificate enrollment and classroom capacity constraints.

Graduate Certificates

The Graduate Certificate in Business Core Competencies is for students with undergraduate or advanced degrees in any field who want to add a solid business element to their credentials. If students later want to earn an MBA and meet MBA admission requirements, the courses within the certificate may be used as part of the MBA program. In essence, the certificate adds an engagement option for other programs on campus to incorporate some basic business knowledge. The University’s Doctor in Physical Therapy and the Doctor of Medicine degree to be offered through the University of Kentucky College of Medicine – Bowling Green Campus are programs that have expressed particular interest in this certificate.

The Graduate Certificate in Business Sustainability provides preparation for business professionals and others seeking a background in sustainability issues as related to business. Businesses must comply with an increasing set of regulations as well as voluntary sustainability standards creating many opportunities for future innovation and entrepreneurship. Courses for this certificate are part of the MBA curriculum. Should students later want to earn an MBA and meet MBA admission requirements, this certificate serves as nine hours in the elective category as part of the MBA.

PARTICIPANTS

Students

The College has experienced significant enrollment growth over the last five years with our undergraduate and graduate business programs growing at nearly six percent annualized rate while the remainder of the University has declined by almost two percent a year, on average. The table below documents fall semester enrollment data.

Table 6 Enrollment							
Undergraduate Enrollment	**2012**	**2013**	**2014**	**2015**	**2016**	**5 Year % Change**	**Avg. Annual % Change**
Accounting	326	335	345	348	315	-3.37	-0.72
Business Economics	138	139	109	99	122	-11.59	-1.70
Business Informatics	56	53	86	106	86	53.57	15.32
Entrepreneurship	42	50	40	46	60	42.86	11.12
Finance	165	213	268	259	247	49.70	11.73
International Business	66	90	83	87	90	36.36	9.21
Management	450	520	524	532	626	39.11	8.88
Marketing	264	254	273	295	318	20.45	4.89
Total Undergraduate	**1,507**	**1,654**	**1,728**	**1,772**	**1,864**	**23.69**	**5.49**
Graduate Enrollment							
MAcc	2	7	11	6	7	250.00	67.69
MBA	82	106	110	117	110	34.15	8.26
Total Graduate	**84**	**113**	**121**	**123**	**117**	**39.29**	**9.59**
GFCB Grand Total	**1,591**	**1,767**	**1,849**	**1,895**	**1,981**	**24.51**	**5.68**
WKU	**18,933**	**18,544**	**17,975**	**17,750**	**17,540**	**-7.36**	**-1.89**

Despite the relatively open enrollment policy of the University, the average composite ACT scores and high school GPA for GFCB incoming freshmen shown in Table 7 actually increased during our period of rapid growth.

Table 7 Indicators of Quality for Incoming Freshmen							
	2012	**2013**	**2014**	**2015**	**2016**	**5 Year % Change**	**Average Annual % Change**
ACT	22.24	22.60	23.26	23.06	22.89	2.92	0.74
High School GPA	3.16	3.18	3.25	3.26	3.27	3.48	0.86

Table 8 indicates that the number of graduates, particularly our undergraduates, has also increased significantly. The table documents an almost 23 percent growth rate for our BS graduates, nearly meeting the five-year undergraduate enrollment growth shown in Table 6. Our overall growth in graduates is 16 percent over the same five years, nearly four times greater than the growth of WKU's graduates.

Table 8 Number of Graduates							
BS Graduates	12/13	13/14	14/15	15/16	16/17	5 Year % Change	Avg. Annual % Change
Accounting	61	41	50	43	64	4.92%	5.43%
Business Economics	8	15	17	11	16	100.00	22.94
Business Data Analytics	10	9	8	27	29	190.00	14.17
Entrepreneurship	6	8	6	10	6	0.00	2.08
Finance	36	35	54	65	57	58.33	14.03
International Business	12	20	33	19	19	58.33	14.50
Management	95	115	106	107	142	49.47	11.72
Marketing	51	51	65	63	63	23.53	6.07
Total BS	**281**	**295**	**339**	**345**	**345**	**22.78**	**5.41**
MAcc & MBA							
MAcc	4	9	12	6	9	125.00	27.08
MBA	57	43	50	36	43	-24.56	-6.93
Total MAcc & MBA	**61**	**52**	**62**	**42**	**52**	**-14.75**	**-4.83**
GFCB Grand Total	**342**	**347**	**401**	**387**	**397**	**16.08**	**4.00**
WKU	**4,045**	**4,100**	**4,004**	**4,109**	**4,213**	**4.15**	**1.03**

Our College has set goals for both the internationalization of our student body and the advancement of the Honors College among our students. The College successfully supports a significant number of students and faculty who participate in short-term study abroad programs. Additionally, the College hosts visiting scholars, encourages faculty to consider Fulbright programs as part of a sabbatical leave plan, and employs a professional advisor that concentrates on study abroad opportunities for our students. Students are encouraged and supported in their efforts to compete for highly competitive international scholarships such as the Boren, Gilman, and Fulbright. More than 30 of our business students have been awarded these scholarships in the last five years. We also achieved our goal of at least 10 percent of our undergraduate students having participated in a study abroad opportunity prior to graduation. In 2011-2012, six percent of our graduating seniors had studied abroad. In 2016-2017, the level had risen to 11 percent. As we continue to promote the internationalization of our curriculum, we anticipate these numbers increasing. As further evidence of the continued importance placed on internationalization, the College has recently secured funds from a private donor to assist our students with the expenses associated with studying business abroad.

Consistent with the strategic agenda of WKU, the College has targeted a 10 percent share of our student body to pursue WKU Honors College credentials to accompany the students' GFCB business credentials. To meet the goal of dual honors and GFCB credentialing, the College has developed a plan for offering multiple honors courses, both stand-alone and embedded, to aid our honors students' abilities to progress through their business and honors curricula. Further, the College recognizes and provides incentives to our highly-committed faculty who work with these honors students on individual or small group course projects and their honors capstone projects or theses. The percentage of our GFCB undergraduate enrollment has increased from 5.5 percent to 9.4 percent over the last five years. Over that same period of time, graduates with Honors designation increased from 3.6 percent to 6.1 percent. With continued Honors College partnership and efforts by our leadership and faculty, the 10 percent goal is within reach.

Faculty and Staff

The number of faculty members in our College has not kept pace with the growth of our student body. In 2012-2013, we reported 71 full-time faculty and administrators as compared to 66 in 2016-2017. We have added five tenure-track and two non-tenure-track faculty for fall 2017, which will put us just above the 2012-2013 level of faculty staffing. The current WKU Academic Affairs staffing model allows for the immediate availability of 75 percent of a departing faculty member's salary line for immediate use. Each dean may petition for additional funds to hire replacement faculty based on a variety of measures, including productivity and enrollment growth. Oftentimes, the process is lengthy and the outcome unsure. This allocation model works well for many colleges within Academic Affairs where retiring faculty member compensation is significantly higher than a new Assistant Professor's market-based pay. However, for the College of Business, replacing retired full professors typically requires more than the allowed 75 percent and additional funds from Academic Affairs may not materialize. The market costs of hiring business faculty have continued to increase over the last five years.

During that time, WKU has created a new type of faculty position, pedagogical faculty. The faculty in these tenure-eligible positions are expected to be superior teachers with heavier course loads than research faculty and have market compensation below that of research faculty. Thus, given the rising expense of hiring research faculty, we have increased the number of Instructional Practitioners in both instructor and pedagogical positions in strategic areas while staying within our AACSB guidelines. The replacement cost constraints are expected to persist and could be a significant problem in the near term since approximately seven of our full-time SA faculty members are eligible to retire at the end of the current academic year.

Table 9 shows the transitioning nature of the GFCB faculty over the last five years. Assistant professors make up a larger portion (15.5 percent in 2012 compared with 27.3 percent in 2017) of our faculty with four of the 18 employed as non-SA pedagogical assistant professors. The reduction in the number of professor rank and tenured faculty is also evident from the table.

Table 9 College Full-Time Faculty Profile			
Rank	**Number**	**2016-2017 Percent of Faculty**	**2011-2012 Percent of Faculty**
Professor	17	25.8	35.2
Associate Professor	20	30.3	32.4
Assistant Professor	14	21.2	15.5
Assistant Professor - Pedagogical	4	6.1	0.0
Executive-in-Residence/Instructor	11	16.7	16.9
Total	66	100.0	100.0
Tenure Status			
Tenured	38	57.6	70.4
Untenured Tenure Track	17	25.8	11.3
Non-Tenure Track	11	16.7	18.3
Total	66	100	100

An additional complication of the lagging growth in faculty is increased class sizes. The average class size in 2012-2013 for our undergraduate classes was 35 with three sections of lower-level courses having 230 students, on average. In 2016-2017, the average class size had risen to 39 students with eight sections of lower-level courses having 192 students, on average. Though large lectures are not part of our culture or ideal for many courses, we believe that the careful selection of faculty and courses have resulted in an efficient compromise between class size and high-quality instruction during this period of rapid enrollment growth.

While our number of faculty members has not increased substantially during this period of enrollment growth, our full-time staff has increased from 17 to 20 (18%) and our leadership team has approved an additional professional advisor to assure the continued high-quality student experience. Staff members are encouraged to pursue professional development opportunities and many participate in national and regional training in areas such as advising, career counseling, and public relations. Nearly $4,000 in professional development was provided last academic year for three different staff members. In addition, a graduate assistant from Student Affairs has been hired for 2017-2018 to provide part-time assistance to our advising staff. The undergraduate student fee described earlier has clearly been crucial in permitting the growth of our student services staff.

Table 10 College Full-Time Staff Profile			
Position	**Number**	**2016-2017 Percent of Staff**	**2011-2012 Percent of Staff**
Professional Staff	11	55	47
Office Staff	9	45	53
Total	20	100	100

Diversity – Faculty and Staff

Our College developed a long-range plan to have the GFCB community reflect the diverse nature of the business world. Our College increased the gender, race, and ethnic diversity of students, faculty, staff, and our leadership team. As evidenced in Table 11, the proportion of female faculty has grown from 23 percent to 33 percent. While not shown in the table, the share of female administrative leaders of the College increased from 22 percent to 44 percent. An active women's faculty group, GFCB Women in Business, meets three times per semester and once during the summer to promote camaraderie and leadership among female faculty.

Table 11
College Full-Time Faculty Diversity Profile

	Number	2016-2017 Percent of Faculty	2011-2012 Percent of Faculty
Gender			
Female	22	33.3	22.5
Male	44	66.7	77.5
Total	**66**	**100**	**100**
Race/Ethnicity			
White	49	74.2	88.7
Black	2	3.0	1.4
Other	15	22.7	9.9
Total	**66**	**100**	**100**

Table 12
College Full-Time Staff Diversity Profile

	Number	2016-2017 Percent of Staff	2011-2012 Percent of Staff
Gender			
Female	19	95.0	94.0
Male	1	5.0	6.0
Total	**20**	**100**	**100**
Race/Ethnicity			
White	16	80.0	88.0
Black	4	20.0	12.0
Total	**20**	**100**	**100**

We successfully collaborated with Academic Affairs to hire both a Hispanic and an African American faculty member in the last three years. As a result of these hires and an increase in Asian hires, the percentage of non-white faculty rose from 11 percent to 26 percent. The share of non-white staff also increased from 12 percent to 20 percent. However, we are not satisfied with the progress made and continue to participate in the Ph.D. Project to enhance our access to doctoral-qualified minority candidates, encourage departmental leaders to make personal contacts with Ph.D. program administrators to identify minority Ph.D. candidates in the pipeline, and encourage our departmental leadership to participate in diversity and inclusion training as appropriate.

Diversity - Students

As seen in Table 13, gender diversity among our students has improved somewhat with female students increasing from 37 percent to almost 41 percent. Reflecting this growth, a new undergraduate student organization, called GFCB Women in Business, was established in 2016 by a group of energized female students. Racial and ethnic diversity among our students has been fairly stable over the last five years with only a slight decrease in the proportion of our undergraduate white students. However, strides have been made to highlight and promote student diversity in our college, in part, through WKU's first college-level undergraduate diversity scholarship. The scholarship is funded by generous alumni passionate about the need for diversity in business education. Applicants submit an essay explaining how their form of diversity has a positive impact on business education in the GFCB. The three award winners represent a different and important part of our GFCB family: a female racial minority, a nontraditional female student with a challenging socioeconomic background, and a male LGBTQ student.

Table 13
Student Gender, Racial, Ethnic Diversity

Undergraduate	Fall 2012	%	Fall 2016	%	WKU 2016	%
RACE						
American Indian/Alaska Native	2	0.13	1	0.05	29	0.00
Asian	20	1.33	37	1.98	198	1.32
Black	110	7.30	114	6.12	1,464	9.79
Hispanic (any race)	31	2.06	67	3.59	449	3.00
Native Hawaiian/Pacific Isl.	0	0.00	5	0.27	14	0.00
Nonresident Alien	156	10.35	200	10.73	802	5.36
Race Unknown	12	0.80	10	0.54	106	0.01
Two or more races	28	1.86	47	2.52	443	0.30
White	1,148	76.18	1,383	74.20	11,452	76.6
Total	**1,507**	**100**	**1,864**	**100**	**14,957**	**100**
GENDER						
Females	558	37.03	755	40.50	8,530	57.03
Males	942	62.97	1,109	59.50	6,427	42.97
Total Undergraduate	**1,507**	**100**	**1,864**	**100**	**14,957**	**100**
MAcc and MBA						
RACE						
American Indian/Alaska Native	0	0.00	0	0.0	1	0.04
Asian	1	1.19	0	0.0	25	0.97
Black	1	1.19	5	4.27	218	8.44
Hispanic	0	0.00	1	0.85	41	1.59
Native Hawaiian/Pacific Isl.	0	0.00	0	0.00	3	0.11
Nonresident Alien	18	21.43	11	9.40	297	11.50
Race Unknown	4	4.76	1	0.85	27	1.05
Two or more races	0	0.00	0	0.00	36	1.39
White	60	71.43	99	84.62	1,935	74.91
Total MAcc and MBA	**84**	**100**	**117**	**100**	**2,583**	**100**
GENDER						
Females	36	42.86	44	37.61	1,651	63.91
Males	48	57.14	73	62.39	932	36.80
Total MAcc and MBA	**84**		**117**		**2,583**	
Grand Total	**1,591**		**1,981**		**17,540**	

Recent efforts to improve minority student recruitment have been addressed by our leadership team through the development of a close relationship with Jefferson Community & Technical College, an urban two-year college with a strong minority presence as evidenced by a 26 percent Hispanic and Black student population. The continued partnership is intended to increase the number of associate degree completed transfer students to our College while enhancing our student diversity. The Louisville, Kentucky, and Nashville, Tennessee, markets are the most diverse for prospective students. Our College actively participates in recruiting events targeting those regions. A new initiative to participate in a high school entrepreneurship fair that attracts high school students in economically depressed areas of Nashville, Tennessee, is being considered by our leadership team.

Our Diversity and Inclusion Committee has been revived and is reviewing our current structure, policies, and the demographic mix of our faculty, staff, and students to identify any processes which should be improved to enhance the recruiting and retention efforts for our diverse GFCB community. Dr. Chris Clements, a former diversity and inclusion advocate, has been asked to meet with our Diversity and Inclusion Committee and our leadership team to discuss best practices to promote diversity and inclusion at AACSB accredited institutions. The most recent report from the Diversity and Inclusion Committee is found in Appendix P.

Faculty Sufficiency and Deployment

All faculty are reviewed by department chairs and the Dean annually. During that process, each faculty member is determined to be either "Participating" or "Supporting," consistent with our published guidelines found in Appendices D and E. Three versions of Table 15-1 indicate the deployment of faculty in our graduate and undergraduate courses by student credit hours (SCH) for each department and the College. Each unit exceeds the faculty sufficiency indicator of 60 percent for the department and 75 percent for the College as referenced in AACSB Standard 5. Key summary deployment information is summarized in Table 14.

Table 14
Summary Faculty Deployment Information

Department	Percent Participating
Accounting	92.3%
Economics	76.4
Finance	100
Information Systems	84.2
Management	78.9
Marketing	77.0
Grand Total	**82.9**
Plus 2 - Online BS Delivery	
Grand Total	**93.0**
MBA Delivery Method	
Traditional	61.1
Online	93.0
Professional	75.8
Grand Total MBA	**76.8**

Faculty Management and Support for Success

The College stresses the continuous development of all faculty as evidenced by resources and processes in place to assist them with achieving their professional goals. In addition to the guidance provided by department chairs and the informal mentoring provided by colleagues, a formal mentoring program was developed by faculty to ensure that all new hires within the College are engaged and supported during their first year. The WKU and GFCB Promotion and Tenure guidelines are clearly articulated and publicly posted for all faculty. The most recent version of these guidelines is found in Appendix N.

At WKU, all untenured, tenure-track faculty have annual continuance reviews provided by their tenured colleagues in the discipline, the department chair, and the Dean. In this way, new faculty are given multiple formal reviews with constructive feedback to ensure the success of their tenure application. Professional development via technical training and/or professional conference participation and presentations are supported for all four types of faculty: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP). During 2016-2017, the College provided financial support of more than $180,000 for the professional development of 61 different faculty. Each full-time faculty member has access to up to $2,000 per year for professional development activities such as presentations at research and teaching conferences or applied workshops to maintain and advance technical and empirical skills. To further support and recognize research productive faculty, the College pays for up to $150 of each journal submission fee and recognizes each article acceptance with a professional development award of either $400 (general quality journals) or $800 (high quality journals). WKU policy provides for the granting of sabbatical leave for professional development purposes every seven years. College faculty are encouraged to have international experiences tied to their sabbatical proposals which have included two Fulbright proposals, with one being granted in China for fall semester, 2017. Two College faculty have been awarded single semester sabbatical leaves for the last several years.

A generous donor provides the opportunity to recognize faculty for excellence in teaching and research through the competitive Hays Watkins Faculty Fellows program. Each fellow receives a $6,500 stipend plus access to an additional $1,000 in professional development funding each year for two years. As previously described, the College created a competitive program that awards over $100,000 in multiple $5,000-$10,000 grants to faculty who target a high-quality outlet for their research. The College selects nine awards for public recognition at the annual College Awards Banquet. A number of these awards are coupled with a financial incentive. The Dean's office publishes an internal monthly newsletter that singles out faculty and staff for noteworthy accomplishments. Sabbaticals and endowed professorships are available for faculty. The University also provides many awards and forms of recognition. Also, as noted earlier, the Strategic Planning Council developed a more informal award, the Dean's Merit Award, that gives department chairs the flexibility to quickly recognize outstanding mission-driven contributions by faculty and staff in their units.

The College's leadership team nominates multiple faculty members to participate in the WKU Faculty Leadership Year (FLY) program. This program, cooperatively led by the GFCB Center for Leadership Excellence and the WKU Center for Faculty Development, provides important academic leadership training and administrative skill development for faculty from all academic colleges at WKU. The GFCB has been a consistent advocate of the program as it assists with both faculty development and departmental leadership secession planning. The professional development of the College's leadership team is also supported. Over the last five years, two department chairs have participated in Harvard's Graduate School of Education's Management Development Program and one department chair attended the HERS Leadership Training Institute for Women in Higher Education. One associate dean has participated in both the Harvard Management Development Program and the Fund Raising School offered through the Indiana University Lilly School of Philanthropy. Within our College, the culture for new hires through seasoned administrators is one of support for personal and professional success.

LEARNING AND TEACHING

Curricula Management and Development, AOL

Curriculum management within the Gordon Ford College of Business takes place in a shared governance model with faculty oversight and stakeholder input that yields programs consistent with the mission to be a leader in providing high quality, applied undergraduate business education and select graduate programs that meet the needs of the business community. The model uses multiple methods as part of a continuous improvement process for its academic programs, engaging stakeholder groups and faculty to ensure the relevancy of instruction. This section outlines the activities and responsibilities of participants in the curriculum management process.

GFCB Faculty

Every member of the faculty of the GFCB participates in the curriculum management process. Curriculum management is driven by the involvement of the faculty in many different roles in the College. Faculty are members of their department curriculum committees and they drive curricular changes and improvements. Faculty are expected to take an active role in AOL processes and curricular development initiatives as assessed in annual reviews and promotion and tenure decisions.

AOL Committee

An integral component to our Curriculum Management process is the Assurance of Learning Committee (AOL), which consists of representatives from each department and chaired by a faculty member. The AOL Committee serves as the quality control component of the GFCB curriculum management process. This committee works with all other components of the College to assure that graduates are meeting the standards upon which the GFCB faculty have agreed.

The AOL Committee is responsible for the review of the assurance of learning process and outcomes for both the undergraduate degree program and the MBA. The learning objectives are assessed using direct and indirect measures, which include case studies, senior exit exams, course-embedded assignments, alumni surveys, and surveys. Whenever case studies are used to measure a goal, the AOL Committee re-examines the current rubric for that goal and ensures the rubric is still an appropriate measure.

The AOL Committee works with course-specific faculty to identify assignments appropriate for conducting embedded assessments. A minimum of two AOL committee members assess the materials using already established rubrics; occasionally external assessors are also used. Assessment results are delivered to the rest of the committee, department chairs, and the appropriate curriculum committee: undergraduate or MBA. If areas needing improvement are noted, the AOL Committee may suggest curricular recommendations.

Associate Dean for Faculty and Administration

The Associate Dean for Faculty and Administration (ADFA) serves as chair of the GFCB Undergraduate Curriculum Committee (GFCB CC), and ensures that the integrity of the College's undergraduate degree program is maintained. The GFCB CC is a standing committee composed of regular and advisory members representing the faculty, administration, student services, and the AOL Committee. The representative from the AOL Committee provides an update to the GFCB CC at each meeting. The GFCB CC ensures the development of high-quality undergraduate courses, programs, and academic policies for our College. While suggestions for curricular revisions may originate from a variety of constituents, all formal curricular changes must originate from either departments or within this committee. The GFCB CC's bylaws allow the ADFA to create subcommittees whose members may be from outside the current GFCB CC membership. A subcommittee currently is reviewing the undergraduate core curriculum and has recently conducted in-person focus groups with employers in the region to determine expectations from modern business education. Recent graduates are being invited to participate in focus groups to gauge their perspectives of the core curriculum. This group's findings will be reported to the GFCB CC early spring 2018. The University Undergraduate Curriculum Committee (UCC) and WKU University Senate must approve all curricular changes approved by the GFCB CC.

Associate Dean for Graduate Programs and Research

The Associate Dean for Graduate Programs and Research (ADGR) is the chair of the Graduate Committee, and serves on the MBA Committee. The ADGR ensures that graduate degree programs maintain continuous improvement plans. The MBA Committee is composed of graduate faculty from each discipline and each MBA delivery method. The representative from the AOL Committee provides an update to the MBA Committee at each meeting. The WKU Graduate Council and the WKU University Senate must approve major curricular and program changes.

Department Chairs

Department chairs ensure that an effective curriculum management and assurance of learning process is taking place within the department programs and that faculty are aware of the learning objectives for the courses they teach. The department chairs are responsible for creating a departmental curriculum committee that involves faculty in the development of program goals and assessment processes. Additionally, chairs are asked to set aside department meeting time to discuss AOL findings and curricular issues. Department chairs also sit on the College leadership team, GFAC, where they have the opportunity to hear AOL reports and have input into curricular and program issues.

Strategic Planning Council

The Strategic Planning Council (SPC) serves the College and Dean with any strategic issue pertaining to the Gordon Ford College of Business. The council has the ability to form ad hoc action teams that address issues in a timely manner and make recommendations to the appropriate College standing committees. Members include representatives from each department, advisors, staff members, and students. The SPC may make recommendations for curricular improvement.

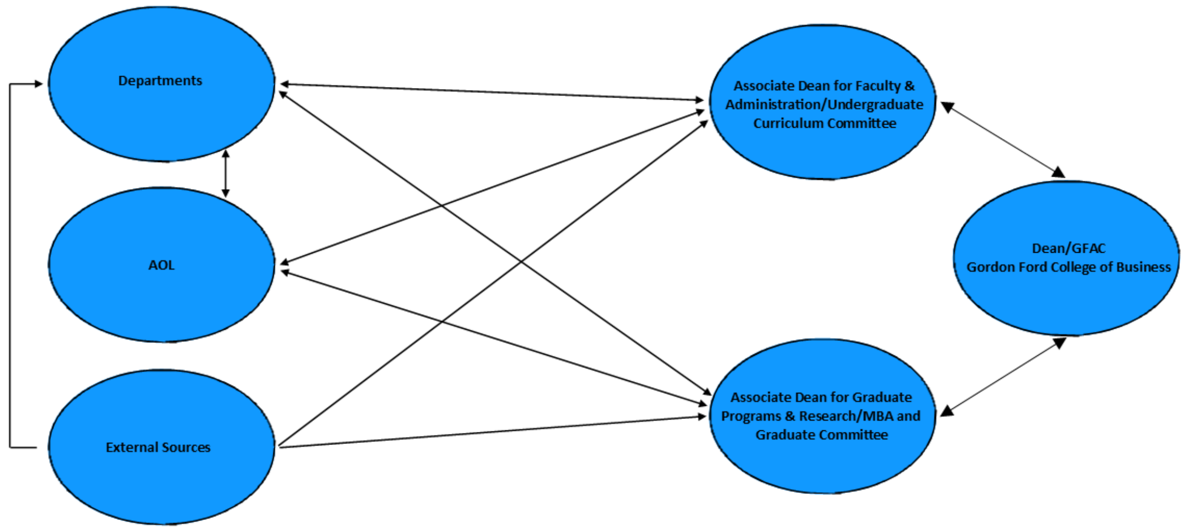
Dean

The Dean has the final authority in the curriculum management process and makes recommendations for the College to ensure that changes are consistent with the goals and objectives of the University as well as the strategic goals of the College.

A five-year plan detailing the measurement plans for the goals and objectives is developed and approved by the AOL Committee; a new plan began in August 2017 and is found in Appendix Q. This plan is shared with the faculty, GFAC, ADGR, and the ADFA. Each semester, the committee notifies the department and faculty which goal(s) is/are to be measured and provide any materials if required. Once the data collection is completed, the AOL Committee reviews results, and, if needed, the data may be collected again. The AOL Committee will then forward the results and recommendations to the ADFA, ADGR, GFAC, Undergraduate Curriculum Committee or MBA Committee, and department chairs and faculty.

The curriculum management process is illustrated in Figure 1.

Figure 1: Curriculum Management Process



Undergraduate Learning Goals and Objectives

The Gordon Ford College of Business student can earn a Bachelor of Science degree with an emphasis in Accounting, Business Data Analytics, Business Economics, Entrepreneurship, Finance, International Business, Management, or Marketing. The eight major program areas share a common set of core courses; therefore, graduates of the program should demonstrate the College's goals and objectives. The AOL Committee works with all other parties to ensure that the learning goals are consistent with the mission and strategic plan for the College.

Goals and Objectives

Goal 1: Communication

Our students will be able to communicate effectively in written and oral forms

Objectives 1-5

1. Our graduates will be able to present information in a coherent and organized manner
2. Our graduates will be able to deliver information in an understandable and audible manner
3. Our graduates will be able to use multimedia and visual aids in their presentations appropriately
4. Our graduates will be able to write in a coherent and organized manner
5. Our graduates will be able to write using proper grammar and syntax

Goal 2: Legal and Ethical Awareness

Our students will demonstrate an awareness of legal and ethical issues in business and society

Objectives 6-8

6. Our graduates will recognize legal issues in business contexts
7. Our graduates will be able to recognize ethical issues for different business situations
8. Our graduates will demonstrate knowledge of corporate governance issues as they relate to the responsibilities of business and society

Goal 3: Critical and Strategic Thinking

Our students will demonstrate strategic problem solving skills using integrated business knowledge

Objectives 9-11

9. Our students will be able to identify business problems.
10. Our students will be able to identify alternative solutions by applying discipline-specific theories and models.
11. Our students will demonstrate awareness of various stakeholder groups in the development of alternative solutions.

Goal 4: Global Awareness

Our students will be able to explain the increasingly integrated world economy and the forces behind this integration

Objectives 12-13

12. Our graduates will be able to identify issues with global trading
13. Our graduates will have an understanding of global business concepts

Goal 5: Discipline Knowledge

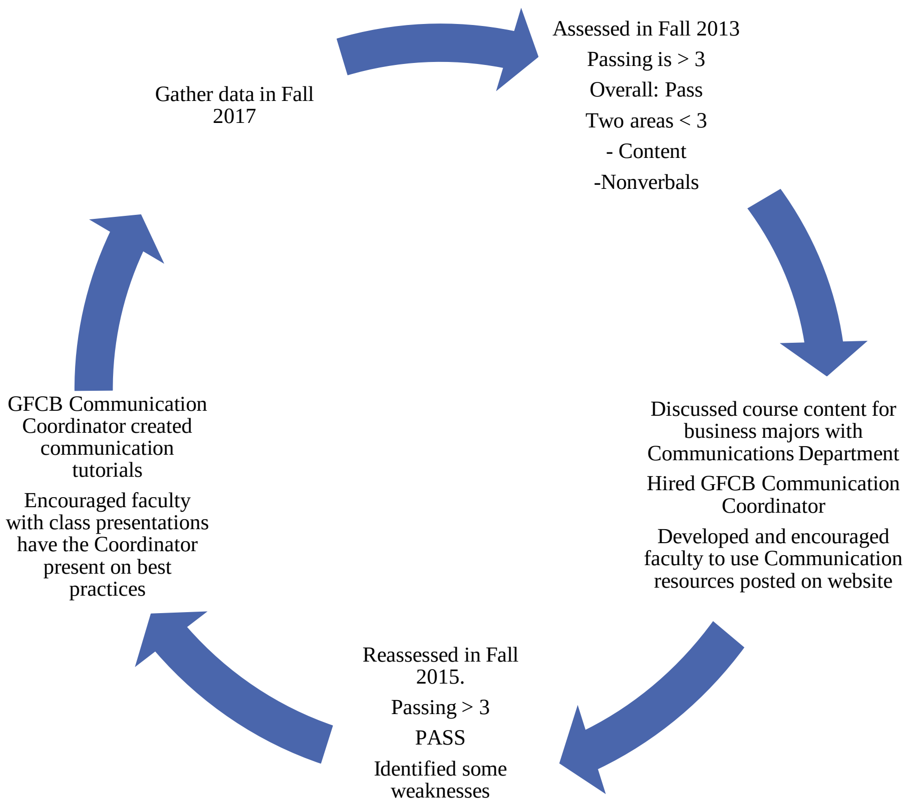
Objective 14

14. Students will be able to pass an exam of discipline concepts and terms

An example of the AOL processes with a learning objective is shown in Figure 2.

Figure 2:
Example of AOL Activities

Goal 1: Communication



Each department reviewed coverage of these learning objectives for core courses in their discipline in spring 2017 to serve two purposes: 1) validate the learning goals and objectives are appropriate, and 2) ensure that students are exposed to the learning goals throughout the core curriculum. Expected outcomes are included in core courses required of all undergraduate business majors. For a more thorough discussion of our AOL process and curricular reaction to assessment, please refer to Appendix R.

Table 15 Specific New Curricula and Course Revision Undertaken in Response to Assessment		
Course	**Revision**	**Learning Goal**
FIN 330 Principles of Financial Management	Added ethics component including cases, class discussions and reading assignments on business ethics to the curriculum.	Ethical Awareness
CIS 141 Basic Computer Literacy	Implemented pedagogical changes to support different types of business communications with the use of technology. This includes using technologies for presentations, business reports and graphics along with memos and email.	Communication
BA 175 University Experience - Business	Increased ethics-related assignments and readings. Changed to a book with more emphasis on business ethics.	Ethical Awareness
FIN 499 Senior Assessment - Finance	Increased coverage of ethical issues in business by instituting a weekly discussion board using current events in the WSJ and an ethics-based essay at the end of the course.	Ethical Awareness
BA 580 Foreign Study	Added essay of the study abroad experience including reflections on business and cultural differences and their impact on business practices	Global Awareness
MGT 210	Standardized book and coverage for all instructors, emphasizing expected coverages	Communication, Global Awareness, Strategic Thinking, Discipline Knowledge
MGT 413 International HRM	Newly implemented course. The content for IHRM was based on the body of knowledge used for Global Professional Human Resources certification programs	Global Awareness
MGT 326 Managing Projects in Organizations	This course was designed in response to industry demand - to train students to more effectively serve the needs of organizations through enhanced project management and communications skills.	Communication
Revisions to a minor in International Business	A switch in emphasis to cultural, economic, political, and social dimensions impacting international business.	Global Awareness
ECON 496 International	Hired Chris Biolsi, whose expertise includes, in part, "Global Awareness" of monetary issues and experience in the field.	Global Awareness
ECON 202 Principles of Microeconomics	This class has received increased emphasis of "Global Awareness." Econ 202 now includes increased emphasis on international trade, international monetary issues, and international comparison of economic systems.	Global Awareness
FIN 300 Career Readiness in Finance	Course developed to ensure students have well-developed professional skills that are reinforced throughout the Finance curriculum.	Communication Ethical Awareness
ACCT 43- Federal Taxation – Individuals	In response to poor exit exam scores graded homework was added to the course.	Discipline Knowledge

MBA Learning Goals and Objectives

A Gordon Ford College of Business student can earn a Master of Business Administration (MBA) through three alternative delivery methods: 1) Full-Time, 2) Online or 3) Professional MBA.

In September of 2015, the MBA program conducted a survey of stakeholders (particularly employers and employed MBA alumni) that attempted to assess student-learning outcomes (SLOs) are most important for our MBA graduates. This survey was part of a scheduled five-year review of MBA learning objectives called for by the MBA policy on curriculum review.

This survey, summarized in Table 16, revealed as "most important" these five objectives (higher numbers are most favorable):

Table 16
MBA Survey Ranking of Objectives

Ranked Importance	Mean	Item
1. (most important)	8.90	Make decisions and think critically
2.	6.72	Collaborate and work with others
3.	6.28	Analyze data and business information
4.	6.23	Lead and manage change
5.	5.90	Know the "best practices" in the business disciplines

This survey framed the discussion as MBA Committee sought to update and change, if necessary, SLOs that had served the program for over five years. In particular, increasing importance that our graduates be competent at "analyzing data and business information" revealed in the survey was consistent with the changes in emphasis found in information systems (IS) programs nationally. Business analytics has become a new emphasis in our Department of Information Systems. The survey's emphasis upon decision-making led the committee to deconstruct decision-making into a quantitative and qualitative emphasis. Leadership, collaboration, and discipline knowledge goals filled out the top five as seen by our stakeholders.

The findings in the survey feedback were consistent with the experiences of the faculty representing the six departments. The findings and the committee discussion led to a set of SLOs more sharply focused. The proposed SLOs from the MBA Committee were that our graduates should be competent at: a) Discipline Knowledge, b) Qualitative Reasoning, c) Quantitative Reasoning, and d) Leadership and Collaboration.

The AOL Committee reviewed the suggested SLOs passed by the MBA Committee. The AOL Committee recommended maintaining communication explicitly as a SLO. A discussion between the AOL Chair and the MBA Committee led to a refinement of the definition of "communication." Everyone recognized the importance of communication, but the question was, "what kind?" The MBA Committee agreed that interpersonal communication was essential to effective "Leadership and

Collaboration." Therefore, that SLO was amended to incorporate communication. This modification is consistent with the stakeholder survey that emphasized collaboration and leadership within a team, and deemphasized public speaking and long-form writing. Thus, the fourth refined SLO became Teamwork/Collaboration, with an emphasis on working with and communicating in a team.

The MBA Committee then passed the new and now revised SLOs effective for fall 2015.

Since there is one curriculum across MBA delivery options – online, full-time, and professional – there is one set of student learning outcomes (SLOs). The exception is that the Professional MBAs have an additional SLO on Global Awareness.

Goals and Objectives

Learning Goal 1: Discipline Knowledge

MBA graduates will demonstrate understanding of knowledge in relevant business disciplines

Graduates will be able to demonstrate that they know the concepts and applications acknowledged as important in the multiple business disciplines represented in the curriculum.

Learning Goal 2: Qualitative Reasoning:

MBA graduates will demonstrate the skill of integrating discipline knowledge to identify, analyze, and offer solutions to business problems and situations.

Graduates will be able to identify and analyze organizational problems.

Graduates will be able to generate effective solutions to organizational problems including ethical issues.

Learning Goal 3: Quantitative Reasoning

MBA graduates will apply quantitative modeling and data analysis techniques that solve real world business problems and employ tools and technologies to effectively communicate this analysis.

Graduates will effectively analyze business data using modern techniques and tools.

Graduates will present quantitative data and analysis and communicate in an effective manner.

Learning Goal 4: Teamwork/Communication

MBA graduates will have the communication, collaboration, and team skills necessary to successfully complete a project.

Graduates will be able to effectively communicate with others on a project in a team environment by using appropriate written and/or oral communication.

Graduates will collaborate with team members to effectively complete a project.

Additional Professional MBA (PMBA) Learning Goal: Global Awareness

Professional MBA students will demonstrate an understanding of business and intercultural similarities and differences between the US and other nations which impact business.

PMBA graduates will identify international cultural similarities and differences which impact businesses and organizations.

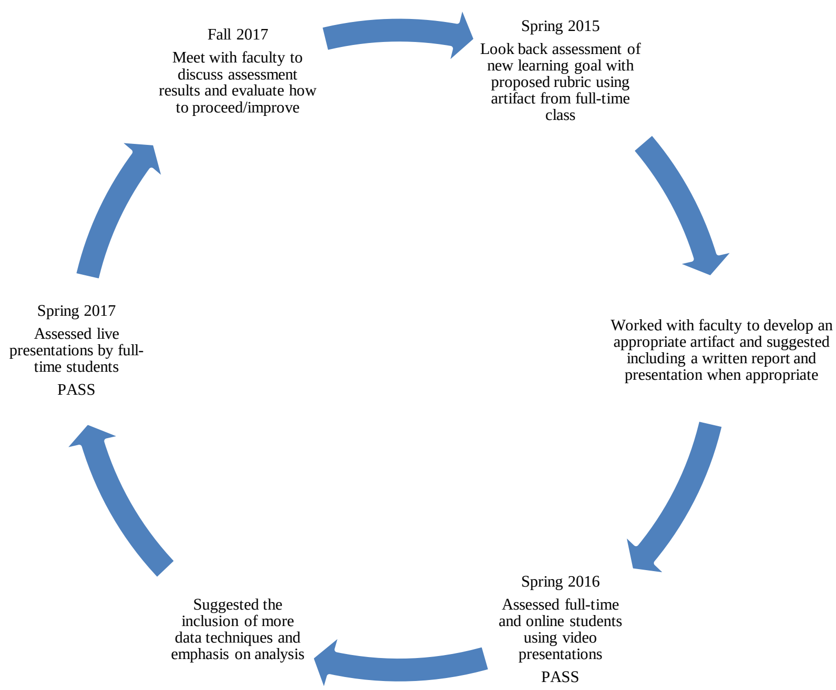
PMBA graduates will identify international business practice similarities and differences.

An example of the MBA AOL processes with a learning objective is shown in Figure 3.

Figure 3:
Example of MBA AOL Activities

Goal 3: Quantitative Reasoning

Assessment of quantitative reasoning uses student presentations of a data project which includes identifying data bases, cleaning, analyzing and presenting results in a useful format for business purposes/decisions.



ENGAGEMENT

Student Academic and Professional Engagement

Consistent with the applied mission of the GFCB, there are extensive opportunities for students to engage with businesses. Students are encouraged and supported to participate in internship programs, student organizations, and PEAK program activities. Student engagement both in and out of the classroom has been the focus of major strategic initiatives in the last five years and "student to faculty" and "student to student" interactions are highly-valued within the College. Students are provided many experiential learning opportunities, such as real-world business cases, guest lectures by business leaders, field trips, business projects using business tools such as Excel, case competitions, student consulting and, internships.

Internships: The College hired a dedicated internship coordinator in 2015. The number of students completing internships as credit-bearing classes climbed 458 percent the next year as a result of this focus.

PEAK: The award-winning Professional Education and Knowledge initiative of the College began in 2012. This program focuses on providing students with career awareness and exploration, personal improvement workshops and seminars, job shadowing and mentoring, and continued professional development and networking for alumni. One successful activity includes conducting field trips, called Career Treks, to other cities to expand students' sense of opportunity. PEAK also provides practice interview sessions conducted by professional human resource representatives, etiquette dinners, and a variety of seminars and workshops.

Student Organizations: The number of student organizations in the GFCB continues to increase. The College provides student organizations with financial support for travel and resources. These organizations take field trips, host guest speakers, engage in service projects, and provide professional development opportunities for its student membership.

Speaker Series: In addition to guest speakers hosted in classrooms in every discipline, there are numerous programs that bring prominent speakers to campus. The Hays Watkins Visiting CEO Lecture Series, supported by an alumnus gift, hosts C-level executives in events that engage students and local businesspersons. The BB&T Center for Capitalism hosts a number of speaker events with more than 1,400 students attending those events in 2016.

Career Development/Networking: The College collaborated with the WKU Center for Career and Professional Development (CCPD) to house a dedicated career specialist for GFCB students in Grise Hall. That specialist counseled 485 students in 2016 on career issues. A GFCB-dedicated career fair was started in 2015. The College also hosts a number of networking events designed to bring students and business leaders together. The Department of Accounting hosts an annual "Meet the Firms" night, the PEAK program offers networking as a part of its annual "Career Climb" event, the

Hays Watkins Visiting CEO Lecture Series allows students to attend a networking reception following the lecture, along with many other similar events.

Student Research: Students complete research projects in a number of classes using real-world data, and the latest software. Additionally, faculty and students earn Faculty-Undergraduate Student Engagement (FUSE) grants from the WKU Office of Sponsored Programs. Grant monies fund student research and travel. Student-led research is also presented during WKU's REACH Week, a week-long emphasis on student research projects.

Table 17
Examples of Active Engagement and Experiential Learning

Department	Examples
Accounting	• The Department hosted twelve professional speakers attended by 296 students in AY 16-17 and hosts their own recruiting event, "Meet the Firms," where nearly 70 students interacted with 22 accounting firms and accounting related organizations. • Students in ACCT 431, Federal Taxation, participate in the Tax Free Assistance Program where they guide student clients, This class has assisted on more than 600 returns since 2013.
CIS	• Faculty have successfully worked with four students through grant funded projects to advance the students research skills. • Classes use guest speakers from industry to show the importance of IS issues including Brookshire Recruiting, Time Key, and WKU Social Media. • Data Analytics classes incorporate real world big data sets, such as the American Hospital Directory, into classroom experiences integrating current software such as SAS, Tableau, Microsoft Power BI, RapidMiner, and IBM Watson.
Economics	• Faculty escorted students on a number of field trips to academic conferences and meetings with both economists and government representatives. Their destinations have included Washington, D.C., Boston, Mass., and the Kentucky Economic Association Meetings in Lexington, Ky. • The Capitalism Book Club, sponsored by the BB&T Center for the Study of Capitalism, is in its eighth year of engaging students with economics books and authors outside of the classroom. • The Center for the Study of Capitalism Speaker Series has presented a wide range of speakers including Steve Forbes, Art Laffer, and Stephen Moore. More than 1,400 persons attended these lectures in 2016. • Faculty have published peer-reviewed research papers with students based on projects that began as in-class projects.
Finance	• Faculty escorted students on a number of field trips to academic conferences and educational forums, including the Financial Planning Association National Conference, the FMA International Leadership conference, and the Global Asset Management Education Forum. Additionally, students have visited with firms in Louisville, Nashville, and Bowling Green and networked on-campus at a networking event for Finance majors only.
Management	• Several classes offered by the Department allow students to engage directly with the business community: ENT 496 has students working with real world clients as consultants, ENT 380 also has students assisting local small business owners in completing their business plans, and in MGT 473, Training and Development, students worked with local non-profits. • The Center for Entrepreneurship and Innovation hosted speakers attended by more than 400 students, faculty and staff since 2014. • The ENACTUS team logged over 2,200 hours of student and community interactions since 2015.
Marketing	• Students work with real world clients in number of classes in the Department. Some examples include developing comprehensive marketing plans for non-profit clients in MKT 422, Marketing Management, developing comprehensive marketing communications plans for clients in MKT 322 Integrated Marketing, doing research projects for clients in MKT 421 Marketing Research and social media plans in MKT 331 Social Media Marketing.

Faculty Qualifications and Engagement

The College embraces the variety of faculty types identified by the 2013 Accreditation Standards. The four types -- Scholarly Academic (SA), Practicing Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP) -- are clearly defined by the leadership team. Faculty participated in the development and approval of our existing Faculty Qualifications Guidelines found in Appendix B. Of particular note in our guidelines is the built-in warning mechanism that identifies an SA faculty member as "At Risk" if he/she is within two years of converting to an "Other" status. If so, the SA faculty member is determined to be "At Risk" and is then required to develop a monitored professional development plan in consultation with their department chair that will assure maintenance of qualifications. The other faculty types are only allowed one year of "At Risk" prior to becoming "Other." Having an indicator of vulnerability allows a proactive approach to maintenance of faculty qualifications.

As previously mentioned, the College implemented a set of guidelines for the maintenance of both administrator and transitional retiree qualifications. Both of these policies may be found in Appendices C and F. The College currently staffs all programs with a mixture of SA, PA, and IP faculty with each faculty member evaluated annually to determine qualification status. Condensed CV's in support of each faculty member's qualification designation are found in Appendix G.

AACSB required tables 15-1 and 15-2 are found in Appendix A, with versions of Table 15-1 for each of the following: standard version by department, Online Only Plus 2 program, and MBA by the three delivery methods. Similarly, Table 15-2 shows the deployment of faculty type across the disciplines, the Online Only Plus 2 program, each MBA delivery method, and the MAcc program using student credit hours.

Each discipline within the College, the Plus 2 program, all three delivery methods for the MBA, and the College as a whole, exceeds the requirement that at least 40 percent of the FTE faculty be SA and simultaneously meets the requirement that fewer than 10 percent of FTE faculty be Other. The only qualifications deficiency is within the Department of Marketing where the sum of SA, PA, and SP is 51.6 percent. Despite the warning period, a historically SA faculty member in marketing is "Other" and a professional development plan is in place to regain his qualified status. Regaining qualified status will result in the department's achievement of that standard. Further, approximately 40 percent of the marketing faculty are IP. The current staffing plan request for the department is to hire an SA faculty member, which would further our efforts to meet Standard 15 guidelines. Faculty not meeting qualifications teach only five percent of the SCH of the bachelor's program.

CONSULTATIVE REVIEW (OPTIONAL SECTION)

As part of our review, it would be beneficial for the team to discuss and provide consultative suggestions regarding the following issues.

1. Alternative funding models for the construction of a new business building, including ideas regarding a corporate-sponsored building combined with private donations and student fees.
2. Staffing models for Academic Affairs to consider that would allow for the proactive replacement of retiring SA faculty.
3. Compensation models to make equity and merit adjustments for faculty and staff. At WKU, meaningful merit adjustments for faculty and staff have not occurred since 2007 and the current budgetary outlook for the university does not appear to support those adjustments in the near future. A plan that allows our College to provide merit and equity adjustments is needed for recruitment and retention of our high-quality faculty and staff.
4. Creation of a value-added applied Doctorate in Business Administration degree. Various stakeholder groups have suggested the creation of an applied DBA program. Until April 2017, regional comprehensive universities in the Commonwealth were barred from developing additional doctoral programs by Kentucky law. Legislative changes now make creation of additional "practice doctorates" possible; however, resource constraints concern our College. A new practice/applied DBA would be in line with the mission of the GFCB and could service the business practice community. Pursuing the program would need to be contingent upon pre-funded faculty positions and a sustainable program financing model.

APPENDIX A

AACSB Required Tables

Table 2-1 Intellectual Contributions

Part A: Five-Year Summary of Intellectual Contributions

	Portfolio of Intellectual Contributions			Types of Intellectual Contributions									Percentages of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Peer-Reviewed Academic/Professional Meeting Proceedings	Peer-Reviewed Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Other Teaching Materials	Professional Practice Standards, or Public Policy	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs	Percent of total Full Time Equivalent (FTE) faculty producing ICs
Accounting	12	61	20	42	0	37	0	0	2	0	0	12	100.0%	99.0%
Economics	69	47	13	89	1	19	0	2	0	0	1	17	92.9%	83.0%
Finance	54	34	16	58	0	29	0	0	0	0	0	17	100.0%	100.0%
Information Systems	33	43	49	55	8	51	0	3	0	0	0	8	88.9%	79.1%
Management	80	108	30	70	6	119	0	0	0	0	0	23	87.5%	71.6%
Marketing	40	23	3	34	7	21	0	0	0	0	0	4	66.7%	52.6%
Grand Total	**288**	**316**	**131**	**348**	**22**	**276**	**0**	**5**	**2**	**0**	**1**	**81**	**89.6%**	**79.3%**

** After each group of faculty, in the two columns on the right, please indicate the percentage of total full time equivalent (FTE) faculty producing ICs. Intellectual contributions for faculty who are included on Table 15-1 should be included. Peer reviewed journals and editorial board reviewed journals should be included. Include all faculty employed during the year of record. Do not include faculty who are no longer employed and have left during the reporting period, or will be joining the faculty in the future.*

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

Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.

Approximately 61% of the College's intellectual contributions are either applied or teaching/learning, which is consistent with our mission to be a leader in providing high quality, applied undergraduate business education and select graduate programs that meet the needs of the business community. Our continued research focus ensures that our faculty are current in their field content and pedagogy and are incorporating relevant research materials into their classrooms.

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

Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.

The quality of the College's intellectual portfolio reflects the culture of the college to focus on high quality and productive faculty who are both successful in the classroom and in the research arena. High quality work continues to be promoted through the processes and procedures of our college and is reflected in the impact of the peer-reviewed journal publications described in Part D. Further, the Economics Department has a quality based journal listing for promotion and tenure purposes and each department in the college has accepted a list of high quality journals to which faculty are incented to target their research.

Part D: Impact of Intellectual Contributions

Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period.

Each of our departments has faculty members with significant reputations for producing relevant, impactful research. The Google Scholar metrics presented in the CIR are replicated below and indicate the magnitude of the commonly used five-year and career long citation counts. Citation counts are commonly used as quantitative measures of impact. The five-year and career long citation counts are found below.

Google Scholar Metrics (11/1/17)

		Citations			
	Cited Papers	**Total**	**Since 2012**	**h-Index**	**i10-index**
Accounting	52	3,331	913	48	44
Economics	174	3,362	1,884	69	66
Finance	210	4,724	2,565	48	98
Information Systems	163	5,105	3,803	55	57
Management	187	9,565	4,407	74	71
Marketing	63	3,468	2,437	37	37
GFCB	**849**	**29,555**	**16,009**	**331**	**373**

Notes: Total is the total number of citations on a single author's body of work added together. The h-Index is the largest number h such that h publications have at least h citations. The i10-Index is the number of publications with at least 10 citations.

The list below provides additional examples of the impact of faculty research:

Dr. Melvin Borland, a University Distinguished Professor in the Department of Economics, was recently identified by reputation and invited by an international funding agency to serve as a peer-reviewer for a Noble Prize winning economist's grant application.

Dr. Randall Kinnersley in the Department of Accounting is well known in his area of expertise, Governmental Accounting, serves as an expert in this subject matter on the AICPA CPA Exam Financial Accounting and Reporting (FAR) content sub-committee.

Dr. Tim Hawkins, Associate Professor of Marketing has published his 2016 "Aim High" research project, Socio-Economic Sourcing: Better for Buyers in Terms of Transaction-Costs and Procedural Justice, in a peer-reviewed journal and created a classroom example for students in his MKT 421: Marketing Research class that will impact dozens of students over the next few years.

Dr. Johnny Chan, the Leon Page Endowed Chair of Finance and a University Distinguished Professor in the Department of Finance has a very substantial research portfolio that results in his being invited to serve as a reviewer in several top Finance Journals and as an outside reviewer for several promotion and tenure decisions around the world. His efforts have resulted in a Fulbright Scholar award from the U.S. Department of State for the Fall of 2017.

Dr. David Zimmer, Associate Professor of Economics, has published in some of the very top journal in his discipline. His book on copulas, entitled “Copula Modeling: An Introduction for Practitioners,” is a standard graduate-level reference. His research is cited in the most widely used PhD-level econometrics textbooks. His work on education reform has been profiled in the *Milwaukee Journal Sentinel*. He has served as a consultant for the British National Institute for Health and Care Excellence (NICE). He also coordinates the WKU departmental research seminar series.

Dr. Whitney Peake, Associate Professor of Management, and her coauthors won three best paper awards for their work through the United States Association for Small Business and Entrepreneurship and the Global Innovation and Knowledge Academy in 2017. She is an associate editor for the *Journal of Small Business Strategy,* on the editorial review board for the *Small Business Institute Journal*, and serves as an ad hoc reviewer for several top journals in the field, such as *Entrepreneurship Theory and Practice, Journal of Business Venturing, Journal of Business Research,* and the *Journal of Small Business Management.*

Dr. Peake and Dr. LeAnne Coder incorporated students into their “Aim High” research project by having them administer surveys during some of their courses. The authors presented the project, “Leadership, Agency, and Innovation in Small and Family Firms,” to 26 students in Dr. Peake’s ENT 496 class in Spring, 2017. The students who administered the survey were instructed on the purpose of the research, as well as the IRB protocol for confidentiality to help them understand the research questions and project, and then collected the surveys during an interview with an entrepreneur or manager and a key employee of that individual.

Dr. Helen Liang, Associate Professor of Management, presented her 2016 Aim High Research paper, "Who Is Afraid of Copycat? Location Choice of Multinational Enterprises, Technological Gap, and Institutional Environment”, to the 30 students in her MGT 498: Strategy class in April, 2017.

Dr. Susane Leguizamon (“Where Goes the Neighborhood? Spatial Spillover Influence of Gentrifying Areas on Within-MSA Income Inequality”) and Dr. David Zimmer (“A New Instrument-Free Method for Estimating Endogenous Regressors in Non-Linear Models”) each presented and discussed their 2016 “Aim High” research projects to 25 students in Dr. Stephen Locke’s ECON 465: Econometrics class in the Spring of 2017.

Dr. Brian Goff, University Distinguished Professor of Economics, is well known for his work in the areas of public choice and athletics. He has contributed feature editorials to the Nashville Tennessean, the Lexington Herald-Leader, the Louisville Courier Journal, the Memphis Commercial Appeal, the Detroit Free Press, and other outlets. Media outlets such as MSNBC, the Chicago Tribune, the San Francisco Chronicle, the Dallas Morning News, the Bergen County Record, and others have used his expertise and quotes. Dr. Goff has completed or contributed to consulting projects ranging from merger analysis to forecasting for firms such as TransFinancial Bank, PepsiCo, the National Basketball Association, the National Cable Association, Western Kentucky University, and others.

Dr. Brian Strow has served as an economic advisor to multiple elected officials including a sitting US Senator and a former US Speaker of the House of Representatives.

Dr. Mark Ciampa has authored over 25 technology textbooks covering areas such as computer security, computer networking, wireless data technologies, and health information technology. His recent book *Security+ Guide to Network Security Fundamentals 5e* is the number one best seller in computer network security worldwide. He has published over 20 articles in peer-reviewed journals and is a reviewer for security journals. Dr. Ciampa is a frequent speaker at regional and national publisher events, and recently conducted workshops for the National Security Agency (NSA) National Centers of Academic Excellence (CAE) in Cyber Defense as well as “Train-the-Trainer” instruction for the Computing Technology Industry Association (CompTIA), a non-profit trade association that issues professional certifications for the IT industry. He also writes a weekly blog on security that currently has a readership of over ten thousand followers. Dr. Ciampa serves as a consultant for schools around the country on security and technology curriculum.

Dr. Tim Hawkins has published over 20 scholarly articles covering a variety of marketing and supply chain topic such as: opportunism in buyer–supplier relationships, performance-based logistics, government contracting, source selection, supplier performance evaluation, electronic reverse auctions, ethics, and knowledge management. Dr. Hawkins’ published innovative practices have been adopted by government agencies seeking to improve efficiency and effectiveness, and his analyses have been used to improve federal buying regulations.

AACSB Table 2-2: Five-Year Summary of Peer Reviewed Journals and Number of Publications in Each

Date Range: July 1, 2012 - June 30, 2017

Peer Reviewed Journals	Number of Publications
Accounting	
Academy of Business Journal	1
Advances in Accounting Education: Teaching and Curriculum	1
Advances in Quantitative Finance and Accounting	0.5
American Journal of Management	2
Global Perspectives on Accounting Education	1
Internal Auditing	5
International Business Research	0.5
International Journal of Accounting and Financial Reporting	1
International Journal of Accounting and Taxation	1
International Journal of Internet and Enterprise Management	1
International Journal of Organization Theory and Behavior	1
Journal of Academic and Business Ethics	1
Journal of Business and Policy Research	1
Journal of Education for Business	2
Journal of Finance and Accountancy	1
Journal of Government Financial Management	1
Journal of Management Policy and Practice	1
Journal of State Taxation	1
Journal of e-Learning and Higher Education	1
Practical Tax Strategies	3
The Accounting Historians Journal	1
The CPA Journal	1
Total Accounting	29

Economics	
Academy of Business Research Journal	1
Annals of Regional Science	1
Applied Economics	1
Applied Economics Letters	3
Applied Economics and Finance	1
Australian Journal of Agricultural and Resource Economics	1
B. E. Journal of Macroeconomics	1
Bulletin of Economic Research	1
Contemporary Economic Policy	3
Eastern Economic Journal	1
Econometrics	2
Economic Inquiry	1
Economic Issues	1
Economics of Education Review	1
Education Finance and Policy	1
Empirical Economics	2
Energy Policy	1
European Journal of Operational Research	2
Health Economics	2
Housing Studies	1
International Journal of Cardiology	1
International Journal of Sport Finance	1
Journal of Applied Economics and Policy	1
Journal of Applied Statistics	2
Journal of Business and Economic Perspectives	2
Journal of Difference Equations and Applications	1
Journal of Economic Policy Reform	1
Journal of Economic Studies	1
Journal of Economics	1
Journal of Economics and Finance	1
Journal of Economics and Finance Education	1
Journal of Financial Crime	1
Journal of Industry, Competition and Trade	1
Journal of Labor Research	1
Journal of Management Policy and Practice	1
Journal of Market Economy	1
Journal of Markets and Morality	1
Journal of Policy Analysis and Managment	1
Journal of Private Enterprise	1
Journal of Real Estate Finance and Economics	1
Journal of Socio-Economics	1
Journal of Sport Management	0.67

Journal of the International Academy for Case Studies	0.5
Journal of the Japanese and International Economies	1
Land Economics	1
Macroeconomics and Finance in Emerging Markets	1
Managerial and Decision Economics	1
National Tax Journal	1
Papers in Regional Science	1
Public Choice	1
Quarterly Review of Economics and Finance	1
Regional Science and Urban Economics	1
Research in Economics	2
Review of Economics and Statistics	1
Review of Economics of the Household	1
Review of Regional Studies	1
Structural Change and Economic Dynamics	1
The American International Journal of Contemporary Research	1
The Review of Regional Studies	1
Urban Affairs Review	1
Total Economics	70.17

Finance	
Advances in Financial Education	1
Advances in Quantitative Finance and Accounting	0.5
Applied Economics	1
Australian Accounting Review	1
Business Ethics: A European Review	1
Chinese Economy	2
Economia Internazionale/International Economics.	1
Economic Modelling	1
Economics Letters	2
Energy Policy	1
European Accounting Review	1
Global Journal of Accounting and Finance	1
Indian Journal of Economics & Business	1
International Business Research	0.5
International Business Review	1
International Journal of Accounting and Information Management	1
International Journal of Business & Public Administration	1
International Review of Accounting, Banking and Finance	1
International Review of Economics and Finance	3
Journal of Banking and Finance	1
Journal of Business Ethics	1
Journal of Corporate Finance	5
Journal of Economics and Economic Education Research	1
Journal of Empirical Finance	3
Journal of Financial Planning	1
Journal of Learning in Higher Education	1
Management International Review	1
Managerial Finance	2
Nankai Business Review International	1
North American Journal of Economics and Finance	5
Pacific-Basin Finance Journal	2
Review of Accounting and Finance	1
Review of Pacific Basin Financial Markets and Policies	2
Review of Quantitative Finance and Accounting	3
Total Finance	52

Information Systems	
ACET Journal of Computer Education and Research	1
Academy of Business Research Journal	3
Computers in Human Behavior Journal	4
Computers in Human Behavior Journal (Elsevier)	1
Decision Sciences	1
European Journal of Business and Social Sciences	1
Higher Education Studies	1
Information Management and Computer Security	1
International Journal of Electronic Commerce	1.5
International Journal of Knowledge Society Research	1
International Journal of Learning and Development	1
International Journal of Learning, Teaching and Educational Research	1
Issues in Information Systems	1
Journal of Applied Security Research	1
Journal of Educational Technology	1
Journal of Instructional Pedagogies	2
Journal of Leadership, Accountability and Ethics	1
Journal of Management and Marketing Research	1
Journal of Technology Research	1
Journal of the Consortium for Computing Sciences in Colleges	1
Journal of the Knowledge Economy	1
Kentucky Business Education Association Journal	1
Kentucky Journal of Excellence in College Teaching and Learning	1
Online Journal of Distance Learning Administration	1
Research in Higher Education Journal	3
The Journal of Universal Computer Science	1
Total Information Systems	34.5

Management	
Academy of Educational Leadership Journal	1
Academy of Strategic Management Journal	1
American Journal of Entrepreneurship	1
Annals of Management Science	1
Business Creativity & The Creative Economy	1
Communication Design Quarterly Review	1
Creativity and Innovation Management	1
Current Topics in Management	8
Current Topics in Management, Vol. 17	1
Entrepreneurial Executive	1
Entrepreneurship Theory and Practice	1
European Journal of Operational Research	1
Food Policy	1
Global Journal of Business Pedagogy	1
Industrial and Organizational Psychology Perspectives on Science and	1
Intelligence	1
International Food & Agribusiness Management Review	1
International Journal of Business and Economics Research	1
International Journal of Electronic Commerce	0.5
International Journal of Manufacturing Technology and Management	1
International Journal of Revenue Management	1
International Journal of Strategic Management	1
International Journal of Supply Chain Management	2
Iridescent	1
Journal of Asia-Pacific Business	1
Journal of Business Ethics	1
Journal of Business and Economics	2
Journal of Family Business Management	1
Journal of Management Development	1
Journal of Nutrition Education and Behavior (JNEB)	1
Journal of Organizational Culture, Communications and Conflict	3
Journal of Small Business Management	3
Journal of Small Business Strategy	4
Journal of Women's Entrepreneurship and Education	1
Journal of the International Academy for Case Studies	2.5
Leadership & Organizational Management Journal	1
Research Policy	1
Small Business Institute Journal	2
Total Management	56

Marketing	
Business Horizons	1
Defense Acquisition Research Journal	1
Industrial Marketing Management	1
International Journal of Procurement Management	1
Journal of Applied Business Research	2
Journal of Applied Business and Economics	1
Journal of Business Logistics	1
Journal of Business and Economics Research	1
Journal of Contract Management	1
Journal of Defense Analytics and Logistics	1
Journal of International Marketing Studies	1
Journal of Leadership, Accountability, and Ethics	1
Journal of Management and Marketing Research	1
Journal of Marketing Development and Competitiveness	1
Journal of Personal Selling and Sales Management	2
Journal of Product and Brand Management	1
Journal of Public Procurement	4
Journal of Purchasing and Supply Management	1
Journal of Selling	1
Journal of Selling and Major Account Management	1
Journal of Sport Management	0.33
Journal of Services Marketing	2
Journal of Sports Behavior	1
Services Marketing Quarterly	1
Supply Chain Management, An International Journal	1
The Journal of Business & Industrial Marketing	1
The MENA Journal of Business Case-Studies	1
Total Marketing	32.33
GFCB Grand Total	**274**

AACSB TABLE 15-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standards 5 and 15)[1]
Date Range: 2016-2017 Academic Year

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5)		Normal Professional Responsibilities[3]	Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] (Std. 15)					Brief Description of Basis for Qualification
Faculty Member's Name	**Date of First Appointment to the School**	**Highest Degree, Year Earned**	**Participating Faculty Teaching Productivity (P)[2]**	**Supporting Faculty Teaching Productivity (S)[2]**		**Scholarly Academic (SA)[4]**	**Practice Academic (PA)[4]**	**Scholarly Practitioner (SP)[4]**	**Instructional Practitioner (IP)[4]**	**Other (O)[4]**	
Accounting											
Bibelhauser, Stacy	August 6, 2003	Ph D, 2004	615 sch		UT, MT, RES and SER	100					Intellectual contributions
Callahan, Richard	August 15, 2007	MS, 1974	876 sch		UT, MT and SER				100		Continued professional experience
Chen, Yining	August 15, 2005	Ph D, 1993	315 sch		UT, MT, RES and SER	100					Intellectual contributions
Andrew Head	August 16, 2010	MA, 2010		117 sch	UT, MT and SER				12.5		Continued professional experience
Henson, Sheri	August 16, 1999	MPA, 1998	720 sch		UT and SER				100		Continued professional experience
Hunt, Allen	August 15, 2013	Ph D, 2001	549 sch		UT, MT, RES and SER	100					Intellectual contributions
Kinnersley, Randall	August 16, 1995	Ph D, 1997	411 sch		UT, MT, RES and SER	100					Intellectual contributions
Lee, Minwoo	August 16, 1993	Ph D, 1993	564 sch		UT, MT and SER	100					Intellectual contributions
Little, Harold	January 1, 1993	Ph D, 1999	282 sch		UT, MT, ADM and RES	100					ADMIN- Intellectual contributions
Magner, Nace	August 16, 1989	DBA, 1991		276 sch	UT, MT and SER	62.5					TRANS RETIREE- Intellectual contributions
Parsley, Sammie	August 22, 2016	MS, 2005		78 sch	UT				12.5		Full-time employment in the discipline
Ross, Mark	August 16, 1994	Ph D, 1996	723 sch		UT, MT, RES and SER	100					Intellectual contributions
Simerly, Melloney	August 15, 2015	Ph D, 2015	765 sch		UT, MT, RES and SER	100					Intellectual contributions
Jean Snavely	August 16, 1998	Ph D, 1997		33 sch	UT, MT and SER		12.5				Continued professional experience
Wells, Steve	July 1, 2008	Ph D, 1994	264 sch		UT, MT and SER	100					Intellectual contributions
Total Accounting			6084 sch	504 sch		962.5 (80.2%)	12.5 (1.0%)	0 (0.0%)	225 (18.8%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (92.3%)			SA ≥ 40% guideline for AACSB met (80.2%) SA + PA + SP ≥ 60% guideline for AACSB met (81.3%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					

Economics											
Bogard, Matthew	December 1, 2004	MS, 2005		99 sch	UT				12.5		Full-time employment in the discipline
Borland, Melvin	August 16, 1978	Ph D, 1988		465 sch	UT, MT and RES	50					TRANS RETIREE- Intellectual contributions
Broadbent, Scott	October 15, 2007	MA, 2009		141 sch	UT				12.5		Full-time employment in the discipline
Carey, Mary	August 16, 1992	Ph D, 1992	311 sch		UT, MT, ADM and RES	100					ADMIN- Intellectual contributions
Chen, Tao	January 22, 2013	Ph D, 2006		228 sch	UT and MT		25				Full-time employment in the discipline
Goff, Brian	August 16, 1986	Ph D, 1986	129 sch		UT, MT, RES and SER	100					Intellectual contributions
Jordan, Dean	August 27, 2007	MBA, 1986	1194 sch		UT and SER				100		Continued professional experience
Kim, Hak	August 16, 1983	Ph D, 1982	675 sch		UT, MT, RES and SER	100					Intellectual contributions
Lebedinsky, Alexander	August 6, 2003	Ph D, 2004	458 sch		UT, MT, RES and SER	100					Intellectual contributions
Leguizamon, Juan	August 15, 2015	Ph D, 2011	546 sch		UT, MT and SER	100					Intellectual contributions
Leguizamon, Susane	August 15, 2013	Ph D, 2010	684 sch		UT, MT, RES and SER	100					Intellectual contributions
Locke, Stephen	August 15, 2015	Ph D, 2013	360 sch		UT, MT, RES and SER	100					Intellectual contributions
Meszaros, Gary	November 1, 1992	MA, 1996		117 sch	UT				12.5		Full-time employment in the discipline
Morris, Aaron	September 1, 2009	MA, 2010		591 sch	UT				12.5		Full-time employment in the discipline
Myers, Daniel	August 16, 1986	Ph D, 1988		489 sch	UT	50					TRANS RETIREE - Intellectual contributions
Noser, Thomas	August 16, 1984	Ph D, 1986	441 sch		UT and RES	50					TRANS RETIREE - Intellectual contributions
Pulsinelli, Robert	September 1, 1967	Ph D, 1974		396 sch	UT		50				TRANS RETIREE - Continued professional experience
Roberson, Michael	January 23, 2006	Ph D, 2016		159 sch	UT		50				Full-time employment in the discipline
Strow, Brian	August 16, 1999	Ph D, 2001	459 sch		UT, MT, RES and SER	100					Intellectual contributions
Strow, Claudia	August 16, 2000	Ph D, 2002	1143 sch		UT, MT, RES and SER	100					Intellectual contributions
Trawick, Michelle	August 16, 2000	Ph D, 1996	144 sch		UT, ADM and RES	100					ADMIN - Intellectual contributions
Wilson, Dennis	July 1, 2006	Ph D, 1999	1548 sch		UT, MT, RES and SER	100					Intellectual contributions
Zimmer, David	August 15, 2007	Ph D, 2004	621 sch		UT, MT, RES and SER	100					Intellectual contributions
Total Economics			8713 sch	2685 sch		1350 (83.1%)	125 (7.7%)	0 (0.0%)	150 (9.2%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (76.4%)			SA ≥ 40% guideline for AACSB met (83.1%) SA + PA + SP ≥ 60% guideline for AACSB met (90.8%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					

Finance											
Brown, Christopher	August 16, 2000	Ph D, 1998	507 sch		UT, MT, RES and SER	100					Intellectual contributions
Chan, Kam	August 6, 2003	Ph D, 1990	429 sch		UT, MT, RES and SER	100					Intellectual contributions
Chhachhi, Indudeep	August 16, 1990	DBA, 1990	60 sch		UT, MT, ADM, RES and SER	100					ADMIN - Intellectual contributions
Head, Andrew	August 16, 2010	MA, 2010	666 sch		UT, MT and SER				87.5		Continued professional experience
Lo, Yung	August 15, 2007	Ph D, 2007	720 sch		UT, MT, RES and SER	100					Intellectual contributions
Rhoades, Ronald	August 15, 2015	JD, 1995	1029 sch		UT, MT and SER		100				Continued professional experience
Snavely, Jean	August 16, 1998	Ph D, 1997	802 sch		UT, MT and SER		87.5				Continued professional experience
Thapa, Samanta	January 11, 1988	Ph D, 1988	417 sch		UT and RES	50					TRANS RETIREE - Intellectual contributions
Total Finance			4630 sch	0 sch		450 (62.1%)	187.5 (25.9%)	0 (0.0%)	87.5 (12.1%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (100.0%)			SA ≥ 40% guideline for AACSB met (60.0%) SA + PA + SP ≥ 60% guideline for AACSB met (86.7%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					

Information Systems											
Atkinson, John	August 16, 2000	EDD, 2007	615 sch		UT, MT, RES and SER	100					Intellectual contributions
Blankenship, Ray	August 16, 1998	Ph D, 1994		159 sch	UT, ADM, RES and SER	100					ADMIN - Intellectual contributions
Ciampa, Mark	January 1, 2004	Ph D, 2008	534 sch		UT, MT, RES and SER	100					Intellectual contributions
Coleman, Phillip	January 8, 2001	EDD, 2007	477 sch		UT, MT, RES and SER	100					Intellectual contributions
Crews, Thaddeus	January 1, 1995	Ph D, 1995	480 sch		UT, MT, RES and SER	100					Intellectual contributions
Gaskins, Carmen	August 24, 2015	MA, 2002		78 sch	UT					12.5	
Lindsey, James	August 7, 2002	MS, 2000	732 sch		UT and SER				100		Continued professional experience
Marston, Sean	August 15, 2011	Ph D, 2010	519 sch		UT, MT, RES and SER	100					Intellectual contributions
Parris, Steven	August 23, 2004	MA, 1991		423 sch	UT					12.5	
Pigford, Ryan	August 22, 2016	MBA, 2016		87 sch	UT				37.5		Full-time employment in the discipline
Thrasher, Evelyn	August 15, 2008	Ph D, 2006	670.5 sch		UT, MT, RES and SER	100					Intellectual contributions
Unseld, Elizabeth	September 13, 2010	MBA, 2009		222 sch	UT					25	
Willis, Jeffrey	August 1, 2002	MS, 2002	639 sch		UT and SER				100		Continued professional experience
Zhuhadar, Leyla	September 1, 2004	Ph D, 2009	489 sch		UT, MT, RES and SER	100					Intellectual contributions
Total Information Systems			5155.5 sch	969 sch		800 (73.6%)	0 (0.0%)	0 (0.0%)	237.5 (21.8%)	50 (4.6%)	
			P ≥ 60% guideline for AACSB met (84.2%)			SA ≥ 40% guideline for AACSB met (73.6%) SA + PA + SP ≥ 60% guideline for AACSB met (73.6%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (95.4%)					

Management											
Bolton, Dawn	August 16, 1991	DBA, 1993	348 sch		UT, MT, RES and SER	100					Intellectual contributions
Buchanan, Edwin	January 24, 2011	Master of Science, 1989		612 sch	UT				75		Full-time employment in the discipline
Civelek, Ismail	July 30, 2011	Ph D, 2010	873 sch		UT, MT, RES and SER	100					Intellectual contributions
Coder, LeAnne	August 15, 2007	Ph D, 2007	654 sch		UT, MT, RES and SER	100					Intellectual contributions
Cosby, Dana	January 13, 2003	Ph D, 2008	1030 sch		UT, MT and SER		100				Continued professional experience
Curry, Michael	January 13, 2003	MS, 2001		78 sch	UT				25		Full-time employment in the discipline
Daniels, Aquesha	August 15, 2016	JD, 2011	762 sch		UT, MT and SER		100				Continued professional experience
Gish, Stacey	September 2, 2005	MA, 1999	201 sch						25		Continued professional experience
Goodin, Terry	August 15, 2005	DED, 2003		168 sch	UT				25		Full-time employment in the discipline
Hatfield, Robert	August 6, 2003	Ph D, 1996	213 sch		UT, MT, ADM and RES	100					ADMIN - Intellectual contributions
Hernsberger, Joshua	August 15, 2013	Ph D, 2013	456 sch		UT, MT, RES and SER	100					Intellectual contributions
Hines, Cynthia	January 23, 2017	MBA, 2006		81 sch	UT				12.5		Full-time employment in the discipline
Katz, Jeffrey [2]	June 27, 2011				ADM	100					DEAN
Laufenberg, Scott	August 23, 1999	JD, 1999		651 sch	UT		75				Full-time employment in the discipline
Liang, Feng Helen	August 15, 2013	Ph D, 2006	552 sch		UT, MT, RES and SER	100					Intellectual contributions
Lundin, Gerald	August 28, 2006	MA, 2006		171 sch	UT					50	
Peake, Jeffrey	January 23, 2017	MBA, 2010		81 sch	UT				12.5		Full-time employment in the discipline
Peake, Whitney	August 15, 2014	Doctor of Philosophy, 2008	564 sch		UT, MT, RES and SER	100					Intellectual contributions
Potter, Paula	August 16, 1996	Ph D, 1997	318 sch		UT, MT, ADM, RES and SER	100					ADMIN - Intellectual contributions
Rahim, M.	August 16, 1983	Ph D, 1976	612 sch		UT and RES	100					Intellectual contributions
Rasmussen, George	August 16, 2009	MBA, 1974	324 sch		UT and SER				100		Continued professional experience
Reber, Robert	August 16, 1982	Ph D, 1982	690 sch		UT, MT, RES and SER		75				TRANS RETIREE - Continued professional experience
Rock, Kelcey	January 23, 2017	MBA, 2016		126 sch					12.5		Full-time employment in the discipline
Rogers, John	August 27, 2012	JD, 1989		99 sch	UT		25				Full-time employment in the discipline

Schell, John	August 15, 2005	MBA, 1992	672 sch		UT and SER					100	
Sparks, David	January 20, 1998	JD, 1995		357 sch	UT					25	
Spiller, Michael	July 1, 2006	Ph D, 1999	1311 sch		UT, MT, RES and SER	100					Intellectual contributions
Sullivan, Brian	August 16, 1976	JD, 1972		240 sch	UT, MT, RES and SER		50				TRANS RETIREE - Continued professional experience
Woodward, Leslie	January 26, 2015	MBA, 1996		18 sch	UT				12.5		Full-time employment in the discipline
Yates, Mariah [3]	January 19, 2015	ABD, 2017	450 sch		UT, MT, RES and SER	100					ABD: Intellectual contributions
Total Management			10030 sch	2682 sch		1200 (57.8%)	425 (20.5%)	0 (0.0%)	300 (13.3%)	175 (8.4%)	
			P ≥ 60% guideline for AACSB met (78.9%)			SA ≥ 40% guideline for AACSB met (57.1%) SA + PA + SP ≥ 60% guideline for AACSB met (77.4%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (91.7%)					

Marketing											
Biggs, Stacey	July 2, 2007	MA, 2010		87 sch	UT				12.5		Full-time employment in the discipline
Derry, Christopher	August 16, 2009	MBA, 1986	636 sch		UT and SER				100		Continued professional experience
Forbes, Lukas	August 6, 2003	Ph D, 2004	450 sch		UT, MT, RES and SER	100					Intellectual contributions
Francis, Ben	August 1, 2002	MBA, 2012		105 sch	UT				25		Full-time employment in the discipline
Gardner, Mary	August 16, 2010	DBA, 2017	960 sch		UT and SER				100		Continued professional experience and completed DBA
Hawkins, Timothy	January 27, 2014	Ph D, 2007	408 sch		UT, MT, RES and SER	100					Intellectual contributions
Martin, Corie	December 3, 2008	EDD, 2015		195 sch	UT and MT				37.5		Full-time employment in the discipline
Martin, Craig	July 1, 2001	Ph D, 2001	1215 sch		UT, MT, RES and SER	100					Intellectual contributions
McAmis, Gregory	August 15, 2012	Ph D, 2013	585 sch		UT, MT, RES and SER	100					Intellectual contributions
Melancon, Kathryn	August 15, 2006	Ph D, 2007	546 sch		UT, MT, RES and SER	100					Intellectual contributions
Ormon, Megan	August 1, 2007	MS, 2011		405 sch	UT				50		Full-time employment in the discipline
Payne, Cheryl	August 24, 1998	MBA, 1998		99 sch	UT				12.5		Full-time employment in the discipline
Rottmann, Edward	January 23, 2017	MBA, 1986		57 sch	UT				12.5		Full-time employment in the discipline
Shannon, James	January 8, 1990	Ph D, 1992	327 sch		UT, MT, RES and SER					100	
Stone, Daniel	January 14, 2002	MBA, 2001		153 sch	UT				37.5		Full-time employment in the discipline
Todd, Patricia	August 15, 2005	DBA, 2006	291 sch		UT, MT, ADM, RES and SER	100					ADMIN - Intellectual contributions
Turner, Cody	May 15, 2006	MBA, 2009		276 sch	UT				37.5		Full-time employment in the discipline
Wigner, Geoffrey	January 23, 2006	MBA, 1998		237 sch	UT				37.5		Full-time employment in the discipline
Total Marketing			5418 sch	1614 sch		600 (51.6%)	0 (0.0%)	0 (0.0%)	462.5 (39.8%)	100 (8.6%)	
			P ≥ 60% guideline for AACSB met (77.0%)			SA ≥ 40% guideline for AACSB met (51.6%) SA + PA + SP ≥ 60% guideline for AACSB not met (51.6%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (91.4%)					

<table>
<tr><td>Grand Total</td><td>40180.5 sch</td><td>8304 sch</td><td></td><td>5362.5 (68.1%)</td><td>750 (9.5%)</td><td>0 (0.0%)</td><td>1462.5 (18.3%)</td><td>325 (4.1%)</td><td></td></tr>
<tr><td></td><td colspan="2">P ≥ 75% guideline for AACSB met (82.9%)</td><td></td><td colspan="5">SA ≥ 40% guideline for AACSB met (67.9%)
SA + PA + SP ≥ 60% guideline for AACSB met (77.4%)
SA + PA + SP + IP ≥ 90% guideline for AACSB met (95.9%)</td><td></td></tr>
<tr><td colspan="3">Faculty Sufficiency Indicators[1]:

• Overall guideline: P/(P+S) ≥ 75%
• By discipline, location, delivery mode, or program: P/(P+S) ≥ 60%</td><td></td><td colspan="5">Faculty Qualifications Indicators[1]:

• SA guideline: SA/(SA + PA + SP + IP + O) ≥ 40%
• SA + PA + SP guideline: (SA + PA + SP)/(SA + PA + SP + IP + O) ≥ 60%
• SA + PA + SP + IP guideline: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) ≥ 90%</td><td></td></tr>
</table>

AACSB Table 15-1 PLUS 2: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE PLUS 2 ONLINE PROGRAM FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standards 5 and 15)
Date Range: 2016-2017 Academic Year

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5)		Normal Professional Responsibilities[3]	Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] (Std. 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]		Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	
Plus 2											
John Atkinson	August 16, 2000	EDD, 2007	102 sch		UT, MT, RES and SER	100.0					Intellectual contributions
Christopher Brown	August 16, 2000	Ph D, 1998	51 sch		UT, MT, RES and SER	100.0					Continued professional experience
Tao Chen	January 22, 2013	Ph D, 2006		99 sch	UT and MT		25.0				Intellectual contributions
Ismail Civelek	July 30, 2011	Ph D, 2010	246 sch		UT, MT, RES and SER	100.0					Continued professional experience
Dana Cosby	January 13, 2003	Ph D, 2008	18 sch		UT, MT and SER		100.0				Continued professional experience
Aquesha Daniels	August 15, 2016	JD, 2011	180 sch		UT, MT and SER		100.0				Intellectual contributions
Lukas Forbes	August 6, 2003	Ph D, 2004	90 sch		UT, MT, RES and SER	100.0					Intellectual contributions
Terry Goodin	August 15, 2005	DED, 2003		15 sch	UT				25.0		Intellectual contributions
Feng Helen Liang	August 15, 2013	Ph D, 2006	99 sch		UT, MT, RES and SER	100.0					ADMIN- Intellectual contributions
Whitney Peake	August 15, 2014	Ph D, 2008	90 sch		UT, MT, RES and SER	100.0					TRANS RETIREE- Intellectual contributions
Paula Potter	August 16, 1996	Ph D, 1997	114 sch		UT, MT, ADM, RES and SER	100.0					Full-time employment in the discipline
Robert Reber	August 16, 1982	Ph D, 1982	123 sch		UT, MT, RES and SER		75.0				Intellectual contributions
Jean Snavely	August 16, 1998	Ph D, 1997	117 sch		UT, MT and SER		100.0				Intellectual contributions
Mariah Yates	January 19, 2015	ABD, 2017	102 sch		UT, MT, RES and SER	100.0					Continued professional experience
Leyla Zhuhadar	September 1, 2004	Ph D, 2009	189 sch		UT, MT, RES and SER	100.0					Intellectual contributions
Total Plus 2 BA			1521 sch	114 sch		900.0 (67.9%)	400 (30.2%)	0 (0.0%)	25 (1.9%)	0 (0.0%)	

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5)		Normal Professional Responsibilities[3]	Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] (Std. 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]		Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	
			P ≥ 60% guideline for AACSB met (93.0%)			SA ≥ 40% guideline for AACSB met (67.9%) SA + PA + SP ≥ 60% guideline for AACSB met (98.1%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					

AACSB TABLE 15-1 MBA: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MBA PROGRAM FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standards 5 and 15)[1]
Date Range: 2016-2017 Academic Year

Faculty Portfolio			Faculty Sufficiency Related to Teaching (Std. 5)		Normal Professional Responsibilities[3]	Percent of Time Devoted to Mission for Each Faculty Qualification Group[5] (Std. 15)					Brief Description of Basis for Qualification
Faculty Member's Name	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]		Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	
Traditional MBA											
John Atkinson	August 16, 2000	EDD, 2007	69 sch		UT, MT, RES and SER	100.0					Intellectual contributions
Dawn Bolton	August 16, 1991	DBA, 1993	60 sch		UT, MT, RES and SER	100.0					Intellectual contributions
Melvin Borland	August 16, 1978	Ph D, 1988		69 sch	UT, MT and RES	50.0					TRANS RETIREE- Intellectual contributions
Randall Capps	August 15, 2000 (est)	Ed D, 1970		63 sch	MT		25.0				Continued professional experience
Robert Hatfield	August 6, 2003	Ph D, 1996	72 sch		UT, MT, ADM and RES	100.0					ADMIN- Intellectual contributions
Minwoo Lee	August 16, 1993	Ph D, 1993	72 sch		UT, MT and SER	100.0					Intellectual contributions
Yung Lo	August 15, 2007	Ph D, 2007	78 sch		UT, MT, RES and SER	100.0					Intellectual contributions
Corie Martin	December 3, 2008	EDD, 2015		72 sch	UT and MT				37.5		Full-time employment in the discipline
Michael Spiller	July 1, 2006	Ph D, 1999	63 sch		UT, MT, RES and SER	100.0					Intellectual contributions
Daniel Stone	January 14, 2002	MBA, 2001		60 sch	UT				37.5		Full-time employment in the discipline
Total Traditional MBA			414 sch	264 sch		650 (86.7%)	25 (3.3%)	0 (0.0%)	75 (10.0%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (61.1%)			SA ≥ 40% guideline for AACSB met (86.7%) SA + PA + SP ≥ 60% guideline for AACSB met (90.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					

Online MBA											
Tao Chen	January 22, 2013	Ph D, 2006		48 sch	UT and MT		25.0				Full-time employment in the discipline
Indudeep Chhachhi	August 16, 1990	DBA, 1990	60 sch		UT, MT, ADM, RES and SER	100.0					ADMIN- Intellectual contributions
Ismail Civelek	July 30, 2011	Ph D, 2010	45 sch		UT, MT, RES and SER	100.0					Intellectual contributions
LeAnne Coder	August 15, 2007	Ph D, 2007	54 sch		UT, MT, RES and SER	100.0					Intellectual contributions
Dana Cosby	January 13, 2003	Ph D, 2008	123 sch		UT, MT and SER		100.0				Continued professional experience
Minwoo Lee	August 16, 1993	Ph D, 1993	72 sch		UT, MT and SER	100.0					Intellectual contributions
Feng Helen Liang	August 15, 2013	Ph D, 2006	111 sch		UT, MT, RES and SER	100.0					Intellectual contributions
Yung Lo	August 15, 2007	Ph D, 2007	51 sch		UT, MT, RES and SER	100.0					Intellectual contributions
Craig Martin	July 1, 2001	Ph D, 2001	57 sch		UT, MT, RES and SER	100.0					Intellectual contributions
Paula Potter	August 16, 1996	Ph D, 1997	117 sch		UT, MT, ADM, RES and SER	100.0					ADMIN- Intellectual contributions
Total Online MBA			642 sch	48 sch		800 (86.5%)	125 (13.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (93.0%)			SA ≥ 40% guideline for AACSB met (83.1%) SA + PA + SP ≥ 60% guideline for AACSB met (100.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					

Professional MBA											
John Baker	August 15, 2010	Ed D, 2011		33 sch	MT	12.5					Intellectual contributions
Randall Capps	August 15, 2000 (est)	Ed D, 1970		81 sch	MT		25.0				Continued professional experience
Ismail Civelek	July 30, 2011	Ph D, 2010	42 sch		UT, MT, RES and SER	100.0					Intellectual contributions
Robert Hatfield	August 6, 2003	Ph D, 1996	81 sch		UT, MT, ADM and RES	100.0					ADMIN - Intellectual contributions
Harold Little	January 1, 1993	Ph D, 1999	33 sch		UT, MT, ADM and RES	100.0					ADMIN - Intellectual contributions
Michael Spiller	July 1, 2006	Ph D, 1999	39 sch		UT, MT, RES and SER	100.0					Intellectual contributions
Patricia Todd	August 15, 2005	DBA, 2006	81 sch		UT, MT, ADM, RES and SER	100.0					ADMIN - Intellectual contributions
David Zimmer	August 15, 2007	Ph D, 2004	81 sch		UT, MT, RES and SER	100.0					Intellectual contributions
Total Professional MBA			357 sch	114 sch		612.5 (96.1%)	25 (3.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (84.2%)			SA ≥ 40% guideline for AACSB met (96.1%) SA + PA + SP ≥ 60% guideline for AACSB met (100.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Grand Total MBA			**1413 sch**	**426 sch**		**2062.5 (89.2%)**	**175 (7.6%)**	**0 (0.0%)**	**75 (3.2%)**	**0 (0.0%)**	
			P ≥ 75% guideline for AACSB met (76.8%)			SA ≥ 40% guideline for AACSB met (89.2%) SA + PA + SP ≥ 60% guideline for AACSB met (96.8%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Faculty Sufficiency Indicators[1]: • Overall guideline: P/(P+S) ≥ 75% • By discipline, location, delivery mode, or program: P/(P+S) ≥ 60%						Faculty Qualifications Indicators[1]: • SA guideline: SA/(SA + PA + SP + IP + O) ≥ 40% • SA + PA + SP guideline: (SA + PA + SP)/(SA + PA + SP + IP + O) ≥ 60% • SA + PA + SP + IP guideline: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) ≥ 90%					

AACSB Table 15-2: DEPLOYMENT OF PARTICIPATING AND SUPPORTING FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS

Date Range: 2016-2017 Academic Year

	Percent of teaching by degree program (measured by credit hours)					
	Scholarly Academic (SA) %	**Practice Academic (PA) %**	**Scholarly Practitioner (SP) %**	**Instructional Practitioner (IP) %**	**Other (O) %**	**Total %**
Bachelor's	60.82%	13.22%	0%	20.97%	4.99%	100%
Bachelor's Plus 2	67.92%	30.19%	0%	1.89%	0%	100%
MBA – Traditional	86.67%	3.33%	0%	10.00%	0%	100%
MBA – Online	86.49%	13.51%	0%	0%	0%	100%
MBA - Professional	96.08%	3.92%	0%	0%	0%	100%
MACC	84.81%	0%	0%	15.19%	0%	100%

APPENDIX B

Faculty Classification Guidelines

Initial Assignment of Faculty Qualifications (Approved by GFAC 3/19/2015)

SUMMARY DESCRIPTION OF CATEGORIES

Scholarly Academic (SA): A faculty member with a research doctorate degree related to the teaching discipline who is engaged in discipline-based research. In general, a 3-3 teaching load is expected.

Practice Academic (PA): A faculty member with a doctoral degree in a business-related field who sustains relationships with business via consulting or other professional engagement activities. In general, a 4-4 teaching load is expected.

Scholarly Practitioner (SP): A faculty member with significant practice-based experience who also engages in substantial discipline-based scholarly activity. In general, a 3-3 teaching load is expected.

Instructional Practitioner (IP): A faculty member who draws from previous and current professional experience to teach subjects in his or her expertise. In general, a 4-4 teaching load is expected.

INITIAL CLASSIFICATION TO NEW STANDARDS

- All faculty who are qualified as Academically Qualified (AQ) will transition to qualified as a Scholarly Academic (SA).
- All faculty who are qualified as Professionally Qualified (PQ) and hold a doctoral degree will transition to qualified as a Practice Academic (PA).
- All faculty who are qualified as Professionally Qualified (PQ) and does not hold a doctoral degree will transition to qualified as a Instructional Practitioner (IP).
- All faculty who are currently listed as “Other” will remain “Other.” When that faculty member re-attains his/her qualifications, he or she will do so using the process above (e.g. AQ to SA, PQ to either PA or IP).

INITIAL CLASSIFICATION MOVES FROM AQ to PA or FROM PQ to SP

Any transition from AQ to PA or from PQ to SP must be consistent with the strategic direction of the department and college. Any faculty member wishing to make one of these two transitions for initial classification must collaborate with his/her department chair to describe the intellectual and professional experiences that will be used to justify the newly qualified status. These intellectual and professional experiences must be consistent with the adopted GFCB Faculty Qualifications Guidelines. The department chair and the Dean must approve the request.

Faculty Qualifications Guidelines

Endorsed by GFAC on 4/24/2014
Presented to Faculty and Staff on August 20, 2014
Effective January 1, 2015
Revised January 19, 2017

AACSB Standard 15 describes four categories of faculty qualifications. These four are: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP). The GFCB is committed to meeting the guideline that our instructional faculty, at both the departmental and college level, must be at least 40% SA; at least 60% SA, PA, or SP; and 90% SA, PA, SP, or IP.

Standard 15: http://www.aacsb.edu/accreditation/business/standards/2013/academic-and-professionalengagement/standard15.asp

Standard 2 addresses the impact of intellectual contributions and their alignment with the college's mission. Intellectual contributions may be identified as one of the following three types: basic or discovery, applied or integration/application, and teaching and learning. Further, the impact of intellectual contributions regards the "difference made or innovations fostered" by ones research. Thus, faculty must be able to document the impact of their research. Given this expectation, all faculty are encouraged to provide a measure of impact when listing publications in Digital Measures. The impact may be documented in many different ways including but not limited to: journal readership, journal/conference ranking, journal impact factors, journal acceptance rates, citations to the work, visits to, or downloads from electronic sites.

Standard 2: http://www.aacsb.edu/accreditation/business/standards/2013/academic-and-professionalengagement/standard15.asp

SUMMARY DESCRIPTION OF CATEGORIES

Scholarly Academic (SA): A faculty member with a research doctorate degree related to the teaching discipline who is engaged in discipline-based research. In general, a 3-3 teaching load is expected.

Practice Academic (PA): A faculty member with a doctoral degree in a business-related field who sustains relationships with business via consulting or other professional engagement activities. In general, a 4-4 teaching load is expected.

Scholarly Practitioner (SP): A faculty member with significant practice-based experience who also engages in substantial discipline-based scholarly activity. In general, a 3-3 teaching load is expected.

Instructional Practitioner (IP): A faculty member who draws from previous and current professional experience to teach subjects in his or her expertise. In general, a 4-4 teaching load is expected.

A faculty member in the Gordon Ford College of Business may be considered qualified as Scholarly Academic (SAQ) if the person:

- Has an earned doctorate in a business or other discipline related to the person's teaching
- assignment as reviewed and approved by the tenured and tenure track faculty of the department
- within the GFCB and
- Demonstrates relevance through intellectual contributions in scholarly research with documented impact.

A newly appointed doctoral faculty member to an SA position will be considered SAQ for up to five years after degree completion. A faculty member who is admitted to doctoral candidacy and completing the dissertation of the degree (ABD) is considered SAQ for up to three years after becoming ABD regardless of job status and the institution of employment. When the ABD faculty member completes the doctoral degree while on faculty, the person will be considered SAQ for up to five years after degree completion.

<u>Maintenance of SAQ Status</u>

- To maintain the SAQ status, the faculty member will produce:
    - A minimum of two peer-reviewed journal articles with documented impact within the last five years in a discipline related to the person's teaching assignment within the GFCB; one scholarly book may be substituted for an article provided that it is related to the discipline for which the author is academically qualified; and,
- At least two additional intellectual contributions within the last five years which may include, but are not limited to the following:
    - Refereed or non-refereed journal articles
    - Scholarly books
    - Chapters in scholarly books
    - Paper presentations at academic or professional meetings*
    - Regional, national, or international proceedings*
    - Published cases
    - Instructional software

   - Achieve professional licensure or certification
   - Journal editorships
   - Referee for a peer-reviewed journal

  *You may not double count proceedings and presentations

PRACTICE ACADEMIC

A faculty member in the Gordon Ford College of Business may be considered qualified as Practice Academic (PAQ) if the person:

- Has an earned doctorate in a business or other discipline related to the person's teaching assignment within the GFCB and
- Demonstrates relevance through sustained relationships with business via consulting or other significant professional, technical, or managerial experiences in the teaching discipline.

A newly appointed doctoral faculty member to a PA position will be considered PAQ for up to five years after degree completion. A faculty member who is admitted to doctoral candidacy and completing the dissertation of the degree (ABD) is considered PAQ for up to three years after becoming ABD regardless of the job status and the institution of employment. When the ABD faculty member completed the doctoral degree while on faculty, the person will be considered PAQ for up to five years after degree completion.

<u>Maintenance of PAQ Status</u>

To maintain the PAQ designation, the faculty member must demonstrate continued competency on an annual basis in the discipline related to the teaching assignment by having no less than one activity from section A or three from Section B. Note that Section B includes the publication of a peer-reviewed journal article or book in the last 5 years. If this item is used for credentialing purposes, only two additional items per year need to be identified during the relevant five-year period. The activities in Section A and Section B are not exhaustive and the faculty member may petition the Department Chair and the Dean's Office for consideration of additional activities. Full-time practice/employment in a professional position in the area of teaching (exclusive of full-time teaching at WKU or another institution) is sufficient criteria for part-time faculty to maintain his/her PAQ status.

<u>Section A</u>

- Current consulting activities that are material in terms of time and substance (90 or more hours per year).
- Current significant responsibilities/ownership of an outside business relevant to area of teaching.
- The ownership of a consulting practice requires the necessary consulting hours.

Section B

- An article in a peer-reviewed journal or book in the last 5 years.
- Relevant active service as a board member in for-profit and/or not-for-profit organizations
- Achieve professional licensure or certification
- Development and presentation of executive education programs
- Significant participation in business professional associations
- Faculty internships
- Significant media hits related to area of teaching
- Documented continuing professional education experiences
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business or other organizational leaders
- Attending and completing executive education programs in the teaching discipline
- Attending and actively participating in professional meetings and conferences in the teaching discipline

NOTE: Full-time faculty who utilize consulting hours and/or significant responsibilities or ownership of an outside business for maintenance of qualifications must have an approved WKU Outside Employment Form on file. A PAQ faculty member will be reviewed annually to ensure that the qualification is maintained through the completion of appropriate professional development activities.

SCHOLARLY PRACTITIONER

A faculty member in the Gordon Ford College of Business may be considered qualified as Scholarly Practitioner (SPQ) if the person:

- Has an earned Master's degree in a business or other discipline related to the person's teaching assignment within the GFCB and;
- Has significant professional, technical, or managerial experience in the discipline related to the teaching assignment; at a minimum, significant experience is interpreted as at least five years of duties and responsibilities at the exempt level (according to FLSA standards) and;
- Engages in substantial scholarly research with documented impact in the teaching discipline.

Maintenance of SPQ Status

To maintain the SPQ status, the faculty member will produce:

- A minimum of one peer-reviewed journal article with documented impact within the last five years in a discipline related to the person's teaching assignment within the GFCB; one scholarly book may be substituted for an article provided that it is related to the discipline for which the author is academically qualified; and,
- At least two additional intellectual contributions within the last five years which may include, but are not limited to the following:
    - Refereed or non-refereed journal articles
    - Scholarly books
    - Chapters in scholarly books
    - Paper presentations at academic or professional meetings*
    - Regional, national, or international proceedings*
    - Published cases
    - Instructional software
    - Achieve professional licensure or certification
    - Journal editorships
    - Referee for a peer-reviewed journal; and
- At least one from the following list on an annual basis:
    - Significant working, consulting, training, presenting seminars, etc., at relevant business organizations
    - Attending and actively participating in professional meetings and conferences in the teaching discipline
    - Attending and completing executive education programs in the teaching discipline.

*You may not double count proceedings and presentations

NOTE: Full time faculty who utilize consulting hours for maintenance of qualifications must have an approved WKU Outside Employment Form on file. A SPQ faculty member will be reviewed annually to ensure that the qualification is maintained through the completion of appropriate professional development activities.

INSTRUCTIONAL PRACTITIONER

A faculty member in the Gordon Ford College of Business may be considered qualified as Instructional Practitioner (IPQ) if the person:

- Has an earned Master's degree in a business or other discipline related to the person's teaching assignment within the GFCB and

- Has significant professional, technical, or managerial experience in the discipline related to the teaching assignment; at a minimum, significant experience is interpreted as at least five years of duties and responsibilities at the exempt level (according to FLSA standards).

Maintenance of IPQ Status

Continued full-time practice/employment in a professional position in the area of teaching (exclusive of full-time teaching at WKU or another institution) is sufficient criteria for part-time faculty to maintain his/her IPQ status. Other part-time faculty and all full-time faculty may maintain IPQ status by demonstrating on an annual basis that they have no less than one activity from Section A or 3 activities from Section B. Note that Section B includes the publication of a peer-reviewed journal article or book in the last five years. If this item is used for credentialing purposes, only two additional items need to be identified during the relevant 5-year period. The activities in Section A and Section B are not exhaustive and the faculty member may petition the Department Chair and the Dean's Office for consideration of additional activities.

Section A

- Current consulting activities that are material in terms of time and substance (90 or more hours per year).
- Current significant responsibilities/ownership of an outside business relevant to area of teaching. The ownership of a consulting practice requires the necessary consulting hours.

Section B

- An article in a peer-reviewed journal or book over the last five years.
- Relevant active service as a board member
- Achieve professional licensure or certification
- Development and presentation of executive education programs
- Significant participation in business professional associations
- Faculty internships
- Media hits related to area of teaching
- Documented continuing professional education experiences
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business or other organizational leaders
- Attending and completing executive education programs in the teaching discipline
- Attending and actively participating in professional meetings and conferences in the teaching discipline

NOTE: Full-time faculty who utilize consulting hours and/or significant responsibilities or ownership of an outside business for maintenance of qualifications must have an approved WKU Outside Employment Form on file. An IPQ faculty member will be reviewed annually to ensure that the qualification is maintained through the completion of appropriate professional development activities.

TRANSITIONING BETWEEN CATEGORIES

Though current AACSB standards allow faculty to transition between qualification categories over time as his/her career profile changes, any transition between categories must be consistent with the strategic direction of the department and college. For example, an SAQ full professor who develops a consulting practice may transition from SA to PA as long as the consulting experiences are consistent with the teaching discipline and the department's needs are met with the transition. Any faculty member wishing to transition to a different qualification category must collaborate with his/her department chair to develop a transition plan which details the intellectual and professional experiences that will be completed to justify the newly qualified status. The department chair and the Dean must approve the transition plan as movement between categories may impact the overall standards compliance of the college. In general, movement from IP or SP to SA or PA is not consistent with our goals or AACSB's guidelines.

AT RISK AND OTHER CLASSIFICATIONS

Each SA faculty member has a rolling five-year period during which time faculty qualification status will be determined. Each SP, PA, or IP faculty member has a rolling one-year window for determination of faculty qualification status. As an example: January 1, 2013 – December 31, 2017 is a five-year time frame over which an SA faculty member will be evaluated based upon intellectual contributions. Similarly, qualifications may be reviewed by academic year (July 1, 2012 – June 30, 2017). Each year, the department chair will report each faculty member's progress in maintaining his/her qualified status as a component of the Annual Faculty Appraisal process. The department chair will annually communicate the designation/status to the faculty member and to the Dean of the GFCB. Aggregate information regarding each respective department's Qualified status will be communicated without identifying faculty member's names to the GFCB accreditation committee as an information item.

There are three different outcomes for all faculty: Qualified, Qualified-At Risk, and Other. The "Other" designation suggests the faculty member has not maintained the qualifications deemed appropriate by the GFCB. The SA-At Risk designation indicates that while the faculty member is currently meeting the standards, he/she has intellectual contributions that will roll off within the next two years and would cause the Qualified status to convert to Other. The SP- At Risk, PA-At Risk, and IP-At Risk designations indicate that while the faculty member is currently meeting the standards, he/she has not made sufficient progress in maintaining qualifications during the most recent review period. The Qualified-At Risk designation is intended to ensure the faculty member is aware of his/her current standing and is planning appropriately for future academic success. All faculty members with an At Risk designation must complete a professional development plan in conjunction the department chair. Because SP, PA, and IP faculty are expected to maintain his/her qualifications on an annual basis, any break in sufficient activity for a period of one year would result in At-Risk designation. A full-time SP, IP, or PA faculty member is eligible for the At Risk designation for up to two years. If sufficient improvement in professional activities is not made after two years, the faculty would switch to Other.

Non-tenure track faculty who enter the Other status are eligible for nonrenewal. If a tenured faculty member becomes Other, he/she must consult with the department chair to create a professional development plan that addresses the scholarship or practice skills needed to re-attain full faculty qualifications. In addition he/she forfeits the opportunity to pursue additional compensation granting assignments within the college. These assignments include but are not limited to: teaching PMBA, overloads, summer, and winter; and coordinator/director positions within the university. Those assignments may be reinstated as soon as the Other status is converted to Qualified. A tenured faculty member designated as Other who does not demonstrate sufficient progress in their research agenda (SA, SP) or professional engagements (PA, IP) will be assigned two additional courses or sections per academic year. The teaching assignment may be reduced to the 3/3 or 4/4 status in the semester following the re-attainment of Qualified status. NOTE: The Other designation does not exclude the faculty member from being selected for research grants.

Please refer to the calendar year examples below for explanations of the SA and IP-At Risk designations.

2011	2012	2013	2014	2015	2016
No activity	Peer review publication	Two conference publications	No activity	Peer review publication	No activity

The person described above would have been SA-At Risk on January 1, 2016 because the 2012 peer review publication would roll off in less than *two* years. If there were no publications in 2016, the faculty member would continue to be SA-At Risk on January 1, 2017 because the 2012 peer review publication and the 2010 conference presentations would both expire in two years or less. As described in the table below, if no further activities are attributed to 2017, the person would be designated an “Other” on January 1, 2018.

2011	2012	2013	2014	2015	2016
Peer review publication	Two conference presentations	No activity	Peer review publication	No activity	No activity

Similarly, a full-time IP faculty member is eligible for the At Risk designation. Because IP faculty are expected to maintain his/her qualifications on an annual basis, any break in sufficient activity for a period of one year would result in At-Risk designation.

2011	2012	2013	2014	2015	2016
90 hours of relevant consulting	90 hours of relevant consulting	90 hours of relevant consulting	• <90 hours of relevant consulting • Participating in relevant conference • Achieve professional certification	Participating in relevant conference	• <90 hours of relevant consulting • Documented professional education • Participation in appropriate professional events

The person described above would be IP-At Risk on January 1, 2016 because there were insufficient activities in 2015. However, the table shows that the necessary activities were completed in 2016 so that the faculty member would re-attain IPQ status on January 1, 2017. If the faculty member has two years of not meeting the necessary professional activities as shown in the table below, then he/she would convert to “Other.”

2011	2012	2013	2014	2015	2016
90 hours of relevant consulting	90 hours of relevant consulting	90 hours of relevant consulting	• <90 hours of relevant consulting • Participating in relevant conference • Achieve professional certification	Participating in relevant conference	No activity

APPENDIX C

Faculty Qualifications for Administrators (Approved 11/21/2013)

Academic Administrators are expected to maintain their faculty qualifications. An SAQ faculty member serving as an administrator is subject to the following SAQ maintenance policy:

- a minimum of one peer-reviewed journal article with documented impact within the last five years in a discipline related to the person's teaching assignment within the GFCB and/or related to the administrative scope of the position; a scholarly book may be substituted for an article provided that it is related to the discipline for which the author is academically qualified; and,
- at least one additional intellectual contributions within the last five years. Please refer to the Faculty Qualifications Guidelines for examples.

Any administrator returning to full-time faculty status who does not meet the Faculty Qualifications Guidelines must prepare a mutually agreed upon professional development plan in conjunction with his/her Department Chair that outlines a progression of work through intellectual contributions or practice. An approved development plan and positive results from the annual review process will allow the former administrator to retain qualified status for up to three years.

APPENDIX D

Participating Faculty (P) Guidelines

Definition of Participating Faculty

A faculty member will be classified as a participating faculty member if the person:

- is considered a long-term, relatively permanent member of the faculty as evidenced by the contractual appointment or continuous years of service; this may include, but not limited to, one-year appointments, tenure-track positions, and non-tenure track executive in residence positions;
- actively engages in departmental, college, or university matters beyond teaching responsibilities; these activities include, but not limited to, policy decisions, educational direction, curricular issues, advising, scholarly activity and research, and committee service; it is expected that the person regularly participates in such activities and is not just occasionally consulted;
- participates in the governance of the department or college and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions;
- participates in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising, and representing the department or College on institutional committees.

Maintenance of Participating Status

A participating faculty member will be reviewed annually to ensure that the participating status is maintained through the performance of appropriate participating activities. Should it be determined that the appropriate or sufficient participating activities had not been completed to maintain the participating status, the faculty member will have one year to complete such activities or risk the loss of participating status and be relegated to supporting status.

APPENDIX E

Supporting Faculty (S) Guidelines

Definition of Supporting Faculty

A faculty member will be classified as a supporting faculty member if the person:

- is considered to have a short-term, *ad hoc*, appointment, for one term or one academic year at a time without the expectation of continuation; this includes, but not limited to, adjunct and visiting appointments;
- has primary responsibilities that are limited to teaching courses as specified by the respective department chair which may include conducting instruction in a face-to-face classroom, online, or via interactive television; and maintaining office hours or otherwise communicating with students outside of class.

Maintenance of Supporting Status

A supporting faculty member will be reviewed at the completion of each term in which the person has taught to ensure that the teaching performance, including class attendance, the availability of office hours, the frequency, appropriateness and quality of student communications, the assessment of learning outcomes, etc., is at the quality level expected. Should it be determined that the expected level of teaching performance quality had not been achieved, the faculty member may be assigned developmental activities to improve the person's teaching performance and enable the hiring of the individual for future teaching assignments.

APPENDIX F

Transitional Retirement Policy (Revised 5/11/2017)

INTRODUCTION

As full-time faculty approach the conclusion of their professorial career, some may wish to participate in WKU's Transitional Retirement Program (TRP). The TRP was established by the Board of Regents to allow for re-employment of retired faculty on a part-time basis. The objective is to provide additional teaching resources to the retiree's department/college as well as offer ongoing professional engagement and income stream to the retired faculty member. This document outlines the process for faculty in the Gordon Ford College of Business.

GFCB-TRP MECHANICS

Faculty who participate in the TRP may teach a minimum of six (6) and a maximum of twelve (12) semester hours of courses per year. For each credit hour taught the compensation will be 3-1/8% of the faculty member's 9-month base salary at the time of retirement (with a potential maximum of 37.5% of their prior full-time salary). TRP participants may serve in this part-time faculty category for a maximum period of five years. The actual length of TRP service will be a function of the needs of the department, and availability of on-going funding. After this period the faculty member will be fully retired.

GFCB-TRP APPLICATION

Consistent with the WKU Faculty Handbook, faculty members who would like to participate in the TRP should submit a written request to the department chair. This will be forwarded, with a recommendation, to the dean of the college. The request and dean's recommendation are sent to the Provost. The Provost will forward the President those requests that are recommended for funding.

The written request from the faculty member should outline the proposed length of TRP service and how faculty qualifications will be maintained during the TRP period (see GFCB Faculty Qualifications Policy for details). Faculty must be qualified at the time they enter TRP to be eligible.

As shifting from full-time to TRP represents a major staffing change for the department it is recommended that faculty considering TRP should give significant lead time when making their request. Submitting one calendar year in advance would offer ample time to fully consider the proposal, examine course demands, and consider the implications of the request.

GFCB-TRP PROCESS

Course assignments for TRP participants will be made on the basis of the needs of the department and college. Class schedules, classrooms, and offices will be assigned on the basis of availability and the needs of the students being served. TRP participants will be reviewed annually on their teaching performance and the maintenance of their Faculty Qualifications. Continuation of transitional retirement will be based on satisfactory faculty performance in assigned duties and the maintenance of required faculty qualifications.

GFCB-TRP FACULTY QUALIFICATION MAINTENANCE

Given that TRP Faculty have separated from their full-time teaching assignment, the expectation of faculty qualification maintenance is adjusted.

For SA faculty,

- a minimum of one peer-reviewed journal article with documented impact within the last five years in a discipline related to the person's teaching assignment within the GFCB; a scholarly book may be substituted for an article provided that it is related to the discipline for which the author is academically qualified; and,
- at least one additional intellectual contributions within the last five years. Please refer to the Faculty Qualifications Guidelines for examples.

For SP faculty,

- one peer-reviewed journal article with documented impact within the last five years in a discipline related to the person's teaching assignment within the GFCB; one scholarly book may be substituted for an article provided that it is related to the discipline for which the author is academically qualified; or at least three other types of intellectual contributions within the last five years (please refer to the Faculty Qualifications Guidelines for examples); or
- on an annual basis, either,
    - current consulting activities that are material in terms of time and substance (45 or more hours per year) or current significant responsibilities/ownership of an outside business relevant to area of teaching. The ownership of a consulting practice requires the necessary consulting hours; or
    - three other types of professional development and practical activities. Please refer to the Faculty Qualifications Guidelines for examples.

For PA and IP faculty, on an annual basis,

- current consulting activities that are material in terms of time and substance (45 or more hours per year) or current significant responsibilities/ownership of an outside business relevant to area of teaching. The ownership of a consulting practice requires the necessary consulting hours; or
- three other types of professional development and practical activities. Please refer to the Faculty Qualifications Guidelines for examples.

APPENDIX G

Condensed Faculty Curricula Vitae by Department

Full-Time, Transitional Retirees, and Administrators

Part-Time (Refer to Qualifications Guidelines in Appendix B)

ACCOUNTING

Full-Time, Transitional Retiree, and Administrator

Part-Time

Stacy Bibelhauser
Assistant Professor, Accounting

SA and Participating

Ph. D, University of Kentucky, Accounting, 2004

MBA, University of Louisville, Business, 1989

BS, University of Kentucky, Accounting, 1984

Dr. Bibelhauser specializes in the area of taxation. Her current research focuses primarily on individual tax compliance, tax policy implications, and ethical issues in tax and accounting. She teaches undergraduate and graduate courses in financial accounting and taxation. She is an active participant in the activities of the Department of Accounting, the Gordon Ford College of Business, and Western Kentucky University. Dr. Bibelhauser is a CPA and a member of the American Accounting Association, the American Taxation Association, and the Kentucky Society of Certified Public Accountants. She has presented her research at the American Accounting Association's national meeting and has served as a reviewer for both the American Accounting Association and the American Taxation Association. In addition, she has served on several committees at the national and regional level for AAA and ATA. She has published in a number of journals including *Tax Advisor*, *CPA Journal*, and the *Journal of Business and Behavioral Sciences*. She has performed tax-consulting services for a number of individuals in the Bowling Green area and developed supplemental textbook materials for McGraw-Hill in the area of managerial accounting and taxation. She has a total of fourteen years of professional business experience with Touche Ross in public accounting, First National Bank as a Commercial Credit Analyst and Trainer, and spent eight years as co-owner of a farm supply business.

Refereed Journal Articles

Bibelhauser, S. R., Hoffman, N., Turpin, L. (2015). The Achieving A Better Life Experience Act. *Practical Tax Strategies, 95*(4), 148-152.

Bibelhauser, S. R., Cecil, S., Hunt, J. (2015). Tax Preparer Penalties: Circuits Issue Conflicting Decisions on Section 6701. *Practical Tax Strategies, 95*(3), 108-111.

Aldridge, C. R., Chen, Y., Callahan, R. A., Bibelhauser, S. R. (2015). Income Tax Preparation Assistance (ITPA) Service-Learning Program: A Multi-Dimensional Assessment. *Journal of Education for Business, 90*(5). www.tandfonline.com/doi/full/10.1080/08832323.2015.1034065#abstract

Bibelhauser, S. R. (2015). Home Sweet Home: Considerations for Determining a Person's Tax Home. *Journal of Finance and Accountancy, 18*. www.aabri.com/jfa.html

Bibelhauser, S. R. (2014). Section 45R Health Insurance Credit: The Nuts and Bolts of the Credit for Small Employers' Health Insurance Premiums. *Practical Tax Strategies*. checkpoint.riag.com

Presentation of Refereed Papers

Bibelhauser, S. R. (2014, October (4th Quarter/Autumn)). *Home Sweet Home: Considerations for Determining a Person's Tax Home*. Presented at 2014 AABRI Conference for Academic and Business Research Institute, Las Vegas, NV.

Richard Callahan
Executive-in-Residence, Accounting

IP and Participating

MS, University of Kentucky, Accounting, 1974

BA, Centre College, Double Major Business and Chemistry, 1969

Mr. Callahan is a licensed CPA and is a retired partner of BKD, LLP, one of the ten largest accounting firms in the U.S. He specialized in tax planning and consulting for business owners for most of his thirty-two year career in public accounting. He has assisted multiple business owners with business succession, including sales of businesses to ESOPs. He was the Tax Director for the Bowling Green, KY office of BKD, LLP for twenty years where he was accredited in business valuation by the AICPA and was a licensed Certified Financial Planner until retirement from public accounting in 2007. Mr. Callahan is a CPA and is a member of the American Institute of Certified Public Accountants (AICPA) and the Kentucky Society of Certified Public Accountants. He currently serves on the board of the Central Region Innovation and Commercialization Center. He has been active in various community organizations, such as United Way, Capitol Arts Alliance, and the Commonwealth Health Foundation.

Refereed Journal Articles

Aldridge, C. R., Chen, Y., Callahan, R. A., Bibelhauser, S. R. (2015). Income Tax Preparation Assistance (ITPA) Service-Learning Program: A Multi-Dimensional Assessment. *Journal of Education for Business, 90*(5). www.tandfonline.com/doi/full/10.1080/08832323.2015.1034065#abstract

Continuing Education Program

May 18, 2017 - May 19, 2017: 2017 KY Accounting Educators Conference. Annual conference for accounting educators Louisville, KY.

May 19, 2016 - May 20, 2016: 2016 KY Accounting Educators Conference. Annual conference for accounting educators Louisville, KY.

May 14, 2015 - May 15, 2015: 2015 KY Accounting Educators Conference. Annual conference for accounting educators Louisville, KY.

May 16, 2014: 2014 KY Accounting Educators Conference. Annual conference for accounting educators Louisville, KY.

May 16, 2013 - May 17, 2013: 2013 KY Accounting Educators Conference. Annual conference for accounting educators Louisville, KY.

Continued Professional Experience

January 3, 2002 - Present: Central Region Innovation & Commercialization Center; Board Member: Responsible for setting policies and monitoring economic development activities for the organization. Also serves as Treasurer and uses accounting experience to monitor financial activities, create budgets, and annual reports for the organization.

February 7, 2017 - March 9, 2017: Free Tax Preparation; Prepared free tax returns for WKU students. Reviews all tax returns and advises our student-clients on tax matters. Prepared 116 tax returns in Spring of 2017. Accounting majors contributed 250+ hours of community service in the department's Tax Assistance Program.

Yining Chen
Professor and Mary R. Nixon Chair, Accounting

SA and Participating

Ph.D., University of South Carolina, Accounting, 1993

MAcc, University of South Carolina, Accounting, 1989

BBA, National Cheng Chi University, Taiwan, Accounting, 1986

Dr. Chen, a certified public accountant, specializes in accounting information systems and auditing. She teaches graduate and undergraduate Accounting Information Systems. Her research focuses on audit effectiveness, system implementation, and business education. Dr. Chen has published over 40 articles in leading academic and professional journals, including *Auditing: A Journal of Practice & Theory, Issues in Accounting Education, Journal of Management Information Systems, and Journal of Small Business Management*. Her publications also appear as book chapters in more than 15 academic books. She has presented in national and international conferences and served as a board member and reviewer for academic and professional journals.

Refereed Journal Articles

Cai, H. L., Chen, Y., Liu, Y., H. S., Zhang, T. (2017). STP Technology for Global Financial Services: Critical Success Factor, Implementation Model, and Case Study. *International Journal of Internet and Enterprise Management*, 8(4), 299-316. http://www.inderscience.com/jhome.php?jcode=ijiem

Taylor, A. M., Chen, Y., Estes, T. E., Hanks, R. L., Ramey, Z. M. (2017). Big Data Analytics: Megatrends to Business Success. *Internal Auditing*.

Chen, Y., Bennett, T. W., Lehkamp, J. M., McCulloch, T. I., Rogers, L. C., Wilson, C. M. (2015). Compliance Standards and Frameworks for Information Security Control and Audit. *Internal Auditing*.

Aldridge, C. R., Chen, Y., Callahan, R. A., Bibelhauser, S. R. (2015). Income Tax Preparation Assistance (ITPA) Service-Learning Program: A Multi-Dimensional Assessment. *Journal of Education for Business*, 90(5). www.tandfonline.com/doi/full/10.1080/08832323.2015.1034065#abstract

Djatej, A., Chen, Y., Eriksen, S., Zhao, D. (2015). Understanding Students' Major Choice in Accounting: An Application of the Theory of Reasoned Action. *Global Perspectives on Accounting Education*, 12, 53-72. gpae.bryant.edu/~gpae/Vol12/Final%20Manuscript%20-%20Choice%20of%20Major.pdf

Chen, Y., Piric, M., Mishler, H. M. (2014). Moving Into the 2013 COSO Framework: What Should Internal Auditors Expect. *Internal Auditing*.

Chan, K. C., Chen, Y. (2013). Board Meeting Frequency and Management Forecast Behaviors. *Advances in Quantitative Finance and Accounting*, 11, 293-318.

Chen, Y., Zhao, Q. (2013). Gender Differences in Business Faculty's Research Motivation. *Journal of Education for Business*, 88(6), 314-324.

Chan, K. C., Chen, Y., Tong, J. Y., Zhang, F. (2013). Canadian Accounting Research: A Retrospective Assessment. *International Business Research*, 6(1), 12-21.

Chen, Y., Little, H. T., Ross, M. T., Zhao, Q. (2012). Factors Motivating the Adoption of e-Learning Technologies. *Journal of e-Learning and Higher Education*, 2012. www.ibimapublishing.com/journals/JELHE/2012/777468/a777468.html

Presentation of Refereed Papers

Chen, Y., Chan, K. C. (2016, January (1st Quarter/Winter)). Contributing Forces in Entrepreneurship Research: A Global Citation Analysis. Presented at 2016 USASBE Conference for United States Association for Small Business and Entrepreneurship, San Diego.

Sheri Henson
Instructor II, Accounting

IP and Participating

M.P.A., Accounting, Western Kentucky University, 1988

B.S., Accounting, Western Kentucky University, 1997

B.A., Philosophy and Library Science, Western Kentucky University, 1982

Ms. Henson is a CPA with experience in public accounting. She worked for Ernst & Young, LLP before coming to WKU. Ms. Henson teaches Introduction to Accounting – Financial and Introduction to Accounting – Managerial. She also serves as the Coordinator for the Accounting JUMP program. Ms. Henson is the advisor for the accounting fraternity, Beta Alpha Psi. She is an advisor for the WKU Accounting PEAK (Promoting and Encouraging Accounting in Kentucky) Team which has won the state competition for the past two years. She also serves on several KyCPA Committees and contributes articles for their publication, *The Kentucky CPA Journal*. She is the winner of the 2012 Outstanding Chapter Advisor for Beta Gamma Sigma International and the 2012-2013 Public Service Award for the College of Business.

Journal Articles and Other Intellectual Contributions

Henson, S. L. (2015). "Crossing the Bridge - the Accounting Pilot and Bridge Project - to AP Accounting". *The Kentucky CPA Journal* (Issue 4, 2015).

Henson, S. L. (2014). AP Accounting: The New Kentucky Pioneers. *The Kentucky CPA Journal* (Issue #4 2014), 47 - 48.

Henson, S. L. (2014). BASE Camp: Key to the Future (A Chaperone's Perspective). *The Kentucky CPA Journal* (Issue #4 2014), P. 46.

Henson, S. L. (2013). *Book Review: Leadershift: " A Call for Americans to Finally Stand Up and Lead"* (Issue 3 2013 ed.). Louisville, KY: *The KyCPA Journal*.

Henson, S. L. (2013). Accounting Pilot and Bridge Project: A Progress Report for Kentucky. *The Kentucky CPA Journal* (Issue #4 2013), 20 - 23.

Henson, S. L. (2013). The Accounting Classroom. *The Kentucky CPA Journal* (Issue #4 2013), 16 - 19.

Continuing Education Program

May 18, 2017 - May 19, 2017: Accounting Educator's Conference. Annual two-day program sponsored by the KyCPA to provide accounting continuing professional education for post-secondary accounting educators. Louisville, KY.

May 19, 2016 - May 20, 2016: Accounting Educators Conference. Annual two-day program sponsored by the KyCPA to provide accounting continuing professional education for post-secondary accounting educators. Louisville, Kentucky.

December 15, 2015: Annual EY Accounting and Auditing Update. Attended a CPE program to earn 8 hours of continuing education credit but also to network with potential presenters for future WKU CPE for Accountants Programs. Nashville, TN.

May 14, 2015 - May 15, 2015: Accounting Educators Conference. Annual two-day program sponsored by the KyCPA to provide accounting continuing professional education for post-secondary accounting educators. Louisville, Kentucky.

Conference Participation

April 5, 2013 - April 6, 2013: AAA; Served as a session moderator for the Southeast AAA Meeting in Nashville and attended the conference.

Continued Professional Experience

2005 – Present: Serves on KyCPA Board
2014 – Present: Serves on the Kentucky State Board of Public Accounting

Allen Hunt
Assistant Professor, Accounting

SA and Participating

Ph.D., Louisiana State University, Accounting, 2001

MBA, Southern Methodist University, Business, 1993

BBA, Harding University, Accounting, 1981

Dr. Hunt's teaching interests include financial and management accounting. He teaches undergraduate courses in managerial accounting and both undergraduate and graduate courses in financial accounting. Dr. Hunt's research focuses on the economic effects of accounting numbers and firm characteristics on decisions and outcomes. He is a native Kentuckian, born in Paducah. He is a Certified Public Accountant and a member of the American Accounting Association. His research has appeared in scholarly journals that include the *Journal of Accounting and Public Policy*; *Journal of Forensic Accounting*; *Oil, Gas & Energy Quarterly*; *Advances in Accounting, Finance and Economics* and *Advances in Accounting Education*.

Refereed Journal Articles

Lee, M., Little, H., Hunt, A. (2017). Expert Judgments in an Audit's Analytical Review. American Journal of Management. June 2017. www.na-businesspress.com/ajmopen.html

Wells, S. C., Hunt, A. K., Hunt, A. (2016). Internal Auditors: Be Alert and Have an Impact on Professional Standards. *Internal Auditing, 31*(4), 6-12. http://store.tax.thomsonreuters.com/accounting/Finance/Internal-Auditing/p/100201298

Hunt, A. K., Kinnersley, R. L., Patton, T. K. (2015). Influence GASB Standards Write an Effective Comment Letter. *Journal of Government Financial Management, 64*(4), 18-24. https://www.agacgfm.org/Research-Publications/Journal.aspx

Boldt, M., Hunt, A. K., Reed, B. (2013). Using Comprehensive Research Projects for Skill Development and Responsive Learning Assessment: A Portfolio Approach. *Advances in Accounting Education: Teaching and Curriculum, 14*, 293-312. books.emeraldinsight.com/display.asp?K=9781781908402

Refereed Case with Instructional Notes

Hunt, A. K., Reed, B. J., Sierra, G. E. (2013). In Inge Nickerson, Barry University and Charles Rarick, Purdue University, Calumet (Ed.), *An Accounting Change at American Rock Salt Company* (5th ed., vol. 19, pp. 89-94). Arden, North Carolina: Journal of the International Academy for Case Studies. http://www.alliedacademies.org/public/journals/JournalDetails.aspx?jid=16

Hunt, A. K., Reed, B. J., Sierra, G. E. (2013). Instructor's Notes – An Accounting Change at American Rock Salt Company, In Inge Nickerson, Barry University and Charles Rarick, Purdue University, Calumet (Ed.), *An Accounting Change at American Rock Salt Company* (6th ed., vol. 19, pp. 115-120). Arden, North Carolina: Journal of the International Academy for Case Studies. http://www.alliedacademies.org/public/journals/JournalDetails.aspx?jid=16

Presentation of Refereed Papers

Hunt, A. K., Little, H. T. (2017, April (2nd Quarter/Spring)). *Influence the PCAOB's Standard-Setting Process*. Presented at 19th Annual Academic Conference for Society of Business, Industry, and Economics, Destin, Florida.

Hunt, A. K. (2017, April (2nd Quarter/Spring)). *The Many Private Company References in the Codification, Including Those Not Introduced by the Private Company Council*. Presented at 19th Annual Academic Conference for Society of Business, Industry, and Economics, Destin, Florida.

Kinnersley, R. L., Hunt, A. K. (2015, April (2nd Quarter/Spring)). *Writing Effective Comment Letters to the Governmental Accounting Standards Board*. Presented at SOBIE for Society pf Business, Industry, and Economics, Destin, FL.

Randall Kinnersley
Professor, Accounting

SA and Participating

Ph.D., Texas Tech University, Accounting, 1997
MAcc, University of Illinois, Accounting, 1989
MBA, Eastern Illinois University, Business, 1985
BS, Olivet Nazarene University, Business, 1977

Dr. Kinnersley has authored 14 journal articles since 2001 in both academic and professional journals. His refereed articles have appeared in *The Accounting Historian's Journal*; *Journal of Public Budgeting, Accounting, and Financial Management*; *Journal of Government Financial Management*; *The CPA Journal*; and *Government Finance Review*. He also contributed a chapter to the *Handbook of Governmental Accounting*. Dr. Kinnersley has been very active with professional accounting organizations. He served as the early careers chair and on the Chapter Executive Committee for the Nashville Chapter of the Association of Government Accountants for two years. He serve on the Kentucky Society of CPAs Government Accounting and Auditing Committee for three years. He recently completed a three year term on the AICPA Government Performance and Accountability Committee, which is a national committee. Currently, Dr. Kinnersley serves as the Governmental Accounting subject matter expert on the AICPA CPA Exam Financial Accounting and Reporting (FAR) content sub-committee.

Certifications and/or Designations
Licensed Certified Public Accountant, IL Department of Professional Regulation.
Certified Government Financial Manager, Association of Government Accountants.
Chartered Global Management Accountant, AICPA.

Refereed Journal Articles

Kinnersley, R. L. (2016). The Development of the Totals Column on the Combined Balance Sheet for State and Local Governments in the United States during the 20th Century. *The Accounting Historian's Journal, 43*(1), 33-57. www.aahhq.org

Hunt, A. K., Kinnersley, R. L., Patton, T. K. (2015). Influence GASB Standards: Write an Effective Comment Letter. *Journal of Government Financial Management*, *64*(4), 18-24. https://www.agacgfm.org/Research-Publications/Journal.aspx Circulation is 14,260 to governmental accountants, including some international circulation.

Presentation of Refereed Papers

Kinnersley, R. L. (April 2015. *Budgetary Reporting in the CAFR for State Governments Compared to City Governments*. Presented at SOBIE for Society of Business, Industry, and Economics, Destin, FL.

Kinnersley, R. L., Hunt, A. K. (April 2015). *Writing Effective Comment Letters to the Governmental Accounting Standards Board*. Presented at SOBIE for Society of Business, Industry, and Economics, Destin, FL.

Kinnersley, R. L. (March 2013). *The History of Total Columns on Governmental Accounting Combined Balance Sheet--All Funds*. Presented at AAA Government and NFP mid-year for American Accounting Association, St. Petersburg, FL.

Peer Reviewer, Journals and Academic Conferences

Served as a peer reviewer for journals, academic conferences, and other professional purposes.

Minwoo Lee
Associate Professor, Accounting

SA and Participating

Ph.D., University of Pittsburgh, Business Administration (Accounting), 1993

MBA, Yonsei University, Seoul, Korea, Business Administration, 1984

BA, Yonsei University, Seoul, Korea, Business Administration, 1982

Dr. Lee teaches undergraduate and graduate courses in managerial accounting. His current research focuses on financial markets and behavioral studies in the experimental market and the use of accounting information. Dr. Lee has presented a number of papers at international, national, and regional academic meetings. He has written numerous scholarly articles in financial and behavioral accounting areas. While he took a professional leave of absence in Hong Kong, he served as a member on the Research Board of the Hong Kong Society of Accountants (later renamed to be the Hong Kong Institute of CPAs). Dr. Lee was invited to teach at the International Summer Campus at Korea University, one of the most prestigious international summer programs. Dr. Lee has authored articles in prestigious scholarly and professional journals such as the *Journal of Accounting and Finance Research* and *Management Decision*. He has also served the University and the region for a number of internationalization, economic development, and foreign firm recruitment projects.

Refereed Journal Articles

Lee, M., Little, H., Hunt, A. (2017). Expert Judgments in an Audit's Analytical Review. *American Journal of Management*. June 2017. www.na-businesspress.com/ajmopen.html

Lee, M., Hwang, H. S. (2017). Information Salience, Analytical Assessments and Learning. *International Journal of Accounting and Taxation*. June 2017. http://ijatnet.com/

Presentation of Refereed Papers

Lee, M., Hwang, H. S. (2016, July (3rd Quarter/Summer)). The Effectiveness of Information Revealing Inventive-Based Compensation Methods under Information Asymmetry. Presented at Annual Symposium on Management and Social Sciences for Higher Education Forum, Seoul, Korea.

Lee, M. (2016, April (2nd Quarter/Spring)). Auditors' Collective Judgments in Detecting Errors in Analytical Procedures: A New Approach. Presented at International Academy of Business and Public Administration Disciplines Conference for International Academy of Business and Public Administration Disciplines, Dallas, TX.

Lee, M. (2015, April (2nd Quarter/Spring)). Principal-Agent Relationship, Investment Decisions and Management Compensation. Presented at International Academy of Business and Public Administration Disciplines Conference for International Academy of Business and Public Administration Disciplines, Dallas, TX.

Lee, M., Cho, M. H. (2014, April (2nd Quarter/Spring)). Managerial and Institutional Ownership, Firm Value and Risk Taking Behavior. Presented at International Academy of Business and Public Administration Disciplines Conference for International Academy of Business and Public Administration Disciplines, Dallas, TX.

Harold Little
Department Chair and Associate Professor, Accounting

SA and Participating

Ph.D., Southern Illinois University - Carbondale, Accounting, 1999

MBA, University of Chicago GSB, Finance, 1972

BA, Howard University, Accounting, 1970

Dr. Little holds five professional certifications: CPA, CIA, CMA, CGMA, and the Certificate in International Financial Reporting Standards. He teaches undergraduate and graduate financial, managerial, and auditing courses in the Master of Accountancy, full-time MBA, and professional MBA programs. He specializes in financial and managerial accounting research. His current research focuses on public company audit committee policies, procedures, and responsibilities in a post-Sarbanes Oxley environment and international financial reporting standards as they apply to large and small businesses under SEC guidelines. Dr. Little has extensive experience in all phases of public and private accounting, as well as internal auditing. He worked in public accounting with Arthur Andersen & Co. (Chicago Office), where he participated in audits of regulated industry, pharmaceutical, banking, and manufacturing companies. Dr. Little has led internal audits of Aluminum Company of America (ALCOA) locations in Japan, Suriname (SA), and several of its domestic locations. He was an Accounting manager for one of ALCOA's fabrication plants in California (USA). His last position before entering academia was Controller of Stoody Company, a subsidiary of the Thermadyne Holdings Group. He currently serves on Boards of Directors of the Kentucky Society of Certified Public Accountants, South Central Kentucky Minority Economic Development Corporation, Bowling Green-Warren County Regional Airport, and ServiceOne Federal Credit Union. Dr. Little is an active participant in the activities of the department of accounting where he currently serves as the Department Chair.

Refereed Journal Articles

Lee, M., Little, H., Hunt, A. (in press). Expert Judgments in an Audit's Analytical Review. *American Journal of Management*. www.na-businesspress.com/ajmopen.html

Dejnaronk, J., Little, H. T., Mujtaba, B. G., McClelland, R. (2016). Factors Influencing the Effectiveness of the Internal Audit Function in Thailand. *Journal of Business and Policy Research*, 11(2), 80-93. zantworldpress.com/product/december-2016-journal-of-business-and-policy-research/

Wells, S. C., Hunt, A. K., Hunt, A. (2016). Internal Auditors: Be Alert and Have an Impact on Professional Standards. *Internal Auditing*, 31(4), 6-12. http://store.tax.thomsonreuters.com/accounting/Finance/Internal-Auditing/p/100201298

Wells, S. C., Little, H. T., Ross, M. T. (2014). A History of Internal Control: From Then to Now. *Academy of Business Journal*, Volume II(2014). info@academyofbusinessresearch.com

Chen, Y., Little, H. T., Ross, M. T., Zhao, Q. (2012). Factors Motivating the Adoption of e-Learning Technologies. *Journal of e-Learning and Higher Education*, 2012. www.ibimapublishing.com/journals/JELHE/2012/777468/a777468.html

Presentations

Little, H. T. (2014, November). African-American Accounting Faculty Perceptions of College Campus Climate. Presented at American Accounting Association Diversity Section Meeting for American Accounting Association, Atlanta, GA.

Little, H. T. (2013, May). Best Practices in Accounting Education. Presented at Kentucky Accounting Educators Conference for Kentucky Society of Certified Public Accountants, Louisville, KY.

Little, H. T. (2013, March). Financial Literacy for Undergraduates. Presented at "The Come Up" Program for African-American Undergraduate Males at WKU for WKU-Office of Diversity Programs, Western Kentucky University.

Nace Magner
Professor, Accounting, **Transitional Retiree** – January 1, 2017

SA and Supporting

DBA, Southern Illinois University, Accounting Concentration, 1991

MBA, University of Michigan, Accounting Concentration, 1980

BA, Dickinson College, Economics, 1978

Dr. Magner is a Certified Management Accountant (CMA). His teaching interests include management accounting and government/nonprofit accounting. His research focuses on antecedents and consequences of justice in management control systems. He teaches both undergraduate and MAcc courses in management accounting. His research has appeared in scholarly journals that include *Accounting, Organizations and Society; the Journal of Applied Psychology; Organizational Behavior and Human Decision Processes; Accounting and Business Research; Advances in Management Accounting; Group and Organization Management; the Journal of Organizational and Occupational Psychology; Advances in Accounting Behavioral Research; the Journal of Public Budgeting, Accounting, and Financial Management; Multivariate Behavioral Research; the Journal of Applied Social Psychology; and Public Administration Quarterly*. He has served as a reviewer of papers submitted to research conferences and of manuscripts submitted to academic and professional journals. Dr. Magner is a member of the American Accounting Association and the Institute of Management Accountants. He was an active participant in the activities of the department through the fall semester 2016. He entered transitional retirement for the spring 2017 semester and fully retired on June 30, 2017.

Special Certifications and/or Designations

Certified Management Accountant.

Refereed Journal Articles

Magner, N. R., Staley, A. B. (2014). Roles of Instrumental and Noninstrumental Voice in Members' Reactions Toward Interorganizational Committees. *International Journal of Organization Theory and Behavior, 17*(3), 311-334.

Ascigil, S. F., Magner, N. R. (2013). Is Individualism a Predictor of Social Capital in Incubators? *Journal of Management Policy and Practice, 14*(5), 113-119.

Presentation of Refereed Papers

Magner, N. R., Hunt, A. K. (2016, October (4th Quarter/Autumn)). *Throwing Good Money After Bad? A Dilemma at Bogle Furniture Company*. Presented at Midwest Region American Accounting Association Meeting for American Accounting Association, Chicago, IL.

Magner, N. R., Little, H. T. (2016, April (2nd Quarter/Spring)). *Budget Discontent at Randall Fabricating Company*. Presented at Southeast Region American Accounting Association Meeting for American Accounting Association, Atlanta, GA.

Magner, N. R. (2014, October (4th Quarter/Autumn)). *The Psychology of the Sunk Cost Effect: A Primer for Accounting Educators*. Presented at American Accounting Association Midwest Region Meeting for American Accounting Association, Minneapolis, MN.

Mark Ross
Associate Professor, Accounting

SA and Participating

Ph.D., University of Arizona, Accounting, 1996

MEd, Northeastern State University, Mathematics, 1988

BS, Northeastern State University, Mathematics/Business Administration, 1980

Dr. Ross' teaching interests are in the financial accounting area, having taught the undergraduate principles, intermediates and advanced accounting courses, as well as the graduate financial course. Dr. Ross' research interests are mostly in the area of traditional financial accounting, as well as technology and educational issues. Topics include: capital markets; firm valuation; accounting method choice; managerial investment decisions; agency theory; financial reporting; internet access. His work has been published in various journals including the *Journal of Financial Statement Analysis*, *CPA Journal*, and *Journal of State Taxation*. Dr. Ross has a total of six years of professional business experience. He served as Controller for Petroleum Trading & Transport Co and as assistant controller/computer programmer for Oil & Gas Consultants International, Inc. Dr. Ross is a member of both the American Accounting Association and the American Institute of Certified Public Accountants.

Refereed Journal Articles

Wells, S. C., Little, H. T., Ross, M. T. (2014). A History of Internal Control: From Then to Now. *Academy of Business Journal*, Volume II (2014). info@academyofbusinessresearch.com

Wells, S. C., Ross, M. T. (2013). One for the Money....Take Two. *Journal of State Taxation*, 31(3), 33 - 36, 46.

Chen, Y., Little, H. T., Ross, M. T., Zhao, Q. (2012). Factors Motivating the Adoption of e-Learning Technologies. *Journal of e-Learning and Higher Education*, 2012. www.ibimapublishing.com/journals/JELHE/2012/777468/a777468.html

Presentations

Ross, M. T., Wells, S. C. (2015, November). Participating in the Pathway Commission's Initiative to create an Advance Placement (AP) Curriculum & Examination in Accounting: the WKU Experience. Presented at 2015 ABD Research Conference for Academy of Business Disciplines, Fort Myers Beach, FL.

Wells, S. C., Ross, M. T. (2014, November). Should the SEC Promulgate Sustainability Reporting Requirements?, Presented at 2014 ABD Research Conference for Academy of Business Disciplines, Fort Myers Beach, FL.

Little, H. T., Wells, S. C., Ross, M. T. (2012, November). An Exploratory Study of Disclosure of Audit Committee Composition, Expertise, and Independence for Small and Large Companies. Presented at ABD Research Conference for Academy of Business Disciplines.

Melloney Simerly
Assistant Professor, Accounting

SA and Participating

Ph.D., Virginia Commonwealth University, Accounting, 2015

MBA, Colorado State University - Pueblo, 2011

BS, Colorado State University – Pueblo, Psychology, 2008

Dr. Simerly's research interests involve the importance that firms place on the non-financial aspects of conducting business. She has conducted studies that investigate the link between corporate social responsibility and outcomes that are external to the organization, such as auditing results and investor reaction. In addition, Dr. Simerly conducts research examining the antecedents of using non-financial performance measures in compensation contracts. She also has interests in educational research for accounting courses. Dr. Simerly is a member of the American Accounting Association and regularly participates in the managerial section conferences. She is also member of Beta Alpha Psi and Beta Gamma Sigma. Dr. Simerly, who recently completed the requirements for CPA licensing, completed her PhD in accounting after spending 10 years in industry and joined the faculty at Western Kentucky University in the fall of 2015.

Refereed Journal Articles

Simerly, M. C., Gan, H. (in press). CEO Characteristics and the Decision to Include Non-Financial Performance Measures in Compensation Contracts. *American Journal of Management*, 17(3).

Presentations or Papers

Simerly, M. C. (2016, January (1st Quarter/Winter)). Discussion: The Reinforcement Effect of Bonuses and Penalties. Presented at Management Accounting Section Midyear Meeting for American Accounting Association, Dallas, TX.

Simerly, M. C. (2017, January (1st Quarter/Winter)). Discussion of "Top Management Team Compensation, Strategic Positioning, and Firms' Competitive Effectiveness". Presented at Management Accounting Section Midyear Meeting for American Accounting Association, San Juan, PR.

Simerly, M. C. (2017, January (1st Quarter/Winter)). CEO Characteristics and the Decision to Include Non-Financial Performance Measures in Compensation Contracts. Presented at Management Accounting Section Midyear Meeting for American Accounting Association, San Juan, PR.

Simerly, M. C., Gan, H. (2016, January (1st Quarter/Winter)). The Use of Non-financial Performance Measures: Does Board Structure Matter? Presented at Management Accounting Section Midyear Meeting for American Accounting Association, Dallas, TX.

Simerly, M. C. (2016, February). CEO Characteristics and the Decision to Include Non-Financial Performance Measures in Compensation Contracts. Presented at Virginia Commonwealth Research Workshop for VCU, Richmond, VA.

Steve Wells
Professor, Accounting

SA and Participating

Ph.D., University of Mississippi, Accountancy, 1994

MPA, University of Mississippi, Accountancy, 1968

BA, University of Mississippi, Political Science, 1966

Dr. Wells is a CPA, CFE, and CMA. His interests include auditing, ethics, and forensic accounting. His current research includes audit committee differences following SOX; state tax incentives for the film industry; Internal Controls, and Corporate Social Responsibility and Sustainability Reporting Standards. He teaches undergraduate and graduate courses in auditing. Dr. Wells served in the Mississippi Legislature and held prior positions at the University of Central Florida and Alcorn State University. He co-founded the Society of Business, Industry and Economics, and served as the co-editor of the organization's research proceedings. He is a member of the American Institute of CPAs, the Mississippi Society of CPAs, the American Accounting Association, the Academy of Certified Fraud Examiners, the Institute of Management Accountants and the KyCPA. Professor Wells developed and presented a continuing professional education program on professional ethics for CPAs. His research has appeared in *Accounting Horizons*, *Journal of Accountancy*, *The CPA Journal*, the *Practical Accountant*, *National Public Accountant*, *Ohio Public Accountant*, *State Tax Notes*, the *Journal of State Taxation*, *Internal Auditor* and the *Journal of Business, Industry, and Economics*.

Refereed Journal Articles

Barney, D. K., Tschopp, D., Wells, S. (2017). Did Codification Result in Improved Readability? *International Journal of Accounting and Financial Reporting*, 7(1), 190-98.

Wells, S. C., Hunt, A. K., Little, H. T. (2016). Internal Auditors: Be Alert and Have an Impact on Professional Standards. *Internal Auditing*, 31(4), 6-12.

Wells, S. C., Oney, D. M., Shipley, D. (2014). Sustainability Reporting and the Internal Auditor. *Internal Auditing*, 29(Number 5), 26-28. inta@technicaeditorial.com

Wells, S. C., Little, H. T., Ross, M. T. (2014). A History of Internal Control: From Then to Now. *Academy of Business Journal*, Volume II (2014). info@academyofbusinessresearch.com

Wells, S. C., Ross, M. T. (2013). One for the Money....Take Two. Journal of State Taxation, 31(3), 33 - 36, 46.

Barney, D., Tschopp, D., Wells, S. C. (2012). Tax Simplification through Readability. *CPA Journal*. Published by New York Society of CPAs, LXXXII (12). www.cpaj.com

Tschopp, D., Wells, S. C., Barney, D. (2012). The Institutional Promotion of Corporate Social Responsibility Reporting. *Journal of Academic and Business Ethics*, 5. www.aabri.com/manuscripts/111010.pdf

Presentations

Ross, M. T., Wells, S. C. (2015, November). Participating in the Pathway Commission's Initiative to create an Advance Placement (AP) Curriculum & Examination in Accounting: the WKU Experience. Presented at 2015 ABD Research Conference for Academy of Business Disciplines, Fort Myers Beach, FL.

Little, H. T., Wells, S. C. (2014, April (2nd Quarter/Spring)). A Study of Audit Committee Composition and Expertise in Small and Non-Small Public Companies. Presented at Society of Business, Industry, and Economics for Society of Business, Industry, and Economics, Destin, FL.

Wells, S. C., Ross, M. T. (2014, November). Should the SEC Promulgate Sustainability Reporting Requirements?, Presented at 2014 ABD Research Conference for Academy of Business Disciplines, Fort Myers Beach, FL.

Andrew Head
Instructor, Accounting
Assistant Professor, Finance
Director, WKU Center for Financial Success

IP and Supporting

M.A. Western Kentucky University, Applied Economics, 2010
B.S. Western Kentucky University, Finance, 2003

Special Certifications and/or Designations

Certified Financial Planner, Certified Financial Planner Board of Standards. (9/08 - Present).
Licensed Accident & Health Insurance Agent, Kentucky Department of Insurance. (5/05 - Present).
Licensed Variable Life & Variable Annuities Agent, Kentucky Department of Insurance. (5/05 - Present).
Investment Advisor Representative, FINRA/Kentucky Department of Financial Institutions. (3/04 - Present).
Licensed Life Insurance Agent, Kentucky Department of Insurance. (5/03 - Present).

Continued Professional Experience

Managing Partner, Journey Financial Management, LLC, Owner/Partner/Practitioner of/in a (Kentucky) Registered Investment Advisory firm serving clients in 6 states. JFM has one other founding partner and one partner-track practitioner employee. Services can be broadly described as personal financial planning and investment management. Time-requirement (generally) breaks down as follows: during the academic year (3-8 hours per week); during Summer/Winter (15-35 hours per week), (June 2010 - Present).

Selected Book Chapters

Head, A. J., Warschauer, T., Hampton, V. (2015). Analyzing and Evaluating the Client's Current Financial Status. In Charles Chaffin (Ed.), *CFP Board Financial Planning Competency Handbook* (2nd Edition ed., pp. 625-635). CFP Board Financial Planning Competency Handbook.
Head, A. J., John, G. (2015). Annuities. In Charles Chaffin (Ed.), *CFP Board Financial Planning Competency Handbook* (2nd Edition ed., pp. 213-225). CFP Board Financial Planning Competency Handbook.

Sammie Parsley
Instructor, Accounting

IP and Supporting

M.S., Murray State University, Agriculture, 2005
B.S., Murray State University, Agriculture, 2003

Special Certifications and/or Designations

American Institute of Certified Public Accountants. (2007 - Present).
Tennessee Society's of CPA's. (2007 - Present).
Kentucky Society of CPA's. (2005 - Present).
Certified Internal Auditor (United States, 150159). (November 10, 2016 - December 31, 2018).
Chartered Global Management Accountant (United States). (April 10, 2017 - July 31, 2018).
Certified Public Accountant (KY,11054). (April 26, 2007 - July 31, 2018).

Professional Experience

Chief Financial Officer, Western Crane Service, Inc., (2016 - Present).
Controller, CPC Commodities, (2015 - 2016).
Staff Accountant, Campbell, Myers and Rutledge, PLLC, (2008 - 2015).

Jean C. Snavely
Instructor, Accounting
Instructor II, Department of Finance

PA and Participating

Ph.D., University of Cincinnati, Finance, 1997

MBA, University of Texas at Arlington, Finance Concentration, 1979

BS, University of Texas at Arlington, Biology, 1973

Conference Attendance and Continuing Education.

March 30, 2017 - April 1, 2017: Global Asset Management Education Forum. 2 1/2 day conference focused on asset values, global and domestic economy, finance certification requirements, investment outlooks. 19.2 hours in recertification credit for CTP designation. New York City, New York.

June 27, 2017: Uncovering Investment Signals Through Multifactor Screening. Webinar on using Capital IQ Excel screen to identify potential investments. 0.5 hours in recertification credit for CTP designation. New York City, New York.

October 5, 2016: Corporate Valuations: DCF. Webinar demonstrating the use of Capital IQ in applying the discounted cash flow method of valuing stock. 1.5 hours in recertification credit for CTP designation. New York, New York.

Continued Professional Experience

2017: WKU Foundation, Consult on investment policy and decisions. Approximately 10 hours per year. Bowling Green, KY.

2014: Polo Fields Homeowners' Association Board of Directors, Responsible for developing and overseeing an annual budget of approximately $600,000, for developing and maintaining capital reserve policies, and for filling in for the president when needed. Approximately 48 hours per year. Louisville, KY.

2016-2017: Scott Arthofer and Brian Jones, Performed due diligence on the potential purchase of a retail business. Explored potential return, viability and financing options with clients. The project was abandoned because of limited profitability. Approximately 40 hours. Ft. Lauderdale, FL.

2013-2016: Scott Arthofer, Brian Jones, Evaluated and made recommendations on potential investment properties in Fort Lauderdale, FL. Alternative financing was explored. Clients postponed a decision as property values recovered in the area and the potential for sufficient rental income decreased. Approximately 120 hours. Madison, WI.

ECONOMICS

Full-Time, Transitional Retirees, and Administrators

Part-Time

Melvin Borland
Professor, Economics, **Transitional Retiree** – July 1, 2012
University Distinguished Professor

SA and Supporting

Ph.D., Washington University, Economics, 1988
M.A., Washington University, Economics, 1966
B.A., Centre College, Economics, 1964

Professor Borland's fields of interest include the economics of education, public finance, and the theory of consumer behavior. His current research is primarily concerned with the determinants of student academic achievement. Other research is concerned with household production. Professor Borland teaches undergraduate courses in intermediate microeconomic theory and managerial economics and graduate courses in advance microeconomic theory and public finance. Professor Borland's publications include "Student Academic Achievement and the Degree Market Concentration in Education", *Economics of Education Review*, "On the Determination of the Critical Level of Market Concentration in Education", *Economics of Education Review*, "Competition, Expenditures, and Student Performance in Mathematics", *Public Choice*, "The Property Tax Rate and Assessment Uniformity", *National Tax Journal*; "Rules versus Discretion in the Conduct of Monetary Policy: Welfare Loss under the Condition of Uncertainty with Respect to the Real Rate of Interest", *Public Budgeting and Financial Management*; and "Household Commodity Production and Social Harassment Costs", *Southern Economic Journal*.

Refereed Journal Articles

Borland, M. V., Howsen, R. M. (2016). A problem with the course presentation of the single-price alternative to 3rd-degree price discrimination. *Economic Issues*, 21, Part 1, 87-97.

Borland, M. V., Crouch, R. (2014). On The Course Presentation Of The Benefit Of A Cost-Equivalent Excise Subsidy Given The Utility Function Of A Representative Consumer. *Journal of Business and Economic Perspectives*, 66-74.

Reviewer, Grant Proposal

2016: Served as peer reviewer for a European grant application submitted by a Nobel Prize winning economist.

Cathy Carey
Department Chair and Professor, Economics

SA and Participating

Ph.D., University of Kentucky, Economics, 1992

M.A., University of Kentucky, Economics, 1990

B.S.B.E., University of Kentucky, Business and Economics, 1988

Dr. Carey's recent research interests have been in the areas of financial fraud, particularly with regard to Ponzi schemes and financial elder abuse, and innovative teaching styles involving students in projects for outside business clients. Through the Center, Dr. Carey consults on projects such as labor and economic impact studies for multiple counties and entities, and she presents on issues regarding local, regional and state economic growth to audiences such as Rotary Clubs, Chambers of Commerce, and other legislative and public interests groups. Dr. Carey is a past president of the Kentucky Economic Association and still serves as an ex-officio member of its board. In addition, she has served as editor of the *Journal of Applied Economics and Policy*, an annual publication of the Kentucky Economic Association. Dr. Carey has reviewed articles for many professional journals, including the *American Economic Review*, *Journal of Macroeconomics*, and *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. Professor Carey is a member of the Golden Key Honor Society, a member and former advisor of Beta Gamma Sigma, and a member and current advisor for Omicron Delta Epsilon. Her awards include the Vitale Award for Initiative, Innovation, and Leadership, a Distinguished Research Award for Allied Academies, and WKU College of Business Faculty Excellence Awards in both Teaching and Public Service. As Chair of the Economics Department, she has presided over a 21.6% growth in enrollments, the creation of high school dual credit and joint undergraduate masters (JUMP) programs in Economics, two new program concentrations, and the creation of two new clubs, Actuarial Sciences and Women in Economics.

Refereed Journal Articles

Carey, M. C., Webb, J. K. (in press). Ponzi Schemes and the Roles of Trust Creation and Maintenance. *Journal of Financial Crime, 24*(4).

Carey, M. C., Bogard, M. T. (2013). Assessing the Success of the State Quarter Program as a Model of Collecting Behavior. *Academy of Business Research Journal, IV*, 94-116.

Book Chapters

Carey, M. C. (2013). In Thomas Cate (Ed.), *Harry Gordon Johnson*. An Encyclopedia of Keynesian Economics, Second Edition. www.e-elgar.com/bookentry_main.lasso?id=13987

Other

Carey, M. C. (2013). In Andrew Ashwin (Ed.), *Dealing with Politics in the Applied Macroeconomics Classroom* (2nd ed., vol. 17). Teaching Business & Economics. www.ebea.org.uk/home/

Non-Refereed Presentations or Papers

Carey, M. C., Webb, J. K. (2016, October (4th Quarter/Autumn)). *Trust, But Verify? The Roles of Trust and Deceit in the Sustainability of Illegal Ponzi Schemes*. Presented at Kentucky Economic Association Conference for Kentucky Economic Association, Lexington, KY.

Presentation of Refereed Papers

Carey, M. C., Trawick, M. W. (2017, May). *Challenging the Business College Admission Courses: An Applied Business Math Experiment*. Presented at International Conference on Learning and Administration in Higher Education, Nashville, TN.

Carey, M. C., Webb, J. K. (2016, November). *Trust, But Verify? The Roles of Trust and Deceit in the Sustainability of Illegal Ponzi Schemes*. Presented at Southern Economic Association for Southern Economic Association, Washington, DC.

Brian Goff
Professor, Economics
University Distinguished Professor

SA and Participating

Ph.D., George Mason University, Economics, 1986
M.A., George Mason University, Economics, 1985
B.A., Western Kentucky University, Economics, 1983

Dr. Goff has authored six books covering regulation, sports, politics, and management. His most recent is entitled *From the Ballfield to the Boardroom: Management Lessons from Sports*. He has published over 40 articles in academic journals including the *American Economic Review* along with a dozen chapters in books edited by other authors. He has contributed feature editorials to the *Nashville Tennessean*, the *Lexington Herald-Leader*, the *Louisville Courier Journal*, the *Memphis Commercial Appeal*, the *Detroit Free Press*, and other outlets. Media outlets such as MSNBC, the *Chicago Tribune*, the *San Francisco Chronicle*, the Dallas Morning News, the Bergen County Record, and others have used his expertise and quotes. Dr. Goff has completed or contributed to consulting projects ranging from merger analysis to forecasting for firms such as TransFinancial Bank, PepsiCo, the National Basketball Association, the National Cable Association, Western Kentucky University, and others. He has also provided analysis topics of local public interest such as the likelihood of air service in Bowling Green. Dr. Goff has been awarded two National Science Foundation/Kentucky EPsCoR grants, holds membership in the American Economic Association, and American Statistical Association, serves as a board member for an international journal, and as a reviewer for several professional journals.

Refereed Journal Articles

Goff, B. L., Trawick, M. W. (2017). Preaching and politics: disentangling religiosity and political choice. *Journal of Economics and Finance, 41*(3), 595-609.

Goff, B. L., Wilson, D. P., Zimmer, D. M. (2017). Movies, Mass Consumes, and Critics: Economics and Politics of a Two-Sided Market. *Contemporary Economic Policy, 35*(April), 269-277.

Goff, B. L., Kim, H. Y., & Wilson, D. P. (2017). Estimating the market value of collegiate football players from professional factor shares. *Applied Economics Letters*, *24*(4), 233-237.

Goff, B. L., Wilson, D. P., Zimmer, D. M. (2015). Why do Movie Studios Produce R-rated Films? *Applied Economics and Finance*, *2*, 33-43.

Goff, B. L., Wilson, D. P., Martin, W. C., Spurlock, B. (2015). Attendance Effects of FBS Transition and Membership. *Journal of Sport Management*, *29*(4), 398-407.

Goff, B. L. (2013). Contributions of Managerial Levels. *Managerial and Decision Economics, 34*, 428-436.

Journal Articles

Goff, B. L., Strow, B. K. (2016). The Church of Progressivism. *National Affairs*(26).

Conference Proceedings

Martin, C. A., Pendry, A., Goff, B. L., Wilson, D. P. (2016). *NCAA Conference Realignment: Examining the Impact of Moving to a Different Athletic Conference*. American Society of Business and Behavioral Sciences.

Reviewer, Journal Articles

Served as peer reviewer for 27 individual journal articles.

Dean Jordan
Instructor I, Economics

IP and Participating

M.B.A., Western Kentucky University, 1986

B.S., Western Kentucky University, Marketing, 1981

Dean Jordan serves as Executive in Residence in the Economics Department. Mr. Jordan holds an M.B.A. and a B.S. in Marketing from Western Kentucky University and has a rich background in banking and financial planning. He held various administrative positions at Trans Financial, Inc., Morgan Stanley, Inc., American Bank and Trust, Inc., Integra Bank, Inc., and M. A. Williams Properties, Inc. from 1985-2009. Using his vast experience in sales, banking and financial markets, Mr. Jordan teaches courses in Principles of Microeconomics and Macroeconomics, and is a guest speaker on special topics in banking and financial markets. Mr. Jordan also speaks with Junior Achievement students and serves on the Board of Directors for the Kiwanis Club in Bowling Green.

Continued Professional Experience

2009 - Present: Jordan Management Consulting - Consults on capital, financial, and investment advisory services to both individuals and business clients. Provides between 200-250 consulting hours per year.

H. Youn Kim
Professor, Economics

SA and Participating

Ph.D., University of Cincinnati, Economics, 1982

M.A., University of Cincinnati, Economics, 1979

B.A., Sogang University, Seoul, Korea, Economics, 1973

Dr. Kim specializes in microeconomic and macroeconomics. His research has focused on consumer behavior (consumer demand, welfare, consumption and saving), firm behavior (production, costs, and investment), asset pricing, government budget deficits, and income distribution. He teaches undergraduate courses in principles of economics, microeconomics, managerial economics, and mathematical economics, and graduate courses in advanced micro and macroeconomics and public economics. Professor Kim has published articles *in Review of Economics and Statistics*, *Journal of Money, Credit, and Banking*, *Economica*, *Journal of Applied Econometrics*, *European Economic Review*, *Journal of Human Resources*, *Oxford Economics Papers*, *Journal of Macroeconomics*, *American Journal of Agricultural Economics*, *Regional Science and Urban Economics*, *Southern Economic Journal*, and *Empirical Economics*. He has taught at University of Cincinnati and worked for US Environmental Protection Agency. He has held visiting positions at University of Kentucky and Monash University in Australia. He is a member of several academic associations and has reviewed many papers for publications in economic journals. He has received grants from US Environmental Protection Agency and National Science Foundation/Kentucky EPsCoR.

Refereed Journal Articles

Goff, B. L., Kim, H. Y., Wilson, D. P. (2017). Estimating the Market Value of Collegiate Football Players from Professional Market Shares. *Applied Economic Letters*, *24*(4), 233-237. http://www.tandfonline.com/toc/RAEL20/current

Kim, H. Y. (2017). “The Permanent Income Hypothesis, Transitional Dynamics, and Excess Sensitivity of Consumption"”. *Structural Change and Economic Dynamics, 40*(March), 10-25.

Kim, H. Y., Ahn, S. C., Kang, T. H. (in press). Life-cycle Consumption, Precautionary Saving, and Risk Sharing: An Integratted Analysis using Household Panel Data. *B. E. Journal of Macroeconomics*.

Kim, H. Y., Lee, J. (2017). Intertemporal Production and Intertemporal Substitution in Output Supply and Input Demand. *Applied Economics, 49*.

Kim, H. Y. (2014). International Financial Integration and Risk Sharing among Countries: A Production-Based Approach. *Journal of the Japanese and International Economies, 31*, 16-35.

Kim, H. Y., McLaren, K., Wong, G. (2013). Empirical Demand Systems Incorporating Intertemporal Consumption Dynamics. *Empirical Economics*.

Kim, H. Y. (2013). Risk and Return in Production. *Journal of Market Economy*.

Non-Refereed Presentations or Papers

Kim, H. Y. (2015). *Public Goods in the Intertemporal Mixed Demand System: An Application of the Intertemporal Two-stage Budgeting Process*. Presented at International Congress on Banking, Economics, Finance, and Business,, Fukuoka, Japan.

Kim, H. Y. (2014). *Consumer Demand, Consumption, and Asset Pricing: An Integrated Analysis*. Presented at Asian Meeting of the Econometric Society, Taipei, Taiwan.

Alex Lebedinsky
Associate Professor, Economics

SA and Participating

Ph.D., Georgetown University, Economics, 2004

M.A., Western Kentucky University, Economics, 1997

B.B.A., Ternopil Academy of National Economy, Management, 1994

Dr. Lebedinsky is a Hays Watkins Research Fellow at Gordon Ford College of Business. His research interests include empirical finance, asset pricing, quantitative methods in economics, economic development, and education economics. His papers have appeared *in Quarterly Review of Economics and Finance*, *The Journal of Economics*, and *Contemporary Economic Policy.* He has also published several papers outside economics discipline, including *European Journal of Operational Research, Mathematical and Computer Modelling,* and *Journal of Difference Equations and Applications*. He won the college Teaching Award in 2014 and a college Student Advisement Award in 2012. Before joining WKU he worked as a consultant at the World Bank.

Refereed Journal Articles

Lebedinsky, A. G., Wilmes, N. (in press). A Re-Examination of Firm, Industry and Market Volatilities. *Quarterly Review of Economics and Finance*. www.sciencedirect.com/science/article/pii/S1062976917300650

Atici, F., Cheng, G., Lebedinsky, A. G. (2016). A nonlinear stochastic growth model on discrete time domains. *Journal of Difference Equations and Applications, 22*(11). www.tandfonline.com/doi/abs/10.1080/10236198.2016.1237509?journalCode=gdea20

Atici, F., Ekiz, F., Lebedinsky, A. G. (2014). Cagan Type Rational Expectation Model on Complex Discrete Time Domains. *European Journal of Operational Research, 237*(1), 148-151. www.sciencedirect.com/science/article/pii/S0377221714001611

Atici, F., Lebedinsky, A. G., Uysal, F. (2013). Inventory Model of Deteriorating Items on Non-periodic Discrete-Time Domains. *European Journal of Operational Research, 230*(2), 284-289. http://www.sciencedirect.com/science/article/pii/S0377221713003573

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Sebastian Leguizamon
Assistant Professor, Economics

SA and Participating

Ph.D., West Virginia University, Economics, 2011

M.A., West Virginia University, Economics, 2008

B.S., Davis and Elkins College, Economics and MIS, 2005

Dr. J. Sebastian Leguizamon's main research interests include state and local public finance and regional economics. Additionally, he has done work on prejudice both in the labor and the housing market. Some research has appeared in peer-reviewed journals such as *Papers in Regional Science*, The *Review of Regional Science*, *Public Finance Review*, *Journal of Policy Analysis and Management*, *The National Tax Journal*, and *Public Choice*. Media outlets such as The Atlantic and FiveThirtyEight have highlighted his research on the marriage penalties and subsidies embedded in the tax system. He serves as an Associate Editor for *Revista de Economia del Caribe*, a peer-reviewed academic journal housed by Universidad del Norte – a prestigious public university in Colombia, his native country. He has held academic positions at Tulane University and Vanderbilt University.

Refereed Journal Articles

Leguizamon, S., Leguizamon, J. S. (in press). Health insurance subsidies and the expansion of an implicit marriage penalty: a regional comparison of various means-tested programmes. *Applied Economics Letters*.

Montero Kusevic, C. M., Del Rio Rivera, M. A., Leguizamon, J. S. (in press). Inflation Volatility and Economic Growth in Bolivia: A Regional Analysis. *Macroeconomics and Finance in Emerging Markets*.

Leguizamon, J. S., Crowley, G. (2016). Term Limits, Time Horizons, and Electoral Accountability. *Public Choice*, *168*(1-2), 23-42. http://link.springer.com/journal/11127

Leguizamon, S., Leguizamon, J. S. (in press). Tolerance and Housing Values: How Levels of Human Capital and Race Influence this Link within the Metropolitan Area. *Annals of Regional Science*. http://link.springer.com/journal/168

Alm, J., Leguizamon, J. Sebastian (2015). Whither the Marriage Tax. *National Tax Journal*, *68*(2), 251-280. http://www.ntanet.org/publications/national-tax-journal.html

Leguizamon, J. Sebastian, Hammond, G. W. (2015). Merit-Based College Tuition Assistance and the Conditional Probability of In-state Work. *Papers in Regional Science*, *94*(1), 197-218. http://onlinelibrary.wiley.com/doi/10.1111/pirs.12053/abstract

Alm, J., Leguizamon, J. Sebastian, Leguizamon, S. (2014). Revisiting the Income Tax Effects of Legalizing Same-Sex Marriages. *Journal of Policy Analysis and Managment*, *33*(2), 263-289. http://onlinelibrary.wiley.com/doi/10.1002/pam.21740/abstract

Christafore, D., Leguizamon, J. Sebastian (2013). Revisiting Evidence of Labor Market Discrimination Against Homosexuals and the Effects of Anti-Discriminatory Laws. *The Review of Regional Studies*, *43*(2-3), 213-238. http://journal.srsa.org/ojs/index.php/RRS/article/view/43.23.7/pdf

Christafore, D., Leguizamon, J. Sebastian, Leguizamon, S. (2013). Are Black Neighborhoods Less Welcoming to Homosexuals than White Neighborhoods? *Regional Science and Urban Economics*, *43*(4), 579-589. www.sciencedirect.com/science/article/pii/S0166046213000215

Book Chapter

Alm, J., Leguizamon, J. Sebastian (2016). Introduction: Behavioral Responses to Taxation. In James Alm, J. Sebastian Leguizamon (Ed.), *Economic Behaviour and Taxation*. Edward Elgar.

Susane Leguizamon
Assistant Professor, Economics

SA and Participating

Ph.D., West Virginia University, Economics, 2010

M.A., West Virginia University, Economics, 2008

B.S., University of California-Davis, Economics, 2005

Dr. Leguizamon's research interests include: public economics, spatial econometrics, international economics and urban economics. She has been teaching at WKU since 2013 after a stint as Visiting Professor at Tulane University. Her most recent research has been featured in the *Journal of Policy Analysis and Management*, *Regional Science and Urban Economics*, and the *Journal of Urban Economics*. She is a current member in the American Economics Association and the Southern Regional Science Association.

Refereed Journal Articles

Leguizamon, S., Leguizamon, J. S. (in press). Health insurance subsidies and the expansion of an implicit marriage penalty: a regional comparison of various means-tested programmes. *Applied Economics Letters*.

Leguizamon, S., Christafore, D. (in press). Is 'Gaytrification' a Real Phenomena? *Urban Affairs Review*.

Leguizamon, S., Leguizamon, J. S. (in press). Tolerance and Housing Values: How Levels of Human Capital and Race Influence this Link within the Metropolitan Area. *Annals of Regional Science*. http://link.springer.com/journal/168

Leguizamon, S. (2015). Who Cares About Relative Status? A Quantile Approach to Consumption of Relative House Size. *Applied Economics Letters, 23*(5). http://www.tandfonline.com/toc/RAEL20/current

Leguizamon, S. (2015). Spatial Spillovers of Land Use Regulation in the United States. *Housing Studies, 30*(3). www.tandfonline.com/toc/chos20/current#.VGt_TvnF8QM

Leguizamon, S., Christafore, D. (2015). Racial Differences in Willingness to Pay for Hospital Access. *Review of Regional Studies, 45*(1). http://journal.srsa.org/ojs/index.php/RRS/

Alm, J., Leguizamon, J. Sebastian, Leguizamon, S. (2014). Revisiting the Income Tax Effects of Legalizing Same-Sex Marriages. *Journal of Policy Analysis and Managment, 33*(2), 263-289. http://onlinelibrary.wiley.com/doi/10.1002/pam.21740/abstract

Christafore, D., Leguizamon, J. Sebastian, Leguizamon, S. (2013). Are Black Neighborhoods Less Welcoming to Homosexuals than White Neighborhoods? *Regional Science and Urban Economics, 43*(4), 579-589. www.sciencedirect.com/science/article/pii/S0166046213000215

Leguizamon, S., Yakovlev, P. (2012). Ignorance is not bliss: On the role of education in subjective well-being. *Journal of Socio-Economics, 41*(6). http://www.journals.elsevier.com/journal-of-socio-economics/

Presentation of Refereed Papers

Leguizamon, S. (2016, April (2nd Quarter/Spring)). *Reconciling Opposing Forces of Employment on Domestic Violence*. Presented at Southern Regional Science Conference for Southern Regional Science Association, Washington D.C.

Leguizamon, S. (2015, April (2nd Quarter/Spring)). *The Regional Variation in the Implicit Marriage Tax Embedded in the Affordable Care Act*. Presented at Southern Regional Science Association for Southern Regional Science Association, Mobile, AL.

Leguizamon, S. (2014, April (2nd Quarter/Spring)). *Racial Differences in Willingness to Pay for Hospital Access*. Presented at Southern Regional Science Association, San Antonio, TX.

Leguizamon, S. (2014, January (1st Quarter/Winter)). *Discussant of "Neighborhood Concentration of Same-Sex Couples"*. Presented at American Economic Association for American Economic Association, Philadelphia, PA.

Non-Refereed Presentations or Papers

Leguizamon, S. (2016, April (2nd Quarter/Spring)). *Reconciling Opposing Forces of Employment on Domestic Violence*. Presented at Working Paper Series for Western Kentucky University, Western Kentucky University.

Stephen Locke
Assistant Professor, Economics

SA and Participating

Ph.D., University of Kentucky, Economics, 2013

M.S., University of Kentucky, Economics, 2010

B.A., Western Kentucky University, Economics, 2008

Dr. Locke's research is focused in the areas of environmental economics, urban economics, and industrial organization. Prior to joining the faculty at Western Kentucky University he spent two years as a Postdoctoral Researcher in the Institute of the Environment and Sustainability at UCLA where he was involved in several field experiments that measured the effectiveness of information strategies on energy conservation behavior. His current research projects focus on estimating the impact of major sporting events on local air pollution and assessing the relative performance of franchised and independent real estate brokerage firms. Dr. Locke's research has been published or is forthcoming in *Energy Policy*, *Land Economics*, *Research in Economics,* and *Energy Economics*.

Refereed Journal Articles

Delmas, M. A., Kahn, M. E., Locke, S. L. (2017). The Private and Social Consequences of Purchasing an Electric Vehicle and Solar Panels: Evidence from California. *Research in Economics, 71*(2), 225-235.

Locke, S. L., Blomquist, G. C. (2016). The Cost of Convenience: Estimating the Impact of Communication Antennas on Residential Property Values. *Land Economics, 92*(1), 131-147.

Chen, V. L., Delmas, M. A., Kaiser, W. J., Locke, S. L. (2015). What can we learn from high-frequency appliance-level energy metering? Results from a field experiment. *Energy Policy, 77*, 164-175. www.sciencedirect.com/science/article/pii/S0301421514006296

Presentations of Refereed Papers

Locke, S. L. (2016, November). *Do the Major Leagues Cause Major Problems? The Impact of Professional Sports Facilities on Local Air Pollution*. Presented at Southern Economic Association Meeting for Southern Economic Association, Washington, D.C.

Locke, S. L. (2016, October (4th Quarter/Autumn)). *Do the Major Leagues Cause Major Problems? The Impact of Professional Sports Facilities on Local Air Pollution*. Presented at Kentucky Economic Association Meeting for Kentucky Economic Association, Lexington, KY.

Locke, S. L. (2015, November). *Accidental Environmentalists? Californian Demand for Teslas and Solar Panels*. Presented at Southern Economic Association Meeting for Southern Economic Association, New Orleans, Louisiana.

Locke, S. L. (2015, October (4th Quarter/Autumn)). *Voting with your senses? The impact of local environmental conditions on preferences for environmental regulation*. Presented at Kentucky Economic Association Meeting for Kentucky Economic Association, Lexington, KY.

Daniel Myers
Associate Professor, Economics, **Transitional Retiree** - July 1, 2015

SA and Supporting

Ph.D., Vanderbilt University, Economics, 1988

M.S., Vanderbilt University, Economics, 1985

B.S., University of Tennessee at Chattanooga, Economics, 1977

Dr. Myers is in his third year of the transitional retirement program after serving 29 years as a full-time faculty member in the Economics Department at WKU. During his career he spent seven years as Associate Dean of the Gordon Ford College of Business, chaired the AACSB reaffirmation of accreditation committee, chaired the university International Education Committee, and was a member of the SACS accreditation committee. He also served as advisor to numerous student organizations. He was twice named the recipient of the college public service award, received the Lou Prida Student Service award two times, and received the Vitale Award for Innovation. He was twice honored as the Greek Advisor of the Year, the university Internationalization Award, and the SGA Citizen's Award for the Spirit of Leadership. He also serves as the academic advisor for the Miss Bowling Green Scholarship Pageant.

Dr. Myers was the PI of three international education grants connecting students in the US, Canada, and Mexico. He was active in study abroad, leading numerous programs to the Netherlands and Belgium; France; Mexico; Canada; Germany; and Spain.

Dr. Myers authored articles in *Demography, The Journal of Risk and Insurance, the Journal of Gerontology: Social Science, the Journal of Management Practice and Policy,* and *the Journal of the International Academy for Case Studies*; a scholarly book published by the Upjohn Foundation, and several publications in conference proceedings.

Refereed Journal Articles

Myers, D. A., Hatfield, R. D., Cheek, R. (2014). The Trilateral MBA: An Approach to International Exchange of Students. *Journal of the International Academy for Case Studies*, *20*(1), 73-81.

Myers, D. A., Chacon, J.-C., Barragan Codina, J., Eccius de Amezcua, C., McGraw, E. (2013). Entrepreneurial Motives and Performance: Evidence from North America. *Journal of Management Policy and Practice, 14*(3). ww.na-businesspress.com/jmppopen.html

Presentation of Refereed Papers

Myers, D. A., Hatfield, R. D. (2013, March). The Trilaterial MBA: A Twinning Approach to International Exchange of MBA Students. Presented at Allied Academies International Conference for Allied Academies, New Orelans, LA.

Myers, D. A., Trawick, M. W., Potter, P. W. (2013, March). *Faculty Mentoring for Study Abroad: An Application of Realistic Job Preview*. Presented at Academy of Business Research Spring Meeting for Academy of Business Research, New Orleans, LA.

Thomas Noser
Professor, Economics, **Transitional Retiree** – July 1, 2016

SA and Supporting

Ph.D., University of Alabama, Economics, 1986

M.A., University of Alabama, Economics, 1983

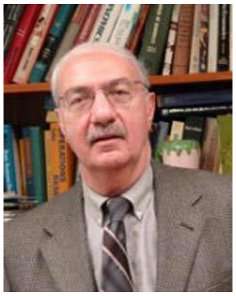
B.A., University of Notre Dame, Economics, 1972

Dr. Noser specializes in the areas of statistics and statistical analysis, statistical process control, and microeconomics. His research interests focus on assessment of student preparedness and performance, and faculty teaching effectiveness and research productivity, and faculty & student perceptions of online/distance education. He primarily teaches courses in statistics, statistical analysis, and microeconomics. Dr. Noser's publications include "Faculty Perceptions of Distance Education Courses: A Survey," *Journal of College Teaching & Learning*, "The Online 'classroom': Differences in Perception Between Business and Non-Business Students," *Journal of College Teaching & Learning*, "The Online 'classroom': What Do Students Think?" *Journal of Informatics Education Research*; "Perceptions of Undergraduate Business Students Toward Online Courses in Higher Education Expanded and Revisited: Do Gender, Age, and/or Past Experience Make a Difference?" *Journal of Business and Economic Research*; "Research Productivity and Perceived Teaching Effectiveness: A Survey of Economics Faculty," *Research in Higher Education*, "The Issue of Student Preparedness: Perceptions of Economics Professors," *Journal of Contemporary Business Issues*, "Economic Rents and Severance Taxation in the United States Coal Industry," *Business and Economic Review*; and "Surface Mine Land Reclamation Costs," *Land Economics*. Dr. Noser is a regular presenter and participant at the annual meetings of the International Business & Economics Research Conference, and the College Teaching & Learning Conference. Dr. Noser has served as a consultant to numerous regional industries in the areas of statistical process control and quality control.

Refereed Journal Articles

Noser, T. C., Tanner, J. R., Phan, T. (2016). Business Students' Performance in Undergraduate Business Statistics: Is There Really a Connection to Mathematical Skills? *Journal of Business and Economic Perspectives, XLIII*(2).

Noser, T. C., Tanner, J., Stewart, G., Baker, D. S. (2014). Internal Locus of Control and Knowledge of Etiquette as Antecedents to Business Attire Affect: An exploratory study into causal relationships. *The American International Journal of Contemporary Research, 4*(7).



Robert Pulsinelli
Professor, Economics, **Transitional Retiree** – July 1, 2015

PA and Supporting

Ph.D., Rutgers University, Economics, 1974

B.A., Florida State University, Psychology, 1963

Dr. Pulsinelli specializes in macroeconomic theory and forensic economics, although in recent years his research has concentrated on how social harassment costs (as opposed to just money costs) affect behavior. Currently participating in the Transitional Retirement Program, he teaches the honors section of introductory economics, as well as introductory macroeconomic theory and law and economics. Dr. Pulsinelli has coauthored three textbooks (among them, *Modern Money and Banking*, first and second editions, with Roger L. Miller) and his journal articles include "Household Commodity Production and Social Harassment Costs," (with Melvin Borland), October 1989, Southern Economic Journal, and "College Athletics: Financial Burden or Boon? "published in *Advances in the Economics of Sport*, edited by Gerald Schully, JAI Press, Vol. 1, 1992.

Continued Professional Experience

1993 - Present: Consults as a Forensic Economist for various legal firms in Kentucky and Tennessee by researching and analyzing relevant data to provide substantiation of loss in wrongful death or injury law suits and serving as an expert witness as needed. Provides over 90 consulting hours per year.

Brian Strow
Professor, Economics

SA and Participating

Ph.D., Vanderbilt University, Economics, 2001

M.A., Vanderbilt University, Economics, 1997

B.A., Wheaton College, Economics and Political Science, 1995

Dr. Strow specializes in public policy, economic history, and macroeconomics. He has written peer reviewed articles, a book, think tank studies, and articles for the popular press and is frequently featured in print, radio, and TV media. He runs the WKU BB&T Center for the Study of Capitalism. Dr. Strow has served as an economic advisor to multiple elected officials including a sitting US Senator and a former US Speaker of the House of Representatives. He has served as an elected Bowling Green City Commissioner and is a former President of the Kentucky Economic Association. In addition, Dr. Strow has led study abroad programs to Australia, Costa Rica, New Zealand, South Africa, Swaziland, and Zambia.

Refereed Journal Articles

Strow, B. K., Strow, C. W. (2016). Social Choice and the American Revolution. *Journal of Applied Economics and Policy, 33*(1).

Strow B. K., Strow, C.W. (2014). "Social Choice in Five Dimensions." *Journal of Markets and Morality,* 17(1), 65-84.

Strow B. K., Strow, C.W. (2013). "Gross Actual Product: Why GDP *Fosters* Increased. Government *Spending and* Should Be Replaced." *Journal of Private Enterprise*. 29(1), 53-71.

Popular Press and Other Publications

Goff, B., Strow, B. (2016). "The Church of Progressivism." *National Affairs,* 26.

Strow, B. K. (2015). Minimum Wage and its Effects on Kentucky's Economy. *Bluegrass Institute of Public Policy Solutions*.

Strow, B. K. (2014). Kentucky's Budget and Tax Reform will Prove Costly. *Louisville Courier Journal*.

Strow, B. K. (2013). Job Creation, not more Taxes, will Spur Kentucky Economy. *Lexington Herald*.

Strow, B. K. (2013). Gatton Academy is beneficial to Bowling Green Economy. *The Bowling Green Daily News*.

Strow, B. K. (2013). Pension Reform, Hardly. *Bluegrass Institute for Public Policy Solutions*.

Strow, B. K. (2013). Solution for State's Pension Problem was no Solution. *The Bowling Green Daily News*.

Books

Strow, B. K., Strow, C. W. (2015). *Macroeconomics: Truths and Myths* (2nd ed.). Kendall Hunt Publishers.

Strow, B. K., Strow, C. W. (2012). *Macroeconomics Truths and Myths* (1st ed.). Kendall Hunt.

Claudia Strow
Professor, Economics

SA and Participating

Ph.D., Vanderbilt University, Economics, 2002

M.A., Vanderbilt University, Economics, 2000

B.S., Furman University, Economics, 1997

Dr. Claudia Strow specializes in labor economics, economics of the household, and economics of gender. She has published in each of these areas as well as in the areas of economics of the economic history and social welfare theory. She also has devised and published a number of pedagogical tools for economics and has co-written a principles textbook. Dr. Strow's current research is examining the influence of paid and unpaid maternity leave, marital structure, and season of birth on breastfeeding incidence and duration in the US. Dr. Strow has served as a co-adviser of the Economics Club for 18 years and has led numerous spring trips for the club. She has taught over 15 classes of Junior Achievement at the local elementary school and has volunteered in the local Dollars and Sense program. She has also served on numerous college and university committees including the Annual Program Review Committee, the College Curriculum Committee, the Women Studies Curriculum Committee, and the Masters in Social Responsibility and Sustainability Steering Committee. She co-led the development of a Math Economics Major for the department and serves as a reviewer for numerous journals. In addition, Dr. Strow has led study abroad/away programs to Costa Rica, South Africa, and the Eastern US Coast and has spent a semester at Harlaxton College in England as part of the living and learning community. She has also participated in the development of a study abroad program in Australia and New Zealand and studied in the Middle East and Europe as an undergraduate student. She is passionate about study abroad opportunities and encourages her students to travel abroad by incorporating her experiences abroad into her lectures and mentoring.

Refereed Journal Articles

Strow, C. W. (2016). Teaching the Economics of Ecotourism, Trade, Healthcare, Education, Poverty, and Immigration as a Study Abroad experience in Costa Rica. *Journal of Economics and Finance Education, 15*(3).

Strow, B. K., Strow, C. W. (2016). Social Choice and the American Revolution. *Journal of Applied Economics and Policy, 33*(1).

Strow, B. K., Strow, C. W. (2014). Social Choice in Five Dimensions. *Journal of Markets and Morality, 17*(1), 26. www.marketsandmorality.com/index.php/mandm

Strow, B. K., Strow, C. W. (2013). Gross Actual Product: Why GDP Fosters Increased Government Spending and Should be Replaced. *Journal of Private Enterprise, 29*(1), 15. journal.apee.org/index.php/Main_Page

Zimmer, D. M., Strow, C. W. (2012). Child Asthma and Maternal Labor Supply. *Journal of Economics, 38*, 49-63.

Books

Strow, B. K., Strow, C. W. (2015). *Macroeconomics: Truths and Myths* (2nd ed.). Kendall Hunt Publishers.

Strow, B. K., Strow, C. W. (2012). *Macroeconomics Truths and Myths* (1st ed.). Kendall Hunt.

Non-Refereed Presentations or Papers

Strow, C. W., Zimmer, D. M. *Asthma and a Mother's Labor Force Participation*. Presented at departmental seminars for Economics Dept at Western KY University, WKU.

Strow, C. W. (2017, April (2nd Quarter/Spring)). *Incorporating Free Market Economics into a Study Abroad Program*. Presented at Associate of Private Enterprise and Education, Hawaii.

Strow, C. W. (2015, April (2nd Quarter/Spring)). *Teaching Economics of Costa Rica as a study abroad*. Presented at Association of Private Enterprise Education, Cancun, Mexico.

Strow, C. W. (2014, April (2nd Quarter/Spring)). *Teaching Economic Policy and Sustainability to Nonbusiness Majors*. Presented at Association of Private Enterprise Education, Las Vegas, Nevada.

Michelle Trawick
Associate Dean for Faculty and Administration
Professor, Economics

SA and Participating

Ph.D., North Carolina State University, Economics, 1996
M.E., North Carolina State University, Economics, 1992
B.A., Western Kentucky University, Economics, 1989

Dr. Trawick has spent over seven years immersed in administration, serving first as Chair of the Economics Department and now as the GFCB Associate Dean for Faculty and Administration. Dr. Trawick's current research interests include the determinants for student success in an applied college of business. More specifically, she is preparing a manuscript to aid other administrators promoting curricular change controlled by another academic college. Further, she and a colleague are testing the results of a multi-year study to determine the effectiveness of a theoretical math class in advancing an applied business curriculum.

Dr. Trawick has participated in several professional development opportunities to enhance her administrative skillset. She attended the Principles and Techniques of Fundraising course offered by The Fundraising School at the Indiana University Lilly School of Philanthropy to assist the dean in fundraising to advance the college. Further, she participated in the Management Development Program offered through Harvard University's Graduate School of Education.

Refereed Journal Articles

Goff, B. L., Trawick, M. W. (2017). Preaching and politics: disentangling religiosity and political choice. *Journal of Economics and Finance, 41*(3), 595-609. http://dx.doi.org/10.1007/s12197-017-9389-7

Presentation of Refereed Papers

Carey, M. C., Trawick, M. W. (2017, May). *Challenging the Business College Admission Courses: An Applied Business Math Experiment*. Presented at International Conference on Learning and Administration in Higher Education, Nashville, TN.

Myers, D. A., Trawick, M. W., Potter, P. W. (2013, March). *Faculty Mentoring for Study Abroad: An Application of Realistic Job Preview*. Presented at Academy of Business Research Spring Meeting for Academy of Business Research, New Orleans, LA.

Professional Development

September 26, 2016 - September 29, 2016: The Fundraising School: Principles and Techniques of Fundraising. This course teaches the tried-and-true practical skills of effective fundraising to maximize your fundraising success. Strengthen your fundraising abilities by learning proven fund development tools, and draft a specific fundraising plan to grow your organization. This course serves as the foundation for the rest of the curriculum. Indianapolis, Indiana.

June 1, 2014 - June 13, 2014: Management Development Program. The Management Development Program, MDP, is a two-week program that develops leadership skills among administrators in higher education. Cambridge, MA.

Dennis Wilson
Professor, Economics

SA and Participating

Ph.D., University of Kentucky, Economics, 1999

M.A., Iowa State University, Economics, 1991

B.A., Western Carolina University, Economics and Mathematics, 1989

Professor Wilson specializes in the economics of sports, managerial economics, and economic analysis. His research interests are in the areas of applied microeconomic theory, industrial organization, public economics and sports economics. Wilson has published articles in the *Journal of Business*, *Southern Economics Journal*, *Journal of Socio-Economics*, *Journal of Sports Economics*, *Review of Industrial Organizations*, *Applied Economics* and others. He has also led study abroad courses in the Netherlands, Australia, New Zealand, and South Africa.

Refereed Journal Articles

Goff, B. L., Kim, H. Y., Wilson, D. P. (2017). Estimating the Market Value of Collegiate Football Players from Professional Market Shares. *Applied Economic Letters*, *24*(4), 233-237. http://www.tandfonline.com/toc/RAEL20/current

Goff, B. L., Wilson, D. P., Zimmer, D. M. (2017). Movies, Mass Consumes, and Critics: Economics and Politics of a Two-Sided Market. *Contemporary Economic Policy*, *35*(April), 269-277. http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1465-7287

Goff, B. L., Wilson, D. P., Zimmer, D. M. (2015). Why do Movie Studios Produce R-rated Films? *Applied Economics and Finance, 2*, 33-43.

Goff, B. L., Wilson, D. P., Martin, W. C., Spurlock, B. (2015). Attendance Effects of FBS Transition and Membership. *Journal of Sport Management*, *29*(4), 398-407. http://journals.humankinetics.com/jsm-current-issue/jsm-volume-29-issue-4-july/the-attendance-effects-of-fbs-transition-and-membership

Wilson, D. P., Depken, C. A., Sonora, R. J. (2012). Performance Under Pressure: Preliminary Evidence from the National Hockey League. *International Journal of Sport Finance, 7*(3). econpapers.repec.org/article/jsfintjsf/

Conference Proceedings

Martin, C. A., Pendry, A., Goff, B. L., Wilson, D. P. (2016). *NCAA Conference Realignment: Examining the Impact of Moving to a Different Athletic Conference*. American Society of Business and Behavioral Sciences.

David Zimmer
Associate Professor, Economics

SA and Participating

Ph.D., Indiana University, Economics, 2004

M.A., Indiana University, Economics, 2001

B.S., University of Evansville, Mathematics, 1999

Dr. Zimmer's research focuses on using statistical copula functions to model microeconomic phenomena. His book on copulas, entitled "Copula Modeling: An Introduction for Practitioners," is a standard graduate-level reference. He has authored almost 50 articles in academic journals, including *Journal of Business and Economic Statistics, Review of Economics and Statistics*, *Economic Inquiry*, *Econometrics Journal*, and *Health Economics*. His research is cited in the most widely used PhD-level econometrics textbooks. His work on education reform has been profiled in the *Milwaukee Journal Sentinel*. He has served as a consultant for the British National Institute for Health and Care Excellence (NICE). He also coordinates the WKU departmental research seminar series. Prior to joining the WKU faculty, he worked as a staff economist at the U.S. Federal Trade Commission in one of its antitrust enforcement units.

Refereed Journal Articles

Zimmer, D. M. (2017). A Note on Identification of Bivariate Copulas for Discrete Count Data. *Econometrics, 5*, 10.

Zimmer, D. M. (in press). Did the Demand for Crestor Shrink when Lipitor's Patent Expired? *Journal of Industry, Competition and Trade*.

Zimmer, D. M. (in press). Do High School Gifted Programs Lead to Later-in-Life Success? *Journal of Labor Research*.

Zimmer, D. M. (in press). Is the ACA Bringing the Family Back Together (for Tax Purposes?) Investigating the Dependent Coverage Mandate Effect on Dependent Tax Exemptions. *Review of Economics of the Household*.

Zimmer, D. M. (in press). The Heterogeneous Impact of Insurance on Health Care Demand Among Young Adults: A Panel Data Analysis. *Journal of Applied Statistics*.

Zimmer, D. M. (in press). Using copulas to estimate the coefficient of a binary endogenous regressor in a Poisson regression: application to the effect of insurance on doctor visits. *Health Economics*.

Goff, B. L., Wilson, D. P., Zimmer, D. M. (2017). Movies, Mass Consumes, and Critics: Economics and Politics of a Two-Sided Market. *Contemporary Economic Policy, 35*(April), 269-277.

Zimmer, D. M. (2016). What Percent of the U.S. Population is Predisposed Toward High Cholesterol? *International Journal of Cardiology*.

Zimmer, D. M. (2016). Crop Price Comovements during Extreme Market Downturns. *Australian Journal of Agricultural and Resource Economics*.

Zimmer, D. M. (2016). The Dynamic Relationship between School Size and Academic Performance: An Investigation of Elementary Schools in Wisconsin. *Research in Economics, 70*, 158-169.

Zimmer, D. M. (2015). Does COBRA Reduce the Probability that Job Separators Return to Work? *Journal of Economic Policy Reform*.

Zimmer, D. M. (2015). Employment Effects of Health Shocks: The Role of Fringe Benefits. *Bulletin of Economic Research*.

Goff, B. L., Wilson, D. P., Zimmer, D. M. (2015). Why do Movie Studios Produce R-rated Films? *Applied Economics and Finance, 2*, 33-43.

Zimmer, D. M. (2015). Analyzing Comovements in Housing Prices using Vine Copulas. *Economic Inquiry, 53*, 1156-1169.

Zimmer, D. M. (2015). Asymmetric Dependence in Housing Prices: Evidence from U.S. and International Data. *Empirical Economics, 2015*, 161-183.

Plus 12 more peer reviewed articles since July 1, 2012.

Matthew Bogard
Instructor, Economics

IP and Supporting

M.S., Western Kentucky University, 2005

Business/Professional Employment History/Experience

Research Scientist, Wellness Science and Analytics, Humana, Inc., (May 2015 - Present).
AgWeb-Farm Journal Media, Agricultural Industry Analyst and Blogger, (June 2008 - Present).
Clinical Guidance Metrician, Humana Wellness-Well Being Solutions, Humana, Inc., (February 2014 - May 2015).
Market Research Coordinator, Office of Institutional Research, Western Kentucky University, (July 2011 - February 2014).

Refereed Journal Articles

Carey, M. C., Bogard, M. T. (2013). Assessing the Success of the State Quarter Program as a Model of Collecting Behavior. *Academy of Business Research Journal, IV*, 94-116.

Presentation of Refereed Papers

Carey, M. C., Bogard, M. T. (2013, March). *Assessing the Success of the State Quarter Program as a Model of Collecting Behavior*. Presented at Academy of Business Research Conference for Academy of Business Research, New Orleans.

Scott Broadbent
Instructor, Economics

IP and Supporting

M.A., Western Kentucky University, Economics, 2009
B.A., Western Kentucky University, History and Social Studies, 2006

Business/Professional Employment History/Experience

Course Materials Manager, Western Kentucky University, (October 2008 - Present).

Tao Chen
Instructor, Economics

PA and Supporting

Ph. D., Tulane University, 2006

Business/Professional Employment History/Experience

Statistical Analyst, Fruit of the Loom, Forecasting Department, (2009 - Present).

Gary Meszaros
Instructor, Economics

IP and Supporting

M.A., Western Kentucky University, Economics, 1996
B.S., Cleveland State University, Business Administration, 1981

Business/Professional Employment History/Experience
Co-Owner, Mary Jane's Chocolates, (2010 - Present).
Director of Auxiliary Services, Western Kentucky University, (2005 – March, 2017).

Aaron Morris
Instructor, Economics

IP and Supporting

M.A., Western Kentucky University, 2010
B.A., Western Kentucky University, 2004

Business/Professional Employment History/Experience
Manager, Business Information Management & Analysis, Aetna Better Health of Kentucky - Medicaid Plan, (December 2015 - Present).
Senior Economist, The Stevenson Company, (February 2012 - April 2014).

Michael Roberson
Instructor, Economics

PA and Supporting

Ph. D., Texas Tech University, Agricultural and Applied Economics, 2016
M.S., Murray State University, Microeconomic Theory, 1987
B.A., Western Kentucky University, Economics, 1984

Business/Professional Employment History/Experience
Senior Analyst - Legal and External Affairs, AT&T, (January 2016 - Present).
Senior Marketing Research Manager - Advertising, AT&T, (July 2009 - December 2015).

FINANCE

Full-Time and Administrator

Chris Brown
Professor, Finance

SA and Participating

Ph. D., Oklahoma State University, Finance, 1998

M.B.A., University of Central Arkansas, General Business, 1986

B.B.A., University of Central Arkansas, Marketing, 1983

Professor Brown's research interests include the management of financial institutions, corporate finance, and real estate. He teaches undergraduate courses in banking, financial markets and institutions, corporate finance, and real estate graduate courses in financial institutions management and corporate finance. Dr. Brown has been published in the *International Review of Economics and Finance*, the *Journal of Real Estate Research*, the *Journal of Accounting and Finance Research*, the *Journal of Commercial Banking and Finance*, and the *Academy of Accounting and Financial Studies Journal*. Dr. Brown has made numerous professional presentations. He is a member of the Financial Management Association and the American Academy of Accounting and Finance.

Refereed Journal Articles

Brown, C. L., Chhachhi, I. S., Thapa, S. B. (2014). Determinants of Returns to Homeownership: County Level Analysis from 1999 to 2009. *Journal of Economics and Economic Education Research*, *15*(7), 1-15.

Subrahmanyam, V., Chhachhi, I. S., Brown, C. L. (2013). Determinants of Capital Expenditures across Nations. *Indian Journal of Economics & Business*, *12*(1), 37-55.

Brown, C. L., Thapa, S. B. (2013). The Impact of fair Value Accounting Standards on Financial Institution Returns. *International Journal of Business & Public Administration*, *17*(1).

Presentation of Refereed Papers

Thapa, S. B., Brown, C. L. (2013, October (4th Quarter/Autumn)). *Impact of Fair-Value Accounting Rules Changes on Financial Institutions Returns.* Presented at International Academy of Business & Public Administration Disciplines for International Academy of Business & Public Administration Disciplines, Las Vegas.

Brown, C. L., Chhachhi, I. S., Thapa, S. B. (2012, October (4th Quarter/Autumn)). *Determinants of Returns to Homeownership: County Level Analysis from 1999 to 2009*. Presented at Allied Academies, Las Vegas, NV.

Kam C. (Johnny) Chan
Professor, Finance
University Distinguished Professor

SA and Participating

Ph.D., University of Alabama, Finance, 1990
M.A., University of Alabama, Finance, 1989
M.A., University of Alabama, Economics, 1987
B.Soc.S., Chinese University of Hong Kong, Economics, 1984

Dr. Chan has a broad teaching and research interest. He has published more than 180 articles and one edited book. His publications include topics such as IPOs, corporate governance, mergers, analyst behavior, short selling, fixed income, mutual funds, derivative, foreign exchange rates, crash risk, behavioral finance, tax, corporate internal control, corporate social responsibility, political and social impact, financial education, measurement of intellectual contribution, among others. His works have appeared in leading and high quality accounting, finance, economics, marketing, international business, and management journals. He is also a Chartered Financial Analyst charter holder. He serves as guest editor and associate editor on several finance journals, anonymous reviewer for leading and high quality journals, and outside reviewer for tenure and promotions in the US and overseas. He won a Fulbright Scholar award from the US Department of State to teach a semester in China in fall, 2017.

Refereed Journal Articles

Chan, K. C., Cao, C., Xia, C. (2017). Social trust environment and tax avoidance: Evidence from China. *North American Journal of Economics and Finance, 42*, 374-392.

Han, I., Liang, H., Chan, K. C. (2016). Locational concentration and institutional diversification: Evidence from foreign direct investment in the banking industry. *North American Journal of Economics and Finance, 38*, 185-199.

Zhu, J., Ye, K., Tucker, J., Chan, K. C. (2016). Board hierarchy, independent directors, and firm value. *Journal of Corporate Finance, 41*, 262-279.

Feng, X., Chan, K. C. (2016). Information advantage, short sales, and stock returns: Evidence from short selling reform in China. *Economic Modelling, 59*, 131-142.

Cao, C., Xia, C., Chan, K. C. (2016). Social trust and stock price crash risk: Evidence from China. *International Review of Economics and Finance, 46*, 148-165.

Gao, S., Meng, Q., Chan, K. C. (2016). IPO pricing: Do institutional and retail investor sentiments differ? *Economics Letters, 148*, 115-117.

Cao, C., Jia, F., Zhang, X., Chan, K. C. (2016). Does religion matter to dividend policy? Evidence from Buddhism and Taoism in China. *Nankai Business Review International, 7*(4), 510-541.

Xu, N., Chen, Q., Xu, Y., Chan, K. C. (2016). Political uncertainty and cash holdings: Evidence from China. *Journal of Corporate Finance, 40*, 276-295.

Chan, K. C., Fung, A., Fung, H., Yau, J. (2016). A citation analysis of business ethics research: A global perspective. *Journal of Business Ethics, 136*, 557-573.

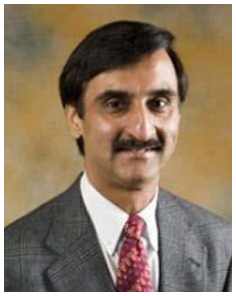
Chan, K. C., Fung, A., Fung, H., Yau, J. (2016). Ranking of institutions and academic journals: A selective review and a conceptual framework. *Managerial Finance, 42*, 292-302.

Guo, Z., Chan, K. C., Xue, Y. (2016). The impact of corporate culture disclosure on performance: A quantitative approach. *Review of Pacific Basin Financial Markets and Policies, 19*, 138-167.

Chan, J., Chan, K. C., Tong, J., Zhang, F. (2016). Using Google Scholar citations to rank accounting programs: A global perspective. *Review of Quantitative Finance and Accounting, 47*, 29-55.

Xu, N., Chan, K. C., Chang, C. (2016). A quality-based global assessment of financial research. *Review of Quantitative Finance and Accounting, 46*, 605-631.

Plus 30 additional peer reviewed journal articles since July 1, 2012.



Indudeep Chhachhi
Department Chair and Professor, Finance

SA and Participating

D.B.A., Southern Illinois University, Finance, 1990

M.B.A., Southern Illinois University, Finance, 1986

B.S., Indian Institute of Technology, Chemical Engineering, 1983

As a Professor of Finance for over 27 years, Dr. Chhachhi has taught numerous courses—both at the undergraduate as well as graduate levels—in the area of Corporate Finance, Investments, and Risk Management. He is passionate about financial literacy and financial well being and has given numerous presentations on these topics. While many of the presentations have been targeted towards WKU community (Spring Retirement Savings Week, student groups, etc.), others have been delivered to outside groups such as FPA of Kentuckiana and Convergence Decision Summit in Denver and Anaheim. Dr. Chhachhi has published 14 articles in academic journals including *The Financial Review*, *Journal of Financial Education*, and *Financial Management*. He has served as the Director of TVA's Investment Challenge Program—whereby students manage a hands-on, real-world portfolio as part of a 25-school competition—since 1999. Dr. Chhachhi has maintained an ongoing consulting relationship for well over a decade with ARGI Financial Group—a firm that has been on the Financial Times Top 300 Registered Investment Advisors three years in a row. In that consulting role he focuses on risk mitigation strategies of investment portfolios and investment selections for 401(k)s and other employer-sponsored plans. He is also responsible for developing advanced options based strategies—especially for high net-worth individuals. In other consulting roles, he has worked on comprehensive feasibility studies for Bowling Green firms as part of their USDA loan applications. Dr. Chhachhi is passionate about K-12 education and has served in numerous roles with the Bowling Green school system's Parent Teacher Organization and Site Based Decision Making Council. He has appeared on local media outlets, such as WKYU-FM Radio, WBKO TV, and WKYU TV. Dr. Chhachhi has been regularly called on by WKU's President to serve on Ad Hoc committees and Task Forces and is currently chairing University's Budget Council. He is also a member of Kentucky Chamber of Commerce's Public Pension Task Force that is advising the Governor and State Legislature on possible fixes for the severely underfunded state pension system.

Refereed Journal Articles

Brown, C. L., Chhachhi, I. S., Thapa, S. B. (2014). Determinants of Returns to Homeownership: County Level Analysis from 1999 to 2009. *Journal of Economics and Economic Education Research*, *15*(7), 1-15.

Subrahmanyam, V., Chhachhi, I. S., Brown, C. L. (2013). Determinants of Capital Expenditures across Nations. *Indian Journal of Economics & Business*, *12*(1), 37-55.

Regular Column in Journal or Newspaper

Chhachhi, I. S. (2015). Best Cities to Live In. *WalletHub*. wallethub.com/edu/best-worst-large-cities-to-live-in/14358/#indudeep-chhachhi

Non-Refereed Presentations or Papers

Chhachhi, I. S. (2014, November). *Panel discussion on Market Outlook*. Presented at FPA of Kentuckiana for Financial Planning Association, Louisville, Kentucky.

Chhachhi, I. S. (2014, May). *"Are you a Rational Investor? Investing Behavior & Psychology"*. Presented at FPA of Kentuckiana for Financial Planning Association, Louisville, Kentucky.

Presentation of Refereed Papers

Brown, C. L., Chhachhi, I. S., Thapa, S. B. (2012, October (4th Quarter/Autumn)). *Determinants of Returns to Homeownership: County Level Analysis from 1999 to 2009*. Presented at Allied Academies, Las Vegas, NV.

Andrew Head
Assistant Professor, Finance
Director, WKU Center for Financial Success

IP and Participating

M.A. Western Kentucky University, Applied Economics, 2010

B.S. Western Kentucky University, Finance, 2003

Andrew J. A. Head, MAAE, CFP®, brings the better part of two decades worth of financial services experience to his position. Professor Head remains an actively practicing Financial Planner and is a Managing Partner of Journey Financial Management, LLC, a Registered Investment Advisor with clients in 9 states. His experience includes work in retail banking and trust in addition to an extensive background working in wirehouse brokerage and independent financial advisory firms, both in the US and abroad. Professor Head is the founding and current Director of the WKU Center for Financial Success overseeing seven student Financial Success Counselors. In this role he also makes dozens of presentations and engages in pro-bono one-on-one financial counseling with various faculty, staff and local community members. He is the most recent former Director of the WKU CFP® Board Registered Financial Planning Programs and is still active in program design and leadership on a daily basis. He is the founding and current Faculty Advisor for the WKU Financial Planning Association™ (FPA®) Student Chapter and is the former Membership Chair on the Board of Directors for the FPA of Kentuckiana. Recently, Professor Head was chosen to represent the CFP® Board as a judge for the Financial Planning Challenge competition at the 2015 and 2016 FPA BE National Conferences in Boston, MA and Baltimore, MD, respectively.

Special Certifications and/or Designations

Certified Financial Planner, Certified Financial Planner Board of Standards. (9/08 - Present).
Licensed Accident & Health Insurance Agent, Kentucky Department of Insurance. (5/05 - Present).
Licensed Variable Life & Variable Annuities Agent, Kentucky Department of Insurance. (5/05 -Present).
Investment Advisor Representative, FINRA/Kentucky Department of Financial Institutions. (3/04 - Present).
Licensed Life Insurance Agent, Kentucky Department of Insurance. (5/03 - Present).

Continued Professional Experience

Managing Partner, Journey Financial Management, LLC, Owner/Partner/Practitioner of/in a (Kentucky) Registered Investment Advisory firm serving clients in 6 states. JFM has one other founding partner and one partner-track practitioner employee. Services can be broadly described as personal financial planning and investment management. Time-requirement (generally) breaks down as follows: during the academic year (3-8 hours per week); during Summer/Winter (15-35 hours per week), (June 2010 - Present).

Selected Book Chapters

Head, A. J., Warschauer, T., Hampton, V. (2015). Analyzing and Evaluating the Client's Current Financial Status. In Charles Chaffin (Ed.), *CFP Board Financial Planning Competency Handbook* (2nd Edition ed., pp. 625-635). CFP Board Financial Planning Competency Handbook.

Head, A. J., John, G. (2015). Annuities. In Charles Chaffin (Ed.), *CFP Board Financial Planning Competency Handbook* (2nd Edition ed., pp. 213-225). CFP Board Financial Planning Competency Handbook.

Y. Ling Lo
Associate Professor, Finance

SA and Participating

Ph.D., Florida State University, Finance, 2007
M.B.A., University of West Georgia, 1998
B.B.A., University of West Georgia, Management, 1997

Dr. Lo specializes in Corporate Finance, Corporate Transparency, and Investments. Her current research focuses on Mergers and Acquisitions, Corporate Transparency, Marketing Timing, Market Efficiency, Venture Capital, Seasoned Equity Offerings, IPOs, and Stock Repurchases. Dr. Lo has published in *European Financial Management*, *Journal of Economics and Finance*, and others. She is a member of the Financial Management Association, Southern Finance Association, Southwestern Finance Association, Eastern Finance Association, and Beta Gamma Sigma Society. Dr. Lo teaches undergraduate finance courses as well as face-to-face and online MBA courses. At the undergraduate level, Dr. Lo teaches financial management, investments, and corporate asset management, while at the graduate level, she teaches advanced financial management. She is also the CFA Challenge faculty advisor at WKU.

Refereed Journal Articles

Lo, Y. L. (2017). Market-Timing Ability of Low Transparency through Fixed-Price Tender Offer Stock Repurchase. *Global Journal of Accounting and Finance, 1*, 68-79. igbr.org/journals

Lo, Y. L. (2013). Corporate Transparency on Market-Timing Ability through Dutch Auction Stock Repurchase. *International Review of Accounting, Banking and Finance, 2013 Volume 5*(2).

Presentation of Refereed Papers

Lo, Y. L. (2013, December). *Market-Timing Ability of Low Transparency through Fixed-Priced Tender Offer Stock Repurchase*. Presented at Allied Academies.

Reviewer, Journal Article

June 2016 - July 2016: The Chinese Economy; Reviewed "Political Turnover and the Stock Performance of SOEs in China" for the journal.

November 2015 - December 2015: The Chinese Economy; Reviewed "How Does CEO Power Affect Innovation Efficiency?" for the journal.

Ronald Rhoades
Assistant Professor, Finance

PA and Participating

J.D., University of Florida College of Law, Law, 1995

B.S.B.A., Florida Southern College, Business Administration, 1993

Embodying his love of life and adventure, Dr. Ron Rhoades hurdled his way through high school as captain of the track team, played football (and later became an assistant coach under former Oakland Raiders head coach John Rauch), sailed across the Atlantic and back on a tall ship (the USCGC Eagle), performed in road shows in Europe and North America as a Disney Character, became a stage manager at Walt Disney World Resort, rowed on a crew team (silver medal, NCAA nationals, freshman 8's), marched in the Macy's Thanksgiving Day Parade, sailed on the U.S.S. Enterprise (aircraft carrier), marched in competition as a member of a state-championship rifle drill team, undertook a one-week solo canoe trip into The Everglades, and performed as a Tin Man at a mountaintop theme park in North Carolina (The Land of Oz). *And then he graduated college.*

Following graduation from the University of Florida College of Law, with honors, he practiced for over 20 years as an estate planning and transfer tax planning attorney. During this time, he served on the Board of Directors of several local for-profit and not-for-profit business entities and community associations. He then served as Chief Operating Officer, Director of Research, and Chair of the Investment Committee of a Florida-based investment advisory firm that he co-founded. He now maintains his proficiency in financial planning and investments through his service to a highly select group of clients.

Dr. Rhoades ('da Bear) is a national authority on fiduciary law as applied to financial planners and investment advisers. He is the author of several books and hundreds of articles published in industry and consumer periodicals, and he writes several blogs. Dr. Rhoades is a frequent speaker at national financial planning conferences, and he frequently meets with policy makers in Washington, D.C. Dr. Rhoades has served on committees of the Financial Planning Association (FPA) and on the National Board of Directors of the National Association of Personal Financial Advisors (NAPFA). He serves on the Steering Group of The Committee for the Fiduciary Standard (Chair, 2014-2015).

Refereed Journal Articles

Rhoades, R. A. (2016). The DOL's Conflict of Interest Rule, BICE's Impartial Conduct Standards, and the Evolution of the Financial Planning Profession. *Journal of Financial Planning, 29*(8), 24-27.

Continued Professional Experience

Principal, Scholar Financial, Providing financial planning and investment advice to a select group of 15 paying, 10 "family and friends" clients. I average 2 hours per week during the semesters, and work about 160 total hours during the summer months (3-4 weeks, visiting clients, etc.), (September 16, 2011 - Present).

Attorney, Ron A. Rhoades, Attorney at Law (Member, The Florida Bar), Corporate and commercial law; estate planning; transfer tax planning. I average about 10 hours per year, as I now only undertake estate planning for a handful of clients (who are Florida residents), (January 1, 1998 - Present).

2016-2017: Last Week Tonight with John Oliver, Provide expert opinion on the production company's existing (at the time) 401(k) plan, at the request of Consumer Federation of America and the show's producer. Also reviewed the draft script for an episode of this HBO show; the episode focused on retirement plans. Provided a review of mutual funds chosen by their new 401(k) provider and suggestions for additional funds. Los Angeles, California.

2016-2016: RIA In A Box, Provided four sets of materials on DOL Fiduciary Rule, and 3-hour webinar, to over 150 clients of this compliance consulting firm.

Jean C. Snavely
Instructor II, Department of Finance

PA and Participating

Ph.D., University of Cincinnati, Finance, 1997

MBA, University of Texas at Arlington, Finance Concentration, 1979

BS, University of Texas at Arlington, Biology, 1973

Jean Snavely, Ph.D., MBA, CTP, has a rich and varied background in the finance profession. From her banking career, Dr. Snavely has experience in mergers and acquisitions (performing due diligence, determining bank value, negotiating and structuring bank purchases), credit analysis, bank systems analysis, annual budgeting, goal setting, working with investment bankers in a public debt issue as well as taking the lead on special projects. Dr. Snavely maintains her intellectual curiosity through research, service, consulting and participation in professional organizations. Dr. Snavely has been a faculty mentor on numerous student research projects and she and Dr. Chan received an Aim High summer grant (2017) for their research into the relationship between financial literacy and preventive healthcare choices stemming from a student project. Dr. Snavely is chair of the Assurance of Learning committee for the GFCB and serves as Academic Advisor for dual credit courses in Finance. She has been faculty advisor for WKU's student chapter of the Financial Management Association (FMA) for 12 years during which time the chapter has earned Outstanding Chapter awards from FMA International eight times. She is also a member of the FMA International Student Membership committee assisting and advising the parent organization in FMA student chapter improvements and innovations. Dr. Snavely oversees the annual WKU Investment Challenge (Stock Trading Game). Her professional memberships include: the Association for Financial Professionals, FMA International, Financial Education Association, and the National Business Educators Association. She has also gained immeasurable, enjoyable experience volunteering for not-for-profit organizations including the Student Art Festival of Orlando, FL (Treasurer), the Glassmen Drum and Bugle Corps (President of the Board), the Miami Valley School in Dayton, OH (board member), the Junior League (Treasurer), and the Polo Fields Home Owners' Association in Louisville, KY (Treasurer, Vice-President).

Conference Attendance and Continuing Education.

March 30, 2017 - April 1, 2017: Global Asset Management Education Forum. 2 1/2 day conference focused on asset values, global and domestic economy, finance certification requirements, investment outlooks. 19.2 hours in recertification credit for CTP designation. New York City, New York.

June 27, 2017: Uncovering Investment Signals Through Multifactor Screening. Webinar on using Capital IQ Excel screen to identify potential investments. 0.5 hours in recertification credit for CTP designation. New York City, New York.

October 5, 2016: Corporate Valuations: DCF. Webinar demonstrating the use of Capital IQ in applying the discounted cash flow method of valuing stock. 1.5 hours in recertification credit for CTP designation. New York, New York.

Continued Professional Experience

2017: WKU Foundation, Consult on investment policy and decisions. Approximately 10 hours per year. Bowling Green, KY.

2014: Polo Fields Homeowners' Association Board of Directors, Responsible for developing and overseeing an annual budget of approximately $600,000, for developing and maintaining capital reserve policies, and for filling in for the president when needed. Approximately 48 hours per year. Louisville, KY.

2016-2017: Scott Arthofer and Brian Jones, Performed due diligence on the potential purchase of a retail business. Explored potential return, viability and financing options with clients. The project was abandoned because of limited profitability. Approximately 40 hours. Ft. Lauderdale, FL.

2013-2016: Scott Arthofer, Brian Jones, Evaluated and made recommendations on potential investment properties in Fort Lauderdale, FL. Alternative financing was explored. Clients postponed a decision as property values recovered in the area and the potential for sufficient rental income decreased. Approximately 120 hours. Madison, WI.

Samanta Thapa
Professor, Finance, **Transitional Retiree** – July 1, 2016

SA and Supporting

Ph.D., Georgia State University, Finance, 1988
M.B.A., West Georgia College, 1982
M.S., Bombay University, India, Engineering, 1974
B.S., Roorkee University, India, Engineering, 1971

Professor Thapa specializes in corporate and international finance. Other areas of interest include small business finance and financial institutions. His current research focus is on international finance. He teaches courses in corporate and international finance. Professor Thapa has published in a number of journals such as *Journal of Banking and Finance*, *Journal of Business & Accounting*, *International Journal of Accounting*, *Global Finance Journal*, and others. In addition, he has over twenty conference papers and presentations. He is a recipient of the award for research and creativity and a number of summer research grants in the College of Business Administration. He is a member of several professional associations.

Refereed Journal Articles

Brown, C. L., Chhachhi, I. S., Thapa, S. B. (2014). Determinants of Returns to Homeownership: County Level Analysis from 1999 to 2009. *Journal of Economics and Economic Education Research*, *15*(7), 1-15.

Upadhaya, K., Dhakal, D., Thapa, S. B. (2013). Remittances, FDI and Economic Growth in South Asia: Evidence from Panel Data. *Economia Internazionale/International Economics.*, *66*(4).

Brown, C. L., Thapa, S. B. (2013). The Impact of fair Value Accounting Standards on Financial Institution Returns. *International Journal of Business & Public Administration*, *17*(1).

Presentation of Refereed Papers

Thapa, S. B., Brown, C. L. (2013, October (4th Quarter/Autumn)). *Impact of Fair-Value Accounting Rules Changes on Financial Institutions Returns*. Presented at International Academy of Business & Public Administration Disciplines for International Academy of Business & Public Administration Disciplines, Las Vegas.

Brown, C. L., Chhachhi, I. S., Thapa, S. B. (2012, October (4th Quarter/Autumn)). *Determinants of Returns to Homeownership: County Level Analysis from 1999 to 2009*. Presented at Allied Academies, Las Vegas, NV.

Thapa, S. B. (2012, October (4th Quarter/Autumn)). *Remittances, FDI, and Economic Growth In South Asia: Evidence from Panel data*. Presented at International Academy of Business & Public Administration Disciplines for International Academy of Business & Public Administration Disciplines, Las Vegas.

INFORMATION SYSTEMS

Full-Time and Administrator

Part-Time

Kirk Atkinson
Associate Professor, Information Systems

SA and Participating

Ed.D., Ball State University, Adult, Higher Community Education, 2007
M.B.A., Murray State University, Business Administration, 1999
B.S., Western Kentucky University, Information Systems, 1979

Dr. Atkinson has a combined 38 years' experience between the private sector information technology industry and as an educator. Upon earning his doctoral degree in 2007, he became actively involved in research and university service. His research interest includes, but is not limited to, the implications of the absence of broadband Internet on adult learning in rural areas, the effects of simulation software on undergraduate college student technical skill acquisition and retention, college student's perceptions of ethical computing and behaviors, and the use of data analytics modeling related to emergency medical resource planning. Prior to his changing careers in July 2000, he held the role of Managing Director, Business Software Services for Commonwealth Industries. He was directly responsible for information systems strategic planning and solutions implementations, managed a staff of 20+ developers, and both capital and operating budgets. Prior to this, he held various information technology positions for Lexis-Nexis in Dayton, OH, Celanese Corporation in Louisville, KY, and NCR Corporation in Dayton, OH.

He also serves as the faculty adviser for the WKU student chapter of Delta Sigma Pi and is a three-time recipient of the Chapter Advisor of the Year for the Mid-South Region. Most recently he was recognized as 2016-2017 National Chapter Advisor of the Year,

Refereed Journal Articles

Atkinson, J. K., Coleman, P. D., Waduge, S. A. (2016). College Students' Perceptions of Ethics. *Academy of Business Research Journal, II*(2016). www.aobronline.com/abrj

Coleman, P. D., Atkinson, J. K., Waduge, S. (2015). Should college education play a significant role in teaching students about ethics? *Journal of Leadership, Accountability and Ethics*.

Atkinson, J. K., Blankenship, R., Marston, S. R. (2014). The Use of Smartphones in Higher Education. *Academy of Business Research Journal, III*. www.academyofbusinessresearch.com

Coleman, P. D., Atkinson, J. K. (2014). Student plagiarism: A comparison between a for-profit and a non-profit university. *Journal of Management and Marketing Research, 16*. http://www.aabri.com/jmmr.html

Atkinson, J. K., Coleman, P. D., Blankenship, R. (2014). Alumni attitudes on technology offered in their undergraduate degree program. *Academy of Business Research Journal, 1*, 53-65.

Non-Refereed Presentations or Papers

Atkinson, J. K., Zhuhadar, L. S., Meier, A. J., Meier, O. D. W. *What Data Analytics Can do for You!* Presented at 11th Mammoth Cave Research Symposium for WKU/Mammoth Cave National Park, Mammoth Cave.

Reviewer, Journal Articles

Journal reviewer for ten (10) journal manuscripts
Board of Reviewers, Journal of Management and Training for Industries

Ray Blankenship
Department Chair and Professor, Information Systems

SA and Participating

Ph.D., University of Mississippi, Management Information Systems, 1994

M.B.A., Western Kentucky University, Management/Operations System, 1987

B.A., University of Kentucky, Chemistry, 1984

Dr. Blankenship has published over 50 journal and proceedings articles with topics ranging from artificial neural networks to nursing attitudes. His research has appeared in such journals as the *European Journal of Business and Social Sciences*, *Journal of Higher Education Theory and Practice*, and *The Journal of Marketing and Management.* He has consulted for numerous organizations including the Coca-Cola Bottling Company, Y.M.C.A., and the West Virginia Economic Development Office. Dr. Blankenship has attended numerous professional development activities, including the Management Development program at Harvard University, IBM Watson Analytics Workshop, Visual Analytics Workshop Using SAS®, Applied Analytics Using SAS® Enterprise Miner, Data Manipulation and Analytics Using SAS® Enterprise Guide, and a Hierarchical Linear Models Workshop.

Refereed Journal Articles

Atkinson, J. K., Blankenship, R., Marston, S. R. (2014). The Use of Smartphones in Higher Education. *Academy of Business Research Journal, III*.

Atkinson, J. K., Coleman, P. D., Blankenship, R. (2014). Alumni attitudes on technology offered in their undergraduate degree program. *Academy of Business Research Journal, 1*, 53-65.

Ciampa, M. D., Blankenship, R. (2012). Security Education In Colleges: Is It Sufficient? *European Journal of Business and Social Sciences, 1*(6), 46-55.

Presentation of Refereed Papers

Coleman, P. D., Blankenship, R. (2017, March). *What excel and access skills do business colleges students need?* Presented at AABRI, Asheville, North Carolina.

Coleman, P. D., Blankenship, R., Peake, W. O., Coder, L. (2015, October (4th Quarter/Autumn)). *Small Business Analytics – Is it being used in Small Town America?* Presented at Academic for Center for Scholastic Inquiry, Charleston, South Carolina.

Atkinson, J. K., Marston, S. R., Blankenship, R. (2013, September). *How are Smarephones Used in Higher Education?* Presented at Academy of Business Research Conference for Academy of Business Research, San Antonio, TX.

Papers Under Review

Coleman, P. D., Blankenship, R. (in press). What spreadsheet and database skills do business students need? *Journal of Instructional Pedagogies*.

Contracts/Grants/Sponsored Research - Internal

Other, "Database and Spreadsheet Skills Survey," Amount: $1,650.00, Awarded, Start: December 5, 2016.

Work in Progress

Marston, Sean R, Blankenship, Ray (The role of Smartphones in the usage of E-Commerce. August 1, 2013)

Ciampa, Mark D, Blankenship, Ray (What Students Think They Should Know: University vs. Community College. September 1, 2010)

Mark Ciampa
Associate Professor, Information Systems

SA and Participating

Ph.D., Indiana State University, Technology Management, 2008
M.S., Middle Tennessee State University, Computer Information Systems, 1983
M.A., Abilene Christian University, New Testament Theology, 1977
B.A., Abilene Christian University, Biblical Studies, 1976

Dr. Mark Ciampa has authored over 25 technology textbooks covering areas such as computer security, computer networking, wireless data technologies, and health information technology. His recent book *Security+ Guide to Network Security Fundamentals 5e* is the number one best seller in computer network security worldwide. He has published over 20 articles in peer-reviewed journals and is a reviewer for security journals. Dr. Ciampa is a frequent speaker at regional and national publisher events, and recently conducted workshops for the National Security Agency (NSA) National Centers of Academic Excellence (CAE) in Cyber Defense as well as "Train-the-Trainer" instruction for the Computing Technology Industry Association (CompTIA), a non-profit trade association that issues professional certifications for the IT industry. He also writes a weekly blog on security that currently has a readership of over ten thousand followers. Dr. Ciampa serves as a consultant for schools around the country on security and technology curriculum. Prior to coming to WKU Dr. Ciampa was an Associate Professor and served as the Director of Academic Computing at Volunteer State Community College in Gallatin, Tennessee for 20 years, managing academic technology over five campuses spanning several different counties across Middle Tennessee. Dr. Ciampa has worked in the IT industry as a computer consultant for various businesses and government agencies. He serves on different boards and holds certifications in Security+ and HIT.

Refereed Journal Articles

Ciampa, M. D., Thrasher, E. H. (2016). Security Across the Curriculum: Implementation in a Data Analytics Program. *Issues in Information Systems, 17*(II), 123-134. www.iacis.org/iis/iis.php

Ciampa, M. D., Thrasher, E. H., Revels, M. A. (2016). Social media use in academics: undergraduate perceptions and practices. *Journal of Educational Technology, 12*(4), 10-19.

Marston, S. R., Thrasher, E. H., Ciampa, M. D. (2014). Does gender play a role in the acceptance of e-textbooks by students? *Research in Higher Education*, 15 Pages. www.aabri.com/rhej.html

Ciampa, M. D. (2013). A Comparison of Password Feedback Mechanisms and Their Impact on Password Entropy. *Information Management and Computer Security, 21*(5), 16.

Ciampa, M. D. (2013). A Comparison of User Preferences for Browser Password Managers. *Journal of Applied Security Research, 8*(4), 455-466. www.tandfonline.com/toc/wasr20/current

Ciampa, M. D., Thrasher, E. H., Marston, S. R., Revels, M. A. (2013). Is Acceptance of e-Textbooks Discipline-Dependent? Comparing Business and Non-business Student Perceptions. *Research in Higher Education, 20*(June 2013), 13 Pages. www.aabri.com/rhej.html

Ciampa, M. D. (2013). Student Perceived Importance and Correlations of Selected Computer Literacy Course Topics. *Journal of Instructional Pedagogies, 11*(May 2013), 1-17. www.aabri.com/jip.html

Ciampa, M. D. (2013). A Study of Students Perceived Computer Knowledge. *International Journal of Learning and Development, 3*(1), 11-24. www.macrothink.org/journal/index.php/ijld

Ciampa, M. D., Revels, M. A. (2012). Student Access to Online Interaction Technologies: The Impact on Grade Delta Variance and Student Satisfaction. *Online Journal of Distance Learning Administration, 15*(4), 8.

Revels, M. A., Ciampa, M. D. (2012). The effect of self-remediation activities on undergraduate student retention. *Kentucky Journal of Excellence in College Teaching and Learning, 10*, 88-96.

Books

Ciampa, M. D. (2016). In Kristin McNary (Ed.), *Security Awareness: Applying Practical Security in Your World 5e* (5th ed., pp. 229). Boston, MA: Cengage Learning.

Phillip Coleman
Associate Professor, Information Systems

SA and Participating

E.D.D., Ball State University, Education with Information & Communication Science, 2007

M.S., Murray State University, Management of Technology, 1997

B.S., Austin Peay State University, Public Management and Administration, 1996

After successful military and corporate careers, Dr. Coleman began teaching at WKU almost 18 years ago. He began as an adjunct instructor then continued fulltime after completing his doctorate. To date he has authored or co-authored over 20 peer-reviewed journal articles and presented at least one paper a year for the past 11 years. Although his scholarship is grounded in using technology in rural areas, he has researched student ethics in both nonprofit and profit-earning universities. He has consulted for faculty in other colleges at WKU on audio and visual skills and large corporations in Bowling Green on Strategic Planning and Implementation. Dr. Coleman currently serves as the editor of an international journal and as a peer-reviewer for another journal. He is active in university, college, and department assignments and chairs the Institutional Review Board at the university level and the Fiscal Oversight Committee at the college level and at the department level, he is both the Business Data Analytics and the Principles of Information Systems Coordinator.

Refereed Journal Articles

Zhuhadar, L. S., Coleman, P. D. (2016). Applicative Personalized Learning: How Gamification Is Driving Learning. *International Journal of Knowledge Society Research, 7*(4), 14.

Atkinson, J. K., Coleman, P. D., Waduge, S. A. (2016). College Students' Perceptions of Ethics. *Academy of Business Research Journal, II*(2016). www.aobronline.com/abrj

Coleman, P. D., Atkinson, J. K., Waduge, S. (2015). Should college education play a significant role in teaching students about ethics? *Journal of Leadership, Accountability and Ethics*.

Thrasher, E. H., Coleman, P. D., Willis, J. E. (2014). Blended course design for multi-campus technology instruction: An expository study. *Journal of Instructional Pedagogies, 15*, 8.

Coleman, P. D., Atkinson, J. K. (2014). Student plagiarism: A comparison between a for-profit and a non-profit university. *Journal of Management and Marketing Research, 16*. http://www.aabri.com/jmmr.html

Atkinson, J. K., Coleman, P. D., Blankenship, R. (2014). Alumni attitudes on technology offered in their undergraduate degree program. *Academy of Business Research Journal, 1*, 53-65.

Coleman, P. D., Lane, M. D. (2012). Technology Ease of Use Through Social Networking Media. *Journal of Technology Research, 3*, 10-21.

Coleman, P. D., Walker, R., Lawrence, L. (2012). The Pros and Cons of Education Budget Cuts: An Investigative Study. *Research in Higher Education Journal, 6*(July 2012), 1-10.

Presentation of Refereed Papers

Coleman, P. D., Blankenship, R. (2017, March). *What excel and access skills do business colleges students need?* Presented at AABRI, Asheville, North Carolina.

Coleman, P., Zhuhadar, L. S. (2016, April (2nd Quarter/Spring)). *The impact of adaptive personalized learning on student outcome: Do students know when they are at risk?* Presented at Academic and Business Research Institute, San Antonio, Texas.

Coleman, P. D., Blankenship, R., Peake, W. O., Coder, L. (2015, October (4th Quarter/Autumn)). *Small Business Analytics – Is it being used in Small Town America?* Presented at Academic for Center for Scholastic Inquiry, Charleston, South Carolina.

Atkinson, J. K., Coleman, P. D., Waduge, S. A. (2015, September). *College Students' Perceptions of Ethics - Revised*. Presented at Academy of Business Research, Indianapolis, IN.

Atkinson, J. K., Coleman, P. D., Waduge, S. A. (2015, May). *College Students' Perceptions of Ethics*. Presented at International Conference on Learning and Administration in Higher Education for Academic Business World, Nashville, TN.

Thad Crews
Associate Professor, Information Systems

SA and Participating

Ph.D., Vanderbilt University, Computer Science, 1995

M.S., Vanderbilt University, Computer Science, 1992

B.S., Western Kentucky University, Computer Science, 1988

Dr. Crews specializes in the areas of simulation, knowledge-based training, and usability factors regarding technology. He has taught 16 difference courses in computer science and computer information systems, including programming, systems analysis and design, software engineering, operating systems, artificial intelligence, and research methods. His current research focuses on the use of computer technology for teaching, training, learning, and assessment. Dr. Crews is a member of various professional organizations including the Association of Computer Machinery and the National Association of Information Technology Professionals. Dr. Crews has worked professionally as a software engineer for Electronics Data Systems (EDS). He remains active in professional consulting for both the public and private sector.

Refereed Journal Articles

Crews, T., Boone, R. (in press). Learning about Machine Learning Through Tic-Tac-Toe Competition Scenarios. *Journal of the Consortium for Computing Sciences in Colleges, 33*(2).

Crews, T. (2017). Active Learning Across Three Dimensions: Integrating Classic Learning Theory with Modern Instructional Technology. *International Journal of Learning, Teaching and Educational Research, 16*(1), 72-83.

Crews, T. R., Butterfield, T. J. (2014). Data for Flipped Classroom Design: Using Student Feedback to Identify the Best Components from Online and Face-to-Face Classes. *Higher Education Studies, 4*(3), 38-47.

Presentation of Refereed Papers

Crews, T. R. (2016). *Active Learning: Blending the Classroom in 3 Dimensions*. Presented at SITE 2016 Annual Conference of the Society for Information Technology and Teacher Education for Society for Information Technology and Teacher Education (SITE), Savannah, GA.

Crews, T. R. *Flipping the Classroom for Success: Applying Constructivist Theory to Information Rich Learning*. Presented at Academy of Business Research Fall 2015 Conference for Academy of Business Research, Indianapolis, IN.

James Lindsey
Instructor I, Information Systems

IP and Participating

M.S., Bowie State University, Management Information Systems, 2000
B.S., Western Kentucky University, Human Resources Management, 1992

Jim Lindsey specializes in teaching applications, computer concepts, and personal productivity technologies. Prior to teaching at WKU, he worked as a government contractor for computer services overseas and as a technology consultant to law firms in Nashville, Tennessee. He is interested in pedagogical ways to increase student learning and engagement. He has made presentations about such practices at teaching conferences throughout Kentucky, Tennessee and Florida. Jim has also conducted social media training via the local Chamber of Commerce and performed Web development/video work for businesses in Bowling Green, KY.

Continued Professional Experience

2017-2017: Local security firm; Consulted with a local firm that provides security training and assessments. In February 2017, showed them how to incorporate an online payment option into their Web site for classes they offer. In July 2017, completely updated their Web site. Maintenance of original site made for them many years ago. 20 hours. Bowling Green, KY.

2017: Local school; Contacted by local school for kids 6 weeks to 12 years of age on how to update their Web site. Advised them on various ways to update the site. Provided them with links to online training created to do such work. Talked with them on the phone for an hour. The training made available to them is 90 minutes long. 2 Hours. Bowling Green, KY.

2016-2016: Local insurance agent; Helped him purchase a new computer, integrate that machine into his home office network, download and install office productivity software on the new machine, clean a malware infected computer, and troubleshoot a multifunction printer/fax/scanner. 10 Hours. Bowling Green, KY.

2015: Bowling Green Chamber of Commerce; Taught a class for Chamber members over a social media management tool called Hootsuite. Ten business people from a variety of industries participated actively and several followed up in subsequent weeks with questions. Bowling Green, KY.

2015: Bowling Green Chamber of Commerce; Taught a class over Website creation for Chamber members. Once class started however it was clear that the audience wanted to learn about social media for business more than Web site creation. So, I spent the bulk of the class talking about how to create a Facebook site for a business and how to best utilize it. Bowling Green, KY.

Non-Refereed Presentations or Papers

Lindsey, J. H. (2014, March). *Peer Evaluations, Peer Critiques and Custom Projects*. Presented at 2014 Course Technology Computing Conference for Cengage Learning, Nashville, TN.

Lindsey, J. H. (2013, May). *Peer Evaluations, Peer Critiques and Custom Projects*. Presented at 2013 New Horizons Conference for KCTCS, Covington, KY.

PROFESSIONAL DEVELOPMENT

Conference Attendance

November 10, 2016 - November 11, 2016: Kentucky Convergence 2016 Conference. I attended educational sessions for two days and made a presentation at the Kentucky Convergence 2016 Conference in Bowling Green, Kentucky on November 10 & 11, 2016. Bowling Green, KY.

Continuing Education Program

August 1, 2016 - August 3, 2016: Twitter and LinkedIn for businesses. I use the IS department's Lynda.com account to access online training over information technology topics. I used the account this year to complete training on Twitter and LinkedIn for businesses. I used the knowledge to teach my CIS 320 class. Bowling Green, KY.

Sean Marston
Associate Professor, Information Systems

SA and Participating

Ph.D., University of Florida, Information Systems and Operation Management, 2010

M.B.A., Georgia Institute of Technology, Operations Management, 2005

Bachelors of Engineering, Georgia Institute of Technology, Computer Engineering, 1999

Dr. Marston's research focuses the analysis of digital distribution of information, the economic analysis of information systems policies, cloud computing security policy, and the use of technology in higher education. He has presented his research at several academic conferences including the Pacific Asia Conference on Information Systems, Hawaii International Conference on System Sciences, the Decision Sciences Institute annual meeting, and the INFORMS annual meeting.

Refereed Journal Articles

Civelek, I., Liu, Y., Marston, S. R. (2017). Design of Free-to-Play Mobile Games for the Competitive Marketplace. *International Journal of Electronic Commerce*. www.ijec-web.org/

Marston, S. R. (2015). The Impact of Client Side Security Restrictions on the Competition of Cloud Computing Services. *International Journal of Electronic Commerce*.

Marston, S. R., Guo, H., Chen, Y. (2015). Push or Pull? Design of Content Delivery Systems. *Decision Sciences*.

Atkinson, J. K., Blankenship, R., Marston, S. R. (2014). The Use of Smartphones in Higher Education. *Academy of Business Research Journal, III*. www.academyofbusinessresearch.com

Marston, S. R., Thrasher, E. H., Ciampa, M. D. (2014). Does gender play a role in the acceptance of e-textbooks by students? *Research in Higher Education*, 15 Pages. www.aabri.com/rhej.html

Ciampa, M. D., Thrasher, E. H., Marston, S. R., Revels, M. A. (2013). Is Acceptance of e-Textbooks Discipline-Dependent? Comparing Business and Non-business Student Perceptions. *Research in Higher Education, 20*(June 2013), 13 Pages. www.aabri.com/rhej.html

Presentation of Refereed Papers

Marston, S. R., Liu, Y., Civelek, I. (2016, May). *Promotions in Free-to-Play Mobile Games: A Competitive Approach*. Presented at POMS Annual Conference for Production and Operations Managment Society.

Marston, S. R. (2014, November). *To Push or Pull Content Digital Content*. Presented at INFORMS Annual Meeting for INFORMS.

Marston, S. R. (2014, June). *Client Side Cloud Computing Security: A Mixed Market Analysis*. Presented at Pacific Asia Conference on Information Systems for AIS, Chengdu, China.

Atkinson, J. K., Marston, S. R., Blankenship, R. (2013, September). *How are Smarephones Used in Higher Education?* Presented at Academy of Business Research Conference for Academy of Business Research, San Antonio, TX.

Coleman, P. D., Marston, S. R. (2013, January (1st Quarter/Winter)). *Are Smart Phones Really Smart*. Presented at Academic and Business Research Institute, Orlando.

Marston, S. R. (2012, December). *Push or Pull? Content Delivery Systems*. Presented at Workshop on E-Business for ICIS, Orlando Florida.

Marston, S. R. (2012, November). *Design of Content Delivery Systems*. Presented at Decision Sciences Institute Meeting Annual Meeting for Decision Sciences Institute, San Francisco, CA.

Other

Ciampa, M. D., Marston, S. R., Thrasher, E. H., Revels, M. A. (2013). Is acceptance of e-textbooks discipline-dependent? Comparing business and non-business student perceptions. In Andrianes Pinantoan (Ed.), *Acceptance of E-Texts Proves Discipline-Dependent, Study Finds*. Surry Hills NSW 2010: informED. www.opencolleges.edu.au/informed/news/acceptance-of-e-texts-proves-discipline-dependent-study-finds/

Evelyn Thrasher
Associate Professor, Information Systems

SA and Participating

Ph.D., Auburn University, Management Information Systems, 2006

M.B.A., Auburn University, Management Information Systems, 2003

B.S., East Tennessee State University, Mathematics, 1989

Dr. Thrasher has published 20 articles in academic journals, including *Decision Support Systems, OMEGA,* and *Computers in Human Behavior.* She has also published 3 book chapters in healthcare analytics books and has a chapter soon to appear in the book, *Gender, Communication, and the Leadership Gap*, published by the International Leadership Association. She actively shares her research at conferences, having presented her work at over 20 national and international conferences. She specializes in the areas of information systems business value, information systems in healthcare, smart cities, digital communication for leadership, and the use of information technology in education. Dr. Thrasher serves as the Knicely Faculty Fellow in the Center for Leadership Excellence. In this role, she assists with the planning and delivery of leadership development and training programs for community leaders, business leaders, and nonprofit organizations. In addition, she conducts research on business leadership challenges among mid-level managers. Prior to beginning this role, she was a member of the first cohort of the WKU Faculty Leadership Year (FLY) Program and is a 2015 Faculty Leadership Year Fellow. She also serves as the Director of the Gordon Ford College of Business Professional Education and Knowledge (PEAK) Initiative, in which she leads a college-wide effort to assist students with their professional and career readiness training. Dr. Thrasher is the 2017 recipient of the Gordon and Glenda Ford Award for Faculty Excellence and a 2016 recipient of the Class of 2020 Award for Engagement.

Refereed Journal Articles

Zhuhadar, L. S., Thrasher, E. H., Marklin, S. D., de Pablos, P. O. (2017). The next wave of innovation—Review of smart cities intelligent operation systems. *Computers in Human Behavior Journal, 66*, 273-281.

Ciampa, M. D., Thrasher, E. H. (2016). Security Across the Curriculum: Implementation in a Data Analytics Program. *Issues in Information Systems, 17*(II), 123-134. www.iacis.org/iis/iis.php

Zhuhadar, L. S., Marklin, S. D., Thrasher, E. H., Lytras, M. D. (2016). Is there a gender difference in interacting with intelligent tutoring system? Can Bayesian Knowledge Tracing and Learning Curve Analysis Models answer this question? *Computers in Human Behavior Journal, 61*, 198-204.

Zhuhadar, L. S., Carson, B. M., Daday, J., Thrasher, E. H., Nasraoui, O. (2016). Computer-Assisted Learning Based on Universal Design, Multimodal Presentation and Textual Linkage. *Journal of the Knowledge Economy, 7*(2), 373-387. http://dx.doi.org/10.1007/s13132-016-0371-y

Ciampa, M. D., Thrasher, E. H., Revels, M. A. (2016). Social media use in academics: undergraduate perceptions and practices. *Journal of Educational Technology, 12*(4), 10-19.

Zhuhadar, L., Carson, B. M., Daday, G. K., Thrasher, E. H., Nasraoui, O. (2016). Computer-Assisted Learning Based on Universal Design, Multimodal Presentation and Textual Linkage. *Journal of the Knowledge Economy, 7*(1), pp. 373-387.

Thrasher, E. H., Coleman, P. D., Willis, J. E. (2014). Blended course design for multi-campus technology instruction: An expository study. *Journal of Instructional Pedagogies, 15*, 8.

Marston, S. R., Thrasher, E. H., Ciampa, M. D. (2014). Does gender play a role in the acceptance of e-textbooks by students? *Research in Higher Education*, 15 Pages. www.aabri.com/rhej.html

Ciampa, M. D., Thrasher, E. H., Marston, S. R., Revels, M. A. (2013). Is Acceptance of e-Textbooks Discipline-Dependent? Comparing Business and Non-business Student Perceptions. *Research in Higher Education, 20*(June 2013), 13 Pages. www.aabri.com/rhej.html

Book Chapters

Thrasher, E. H. (in press). In Heather Crandall and Carolyn Cunningham (Ed.), *The Links of LinkedIn: An Analysis of Gender on Professional Social Media*. Gender, Communication, and the Leadership Gap.

Jeffrey Willis
Instructor, Information Systems

IP and Participating

M.S., Capitol College, Computer Security, 2002
B.B.A., Northwood University, Business Administration, 1993

Mr. Willis has extensive personnel and systems management experience, including service in the military, corporate, and private sectors. He actively consults with an emphasis on Business Networking Solutions and Information Security. He currently serves as Technical Manager for all Information Systems departmental lab facilities, in addition to teaching a variety of courses including Computer Literacy and Emerging Technologies. Applied research interests include Network Design, IT Policy and Procedure, Continuity Planning/Disaster Preparedness, and Information Systems Risk Analysis. Mr. Willis works closely with students, the WKU IT staff, and local businesses. He takes great pride in helping students find gainful employment through the application of a practical, applied, technical foundation.

Continued Professional Experience

Owner, Bluegrass Consulting Group, Bluegrass Consulting Group is a full service IT consulting primarily for regional small to medium sized businesses. My involvement is primarily over academic breaks but averages 6 hours per week throughout the year. (2002 - Present).

Refereed Journal Articles

Thrasher, E. H., Coleman, P. D., Willis, J. E. (2014). Blended course design for multi-campus technology instruction: An expository study. *Journal of Instructional Pedagogies, 15*, 8.

Presentation of Refereed Papers

Thrasher, E. H., Willis, J. E., Coleman, P. D. (2014, July (3rd Quarter/Summer)). *Blended Course Design for Multi-Campus Technology Instruction: Successes Realized and Lessons Learned*. Presented at 11th Annual Sloan Consortium Blended Learning Conference and Workshop for The Sloan Consortium, Denver, Colorado.

Professional Development

2016 - 2017: Security/Privacy Training. IINS, Sec+, CHFI, CEH, CASP, CISSP, CISM, and general security/privacy training. Cisco, CompTIA, & EC-Council. Nashville, TN.

Leyla Zhuhadar
Assistant Professor, Information Systems

SA and Participating

Ph.D., University of Louisville, Computer Science & Computer Engineering, 2009

M.S., Western Kentucky University, Computer Science, 2004

Leyla Popova Zhuhadar was born in Sofia, Bulgaria. While earning her doctorate at the University of Louisville, she worked as a Research Scientist at WKU for six years (2007-2013). In 2013, she joined the GFCB Department of Information Systems. Since then, as an Assistant Professor, she submitted more than 12 grant proposals, internally and externally, with amounts ranging from $3K to $925K. To date, she was awarded eight grants with amounts ranging from $3K to $35K. Dr. Zhuhadar's applied research is directed toward collaborating with colleagues from various disciplines in USA and Europe to solve today's Big Data problems by using Data Mining methodologies. The impact of her research has been witnessed by its contribution to more than 50 publications in peer-reviewed journal articles, book chapters, and national/international conference proceedings. She has published in many top journals such as: *Computers in Human Behavior*, *Journal of the Knowledge Economy*, *Social Network Analysis and Mining*, *Journal of Universal Computer Science*, *International Journal of Knowledge Society Research*, and the *International Journal of Hybrid Intelligent Systems*. These publications have had a significant impact on her ranking on ResearchGate. She is above 72.5% of all ResearchGate members Worldwide . The National Science Foundation has invited her twice, in 2012 and 2016, to attend the NSF Summit Symposium Workshops. Dr. Zhuhadar was awarded the 2017 GFCB PRIDA Award, the 2015 Dean's Merit Award, and the 2014 WKU Award for the Most Prolific Grant Proposer by College. Dr. Zhuhadar is a fellow of the following associations: The IEEE, Women in Engineering (WIE), the Association for Information Systems (AIS), the Association for the Advancement of Artificial Intelligence (AAAI), and the Association for Computing Machinery (ACM).

Refereed Journal Articles

Zhuhadar, L. S., O. N., Wyatt, R. E. (in press). Metadata as Seeds for Building an Ontology Driven Information Retrieval System. *International Journal of Hybrid Intelligent Systems*. www.iospress.nl/loadtop/load.php?isbn=14485869

Zhuhadar, L. S., Daday, G. K., Kessler, W. B. (2017). Using survival analysis to discovering pathways to success in Mathematics. *Computers in Human Behavior Journal*. http://www.journals.elsevier.com/computers-in-human-behavior

Zhuhadar, L. S., Thrasher, E. H., Marklin, S. D., de Pablos, P. O. (2017). The next wave of innovation—Review of smart cities intelligent operation systems. *Computers in Human Behavior Journal, 66*, 273-281.

Zhuhadar, L. S., Coleman, P. D. (2016). Applicative Personalized Learning: How Gamification Is Driving Learning. *International Journal of Knowledge Society Research, 7*(4), 14.

Zhuhadar, L. S., Marklin, S. D., Thrasher, E. H., Lytras, M. D. (2016). Is there a gender difference in interacting with intelligent tutoring system? Can Bayesian Knowledge Tracing and Learning Curve Analysis Models answer this question? *Computers in Human Behavior Journal, 61*, 198-204.

Zhuhadar, L. S., Carson, B. M., Daday, J., Thrasher, E. H., Nasraoui, O. (2016). Computer-Assisted Learning Based on Universal Design, Multimodal Presentation and Textual Linkage. *Journal of the Knowledge Economy, 7*(2), 373-387. http://dx.doi.org/10.1007/s13132-016-0371-y

Zhuhadar, L. S. (2015). A synergistic strategy for combining thesaurus-based and corpus-based approaches in building ontology for multilingual search engines. *Computers in Human Behavior Journal, 51*, 1107-1115.

Zhuhadar, L. S., Kruk, S. R., Daday, J. (2015). Semantically enriched Massive Open Online Courses (MOOCs) platform. *Computers in Human Behavior Journal, 51*, 578-593. http://dx.doi.org/10.1016/j.chb.2015.02.067

Zhuhadar, L., Lytras, M. D., Zhang, J. X., Kurilovas, E. (2014). Advances of Scientific Research on Technology Enhanced Learning in Social Networks and Mobile Contexts. *The Journal of Universal Computer Science, 20*(10), 1402-1406. http://www.jucs.org/jucs_info/aims

Zhuhadar, L. S., Yang, R., Lytras, M. (2013). The Impact of Social Multimedia Systems on Cyberlearners. *Computers in Human Behavior Journal (Elsevier), 29*(2), pp378-385.

Carmen Gaskins
Instructor, Information Systems

Other and Supporting

M.A., Western Kentucky University, 2002

B.S., Western Kentucky University, 1994

Academic Employment History
Professor, Southcentral Kentucky Community and Technical College, (January 1998 - Present).

Steven Parris
Instructor, Information Systems

Other and Supporting

M.A., Webster University, Computer and Information Resources Management, 1991

B.A., McKendree College, Business Administration, 1990

Academic Employment History
Instructor, Elizabethtown Community & Technical College, (1990 - 2016).

Ryan Pigford
Instructor, Information Systems

IP and Supporting

M.B.A., Western Kentucky University, 2016

Business/Professional Employment History/Experience
Programming and Development Supervisor, Century Aluminum, (January 2016 - Present).
Owner/Freelance Developer, Pigford Software, (November 2011 - Present).

Elizabeth Unseld
Instructor, Information Systems

IP and Supporting

M.B.A., Western Kentucky University, 2009

B.S., Western Kentucky University, 2008

Business/Professional Employment History/Experience
Reporting Data Analyst, EVINE Inc., (March 2016 - Present).
Client Associate, Wells Fargo Advisors, (February 2015 - December 2015).
Quality Assurance Coordinator, Western Kentucky University, Health Services, (September 2010 - August 2014).

MANAGEMENT

Full-Time

Transitional Retirees

Part-Time

Dawn Bolton
Associate Professor, Management

SA and Participating

DBA, Mississippi State University, Marketing, 1993

MBA, University of Wisconsin Oshkosh, 1987

M.S., University of Wisconsin Platteville, Business Administration, 1981

Dawn Langkamp Bolton has been with Western Kentucky University (WKU) since 1991 where she first began teaching in the Marketing Department of the College of Business. Since that time, Dr. Bolton has been the Chair of the Business Division of WKU's Bowling Green Community College, the Marketing Director of WKU's Division of Extended Learning and Outreach (DELO), Assistant Vice President for Academic Affairs – Program Development and Academic Relations, and most recently the Mattie Newman Ford Professor of Entrepreneurship and the Director of the Center for Entrepreneurship & Innovation in the Management Department of the Gordon Ford College of Business. While Assistant Vice President, Dr. Bolton was instrumental in the development of many WKU programs ranging from Sports Management to the Ed.D. in Educational Leadership. In 2003, Dawn received the WKU University Award for Teaching and the KYVU On-line Excellence Award for Teaching (a state-wide award). She has been recognized with the MBA Teacher of the Year Award (twice) and the Beta Gamma Sigma Teaching Award. She was awarded the *National Best Practices Award* from the Small Business Institute® in February 2016 for the creation of her Entrepreneurship Lab, and received the 2017 University Award for Student Advisement for her work in mentoring entrepreneurial students. Dr. Bolton studies individual entrepreneurial orientation (IEO), and gender in entrepreneurship, for the region and internationally. Her current research stream investigates the appropriateness of the IEO Scale for small business strategy research. Her previous studies compared women entrepreneurs in three countries as part of a FIPSE grant (The Alliance to Enhance Entrepreneurial Impact to Stimulate Economic Growth among Underserved Groups in North America). She has published in several journals and made presentations at international conferences. She teaches in the areas of decision modeling and entrepreneurship, and serves on several department, college, and university committees.

Refereed Journal Articles

Bolton, D. L. (2014). New Menu Labeling Requirements for Retail Food Chains: Possible Impact on Small Business Restaurants. *Entrepreneurial Executive*(19), 105-110.

McGraw, E., Cachon, J.-C., Bolton, D. L., Codina, J. B., Eccius-Wellmann, C., Walsh, A. D. (2014). Female Entrepreneurs' Motives and SME's Growth: An International Study. *Journal of Women's Entrepreneurship and Education, 2013*(3-4), 1-27. www.ien.bg.ac.rs/index.php/en/3-42013

Headrick, L. B., Rowe, C. C., Kendall, A. R., Zitt, M. A., Bolton, D. L., Langkamp-Henken, B. (2013). Adults in All BMI Categories Underestimate Daily Energy Requirements. *Journal of Nutrition Education and Behavior (JNEB), 45*(Issue 5, September/October 2013), 460-465.

Bolton, D. L. (2012). Individual Entrepreneurial Orientation: Further Investigation of a Measurement Instrument. *Academy of Entrepreneurship Journal, 18*(1), 91-98.

Bolton, D. L., Lane, M. D. (2012). Individual Entrepreneurial Orientation: Development of a Measurement Instrument. *Journal of Education & Training, 54*(2/3), 219-233.

Conference Proceedings

Bolton, D. L. (2016). In Deborah Cours (Ed.), *STELLAR: Student Entrepreneur Learning Lab & Research*. Proceedings from the Small Business Institute 40th Annual Academic Conference. www.smallbusinessinstitute.biz/resources/Documents/Full%20SBI%202016%20Conference%20Proceedings%20Final%20Draft.pdf

Cachon, J.-C., Robichaud, Y., McGraw, E., Bolton, D. L., Walsh, A. (2014). *Why are Female-Owned Businesses Smaller? An Empirical Study in Canada and the United States*. the Global Management Conference, Wuhan, 2014.

Ismail Civelek
Associate Professor, Management

SA and Participating

Ph. D., Carnegie Mellon University, Operations Management and Manufacturing, 2010

M.S., Carnegie Mellon University, Industrial Administration, 2006

B.S., Bilkent Univerisitesi, Industrial Engineering, 2004

Dr. Civelek's areas of expertise are manufacturing and service operations management, queueing theory, simulation, revenue management, supply chain management, and business analytics. He applies analytics and various technical tools to examine decision-making by individuals and organizations in problems motivated by various industry applications. Before his employment at WKU, Dr. Civelek was a Visiting Assistant Professor in the Department of Industrial Engineering and Management Sciences at Northwestern University and taught Operations Research, Statistics and Discrete-Event Systems Simulation. His research has been published in a number of journals including *European Journal of Operational Research*, *International Journal of Manufacturing Technology and Management*, *International Journal of Revenue Management*, *Annals of Management Science,* and *International Journal of Electronic Commerce*.

Refereed Journal Articles

Civelek, I., Liu, Y., Marston, S. R. (2017). Design of Free-to-Play Mobile Games for the Competitive Marketplace. *International Journal of Electronic Commerce*. www.ijec-web.org/

Civelek, I. (2016). A reservation model for a single firm serving a market with strategic consumers. *International Journal of Revenue Management*. www.inderscience.com/jhome.php?jcode=IJRM

Rahim, M. A., Civelek, I., Liang, F. H. (2016). Academic Department Chairs' Social Intelligence and Faculty Members' Reactions to Annual Evaluation of Teaching and Research. *Current Topics in Management, 18*, 1-16.

Civelek, I. (2016). Sustainability in Inventory Management. *Current Topics in Management, 18*, 43-55.

Civelek, I. (2015). An Integrated Trading Model for a Financially Distressed Commodity Producer. *Annals of Management Science*, *4*(1). http://www.annalsofms.org/

Rahim, M. A., Civelek, I., Liang, F. H. (2015). A Model of Department Chairs' Social Intelligence and Faculty Members' Turnover Intention. *A Model of Department Chairs' Social Intelligence and Faculty Members' Turnover Intention, 53*, 65-71. www.journals.elsevier.com/intelligence/

Civelek, I. (2015). A Model for Forecasting Dependent Demand in Inventory Replenishment Processes. *international Journal of Supply Chain Management, 4*(2), 1-5. ojs.excelingtech.co.uk/index.php/IJSCM

Rahim, M. A., Civelek, I., Liang, F. H. (2015). Department Chairs as Leaders: A Model of Social Intelligence and Creative Performance in a State University. *Business Creativity & The Creative Economy, 1*(1), 52-60.

Civelek, I., Mohamed, Z. M. (2015). Impacts of Exchange Rate Risk and Transportation Cost on a Globally Coordinated Production Plan for an OEM. *International Journal of Manufacturing Technology and Management, 29*(5/6), 309-323. www.inderscience.com/jhome.php?jcode=ijmtm

Civelek, I., Karaesmen, I., Scheller-Wolf, A. (2015). Blood Platelet Inventory Management with Protection Levels. *European Journal of Operational Research, 243*(3), 826-838.

Civelek, I. (2014). A simultaneous pricing and inventory control model for a single product with capacitated working capital. *A simultaneous pricing and inventory control model for a single product with capacitated working capital, 3*(6-1), 1-5.

Civelek, I. (2014). Commodity Production with Marketing Flexibility and Financial Hedging. *Current Topics in Management, 17*. icam1990.com

Civelek, I. (2014). A Commodity Production Model with Operational Flexibility of Investing Optional Capacity on Offshore Platforms. *International Journal of Supply Chain Management, 3*(3), 1-6.

Presentation of Refereed Papers

Liang, F. H., Rahim, M. A., Civelek, I. (2017). *"How Social Interlligence Influences the Use of Problem Solving Style for Managing Conflict?"* Presented at International Association for Conflict Management, Berlin, Germany.

Leanne Coder
Associate Professor, Management

SA and Participating

Ph. D., University of Kansas, Human Resource Management, 2007

MBA, University of Missouri, Management, 1997

B.S., Kansas State University, Industrial Engineering, 1988

Dr. Coder is an Associate Professor of Management with an emphasis in the area of Human Resource Management. Her research interests are in the areas of human resource management and corporate social responsibility in small businesses. She has published articles in academic journals such as the *Journal of Small Business Strategy*, *Leadership and Organizational Management Journal*, *Journal of Economic Psychology*, and *Contemporary Economic Policy*. Her work has been presented at 14 academic conferences and she serves as an ad hoc reviewer for several academic journals. Dr. Coder's teaching interests are in Human Resource Management. In addition to the introductory human resource management course, she has taught courses in compensation, human resource analytics and information systems, and effective staffing practices. Dr. Coder led the effort to align the WKU HR curriculum with the Society for Human Resource Management curriculum guidelines. This ensures that our HR students are learning the skills and information necessary to be top HR leaders in industry after graduation. Before joining WKU in 2007, Dr. Coder worked in industry for 15 years and held positions such as human resource manager, logistics manager, inventory control manager, cost analyst, and production engineer.

Refereed Journal Articles

Coder, L., Peake, W. O., Spiller, M. S. (2017). Do high performance work systems pay for small firms? An intellectual capital building perspective. *Journal of Small Business Strategy, 27*(2), 13-35.

Coder, L., Poff, R. A., Baker, J. P., Swanson, R. K., Schlinker, W. R., Jerome, A. M. (2014). University Student Leadership Involvement, Practices, And High School Class Size: An Investigation Using The Student Leadership Practices Inventory. *Leadership & Organizational Management Journal*.

Coder, L. (2013). Time for a Change? A Human Resource Education Program in Flux. *Journal of the International Academy for Case Studies, 19*(1), 59-70.

Coder, L., Spiller, M. S. (2013). Leadership Education and Gender Roles: Think Manager, Think "?" *Academy of Educational Leadership Journal, 17*(3), 21-52.

Presentation of Refereed Papers

Bolton, D. L., Peake, W. O., Coder, L. (2017, July (3rd Quarter/Summer)). *Exploring Individual Entrepreneurial Orientation (IEO) and Small Business Management Practices*. Presented at 24th Annual International Conference on Advances in Management for International Conference on Advances in Management, Bowling Green, KY.

McDowell, W., Peake, W. O., Coder, L., Harris, M. (2017, June). *Building small firm performance through intellectual capital development: Exploring innovation as the "black box*. Presented at Global Innovation and Knowledge Academy (GIKA) for GIKA, Lisbon, Portugal.

Peake, W. O., Coder, L. (2017, February). *Are Survey Research Firms for Empirical Data Collection Worth the Cost? A Comparison of Small Business Data Collected via Mail Survey Methods and a Survey Research Firm*. Presented at 2017 Annual Small Business Institute Conference, San Diego, CA.

Peake, W. O., Coder, L., Yates, M. D. (2016, February). *Do Family Businesses See CSR as a 'Win' More than Nonfamily Businesses? An Exploration of Self-Regulation in Promoting Small Business CSR*. Presented at Small Business Institute, New Orleans, LA.

Coder, L. (2016, February). *Human Resource Issues in Small Businesses (Workshop/Panel)*. Presented at Small Business Institute, New Orleans, LA.

Coder, L., Peake, W. O., Hernsberger, J., Spiller, M. S. (2016, January (1st Quarter/Winter)). *Are We Oversimplifying High Performance Work Systems in the Small Firm Context? An Empirical Exploration*. Presented at USASBE Conference, 2016 for USASBE, San Diego, CA.

Coleman, P. D., Blankenship, R., Peake, W. O., Coder, L. (2015, October (4th Quarter/Autumn)). *Small Business Analytics – Is it being used in Small Town America?* Presented at Academic for Center for Scholastic Inquiry, Charleston, South Carolina.

Dana Cosby
Assistant Professor, Management

PA and Participating

Ph. D., University of Louisville, Human Resources, 2008

M.A., Western Kentucky University, Organizational Communication, 1994

B.S., Western Kentucky University, Social and Behavioral Focus, 1992

In addition to her Ph. D., Dr. Cosby holds the designations of SHRM-SCP, SPHR (Senior Professional in Human Resources designations through the national Society for Human Resource Management), GPHR (Global Professional in Human Resources) and CCP (Certified Compensation Professional – designation earned through the national World at Work organization). Her experience includes leadership roles in both private and public sectors. She held an executive role with a billion dollar multi-national organization with oversight for a number of corporate functions, including strategic planning, change management, risk management, compensation and benefits, training and organizational development, employee communications, and governmental affairs. She has consulted and lectured on international management, most specifically, competency attainment, for programs serving organizations in Japan, Mexico, Canada, Russia, Austria, and Germany. Her consulting practice includes executive recruiting, coaching, and human resource development program design.

Dr. Cosby is a member of the international Society for Human Resource Management (SHRM) and World at Work organizations. She is a member of the local Southern Kentucky Society for Human Resource Management chapter, where she has served as a member of the board of directors. She is also a graduate of Leadership Bowling Green and has served on a number of non-profit boards, including United Way of South Central Kentucky, Barren River Child Advocacy Center, the International Center, the Warren County-Bowling Green International Festival, and Plum Tree Montessori School.

Refereed Journal Articles

Rahim, M. A., Cosby, D. M. (2016). A Structural Equations Model of Workplace Incivility, Job Performance, Job Burnout, and Turnover Intention. *Journal of Management Development, 35*, 1255-1265.

Cosby, D. M. (2014). Sustainability Program Leadership for Human Resource Development Professionals: A Competency Model. *Journal of Organizational Culture, Communications and Conflict*, 18(2), 76-86.

Cosby, D. M. (2014). Good Times at YouBeStressed. *Journal of the International Academy for Case Studies*, 20(4).

Continued Professional Experience

2017-2017: SkyPAC, Supported SkyPAC in management coaching, organizational development, and employee relations planning activities. 120 hours. Kentucky.

2016-2017: Manufacturing Organization, Developed High Potential Curriculum. (Private project). 60 hours. North Carolina.

2017-2017: Director-level Professionals, Executive Coaching for two Director-level professionals. 20 hours. North Carolina.

2016-2016: Allen County Technical Center, Assisted in workforce development program design and grant preparation. 30 hours. Kentucky.

2016-2016: SkyPAC, Supported SkyPAC in management coaching, organizational development, and employee relations planning activities. Kentucky.

2016-2016: Consulting Firm, Developed Human Resources "Career PACK" coaching program. (Private project). 16 hours. North Carolina.

2016-2016: Financial Industries Firm, Engaged in Executive Coaching consulting with a financial industries firm. (Private project). 2 hours. Florida.

2016-2016: Governmental Organization, Engaged in Executive Coaching consulting with a governmental organization in North Carolina. (Private project). 10 hours. North Carolina.

2016-2016: Manufacturing Organization, Developed high potential curriculum. (Private project). 20 hours. North Carolina.

Aquesha Daniels
Assistant Professor, Management

PA and Participating

J.D., Law, Florida Coastal School of Law, 2011

B.S., University of Alabama at Birmingham, Psychology and Criminal Justice, 2005

Dr. Aquesha Daniels has been a part of the legal field for over a decade in several capacities ranging from private practice to state governmental work. Dr. Daniels remains a practicing attorney managing her own firm based in Jacksonville, Florida. She primarily consults in general contract and business immigration matters. Dr. Daniels has taught a variety of courses and presented talks on the legalities of business, ethics and its implications, as well as entrepreneurship. She recently helped facilitate the development of the WKU Women in Business student organization where she serves a founding faculty advisor. In addition to her student involvement, Dr. Daniels is heavily involved with the WKU Center for Innovative Teaching and Learning (CITL) to foster student success using innovative pedagogical initiatives. She is a member on the CITL Project-Based Learning (PBL) Circle of Excellence. Her interests focus on internationalization, pedagogical research, and high-impact practices. She is a member of the Academy of Legal Studies in Business where she is a part of the developing Law and Management section. She is also a member of The Florida Bar, Alpha Kappa Alpha Sorority, Inc. and the Bowling Green Chamber of Commerce Young Professionals.

Special Certifications and/or Designations

Florida Bar Admission, The Florida Bar. (04/12 - Present).

Academic Employment History

Adjunct Professor, Florida State College at Jacksonville, Taught business law and ethics courses, (December 2012 - Present).

Business/Professional Employment History/Experience

Managing Attorney and Owner, The A. Daniels Law Office, P.L., Operates a legal consulting firm offering general business and business immigration advice, (June 15, 2012 - Present). Time allocation (generally) breaks down as follows: during the academic year (4-8 hours per week); during Summer/Winter (15-30 hours per week), (June 2012 - Present).

Bob Hatfield
Associate Dean for Graduate Programs and Research
Professor, Management

SA and Participating

Ph. D., Indiana University, Management, 1996
J.D., University of Louisville, Brandeis School of Law, 1983
B.A., Western Kentucky University, Speech Communication, 1973

Dr. Hatfield's experience includes achievement and leadership in both the corporate and academic worlds. He was the Manager of Industrial Relations and Personnel for a Fortune 100 company. He is a management consultant in areas such as strategic planning, change management, leadership, collegiality, communication, and labor/employee relations. He has served on both public and private boards. Dr. Hatfield has administrative and/or teaching experience in 8 foreign nations and has led in innovative projects and programs to advance the local community, regional chambers of commerce, and the university. He has won many awards including teaching awards at three different universities, a national award in Business Education, and the GFCB "Vitale Award for Initiative, Innovation, & Leadership". Dr. Hatfield is the coauthor of seven textbooks including *HRM: Strategies for Managing a Diverse and Global Workforce* and *Human Resource Management in South Africa*. He has also published at least 15 peer-reviewed journal articles, 3 chapters, and over 40 scholarly proceeding papers in the areas of human resource management, organizational behavior, training and development, and the use of technology in business and education. Dr. Hatfield currently researches workplace collegiality and learning.

Refereed Journal Articles

Hatfield, R. D., Spiller, M. S. (2017). MBA Program at the Crossroad: Considering Program Innovations for Closer Customer Student Engagement. *Global Journal of Business Pedagogy, 1*(1), 28-39.

Myers, D. A., Hatfield, R. D., Cheek, R. (2014). The Trilateral MBA: An Approach to International Exchange of Students. *Journal of the International Academy for Case Studies, 20*(1), 73-81.

Hatfield, R. D., Turner, J., Spiller, M. S. (2013). Altruism, Reciprocity, and Cynicism: A New Model to Conceptualize the Attitudes Which Support Prosocial Behaviors. *Journal of Organizational Culture, Communications and Conflict, 17*(2), 159-165.

Presentation of Refereed Papers

Thrasher, E. H., Hatfield, R. D., Bibbs, T. N. (2016, November). *Using Digital Resources to Build a Self-Paced MBA Foundations Solution*. Presented at Kentucky Convergence Conference for Western Kentucky University, Bowling Green, KY.

Hatfield, R. D., Spiller, M. S., Sullivan, B., Yates, M. D. (2015, March). *Sustainability in Human Resources, Legal Environment, Business Ethics, and Business Sustainability Courses: Teaching Perspectives*. Presented at MBAA International for MBAA International, Chicago.

Hatfield, R. D., Sullivan, B., Yates, M. D. (2014, March). *A New Online Certificate for Business Sustainability: Issues of Demand, Curriculum, and Delivery.* Presented at MBAA International for MBAA International, Chicago.

Cosby, D. M., Hatfield, R. D., Sullivan, B., Yates, M. D. (2013, March). *CSR; How New Social Reporting Metrics Are Affecting Business Curriculum.* Presented at MBAA International for MBAA International, Chicago.

Myers, D. A., Hatfield, R. D. (2013, March). *The Trilateral MBA: A Twinning Approach to International Exchange of MBA Students.* Presented at Allied Academies International Conference for Allied Academies, New Orleans, LA.

Cosby, D. M., Hatfield, R. D., Sullivan, B., Yates, M. (2013, March). *How New Social Reporting Methods are Affecting the Business Curriculum*. Presented at International MBAA Meeting for Midwest Business Administration Association, Chicago, IL.

Joshua Hernsberger
Assistant Professor, Management

SA and Participating

Ph. D., University of California, Strategic Management, 2013

BSBA, University of Nevada, Economics, 2007

Dr. Hernsberger's research focuses on how status and other social approval assets influence important strategic and financial decisions made by a firm's leaders and other key stakeholders. He has published two peer reviewed journal articles and has presented his research at numerous conferences while at WKU. In addition, he has served on the Assurance of Learning committee, the Strategic Planning council, and the Professional Education and Knowledge committee. He has been invited to lead strategic planning sessions for the Dean's Business Advisory Council as well as for the Department of Management. Dr. Hernsberger's teaching interests include strategic management, general management, and new venture management.

Refereed Journal Articles

Hernsberger, J. (2016). Investment analysts' impact on CEO appointments. *Academy of Strategic Management Journal, 15*(2), 62-83.

Hernsberger, J., Spiller, M. S. (2016). The Role of Status in Imitative Behavior: The Influence of All-American Security Analysts on Their Peers. *Current Topics in Management, 18*, 81-100.

Other

Wiersema, M. F., Hernsberger, J. (2014). Corporate Strategy. In Mie Augler; David Teece (Ed.), *Palgrave Encyclopedia of Strategic Management*. London: Palgrave Encyclopedia of Strategic Management.

Presentation of Refereed Papers

Hernsberger, J. (2016, July (3rd Quarter/Summer)). *The Role of Institutional Investors on the Appointment of Prestigious Outsider CEOs*. Presented at International Conference on Advances in Management, 2016, Jacksonville, FL.

Coder, L., Peake, W. O., Hernsberger, J., Spiller, M. S. (2016, January (1st Quarter/Winter)). *Are We Oversimplifying High Performance Work Systems in the Small Firm Context? An Empirical Exploration*. Presented at USASBE Conference, 2016 for USASBE, San Diego, CA.

Hernsberger, J. (2015, July (3rd Quarter/Summer)). *The Stock Market Reaction to Newly Appointed CEOs*. Presented at International Conference on Advances in Management, 2015 for Center for Advanced Studies in Management, Boston, MA.

Hernsberger, J. (2015, July (3rd Quarter/Summer)). *Investors' Response to the Appointment of a New CEO: The Effect of Prestige*. Presented at Allied Academies Summer Internet Conference, 2015 for Allied Academies, Internet.

Hernsberger, J., Wiersema, M. F. (2014, August). *Institutional Investors and the Appointment of Prestigious CEOs*. Presented at Annual Meeting of the Academy of Management, 2014 for Academy of Management, Philadelphia, PA.

Hernsberger, J., Wiersema, M. F. (2012, October (4th Quarter/Autumn)). *CEO Appointments: How Investment Analyst Recommendations Influence the Board's Choice of CEO After Dismissal*. Presented at Strategic Management Society Conference, 2012 for Strategic Management Society, Prague, Czech Republic.

Hernsberger, J., Wiersema, M. F. (2012, August). *CEO Appointments after Dismissal: The Role of Investment Analysts*. Presented at Annual Meeting of the Academy of Management, 2012 for Academy of Management, Boston, MA.

Feng Helen Liang
Assistant Professor, Management

SA and Participating

Ph.D., University of California, Business Administration, 2006

M.A., Peking University, Economics, 2000

B.A., Dalian University of Technology, Business Administration, 1997

Dr. Liang conducts research in technology management and innovation, multinational firm strategy, and development. Her recent studies focus on technology spillovers from foreign direct investment to local firms in China. In other studies she examines firm performance and welfare consequence of technology changes and globalization. She has published research articles in academic journals including *Research Policy, Intelligence*, and *IEEE Proceedings*. Dr. Liang has taught Strategy, International Business, and Institutional Environment for Business at undergraduate and MBA levels at Western Kentucky University, Rutgers University, and the University of California Berkeley. She has been awarded several research grants at Western Kentucky University and served as reviewer for several academic journals.

Refereed Journal Articles

Liang, F. H. (2017). Does foreign direct investment improve the productivity of domestic firms? Technology spillovers, industry linkages, and firm capabilities. *Research Policy, 46*(1), 138-159.

Rahim, M. A., Civelek, I., Liang, F. H. (2016). Academic Department Chairs' Social Intelligence and Faculty Members' Reactions to Annual Evaluation of Teaching and Research. *Current Topics in Management, 18*, 1-16.

Liang, F. H. (2016). Should Firms Look to an Insider Or an Outsider When Hiring a New CEO? Evidence from China. *Journal of Asia-Pacific Business, 17*(2). www.tandfonline.com/toc/wapb20/current

Rahim, M. A., Civelek, I., Liang, F. H. (2015). A Model of Department Chairs' Social Intelligence and Faculty Members' Turnover Intention. *A Model of Department Chairs' Social Intelligence and Faculty Members' Turnover Intention, 53*, 65-71. www.journals.elsevier.com/intelligence/

Rahim, M. A., Civelek, I., Liang, F. H. (2015). Department Chairs as Leaders: A Model of Social Intelligence and Creative Performance in a State University. *Business Creativity & The Creative Economy, 1*(1), 52-60.

Liang, F. H. (2014). Does Foreign Direct Investment Harm the Host Country's Environment? Evidence from China. *Current Topics in Management, Vol. 17, 17*(17).

Presentation of Refereed Papers

Liang, F. H., Rahim, M. A., Civelek, I. (2017). *"How Social Intelligence Influences the Use of Problem Solving Style for Managing Conflict?"*. Presented at International Association for Conflict Management, Berlin, Germany.

Rahim, M. A., Civelek, I., Liang, F. H. (2016, August). *Department Chairs' Social Intelligence and Faculty Members' Satisfaction with Evaluation of Teaching and Research*. Presented at Academy of Management Conference for Academy of Management, Anaheim, CA.

Liang, F. H. (2016, July (3rd Quarter/Summer)). *Technology, Savings, and Entrepreneurship*. Presented at Joint Conference of the 23nd Annual International Conference on Advances in Management for Center for Advanced Studies in Management, Jacksonville, FL.

Liang, F. H. (2015, July (3rd Quarter/Summer)). *Location choice of multinational enterprises, technological gap, and institutional environment*. Presented at Joint Conference of the 22nd Annual International Conference on Advances in Management & 8th Annual International Conference on Social Intelligence, Boston, MA for Center for Advanced Studies in Management, Boston, MA.

Liang, F. H. (2014, July (3rd Quarter/Summer)). *Exporting, Financial Constraint, and Learning Capabilities*. Presented at Joint Conference of the 21st Annual International Conference on Advances in Management & 7th Annual International Conference on Social Intelligence, Los Angeles, CA for Center for Advanced Studies in Management, Los Angeles, CA.

Whitney Peake
Associate Professor, Management
Vitale Professor of Entrepreneurship and

SA and Participating

Ph.D., Purdue University, Agricultural Economics, 2008
M.A., Purdue University, Agricultural Economics, 2005
B.S, Murray State University, Agribusiness Management, 2003

Dr. Whitney Peake is the Vitale Professor of Entrepreneurship. She researches and teaches in the areas of entrepreneurship, small business management, and family business management, and has more than 20 peer reviewed articles published in and accepted to such outlets as *Entrepreneurship Theory and Practice, Journal of Business Ethics,* and *Journal of Small Business Management*. During 2017, she and coauthors won three best paper awards for their work through the United States Association for Small Business and Entrepreneurship and the Global Innovation and Knowledge Academy. She is an associate editor for the *Journal of Small Business Strategy,* on the editorial review board for the *Small Business Institute Journal*, and serves as an ad hoc reviewer for several top journals in the field, such as *Entrepreneurship Theory and Practice, Journal of Business Venturing, Journal of Business Research,* and the *Journal of Small Business Management.* Dr. Peake is the Small Business Institute Director at WKU and serves as the Vice President of Programs- Elect for the Small Business Institute. This past year she received the Homer L. Saunders Mentor Award from the Small Business Institute, won a national best practices award for her integration of entrepreneurship into the general education curriculum, and had a student consulting team from her class win second place nationally for their consulting report for a local client. Through the Center for Entrepreneurship and Innovation, Whitney and colleagues mentored students through several business plan competitions in 2017, which yielded more than $40,000 in student winnings.

Refereed Journal Articles

Peake, W. O., Marshall, M. I. (2017). Women's management strategies and growth in rural female-owned family businesses. *Journal of Family Business Management, 7*(2), 1-18.

Coder, L., Peake, W. O., Spiller, M. S. (2017). Do high performance work systems pay for small firms? An intellectual capital building perspective. *Journal of Small Business Strategy, 27*(2), 13-35.

Peake, W. O., Cooper, D., Fitzgerald, M., Muske, G. (2017). Family business participation in community social responsibility: the moderating effect of gender. *Journal of Business Ethics, 142*(2), 325-343. link.springer.com/article/10.1007/s10551-015-2716-z

Cooper, D., Peake, W. O. (in press). Family member well-being in the kinship enterprise: A self-determination perspective. *Entrepreneurship Theory and Practice*.

Cooper, D., Watson, W. E., Peake, W. O. (2016). Seizing opportunities: The moderating role of managerial characteristics on the relationship between opportunity-seeking and innovation efficacy in small businesses. *Journal of Small Business Management, 54*(4), 1038-1058.

Peake, W. O., Harris, M., McDowell, W., Davis, P. (2015). Get what you give? An examination of enlightened self-interest, philanthropic intent, and engagement in philanthropy for small firm owners. *Journal of Small Business Strategy, 25*(2), 79-96.

Peake, W. O., Davis, P. E., Cox, M. Z. (2015). Being good for goodness sake: The influence of family involvement on motivations to engage in small business social responsibility. *Journal of Small Business Strategy, 25*(1), 1-25.

Peake, W. O., D'Souza, D. (2015). Toward an integrative research framework for new venture legitimacy judgment formation. *Journal of Small Business Strategy, 25*(1), 82-104.

Peake, W. O., Watson, W. E. (2015). Ties that bind? A mediation analysis exploring contract use in family versus nonfamily firms. *Journal of Small Business Management, 53*(4), 1185-1202.

Ingram, A., Peake, W. O., Stewart, W., Watson, W. (in press). Emotional intelligence and venture performance. *Journal of Small Business Management*.

Peake, W. O., Detre, J. D., Carlson, C. C. (2014). One bad apple spoils the bunch? An exploration of broad consumption changes in response to food recalls. *Food Policy, 49*(1), 13-22.

Plus 7 more peer-reviewed journal articles since July 1, 2012.

Paula Potter
Department Chair and Professor, Management

SA and Participating

Ph. D., University of Kentucky, Business Administration, 1997

M.B.A., Western Kentucky University, Management, 1988

B.S., Western Kentucky University, Management, 1985

Dr. Potter's current research interests include Sustainability and Organizational Justice with a focus on Procedural Fairness and Voice Effects. Her research has been presented at both National and International Conferences including the Academy of Management, Information Resource Management Association, Academy of Business Educators, The American Society of Business and Behavioral Sciences, The United States Association for Small Business and Entrepreneurship and the International Conference on Advances in Management. Dr. Potter's research has been published in *Group and Organization Management*, *Journal of Behavioral and Applied Management*, *Career Development International*, *Research in Higher Education*, *The Journal of Applied Management*, the *Journal of Business and Economics*, and the *Journal of Organizational Culture, Communications and Conflict*. In June 2016, Dr. Potter completed the Management Development Program at the Harvard Graduate School of Education. Dr. Potter is a recipient of the 2003-2004 Gordon Ford College of Business Teaching Award and was also awarded the inaugural 2015-2016 University Faculty Mentoring Award. Dr. Potter has served as the Chair of the Management Department since January 2015.

Refereed Journal Articles

Potter, P. W. (2015). In Pursuit of Understanding Gender Strategy. *Journal of Business and Economics, 6*(11), 1966-1973.

Potter, P. W. (2014). Organizational Adaptation: Interorganizational Relationships and Environmental Uncertainty. *Journal of Business and Economics, 5*(6), 896-903.

Potter, P. W. (2014). The Role of Ingratiation in Heightening Suspicion. *Journal of Organizational Culture, Communications and Conflict, 18*(1), 129-137.

Presentation of Refereed Papers

Reber, R. A., Potter, P. W., Spiller, M. S. (2016, November). *A Positive Approach to Improving Employee Attendance: A Field Study*. Presented at Academy of Business Research Fall 2016, San Antonio.

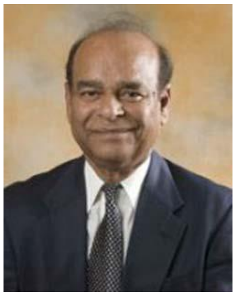
Potter, P. W. (2014, November). *Wangari Maathai: Practitioner of Voice and Sustainability When it Wasn't Cool*. Presented at Academy of Business Research Fall 2014 Conference for Academy of Business Research, San Antonio.

Potter, P. W. (2014, May). *In Pursuit of Understanding Gender Strategy*. Presented at Academic Business World International Conference for Academic Business World, Nashville, TN.

Potter, P. W. (2013, July (3rd Quarter/Summer)). *The Role of Ingratiation in Heightening Suspicion*. Presented at Allied Academics International Internet Conference for Allied Academies.

Potter, P. W. (2013, March). *Organizational Adaptation: Interorganizational Relationships and Environmental Uncertainty*. Presented at Allied Academics International Conference for Allied Academies, New Orleans.

Myers, D. A., Trawick, M. W., Potter, P. W. (2013, March). *Faculty Mentoring for Study Abroad: An Application of Realistic Job Preview*. Presented at Academy of Business Research Spring Meeting for Academy of Business Research, New Orleans, LA.



M. Afzal Rahim
Professor, Management
University Distinguished Professor

SA and Participating

Ph. D., University of Pittsburgh, Behavioral Science, 1976
M.B.A., Miami University, Marketing Management, 1968
MComm, Dacca University, Accounting, 1961
BComm, Dacca University, Business, 1960

Professor Rahim specializes in the management of organizational conflict, emotional and social intelligence, and corporate sustainability. His current research projects investigate cross-cultural social intelligence in organizations, conflict management strategies, and organizational learning in high velocity organizations. He teaches courses in organization theory, organizational behavior, conflict management, and strategic management. Dr. Rahim is the author/co-author of 24 books and 124 articles, book chapters, case studies, and research instruments. His articles have been published, among others, in *Academy of Management Journal, Intelligence, Human Relations, International Journal of Conflict Management, International Journal of Organizational Analysis, Journal of Applied Psychology, Journal of Business Ethics, Journal of Health and Human Services Administration, Journal of Management, Journal of Small Business Management, Journal of Social Psychology, Multivariate Behavioral Research, and Perceptual and Motors Skills.* He has presented 105 papers in various national and international conferences in management. Dr. Rahim is the Founding Editor of the *International Journal of Organizational Analysis* and *International Journal of Conflict Management* and is the founder of the International Association for Conflict Management, Bangladesh Academy of Business Administration, and International Association for Applied Management.

Refereed Journal Articles

Rahim, M. A., Civelek, I., Liang, F. H. (2016). Academic Department Chairs' Social Intelligence and Faculty Members' Reactions to Annual Evaluation of Teaching and Research. *Current Topics in Management, 18*, 1-16.

Rahim, M. A., Cosby, D. M. (2016). A Structural Equations Model of Workplace Incivility, Job Performance, Job Burnout, and Turnover Intention. *Journal of Management Development, 35*, 1255-1265.

Rahim, M. A. (2016). Reducing Job Burnout Through Effective Conflict Management Strategy. *Current Topics in Management, 18*(1), 201-212.

Rahim, M. A., Civelek, I., Liang, F. H. (2015). A Model of Department Chairs' Social Intelligence and Faculty Members' Turnover Intention. *A Model of Department Chairs' Social Intelligence and Faculty Members' Turnover Intention, 53*, 65-71. www.journals.elsevier.com/intelligence/

Rahim, M. A., Civelek, I., Liang, F. H. (2015). Department Chairs as Leaders: A Model of Social Intelligence and Creative Performance in a State University. *Business Creativity & The Creative Economy, 1*(1), 52-60.

Rahim, M. A. (2014). A Structural Equations Model of Leaders' Social intelligence and Creative Performance. *Creativity and Innovation Management, 23*(1), 44-56.

Rahim, M. A. (2014). A Model of Managerial Power Bases: Alternative Explanations of Reported Findings. *Current Topics in Management, 17*, 18.

Presentation of Refereed Papers

Liang, F. H., Rahim, M. A., Civelek, I. (2017). *"How Social Intelligence Influences the Use of Problem Solving Style for Managing Conflict?"*. Presented at International Association for Conflict Management, Berlin, Germany.

Rahim, M. A. (2016). *A model of leaders' social intelligence and followers' satisfaction with annual evaluation*. Presented at Academy of Management, Anaheim, CA.

Rahim, M. A. (2016). *Reducing Job burnout through effective conflict-management strategies*. Presented at International Association for Conflict Management, New York, NY.

Rahim, M. A., Civelek, I., Liang, F. H. (2016, August). *Department Chairs' Social Intelligence and Faculty Members' Satisfaction with Evaluation of Teaching and Research*. Presented at Academy of Management Conference for Academy of Management, Anaheim, CA.

George Rasmussen
Executive-in-Residence, Management

IP and Participating

M.B.A., Vanderbilt University, Management, 1974

B.A., Vanderbilt University, Physics, 1967

Mr. George Rasmussen is a seasoned professional with the proven ability to apply technical aptitude and people management skills as a facilitator; bringing ideas, resources and people together in the role of managing a project, developing a business or motivating a task force. Mr. Rasmussen has expertise in business administration, project management, contract negotiation and operations for large corporations, government, and small companies. He also has the ability to quickly assimilate a divergent work force into a cohesive and effective team. Mr. Rasmussen also brings to the table experience as a trainer and educator and served as a Naval Reserve Intelligence Officer. He is the recipient of the Navy Commendation Medal for tour as Indications and Warning project manager for Commander-in-Chief U.S. Pacific Fleet (CINCPACELT) and initiated a similar project for CINCPAC. Mr. Rasmussen also received the Meritorious Service Medal during Operation Desert Storm while serving as Deputy Commander, Task Group 168.0.

Continued Professional Experience

Consultant, Rasmussen Management Consulting / Training, Successful short and long term projects in areas of executive coaching, business management, marketing support, training, and organizational development consulting including new product introduction, business planning, and new venture alternatives. (2009 - Present).

From mid-August through mid-May outside employment consists of a total period of about 60 hours completed on weekends and outside of WKU work time.

For the Winter term, outside employment consists of 12 hours of client coaching.

For the Summer term, outside employment consisted of 40 hours consulting, executive coaching and business advisor activities.

Robert Reber
Professor, Management, **Transitional Retiree** – January 1, 2017.

PA and Supporting

Ph. D., Louisiana State University, Industrial/Organizational Psychology, 1982

M.A., Louisiana State University, Industrial/Organizational Psychology, 1979

B.A., West Virginia University, Psychology and Sociology, 1977

Originally from West Virginia, Dr. Bob Reber came to Western Kentucky University after completing his doctorate at LSU in 1982. From 1997 through 2011 he served in various administrative positions including department chair, associate dean, and interim dean (three times). In 2012 he returned to the classroom full time as he began the transition towards retirement. During his tenure here, he also helped the college develop the major option in Human Resource Management, which is now certified by the Society for Human Resource Management; helped create the graduate and undergraduate certificate programs in Leadership Excellence; helped revive the MBA program; and created the Organizational Leadership tract in the Ed.D program. Dr. Reber received the College of Business Public Service Award in 1990 and the Prida Student Service Award in 2001. He is a member of the Society for Human Resource Management. Dr. Reber has also been inducted in the honor societies of Beta Gamma Sigma, Phi Beta Kappa, and Phi Kappa Phi. Dr. Reber has published articles in *The Academy of Management Journal*, *Group & Organizational Studies, Human Performance, Industrial Relations, The International Journal of Organizational Analysis, Journal of Applied Management Studies, Journal of Organizational Behavior Management, Personnel Administrator, Public Personnel Management*, and *Small Group Behavior*. Prior to starting his academic career at Western, he worked for J. C. Penney and Cameco (a company in Thibodaux, LA that made sugar cane harvesting equipment). Over the last 35 years, he has consulted with 63 companies on issues dealing with fair employment practices, performance management, improving occupational safety performance, and total quality management. The client list includes Exxon, Tenneco, Vermont American, Fruit of the Loom, General Electric, and Flynn Enterprises. The most recent consulting project involves working with coal companies and counties in eastern Kentucky trying to manage free roaming horses on reclaimed strip mine properties. This has led to the creation of the Appalachian Horse Center in Breathitt County which should assist in the issues surrounding the free roaming horses as well as enhancing economic development in a region depressed by the decline of the coal industry. He also serves as an advisor for the New Beginnings Therapeutic Riding program. While these latter two consults involve 501c(3) organizations, they complement his management of his 56 acre hay and horse farm that he built over the last 23 years.

Continued Professional Experience

Owner, Manager, Stone Valley Farm, A 56 acre horse and farm operation in Rockfield, KY, (June 1994 - Present).

Consulting

2014-2017: Appalachian Horse Center, To effectively manage the free roaming horses in eastern Kentucky, that are actually owned by people in the region, most are gaited horses. Since most are located on private lands owned by coal companies, we are working with them to get their bonds released for reclaimed strip mine land. 120 hours spent per year. Breathitt County, KY.

2013-2017: Kentucky River Properties, Assisting on management issues related to strip mine reclamations. Hazard, KY.

2013-2017: We Make Things Happen, Working of various tourism endeavors throughout the Commonwealth. For example, they are responsible for the 400-mile yard sale on 68/80. 48 hours spent per year.

2012-2017: Aubrey Williams & Associates, Expert witness on EEO cases. Louisville, KY.

2008-2017: New Beginnings Therapeutic Riding, Inc., Assist in operations and fund raising. 24 hours spent per year. Bowling Green, KY.

Presentation of Refereed Papers

Reber, R. A., Potter, P. W., Spiller, M. S. (2016, November). *A Positive Approach to Improving Employee Attendance: A Field Study*. Presented at Academy of Business Research. Fall 2016, San Antonio.

Krist Schell
Executive-in-Residence, Management

Other and Participating

M.B.A., Northwestern University, Finance and Marketing, 1992

B.A., University of Rochester, Philosophy, 1983

A recipient of multiple faculty awards for instruction and advising, J. Krist Schell leads entrepreneurship and leadership courses in innovation management, new venture creation, management of organizations, and international entrepreneurship to enable entrepreneurs to identify system arbitrage, define the time value of resources, and become a superior communicator of these facts. To his courses he brings perspectives from large and small ventures in multiple industries; he was the first-ever owner of the URL businessplan.com, a co-founder of a venture that imported Russian lumber, and has worked in banking, construction, manufacturing, finance, and consulting contexts. Mr. Schell mentors student ventures, coaches business plan teams, and sources entrepreneurship engagement experiences. Business plan teams he has mentored have won over $60,000 in multiple state and local competitions. Soon after joining WKU in 2005 he became a Sam Walton Fellow for the WKU ENACTUS (now, SIFE) Team. He has overseen the development of six regional championship-winning teams and dozens of entrepreneurial projects generating thousands of community-student engagement hours. He speaks Japanese, a fair amount of Spanish, spent the summer of 2010 in China studying Mandarin, and another summer teaching in Taiwan. In 2012 he began Ph.D. studies at the Weatherhead School of Management at Case Western Reserve University. His research interests include embedded optionality bound up in non-commercial gain, conceptions of time which influence entrepreneurs' behaviors, valuation of organization networks, and web-based investment/capital sourcing.

Book Chapters and other Non-Refereed Contributions

Schell, J. K. (2012). In Afzal Rahim (Ed.), *Creativity and Innovation*. San Diego, CA: Management, Theory, Research, And Practice.

Schell, J. Krist K. (2014). In Afzal Rahim (Ed.), *•Book Review: Goleman, D. (2013). Focus, The Hidden Driver of Excellence*. California: Management: Theory, Research, and Practice.

Schell, J. Krist K. (2015, March). *Manager Mayhem Moments: Concrete Experiences in Leadership Excellence*. Presented at Intentional Change Theory Workshop for Weatherhead School of Management, Case Western Reserve University, Cleveland, Ohio.

Presentation of Refereed Papers

Schell, J. K. (2014, August). *Avoiding the Valley of Death: A Cross-Case Analysis of SBIR Innovation Processes*. Presented at Academy of Management Philadelphia August 2014, Philadelphia, PA.

Shane Spiller
Associate Professor, Management

SA and Participating

Ph. D., University of Alabama, Human Resource Management, 1999

B.S., University of Alabama, Management, 1991

Dr. Spiller's teaching areas span a wide array of leadership and management areas, most often extending to the area of critical thinking, strategic management and ethics. He has won teaching awards at three universities, including WKU's MBA teaching award and the Beta Gamma Sigma Professor of the Year, and was the GFCB's first Hays Watkins Teaching Fellow. Dr. Spiller's research interests include decision-making, leadership, and ethics with numerous articles published in a wide range of academic journals including the *Journal of Business Ethics*, the *Journal of Management Issues*, and the *Journal of Small Business Strategy*. Dr. Spiller has consulted with many organizations in banking, healthcare, sporting goods, and home services. Additionally he co-founded and managed a non-profit organization that has provided services to over a thousand children in the area and reached over $150,000 in annual revenues with at times six employees. Dr. Spiller has served on college strategic leadership committees at three AACSB accredited business schools, and has led the GFCB accreditation efforts since 2012.

Refereed Journal Articles

Hatfield, R. D., Spiller, M. S. (2017). MBA Program at the Crossroad: Considering Program Innovations for Closer Customer Student Engagement. *Global Journal of Business Pedagogy, 1*(1), 28-39.

Coder, L., Peake, W. O., Spiller, M. S. (2017). Do high performance work systems pay for small firms? An intellectual capital building perspective. *Journal of Small Business Strategy, 27*(2), 13-35.

Hernsberger, J., Spiller, M. S. (2016). The Role of Status in Imitative Behavior: The Influence of All-American Security Analysts on Their Peers. *Current Topics in Management, 18*, 81-100.

Coder, L., Spiller, M. S. (2013). Leadership Education and Gender Roles: Think Manager, Think "?". *Academy of Educational Leadership Journal, 17*(3), 21-52.

Hatfield, R. D., Turner, J., Spiller, M. S. (2013). Altruism, Reciprocity, and Cynicism: A New Model to Conceptualize the Attitudes Which Support Prosocial Behaviors. *Journal of Organizational Culture, Communications and Conflict, 17*(2), 159-165.

Presentation of Refereed Papers

Spiller, M. S. (2017, July (3rd Quarter/Summer)). *AACSB Value as a Mission Driven Strategic Management Process*. Presented at Annual International Conference on Advances in Management, Bowling Green, KY.

Spiller, M. S. (2017, July (3rd Quarter/Summer)). *Navigating the Path through a Faculty Led Accreditation Process: An Exercise in Power and Influence*. Presented at Annual International Conference on Advances in Management, Bowling Green, KY.

Reber, R. A., Potter, P. W., Spiller, M. S. (2016, November). *A Positive Approach to Improving Employee Attendance: A Field Study*. Presented at Academy of Business Research Fall 2016, San Antonio.

Spiller, M. S. (2016, July (3rd Quarter/Summer)). *Current Issues on Sustainability: Research and Practice*. Presented at Annual International Conference on Advances in Management, Jacksonville, Florida.

Coder, L., Peake, W. O., Hernsberger, J., Spiller, M. S. (2016, January (1st Quarter/Winter)). *Are We Oversimplifying High Performance Work Systems in the Small Firm Context? An Empirical Exploration*. Presented at USASBE Conference, 2016 for USASBE, San Diego, CA.

Hatfield, R. D., Spiller, M. S., Sullivan, B., Yates, M. D. (2015, March). *Sustainability in Human Resources, Legal Environment, Business Ethics, and Business Sustainability Courses: Teaching Perspectives*. Presented at MBAA International for MBAA International, Chicago.

Coder, L., Peake, W. O., Spiller, M. S. (2015, January (1st Quarter/Winter)). *Do high performance work systems pay for small firms: An intellectual capital building perspective*. Presented at United States Association for Small Business and Entrepreneurship.

Brian Sullivan
Associate Professor, Management, **Transitional Retiree** – July 1, 2016.

PA and Supporting

J.D., University of Kentucky, 1972

B.A., Western Kentucky University, History, Government and Sociology, 1969

Brian Sullivan has taught at WKU for more than forty years. He currently teaches an undergraduate "Legal Environment of Business" course, including an honors section and an undergraduate "Business Interest in Sustainability" course. His focus on sustainability has kept him active in researching topics for academic presentations on design thinking, distributive justice, including the role of third world women in markets and society, social entrepreneurship, and long term viability of sustainable organizations, each of which he incorporates into his courses.

Consulting

2017-2017: Brian Clements, Architecture, Consulted about sustainable housing development. 5 hours. Cheatham County, Tennessee.

Continuing Education Program

May 2016: Continuing Legal Education. Attended the annual meeting of the Kentucky Bar Association. 12 hours.

Presentation of Refereed Papers

Sullivan, B. (2016, July (3rd Quarter/Summer)). *Current Issues on Sustainability: Research and Practice*. Presented at Joint Conference of the 23rd Annual International Conference on Advances in Management & 9th Annual International Conference on Social Intelligence for ICAM, Jacksonville, FL.

Cosby, D. M., Sullivan, B. (2016, March). *Strategic Leit Motif of SustainAbility*. Presented at Academy of Business Research Spring 2016 Conference for Academy of Business Research, New Orleans, LA.

Hatfield, R. D., Spiller, M. S., Sullivan, B., Yates, M. D. (2015, March). *Sustainability in Human Resources, Legal Environment, Business Ethics, and Business Sustainability Courses: Teaching Perspectives*. Presented at MBAA International for MBAA International, Chicago.

Hatfield, R. D., Sullivan, B., Yates, M. D. (2014, March). *A New Online Certificate for Business Sustainability: Issues of Demand, Curriculum, and Delivery.* Presented at MBAA International for MBAA International, Chicago.

Sullivan, B. (2013, March). *New Online MBA Sustainability Certificate Panel*. Presented at MBAA for MBAA, Chicago.

Cosby, D. M., Hatfield, R. D., Sullivan, B., Yates, M. D. (2013, March). *CSR; How New Social Reporting Metrics Are Affecting Business Curriculum.* Presented at MBAA International for MBAA International, Chicago.

Cosby, D. M., Hatfield, R. D., Sullivan, B., Yates, M. (2013, March). *How New Social Reporting Methods are Affecting the Business Curriculum*. Presented at International MBAA Meeting for Midwest Business Administration Association, Chicago, IL.

Sullivan, B. (2012). *Framework of Sustainability*. Presented at 19th Annual International Conference on Advances in Management, Nassau, Bahamas GA.

Sullivan, B. (2012). *MBA Business Curriculums in Sustainability*. Presented at 48th Annual MBAA International Conference, Chicago, IL.

Mariah Yates
Assistant Professor, Management

SA and Participating

A.B.D., University of Cincinnati, Management, 2017

M.B.A, Western Kentucky University, 2012

B.A., Western Kentucky University, Corporate Communication, 2007

Ms. Yates has a research stream that focuses on sustainability, corporate social responsibility, and ethical issues from the micro perspective. She has presented her research at several academic conferences, including, the Academy of Management annual meeting, the MBAA International conference, the Corporate Responsibility Research Conference, the Small Business Institute conference, the International Conference on Advances in Management, and the Research in Entrepreneurship and Small Business conference. Ms. Yates' research has been published in *Industrial and Organizational Psychology* and *Small Business in a Global Economy.* Ms. Yates was the recent recipient of an Aim High grant, a competitive internal grant within the Gordon Ford College of Business. Aim High grants are awarded to faculty members who put forth compelling research proposals that display strong potential for publication in high-quality journals. While earning her MBA, Ms. Yates was recognized for the Outstanding Graduate Student Award at the Gordon Ford College of Business. During her PhD program, Ms. Yates was recognized multiple times for her teaching excellence through the Dean's List of Teaching Excellence and she was selected as the Management Department nominee for the Excellence in Teaching Award for Graduate Students at the Carl Lindner College of Business. Ms. Yates has a professional background in managing her family's small business.

Refereed Journal Articles

Yates, M. D., Hollensbe, E. (2013). On the Positives of Peripheral CSR. *Industrial and Organizational Psychology Perspectives on Science and Practice, 6*(4), 368-372.

Book Chapters

Matthews, C., Schenkel, M., Yates, M. D. (2015). Opportunity Unchained: Seeking Success. In Scott Newbert (Ed.), *Small Business in a Global Economy: Creating and Managing Successful Organizations* (vol. 1, pp. 185-214). Santa Barbara, CA: Small Business in a Global Economy: Creating and Managing Successful Organizations.

Presentation of Refereed Papers

Chui, C., Schinoff, B., Sugiyama, K., Tong, N., Yates, M. D. (2017, August). *INSIDE/OUT: How Authors and Editors Collaborate on Theoretical Contribution in Qualitative and Conceptual Work (Authorship Arranged Alphabetically)*. Presented at Academy of Management for Organizational Behavior, Managerial & Organizational Cognition, Atlanta, GA.

Yates, M. D. (2017, July (3rd Quarter/Summer)). *Perceived CSR Authenticity and Organizational Motives: A Gendered Perspective*. Presented at International Conference on Advances in Management, Bowling Green, KY.

Peake, W. O., Coder, L., Yates, M. D. (2016, February). *Do Family Businesses See CSR as a 'Win' More than Nonfamily Businesses? An Exploration of Self-Regulation in Promoting Small Business CSR*. Presented at Small Business Institute, New Orleans, LA.

Yates, M. D. (2015, September). *Why do employees 'go green'? Driving and constraining forces affecting employee acceptance of corporate sustainability*. Presented at Corporate Responsibility Research Conference for Kedge Business School & University of LEEDS, Marseille, France.

Chui, C., Sugiyama, K., Tong, N., Yates, M. D. (2015, August). *Navigating Qualitative Dissertations: Advice from the Experts.* Presented at Annual Academy of Management Meeting for Academy of Management, Vancouver, BC.

Hatfield, R. D., Spiller, M. S., Sullivan, B., Yates, M. D. (2015, March). *Sustainability in Human Resources, Legal Environment, Business Ethics, and Business Sustainability Courses: Teaching Perspectives*. Presented at MBAA International for MBAA International, Chicago.

Edwin Buchanan
Instructor, Management

IP and Supporting

M.S., University of Tennessee at Chattanooga, Industrial/Organizational Psychology, 1989
B.S., University of Tennessee at Chattanooga, Psychology, 1987

Business/Professional Employment History/Experience
Senior Industrial Engineer/Ergonomist, General Motors, (June 2005 - Present).

Michael Curry
Instructor, Management

IP and Supporting

M.S., Indiana State University, Human Resource Development emphasis in Management, 2001

B.S., Western Kentucky University, Public Health/Occupational Safety and Health, 1997

Special Certifications and/or Designations
OSHA 10-Hour Certification.
Associate Safety Professional. (2007 - Present).
Certified Labor Relations Professional, Michigan State University. (2007 - Present).
Professional in Human Resources, University of Southern Indiana. (2002 - Present).

Business/Professional Employment History/Experience
Human Resources Manager/Talent Manager, Monument Chemical, (September 2015 - Present).
Human Resources Manager/EHS Manager, Century Aluminum of KY, (July 2011 - August 2015).

Stacey Gish
Instructor, Management

IP and Participating

MA, Western Kentucky University, 1999
BA, Northern Kentucky University, 1994

Business/Professional Employment History/Experience

Communication Coordinator, Western Kentucky University, Manage the internal and external communication strategies for the College and its departments, including items such as recruiting materials, website, alumni magazine, and special pieces. Support the oral and written communication functions for the curriculum, including developing public speaking tutorials, hosting communication seminars, and assisting professors and departments with curricular needs. (July 2012 - Present).

Terry Goodin
Instructor, Management

IP and Supporting

D.E.D., Vanderbilt University, 2003

M.E., David Lipscomb University, Education, 1997

B.S., Western Kentucky University, Elementary Education, 1995

Academic Employment History

Associate Professor, Department of Educational Leadership, Middle Tennessee State University, (2006 - Present).

Business/Professional Employment History/Experience

President, LifeKicks, Inc., LifeKicks, Inc is a Tennessee non-profit., (2006 - Present).

Professional Service

Chairperson

2012 - Present: Murfreesboro Symphony Orchestra - Education and Community Outreach Committee.

Cynthia Hines
Instructor, Management

IP and Supporting

M.B.A., Western Kentucky University, 2006

B.S., Western Kentucky University, Health Care Administration, 1990

Business/Professional Employment History/Experience

Strategic Human Resources Advisor, HRD Strategies, Inc., (2016 - Present).

Vice President HR/ Organizational Development and Performance Management, Commonwealth - ALTADIS, Inc., (2008 - 2016).

Scott Laufenberg
Instructor, Management

PA and Supporting

J.D., Drake University Law School, 1999

M.P.A., Drake University, Public Administration, 1999

B.S., University of Wisconsin-Platteville, Political Science, 1996

Business/Professional Employment History/Experience

Career Law Clerk, United States District Court for the Western District of Kentucky - Greg N. Stivers, District Judge, (2015 - Present).

Associate, Kerrick, Stivers & Coyle, P.L.C, (2000 - 2014).

Gerald Lundin
Instructor, Management

Other and Supporting

M.A., Western Kentucky University, Communication, 2006

B.S., Iowa State University, Industrial Administration, 1972

Business/Professional Employment History/Experience

Workforce Education Coordinator, Western Kentucky University, (November 2014 - Present).

Jeffrey Peake
Instructor, Management

IP and Supporting

M.B.A., Murray State University, 2010

B.S., University of Louisville, 2004

Business/Professional Employment History/Experience

Key Account Manager, AG Connections, Inc., (Serve on leadership team, assist in management of national grower rewards program (AgriEdge Excelsior) offer, relationship management with internal stakeholders, develop relationships and assist in system implementation for large corporate farms and conduct online trainings and presentations), (January 2012 - Present).

Kelcey Rock
Instructor, Management

IP and Supporting

M.B.A., McKendree University, 2016

Business/Professional Employment History/Experience

Assistant Vice President/Loan Officer, Magnolia Bank, (May 2014 - Present).
Commercial Loan Officer, South Central Bank, (October 2009 - May 2014).

Public Service

Board Member

2016 - Present: Lincoln Trail Venture Group, LLC.

Committee Member

2016 - Present: Hardin County Chamber of Commerce.

John Rogers
Instructor, Management

PA and Supporting

J.D., University of Kentucky, 1989
B.A., Eastern Kentucky University, Political Science, 1985

Business/Professional Employment History/Experience
Solo Practitioner, John Rogers, Attorney at Law, (1997 - Present).

David Sparks
Instructor, Management

Other and Supporting

J.D., University of Kentucky, 1995
B.S., Western Kentucky University, Management, 1992

Business/Professional Employment History/Experience
Self Employed, (2002 - Present).

Leslie Woodward
Instructor, Management

IP and Supporting

M.B.A., Murray State University, 1996
B.A., Kentucky Wesleyan College, 1988

Business/Professional Employment History/Experience
Personnel Director, Personnel Department, City of Owensboro, KY, (April 1995 - Present).

MARKETING

Full-Time

Transitional Retirees

Part-Time

Chris Derry
Executive-in-Residence, Marketing

IP and Participating

M.B.A., Vanderbilt University, 1986

B.S., US Air Force Academy, Management, 1973

Mr. Derry brings over 30 years of experience in selling, beginning in his father's drug store, then as a financial advisor for a leading financial services firm, founder and president of a sales coaching firm, regional director for three asset management firms, founder and president of a public policy think tank, and co-founder of a Louisville-based asset management firm. He joined the faculty at WKU in the Fall of 2009.

Continued Professional Experience

Partner/Registered Investment Advisor (RIA), Panoptic Financial Group, Co-founded firm with former student. Primary role is to advise in marketing to prospects, hiring employees and developing strategy for the firm. Spend a minimum of 4 hours per week or 200 hours per year. (December 2013 - Present).

Partner and Co-Founder, Waycross Partners LLC, My role was to find and persuade people and institutions to invest their capital into Waycross Partners. This entailed making telephone calls to arrange meetings, conduct those meetings and engage prospects sufficiently to entice them to invest in Waycross Partners. When I sold my interest, Waycross managed about $30 million. (July 2005 - December 2014).

Lukas Forbes
Professor, Marketing

SA and Participating

Ph.D., University of Kentucky, 2004

M.B.A., Worcester Polytechnic Institute, 2000

B.S., United States Military Academy at West Point, 1994

Dr. Forbes is a Professor of Marketing and directs the nationally recognized sales program at WKU. He publishes research primarily in the area of sales and services. His research has appeared in journals to include the *Journal of the Academy of Marketing Science*, the *Journal of Personal Selling & Sales Management*, and the *Journal of Services Marketing*. He is an active member of the University Sales Center Alliance and former editorial review board member of the *Journal of Personal Selling & Sales Management*. He is a "two time" teaching award winner, a college public service award winner, and a recipient of the WKU College Vitale Award for innovation and leadership.

Refereed Journal Articles

McAmis, G. T., Forbes, L. (2017). Sales Manager Influence of New Product Adoption by Their Salesforce: A Theoretical Perspective. *Journal of Applied Business Research*, *33*(3).

Melancon, K. J. P., Forbes, L., Fugate, D. L. (2015). Selected Dimensions of Service Gender: A Study of Perceptions of Generation Y. *Journal of Services Marketing*, *29*(4), 293-301.

Forbes, L., Loe, T., Peterson, R. M., Erffmeyer, R. C., Boehm, M. C. (2014). Establishing, Growing, and Running a Sales Program: An Analysis of Certified University Sales Centers. *Journal of Selling*, *14*(1).

Forbes, L., Vespoli, E. M. (2013). Does Social Media Influence Consumer Buying Behavior? An Investigation of Recommendations and Purchases. *Journal of Business and Economics Research, 11*(2), 107-112.

Presentation of Refereed Papers

Scott A. Inks, Terry Loe and Lukas P. Forbes (2017), *Assessing the Value of National Sales Competitions Using Expectancy Value Theory,* presented at Academic Business World Academic Conference, Nashville, TN.

Forbes, L., Loe, T., heinecke, S. (2016). *Getting to the One in Charge: An Introduction of 'High Level'*. Presented at International Academic Business Conference, Orlando, FL.

Forbes, L. (2014). *Attracting the Outlier: Recruiting and Retention Strategies in a Competitive Sales Hiring World*. Presented at Society for Business Research, Nashville, TN.

Forbes, L., Freling, R. E. (2013). *Engaging the Elusive Client: An Exploration of Contact Techniques in the Sales Field*. Presented at Association for Global Business, Las Vegas, NV.

Forbes, L., Vespoli, E. M. (2012). *An Analysis of Sales Representative Use of Smart Phones in Today's Sales Environment*. Presented at Academy of Business Resarch, Atlantic City, NJ.

Forbes, L., VanMeter, R., Freling, T. H. (2012, December). *A Critical Investigation of Scales Used in Marketing and Sales Research*. Presented at International Conference of Global Business Development, Las Vegas, NV.

Mary Gardner
Executive-in-Residence, Marketing

IP and Participating

D.B.A, Kennesaw State University, Marketing, 2017

M.A., Western Kentucky University, Communications, 1996

B.A., Western Kentucky University, Broadcasting, 1994

Dr. Gardner brings almost 20 years experience in retail marketing, services marketing, and promotion and advertising to the Gordon Ford College of Business Marketing Department. Prior to coming to WKU, she held the position of Director of Marketing/Advertising for the Martin Management Group, the parent company of 18 automotive & motor sport dealerships spanning six states.

Since joining the faculty in the Marketing Department in 2010, she has been awarded the 2014-2015 GFCB Student Advising Award and has twice been nominated for the GFCB Teaching Award. In addition, she has been designated a Professional Certified Marker by the American Marketing Association. She has also served as the faculty advisor for the WKU student chapter of the American Marketing Association since 2011. Dr. Gardner has taught a variety of undergraduate marketing course including Principles of Marketing, Integrated Marketing Communication, and Services Marketing. She has also taught Fundamentals of Public Speaking, Business & Professional Speaking and Introduction to Broadcasting in the Communication Department at WKU.

Dr. Gardner received her BA in Broadcasting and MA in Organization Communication from Western Kentucky University. She recently earned a Doctorate in Business Administration with a concentration in Marketing from Kennesaw State University.

Continued Professional Experience

Certification program

December 2016: Certified Professional Marketer. The PCM® designation is earned by demonstrating a mastery of comprehensive and core marketing knowledge and principles. It requires successful completion of a rigorous 150 questions exam covering eight marketing domains.

Other Professional Development

Doctoral coursework

January 2016 - May 2016: Career in Teaching Transition. The purpose of the course is to prepare students for careers as scholarly academic faculty members. The course addresses developing effective teaching strategies, publishing in peer- reviewed journals, and balancing teaching, research and service demands. Kennesaw, GA.

January 2016 - May 2016: Methods & Design II. The focus of this course is on preparing effective research design and methods section to support scholarly research Kennesaw, GA.

Tim Hawkins
Associate Professor, Marketing

SA and Participating

Ph.D., University of North Texas, Marketing, 2007

M.S., Wilmington College, Human Resources Management, 1997

B.S., Western Kentucky University, Civil Engineering Technology, 1993

Dr. Hawkins retired from the U.S. Air Force and joined the Marketing Department in 2014. He brings 20 years of experience in procurement, contracting, supply chain management, and organizational leadership. Dr. Hawkins also worked for NCR Corporation's Global Procurement Group in Dayton, OH. He has negotiated and managed multi-million dollar, complex contracts for a wide variety of supplies, services, and construction projects. As a warranted contracting officer, he selected and hired the Air Force's advertising agency – a $350M account featured in the Wall Street Journal. He commanded a contracting squadron in Kuwait supporting OPERATIONS IRAQI and ENDURING FREEDOM, and later served in Afghanistan. He has received multiple awards as both a practitioner and an academic, and earned multiple military decorations including the Bronze Star. He holds several professional certifications such as NCMA's Certified Professional Contract Manager (CPCM), ISM's Certified Purchasing Manager (C.P.M.), and Defense Acquisition University's Acquisition Professional Development Program Level III, Contracting. Dr. Hawkins has held multiple leadership positions in professional associations including President of the Delaware chapter of NCMA. Dr. Hawkins has consulted with government agencies and for-profit firms on several projects such as a strategic sourcing opportunity analysis, e-commerce industry analysis, and leveraging commercial-off-the-shelf technology in defense system development. Dr. Hawkins has published over 20 scholarly articles covering a variety of marketing and supply chain topic such as: opportunism in buyer–supplier relationships, performance-based logistics, government contracting, source selection, supplier performance evaluation, electronic reverse auctions, ethics, and knowledge management. Dr. Hawkins' published innovative practices have been adopted by government agencies seeking to improve efficiency and effectiveness, and his analyses have been used to improve federal buying regulations. Dr. Hawkins is the recipient of a competitive U.S. Navy grant to research the efficacy of supplier performance evaluations.

Refereed Journal Articles

Landale, K. A.F., Rendon, R. G., Hawkins, T. G. (in press). Examining the Effects of Source Selection Method on Procurement Outcomes. *Journal of Defense Analytics and Logistics, forthcoming*.

Hawkins, T. G., Gravier, M. J., Randall, W. S. (in press). Socio-Economic Sourcing: Benefits Of Small Business Set-Asides In Public Procurement. *Journal of Public Procurement*.

Hawkins, T. G., Gravier, M. J. (2016). Electronic Reverse Auctions: Spawning Procurement Innovation in the Context of Arab Culture. *The MENA Journal of Business Case-Studies, 2016*.

Hawkins, T. G., Yoder, E. C., Gravier, M. J. (2016). Federal Bid Protests: Is the Tail Wagging the Dog? *Journal of Public Procurement, 16*(2), 152-190.

Finkenstadt, D. J., Hawkins, T. G. (2016). #eVALUate: Monetizing Service Acquisition Trade-offs using a Quality-Infused Price© Methodology. *Defense Acquisition Research Journal, 23*(2), 202-230.

Randall, W. S., Hawkins, T. G., Haynie, J. J., Nowicki, D. R., Armenakis, A. A., Geary, S. R. (2015). Performance-Based Logistics and Interfirm Team Processes: An. *Journal of Business Logistics, 36*(2), 212-230.

Hawkins, T. G., Gravier, M., Berkowitz, D., Muir, W. A. (2015). Improving Services Supply Management In The Defense Sector: How the Procurement Process Affects B2B Service Quality. *Journal of Purchasing and Supply Management*.

Hawkins, T. G., Muir, W. (2014). An Exploration Of Knowledge-Based Factors Affecting Procurement Compliance. *Journal of Public Procurement, 14*(1), 1-32.

Hawkins, T. G., Randall, W., Coyne, A., Baitalmal, M. (2014). Sustainable Integrity: How Reverse Auctions Offer Supplier Value. *Supply Chain Management, An International Journal, 19*(2), 126-141.

Plus 5 more refereed articles since July 1, 2012.

Craig Martin
Professor, Marketing

SA and Participating

Ph.D., University of Memphis, Marketing, 2001

M.B.A., University of Southern Indiana, 1997

B.S., University of Southern Indiana, Business Administration, 1994

Professor Martin's research focuses on sports marketing, the consumer socialization of adolescents, advertising to adolescents, and sales management. Dr. Martin has had research published in the *Journal of the Academy of Marketing Science; Journal of Advertising; Journal of Advertising Research; Journal of Consumer Marketing; Journal of Business & Industrial Marketing; Journal of Marketing Theory and Practice; Marketing Management Journal; International Journal of Retail and Distribution Management; International Journal of Internet Marketing and Advertising*; *Journal of Applied Business Research; Journal of Marketing Development and Competitiveness; Journal of Management and Marketing Research; Journal of Applied Business and Economics; Journal of Leadership, Accountability, and Ethics;* and has presented at multiple national and regional conferences.

Refereed Journal Articles

Martin, C. A. (2017). "Examining Minor League Baseball Season Ticket Buyers' Perceptions and Behaviors". *Journal of Applied Business and Economics*, *19*(1), 70-81.

Martin, C. A. (2017). An Empirical Analysis of Adolescent Shopping Motivation and Shopping Enjoyment. *Journal of Management and Marketing Research, 21*, 12. http://www.aabri.com/manuscripts/172589.pdf

Martin, C. A. (2013). Investigating National Football League (NFL) Fan Loyalty. *Journal of Marketing Development and Competitiveness, 7*(1), 42-53.

Martin, C. A. (2013). Examining Children's Perceptions Of Parent-Adolescent Communication Quality, Consumption Interaction, And Shopping Enjoyment. *Journal of Applied Business Research, 29*(2), 327-338.

Conference Proceedings

Martin, C. A. (2017). *The Decline in National Football League Television Viewing: An Analysis of Loyal Fans* (pp. 19-20). Littleton, Colorado: 2017 International Academic Conference on Business. https://www.cluteinstitute.com/conference-proceedings/ny17proceedings.pdf

Martin, C. A., Pendry, A., Goff, B. L., Wilson, D. P. (2016). *NCAA Conference Realignment: Examining the Impact of Moving to a Different Athletic Conference*. American Society of Business and Behavioral Sciences.

Martin, C. A. (2015). *Investigating the Potential Relationship Between Adolescent Shopping Motivation and Shopping Enjoyment*. Ruston, Louisiana: International Academy of Business and Public Administration Disciplines.

Reviewer, Journal Article

May 24, 2012 - December 2014: Marketing Management Journal; Journal article reviewer.

Gregory McAmis
Assistant Professor, Marketing

SA and Participating

Ph.D., University of Oklahoma, Marketing, 2013
M.S., University of Oklahoma, Marketing, 2006
B.S., University of Alabama in Huntsville, Business Administration, 1998
B.A., University of Alabama in Huntsville, Music, 1997

Dr. McAmis' research interests include selling and sales management, salesperson deviance, the role of salespeople in customer-relations management, and new product development and introduction. His research has appeared in the *Journal of Personal Selling and Sales Management*. He also has presented research results at the Society for Marketing Advancement and the American Marketing Association Summer Educators conferences. His areas of expertise include Personal Selling, Sales Management, Negotiation and Selling and New Product Information.

Refereed Journal Articles

McAmis, G. T., Forbes, L. (2017). Sales Manager Influence of New Product Adoption by Their Salesforce: A Theoretical Perspective. *Journal of Applied Business Research, 33*(3).

McAmis, G. T., Evans, K. R., Arnold, T. J. (2015). Salesperson Directive Modification Intention: A Conceptualization and Empirical Validation. *Journal of Personal Selling and Sales Management, 35*(3), 203-220.

Stan, S., Evans, K. R., Arnold, T. J., McAmis, G. T. (2012). The Moderating Influence of Organizational Support on the Development of Salesperson Performance: Can an Organization Provide Too Much Support? *Journal of Personal Selling and Sales Management, 32*(4), 405-420.

Presentation of Refereed Papers

McAmis, G. T. (2016, April (2nd Quarter/Spring)). *The Sales Management Class: A Blended Approach*. Presented at National Conference in Sales Management, Milwaukee, WI.

McAmis, G. T. (2015, April (2nd Quarter/Spring)). *Influencing Salesperson Perceptions of New Product Introductions*. Presented at National Conference in Sales Management, Houston, TX.

McAmis, G. T., Evans, K. R. (2014, April (2nd Quarter/Spring)). *Directive Modification Behavior: A New Perspective on Managing Boundary Spanners*. Presented at National Conference in Sales Management, Miami, FL.

Joanna Phillips Melancon
Associate Professor, Marketing

SA and Participating

Ph.D., University of Mississippi, Marketing, 2007

B.S., Berry College, Business Administration, 2001

Dr. Joanna Melancon researches in the areas of consumer loyalty and nontraditional marketing media, specifically social media. Of the fifteen articles she has published, four have appeared in top-ten Marketing journals, and nine total articles have appeared in top 20 journals in the field for non-doctoral institutions. Collectively, these works have been cited over 875 times and have been viewed or downloaded over 13,000 times online. Dr. Melancon teaches Social Media Marketing, Marketing Research, Basic Marketing Concepts and Consumer Behavior, and she was recognized as the GFCB Teacher of the Year in 2015. Additionally Dr. Melancon has served on the Editorial Review Board of the *Journal of Services Marketing* and as an ad-hoc reviewer for several other journals.

Refereed Journal Articles

Melancon, K. J. P., V. Dalakas. (in press). "Consumer Social Voice in the Age of Social Media: Segmentation Profiles and Relationship Marketing Strategies. *Business Horizons, TBA*(TBA).

Melancon, K. J. P., Forbes, L., Fugate, D. L. (2015). Selected Dimensions of Service Gender: A Study of Perceptions of Generation Y. *Journal of Services Marketing, 29*(4), 293-301.

Dalakas, V., Melancon, K. J. P., Sreboth, T. (2015). A Qualitative Inquiry on Schadenfreude by Sports Fans. *Journal of Sports Behavior, 38*(2).

Melancon, K. J. P., Dalakas, V. (2014). Brand Rivalry and Consumers' Schadenfreude: The Case of Apple. *Services Marketing Quarterly*, 173-186.

Melancon, K. J. P., Clark, M. (2013). The Influence of Social Media Investment on Relational Outcomes: A Relationship Marketing Perspective. *Journal of international marketing studies, 5*(4).

Book Chapters

Noble, S. M., Haytko, D., Melancon, K. J. P. (2015). Exploring the Purchase Motivations of Generation Y. In Spotts H. (Ed.), *Marketing, Technology and Customer Commitment in the New Economy* (pp. 218). Marketing, Technology and Customer Commitment in the New Economy: Developments in Marketing Science: Proceedings of the Academy of Marketing Science Book Series.

Presentation of Refereed Papers

Carey, M. C., Bolton, D. L., Melancon, K. J. P. (2016, May). *Business Student Engagement: Innovative Approach for Integrating Degree Levels for More Impactful Client Research*. Presented at Academic Business World International Conference for Academic Business World, Nashville TN.

Warren, J., Upright, P. A., Melancon, K. J. P., Jordan, T. A. (2015, September). *Comparing social media use and expectations from fans in National Football League (NFL) and the World Wrestling Entertainment (WWE).* Presented at European Association for Sports Management Conference for EASM, Dublin Ireland.

Melancon, K. J. P., Dalakas, V. (2015, May). *Managing Social Consumer Voice—A Structured Abstract*. Presented at Academy of Marketing Science.

Todd, P. R., Melancon, K. J. P. (2014, September). *50 Shades of Green: Integrating Marketing and Sustainability*. Presented at Atlantic Marketing Association Conference for Atlantic Marketing Association, Asheville, NC.

Dalakas, V., Sreboth, T., Melancon, K. J. P. (2013, November). *"Consumer Misbehaviors: Schadenfreude by Sports Fans."* Presented at Applied Business and Entrepreneurship Association International Conferenc for Applied Business and Entrepreneurship Association, Hawaii.

Richard Shannon
Associate Professor, Marketing

Other and Participating

Ph.D., University of Memphis, Marketing, 1992

M.B.A., University of Memphis, Marketing, 1985

B.B.A., University of Memphis, Marketing, 1984

Professor Shannon specializes in personal selling/sales management, marketing ethics, and retailing. He has ten years of business experience in sales and retail management. Professor Shannon is a member of numerous national, regional and local professional organizations, targeted towards both practitioners and educators, has served as an officer in a professional chapter of the American Marketing Association, and is a Past President of the Bowling Green Professional Marketing Association. Dr. Shannon also serves on the Business Advisory Council of Barren County High School. He is a member of Pi Sigma Epsilon (international sales and marketing fraternity), Beta Gamma Sigma (international business honor society), and Alpha Mu Alpha (international marketing honor society). Dr. Shannon served as Chair of the Department of Marketing for 17 years.

Dr. Shannon’s current teaching interests include Personal Selling, Retail Management and Strategy, and Marketing Ethics. He has also taught courses on Basic Marketing, Sales Management, New Product Development, Market Research, Integrated Marketing Communication, Sports Marketing, and Marketing Strategy. Professor Shannon has also taught International Marketing in study abroad classes in Canada and Australia.

Dr. Shannon’s current research focuses on curricular issues; sales force motivation, compensation, and training; business/marketing ethics and social responsibility; frequency marketing programs; and internationalization in sports marketing. He has presented seminars on marketing education to students, parents, and educators. He has also conducted workshops and training sessions for educators and practitioners on relationship marketing, sales, and customer service, the personal selling process, and retail store operations and management. His research has appeared in the *Journal of Business Ethics*, *Journal of Services Marketing*, *Sport Marketing Quarterly*, *Journal of Teaching in International Business*, *Journal of Marketing Theory and Practice*, *Marketing Education Review*, and the *Journal of Customer Service in Management and Marketing*, as well as numerous regional, national, and international conference proceedings. Dr. Shannon serves on the Editorial Review Board for the *Journal of Marketing Theory and Practice* and has served as a reviewer for numerous journals, including the *Journal of Personal Selling and Sales Management*, numerous regional and national conferences and textbooks on Basic Marketing Concepts, Personal Selling, and Retail Management.

Reviewer, Journal Article

April 2016: Journal of Marketing Theory and Practice; Review the paper "A Study of Salesperson's Non Verbal Efficacy".
March 2014: Journal of Marketing Theory and Practice; Reviewed a revision of a paper for JMTP.
March 2013: Journal of Marketing Theory and Practice; Review a revision of a paper previously reviewed.
March 2013: Journal of Marketing Theory and Practice; Review a manuscript for potential publication.

Reviewer, Textbook

April 2016 - Present: McGraw-Hill; Review various aspects of 2nd edition of a basic marketing textbook, including content, technology, and ancillary products.
April 2016: McGraw-Hill; Review Retailing chapter for a second edition of a basic marketing textbook.

Patricia Todd
Department Chair and Associate Professor, Marketing

SA and Participating

D.B.A., Cleveland State University, Marketing, 2006
M.B.A., Kent State University, Marketing, 1997
B.A., Hiram College, Communications, 1995
B.A., Avila University, Biology, 1977

Dr. Todd's research in international marketing has been published in the *Journal of Business Research*, *European Management Journal*, *International Journal of Emerging Markets*, *Journal of Services Marketing*, and the *International Marketing Review.* In 2015, her research interests evolved to focus on marketing strategy in online environments and creating relationships within virtual communities. More specifically her research interests have expanded to included strategic marketing with an emphasis on e-marketing, virtual communities, toxicity and gender issues in live broadcast channels, online consumer engagement and virtual brand identity. A manuscript based on initial evaluations has been accepted for publication in the peer reviewed *Journal of Research in Interactive Marketing*. Another has been accepted at the Society of Marketing Advances conference in November, 2017.

She has also presented interactive papers and posters at the prestigious Academy of Management and Academy of International Business conferences. More recently she presented at Twitchcon 2016 in San Diego. More than 40,000 were in physical attendance and more than 2.2 million tuned in online. She will be participating in a follow-up panel on Branding at Twitchcon 2017.

Highlights of her teaching include teaching undergraduate courses in a variety of areas, primarily the senior capstone course in marketing management, more recently a course on the challenges of brand management in today's competitive environment. She, also, teaches international marketing. Classes at the graduate level include advanced marketing, sustainability marketing and marketing in a digital age. She is currently the Chair of the Department of Marketing at Western Kentucky University.

Prior to her academic career, she was employed as the global business manager, responsible for international profit and loss in a business unit for a major international petroleum chemical corporation. She has over twenty years of experience in the chemical industry with significant experience building and leading international technical, marketing and project management teams. She successfully combined her marketing and technical expertise with an excellent knowledge of strategic marketing techniques to gain a competitive advantage and grow market share in countries around the world. She has 5 international patents in applied chemistry. The experience in business gives her a broad perspective of the challenges of building customer relationships on a global scale as well as internal marketing, which she carries over into the classroom.

Refereed Journal Articles

Todd, P. R., Javalgi, R., Grossman, D. (2014). Understanding the Characteristics of the Growth of SMEs in B-to-B Markets in Emerging Economies: An Organizational Ecology Approach. *The Journal of Business & Industrial Marketing, 29*(4), 10. emeraldinsight.com/0885-8624.htm

Conference Proceedings

Todd, P. R. (2012). *Corporate Social Responsibility:Beyond Positioning*. Atlantic Marketing Association.

Javalgi, R., Todd, P. R. (2012). *The Influence of Entrepreneurial Orientation, Management Commitment, and Human Capital of the Degree of Internationalization of SMEs in Emerging Markets: Evidence from India*. Atlantic Marketing Association.

Presentation of Refereed Papers

Todd, P. R., Manrow, J., DePree, G. (2016, September). *Where's Waldo: Creating Your Unique Space in a Sea of Sameness*. Presented at TwitchCon2016 for Twitch.tv/Amazon, San Diego California.

Todd, P. R., Milliman, R. (2014, September). *Recalls and Country of Manufacture: The Impact on Likelihood to Purchase*. Presented at Atlantic Marketing Association Conference for Atlantic Marketing Association, Asheville North Carolina.

Stacey Biggs
Instructor, Marketing

IP and Supporting

M.A., Western Kentucky University, 2010
B.A., Western Kentucky University, 1994

Business/Professional Employment History/Experience
Chief Marketing Officer, Western Kentucky University, (January 2010 - Present).

Ben Francis
Instructor, Marketing

IP and Supporting

M.B.A., University of Alabama, 2012

Business/Professional Employment History/Experience
Assistant Buyer, Dollar General Corporation, (2004 - Present).

Corie Martin
Instructor, Marketing

IP and Supporting

EDD, Western Kentucky University, 2015

Business/Professional Employment History/Experience
Manager, Creative Web Services, Western Kentucky University, Division of Public Affairs, (November 2010 - Present).

Megan Ormon
Instructor, Marketing

IP and Supporting

M.S., Western Kentucky University, Recreation and Sport Administration, 2011
B.S., Western Kentucky University, Marketing, 2007

Business/Professional Employment History/Experience
Program Manager, Junior Achievement of South Central Kentucky, (August 2012 - Present).

Cheryl Payne
Instructor, Marketing

IP and Supporting

M.B.A., Western Kentucky University, Business Administration, 1998
B.S., Northern Kentucky University, Management, 1991

Business/Professional Employment History/Experience
General/Plant Manager, XPO Logistics, (2008 - Present).

Edward Rottmann
Instructor, Marketing

IP and Supporting

M.B.A., Western Kentucky University, 1986
B.S., Rensselaer, 1980

Business/Professional Employment History/Experience
Vice President - Sales, Marketing and Product Development, Luvata Tubes Americas, (2008 - Present).

Daniel Stone
Instructor, Marketing

IP and Supporting

M.B.A., Western Kentucky University, Business Administration, 2001
B.S., Western Kentucky University, Marketing, 1996

Business/Professional Employment History/Experience
Director of Facilities and Energy Management, Dollar General Corporation, (January 2008 - Present)

Cody Turner
Instructor, Marketing

IP and Supporting

M.B.A., Western Kentucky University, Business Administration, 2009
B.S., Western Kentucky University, 2006

Business/Professional Employment History/Experience
Partner and Digital Expert, Hangout Creative, (September 2014 - Present).
Chief Executive Officer and Founder, CONSVLT, LLC, (January 2009 - Present).
Chief Technology Officer and Partner, Easy Trade of Southwest Florida, Inc., (June 2005 - Present).

Geoffrey Wigner
Instructor, Marketing

IP and Supporting

M.B.A., Western Kentucky University, 1998

B.S.B.A., Tennessee Tech University, Production and Operations Management, 1988

Business/Professional Employment History/Experience
Director of Store Services, Dollar General Corporation, Provide guidance and leadership for Purchasing and Energy and Environmental Services Departments, (March 2003 - Present)

MBA – Unassigned to a Department

Part-Time

John Baker
Instructor, Professional MBA

SA and Supporting

EdD, Western Kentucky University, Educational Leadership, 201
MS, Drexel University, Engineering Management, 2000
MS, University of Wisconsin-Madison, Physical Geography, 1990
BS, West Point, United States Military Academy, 1980

Academic Employment History
Associate Professor, Organizational Leadership, Western Kentucky University (2016-Present)
Assistant Professor, Organizational Leadership, Western Kentucky University (2011-2015)

Refereed Journal Articles
Baker, J.P (2015). Observations from an analysis of the U.S. Army's Reserve Officer Training Corps leadership assessment and development course. *Leadership*, 11(1), 3-19.

Baker, J.P. (2015) Peer leadership on the college campus – competencies and skills for success. International *Journal of Leadership and Change*, 3(1), 51-59.

Baker, J., Lottes, D., and Brown, R. (2014) Leadership within NFL Organizations: Lessons for emerging global sports teams. Leadership & Organizational Management Journal (3) (online journal).

Baker, J., Poff, R., Swanson, R., Baker, J., Schlinker, & W., Jerome, A. (2014). University student leadership involvement, practices, and high school class size: An investigation using the student leadership practices inventory. *Leadership and Organizational Management Journal* (3) (online journal).

Randall Capps
Instructor, Traditional MBA

PA and Supporting

E.D.D., University of Virginia, Instructional Development in Communication, 1970
M.A., Western Kentucky University, Political Science, 1961
B.A., Kentucky Wesleyan College, Communications Arts and Psychology, 1957

Business/Professional Employment History/Experience
President, Leadership Strategies, (1994 - Present).

Presentation of Refereed Papers
Norman, A. D., Capps, H. R. (2014, January (1st Quarter/Winter)). *Leader,"know thyself": The power of self-awareness to enhance leadership potential*. Presented at IAE Lyon International Week for IAE Lyon, Lyon, France.