

Departmental Annual Report 2015-16

Due May 11, 2016



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Bryan School Annual Report

1. Summarize the outcomes of the 2015-16 annual initiatives. If the department did not accomplish the initiatives, briefly explain why.

Bryan		Department of Management	
SPO	#	2015-16 Initiatives	Status
	1	Develop and implement a systematic plan for AOL for each of the departments majors.	SLOs in all programs -- IB, Business Studies, and HR - have been revised. AOL performed for some of the old SLOs for each of the program in Fall 2015.
	2	Improve diligence and rigor in following policies for annual review, probationary review, promotion and tenure review and post-tenure review.	Revising Dept. intellectual Contributions Statement to standardize review process.
	3	Revise and give structure to the Bus Studies program and the IB major.	Program revisions for the Business Studies program and the IB major have been approved by the UNCG Undergraduate Curriculum Committee. Program changes effective August 1, 2016.
	4	Develop an approach for global experiences and integrating projects into the curriculum for the Department's students.	

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5	Develop a Department strategic plan that is consistent with the School's plan and that helps the Department find a path to even greater distinction.	
6	Search for Assistant Professor with a focus on Strategy and IB; and a Lecturer with a focus on IB and Strategy.	Offer has been made and accepted by both the Assistant professor and the Lecturer. Waiting for final offer letters from Provost.

2. Describe other significant activities and outcomes (beyond the annual initiatives) that occurred in the 2015-16 academic year.

3. Provide examples of notable activities (e.g., honors, awards, appointments, elections, etc.) by faculty and students that occurred in 2015-16:

a. Teaching

Eloise Hassell received the Anna Marie Gove Award for Teaching Excellence.

b. Scholarship

Riikka Sarala – Margaret Van Hoy Hill Dean’s Notable Scholar Award for the academic years 2014-2015 and 2015-2016.

Vas Taras – Dean’s Notable Scholar

c. Service Activities

Dr. Riikka Salara served as Associate Editor for Journal of Management Studies since August 2015.

Dr. Nir Kshetri serviced as Associate Editor for Electronic Commerce Research
Dr. Nir Kshetri contributed to the United Nations’ Information Economy Report 2015.

d. Student Accomplishments - Notable activities for students may also include publications, state/regional/national research presentations, etc.

Ashley Ibrahim worked with Vas Taras - Fall 2015 MGT493-01 Honors Work
Lasse Palomaki worked with Mark Snyder - Fall 2015 MGT493-01 Honors Work
Matthew Loftus worked with vas Taras - Fall 2015 MGT499-01 Problems in Management

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Lasse Palomaki received the Lloyd Honor College Student Excellence Award.

Brittany Hudson – Bryan School Achievement and Leadership Award

Kaitlyn Delaine Runion – Bryan School Achievement and Leadership Award

Katherine Link – Bryan School Outstanding Student Award

Lasse Palomaki – Bryan School Outstanding Student Award

Zoe Fishman – Bryan School Dean's Service Award

4. List the department's plans and priorities for 2016-17. Identify obstacles that may impact progress.

- **Add a concentration in Management to the BS in Business Administration**
- **Change Annual Review rating criteria for teaching, research, and service.**

Outcomes related to the Bryan School Strategic Plan & components of the proposed UNCG plan

5. Provide examples and summary statistics of international collaboration opportunities for students, faculty, and staff. (Bryan Initiative I.B & UNCG Global connections)

MGT303 Experience Business Abroad - Belgium

Sixteen (16) UNCG students traveled to Belgium during Spring Break. Students from Belgium came to Greensboro two weeks later. The students worked together on visited businesses and worked together on group projects.

MGT301-02 Introduction to International Business

One hundred fifty students (153) worked in teams on the X-Culture Project during Fall 2015. One hundred fifty students (150) worked in teams on the X-Culture Project during Spring 2016. The X-Culture project in Fall 2015 had 3,050 students, 455 teams, 107 universities in 43 countries.

Global International Business competition

- **4,000 MBA and business students**
- **120 universities**
- **45 countries**
- **6 continents**
- **10 real-life business challenges presented by MNCs**
- **Annual X-Culture Symposium for members of the best teams**

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6. Provide examples of how the academic programs in your department are teaching students to work effectively in teams. (Bryan Initiative II.D – *goal is for UG & grad curricula to have formal training elements*)

Target Challenge – Spring 2016 (54 Students)

MGT491-03 Business Policy and Strategy

\$3,000 Award to Student Teams - 1st place \$2,000 2nd place \$1,000

Instructor – Moses Acquah

Project Description: This program has become an integral part of our senior capstone course, offering student teams an experiential opportunity to work on real strategic issues facing Target. Working with local Target management, selected cases are researched by project teams, who then develop recommendations to address the opportunities and challenges offered. Local Target management representatives attend formal presentations of the best cases and select winning teams and present the monetary rewards.

Learning Objectives: Understanding the process of strategic management, the values of ethical leadership, the analysis of major decision-making and the intended outcome of those decisions. Students learn to deal with the vagueness of business, the value of social networks and the opportunities of growing a business globally.

MGT301-02 Introduction to International Business

One hundred fifty students (153) worked in teams on the X-Culture Project during Fall 2015.

One hundred fifty students (150) worked in teams on the X-Culture Project during Spring 2016.

The X-Culture project in Fall 2015 had 3,050 students, 455 teams, 107 universities in 43 countries.

- Students and professionals from over 40 countries take part in X-Culture competition
- Students work together on business projects presented by our corporate partners
- They compete, collaborate, learn the challenges and best practices of international business consulting

Holly Buttner

In MGT 354, I administer the MBTI and the KAI (which assesses cognitive style) in the class. When we go over the feedback, I discuss the impact of personality and cognitive style on team dynamics and work styles. We also do an experiential activity so my students can see how these dimensions play out in team activities.

In MGT 312, we discuss team dynamics from a theoretical perspective and I introduce the advantages/costs of group vs. individual decision-making in an experiential activity. We also discuss groupthink and social loafing and we brainstorm strategies for addressing social loafing in their teams.

HB

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Eloise Hassell

Students in MGT 475 work in self-chosen teams for 4- 5 students. Each group is assigned 1-2 topics of coverage. Each group presents during an assigned 50 minute class period, and each group member is required to participate. The groups also must turn in an evaluation of their fellow group members and a 1-2 page summary of their topic that is then given hard copy to each member of the MGT 475 class. The presentation grade is for a total of 20 possible points as per criteria outlined in the syllabus (10 possible points by the teacher and 10 possible points by the fellow group members). An example of a topic covered by group 3 this semester is on the Affordable Health Care Act.

Karen Lynden

MGT 301-03 Spring 2016

1. **X-Culture** : I am using X-Culture to develop students skills and exposure to working in virtual-global teams. This is the most significant teamwork activity in the course and is 25% of the total course value. In class we dedicate “workshop time” to discuss and problem-solve communication, motivation, and team dynamic issues and opportunities. Strategies and best practices for successful teamwork in this unique format is discussed as a class, facilitated by the instructor. Working in global virtual teams (typically representing three or more countries), students will conduct a market opportunity analysis and develop a market entry plan for a multi-national company. Students are randomly assigned to teams. www.x-culture.org
2. **Assignment - Global Perspectives**: Students create a “country guide” and explore intercultural business dynamics in order to prepare a hypothetical team for a short-term travel abroad business project. Valued at 10% of the course grade.
3. **Lecture Techniques**: In addition, during lecture sessions with this large class (100 students), I often incorporate collaboration techniques such as; pair-share, peer review (draft reports), and small group problem-solving activities.

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7. Describe and provide summary statistics on the experiential education opportunities provided to undergraduate and master’s students in your departments. Experiential education includes study abroad, course-related study trips, approved internships, or hands on projects with organizations. (Bryan Initiative II.E – *goal is for every major, UG/Master’s programs to have experiential education opportunities & UNCG Global connections/Community Engagement*)

MGT303 Experience Business Abroad - Belgium

Sixteen (16) UNCG students traveled to Belgium during Spring Break. Students from Belgium came to Greensboro two weeks later. The students worked together on visited businesses and worked together on group projects.

BUS/ENT 450 Directed Business Practice

Forty-six (46) students enrolled in Fall 2015, twenty-six (26) students enrolled in Spring 2016.

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8. Describe and provide summary statistics on research partnerships with external companies, agencies, and/or foundations. (Bryan Initiative III.D & UNCG Community Engagement/Economic Development)

None

9. Provide examples of past, current, or future initiatives/projects/etc. that align with the proposed areas of UNCG's strategic plan (if not addressed in other areas in this report).

UNCG Strategic Plan – draft concepts

Healthy lives: physical, mental, public health

Vibrant communities: community engagement, economic development, cultural enrichment

Global connections: exchanges/internships, cross-cultural engagements

10. If applicable, describe notable departmental accomplishments that are not included in previous sections of this report.

Upcoming....

Due in August - Institutional Effectiveness (Administrative Assessment) for UNCG's Office of Assessment and Accreditation (OAA)

The director of assessment and planning will complete these reports and ask for your edits/approval before submission to OAA.

Components of this report:

2015-16 findings/results that document achievement of objectives

Follow up on 2015-16 action plans

Department's Mission

2016-17 Objectives

2016-17 Measures

2016-17 Targets

2015-2016 Institutional Effectiveness Plan

Department: Department of Management

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The purpose of this document is to serve as a template for verifying assessment plan objectives, measures, targets. **This template contains the 2015-2016 information currently in Compliance Assist for your entity.**

Your current mission statement, objectives, measures, targets are provided in italics. Please verify these will remain in place for 2015-2016.

Please include attachments (rubrics, questionnaires, etc.) that serve as supporting documentation. Responses should be returned to assessment@uncg.edu.

Mission Statement:

We equip students with evidence-based knowledge, practical skills and the character to become global business leaders.

No Changes

If you are modifying your mission for 2015-2016, check here and provide the revised Mission Statement below:

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Objective 1: *Strategic planning*

The department will begin working on a strategic plan to be in alignment with the School and University planning assumptions.

No Changes

If you are modifying this objective for 2015-2016, check here and provide the revised objective below:

[The department will continue working on a strategic plan to align with the School's plan and University planning assumptions.](#)

Measure 1 - *Strategic planning*

Strategic Planning Document approved by the Department Faculty and the Dean of the Bryan School.

No Changes

If you are modifying this measure for 2015-2016, check here and provide the revised measure below:

[A strategic plan that aligns with the strategic plan of the Bryan School.](#)

Target 1

Strategic planning - Draft planning document by end of academic year.

No Changes

If you are modifying this target for 2015-2016, check here and provide the revised target below:

[Departmental and School approval of the department's strategic plan](#)

Activities

Some entities use Activities to document tasks associated with Objectives, but Activities are **optional**. Please list Activities planned in support of this Objective.

Linking this Objective

If you wish to link this objective as a supporting item for a university or division level goal or initiative, please provide the goal / initiative below.

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Objective 2: *Process for professional development dollars*

The Department will review and revise as needed the process for allocating professional development funds to faculty members.

No Changes

If you are modifying this objective for 2015-2016, check here and provide the revised objective below:

Revise undergraduate curriculum

Measure 1 - *Process for professional development dollars*

The Planning and Faculty Development committee chaired by Mr. Joe Erba will survey the departmental faculty to determine how professional development dollars are currently deployed. The committee will suggest opportunities for improvement.

No Changes

If you are modifying this measure for 2015-2016, check here and provide the revised measure below:

Each major and concentrations within the majors will have required courses that distinguish the major/concentration.

Target 1

*Process for professional development dollars -
Objective completed by the end of the academic year.*

No Changes

If you are modifying this target for 2015-2016, check here and provide the revised target below:

Proposed changes will be approved at the Department level and submitted to the University Undergraduate Curriculum Committee for approval.

Activities

Some entities use Activities to document tasks associated with Objectives, but Activities are **optional**. Please list Activities planned in support of this Objective.

Linking this Objective

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Objective 3: Assurance of Learning

The Department will make improvements in the assessment process for its degree programs.

No Changes

If you are modifying this objective for 2015-2016, check here and provide the revised objective below:

Measure 1 - Assurance of Learning

Business Studies concentration within the Business Administration Major - Standardize measures for collecting data.

International Business Major - Revise student learning objectives to reflect changes to the curriculum.

HR concentration within the Business Administration Major – Collect data on student learning objectives.

No Changes

If you are modifying this measure for 2015-2016, check here and provide the revised measure below:

Target 1

Assurance of Learning

No Changes

If you are modifying this target for 2015-2016, check here and provide the revised target below:

Establish an Assurance of Learning process that will measure the effectiveness of student learning in each Major/Concentration.

Activities

Some entities use Activities to document tasks associated with Objectives, but Activities are **optional**. Please list Activities planned in support of this Objective.

Linking this Objective

If you wish to link this objective as a supporting item for a university or division level goal or initiative, please provide the goal / initiative below.