Colorado Mesa University
Department of Business
Bachelor of Business Administration
Bachelor of Applied Science in Business Administration
Program Review Self-Study 2009-2014
Table of Contents

1. Introduction and Program Overview ................................................................. 3
   A. Program Description by Level ........................................................................ 3
   B. Brief History of the Department .................................................................. 5
   C. Recommendations from Previous External Reviewer .................................. 5
   D. Program Centrality to CMU’s Role and Mission ........................................ 5
   E. Program Support for Other Majors ............................................................. 8
   F. Locational/Comparative Advantage ............................................................. 9
   G. Unique Characteristics .................................................................................... 10

2. Curriculum .......................................................................................................... 11
   A. Breadth, Depth and Level of the Discipline .................................................. 11
   B. Program Currency and Curricular Changes Since Last Program Review ........ 11
   C. Program Delivery Locations and Formats, Meeting the Changing Needs of Students ........................................................................................................... 12

3. Analysis of Student Demand and Success .......................................................... 13
   A. Number of majors (by concentration) and minors ......................................... 13
   B. Registrations and student credit hours by student level .................................. 14
   C. Registrations and student credit hours (Fall and Spring terms) subtotal by course level ............................................................................................................ 15
   D. Number of graduates (by concentration)....................................................... 16
   E. One-year retention rates and four-and six-year graduation rates ..................... 17
   F. Student successes/recognition, especially in external student competitions ...... 17

4. Program Resources ............................................................................................... 19
   A. Faculty ............................................................................................................ 19
   B. Financial Information (Finance and Budget): .................................................. 21
   C. Library assessment .......................................................................................... 21
   D. Physical facilities ............................................................................................ 22
   E. Instructional technology and equipment ........................................................ 22
   F. Efficiencies in the way the program is operated .............................................. 22

5. Student Learning Outcomes and Assessments .................................................... 23
   A. Student Learning Outcomes (SLOs) for the program and how they relate to the program's mission statement and courses ............................................. 23
   B. Direct and Indirect Assessments ................................................................... 24
   C. Describe program improvements resulting from assessment of SLOs since the last program review ................................................................. 29

6. Future Program Plans ........................................................................................... 30
   A. Vision for program .......................................................................................... 30
   B. Strengths and challenges facing program ...................................................... 30
   C. Trends in the discipline that could affect future planning for the program ......... 31
   D. How program review process is being used to improve the program’s teaching and learning .............................................................................. 31
   E. Recommended program’s challenges and potential resources needed to address them ......................................................................................... 31

APPENDIX A: DATA FROM INSTITUTIONAL RESEARCH ..................................... 33
APPENDIX B: ALUMNI SURVEY ............................................................................. 533
APPENDIX C: LIBRARY ASSESSMENT REPORTS .................................................... 677
APPENDIX D: SLO PROGRAM OUTCOMES AND REPORT ................................. 977
APPENDIX E: CURRICULUM MAP ........................................................................ 1077
APPENDIX F: CONTINUOUS IMPROVEMENT COMMITTEE CHARGE .......... 11111
APPENDIX G: BUDGET INFORMATION ................................................................. 11515
APPENDIX H: FACULTY VITAE ............................................................................. 14747

Table of Figures

Figure 1: Total BBA/ BAS Majors ........................................................................ 14
Figure 2: Number of Undergraduate Students by Course Level ............................ 15
Figure 3: Number of Management (MANG) Students by Course Level ................ 15
Figure 4: Student Credit Hours by Course Level ................................................ 16

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
Table of Tables
Table 1: Business Scholarship Fund (Source: Colorado Mesa University Foundation) ........................................ 6
Table 2: Retention Rates (Source: Information Source VPAA Office) ..................................................................... 7
Table 3: Number of Majors by BBA/BAS Concentration (Source: Institutional Research, See Appendix A) .......... 13
Table 4: Registrations by Student Level 2010-11 and 2014-15 ............................................................................ 14
Table 5: Number of Graduates by Concentration (BBA and BAS Business) over the past five years .................. 16
Table 6: Percentage of BUGB 105 Students Retained ......................................................................................... 17
Table 7: Historical Full-Time Student Faculty Ratio (Source Institutional Research See Appendix A) ............... 19
Table 8: Course Credit Hours and Student Credit Hours by Faculty Type .......................................................... 19
Table 9: Budget Revenues and Program Expenditures 2011-2015 (Source: Budget Office, Appendix G) .......... 21
Table 10: Ratio of Total Expenditures to Student Credit Hours ............................................................................ 21
Table 11: Historical Major Field Test (MFT) Results - Fall 2009 to Spring 2015 .................................................. 25
1. **INTRODUCTION AND PROGRAM OVERVIEW**

A. Program Description by Level

The mission of the Department of Business at Colorado Mesa University is the following: Each CMU Business Graduate should be a Strategic Decision Maker. Utilizing cross-functional course delivery, integration of curriculum learning objectives, and applied business research projects, the faculty strive to present curriculum that encourages students to look across all core business areas, using information from all functional areas in long-term decision making. The business core of 51 hours in the functional areas of business provides students with the knowledge, skills and abilities to compete in both local and global business environments. The programs offer an applied approach, providing students with opportunities to apply concepts and theories learned in class to business projects, many of the projects involving the local business community. Students can then gain additional depth in a chosen concentration area and in most cases, two differing concentration areas, to further develop their business acumen.

The Bachelor of Applied Science (BAS) in Business Administration is a unique degree that combines the technical skills and business knowledge necessary for success. This degree allows students who have earned an Associate of Applied Science (AAS) degree to build upon their technical specialties with Essential Learning courses along with junior and senior level business courses, allowing these students additional opportunities for advancement in career choices.

The following Department Student Learning Outcomes (SLOs), guide curriculum and decision making within the department and form the foundation of the learning environment. All Business Graduates will be able to demonstrate the following outcomes:

**Business Knowledge for Problem Solving:** Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. *(Specialized knowledge – general business knowledge)*

**Because Thinking is Critical:** Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. *(Critical thinking)*

**Effective Communication Achieves Mutual Understanding:** Communicate clearly, appropriately, and persuasively to the audience, both orally and in writing, including individual presentations. *(Communication skills)*

**Business Analysis and Data:** Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. *(Quantitative fluency)*

**Teamwork Makes the Dream Work:** Effectively work in a team.

**Information Drives Strategy:** Strategically apply information across functional areas of business.

**Always Professional:** Produce professional business work products.

**Ethical Every Day:** Practice principle-based ethics in decision making both personally and professionally.

The above student learning outcomes integrate with the CMU Student Learning Outcomes and provide the basis for curricular decision making.

The Department of Business includes the following programs: the Master of Business Administration, the Bachelor of Business Administration, the Bachelor of Science in Public Accounting, the Bachelor of Science in General Accounting, the Bachelor of Science in Computer Information Systems, the Bachelor of Science in Construction Management, the Bachelor of Applied Science in Business Administration, the Bachelor of Applied Science in Hospitality Management, the Bachelor of Applied Science in Computer Information Systems, the Associate of Arts in Business, the Associate of Arts in Business Computer
Information Systems, six minors (Business, Economics, Entrepreneurship, Business Computer Information Systems, Accounting, and Hospitality Management), four professional certificates (Entrepreneurship, Insurance, Decision Support Systems and Energy Management/Landman) and one technical certificate (Supervision). Additionally the Department offers 3+2 programs in Accounting, Finance, and Construction Management. The 3+2 programs allow students to begin a Master of Business Administration the senior year of classes, allowing the students to graduate in five years with both an undergraduate degree and a Master of Business Administration. All programs share faculty, common courses, common classrooms and computer laboratories, and with the exception of Construction Management, are housed in Domínguez Hall on the main campus of Colorado Mesa University. Separating out specific data on individual programs can be challenging due to the interrelatedness of the Business Department.

All degrees are relevant, versatile and align well with today’s ever-changing business climate. Graduates of the business programs hold positions in various types of organizations such as public, private, for profit, nonprofit, and multinational organizations. BBA graduates are entrepreneurs, small business owners, bank vice-presidents, product managers in advertising firms and project and operations managers in manufacturing organizations. Many business graduates earn advanced degrees such as the Master of Business Administration and Master of Science in Finance and/or professional certifications such as the Chartered Financial Analyst and the Certified Public Accountant.

During the time period of this study, over twelve hundred business degrees have been awarded in the Department of Business at Colorado Mesa University.

The focus of this program review is the Bachelor of Business Administration (BBA) and the Bachelor of Applied Science in Business Administration (BAS), as listed below.

<table>
<thead>
<tr>
<th>Bachelor of Business Administration Degree (BBA) Concentrations</th>
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</thead>
<tbody>
<tr>
<td>Economics</td>
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<tr>
<td>Human Resource Management</td>
</tr>
<tr>
<td>Emerging Markets</td>
</tr>
<tr>
<td>Information Systems</td>
</tr>
<tr>
<td>Energy Management/Landman</td>
</tr>
<tr>
<td>Insurance</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Bachelor of Applied Science (BAS) Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minors in Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
</tr>
<tr>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>Hospitality Management</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>Managerial Informatics</td>
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</tbody>
</table>
B. Brief History of the Department

Highlights of the Department of Business at Mesa State College (Colorado Mesa University) with a focus on the BBA and BAS in Business Administration programs include:

1925 - Mesa State College opened as a Junior College. Associate of Applied Science in Business Administration offered.

1943 - Department of Business officially began with the Mesa State purchase of Ross Business College.

1965 - Two year degrees offered included the following: Associate of Arts (AA) degree in Business Administration, AA in Commerce, AA in Accounting, AA in Secretarial Services, and AA in Data Processing. Associate of Applied Science (AAS) degree in Travel and Recreation Management and AAS in Finance and Accounting Technician.

1974 - First four-year degree programs offered in Business: Bachelor of Science (BS) degree in Accounting and BS in Business Management.

1980 - BS degree in Business Management replaced with BBA with original concentrations in Data Processing, Management, Marketing, and Personnel Management.

1980 - BS in Accounting continued with specializations available in Data Processing, Managerial Accounting, and Public Accounting.

1985 - Concentration added in Finance.

1989 - Concentration added in Business Economics.

1993 - Department of Business becomes part of the School of Professional Studies.

2005 - School of Professional Studies disbanded.

2005 - Bachelor of Applied Studies (BAS) degree first offered in Business Administration.

2006 - Accounting and Computer Information Systems Department merged with Department of Business.

2007 - Concentration added in Energy Management/Landman.

2007 - Bachelor of Science in Construction Management added.


2010 - Concentration in Insurance added.

2011 - Mesa State College becomes Colorado Mesa University on August 10, 2011.

2012 - Concentration in Emerging Markets added.

2014 - Department of Business adopts new Student Learning Outcomes following a two-year review.

C. Recommendations from Previous External Reviewer

The previous external reviewer provided the following recommendations to both faculty and Administration as listed below.

Recommendations to Faculty:

1. The reviewer’s recommendation to consider ACBSP was not pursued at the conclusion of the last program review due to the constraints placed upon curriculum by this accreditation. Based upon the changed accreditation standards and current marketing forces, the department is currently in the process of researching accreditation. A business faculty committee is exploring accreditation options and is working toward completing the AACSB Eligibility Application fall 2015.

2. A recommendation was made that the number of concentrations should be evaluated to include adding a concentration in International Business and Insurance. Faculty agreed and both concentration were added. The reviewer felt that demand for the Travel and Tourism concentration and the Landman/Energy Management concentration was weak. The Travel and Tourism
concentration underwent review, the name was changed to Hospitality Management, a faculty person was hired and additional resources were provided to the program. Since the review, twenty-three students have graduated from this concentration and demand continues to grow. The demand for the Energy Management/Landman concentration, while beginning slowly, has increased each year with a total of 37 graduates. Due to the fact only 11 accredited institutions offer the Energy Management/Landman program, the potential for this program continues to grow. The reviewer expressed concern that appropriate resources, particularly faculty resources, needed to be added as concentrations were added. Some faculty feel this continues to be a concern.

3. The reviewer recommended adding courses in International Business, E-commerce, Government and Ethics. International Business and E-Commerce were added with International Business part of the core business curriculum. A concentration in Emerging Markets was created based upon this recommendation to focus on this fast growing segment of International Business. An Ethics course was also added, BUGB 440 Business Ethics. January 2015 the Department was awarded the Daniels Fund Ethics Initiative Grant. Fall 2015, faculty across the core functional areas are conducting a series of test pilots activities to begin the process of integrating ethics across the business curriculum. Additional information on the Ethics Grant is discussed under External Funding Opportunities. After review, the Department chose to not add a Government course at this time.

4. The reviewer questioned the effects of night course enrollments on day offerings in the Department. A survey completed by the Marketing Research class determined that the majority of students preferred day offerings. However, working students, students involved with sports, etc., have a need for night classes. Thus, the night classes were continued. Students can obtain a BBA with a concentration in Management through night/online offerings. This format allows the Department to continue to serve the varying constituencies of the region. The courses required of the BBA concentration in Management are also available during the day.

5. The Department was encouraged to find ways to increase business scholarship funds. The Luncheon held during Entrepreneurship Day has been the impetus for the increased growth in the Department Fund. With the ability to acquire known business leaders as luncheon speakers, such as John Hendricks, Jerry Greenfield, Hap Klopp and Pete Coors, attendance and ticket sales have increased dramatically increasing the scholarship fund as shown below. Not included are scholarships that are named and designated for specific categories of students, e.g., the Landman/Energy Management students. The goal of the endowment fund is to grow the corpus to $200,000 to allow the interest to provided continued and sustainable business scholarships.

<table>
<thead>
<tr>
<th>Description</th>
<th>Balance 6/30/2008</th>
<th>Balance 8/27/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMU Business Scholarship</td>
<td>$1,700.00</td>
<td>$1,150.00</td>
</tr>
<tr>
<td>Business Legacy Endowment</td>
<td>$0.00</td>
<td>$113,103.96</td>
</tr>
<tr>
<td>Entrepreneurship Day CMU</td>
<td>$0.00</td>
<td>$61,338.53</td>
</tr>
</tbody>
</table>
6. The reviewer recommended Freshmen Business Seminar be discontinued. Departmental response indicated that the course allows for contact with business freshmen upon entry to CMU and thus assists with advising, serving as a valuable retention tool. The course has been restructured and continues to evolve on a regular basis. The retention rates of students taking the Freshmen Business Seminar class have increased, with retention to the following fall from 58.2% to 67.1% and increasing business majors retained from 49.7% to 61.5% as shown in Table 2.

Table 2: Retention Rates (Source: Information Source VPAA Office)

<table>
<thead>
<tr>
<th>Year</th>
<th>% retained into following fall</th>
<th>% business majors retained</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>58.2%</td>
<td>49.7%</td>
<td>8.5%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>64.4%</td>
<td>54.0%</td>
<td>10.5%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>55.9%</td>
<td>49.7%</td>
<td>6.2%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>53.4%</td>
<td>45.3%</td>
<td>8.1%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>67.1%</td>
<td>61.5%</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

7. The reviewer felt that enrollment caps needed to be eliminated. After discussion, enrollment caps on the upper division courses were left unchanged. Based upon the Department Student Learning Outcomes (SLO), the needed emphasis on communication, teamwork, and analytical skills through applied projects and presentations, requires the upper division courses remain capped at 25, with the ability to increase these sections to 30 as needed. At times, due to enrollment demand the cap of 30 has not be possible. When additional students are allowed into sections of the upper-division courses, it becomes difficult to require and effectively evaluate extensive communications and applied assignments. It can be particularly difficult and time consuming, to have individuals present individually rather than as teams. A current recommendation from the Communications SLO Committee is to add an individual presentation into classes at the beginning, developing and advanced level.

8. The reviewer recommended that all persons teaching in remote locations be approved by the Department Head and the lead area Faculty. The Department agreed and the situation has changed so that currently, while the Director of the Montrose Center plays an integral role in recruiting, training and evaluating faculty who teach business courses in Montrose, the Department Head and lead area faculty must approve all teaching assignments.

Recommendations to Administration:

1. The reviewer recommended that a person be hired to exclusively fill a role as “Business Advisor”. Since advising is seen as an essential faculty role for both developing student relationships and retention, this recommendation was not followed.

2. The recommendation to consider funding the use of Teaching Assistants (TAs) was not implemented as it does not fit within the institutional vision and values.

3. A recommendation was made to increase professional development funds for faculty. While departmental funds were not increased, opportunities for professional development funds campus-wide have increased. Since 2009, the Campus Faculty Professional Development Fund, applied to through the Vice President of Academic Affairs, has been increased from $40,000 to $50,000
annually. This amount has grown from an average of $2,500 to $7,500 per faculty who are awarded these funds.

4. A recommendation was made by the reviewer that Business Department faculty salaries be raised to at least 90% of CUPA (College and University Professional Association for Human Resources) average. Data was not available from CUPA to evaluate if this recommendation had been met. However, despite the recent Great Recession and challenging enrollment numbers, faculty campus-wide have received COLA increases each year. Salaries paid new business faculty continue to increase and will need to continue to increase to attract new qualified and quality business hires. This in turn will cause compression challenges for the department.

5. The last recommendation of the external reviewer was that open faculty positions be filled. The Department currently has two full-time positions and three .8 positions open. Finding qualified, quality, and affordable faculty continues to be a challenge for the Department.

D. Program Centrality to CMU’s Role and Mission

CMU’s Institutional Mission Statement states: “Committed to a personal approach, Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually, professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking and social responsibility, CMU advances the common good of Colorado and beyond.” CMU’s statutory role and mission states: “There is hereby established a university at Grand Junction, to be known as Colorado Mesa University, which shall be a general baccalaureate and graduate institution with selective admission standards. Colorado Mesa University shall offer liberal arts and sciences, professional and technical degree programs, and a limited number of graduate programs, including career and technical education programs. Colorado Mesa University shall receive resident credit for two-year course offerings in its commission-approved service area. Colorado Mesa University shall also serve as a regional education provider.” The BBA/BAS Programs fit well in the role and mission of CMU by providing professional and career oriented degrees. These degrees serve students from within the region and state, and also students from other states and countries. The career ladder offered by the BBA/BAS program allows students to acquire a four-year degree building upon their two-year course offerings/degrees.

E. Program Support for Other Majors

The BBA core courses support a variety of other majors/minors and Essential Learning requirements.

1. Principles of Macroeconomics and Principles of Microeconomics are offered by the Business Department as Essential Learning courses in the Social and Behavioral Sciences category.


3. A variety of other majors earn a Business or Entrepreneurship Minor including the following: Sports Management, Accounting, and Construction Management.

4. The Minor in Business has become popular increasing from 53 minors in 2010-11 to over 100 minors in 2014-15 for a total of 328 Business Minors awarded during this time.

5. Engineering and Political Science majors may take upper division economics courses.

6. The International Studies Minor, housed in the Department of Social and Behavioral Sciences encourages students to take courses in business, among other suggestions.
7. Accounting students take up to 45 hours of business courses and BS in Computer Information Systems majors take 27 hours of business courses to complete their programs.

8. Psychology students are encouraged to take at least the introductory course in Human Resources.


F. Locational/Comparative Advantage

BBA/BAS courses are offered in Grand Junction and Montrose, which are business hubs for the surrounding areas. Consequently, there are excellent opportunities for the Department to interact with and provide employees for large and small organizations. Numerous industries in the area utilize business students through applied research for the organization, internships and ultimately as employees. Industries impacted include the following and more: Accommodation and Food Services, Agriculture, Arts and Entertainment, Construction, Finance and Insurance, Health Care and Social Assistance, Real Estate, and Retail. The Entrepreneurship component of the BBA provides the necessary tools for many BBA graduates to begin their own small business. Due to geographic location, the Hospitality Management concentration and the Landman/Energy Management program provide unique opportunities for students to obtain hands-on educational opportunities in the Hospitality and Energy Industries.

By working with WCCC programs, the Department is able to give students who complete an Associate of Applied Science degree the opportunity to complete a four-year degree complimenting their two-year technical degree. For example, the BAS in Business is an effective degree for students who have completed an AAS in Culinary Arts or Welding and who wish to move up in managerial positions or own their own business.
G. Unique Characteristics

The BBA with twelve concentration choices gives students the ability to specialize while still gaining the core set of business functional skills. For most concentrations, the student has the opportunity to add two concentrations to their core set of business knowledge. Thus a BBA with a concentration in Finance can add a concentration in Marketing or a concentration in Management to increase the employability of the student. Another unique characteristic of the program is the ability of students to conduct live research for area businesses. Due to the support of the area business community, upon graduation, students will have had the opportunity to participate in experiential learning through either applied learning projects in the classroom or co-curricular activities. Examples of applied learning in the classroom include the Advanced Marketing students developing and presenting an Integrated Communications Plan to top executives of AT&T or the Emerging Markets concentration students presenting their country analysis to Reynolds Polymer.

Using co-curricular activities such as The Point, a student-run business, and activities within business clubs, students are allowed additional learning opportunities. Through the eight Business Clubs, students have the ability to gain leadership skills, managerial skills, organizational skills and fund-raising skills. Team work, professionalism and presentation skills are also emphasized enforcing the co-curricular aspect of the Business Clubs to the Business Curriculum. The new Innovation Center allows budding entrepreneurs opportunities to develop their ideas with assistance from successful entrepreneurs. The Innovation Center will also provide business analysis and expertise to student innovators from areas across campus disciplines through collaboration with Business students. This ability for hands-on learning provides students with a competitive advantage when seeking their first job and is a unique advantage found at CMU. Another unique opportunity afforded by the Department of Business is the Academic Business Honors Program. This program offers highly motivated undergraduate students enriched studies in their academic major. Business Honors is designed to incorporate several areas of business into cohesively themed classes in which the objective is to encourage students to think critically about business decisions in a broad and multi-disciplinary context. Selected students have the opportunity to add nine hours of Honors classes to their degree program during which time topics from discipline specific seminal articles to applied community service research projects are utilized learning challenges. The increased interaction with both fellow Honors students and faculty teaching in the Honors program are also benefits afforded Business Honors Students.
2. CURRICULUM

A. Breadth, Depth and Level of the Discipline

The BBA program maintains breadth in the curriculum through foundation and business administration core courses required of students majoring in any of the concentrations. Requirements include 18 hours of foundation courses from Introductory Accounting, Business, Computer Information Systems and Business Statistics, which, along with Microeconomics and Macroeconomics and Essential Learning English and Math requirements must be completed within a student’s first 60 hours. The Business Administration Core courses, also required in all concentrations, gives students majoring in the program 33 semester hours of primarily upper division classes including Legal Environment of Business, International Business, Fundamentals of Information Systems, Managerial Finance, Principles of Management, Organizational Behavior, Human Resource Management, Operations Management, Business Strategy, Principles of Marketing and Quantitative Decision Making or Marketing Research. By taking these courses, BBA majors can gain an understanding of the many functional areas of business. Depth within the program is further provided with up to 30 semester hours required in specified concentration courses. The specific courses in the various concentration areas allow students to study further content in that particular area. For many of the concentrations, the student has the ability to choose two concentrations and still complete the degree in 120 hours.

The BAS degree requirements include 36 hours that are brought in from a state-approved Associate of Applied Science degree, 37 hours of Essential Learning courses, 11 hours of electives and 36 hours of specific business courses.

B. Program Currency and Curricular Changes Since Last Program Review

Due to the changing nature of business, faculty efforts to maintain curriculum currency are continuous. This is evidenced in part by the many curricular changes and modifications that were implemented during the program review period. Due to the large numbers of course additions, course modifications, program additions, program modifications and other curricular items that were initiated by the department and moved through the curriculum process, an appendix is attached to the program review that gives a more detailed report. Program sheets were consistently updated, prerequisites were changed, and course titles and content were modified. A few highlights include:

- 2009: A new concentration in Information Systems was added to the BBA; Certificates were added in Supervision, Entrepreneurship and Decision Support Systems.
- 2010: New concentrations were added to the BBA in Insurance and Managerial Informatics; One program was deleted - the Bachelor of Science in Accounting Information Technology.
- 2011: Program additions included certificates in Landman/Energy Management and Insurance; to align the curriculum with the specific accrediting body standards, courses were added in Landman/Energy Management.
- 2012: A new concentration was added to the BBA, Emerging Markets; the 3+2 program in Finance and Master of Business Administration (MBA) was added; the Emerging Markets course was added.
- 2013: To maintain currency, courses were added in Business, Computer Information Systems, Economics and Hospitality Management.
- 2014: To align with specific accrediting body standards, courses were added in Energy Management, and Hospitality Management.
• 2015: Two course prefixes were changed, ENTR for entrepreneurship and HRMA for Human Resource Management. This change separated these courses from Management and provided a separate identity; the Entrepreneurship concentration was reviewed and courses were added to include The Entrepreneurial Mindset and Experiential Management: Student Run Business.

C. Program Delivery Locations and Formats, Meeting the Changing Needs of Students

The Department of Business provides alternative course delivery through online delivery, distance learning delivery, condensed format delivery, and late start delivery. Selected courses required in the BBA/BAS are offered on site at the Montrose Campus.

• The Foundation Courses and the core Business Classes are now offered online once a year. Two of the Essential Learning courses, Macroeconomics and Microeconomics are also offered online once a year.

• Delivery of classes, has historically, been accomplished through distance delivery/compressed video coursework. With the increased delivery of online courses, the number of distance delivery/compressed video classes has decreased.

• The Department offers condensed format courses in J-term and in all three of the summer sessions. These 3-4 week classes offer course comparability to the semester courses and allow students with outside employment or students who wish to “stay on track” an opportunity to move through these courses in less time than the usual 16-week format.

• Every semester, the Department offers 2-4 late start classes. These classes allow students an opportunity to drop/add classes after the semester has begun and to align course scheduling with work schedules and degree requirements.

• Courses offered at the Montrose Campus include the following: Principles of Macroeconomics, Principles of Microeconomics, Principles of Financial Accounting, Principles of Managerial Accounting and Business Information Technology. Students from Montrose complete the BBA by taking the remaining courses online or by taking classes at Main Campus.

• While alternate delivery of courses is increasing, the majority of the classes offered by the Department are 16-week, on campus courses.
3. **ANALYSIS OF STUDENT DEMAND AND SUCCESS**

**A. Number of majors (by concentration) and minors**

The numbers of students majoring in the BBA/BAS business programs increased from 1,029 majors in Fall 2010 to 1,226 majors Fall 2015, an increase of 19%, demonstrating the viability of the program. Table 3 denotes majors by concentrations.

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</tr>
</thead>
<tbody>
<tr>
<td>Tech Cert</td>
<td>Supervision</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>5</td>
<td>3</td>
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<tr>
<td>Prof Cert</td>
<td>Entrepreneurship</td>
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<td>16</td>
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<tr>
<td></td>
<td>Insurance</td>
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<td></td>
<td>Energy Mgt/Landman</td>
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<td>BAS</td>
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<td>15</td>
<td>21</td>
<td>15</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Pre-Business Admin</td>
<td>657</td>
<td>694</td>
<td>707</td>
<td>711</td>
<td>682</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>12</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Information Systems</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Finance</td>
<td>28</td>
<td>25</td>
<td>25</td>
<td>32</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Management</td>
<td>100</td>
<td>94</td>
<td>67</td>
<td>68</td>
<td>114</td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
<td>49</td>
<td>49</td>
<td>53</td>
<td>41</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Human Resource Mgt</td>
<td>19</td>
<td>18</td>
<td>20</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Travl,Tour&amp;Comm Mgmt</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managerial Informatics</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Insurance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Hospitality Mgt</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emerging Markets</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Pre-Landman/Energy Mgt</td>
<td>21</td>
<td>34</td>
<td>48</td>
<td>50</td>
<td>44</td>
</tr>
<tr>
<td>BS</td>
<td>Undeclared, Business</td>
<td>12</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

As stated, when viewing the BBA program overall, the enrollment trend is up from 2010-2015 by 19%.
The two-year Associate of Arts in Business continues to be a popular choice with over 200 majors. Business minors have increased from 53 in Fall 2010 to 108 in Fall 2015, demonstrating the popularity of this degree as more majors outside Business seek to add the Business Minor to their major degree. See specific major numbers in Appendix A.

### B. Registrations and student credit hours by student level

Overall, numbers of students who have earned enough credits to be classified as sophomores, juniors and seniors and registered in business courses have increased. Only those classified as first year freshmen level students have declined in numbers from 2011-2015.

| Table 4: Registrations by Student Level 2010-11 and 2014-15 |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Freshmen        | 57      | 31      | 258     | 243     | 218     | 390     | 876     | 1,196   | 1,409   | 1,860   |
| Sophomore       | 496     | 364     | 409     | 350     | 198     | 254     | 342     | 426     | 1,445   | 1,394   |
| Junior          | 158     | 255     | 274     | 410     | 151     | 275     | 274     | 307     | 857     | 1,247   |
| Senior          | 50      | 24      | 265     | 315     | 199     | 334     | 357     | 491     | 871     | 1,164   |
| Total           | 841     | 726     | 1,565   | 1,739   | 1,198   | 1,901   | 2,624   | 3,547   | 6,228   | 7,913   |
| % Chg.          | -14.7%  | 10.5%   | 46.2%   | -30.1%  |         |         |         |         |         |         |

When examining the contribution of courses from the various prefixes to the whole of student registrations in business courses, it is important to note that Human Resource Management and Entrepreneurship primarily taught courses under the MANG prefix during this timeframe. The registrations continue to be distributed in significant numbers for each of the concentration areas and have increased in all areas, except Bugb. Due to the elimination of Applied Studies within the changes in Essential Learning, Bugb is likely to continue to decrease as classes in Bugb no longer apply to non-business majors fulfilling the Applied Studies coursework, as Bugb 101 and Bugb 249 had in the past.
C. Registrations and student credit hours (Fall and Spring terms) subtotaled by course level

Growth continues to be the trend in the numbers of students and corresponding student credit hours for those registering for business courses offered at the undergraduate level. The largest amounts of growth are occurring at the upper division course levels; however, numbers have increased across all course levels as demonstrated in Figure 2.

![Figure 2: Number of Undergraduate Students by Course Level](image)

The business course prefix with the largest numbers of students registered is MANG, with course level registration information for the last five years presented in the following graph. Please note in Figure 3, there are no 100 level/Freshman management courses in the curriculum, thus the graph begins at the sophomore level. In the business core, Mang 201, Mang 201, Mang 371, Mang 471 and Mang 491 are all required courses, with Mang 300, Mang 372 and Mang 450 popular electives all explaining the below graph. Moving forward Mang 300 will be denoted as ENTR 300, Mang 371 as HRMA 371, Mang 372 as HRMA 372 and Mang 450 as ENTR 450.

![Figure 3: Number of Management (MANG) Students by Course Level](image)
The largest numbers of student credit hours are generated at the sophomore (200) level. The growth trend continues for all levels for the majority of years for student credit hours generated, except at the freshmen (100) level, as evidenced in the following graph. The decrease in student credit hours from the sophomore year to the junior year warrants further investigation.

![Figure 4: Student Credit Hours by Course Level](image)

**D. Number of graduates (by concentration)**

The number of students graduating with BAS and BBA degrees in business continues to rise, increasing from 150 graduates in 2010-2011 to 215 graduates in 2014-2015, a definite increase overall since 2011. Some variability is seen between years in the number of graduates in specific concentrations, as shown in Table 5.

**Table 5: Number of Graduates by Concentration (BBA and BAS Business) over the past five years**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BAS</td>
<td>Hospitality Management</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Deg</td>
</tr>
<tr>
<td>BAS</td>
<td>Business Administration</td>
<td>8</td>
<td>3</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td>Deg</td>
</tr>
<tr>
<td>BBA</td>
<td>Energy Management/Landman Concentration</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>15</td>
<td>12</td>
<td>Deg</td>
</tr>
<tr>
<td>BBA</td>
<td>Entrepreneurship Concentration</td>
<td>9</td>
<td>18</td>
<td>11</td>
<td>10</td>
<td>16</td>
<td>Deg</td>
</tr>
<tr>
<td>BBA</td>
<td>Business Economics Concentration</td>
<td>7</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>Deg</td>
</tr>
<tr>
<td>BBA</td>
<td>Information Systems Concentration</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td>Deg</td>
</tr>
<tr>
<td>BBA</td>
<td>Finance Concentration</td>
<td>15</td>
<td>16</td>
<td>12</td>
<td>16</td>
<td>27</td>
<td>Deg</td>
</tr>
<tr>
<td>BBA</td>
<td>Management Concentration</td>
<td>64</td>
<td>60</td>
<td>50</td>
<td>42</td>
<td>75</td>
<td>Deg</td>
</tr>
<tr>
<td>BBA</td>
<td>Marketing Concentration</td>
<td>30</td>
<td>39</td>
<td>39</td>
<td>29</td>
<td>45</td>
<td>Deg</td>
</tr>
<tr>
<td>BBA</td>
<td>Human Resource Management Concentration</td>
<td>9</td>
<td>16</td>
<td>11</td>
<td>12</td>
<td>18</td>
<td>Deg</td>
</tr>
<tr>
<td>BBA</td>
<td>Travel,Tour&amp;Comm Mgmt</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td></td>
<td>Deg</td>
</tr>
<tr>
<td>BBA</td>
<td>Business Administration-Managerial Informatics</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>BBA</td>
<td>Business Administration-Insurance</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BBA</td>
<td>Business Administration-Hospitality Management</td>
<td></td>
<td></td>
<td>1</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBA</td>
<td>Business Administration-Emerging Markets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
E. One-year retention rates and four- and six-year graduation rates

Although information is not readily available for the BBA/BAS program in terms of specific concentrations and particularly in terms of four and six year graduation rates, the department can extrapolate the need to continue its work on improving retention rates. Students in the BBA program, regardless of concentration, are required to take the BUGB 105 course. It is encouraging to note that retention rates have increased recently for students in the BUGB 105 course. The percentage of BUGB 105 students that were retained as CMU students and as business majors is shown in the following table:

<table>
<thead>
<tr>
<th>Year</th>
<th>% retained into following Fall</th>
<th>% retained as business majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>56%</td>
<td>50%</td>
</tr>
<tr>
<td>2013-14</td>
<td>53%</td>
<td>45%</td>
</tr>
<tr>
<td>2014-15</td>
<td>67%</td>
<td>61%</td>
</tr>
</tbody>
</table>

F. Student successes/recognitions, especially in external student competitions

The following examples represent a fraction of the many student success stories that have occurred during the period since the last program review.

The team from MARK 432 participated in the AT&T Campus Brand Challenge in Spring 2013 and placed 2nd in the competition behind an MBA team from Missouri State University. The team of five was flown to AT&T headquarters in Dallas and presented to an executive panel of judges including AT&T CEO and Vice-Presidents.

The SHRM club sent 8 students to the Society for Human Resource Management Case Study Competition and Conference in Ontario, California in March of 2015. The CMU HR student team took 3rd Place against teams representing 16 other universities such as Texas A&M, California Polytechnic, Utah State University, and University of Nevada in the Case Study competition. In 2011, SHRM won 1st in the State Competition and placed 4th in the Southwest Regional HR Competition.

The Future Business Leaders of America – FBLA won nine awards Summer 2015 at the National Competition in Chicago. The awards ranged from 2nd in Statistical Analysis to 5th place in Human Resources Management. In 2011, FBLA won 11 differing top ten placements at the National Competition. In 2009, FBLA won 14 national awards and was ranked 5th in the nation in the number of awards earned by a single chapter. PBL students have won over 365 state awards since 2008 and have consistently placed each year in the top ten at National Competition.

The Association of Information Technology students placed 1st and 3rd with two Honorable Mentions in 2011 at their National Conference.

The Human Resource students presented the program “Business and Social Media” in 2012 to approximately 70 Human Resource professionals at the Western Colorado Human Resource Association November 2012 meeting.
Examples of alumni employment past and present:

- Blain Rethmeier, BBA Finance, Special Assistant to the President for Communications at the White House, Press Secretary at U.S. Senate Judiciary Committee, Senior Vice President for Public Affairs at American Insurance Association
- Dave Riley, BS Accounting, CEO Telluride Ski Resort
- Eric Mello, BBA Marketing, Senior Marketing Director for Cobbs and Associates
- Jason Schofield, BBA Marketing, Account Executive at Kroenke Sports Enterprises
- Brett Feddersen, BS Information Systems, IT Program Manager at Colorado Division of Wildlife
- Cara Golden, Accounting, Senior Staff Auditor at Chadwick, Steinkirchner, Davis and Co
- Tara Ebarb, BBA Hospitality Management, Director of Sales, Holiday Inn in Grand Junction
- Becky Burgess, BBA Finance, Store Manager, Hollisters, Germany
- Ken Richards, BBA Management, State Farm Insurance Agent
- Joe Burtard, BBA Management, Ute Water Conservancy, External Affairs Manager
- Jackie Ramsey, BBA Marketing and Finance, Home Loan, Client Services and Digital Marketing
- Chase Baumgartner, BBA Finance, Enterprise, Accountant
- Jesse Fabula, BBA Marketing, Engineering Technician at WPX Energy
- Aleya Swington, BBA HR, Civil Rights Specialist, Region 3, Department of Transportation
- Ryan Zentmeyer, BBA Finance, Management and Managerial Informatics, Project Analyst, Stoller Newport
4. PROGRAM RESOURCES

A. Faculty

1. Ratio of full-time equivalent students (FTES) to full-time equivalent faculty (FTEF);

Faculty to student ratios from the full-time equivalency perspective continue to average between 18.9 and 19.8 to 1, which is desirable. Departmental caps of 25 on upper division courses and on Bugb 211 and smaller class enrollment caps on Bugb 105 have helped to keep the ratio low.

Table 7: Historical Full-Time Student Faculty Ratio (Source Institutional Research See Appendix A)

<table>
<thead>
<tr>
<th>Subject</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>96.5</td>
<td>4.7</td>
<td>20.5</td>
<td>102.1</td>
<td>5.1</td>
</tr>
<tr>
<td>BUGB</td>
<td>140.2</td>
<td>6.0</td>
<td>23.5</td>
<td>134.9</td>
<td>6.1</td>
</tr>
<tr>
<td>CISB</td>
<td>86.4</td>
<td>5.5</td>
<td>15.7</td>
<td>100.2</td>
<td>6.3</td>
</tr>
<tr>
<td>CONM</td>
<td>9.2</td>
<td>1.2</td>
<td>7.9</td>
<td>11.5</td>
<td>1.5</td>
</tr>
<tr>
<td>ECON</td>
<td>61.1</td>
<td>1.8</td>
<td>34.9</td>
<td>59.4</td>
<td>1.5</td>
</tr>
<tr>
<td>EMGT</td>
<td>2.5</td>
<td>0.4</td>
<td>6.7</td>
<td>9.1</td>
<td>1.1</td>
</tr>
<tr>
<td>FINA</td>
<td>30.3</td>
<td>1.9</td>
<td>16.2</td>
<td>27.8</td>
<td>1.9</td>
</tr>
<tr>
<td>MANG</td>
<td>147.1</td>
<td>7.7</td>
<td>19.2</td>
<td>141.4</td>
<td>7.5</td>
</tr>
<tr>
<td>MARK</td>
<td>75.7</td>
<td>3.6</td>
<td>20.9</td>
<td>76.0</td>
<td>3.3</td>
</tr>
<tr>
<td>TRAV</td>
<td>5.7</td>
<td>0.5</td>
<td>11.4</td>
<td>1.3</td>
<td>0.1</td>
</tr>
<tr>
<td>HMGT</td>
<td>0.0</td>
<td>0.0</td>
<td>---</td>
<td>0.3</td>
<td>0.5</td>
</tr>
<tr>
<td>Grand Total</td>
<td>654.7</td>
<td>33.1</td>
<td>19.8</td>
<td>667.0</td>
<td>34.9</td>
</tr>
</tbody>
</table>

2. Course credit hours and student credit hours by faculty type (i.e. tenured/tenure track, instructor, administrators/staff/coaches, lecturers)

Overall, in Business, between 50% and 60% of course credit hours and student credit hours generated are taught by tenured/tenure track or full-time faculty, 5% to 20% are taught by full-time temporary faculty, between 2% and 7% are taught by CMU administrators or coaches, and between 23% and 35% are taught by part-time faculty (Lecturers). CCH equals course credit hours and SCH equals student credit hours. Lecturers are utilized for many of the sections of Bugb 105 and Cisb 101 each semester. With the exception of EMGT courses, the majority of upper division courses are delivered by full-time faculty. The EMGT upper division courses are taught by Lecturers with Certifications/Specializations in that area.

Table 8: Course Credit Hours and Student Credit Hours by Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>CCH</th>
<th>SCH</th>
<th>%SCH</th>
<th>CCH</th>
<th>SCH</th>
<th>%SCH</th>
<th>CCH</th>
<th>SCH</th>
<th>%SCH</th>
<th>CCH</th>
<th>SCH</th>
<th>%SCH</th>
<th>CCH</th>
<th>SCH</th>
<th>%SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-T/TT</td>
<td>456</td>
<td>10527</td>
<td>54%</td>
<td>471</td>
<td>10090</td>
<td>50%</td>
<td>540</td>
<td>11221</td>
<td>53%</td>
<td>578</td>
<td>13073</td>
<td>56%</td>
<td>616</td>
<td>14629</td>
<td>60%</td>
</tr>
<tr>
<td>3-FT NonTT</td>
<td>141</td>
<td>3965</td>
<td>20%</td>
<td>137</td>
<td>3834</td>
<td>19%</td>
<td>81</td>
<td>2679</td>
<td>13%</td>
<td>54</td>
<td>1305</td>
<td>6%</td>
<td>60</td>
<td>1320</td>
<td>5%</td>
</tr>
<tr>
<td>5-Admin/Coaches</td>
<td>21</td>
<td>525</td>
<td>3%</td>
<td>18</td>
<td>441</td>
<td>2%</td>
<td>21</td>
<td>537</td>
<td>3%</td>
<td>39</td>
<td>987</td>
<td>4%</td>
<td>56</td>
<td>1609</td>
<td>7%</td>
</tr>
<tr>
<td>6-PT</td>
<td>171</td>
<td>4596</td>
<td>23%</td>
<td>212</td>
<td>5646</td>
<td>28%</td>
<td>260</td>
<td>6859</td>
<td>32%</td>
<td>288</td>
<td>8184</td>
<td>35%</td>
<td>285</td>
<td>6944</td>
<td>28%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>789</td>
<td>19613</td>
<td>100%</td>
<td>838</td>
<td>20011</td>
<td>100%</td>
<td>902</td>
<td>21296</td>
<td>100%</td>
<td>959</td>
<td>23549</td>
<td>100%</td>
<td>1017</td>
<td>24502</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. Faculty successes/quality/recognitions – details related to teaching, advising, scholarship, service and other achievements;

The following list provides examples of Business Department faculty achievements. To view other faculty accomplishments, see the vitae in Appendix H.

BBA and BAS in Business Administration Program Review Self-Study 2009-2014 19

• Kyle Stone along with Harris, Mayeshiba, Companation, and Farrington published “Transitions from teaching lean tools to teaching lean transformation in the Journal of Enterprise Transformation, 2014.

• Tim Hatten successfully completed his second Fulbright Scholarship Award by teaching Entrepreneurship at Niels Brock Copenhagen Business College in Denmark in Fall semester, 2011.

• Tim Hatten published the 6th edition of his Small Business Management textbook in January, 2015. It has become the top selling textbook in its market.

• Kyle Stone’s article “The Burke-Litwin Organizational Assessment Survey: Reliability and Validity” was published in Organizational Development Journal, 2015.


• Pat Schutz presented “Leadership in Human Resource Management: A current event case study to engage HRM college students in applying leadership theories in an HR context” at the Mountain Plains Management Conference, Ogden, Utah Oct. 6-8, 2010. He received the “Best Paper in Management” award.


• Morgan Bridge, Don Carpenter, Johnny Snyder, and Gayla Slauson published “The Information Systems Analyst exam as a program assessment tool: Pre-post tests and comparison to the Major Field Test” in Issues in Information Systems, 2009.


• Deb Parman received the Colorado Phi Beta Lambda Outstanding Advisor Award in 2008, 2009, and 2013.

• The following BBA/BAS faculty serve as business clubs and organization advisors: Britt Mathwich (Hospitality), Deb Parman (FBLA), Kyle Stone & Pat Schutz (HR), Georgann Jouflas (Entrepreneurship), Steve Soychak & Morgan Bridge (Landman/Energy Management), Emma Fleck, Nathan Perry & Morgan Bridge (Business Honors).

• Brian Fraser was named Director of the Daniels Fund Ethics Initiative, 2014.

Department of Business faculty strive toward scholastic achievement in their respective fields of expertise, as well as pedagogical improvement.

4. Faculty vitae are included in Appendix H.

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
B. Financial Information (Finance and Budget):

1. Total budget revenues and program expenditures

The Department of Business has consistently grown in the number of credit hours it has provided, as has its expenditures. The following table presents expenditures for fiscal years 2011-2015. Appendix G contains the itemization of specific expenditures.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Expenditures</td>
<td>1,301,639</td>
<td>1,576,766</td>
<td>1,576,400</td>
<td>1,655,176</td>
<td>1,872,516</td>
</tr>
</tbody>
</table>

2. Ratio of total expenditures/student credit hours

The ratio of expenditures to student credit hours for the Department of Business ranges from 93.79 to 113.69. While credit hours generated have increased, so have expenditures. It should be noted that faculty salaries for the MBA are also included in this number since separating out those salaries would be challenging since these faculty also teach in the BBA/BAS program. The data given for expenditures is for the fiscal year, while the data for the student credit hours is given for the academic year.

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Expenditures</td>
<td>1,301,639</td>
<td>1,576,766</td>
<td>1,576,400</td>
<td>1,655,176</td>
<td>1,872,516</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>13,878</td>
<td>13,598</td>
<td>14,168</td>
<td>15,444</td>
<td>16,471</td>
</tr>
<tr>
<td>Ratio of Expenditures to Student Credit Hours</td>
<td>93.79</td>
<td>115.96</td>
<td>111.26</td>
<td>107.17</td>
<td>113.69</td>
</tr>
</tbody>
</table>

3. External funding (if applicable): Any external funding the program or its faculty have submitted and received since the last review. What potential opportunities exist for obtaining external funds during the next six years?

Colorado Mesa University Department of Business was awarded the Daniels Fund Ethics Initiative Grant in January 2015. One of the primary objectives of the Daniels Fund Ethics Initiative is to extend ethics education beyond philosophy and theory to real-world practical application in the use of ethical principles as a framework for personal and organizational decision-making and leadership. To this end, the Department of Business and Colorado Mesa University, will receive $250,000 annually for the next five years (2015 – 2019) to teach and implement principle-based ethics across the business curriculum. The funding is contingent upon the successful completion of yearly goals as approved by the Daniels Fund Ethics Initiative. Progress is reviewed annually by the Daniels Fund. All funding decisions are made by, and at the sole discretion of, the Daniels Fund. The grant provides direct dollars to impact the teaching of ethics in the curriculum and through co-curricular activities.

C. Library assessment

The value of the library resources cannot be overstated. As mentioned in the report written by library staff, the Library holdings for the BBA/BAS are appropriate and can successfully support the programs. A recommendation is to have lead faculty from each core course contact the Library staff in order to have them “share their expertise and help build research skills with students.” Appropriate funding should continue for the acquisition and maintenance of the Library holdings, staff and facilities. The complete and detailed report of the library assessment for the BBA/BAS business programs is located in Appendix C.
D. Physical facilities

The Department of Business faculty offices are housed on the second and third floors of Dominguez Hall (DH) opened in 2008 on the Colorado Mesa University main campus. Four computer classrooms are used for instruction of classes requiring computer labs (DH203, DH204, DH303, and DH304). DH 303 and DH 304 contain specialized software specifically needed by business students. DH 203 and 204 each have 25 computer stations and while used by business classes, do not contain the specialized business software. Business classes occasionally use the Gallegos Board Room for presentations and the Department holds meetings there as available. Faculty have office space in DH as well as computers on their desktops. The network access afforded faculty and students includes Internet and library access. Faculty from the business department teach in other classroom buildings across campus as well as DH. All campus buildings have classrooms with networked computing systems and Internet access. Many rooms have document cameras as well. A few of the larger lecture halls have microphones available. With the exception of the computer classrooms, the BBA/BAS do not require specialized physical facilities.

E. Instructional technology and equipment

Classrooms for business classes contain smart classroom technology with an instructor station capable of projection, access to CMU network drives, the Internet, and specialty software as needed for the classes. The CMU Information Technology department insures the network operating system and application software is up-to-date as requested by the business faculty on a semester to semester basis. DH 303 and DH 304 contain specialized computer software used by the BBA/BAS programs.

F. Efficiencies in the way the program is operated

An efficiency of the BBA/BAS and Business Department in general is the usage of business courses across more than one concentration. For example, while Fina 320 is a requirement of the Finance concentration, that same course could be used as an upper division elective for many of the other business concentrations. Technology and specifically the usage of Learning Platforms has increased the efficiency of several of the introductory courses, such as Econ 201 and 202 and Bugg 105 utilizing common productivity tools to insure course comparability. All business department faculty share a common copy machine as well as one administrative assistant, the EBI Director. Many faculty have at least two disciplines of expertise which allows for increased flexibility in scheduling courses.
5. STUDENT LEARNING OUTCOMES AND ASSESSMENTS

A. Student Learning Outcomes (SLOs) for the program and how they relate to the program's mission statement and courses.

The mission of the Department of Business at Colorado Mesa University is the following: Each CMU Business Graduate should be a Strategic Decision Maker. The values of the Department include student focused learning; a friendly, cooperative and collegial environment; continuous quality improvement, and building long-term relationships. To fulfill the mission the Department has developed student learning outcomes which apply to the BBA/BAS programs:

Department of Business Student Learning Outcomes (SLOs):

Business Knowledge for Problem Solving: Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized knowledge – general business knowledge)

Because Thinking is Critical: Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical thinking)

Effective Communication Achieves Mutual Understanding: Communicate clearly, appropriately, and persuasively to the audience, both orally and in writing, including individual presentations (Communication skills).

Business Analysis and Data: Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative fluency).

Teamwork Makes the Dream Work: Effectively work in a team (Teamwork).

Information Drives Strategy: Strategically apply information across functional areas of business (Strategic Application of Information).

Always Professional: Produce professional business work products (Work Products).

Ethical Every Day: Practice principle-based ethics in decision making both personally and professionally (Ethical Behavior).

Institutional Student Learning Outcomes: The first four Business Department SLOs above relate directly to the SLOs for Colorado Mesa University baccalaureate degree programs which are as follows:
The CMU baccalaureate degree graduate will be able to:

• construct a summative project, paper or practiced-based performance that draws on current research, scholarship and/or techniques, and specialized knowledge in the discipline (Applied Learning/Specialized Knowledge – Program SLO #1);
• analyze data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate conclusions (Intellectual Skills: Quantitative Fluency – Program SLO #4);
• make and defend assertions about a specialized topic in an extended well-organized document and an oral presentation that is appropriate to the discipline (Intellectual Skills: Communication Fluency – Program SLO #3); and
• Identify assumptions, evaluate hypotheses or alternative views, articulate implications, and formulate conclusions (Intellectual Skills: Critical Thinking – Program SLO #2).

All CMU programs have developed SLOs in the same four areas of Applied Learning/Specialized Knowledge, Quantitative Fluency, Communication Fluency, and Critical Thinking. The business program SLOs work in concert with the CMU SLOs.

A curriculum map can be found in Appendix E to demonstrate how the Department of Business SLOs relate to the core courses within the BBA program. The curriculum map was developed in department meetings with all full-time faculty and was revised August 2015 to reflect current program assessments. The BBA program works to assess these skills at beginning, developing and advanced levels to support programmatic as well as institutional assessment. The curriculum map allows the Department to easily identify in which courses assessment should be performed for Department SLOs.

B. Direct and Indirect Assessments

Direct Assessments

Assessment (Assurance of Learning) is an important element of CMU culture. The Director of Student Learning, the Faculty Assessment Coordinator and the Campus Assessment Committee work to ensure continuous improvement through assessment at the institutional, program, and Essential Learning (General Education) levels across campus. The Department of Business has its own departmental Continuous Improvement Committee (CIC) to oversee assessment at the Business Departmental level.

The Department of Business has identified eight student learning outcomes (SLOs) for all programs in the department. Each SLO has a faculty team responsible for identifying and assessing that SLO, identifying rubrics to be used, gathering data, performing initial analysis on that data, and making curricular recommendations based on the analyzed data. All Business faculty are involved in assessment of the SLOs by participating in at least one of the SLO sub-committees. In addition, discussions regarding assessment have taken place at a minimum at each monthly meeting of the department since 2011. In addition, prior to the start of each semester, one department meeting period is dedicated to reports from the SLO committees and discussion of curricular changes needed. A tabular report of the BBA Assessment activities can be found in Appendix D.

The Business Department began work on improving assessment in 2011-2012 by articulating a set of student learning outcomes for all programs in the department. The first six SLOs stated earlier were the original SLOs from that iteration with minor revisions following. The first set of SLOs were vetted through the faculty, the students and the then active Business Advisory Board. Alignment of the Departmental SLOS with the accreditation agency, AACSB was also reviewed. The Ethics and the Professionalism SLOs were adopted in 2014-2015 after analysis of current trends within the business community and the business higher education community. The awarding of the Daniel Funds Ethics Initiative Grant also provided valuable resources for the implementation of the Ethics SLO. When the original SLOs were adopted, a curriculum map was created to document the core courses in the programs that supported each SLO at the beginning, developing, and advanced levels (Appendix E). Since then, the curriculum map has been revised.
to reflect the implementation of the assessments used for each of the SLOs. Currently, the Department has faculty assigned to each SLO, assignments formed or in progress for each SLO and a rubric/assessment for each SLO that has either been tested or is in the process of initial testing. Four of the SLOs will have gathered sufficient data to make identifiable and strategic curricular changes based upon the information gathered from the assessment process Fall 2015. The two new SLOs have rubrics developed and are in the process of gathering data this fall. A brief summary of assessments and findings for each SLO is as follows.

General Business Knowledge: The Major Field Test data is used to assess the SLO for business knowledge in the program. The following data in Table 12 represents the overall departmental score and percentile for the students in the Business program as well as number of students taking the MFT.

<table>
<thead>
<tr>
<th>Year</th>
<th>Department Score</th>
<th>Percentile</th>
<th>Number of Seniors</th>
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<tr>
<td>Fall 2009 (151.3)</td>
<td>155</td>
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<tr>
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<td>65&lt;sup&gt;th&lt;/sup&gt; Percentile</td>
<td>51</td>
</tr>
<tr>
<td>Spring 2011 (150.3)</td>
<td>155</td>
<td>71&lt;sup&gt;st&lt;/sup&gt; Percentile</td>
<td>64</td>
</tr>
<tr>
<td>Fall 2011 (150.3)</td>
<td>154</td>
<td>65&lt;sup&gt;th&lt;/sup&gt; Percentile</td>
<td>19</td>
</tr>
<tr>
<td>Spring 2012 (150.3)</td>
<td>153</td>
<td>59&lt;sup&gt;th&lt;/sup&gt; Percentile</td>
<td>99</td>
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<tr>
<td>Fall 2012 (150.3)</td>
<td>150</td>
<td>43&lt;sup&gt;rd&lt;/sup&gt; Percentile</td>
<td>28</td>
</tr>
<tr>
<td>Spring 2013 (150.3)</td>
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<td>60&lt;sup&gt;th&lt;/sup&gt; Percentile</td>
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<tr>
<td>Fall 2013 (150.3)</td>
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<td>66&lt;sup&gt;th&lt;/sup&gt; Percentile</td>
<td>29</td>
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<tr>
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<td>49&lt;sup&gt;th&lt;/sup&gt; Percentile</td>
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<tr>
<td>Spring 2015 (150.3)</td>
<td>152</td>
<td>53&lt;sup&gt;rd&lt;/sup&gt; Percentile</td>
<td>140</td>
</tr>
</tbody>
</table>

The data indicates the Departmental percentile has fluctuated over the time indicated. However, when reviewing the Institutional Means, the Department has met or exceeded the Institutional Mean each semester, except Fall 2012. Spring 2010 shows the highest percentile ranking. The MFT is given each semester in the capstone courses. The number of students clearly indicates the Department has less fall graduates. Fall scores on the MFT trend lower when less students take the test. The scores indicate that students are at or above the Mean Score when compared to the thousands of other students taking the MFT exam. After faculty discussion, beginning Fall 2014, the MFT was required in the Mang 491 course. This provided additional impetus for students to take the test. While students had been asked to take the test in prior years, the test as a requirement moved the MFT to a higher priority level. Discussion continues about now providing a grade in the Mang 491 class based upon the score achieved on the MFT.

Critical Thinking: Critical thinking has been assessed using a rubric at the beginning, developing, and advanced levels in the core curriculum between 2014-15. The Value Rubric has been revised, the assignments have been chosen. The committee is pleased with both and feels through the collection of more data, benchmarks can be determined. While the committee could see an anecdotal positive shift in the students’ ability to think critically in Spring 2015 over Fall 2014, there was not enough data to support the assumption. The assessment team will continue to gather data during the 2015-16 academic year in
ECON 201, ECON 202, MANG 341, and BUGB 401. Based upon the process and the data collected, the assessment team recommended the following to the department:

- The professors teaching the classes designated for critical thinking should use the critical thinking value rubric within their courses to demonstrate to their students the core elements of effective critical thinking.
- Techniques on how to teach critical thinking to students should be researched and shared among the group.
- Assessment on this SLO should not take place until the end of the semester. This allows the class to develop the appropriate skills and put the skills into practice before assessment takes place.
- Attention still needs to be paid to the ‘assumptions and limitations’ section of critical thinking as it is a concept not understood by students.

**Communication:** Modified VALUE rubrics have been used to assess oral and written communication at the beginning, developing, and advanced levels throughout the core curriculum. For both written and oral communication, the data gathered thus far indicate improvement from beginning to advanced learners. However, there are some limitations to the results.

The most concerning result is that business students score low on supporting materials/sources for both oral presentations and written work. None of the results record as high as a level 3 which requires that their work “Demonstrates consistent use of credible, relevant sources to support ideas...” In fact, for providing credible supporting materials, the advanced students performed less well than the developing or beginning students in oral presentations. Due to these results, the Communications committee recommends the following:

- Faculty members who teach a business related course in which they require either a paper or presentation that requires students to do research, should emphasize the need for credible sources. If faculty need checklists or materials to hand out to help students evaluate the credibility of sources, the committee members have offered to provide options. It is important to raise the awareness that the credibility of sources is critical for an oral or written message to be professional and persuasive.
- Another area for improvement is syntax. It seems that many students are not doing well at editing written work nor at practicing presentations before given.

Since, the Communication SLO Committee would like to focus on one area at a time, the emphasis for this semester is encouraging students to find and cite credible sources in their work.

Another concern determined is there are not many opportunities in the curriculum for students to give individual oral presentations which limits the ability of students to develop individual presentation skills. The committee recommends providing more individual presentation opportunities for students, but recognizes the limitations due to large classes and time constraints.

**Business Analysis and Data:** A pilot of assessment of quantitative fluency was performed in ACCT 201 (beginning level) and MANG 471 (advanced level). The team calibrated the Analytical Skills Rubric and found that it worked well with artifacts from both courses. As assessment is just beginning for this SLO,
no recommendations for curriculum changes have been made. The Committee plans the following for the 2015-16 academic year:

The SLO Committee will continue to gather artifacts from ACCT 201 and MANG 471, which may include a new case from several sections of MANG 471. This case will then need to be normed. The Committee will conduct a pilot study using the rubric to analyze a random sample of 30 of the Smitty artifacts from Spring 2015, with the goal of estimating n for future samples. A similar pilot study using the rubric to analyze a random sample of 30 of the H&S artifacts from Spring 2015 is planned with the goal of estimating n for future samples. Review the quantitative fluency items from the Major Field Test data from Fall 2014 and Spring 2015 to determine how improvements in that percentile could be raised. And finally explore assignments that can be used for the (D) developing assessment.

**Teamwork:** Teamwork was assessed at the beginning level in BUGB 105 and at the advanced level in MANG 491 using the CATME assessment tool. Using the CATME tool, students evaluated team members on the five categories of Contribution; Interaction; Keeping on Track; Expecting Quality; and Having Knowledge, Skills, and Abilities. There were not many differences between the two cohorts; the mean for all five categories was above 4.0 out of 5.0 in both groups. The SLO Committee recommends the following:

- Faculty need to stress to students the importance of being effective team members regardless of one’s role on the team.
- The standardization of the CATME tool throughout the BBA curriculum to help students become more comfortable with peer evaluation and increase awareness of how their efforts impact overall team performances.
- Based upon the above recommendation, two faculty used CATME in additional sections this fall to test pilot this process.

**Strategic Application of Information:** This SLO was definitely defined in 2013-14. Many definitions were reviewed and revised to achieve the current wording. Fall 2014 the assessment team attempted a pilot project in CISB 210 and found the project did not lend itself to assessment of strategic information. Currently this group is revising the assignments and reviewing the rubric to be used. Fall 2015, the assignment and rubric will be finalized to allow implementation of the assessment Spring 2016.

**Professional Work Products:** This was a new SLO created in 2014-15. Spring and Summer 2015 the rubric was developed and normed. Fall 2015, the rubric is in use in Bugb 105, Fina 301 and Mang 491. Using a new approach the incoming business freshman were presented with both professionalism and ethical behavior information the first week of classes. The professionalism rubric was distributed and discussed with students then knowing the professionalism criteria to which students are held within the business department. While Fall 2015 was the first time this methodology had been used, initial responses were very positive. Additional data will be gathered at the end of Fall 2015 semester.

**Ethical Behavior:** This was a new SLO created in 2014-15 and is considered to be in the pilot stage. During Fall 2015, the department will be implementing a variety of activities across all of the major concentrations with three primary objectives:
The first objective as mentioned above was to introduce ethics to the incoming freshman students beginning in week 1 of the student being on campus. As mentioned above, while this is a new activity, initial results were positive.

The activity/assessment will introduce principle-based ethics at the development level to all students in the pilot courses. Given that principle-based ethics is a new standard in the business department, the focus at the beginning will be on building awareness.

Thirdly, faculty in the pilot classes will determine the effectiveness of the activity/assessment they chose to implement. There are a variety of measurement tools that can be deployed when assessing ethics; it is up to the individual faculty member to decide what the best tool is to measure success. At the end of the Fall 2015 semester, all faculty in the pilot classes will report on the results of their activity/assessment and make any necessary changes for the Spring 2016 semester.

**Indirect Assessment**

The Department of Business sent out a survey through Institutional Research to alumni of the BBA program. Ninety-three responses were received (82 from BBA and 11 from BAS). Those that responded graduated between 2009 and 2014. The results of the survey can be found in Appendix B. Overall, the graduates of the BBA program were highly satisfied with the education they received from the Department of Business while at CMU. Highlights from the survey are as follows:

- 95.7% of the respondents were very satisfied or generally satisfied with their undergraduate education.
- 93.5% of the respondents indicated they definitely would or probably would encourage a current high school senior to attend CMU.
- 77.4% rated the overall quality of their education within the degree/certificate program as very high or high.
- 74.3% indicated that they made a meaningful connection with their business advisor.
- 74.2% reported that their current job position related to their undergraduate field of study.
- 94.4% of respondents reported that they were very well, more than adequately, or adequately prepared for their current career.
- 30.1% reported that they have enrolled in a graduate, professional, or other degree/certificate program since graduating from CMU.
- 82.2% indicated that CMU very well, more than adequately, or adequately prepared them for this educational program.
C. Describe program improvements resulting from assessment of SLOs since the last program review;

The assessment process for the Business Department was completely reviewed and revised since the last program review. Since 2011, a completely new approach to assessment was formalized. New SLOs were articulated which aligned with institutional SLOs; a curriculum map was created to show in which courses students should be able to demonstrate SLOs at the beginning, developing and advanced levels; SLO teams were established to identify methods to assess the SLOs; pilot assessments were performed; data was gathered; and some recommendations have been made (see part b bullets above).

Significant conversation among faculty now takes place regarding the assessment of student learning and the importance of assessment for continuous program improvement on a regular basis. Department meetings have a standing report from the Continuous Improvement Committee and individual SLO Committees are asked to report on the activity for that SLO at least once a semester. The eight SLOs have been placed upon the walls in each office pod and throughout the second and third floor of Dominguez Hall. Every full-time faculty member in the Department serves on at least one SLO Committee. The new assessment framework for the Department of Business will enable identification of opportunities for improvement in all eight SLO areas. Perhaps most importantly, the faculty of the Department of Business have begun to adopt a culture of assessment that recognizes the power of measuring student learning and the consequent continuous improvement.
6. FUTURE PROGRAM PLANS

A. Vision for program

After discussion, the business faculty would like the Department of Business to be the preferred choice of business education in the regions served and target markets pursued. The Department would like employers to desire and request graduates of the BBA/BAS programs for the exemplary problem-solving skills and the ability of students to demonstrate expertise throughout a myriad of learning objectives such as critical and strategic thinking, ethical decision making, information systems, and all aspects of effective communication.

B. Strengths and challenges facing program

One strength of the Department is documented student success. The BBA program with its various concentrations and the BAS have continued to provide opportunities for numerous students to gain expertise that is needed in the workplace, evidenced by the numbers of graduates who find work in their fields of expertise. Undergraduate students in the business student organizations have demonstrated that the Department helps to prepare them to compete with students from other universities through winning in regional and national competitions. The affordability of CMU’s tuition and fees means that the cost for the value is low. The location is beneficial for opportunities for business managers and entrepreneurs, the facilities are outstanding, and the students have direct access to faculty. Additionally, the university provides opportunities that assist business students in learning needed skills through managing The Point, through pursuing entrepreneurial ideas through the Innovation Center and with applied research opportunities.

Departmental faculty, committed to excellent teaching and student engagement, are a strength of the department as well. Many have significant publication and service records. Many have retooled to be able to teach in previously unfamiliar formats, such as online. Several spend time advising student organizations and, in some cases, traveling to competitions with them. The news media comes to the department looking for expertise on a variety of topics. Faculty are committed to student success.

Challenges for the department include the effects of the economy on some concentrations. For example the Landman/Energy Management program may be impacted as the oil and gas industry trends downward. Perhaps more than other programs, the BBA program will have many competitors in online and regional options since business programs are found at most institutions. It will remain challenging to maintain exceptional online offerings to meet the competition. As community colleges in the state endeavor to become four-year institutions, the community colleges will often begin by offering BBA programs.

Additional challenges are related to the need for additional tenure-track, tenured or full-time faculty, particularly in some concentrations which have either none or often only one. It is difficult to grow the numbers of students in concentrations when the only teachers for courses are part-time. It is valuable for every concentration to have at least one full-time lead instructor. Having more than one instructor in an area also broadens perspective as students learn from differing vantage points. Currently, Emerging Markets is the only concentration that is in need of a faculty dedicated to just that concentration. While it is understood that part-time faculty will continue to be needed for BBA/BAS courses, it is recognized that the department must take steps to provide Lecturers with training and assistance.

Due to the large numbers of students taking business courses, particularly at the sophomore level, it is a challenge to maintain small class sizes. Classes in business management with over seventy students are not uncommon at the lower levels. It is difficult for faculty to be able to engage every student in these situations, which can then impact retention.
C. Trends in the discipline that could affect future planning for the program

In higher education, and especially in business higher education, the emphasis on assurance of learning and providing evidence of learning is leading to increased business program accreditation. A review of Colorado schools with AACSB (Association to Advance Collegiate Schools of Business) accreditation for their business schools includes CSU, CSU-Pueblo, Fort Lewis, CU Boulder, CU Colorado Springs, CU Denver, DU, UNC and the U.S. Air Force Academy. A review of Colorado schools with ACBSP (Association of Collegiate Business Schools and Programs) accreditation for their business schools includes Adams State, Argosy University, Colorado State University – Global Campus, Colorado Technical University – Aurora, Colorado Technical University – Colorado Springs, DeVry University – Colorado Springs, and Keller Graduate School of Management – Colorado Springs Center. IACBE (International Assembly for Collegiate Business Education) accreditation is also found in many business schools, though in none of the schools in Colorado. The Business Department, at this juncture, must now seriously consider the pursuit of business accreditation that fits the values and mission of the Department in order to remain competitive. Financial challenges face many institutions of higher education as government support at the federal and state level decreases. And virtual classrooms are another trend impacting higher education.

D. How program review process is being used to improve the program’s teaching and learning

The program review will be utilized to lend direction to the faculty as the program adapts to the changing business climate. It will be used to identify recruitment opportunities, learning opportunities, and professional development opportunities. The items listed below are direct results of the program review.

E. Recommended program’s challenges and potential resources needed to address them

- Revisit and update DOB’s mission, vision and strategies, as necessary.
- Fill open positions.
- Review the number of concentrations, or correspondingly the number of faculty available to address the needs of the concentrations.
- Increase salary levels to attract the best qualified new faculty and reduce the number of candidate rejections of departmental job offers.
- Design, implement, and evaluate methods for retaining valuable faculty.
- Maintain upper division course caps at 30 to keep small-class-size competitive advantage.
- Review lower division course caps to maintain quality of instruction in foundational business courses.
- Analyze and perhaps modify the Pre-BBA designation or find ways to encourage students to move into the concentration areas more quickly and to insure the appropriate foundation courses are taken in correct semesters.
- Dedicate more time and resources to professional development for faculty and encourage all business faculty to become teacher scholars.
- Change the name of the “Emerging Markets” concentration to “International Markets” to better identify this concentration to its target market.
- Review the data on credit hours by course level to see if further retention strategies can be employed.
Appendix A

Data from Institutional Research
## Colorado Mesa University Majors by Department

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BBA and BAS in Business Administration Program Review Self-Study 2009-2014
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<td>100%</td>
<td>100%</td>
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<td>585</td>
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<td>37%</td>
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<tr>
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<td>13%</td>
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<td>16%</td>
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</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>87</td>
<td>2220</td>
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<td></td>
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<tr>
<td></td>
<td>72</td>
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<td>100%</td>
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<tr>
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<td>838</td>
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<tr>
<td></td>
<td>959</td>
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<tr>
<td></td>
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<td>Faculty Type</td>
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<tr>
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<tr>
<td>1-T/T</td>
<td>CCH</td>
<td>SCH %</td>
<td>CCH</td>
<td>SCH %</td>
<td>CCH</td>
<td>SCH %</td>
</tr>
<tr>
<td>3-FT NonTT</td>
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<td>54%</td>
<td>471</td>
<td>10909</td>
<td>50%</td>
</tr>
<tr>
<td>5-Admin/Coaches</td>
<td>171</td>
<td>4596</td>
<td>23%</td>
<td>18</td>
<td>441</td>
<td>2%</td>
</tr>
<tr>
<td>6-PT</td>
<td>327</td>
<td>795</td>
<td>0%</td>
<td>212</td>
<td>546</td>
<td>28%</td>
</tr>
<tr>
<td>Business</td>
<td>Total:</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grand Total</td>
<td>705</td>
<td>19,640</td>
<td>100%</td>
<td>838</td>
<td>20,911</td>
<td>100%</td>
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<tr>
<td>2010-11 Total:</td>
<td>902</td>
<td>22,296</td>
<td>100%</td>
<td>995</td>
<td>25,349</td>
<td>100%</td>
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<tr>
<td>2011-12 Total:</td>
<td>1017</td>
<td>24,502</td>
<td>100%</td>
<td>1027</td>
<td>24,584</td>
<td>100%</td>
</tr>
<tr>
<td>2012-13 Total:</td>
<td>2488</td>
<td>59,814</td>
<td>100%</td>
<td>2858</td>
<td>69,441</td>
<td>100%</td>
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<tr>
<td>2013-14 Total:</td>
<td>6917</td>
<td>154,145</td>
<td>100%</td>
<td>7652</td>
<td>178,474</td>
<td>100%</td>
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<tr>
<td>2014-15 Total:</td>
<td>8802</td>
<td>200,111</td>
<td>100%</td>
<td>10201</td>
<td>235,549</td>
<td>100%</td>
</tr>
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</table>
### Colorado Mesa University Ratio of full-time equivalent students (FTES) to Full-time equivalent faculty (FTEF)

**Dept: Business**

<table>
<thead>
<tr>
<th>Subject</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTES</td>
<td>FTEF</td>
<td>FTES</td>
<td>FTEF</td>
<td>FTES</td>
</tr>
<tr>
<td>ACCT</td>
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<td>4.7</td>
<td>20.5</td>
<td>102.1</td>
<td>5.1</td>
</tr>
<tr>
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<td>6.0</td>
<td>23.5</td>
<td>134.9</td>
<td>6.1</td>
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<tr>
<td>CISB</td>
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<td>15.7</td>
<td>100.2</td>
<td>6.3</td>
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<tr>
<td>CONM</td>
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<td>1.2</td>
<td>7.9</td>
<td>11.5</td>
<td>1.5</td>
</tr>
<tr>
<td>ECON</td>
<td>61.1</td>
<td>1.8</td>
<td>34.9</td>
<td>59.4</td>
<td>1.5</td>
</tr>
<tr>
<td>EMGT</td>
<td>2.5</td>
<td>0.4</td>
<td>6.7</td>
<td>9.1</td>
<td>1.1</td>
</tr>
<tr>
<td>FINA</td>
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<td>1.9</td>
<td>16.2</td>
<td>27.8</td>
<td>1.9</td>
</tr>
<tr>
<td>MANG</td>
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<td>7.7</td>
<td>19.2</td>
<td>141.4</td>
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<td>75.7</td>
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<td>20.9</td>
<td>76.0</td>
<td>3.3</td>
</tr>
<tr>
<td>TRAV</td>
<td>5.7</td>
<td>0.5</td>
<td>11.4</td>
<td>1.3</td>
<td>0.1</td>
</tr>
<tr>
<td>HMGT</td>
<td>0.0</td>
<td>0.0</td>
<td>---</td>
<td>3.3</td>
<td>0.5</td>
</tr>
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<td>Grand Total</td>
<td>654.7</td>
<td>33.1</td>
<td>19.8</td>
<td>667.0</td>
<td>34.9</td>
</tr>
</tbody>
</table>
Appendix B

Alumni Survey
### Overall, how satisfied are you with your undergraduate education?

<table>
<thead>
<tr>
<th>Satisfied with Undergraduate Education</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>36</td>
<td>38.7</td>
</tr>
<tr>
<td>Generally Satisfied</td>
<td>53</td>
<td>57.0</td>
</tr>
<tr>
<td>Ambivalent</td>
<td>2</td>
<td>2.2</td>
</tr>
<tr>
<td>Generally Dissatisfied</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>1</td>
<td>1.1</td>
</tr>
</tbody>
</table>

### Based on what you know now, how well do you think your undergraduate experience prepared you to:

<table>
<thead>
<tr>
<th>Prepared to</th>
<th>Very Well</th>
<th>More than Adequately</th>
<th>Adequately</th>
<th>Less Than Adequately</th>
<th>Very Poorly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively in the English Language</td>
<td>50</td>
<td>53.8%</td>
<td>30</td>
<td>32.3%</td>
<td>12</td>
</tr>
<tr>
<td>Understand the structure and discipline of mathematical thought in problem solving</td>
<td>27</td>
<td>29.0%</td>
<td>41</td>
<td>44.1%</td>
<td>22</td>
</tr>
<tr>
<td>Be aware of the great philosophical issues which have endured through the ages</td>
<td>14</td>
<td>15.1%</td>
<td>36</td>
<td>38.7%</td>
<td>32</td>
</tr>
<tr>
<td>Have an understanding of the multicultural nature of our world</td>
<td>24</td>
<td>25.8%</td>
<td>30</td>
<td>32.3%</td>
<td>28</td>
</tr>
<tr>
<td>Think critically</td>
<td>45</td>
<td>48.9%</td>
<td>32</td>
<td>34.8%</td>
<td>13</td>
</tr>
<tr>
<td>Have an understanding of the complexities of social systems</td>
<td>23</td>
<td>25.0%</td>
<td>44</td>
<td>47.8%</td>
<td>19</td>
</tr>
<tr>
<td>Have knowledge of the natural world</td>
<td>18</td>
<td>19.6%</td>
<td>35</td>
<td>38.0%</td>
<td>30</td>
</tr>
<tr>
<td>Appreciate the contributions of literature to our perception of the world</td>
<td>14</td>
<td>15.1%</td>
<td>31</td>
<td>33.3%</td>
<td>36</td>
</tr>
<tr>
<td>Appreciate the aesthetic spirit of humanity through the arts</td>
<td>13</td>
<td>14.0%</td>
<td>21</td>
<td>22.6%</td>
<td>38</td>
</tr>
<tr>
<td>Posses the knowledge necessary to achieve a healthy lifestyle</td>
<td>23</td>
<td>24.7%</td>
<td>31</td>
<td>33.3%</td>
<td>31</td>
</tr>
<tr>
<td>Acquire knowledge on your own</td>
<td>45</td>
<td>48.4%</td>
<td>37</td>
<td>39.8%</td>
<td>8</td>
</tr>
<tr>
<td>Be an effective leader</td>
<td>45</td>
<td>48.4%</td>
<td>35</td>
<td>37.6%</td>
<td>8</td>
</tr>
</tbody>
</table>

### While an undergraduate, about how often did you have conversations with faculty outside of class?

<table>
<thead>
<tr>
<th>Had conversations with faculty outside of class</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>3</td>
<td>3.2%</td>
</tr>
<tr>
<td>Rarely (1-2 times per semester)</td>
<td>8</td>
<td>8.6%</td>
</tr>
<tr>
<td>Occasionally (3-5 times per semester)</td>
<td>15</td>
<td>16.1%</td>
</tr>
<tr>
<td>Often (once every two weeks)</td>
<td>18</td>
<td>19.4%</td>
</tr>
<tr>
<td>Very Often (at least once a week)</td>
<td>49</td>
<td>52.7%</td>
</tr>
</tbody>
</table>
Would you encourage a current high school senior to attend CMU?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitely Would</td>
<td>60</td>
<td>64.5%</td>
</tr>
<tr>
<td>Probably Would</td>
<td>27</td>
<td>25.0%</td>
</tr>
<tr>
<td>Maybe</td>
<td>4</td>
<td>4.3%</td>
</tr>
<tr>
<td>Probably Would Not</td>
<td>2</td>
<td>2.2%</td>
</tr>
<tr>
<td>Definitely Would Not</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

What was your undergraduate major?

<table>
<thead>
<tr>
<th>Major</th>
<th>#</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Business Admin- B.B.A.</td>
<td>82</td>
<td>88.2%</td>
</tr>
<tr>
<td>Business Admin- B.A.S.</td>
<td>11</td>
<td>11.8%</td>
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</tbody>
</table>

In what year did you graduate from the major/certificate you chose above?

<table>
<thead>
<tr>
<th>Year</th>
<th>#</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>2014</td>
<td>14</td>
<td>17.3%</td>
</tr>
<tr>
<td>2013</td>
<td>18</td>
<td>22.2%</td>
</tr>
<tr>
<td>2012</td>
<td>19</td>
<td>23.5%</td>
</tr>
<tr>
<td>2011</td>
<td>15</td>
<td>18.5%</td>
</tr>
<tr>
<td>2010</td>
<td>11</td>
<td>13.6%</td>
</tr>
<tr>
<td>2009</td>
<td>4</td>
<td>4.9%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

How would you rate the overall quality of your education within that degree/certificate program?

<table>
<thead>
<tr>
<th>Rating</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>32</td>
<td>34.4%</td>
</tr>
<tr>
<td>High</td>
<td>40</td>
<td>43.0%</td>
</tr>
<tr>
<td>Average</td>
<td>18</td>
<td>19.4%</td>
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<tr>
<td>Low</td>
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<td>1.1%</td>
</tr>
<tr>
<td>Very Low</td>
<td>2</td>
<td>2.2%</td>
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</table>

Business Questions

Which of the following was the most important reason to you in completing your degree at CMU?

<table>
<thead>
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<th>Reason</th>
<th>#</th>
<th>%</th>
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</thead>
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<tr>
<td>Cost of tuition</td>
<td>16</td>
<td>23.2%</td>
</tr>
<tr>
<td>Faculty interested in you personally</td>
<td>13</td>
<td>18.8%</td>
</tr>
<tr>
<td>Close to home</td>
<td>26</td>
<td>37.7%</td>
</tr>
<tr>
<td>Quality of the education you received</td>
<td>14</td>
<td>20.3%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Which of the following was the most helpful in your first job? Please rank the following options from 1 to 7.
(Values in the table represent the number of times each category was given that rating.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
<th>Mean</th>
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</thead>
<tbody>
<tr>
<td>General Business Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability to use technology and software effectively</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Which of the following software programs do you use in your job currently? Check all that apply.

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<th># of times checked</th>
</tr>
</thead>
<tbody>
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<td>Excel</td>
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<tr>
<td>Access</td>
<td>19</td>
</tr>
<tr>
<td>SPSS</td>
<td>4</td>
</tr>
<tr>
<td>Word</td>
<td>88</td>
</tr>
<tr>
<td>Power Point</td>
<td>58</td>
</tr>
<tr>
<td>Creative Suites</td>
<td>14</td>
</tr>
</tbody>
</table>

Which of the following helped you learn most effectively? Please rank the following options from 1 to 6. (Values in the table represent the number of times each category was given that rating.)

<table>
<thead>
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<th>Category</th>
<th>Rating</th>
<th>Mean</th>
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</thead>
<tbody>
<tr>
<td>Case Studies</td>
<td>9 33 26 15 5 3</td>
<td>2.8132</td>
</tr>
<tr>
<td>Consulting projects with actual business</td>
<td>36 17 16 9 7 6</td>
<td>2.4725</td>
</tr>
<tr>
<td>Lectures</td>
<td>17 9 14 19 14 17</td>
<td>3.6111</td>
</tr>
<tr>
<td>Group discussions</td>
<td>17 16 16 29 8 4</td>
<td>3.0778</td>
</tr>
<tr>
<td>Videos</td>
<td>2 7 9 6 35 31</td>
<td>4.7556</td>
</tr>
<tr>
<td>Role Playing</td>
<td>10 9 9 12 21 29</td>
<td>4.2444</td>
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</tbody>
</table>

In which of the following areas did you feel most prepared on your first job?

<table>
<thead>
<tr>
<th>Area</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation skills</td>
<td>18</td>
<td>20.7%</td>
</tr>
<tr>
<td>Writing skills</td>
<td>9</td>
<td>10.3%</td>
</tr>
<tr>
<td>Ability to effectively use data to make decisions</td>
<td>19</td>
<td>21.8%</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>27</td>
<td>31.0%</td>
</tr>
<tr>
<td>Ability to use technology effectively</td>
<td>14</td>
<td>16.1%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Do you feel like you made a meaningful connection with your business advisor?

<table>
<thead>
<tr>
<th>Answer</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>55</td>
<td>74.3%</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

Approximately, how many times did you meet with your business advisor?

<table>
<thead>
<tr>
<th>Frequency of Meetings</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>4</td>
<td>4.3%</td>
</tr>
<tr>
<td>Rarely (1-2 times per semester)</td>
<td>26</td>
<td>28.0%</td>
</tr>
<tr>
<td>Occasionally (3-5 times per semester)</td>
<td>26</td>
<td>28.0%</td>
</tr>
<tr>
<td>Often (once every two weeks)</td>
<td>23</td>
<td>24.7%</td>
</tr>
<tr>
<td>Very Often (at least once a week)</td>
<td>14</td>
<td>15.1%</td>
</tr>
</tbody>
</table>

Which of the following was the most effective in you getting your first job?

<table>
<thead>
<tr>
<th>Source</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A professor</td>
<td>10</td>
<td>11.1%</td>
</tr>
<tr>
<td>Your work experience</td>
<td>31</td>
<td>34.4%</td>
</tr>
<tr>
<td>Career Services on campus</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Your personal network</td>
<td>44</td>
<td>48.9%</td>
</tr>
<tr>
<td>The network you developed at CMI</td>
<td>5</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
How many of your business classmates do you still maintain contact with today?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>15</td>
<td>16.1%</td>
</tr>
<tr>
<td>1-4</td>
<td>38</td>
<td>40.9%</td>
</tr>
<tr>
<td>5-9</td>
<td>25</td>
<td>26.9%</td>
</tr>
<tr>
<td>10-15</td>
<td>10</td>
<td>10.8%</td>
</tr>
<tr>
<td>More than 15</td>
<td>5</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

How many of your business professors do you still maintain contact with today?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>34</td>
<td>41.5%</td>
</tr>
<tr>
<td>1-4</td>
<td>33</td>
<td>40.2%</td>
</tr>
<tr>
<td>5-9</td>
<td>9</td>
<td>11.0%</td>
</tr>
<tr>
<td>10-15</td>
<td>5</td>
<td>6.1%</td>
</tr>
<tr>
<td>More than 15</td>
<td>1</td>
<td>1.2%</td>
</tr>
</tbody>
</table>

How would you rank the experiences, clubs and other organizations provided to your success in college?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not beneficial at all</td>
<td>14</td>
<td>15.1%</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>7.5%</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>20.4%</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>19.4%</td>
</tr>
<tr>
<td>Very beneficial</td>
<td>35</td>
<td>37.6%</td>
</tr>
</tbody>
</table>

How would you rank the experiences, clubs and other organizations provided to your success on the job?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not beneficial at all</td>
<td>18</td>
<td>19.6%</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>10.9%</td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>22.8%</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>17.4%</td>
</tr>
<tr>
<td>Very beneficial</td>
<td>27</td>
<td>29.3%</td>
</tr>
</tbody>
</table>

Job and Career Questions

Are you working for pay right now?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, work full-time</td>
<td>85</td>
<td>91.4%</td>
</tr>
<tr>
<td>Yes, work part-time</td>
<td>5</td>
<td>5.4%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

In what type of organization is your principal employment? Mark the one best answer.

<table>
<thead>
<tr>
<th>Organization Type</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-employed in own business or professional non-group practice</td>
<td>7</td>
</tr>
<tr>
<td>Private for profit corporation/company/group/group-practice</td>
<td>50</td>
</tr>
<tr>
<td>Higher education (public or private)</td>
<td>8</td>
</tr>
<tr>
<td>Elementary or secondary education (public or private)</td>
<td>1</td>
</tr>
<tr>
<td>International organization in the US</td>
<td>5</td>
</tr>
<tr>
<td>International organization outside of the US</td>
<td>2</td>
</tr>
<tr>
<td>US Military</td>
<td>1</td>
</tr>
<tr>
<td>Federal Government (except military)</td>
<td>2</td>
</tr>
<tr>
<td>State and local government, institution, or agency (except education)</td>
<td>3</td>
</tr>
<tr>
<td>Private non-profit organization (except education and international organizations)</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
</tbody>
</table>

Other Responses: Archery company, Banking, Corporate Mortgage Company, Oil & Gas Industry, Restaurant, Work for higher education.
<table>
<thead>
<tr>
<th>Position Description</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Level</td>
<td>23</td>
<td>25.8%</td>
</tr>
<tr>
<td>Mid-Level</td>
<td>38</td>
<td>42.7%</td>
</tr>
<tr>
<td>Senior Level</td>
<td>23</td>
<td>25.8%</td>
</tr>
<tr>
<td>Executive Level (except for chief executive)</td>
<td>3</td>
<td>3.4%</td>
</tr>
<tr>
<td>Chief Executive (CEO, COO, CFO, GM or principal in a business of other organization)</td>
<td>2</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 years</td>
<td>56</td>
<td>62.2%</td>
</tr>
<tr>
<td>3-5 years</td>
<td>24</td>
<td>26.7%</td>
</tr>
<tr>
<td>6-9 years</td>
<td>5</td>
<td>5.6%</td>
</tr>
<tr>
<td>10 or more years</td>
<td>5</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related/Not Related</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, related to major(s)</td>
<td>66</td>
<td>74.2%</td>
</tr>
<tr>
<td>No, not related</td>
<td>23</td>
<td>25.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How Well Did CMU Prepare You?</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Well</td>
<td>19</td>
<td>21.1%</td>
</tr>
<tr>
<td>More than Adequately</td>
<td>26</td>
<td>28.9%</td>
</tr>
<tr>
<td>Adequately</td>
<td>40</td>
<td>44.4%</td>
</tr>
<tr>
<td>Less Than Adequately</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Very Poorly</td>
<td>3</td>
<td>3.3%</td>
</tr>
<tr>
<td>NA</td>
<td>2</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Income Range</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $20,000</td>
<td>2</td>
<td>2.4%</td>
</tr>
<tr>
<td>$20,000 - $29,999</td>
<td>4</td>
<td>4.7%</td>
</tr>
<tr>
<td>$30,000 - $39,999</td>
<td>15</td>
<td>17.6%</td>
</tr>
<tr>
<td>$40,000 - $49,999</td>
<td>21</td>
<td>24.7%</td>
</tr>
<tr>
<td>$50,000 - $59,999</td>
<td>11</td>
<td>12.9%</td>
</tr>
<tr>
<td>$60,000 - $74,999</td>
<td>9</td>
<td>10.6%</td>
</tr>
<tr>
<td>$75,000 - $99,999</td>
<td>13</td>
<td>15.3%</td>
</tr>
<tr>
<td>$100,000 - $149,999</td>
<td>6</td>
<td>7.1%</td>
</tr>
<tr>
<td>$150,000 - $249,999</td>
<td>1</td>
<td>1.2%</td>
</tr>
<tr>
<td>$250,000 - $499,999</td>
<td>2</td>
<td>2.4%</td>
</tr>
<tr>
<td>Over $500,000</td>
<td>1</td>
<td>1.2%</td>
</tr>
</tbody>
</table>
Comments about you work experience that will help improve CMU:

- Very poor way to prepare students for their lives outside of school. How to provide for a family with a job that has poor starting wages. A degree does not equal experience. Helping students get experience with a focused degree.
- Understand excel and how to use it.
- This is my primary money maker right now. Actually using my degree in business and preparing to start a web based sales business and to start a web design and SEO consulting business. CMU prepared me well for this venture. I know how to learn all the website knowledge I need on my own and through contacts. I would not be confident about building this business without using the knowledge I gained from CMU to assess if it was a viable
- There is always going to be a learning curve with any job after college. A degree simply gives you a foundation to build on later. I think more focus on social media in the business program would be helpful, though; it's played a major role in my work experience since college.
- The undergraduate program taught me to regurgitate information. In the business world, you need to think for yourself and be confident in your decisions. This is majorly lacking in the business programs and would extremely benefit graduates.
- Spending one-on-one time with students is invaluable in my opinion. The majority of my professors did this and I have no doubt that it contributed greatly to my career.
- Really stress computer skills and being able to use software efficiently to complete work. The faster you can complete work the more valuable you become.
- Professionalism and Organizational management could be better emphasized.
- Nobody assisted me in career placement or discussed my education based on career ambitions.
- Na
- More real-life experience, push internships/volunteer work in desired field to see real situations and how they work in the community. I have since moved on from the bank into the mortgage industry. The clubs, group discussions, and talks with advisers and teachers was the main thing that got me to where I am today. Studying little subjects here and there to obtain my degree were a waste of time. Luckily Mesa's professors seem to understand the unimportant of standardized tests. They cannot change this and neither could we at the time, but that is a whole other issue that kids and teachers should be figuring out today.
- I found that supplementing club experiences and responsibility with classes, I was able to get a better understanding of application of theories. It is difficult to learn/apply theory when it is only discussed.
- I am not working in a field that relates to my major which is a bit discouraging. However I feel that the experiences gained were extremely helpful and will eventually help me on my path to a real career. I am looking at relocating in order to find more opportunities within my career choice of HRM or something similar.
- Have nothing, I was really happy with the quality of education I received from CMU. I was also completely happy and enjoyed all of my professors. You all ROCKED. Thank you for everything!!!
- Guest speakers from the community to give students access to business leaders in the community
- Get a petroleum engineer program
- Financial literature meaning being able to summarize or briefly explain a variance or a situation in few words.
- Do more projects actually working for companies. I have found that the largest learning curve has been working with certain information systems and CRMs.
- Communication skills are the most beneficial.
- CMU has got to keep pursuing real business opportunities for students, such as the smoothie shop. The real world is nothing like college, it's fast paced and communication is the key. 90% of college students can paper push and develop data, however the biggest problem I see in the work place today is that college kids are afraid to talk to people, both in person or on the phone. We don't need to show them how to develop and read speeches. We need to show them how to give unscripted pitches. My last thing I wish CMU graduates could improve on is the 'entitlement attitude'. Please excuse the typos it was done in the security line of an airport on an iPhone.
- More real-life experience, push internships/volunteer work in desired field to see real situations and how they work in the community. I have since moved on from the bank into the mortgage industry. The clubs, group discussions, and talks with advisers and teachers was the main thing that got me to where I am today. Studying little subjects here and there to obtain my degree were a waste of time. Luckily Mesa's professors seem to understand the unimportant of standardized tests. They cannot change this and neither could we at the time, but that is a whole other issue that kids and teachers should be figuring out today.
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- Do more projects actually working for companies. I have found that the largest learning curve has been working with certain information systems and CRMs.
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Why are you not currently working for pay? (Please mark all that apply)

<table>
<thead>
<tr>
<th>Reason</th>
<th># of times checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>I chose not to enter the workforce at this time.</td>
<td>1</td>
</tr>
<tr>
<td>It has been difficult to find a position in my field.</td>
<td>2</td>
</tr>
<tr>
<td>It has been difficult to find a position paying an appropriate salary.</td>
<td>2</td>
</tr>
<tr>
<td>I am raising a family.</td>
<td>3</td>
</tr>
<tr>
<td>I am currently a student.</td>
<td>4</td>
</tr>
<tr>
<td>I am doing volunteer work.</td>
<td>0</td>
</tr>
<tr>
<td>I am retired.</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
</tbody>
</table>

Other Responses: Taking the time to learn more and build the foundation for my own business.

If you have comments about previous employment, work experience, or job hunting that will help improve CMU, please leave them here:

- I looked for over a year to find a job upon graduation and was never hired, so I ended up working in retail just to make ends meet. I would have had an advantage over other people had I done an internship and gained the necessary experience I needed to gain employment in the field I got a degree in. I am very disappointed with my college education and now have all this debt from student loans that will stay with me for a while. I'm back in school making better educational decisions, and am certain I will get a job upon completing the nursing program here.

- There needs to be more real life, hands-on experience in applying the lessons to real businesses. Even in the classroom setting there can be more application of the information.

- Push the importance of participating in various clubs. I would like to see CMU sponsor several club membership based scholarships to help increase club membership. The experience working with club projects is as much if not more beneficial than classroom experience. My experience with Phi Beta Lambda gave me better job hunting, networking and business skills than the classroom did.

- I am working for pay. I am compensated approximately $101,000 per year.

- Keep it very simple, work hard and keep networking. Most employers already know who they want to hire before they even look at resumes. Also, find a mentor in your field and soak up anything they are willing to share with you. When you do find a job, be the first one there and the last one to leave. Make sure the boss knows your name. Find a way to effectively communicate your ideas and USE COMMON SENSE, just because someone wrote it in a book does not mean it's right.

- Wells Fargo does prepare a business student for the real world, they and other big banks offer tuition reimbursement programs which help out significantly. The B.B.A degree falls under the requirements to receive $5,000 a year into your bank account to put towards school or anything else the students needs the money for.

- It's all about the networking and who you know!!

- The job search program doesn't help students any more then putting applications out myself.

- Networking is one of the most important things you can do. Both of my jobs after college have through professors' contacts.

- Help with job placement for graduates and alumni would bring a huge intrinsic value into the cost of education and would help CMU stand out. Support our graduates we are ready for opportunity put money into creating a data base where alumni and current students can upload our resumes for employers to search out for a small fee that covers the costs associated with it. Then have an exclusive job board for us and not just for CMU positions.

- More connections are needed to outside sources. The internship needs to be talked about more. I wish someone would have told me about it. Never heard a word and wasn't included on the graduation checklist. Poor implementation.

- I wish that the advisors and professors would work with students more to help them find jobs in their field. I know that we are sent to connect and grow a network but sometimes being set up with a contact or having an accredited reference from a professor for a business professional would help. I'm sure some professors do help students find jobs but this needs to be something that is done by every professor old and new. I wish I would have got a job in state in my major but I couldn't find one and everyone else in my major had contacts in the industry so I had to use my contacts that were not in the industry or my major to get the job I have now. Helping students set up INTERNSHIPS during the summer would be very beneficial.

- I am working for pay.
### Education since College

Have you enrolled in a graduate, professional, or other degree/certificate program since graduating from CMU?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>30.1%</td>
</tr>
<tr>
<td>No</td>
<td>41</td>
<td>44.1%</td>
</tr>
<tr>
<td>No, but I plan to enroll in the next two years.</td>
<td>24</td>
<td>25.8%</td>
</tr>
</tbody>
</table>

Are you enrolled in this program now?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I am a full-time student</td>
<td>6</td>
<td>21.4%</td>
</tr>
<tr>
<td>Yes, I am a part-time student</td>
<td>5</td>
<td>17.9%</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>60.7%</td>
</tr>
</tbody>
</table>

How long after you graduated from the degree/certificate program this survey pertains to did you start this program?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediately (following fall or spring)</td>
<td>17</td>
<td>60.7%</td>
</tr>
<tr>
<td>1 Year later</td>
<td>2</td>
<td>7.1%</td>
</tr>
<tr>
<td>2-3 years later</td>
<td>4</td>
<td>14.3%</td>
</tr>
<tr>
<td>4-6 years later</td>
<td>5</td>
<td>17.9%</td>
</tr>
<tr>
<td>7-10 years later</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>11 or more years later</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Altogether, how many years have/did you attend(ed) further schooling? Mark the best answer.

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2</td>
<td>7.1%</td>
</tr>
<tr>
<td>1 to 2 years</td>
<td>16</td>
<td>57.1%</td>
</tr>
<tr>
<td>3 to 4 years</td>
<td>6</td>
<td>21.4%</td>
</tr>
<tr>
<td>5 to 6 years</td>
<td>4</td>
<td>14.3%</td>
</tr>
<tr>
<td>7 to 10 years</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>11 or more years</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

How well did CMU prepare you for this educational program?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Well</td>
<td>10</td>
<td>35.7%</td>
</tr>
<tr>
<td>More than Adequately</td>
<td>8</td>
<td>28.6%</td>
</tr>
<tr>
<td>Adequately</td>
<td>5</td>
<td>17.9%</td>
</tr>
<tr>
<td>Less Than Adequately</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td>Very Poorly</td>
<td>1</td>
<td>3.6%</td>
</tr>
<tr>
<td>NA</td>
<td>3</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

What level of education are/were you pursuing?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>6</td>
<td>22.2%</td>
</tr>
<tr>
<td>Associate</td>
<td>2</td>
<td>7.4%</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Post-Bacc Certificate</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Master’s</td>
<td>15</td>
<td>55.6%</td>
</tr>
<tr>
<td>J.D.</td>
<td>3</td>
<td>11.1%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>3.7%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
In which field and program are/were you studying?
- Nursing
- MBA
- MBA
- MBA
- Marketing
- Marketing
- Finance
- Education
- Dual master's in taxation and public policy
- Dental hygiene
- Decision Support Certificate
- Business management
- Business Administration
- Business Administration
- Business
- Business
- Business Analysis
- Banking
- Aviation
- Accounting
- Accounting

What is the name of the College/University where you attend(ed)?
- University of Farmers
- University of Denver
- University of Denver
- University of Colorado Law School
- University of Colorado denver
- Saddleback College
- Northcentral University
- Colorado state university
- Colorado Northwestern cc
- Colorado Mesa University
- Colorado Mesa University
- Colorado Mesa University
- Colorado Mesa University
- Colorado Graduate School of Banking
- Colorado Flight Center
- CMU
- CMU
- CMU
- CMU
- Cmu
- cmu
- Boston University

Did you complete this program?

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>46.2%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>3.8%</td>
</tr>
<tr>
<td>In the process of finishing</td>
<td>13</td>
<td>50.0%</td>
</tr>
</tbody>
</table>
Other comments about furthering your education:

- I have really enjoyed the program so far.
- Received my series 6 and 63.

Suggestions for improving the degree/certificate program:

- Western Colorado, is a surround by the oil and gas industry. Within the land and energy management program more local connections need to be exploited and incorporated within the degree program.
- Provide continued support for clubs and organizations on campus.
- Partner with business to have students work in the career fields they are trying to get educated in EARLY. I would suggest really taking a hard look at the Finance Program. I am not sure that I have the right
- More finance professors and classes should be offered to include banking/personal finance advisor track; investor
- More emphasis on writing.
- More emphasis on internships, actively sharing internships with students through email list server.
- Less emphasis on being well rounded in every category. High school is more about trying out what you want to
- Internships/Real-life experience as required program.
- More focus on job placement for graduates.
- More finance professors and classes should be offered to include banking/personal finance advisor track; investor
- More emphasis on writing.
- More emphasis on internships, actively sharing internships with students through email list server.
- Less emphasis on being well rounded in every category. High school is more about trying out what you want to
- Internships/Real-life experience as required program.
- I would suggest really taking a hard look at the Finance Program. I am not sure that I have the right
- I would like to see more interaction with local businesses to create a better network of internship opportunities for
- I had a pretty good understanding of student loans, but I know students that do not. I believe they get explanations
- I am very pleased with my education. I would say the experience and expertise from the CMU faculty has really
- Have the degrees be more hands on to help the students find a career that fits their passion.
- Financial literature and intermediate accounting to be part of the finance program.
- Decrease tuition you should maybe? (You better have read that in the Yoda voice)

Additional Comments:

- This survey was a little bit confusing and needed some clarifying in some areas.
- Thanks CMU. Look forward to see you all at EDay.
- Thank you to Bridge and Moorman!!
- I loved my experience at MSC/CMU. I choose live in a small town with little job opportunities and have been waiting tables to get buy. Last year I finally found a niche that I could use my experience at CMU to pursue. Since then I've been preparing to start my own business, and plan to have it online this summer. My experience at CMU has given me the skills to make this happen!
- I loved CMU and I think it prepared me quite well for the real world. I would obviously love to see CMU grow
- I absolutely loved the business program at Mesa! The professors were so involved with the students, which provided for a higher level of education. I am a successful marketing manager in my career, and can thank the staff and business program at Mesa for assisting with my educational accomplishments.
- Have a Great Day!!!
- Great business department
- Better scheduling and resources available to those who are non traditional students. When I was in school I was working 2 jobs and school full time. I once had 2 professors tell me that I needed to decrease my workload and increase my credit hours for school. For me at the time that was not an option. It took me a little bit longer to graduate because of that. Professors need to understand not everyone is coming straight out of high school and/or getting their school paid for. If students have an emphasize or a minor in something focus on the details of what specifics are required for jobs in that field. My emphasize was in HR and I don't feel like we had enough information or enough time dedicated to the subject. Involving local business personal from a variety to be guest speakers to classes is a great way to prepare for that ‘real world’ on the job experience by being able to hear what people do on a daily basis and what all they had to do to get there. You can sit through lectures
### Demographic Questions

**What is your gender?**

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>57</td>
<td>61.3%</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>37.6%</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>1</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

**What is your ethnicity?**

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Native</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>2</td>
<td>2.2%</td>
</tr>
<tr>
<td>Hispanic of any race</td>
<td>5</td>
<td>5.4%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>79</td>
<td>84.9%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>3</td>
<td>3.2%</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Non-Resident Alien (of any race or ethnicity)</td>
<td>1</td>
<td>1.1%</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>3</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

**What is your current age?**

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 21</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>21-24</td>
<td>22</td>
<td>23.7%</td>
</tr>
<tr>
<td>25-34</td>
<td>53</td>
<td>57.0%</td>
</tr>
<tr>
<td>35-44</td>
<td>12</td>
<td>12.9%</td>
</tr>
<tr>
<td>45-54</td>
<td>4</td>
<td>4.3%</td>
</tr>
<tr>
<td>55 or older</td>
<td>2</td>
<td>2.2%</td>
</tr>
<tr>
<td>Prefer not to respond</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Do you live in the state of Colorado?**

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>67</td>
<td>72.0%</td>
</tr>
<tr>
<td>No</td>
<td>26</td>
<td>28.0%</td>
</tr>
</tbody>
</table>

**If yes, do you live in Western Colorado?**

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>48.2%</td>
</tr>
<tr>
<td>No</td>
<td>43</td>
<td>51.8%</td>
</tr>
<tr>
<td>Area of Study</td>
<td>College/University</td>
<td>Complete program?</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Nursing</td>
<td>Saddleback College</td>
<td>In the process of finishing</td>
</tr>
<tr>
<td>MBA</td>
<td>Colorado Mesa University</td>
<td>Yes</td>
</tr>
<tr>
<td>MBA</td>
<td>CMU</td>
<td>Yes</td>
</tr>
<tr>
<td>MBA</td>
<td>CMU</td>
<td>In the process of finishing</td>
</tr>
<tr>
<td>Marketing</td>
<td>University of Denver</td>
<td>Yes</td>
</tr>
<tr>
<td>Marketing</td>
<td>Northcentral University</td>
<td>In the process of finishing</td>
</tr>
<tr>
<td>Finance</td>
<td>University of Farmers</td>
<td>Yes</td>
</tr>
<tr>
<td>Education</td>
<td>Boston University</td>
<td>In the process of finishing</td>
</tr>
<tr>
<td>Dual master’s in taxation and public policy</td>
<td>University of Denver</td>
<td>Yes</td>
</tr>
<tr>
<td>Dental hygiene</td>
<td>Colorado Northwestern cc</td>
<td>Yes</td>
</tr>
<tr>
<td>Decision Support Certificate4</td>
<td>CMU</td>
<td>No</td>
</tr>
<tr>
<td>Business management</td>
<td>Colorado state university</td>
<td>In the process of finishing</td>
</tr>
<tr>
<td>Business Administration</td>
<td>CMU</td>
<td>Yes</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Colorado Mesa University</td>
<td>In the process of finishing</td>
</tr>
<tr>
<td>Business</td>
<td>Colorado Mesa University</td>
<td>In the process of finishing</td>
</tr>
<tr>
<td>Business Analysis</td>
<td>Colorado Mesa University</td>
<td>In the process of finishing</td>
</tr>
<tr>
<td>Banking</td>
<td>Colorado Graduate School of Banking</td>
<td>In the process of finishing</td>
</tr>
<tr>
<td>Aviation</td>
<td>Colorado Flight Center</td>
<td>Yes</td>
</tr>
<tr>
<td>Accounting</td>
<td>university of Colorado denver</td>
<td>Yes</td>
</tr>
<tr>
<td>Accounting</td>
<td>CMU</td>
<td>Yes</td>
</tr>
<tr>
<td>Accounting</td>
<td>University of Colorado Law School</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>CMU</td>
<td>In the process of finishing</td>
</tr>
<tr>
<td></td>
<td>CMU</td>
<td>In the process of finishing</td>
</tr>
<tr>
<td></td>
<td>CMU</td>
<td>In the process of finishing</td>
</tr>
</tbody>
</table>
Appendix C

Library Assessment Reports
Collection Assessment:

A search of the Tomlinson Library catalog for relevant reference titles might include the following broad search approaches:

<table>
<thead>
<tr>
<th>Search tactic</th>
<th>Print Titles</th>
<th>e-Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (subject keyword)</td>
<td>51</td>
<td>0</td>
</tr>
<tr>
<td>Management (keyword)</td>
<td>93</td>
<td>1</td>
</tr>
<tr>
<td>Finance (subject keyword)</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>Accounting (subject keyword)</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Economics (subject keyword)</td>
<td>55</td>
<td>0</td>
</tr>
<tr>
<td>Entrepreneur* (keyword)</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

Recently published titles owned by CMU and of interest to the BBA program concentration areas may include (titles in bold):


It is worth noting that, for the duration of the library renovation (Dec. 2014 – Nov. 2015), we have subscribed to Value Line and eStatement Studies electronically to provide enhanced accessibility of these high-use titles during the interim. (We also receive these in print.) Additionally, the Library provides access to the Gale Virtual Reference Library (where we hold electronic versions of the Encyclopedia of American Industries, the Encyclopedia of Emerging Industries, and the Encyclopedia of Emerging Markets).
Monographic Resources: The following table displays a view of representative results found when searching the Tomlinson Library catalog for relevant CISB content. It displays the number of titles since 2005 (for print items) and the number of items found for print and/or electronic items.

<table>
<thead>
<tr>
<th>Search tactic:</th>
<th>Print Books</th>
<th>e-Books</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business AND (law OR ethics) (keywords)</strong></td>
<td>490 (150 since 2005)</td>
<td>2876 (1105 in Business &amp; Economics subject area)</td>
</tr>
<tr>
<td><strong>Business AND (Accounting OR economics) (subject keywords)</strong></td>
<td>193 (56 since 2005)</td>
<td>4633 (2949 in Business &amp; Economics subject area; 835 in Management; 105 in Decision Making)</td>
</tr>
<tr>
<td><strong>“business communication” (keyword)</strong></td>
<td>66 (11 since 2005)</td>
<td>292 (150 in Business Communication subject area; 50 in Communications in management subject area)</td>
</tr>
<tr>
<td><strong>“human resource management” (keyword)</strong></td>
<td>60 (23 since 2005)</td>
<td>269 (93 in Personnel Management subject area)</td>
</tr>
<tr>
<td><strong>“risk management” (subject keyword)</strong></td>
<td>34 (14 since 2005)</td>
<td>494</td>
</tr>
<tr>
<td><strong>Marketing OR branding (subject keywords)</strong></td>
<td>717 (130 since 2005)</td>
<td>2455 (1396 in Marketing subject area; 1222 in Business &amp; Economics subject area)</td>
</tr>
<tr>
<td><strong>“decision making” (subject keywords)</strong></td>
<td>296 (71 since 2005)</td>
<td>1090 (837 in Decision making subject area; 234 in Business &amp; Economics subject area)</td>
</tr>
<tr>
<td><strong>“organizational behavior” (subject keywords)</strong></td>
<td>160 (25 since 2005)</td>
<td>1106 (423 in Business &amp; Economics – Organizational behavior subject area)</td>
</tr>
</tbody>
</table>

Monographic titles of interest may include:
(Titles are **bold**; e-book titles in green)

**BUSINESS, ETHICS, & LAW**

**BUSINESS COMMUNICATION...**
• Erwin, K. (2014). *Communicating the new: methods to shape and accelerate innovation.* Wiley.

**HUMAN RESOURCE MANAGEMENT...**


**RISK MANAGEMENT...**


**MARKETING & BRANDING...**


• Brito, M. (2014). *Your brand, the next media company: how a social business strategy enables better content, smarter marketing, and deeper customer relationships*. Indianapolis, Indiana: Que.


**DECISION MAKING...**

Stone, D., & Heen, S. (2014). Thanks for the feedback: the science and art of receiving feedback well (even when it is off base, unfair, poorly delivered, and, frankly, you're not in the mood). New York, New York: Viking.


**ORGANIZATIONAL BEHAVIOR...**


**ACCOUNTING & ECONOMICS...**


**ENERGY & LAND MANAGEMENT...**


Casertano, S. (2013). *Our land, our oil!: natural resources, local nationalism, and violent secession*. Springer VS.

**COMPUTING & INFORMATION SYSTEMS...**


Hwang, K., Fox, G. C., & Dongarra, J. J. (2012). *Distributed and cloud computing: from parallel processing to the Internet of things*. Amsterdam; Boston: Morgan Kaufmann.


Mitchell, J. M. (2015). *Staying the course as a CIO: how to overcome the trials and challenges of IT leadership*. John Wiley and Sons, Inc.


**NOTE:** If there is a desired item that we can borrow from another institution, if our copy is checked out or we do not currently own the item, we will do so—and gladly. Items from other institutions physically delivered to CMU are free to our students, staff, and faculty. *Interlibrary loan* of books and other physical items takes 3-5 days on average, which underscores the importance of the Library building strong monographic support for BAS students and faculty as much as possible, so critical items can be accessed at time of need. Our *interlibrary loan* service can also aid the Library in assessing frequently-requested items for appropriate permanent additions to our collection.
Periodicals: A search of the CMU Tomlinson Library collection of print and electronic periodical subscriptions highlights a number of very relevant titles. A selection of useful titles to which we subscribe for this level of Business Administration coursework include (broken down by major areas of the program):

**Economics:**

*American Economic Review* (Business Source Complete, 1911-2013 with 24-month embargo; some print holdings)

*Econometrica* (JSTOR, 1933-2012)

*Journal of Political Economy* (Business Source Complete, 1965-2014 with 12-month embargo; JSTOR, 1892-2011; and some print holdings)

*Journal of Economic Literature* (Business Source Complete, 1969-2012 with 24-month embargo; some print holdings)


*American Journal of Economics & Business Administration* (DOAJ, 2009-current)

**Accounting & Finance:**

*Journal of Business Finance & Accounting* (Business Source Complete, 1974-2014 with 12-month embargo; Wiley Online Library, 1974-2015)

*Management Accounting Research* (ScienceDirect, 1993-current)

*Journal of Accountancy* (Business Source Complete, 1965-current; some print holdings)

*CPA Journal* (Business Source Complete, 1993-current; some print holdings)

*Journal of Finance* (Wiley Online Library, 1946-2015; Business Source Complete, 1946-2014 with 12-month embargo; some print holdings)


**Management, Entrepreneurship, & Hospitality Management:**

*Academy of Management Review* (Business Source Complete, 1976-current)

*Administrative Science Quarterly* (Business Source Complete, 1956-current)


Journal of Accountancy (Business Source Complete, 1965-current; some print holdings)
Management & Organization Review (Business Source Complete, 2005-2014)
Harvard Business Review (Business Source Complete, 1922-current; some print holdings)
Entrepreneurial Business Law Journal (OmniFile, 2007-current)
Entrepreneurship Research Journal (Business Source Complete, 2013-current)
Entrepreneurship Theory and Practice (Business Source Complete, 1976-current)
Annals of Tourism Research (ScienceDirect, 1995-current; some print holdings)
Journal of Sustainable Tourism (Business Source Complete, 2003-2014 with 18-month embargo)
Journal of Hospitality and Tourism Research (Sage Premier Collection, 1999-current)
Cornell Hospitality Quarterly (Sage Premier Collection, 1999-current)
Journal of Vacation Marketing (Sage Premier Collection, 1999-current)

Human Resources & Organizational Behavior:
Benefits Quarterly (Business Source Complete, 1985-current)
Journal of Human Resources (Business Source Complete, 1966-current; some print holdings)
International Journal of Human Resource Management (Business Source Complete, 1990-2014 with 18-month embargo)
Journal of Managerial Issues (Business Source Complete, 2000-current)
Research & Practice in Human Resource Management (Business Source Complete, 2007-current)
Personnel Psychology (Business Source Complete, 1965-2014 with 12-month embargo; Wiley Online Library, 1948-2015)

Marketing & Advertising:
Journal of Marketing (Business Source Complete, 1936-current)
Marketing Science (Business Source Complete, 1982-2010 with 60-month embargo)
Journal of Strategic Marketing (Business Source Complete, 193-2014 with 18-month embargo)
Psychology & Marketing (Business Source Complete, 1984-2014 with 12-month embargo; Wiley Online Library, 1984-2015)
Advertising Age (Business Source Complete, 1996-current; LexisNexis, 1986-current, some print holdings)
Journal of Advertising (Business Source Complete, 1972-current)
Journal of Promotion Management (Communication & Mass Media Complete, 2001-2014 with 18-month embargo)
International Journal of Advertising (Business Source Complete, 2000-2014 with 18-month embargo)
Journal of Advertising Research (Business Source Complete, 1965-current)
Energy Management & Land Management:
Journal of Environmental Management (ScienceDirect, 1993-current)
Mountain Research & Development (BioONE, 2000-current; JSTOR, 1981-2015; some print holdings)
Journal of Forestry (Free from Publisher, 1901-current; some print holdings)
Las Vegas Review-Journal (LexisNexis, 1996-current)
Petroleum and Coal (DOAJ, 2001-current)
Petroleum Economist (LexisNexis, 1998-current)
World Oil (Business Source Complete, Aug. 1993 – current, 1 month embargo; LexisNexis, 2001-current)
Oil & Gas Journal (LexisNexis 1978-current)
Oil & Gas Business (DOAJ, 2001-current)
Chemical and Petroleum Engineering (Academic Search Complete, May 2003-current, 12 month embargo)
E&MJ: Engineering & Mining Journal (Business Source Complete, 1997- current)
Pipeline & Gas Journal (Business Source Complete, 1993-current)
The Energy Journal / International Assn. of Energy Economists (Business Source Complete, 1990-current)
Offshore (LexisNexis, 1990-current)
MEED: Middle East Economic Digest (Business Source Complete, 2003-current)
Engineering News Record (LexisNexis, 1981-current)
Fuel Oil News (Business Source Complete, Sept. 2011-current)
Business Horizons (Business Source Complete, 1965-Nov. 2001)
Journal of Environmental Economics & Management (ScienceDirect, 1993-current)
Engineering & Mining Journal (Business Source Complete, 1997- current, some print holdings)

Computer Information Systems...
ACM Transactions on Database Systems (Business Source Complete, 1996- current)
Applied Computational Intelligence and Soft Computing (DOAJ, 2009-current)
Computer and Information Science (DOAJ, 2008-current)
Database Trends & Applications (OMNI File Full Text Select, 2009-current)
Healthcare Informatics (CINAHL Complete, 2009-current)
Information Systems Management (Business Source Complete, 1991-current, 18 month embargo)
Information Society (Academic Search Complete, 1997-current, 1 month embargo)
Journal of Computer Science (DOAJ, 2005-current)
Journal of Computer Science & Technology (DOAJ, 1999-current)
Journal of Information Security (DOAJ, 2010-current)
Journal of International Technology and Information Management (Business Source Complete, 2010-current)
Software Testing, Verification, and Reliability (Wiley Online Library, 1991- current)
Technology & Investment (DOAJ, 2010-current)
Theory of Computing Systems (Academic Search Complete, 1997-current, 1 month embargo; Business Source Complete, 1997-current, 12 month embargo)
Popular Periodicals of Interest...

Black Enterprise (Business Source Complete, 1990-current)
Entrepreneur (Business Source Complete, 2003-current; some print holdings)
Inc. Magazine (Business Source Complete, 1990-current; some print holdings)
Fortune (Business Source Complete, 1992-current; some print holdings)
BusinessWeek (Business Source Complete, 1996-current; some print holdings)
TIME (Academic Search Complete, 1923-current; some print holdings)
Advertising Age (Business Source Complete, 1996-current; some print holdings)
Bloomberg Businessweek (Business Source Complete, 1996-current; some print holdings)
Wired (Science Reference Center, 2008-current; some print holdings)
AdWeek (OmniFile, 2003-current)
The Economist (U.S. History in Context, 1988-current; some print holdings)
Fast Company (Business Source Complete, 2000-current)
Consumer Reports (LexisNexis, 1988-current; some print holdings)
MacWorld (MAS Ultra, 2001-current; Business Source Complete, 2001-2014)
PC Magazine (Business Source Complete, 1999-current)
Streaming Media Magazine (Business Source Complete, 2007-current)

NOTE: For periodicals to which we do not subscribe and/or articles for which we do not offer full-text access, Interlibrary loan is a quick, efficient, free, and useful supplement to our collections, with an average turnaround time of just 11 hours for articles and book chapters. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work with those deadlines as favorably as they can.

Electronic Resources:

Business Source Complete [Database; searched: SU (advertising OR marketing OR finance OR “organizational management” OR “human resources” OR “land management” OR “energy management” OR entrepreneurship OR economics OR accounting) AND SU (business)] – over 300,000 search results, roughly 222,000 of which were published since 2000 and are available full-text. Peer-reviewed publications returning a significant number of full-text available results include: the Journal of Business Ethics; Financial Executive; the International Financial Law Review; the Journal of Accountancy; and Small Business Economics. Popular
subject terms in these peer-reviewed results include: “business enterprises”; entrepreneurship; “business planning”; “business cycles”; “economic development”; “personnel management”; “industrial management”; “risk management in business”; “strategic planning”; and “marketing strategy.”

**SpringerLink** [Database; searched: (advertising OR marketing OR finance OR “organizational management” OR “human resources” OR entrepreneurship OR “land management” OR “energy management” OR economics OR accounting) AND (business)] – around 475,000 journal article search results returned (about 300,000 chapters and 158,000 articles), over 162,000 of which are within our subscription or are open access (143,000 chapters; over 10,000 articles). Journals returning a significant number of full-text available results include from within the disciplines of Business & Management, as well as Economics include: the *Journal of Business Ethics; Small Business Economics; the Journal of Evolutionary Economics; the Journal of Innovation and Entrepreneurship; the Journal of Global Entrepreneurship Research; International Entrepreneurship and Management Journal; and the Journal of the Academy of Marketing Science.*

**Wiley Online Library** [Database; searched: searched: Abstract (advertising OR marketing OR finance OR “organizational management” OR “human resources” OR entrepreneurship OR economics OR accounting) AND Abstract (business)] – returns nearly 8,000 results published between since 2000 (and over 6200 of those are from journals). Journal titles from these full-text available results include: the *Journal of International Development; Managerial and Decision Economics; the Journal of Applied Corporate Finance; Decision Sciences; the Journal of Product Innovation Management; Business Strategy and the Environment; the Journal of Industrial Economics; the Journal of Accounting Research; Personnel Psychology; and the Journal of Consumer Behaviour.*

**Other databases of note:** **ProQuest Newsstand** (which contains electronic access to the New York Times (including the Book Review and Magazine), Wall Street Journal, The Christian Science Monitor, LA Times, and the Washington Post; **ValueLine** (for investment research on companies, industries, markets and economies); the **Gale Virtual Reference Library** (where we provide access to the Encyclopedia of American Industries, the Encyclopedia of Emerging Industries, and the Encyclopedia of Emerging Markets); **Morningstar Investment Research Center** (which contains comprehensive financial information on NYSE, AMEX, NASDAQ stocks, mutual funds, ETFs with return information on various investment types, indexes, sectors, and styles); **Mergent’s Dividend and News Reports;** and **LexisNexis Academic** (for company profiles and news content, including Consumer Reports, Petroleum Economist, Advertising Age, ).

**NOTE:** For periodicals to which we do not subscribe and/or articles for which we do not offer full-text access, **Interlibrary loan** is a quick, efficient, free, and useful supplement to our collections, with an average turn-around time of just 11
hours for articles and book chapters. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work with those deadlines as favorably as they can.

**Films On Demand** [searched: full segments for Business in the Films on Demand Database, with the Business & Economics subject selected, returns nearly 1000 video results] – relevant results include:

Series content on *Business Ethics* (anthology = ~3hrs)
Series content on *Business Culture*
Series content on *Global Economics* (anthology = 2+ hrs)
Series content on *Ethical Markets* (anthology = 5+ hrs)
Series content on *The New Global Markets* (anthology = ~5hrs)
*Evaluating Business Performance: Small Business Case Studies* (~30mins)
*The Challenges of Leadership* (~1hr)
*Creating the 21st Century CEO* (~1hr)
*Arsenic and Old Lace: A Study in Turnaround Management* (~40mins)
*The Facebook Obsession* (~40mins)
*The Business of America* (~1hr)
*Rotorua: A Case in Sustainable Tourism* (~25 mins)
*Women Who Brew: Breaking the Glass Ceiling of Beer* (~70mins)
*Planning Your Business: Research, Goals, and Business Plans* (~30mins)
*Risky Business: Insuring Against the Future* (~50 mins)
*Ethics and Responsibility in Management* (~30mins)

Films on Demand content can be easily brought into courses as links within D2L course sites and syllabi content. FoD content is also very appropriate for use by students as cited sources in assignments and papers as the content only includes educational, documentary, newsreels and similarly suitable videos for academic use.

**Evaluation of the Total Collection:**

**Strengths:** Regarding electronic resources and periodical content, we are quite strong here, due in particular to our Business-related subscriptions and Computer Science-related holdings in Business Source Complete, ScienceDirect, SpringerLink, and other databases (ProQuest, LexisNexis). With regard to monographic content, we do pretty well here, particularly with respect to having relevant eBooks balanced with print texts, in a broad range of BBA-appropriate topics. The Library’s reference collection for BBA-related content is likely slim for good reason (the extent to which students and faculty will use reference content for this subject area), though we certainly hold what is needed to accomplish known projects in BBA courses. We also have a site license for ArcGIS, which includes
Business Analyst Online (BAO), which should provide useful local and regional data for BBA students and faculty.

**Weaknesses:** Our Library collection for the BBA program could benefit from some strategic collecting in current electronic reference titles of possible interest, especially for CISB topics, particularly in the interest of supporting distance-based students and students in online courses, as well as in very current CISB topics for the general monographic collection. Consultation with departmental faculty on the usefulness and criticality of titles would be valuable in purchase decisions. When new courses are added, or program changes occur, departmental faculty will also receive library assessments which may indicate new areas for growth and acquisition efforts.

**Recommendations:** Based on the findings in this assessment, several avenues for acquisitions have been identified, including titles supporting research and engagement with relevant subjects (such as Entrepreneurship, a newer BBA concentration option, as well as Energy & Land Management – both of these areas have seen new courses crop up in the past year). While additional databases may pique interest and trials may be explored in the future, library funding allocations must also be able to support the recurring subscription costs of databases independently of the academic department’s annual allocation for one-time purchase acquisitions.

**Library Research Support Statement:**
The Library offers research support for subject areas and courses – through instructional sessions (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as through an “embedded librarian” in the D2L environments of course sections. The Library can also create research / course guides for course sections, and entire subjects (i.e., Computer Information Systems) – tailoring links, tools, e-reserve access, and more to the students and the topic of that section, course, or subject area. The BBA program faculty can employ any/all of these options and the Library is interested in investigating customized possibilities with faculty.

We have research guides available 24/7 for Accounting and Entrepreneurship, as general subject guides. We also have course guides for BUgb401, MARK231, and MARK332.

**Instruction History for all BBA required and core courses—**
**In calendar year (CY) 2011,** librarians conducted information literacy and research assistance sessions for FINA301, MANG450, BUgb105 and MARK350 course sections.
**In CY 2012,** librarians conducted information literacy and research assistance sessions for FINA301, BUgb105, and MANG450 sections.
In CY 2013, librarians taught information literacy and research assistance sessions for FINA301, MANG450, BUGB105, and MARK332 sections.  
In CY 2014, librarians taught information literacy and research assistance sessions for FINA301, MANG301, BUGB105 and 401, and MARK332 sections.  
In CY 2015 (Jan.-Sept.), librarians taught information literacy and research assistance sessions for FINA301, BUGB105, and MARK332. Additionally, strides have been made to integrate GIS into MARK332 library instruction sessions as a means of gathering local data.

Overall, while librarians have been able to share their expertise and help build research skills with students in several BBA core courses, the opportunity to do so has not always been consistent over time. Additionally, there are courses where one might hope for some form of librarian interaction...where there is none on record. For example, we have no record of working with Human Resource Management (e.g., HRMA371), the Legal Environment of Business (e.g., BUGB349), the Hospitality Management, Human Resources Management, or CISB courses listed in the BBA program sheets.

Growth opportunities in this area include:  
More consistent and targeted application of librarian-connected services throughout the program (Are there other courses that could benefit from librarian engagement in some form?);  
Development of additional research and course guides, in consultation with department faculty and assignment/course goals (What courses could use support through these valuable tools available 24/7?);  
Discussion regarding embedded librarian options within FINA301 (If we have face-to-face sessions with all on-campus sections, perhaps there should be librarian engagement to support the online section(s) so students have the same opportunities no matter the class format?)  
Reconnect with faculty whose BBA courses we have not worked with in over a year to discuss bringing those sessions back to their syllabus plan, and/or research/course guide and embedded librarian options (if more suitable);  
Connect with faculty within BBA concentrations within which we have no record of instruction to pitch instruction, guides, and/or embedded options for their courses.  
Generate curriculum mapping conversation focusing on information literacy instruction within the BBA program (when, how, and why).

Library Director: ________ Sylvia L. Rael ______
Collection Assessment:

Reference Support: A search of the Tomlinson Library catalog for relevant reference titles might include the following broad search approaches...

<table>
<thead>
<tr>
<th>Search tactic</th>
<th>Print Books</th>
<th>e-Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business AND law (keywords)</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>management (keyword)</td>
<td>93</td>
<td>1</td>
</tr>
<tr>
<td>“financial statements” (subject keyword)</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>business (subject keyword)</td>
<td>54</td>
<td>1</td>
</tr>
<tr>
<td>Accounting (subject Keyword)</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Economics (subject keyword)</td>
<td>59</td>
<td>0</td>
</tr>
</tbody>
</table>

Within those search results, recently published titles owned by CMU and of interest to the program may include (titles in bold):

It is worth noting that, for the duration of the library renovation (Dec. 2014 – Nov. 2015), we have subscribed to Value Line and eStatement Studies electronically to provide enhanced accessibility of these high-use titles during the interim. (We also receive these in print.) Additionally, the Library provides access to the Gale Virtual Reference Library (where we hold electronic versions of the Encyclopedia of American Industries, the Encyclopedia of Emerging Industries, and the Encyclopedia of Emerging Markets).

Monographic Resources: The following table displays a view of representative results found when searching the Tomlinson Library catalog for relevant CISB content. It displays the number of titles since 2005 (for print items) and the number of items found for print and/or electronic items.

<table>
<thead>
<tr>
<th>Search tactic:</th>
<th>Print Books</th>
<th>e-Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business AND law (keywords)</td>
<td>242 (80 since 2005)</td>
<td>1890 (654 in Business &amp; Economics subject area)</td>
</tr>
<tr>
<td>“business communication” (keyword)</td>
<td>66 (11 since 2005)</td>
<td>292 (150 in Business Communication subject area; 50 in Communications in management subject area)</td>
</tr>
<tr>
<td>“human resource management” (keyword)</td>
<td>60 (23 since 2005)</td>
<td>269 (93 in Personnel Management subject area)</td>
</tr>
<tr>
<td>“risk management” (subject keyword)</td>
<td>34 (14 since 2005)</td>
<td>494</td>
</tr>
<tr>
<td>Marketing OR branding (subject keywords)</td>
<td>717 (130 since 2005)</td>
<td>2455 (1396 in Marketing subject area; 1222 in Business &amp; Economics subject area)</td>
</tr>
<tr>
<td>“decision making” (subject keywords)</td>
<td>296 (71 since 2005)</td>
<td>1090 (837 in Decision making subject area; 234 in Business &amp; Economics subject area)</td>
</tr>
<tr>
<td>“organizational behavior” (subject keywords)</td>
<td>160 (25 since 2005)</td>
<td>1106 (423 in Business &amp; Economics – Organizational behavior subject area)</td>
</tr>
</tbody>
</table>

Monographic titles of interest may include:
(Titles are bold; e-book titles in green)

BUSINESS and LAW…

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher/Year</th>
</tr>
</thead>
</table>

RISK MANAGEMENT...


**MARKETING or BRANDING...**


Brito, M. (2014). *Your brand, the next media company: how a social business strategy enables better content, smarter marketing, and deeper customer relationships.* Indianapolis, Indiana: Que.


Napoletano, E. (2012). *The power of unpopular: a guide to building your brand for the audience who will love you (and why no one else matters).* John Wiley & Sons, Inc.


**DECISION MAKING...**

Stone, D., & Heen, S. (2014). *Thanks for the feedback: the science and art of receiving feedback well (even when it is off base, unfair, poorly delivered, and, frankly, you’re not in the mood).* New York, New York: Viking.


Publishing Limited.

ORGANIZATIONAL BEHAVIOR...

NOTE: If there is a desired item that we can borrow from another institution, if our copy is checked out or we do not currently own the item, we will do so—and gladly. Items from other institutions physically delivered to CMU are free to our students, staff, and faculty. Interlibrary loan of books and other physical items takes 3-5 days on average, which underscores the importance of the Library building strong monographic support for BAS students and faculty as much as possible, so critical items can be accessed at time of need. Our interlibrary loan service can also aid the Library in assessing frequently-requested items for appropriate permanent additions to our collection.

Periodicals: A search of the CMU Tomlinson Library collection of print and electronic periodical subscriptions highlights a number of very relevant titles. A selection of useful titles to which we subscribe for this level of Business Administration coursework include (broken down by major areas of the program):
Economics:
American Economic Review (Business Source Complete, 1911-2013 with 24-month embargo; some print holdings)
Econometrica (JSTOR, 1933-2012)
Journal of Political Economy (Business Source Complete, 1965-2014 with 12-month embargo; JSTOR, 1892-2011; and some print holdings)
Journal of Economic Literature (Business Source Complete, 1969-2012 with 24-month embargo; some print holdings)
Review of Economic Studies (Business Source Complete, 1965-2014 with 12 month embargo; JSTOR, 1933-2011)
American Journal of Economics & Business Administration (DOAJ, 2009-current)

Accounting & Finance:
Journal of Business Finance & Accounting (Business Source Complete, 1974-2014 with 12-month embargo; Wiley Online Library, 1974-2015)
Management Accounting Research (ScienceDirect, 1993-current)
Journal of Accountancy (Business Source Complete, 1965-current; some print holdings)
CPA Journal (Business Source Complete, 1993-current; some print holdings)
Journal of Finance (Wiley Online Library, 1946-2015; Business Source Complete, 1946-2014 with 12-month embargo; some print holdings)
Review of Financial Studies (Business Source Complete, 1988-2014 with 12-month embargo)

Management:
Academy of Management Review (Business Source Complete, 1976-current)
Administrative Science Quarterly (Business Source Complete, 1956-current)
Journal of Accountancy (Business Source Complete, 1965-current; some print holdings)
Management & Organization Review (Business Source Complete, 2005-2014)
Harvard Business Review (Business Source Complete, 1922-current; some print holdings)

Human Resources & Organizational Behavior:
Benefits Quarterly (Business Source Complete, 1985-current)
Journal of Human Resources (Business Source Complete, 1966-current; some print holdings)
International Journal of Human Resource Management (Business Source Complete, 1990-2014 with 18-month embargo)
Journal of Managerial Issues (Business Source Complete, 2000-current)
Research & Practice in Human Resource Management (Business Source Complete, 2007-current)
Personnel Psychology (Business Source Complete, 1965-2014 with 12-month embargo; Wiley Online Library, 1948-2015)
Marketing & Advertising:
*Journal of Marketing* (Business Source Complete, 1936-current)
*Marketing Science* (Business Source Complete, 1982-2010 with 60-month embargo)
*Journal of Strategic Marketing* (Business Source Complete, 1993-2014 with 18-month embargo)
*Psychology & Marketing* (Business Source Complete, 1984-2014 with 12-month embargo; Wiley Online Library, 1984-2015)
*Advertising Age* (Business Source Complete, 1996-current; LexisNexis, 1986-current, some print holdings)
*Journal of Advertising* (Business Source Complete, 1972-current)
*Journal of Promotion Management* (Communication & Mass Media Complete, 2001-2014 with 18-month embargo)
*Journal of Advertising Research* (Business Source Complete, 1965-current)

Entrepreneurship:
*Entrepreneurship Theory and Practice* (Business Source Complete, 1976-current)

Popular Periodicals of Interest...
*Black Enterprise* (Business Source Complete, 1990-current)
*Entrepreneur* (Business Source Complete, 2003-current; some print holdings)
*Inc. Magazine* (Business Source Complete, 1990-current; some print holdings)
*Fortune* (Business Source Complete, 1992-current; some print holdings)
*BusinessWeek* (Business Source Complete, 1996-current; some print holdings)
*TIME* (Academic Search Complete, 1923-current; some print holdings)
*Advertising Age* (Business Source Complete, 1996-current; some print holdings)
*Bloomberg Businessweek* (Business Source Complete, 1996-current; some print holdings)
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**Other databases of note:** *ProQuest Newsstand* (which contains electronic access to the *New York Times* (including the *Book Review* and *Magazine*), *Wall Street Journal, The Christian Science Monitor, LA Times*, and the *Washington Post*; *ValueLine* (for investment research on companies, industries, markets and economies); the *Gale Virtual Reference Library* (where we provide access to the *Encyclopedia of American Industries, the Encyclopedia of Emerging Industries, and the Encyclopedia of Emerging Markets*); *Morningstar Investment Research Center* (which contains comprehensive financial information on NYSE, AMEX, NASDAQ stocks, mutual funds, ETFs with return information on various investment types, indexes, sectors, and styles); *Mergent’s Dividend and News Reports*; and *LexisNexis Academic* (for company profiles and news content).
NOTE: For periodicals to which we do not subscribe and/or articles for which we do not offer full-text access, Interlibrary loan is a quick, efficient, free, and useful supplement to our collections, with an average turn-around time of just 11 hours for articles and book chapters. Such fast request-to-delivery times greatly aid students in their information needs being addressed and processed as close to the time of need as possible. As students often work close to deadlines so must our services work with those deadlines as favorably as they can.

>> Films On Demand [searched: full segments for Business in the Films on Demand Database, with the Business & Economics subject selected, returns nearly 1000 video results] – relevant results include:

Series content on Business Ethics (anthology = ~3hrs)
Series content on Business Culture
Evaluating Business Performance: Small Business Case Studies (~30mins)
The Challenges of Leadership (~1hr)
Creating the 21st Century CEO (~1hr)
Arsenic and Old Lace: A Study in Turnaround Management (~40mins)
The Facebook Obsession (~40mins)
The Business of America (~1hr)

Films on Demand content can be easily brought into courses as links within D2L course sites and syllabi content. FoD content is also very appropriate for use by students as cited sources in assignments and papers as the content only includes educational, documentary, newsreels and similarly suitable videos for academic use.

Evaluation of the Total Collection:

Strengths: Regarding electronic resources and periodical content, we are quite strong here, due in particular to our Business-subject area subscriptions in Business Source Complete, Science Direct, SpringerLink, Wiley Online Library, and other databases. We have decent holdings among highly-ranked journals within the Business program areas of BAS coursework. With regard to monographic content, we do pretty well here, too, collecting on a broad range of BAS-appropriate topics. Finally, the Library’s reference collection for BAS content is strategically slim for good reason—the extent to which students and faculty will need and use reference content for this degree program may be small, though we have what they need for the projects they do conduct (e.g., with FINA301’s stock project).

Weaknesses: As may be evident from the individual sections of the assessment, our Library collection for BAS could benefit from some strategic collecting in current electronic reference titles of possible interest, particularly in the interest of supporting distance-based students and students in online courses, though consultation with departmental faculty on the usefulness and criticality of such titles would be valuable in purchase decisions. When new courses are added, or program changes occur, departmental faculty will also receive library assessments which may indicate new areas for growth and acquisition efforts.
Collection Recommendations: Based on the findings in this assessment, the Library collection should be able to support the BAS program quite thoroughly, in terms of print and electronic monographs, electronic journal and other periodical article access, as well as within databases.

Library Research Support Statement:
The Library offers research support for subject areas and courses — through instructional sessions (how to access and use our research tools, how to evaluate information and sources, how to use information ethically, etc.) as well as through an “embedded librarian” in the D2L environments of course sections. The Library can also create research / course guides for course sections, and entire subjects (i.e., Computer Information Systems) — tailoring links, tools, e-reserve access, and more to the students and the topic of that section, course, or subject area. The BAS program faculty can employ any/all of these options and the Library is interested in investigating customized possibilities with faculty.

We have research guides available 24/7 for Accounting and Entrepreneurship, as general subject guides. We also have course guides for BUGB401, MARK231, and MARK332.

Instruction History:
In calendar year (CY) 2011, librarians instructed in BAS core courses for Entrepreneurship (MANG450)*, Managerial Finance (FINA301), and for Marketing Research (MARK350).
In CY 2012, librarians conducted information literacy and research assistance sessions for BAS core courses: MANG450* and FINA301.
In CY 2013, librarians taught information literacy and research assistance sessions for BAS core courses: MANG450*, FINA301, and MARK332.
In CY 2014, librarians taught information literacy and research assistance sessions for BAS core courses: FINA301 and MARK332.
In CY 2015 (Jan.-Sept.), librarians taught information literacy and research assistance sessions for FINA301 and MARK332. Additionally, strides have been made to integrate GIS into MARK332 library instruction sessions as a means of gathering local data.
MANG450 is now ENTR450 on the BAS program sheet.

Overall, while librarians have been able to share their expertise and help build research skills with students in several BAS core courses, the opportunity to do so has not always been consistent over time, or within the departments that scaffold the program. For example, we have no record of working with Human Resource Management (HRMA371), the Legal Environment of Business (BUGB349), or any of the Hospitality Management or CISB courses listed in the BAS core. We do, however, sporadically see additional courses that students in the BAS program may use as electives (e.g.; BUGB401; MANG301; BUGB401) or have otherwise taken in their time at CMU, such as BUGB105.

Growth opportunities in this area include:
More consistent and targeted application of librarian-connected services throughout the program (Are there other courses that could benefit from librarian engagement in some form?)
Development of additional research and course guides, in consultation with department faculty and assignment/course goals (What courses could use support through these valuable tools available 24/7?);

Discussion regarding embedded librarian options within FINA301 (If we have face-to-face sessions with all on-campus sections, perhaps there should be librarian engagement to support the online section(s) so students have the same opportunities no matter the class format?)

Reconnect with faculty whose BAS courses we have not worked with in over a year to discuss bringing those sessions back to their syllabus plan, and/or research/course guide and embedded librarian options (if more suitable);

Connect with faculty within BAS courses in which we have no record of instruction to pitch instruction, guides, and/or embedded options for their courses.

Library Director: ____________ Sylvia L. Rael _______
Appendix D

SLO Program Outcomes and Report
<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Courses Educational Strategies</th>
<th>Assessment Method(s)</th>
<th>Time of Data Collection/ Person Responsible</th>
<th>Desired Level of Accomplishment/ Benchmark</th>
<th>Results of Assessment</th>
<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1</td>
<td>Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. <em>(Specialized knowledge – general business knowledge)</em></td>
<td>MANG 491</td>
<td>What: 1. Proficiency Profile in Senior Capstone Courses 2. MFT in Senior Capstone Courses 2. MFT and Proficiency Profile conducted Fall and Spring</td>
<td>Who: 1. Professors of CISB 471, MANG 450 MANG 491. When: 1. Data will be collected on a sample basis each semester for all sections. 2. Fall and Spring</td>
<td>1. For MANG 491, 80% of students should score at the 50 percentile or above. 2. For Proficiency Profile,</td>
<td>Results: Key Findings: Conclusions: Data showed seniors were not taking the proficiency profile and seniors were not all taking the MFT. Action: Re-evaluation Date: Sept. 14: For Fall 2014, both the MFT and the Proficiency Profile will be required in MANG 491 and count toward the final grade. This will be evaluated December of 2014 to see if this approach was effective. Jan. 15: As a result of the new course requirement, all but a few (and maybe even them) took the MFT and Proficiency Profile. The procedure needs to be refined based on Fall 2014 experience. For example allowing students to wait until the last day of class to take the Profile meant that the instructor did not have proof until the final (too late to help out those who didn’t take it). This led to incomplete course grades which had to be made up after grades were turned in. (Which resulted in no time to analyze results.) The new procedure should be much tighter in Spring, 2015.</td>
</tr>
<tr>
<td>Outcome #2</td>
<td>Apply business</td>
<td>ECON 202 (B) MANG 341 (D)</td>
<td>What: 1. Role of Externalities 2. MFT and Proficiency Profile conducted Fall and Spring</td>
<td>Who: Professors of ECON 202, MANG 491.</td>
<td>80% of all students should reach the</td>
<td>Results: Key Findings: Action: Re-evaluation Date: The findings</td>
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</table>

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Courses Educational Strategies</th>
<th>Assessment Method(s)</th>
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<th>Desired Level of Accomplishment/ Benchmark</th>
<th>Results of Assessment</th>
<th>Actions Taken</th>
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<tr>
<td>knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. <em>(Critical thinking)</em></td>
<td>BUGB 401 (A) MANG 491 (A)</td>
<td>Assignment in ECON 202, 2. International Marketing Report in BUGB 401 3. MANG 341 Regression Project 4. Proficiency Profile <em>How:</em> Departmental rubric evaluated by faculty jury and Proficiency Profile conducted in Fall and Spring.</td>
<td>BUGB 401 and MANG 491 <em>When:</em> Data was collected from ECON 202 and BUGB 401 in Spring 14 and analyzed. Data from all classes was collected in Dec 2014 but is yet to be analyzed. Moving forward, data will be collected on a sample basis each semester from selected sections.</td>
<td>following level of proficiency: Beginners level- 2.0 Developing level- 2.75 Advanced level- 3.25 These levels of proficiency will be monitored over the next 12 months and adjusted accordingly</td>
<td><strong>Conclusions:</strong> A test pilot of the rubric was used Spring 2014 in ECON 202 and BUGB 401. It was determined that the sample size was too small to draw conclusions regarding the benchmark and the samples would increase for Fall 2014. Overall 'limitations' as a crucial element of critical thinking, was found to be lacking and therefore should be addressed by professors on assignments.</td>
<td>were discussed at the faculty meeting and professors were asked to add a 'limitations' section to rubrics were critical thinking was being assessed. In addition, the committee reported that it was important to discuss with students the context of limitations within critical thinking when giving assignments. The faculty agreed to take this recommendation on board. Data from ECON 202, MANG 341, BUGB 401 and MANG 491 was collected in Dec 2014. The sample was increased significantly in order to be able to benchmark the desired level of accomplishment. This data will be analyzed in Jan 2015 and results presented to the department in Feb 2015</td>
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<td>Program Outcomes</td>
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<td>Outcome #3</td>
<td>BUGB 105 (W)</td>
<td>Who: Professors of BUGB 105, BUGB 211, MANG 301, MANG 341, MANG 371, MANG 491; When: Data will be collected on a sample basis each semester from all sections.</td>
<td>We expect to see growth in communication skills from the beginning level by the majority of students in BUGB 105 and BUGB 211 to the developing level in MANG 301 and MANG 341. For MANG 491, 80% of students should score at the proficient level.</td>
<td>Results: Key Findings:</td>
<td>Action: Re-evaluation</td>
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<td></td>
<td>MANG 301 (B)</td>
<td>How: Departmental rubric evaluated by faculty jury</td>
<td>Key Findings:</td>
<td>Due to large class sizes, many faculty have dropped individual presentations. Discussion has ensued on how to insure individual presentations are occurring adequately. This SLO was broken into two groups, written and oral. In BUGB 211, it was recommended that the recorded presentations be provided to students and then students be given the opportunity to redo the presentation based upon feedback.</td>
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**Program Name:** Bachelor of Business Administration Revised January 12, 2015
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<th>Desired Level of Accomplishment/ Benchmark</th>
<th>Results of Assessment</th>
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<td>WRITTEN: A total of 115 student papers were scored in beginning, developing and advanced areas.</td>
<td>evaluating beginner level skills in BUGB 211, other student skills do not apply and will therefore not be assessed so as to ensure clean data.</td>
<td>WRITTEN: There was steady improvement from beginning to developing to advanced levels. Faculty discussion needs to take place to determine if (a) do students in a 400 level course need to be assessed for writing? And (b) are the scores in the advanced level high enough? If not, the curriculum needs to be investigated for areas to improve writing skills.</td>
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<td>Outcome #4</td>
<td>Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. <em>(Quantitative fluency)</em></td>
<td>BUGB 105 (B) ACCT 201 (D) MANG 491 (A) MANG 471 (A)</td>
<td>What: 1. Cookie project (BUGB 105) 2. Smitty Project (ACCT 201) 3. H&amp;S Motor Co (MANG 491) 4. MFT 5. Proficiency Profile</td>
<td>Who: Professors of BUGB 105, ACCT 201, FINA 301 and MANG 491</td>
<td>We expect to see growth in quantitative skills from the beginning level by the majority of students in BUGB 105 to the developing level in FINA 301. For MANG 491, 80% of students should score at the proficient level.</td>
<td>Results: Key Findings:Sept. 14: The project in FINA 301 was tested unsuccessfully as a method of assessing this SLO. When it became apparent this project would not work, assignments in BUGB 105 and MANG 471 were adapted and a test pilot was run. The problem in BUGB 105 will be changed appropriately to assess this SLO. Jan. 15: Information was collected from MANG 471. The ACCT 201 exercise was developed, administered and few examples were distributed to be assessed using the rubric. Analysis of the results is pending.</td>
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<td><strong>Outcome #5</strong></td>
<td>Effectively work in a team</td>
<td>BUGB 105 (B) MANG 491 (A)</td>
<td>What: Peer evaluation of team member effectiveness during and after team projects</td>
<td>Who: BUGB105 (n=123 Fall 2014); MANG 491 (n=26 Fall 2014)</td>
<td>Key Findings: Conclusions After pilot testing the CATME evaluation system in Spring 2014 it was determined that this instrument could serve as our standardized assessment tool for team effectiveness on team projects.</td>
<td>Re-evaluation Date: The use of the CATME peer evaluation tool was a success and provides an efficient method of assessing team member effectiveness of team projects. The next iteration of this SLO assessment in the spring 2015 will continue to work on improving response rate and gather more longitudinal data to better understand trends between beginning and advanced team work.</td>
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<td>When: Fall 2014 approx. Week 10; Spring 2015 approx. Week 10.</td>
<td>How: Comprehensive Assessment of Team Member Effectiveness (CATME) peer evaluation assessment</td>
<td>Results: There will be a positive trend in CATME scores across the beginning courses (BUGB 105) and advanced courses (MANG 491) for 80% of student’s average CATME peer evaluation scores.</td>
<td>88% of BUGB105 students (beginning) scored above 2.5 on each of the five CATME dimensions. Response rate was 56%.</td>
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<td>Outcome #6</td>
<td>CISB 210 (B)</td>
<td>Indicate if outcome is Beginning(B), Developing(D), or Advanced(A)</td>
<td>Who: Individual and/or group projects CISB 210.</td>
<td>After much discussion and many changes, the wording on this SLO was agreed upon. Assignments and a rubric will be created and a test pilot conducted Spring 2015.</td>
<td>Results:</td>
<td>Key Findings:</td>
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<td>Program Outcomes</td>
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<tr>
<td>Outcome #7</td>
<td>Produce professional business work products.</td>
<td>New SLO separated out this fall.</td>
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<td>Results: Key Findings: Conclusions: When reviewing this SLO in association with teamwork, it was determined this SLO needed a separate category. A rubric will be developed as well as courses identified to be used for assessment.</td>
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</table>
Appendix E

Curriculum Map
### Department of Business Curriculum Map

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<th>COURSES</th>
<th>Student Learning Objectives</th>
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* BBA and BAS in Business Administration Program Review Self-Study 2009-2014 109
Appendix F

Continuous Improvement Committee Charge
The Assessment Committee has been renamed to the Continuous Improvement Committee. This is an important shift in our paradigm regarding “assessment”. The goal of any assessment activity is to provide evidence if learning has either occurred or not occurred specific to students learning outcome (SLO). These SLO assessments inform each degree program of their strengths and weaknesses illuminating opportunities for improvement and highlighting areas of success. The decision to shift our focus within the Department of Business to improvement of degree programs is a natural step in our continued evolution of developing a rigorous assurance of learning process that will ensure we are meeting the needs of all our stakeholders.

The primary charge for 2015 - 2016 will be to:

Assist SLO Committees with determining appropriate “meets” or “does not meet” for each assessment criteria. This data will inform the direction and intensity of each improvement initiative specific to the appropriate degree program.

Provide recommendations to faculty based on assurance of learning activities at end of the academic year.

Start to establish a new structure for the CiC that enables efficient collection and dissemination of assessment data to the appropriate CI Degree Committee (yet to be established...conceptual structure is shown below)

CiC Members: Kyle Stone (Chair); Suzanne Lay; Morgan Bridge; Matt Rosenberg

Student Learning Outcomes:

Outcome #1 - Business Knowledge for Problem Solving: Integrate knowledge from multiple functional areas of business to solve business problems and to develop sound business strategies. (Specialized knowledge – general business knowledge)

Outcome #2 – Because Thinking is Critical: Apply business knowledge and skills in appropriate business contexts and transfer knowledge and skills to new business situations. (Critical thinking)

Outcome #3 – Effective Communication Achieves Mutual Understanding: Communicate clearly, appropriately, and persuasively to the audience, both orally and in writing, including individual presentations (Communication skills).

Outcome #4 – Business Analysis and Data: Analyze business data critically, reason logically, and apply quantitative analysis methods correctly to develop appropriate business conclusions. (Quantitative fluency).

Outcome #5 – Teamwork Makes the Dream Work: Effectively work in a team (Teamwork).

Outcome #6 – Information Drives Strategy: Strategically apply information across functional areas of business (Strategic Application of Information).

Outcome #7 – Always Professional: Produce professional business work products (Work Products).

Outcome #8 – Ethical Every Day: Practice principle-based ethics in decision making both personally and professionally (Ethical Behavior)
Appendix G

Budget Information
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**Notes:**
- **ACCT TITLE** includes a variety of expenses such as regular and sick leave payments, health insurance contributions, and travel expenses.
- **RESERVE** column indicates the budgeted amounts for each item.
- **TOTAL** column sums up the actual expenses incurred against the budgeted amounts.
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**Hourly Workers**

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PROFESSIONAL FEES EXTERNAL
SUPPLIES

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SOFTWARE

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PRINTING OFF-CAMPUS
SUBSCRIPTIONS & BOOKS

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POSTAGE
DUES & MEMBERSHIPS
ADVERTISING
ADVERTISING - SEARCHES
RENT/LEASE EQUIPMENT
OFFICIAL FUNCTIONS STUDENT RELATED
OFFICIAL FUNCTIONS
PROFESSIONAL DEVELOPMENT
COMPUTER EQUIPMENT NON-CAPITAL

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TELEPHONE CALLS

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TELEPHONE EQUIPMENT

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<tr>
<td></td>
<td>1140</td>
<td>6760</td>
<td>RENT/LEASE EQUIPMENT</td>
<td>0.00</td>
<td>1,227.07</td>
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<td>Internal Charges</td>
<td>1140</td>
<td>6410</td>
<td>TELEPHONE EQUIPMENT</td>
<td>396.00</td>
<td>396.00</td>
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<tr>
<td>TOTAL</td>
<td>1140</td>
<td></td>
<td></td>
<td>95,767.00</td>
<td>73,426.05</td>
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</table>
Appendix H

Faculty Vitae
**BBA/BAS Faculty:**

**Morgan Bridge,** Professor of Business and Department Head of Business; BBA, MA, Chadron State; PhD, University of Wyoming.

**Emma Fleck,** Assistant Professor of Business; BA, PhD, University of Ulster-Northern Ireland.

**Brian Fraser,** Assistant Professor of Finance; BBA, Colorado Mesa University; MS, University of Denver.

**Timothy Hatten,** Professor of Business; BA, Western State College; MS, Central Missouri State; PhD, University of Missouri.

**Stanton Heister,** Assistant Professor of Business; BS, University of Michigan; MBA, University of Portland; PhD Arogsy University.

**Georgann Jouflas,** Instructor of Business; BA, University of Colorado; MBA, George Washington University.

**Robert Mayer,** Assistant Professor of Business; BA, MS, University of Northern Colorado.

**Deborah Parman,** Assistant Professor of Business; BA, Colorado State University; MAM, University of Redlands.

**Nathan Perry,** Assistant Professor of Business; BA, Westminster College; PhD, University of Utah.

**Matt Rosenberg,** Assistant Professor of Business; CFA, CPA, MPA, The University of Texas at Austin.

**Patrick Schutz,** Associate Professor of Business; BS, Eastern Michigan University; MS, University of Utah; PhD, Colorado State University.

**Kyle Stone,** Assistant Professor of Business; BS, Central Missouri State University; MEd, PhD, Colorado State University.

**Richard Vail,** Professor of Business; BS, University of California-Davis; MS, University of Colorado; PhD, Oxford University.
Education:

- Masters of Business Administration 1994
  Webster University, San Antonio, Texas
  Distinguished Graduate
  (I have 19 hours of Graduate Accounting,
   including 13 hours completed at UT Martin)

- Masters of Aeronautical Science 1988
  Embry-Riddle Aeronautical University (ERAU)
  Daytona Beach, Florida

- Master of Arts 1979
  Management Concentration
  Webster University, San Antonio, Texas

- Bachelor of Science in Education 1974
  Southeast Missouri State University
  Cape Girardeau, Missouri

Professional Certification:

- Certified Public Accountant (CPA) December 2002
  Passed all four parts first time; completed all experience requirements

- Enrolled Agent (EA) October 1999
  Authorized to represent taxpayers before the Internal Revenue Service

- Total Quality Management Training 1996
  United States Air Force
  Team Member & Facilitator

Teaching Experience:

- Colorado Mesa University January 2014
  Assistant Professor of Accounting to Present
  Department of Business

- University of Memphis August 2011 to December 2013
  School of Accountancy
  Fogelman College of Business & Economics
  Instructor of Accounting

- Lambuth University, Bethel University and Jackson State Community College:
  July 2010 to August 2011
  Adjunct Professor Teaching Courses in Business and Accounting
Jackson State Community College, Jackson, Tennessee
Center of Emphasis Director
August 2010 to October 2010

Lambuth University, Jackson, Tennessee
Provost and Dean of the University
January 2009 to July 2010

Lambuth University, Jackson, Tennessee
Associate Professor of Accounting and Business
Courses Taught:
- Financial Accounting I & II
- Intermediate Accounting I & II
- Auditing I & II
- Government/Not-for-Profit Accounting
- Federal Tax I & II
- Cost and Managerial Accounting I
- Advanced Financial Accounting
- Introduction to Business
- Freshman Seminar

2003 - 2010

Jackson State Community College, Jackson, Tennessee
Adjunct Professor, Business Department
January 1995-December 2000
Full-Time Professor, Business Department
January 2001-May 2003
Courses Taught:
- Introduction to Business
- Fundamentals of Accounting
- Principles of Accounting I & II
- Supervision & Team Building
- Business Math
- Principles of Management
- Quality Management

The University of Memphis - Jackson campus
Adjunct Professor
January 1999 to December 2013
Courses Taught:
- Corporate Finance
- Business Communication
- Production/Operations Management

1995-1999

AFROTC Detachment Commander, Daytona Beach, Florida
ERAU, Department Chair
1985-1988
Professor of Aerospace Studies
Directed military/academic training for 700 cadets.
Ranked number one AFROTC Detachment in the nation, 1988.

Business Experience:
- Ashton Tax Services, Jackson, Tennessee
  Owner
  January 1999 to December 2013

- American Sign Shops, San Antonio, Texas
  Owner/Manager
  April 1994 to July 1996

Teaching Awards:
BBA and BAS in Business Administration Program Review Self-Study 2009-2014
Associated Student Government, Faculty of the Year Award 2015

Student Government Association, *Golden Beak Award*, Lambuth University 2010

IRS Outstanding Public Service for Volunteer Income Tax Assistance (VITA) 2007

Certificate of Appreciation to Lambuth University from United Way of West Tennessee of Jackson-Madison County 2007

Family Self-Sufficiency Award

*Who’s Who Among American Teachers* 2005

*Billie P. Exum Outstanding Educator Award*, Lambuth University 2005

*Adjunct Faculty of the Year*, Jackson State Community College 2000

*NISOD Excellence Award in Teaching*, Jackson State Community College 2000

**Community Service:**

Volunteer Income Tax Assistance (VITA), Lambuth University 2006-2009

Speaker’s Bureau for Internal Revenue Service (IRS) 2006-Present

**Past Memberships:**

American Institute of Certified Public Accountants (AICPA)

Tennessee Society of Certified Public Accountants (TSCPA)

**Faculty Committees:**

Colorado Mesa University:

- Assessment Committee- Oral Communications 2014-2015
- Student Retention Committee 2014-2015

Lambuth University:

- Faculty Council 2006-2008
- Chair 2007-2008
- Bookstore Committee 2004-2007
- Chair 2005-2006
- Educational Advisory Committee 2004-2008

- Athletic Committee 2007-2008

- Faculty Athletic Rep Fall 2008

Search Committees:

- Vice President for Business Affairs Fall 2007
- Athletic Director

**Additional Training:**

Annual IRS Nationwide Tax Forums 1999-2014

Volunteer Income Tax Assistance Training:

- IRS – Facilitator Training December 2007
- TaxWise – Computer Tax Software Training Seminars December 2007
- TaxWise – Train the Trainer November 2006
USAF Work Experience:

Chief, Flight Safety Division, Mar 92-Nov 94, Randolph AFB TX. Managed the safe operations of all Air Education and Training Command flight operations. Includes 1,500 aircraft and over 4,000 pilots. Earned the Secretary of the Air Force award for best safety program in the Air Force -- two years in a row.

Executive Officer For, Deputy Chief of Staff Plans and Requirements, Nov 90-Feb 92, Randolph AFB TX. Established policies and procedures for the management of all administrative matters in an organization of over 300 military and civilian staff officers. Reviewed all correspondence and briefings generated by staff to ensure accuracy of both content and format. Developed, managed, and distributed a $3,000,000 budget annually. Reduced travel and operating expenses by 15%.

Chief, Policy and Management Division, June 90-Oct 90, Randolph AFB TX. Developed and staffed command acquisition policy. Prepared and presented acquisition briefings to senior Air Force leaders, industry executives, congressional staffers, congressmen, and foreign dignitaries. Planned and organized several conferences for over 100 attendees.

Programs Officer, Jun 88-May 90, Randolph AFB TX. Formulated all Air Education and Training Command programming requirements associated with implementation of Specialized Undergraduate Pilot Training at six bases impacting the training of 1500 future Air Force pilots annually.

Commander and Professor of Aerospace Studies Air Force Reserve Officer Training Program (AFROTC), Jun 85-May 88, Embry-Riddle Aeronautical University, Daytona Beach, Florida; University department chairman with rank of professor. Led the team for recruiting, retention, training, and academic/military education for over 700 AFROTC cadets. Classroom instructor for all freshman and sophomore cadets. Ranked number one detachment in the nation for 1988.

Commander, Accelerated Copilot Enrichment Detachment, Oct 83-May 85, Ellsworth AFB SD. Flight Examiner, Academic Instructor for aircraft systems and flight planning, supervised all flying activities for 37 pilots. Directed the utilization and maintenance of four T-38 aircraft, flying 2,300 aircraft sorties annually. Acted as liaison and provided information briefings to host commander. Conducted flight evaluations and instructed advanced flying training in the T-38 aircraft.


C-5 Aircraft Commander and Pilot Scheduler, Jun 79-Jun 81, Dover AFB DE.
Coordinated the effective and efficient management of the AF's largest cargo aircraft ensuring strategic airlift of personnel and material over worldwide routes. Commanded and coordinated a crew of 8-to-22 flight crew members. Scheduled airlift missions, currency events, and training requirements for over 100 pilots, ensuring each pilot remained capable of world-wide operations.

Experience:

2001-Current Colorado Mesa University (formerly Mesa State College)
Grand Junction, CO

Department Head

- Responsible for hiring, supervising and evaluating 24 full-time faculty and 30+ adjunct each semester
- Conduct annual employee evaluations for both full-time and part-time faculty and staff
- Manage effectively departmental budget
- Play key role in departmental student recruitment
- Create and implement effective student retention strategies
- Coordinate departmental distance learning, online and satellite site
- Responsible for programmatic assessment
- Supervise departmental communications, both print and electronic
- Daily student interaction with officers from business clubs and students
- Develop and utilize industry advisory groups for business, construction management and landman/energy management programs
- Responsible for oversight of 2.8 M budget
- Responsible for curriculum development including review and addition of new programs
  - Developed and implemented new landman/energy management concentration, insurance concentration and construction management and BAS degrees
  - Developed 3+2 Finance and 3+2 Construction Management/MBA program

2005-Current Colorado Mesa University (formerly Mesa State College)
Grand Junction, CO

Tenured Full Professor

- Teaching classes in the areas of finance, economics and management
- Conducting research in applied economics/finance/pedagogy
- Leading department and serving on campus committees
- Advising students throughout the process of degree completion
Morgan K. Bridge

- Faculty Co-Advisor for student business trips to China
- Faculty Co-Advisor for student run business - Juice Junction
- Developed and taught Macroeconomics and Microeconomics Online
- Quality Matters Peer Reviewer Course and Certification
- Faculty Co-Advisor for student business trip to Eastern Europe

2000-2005  Mesa State College  Grand Junction, CO

**Associate Professor**

- Taught classes in the areas of finance, economics and management
- Conducted research in applied economics
- Served on department/campus committees
- Advised students throughout the process of degree completion
- Developed appropriate outreach programs

1995–2000  Mesa State College  Grand Junction, CO

**Assistant Professor**

- Taught classes in the areas of finance, economics and management
- Conducted research in the area of applied economics
- Advised students

1993-1995  Chadron State College  Chadron, NE

**Assistant Professor**

- Taught classes in all areas of business, including management, marketing, economics and finance
- Conducted research necessary to complete dissertation
- Advised students

January 1993-June 1993  University of Wyoming  Laramie, WY

**Graduate Assistant**

- Assisted in preparing classes for the Center for Economic Education
- Coordinated and assisted in delivering a distance learning class
- Responsible for assistant teaching in various business classes

1995-Current  Bridge Consulting and Publishing  Grand Junction, CO

**Consultant/Publisher**

- Consulting project for local energy company
- Consulting project for the City of Montrose
- Test item file for Supervision Today by Robbins
- Test item file for Management by Robbins
- Test item file for Business Today by Mescon
Morgan K. Bridge

- Test Item file for Small Business by Hatten
- Test Item file for Introduction to Business by Boone
- Chapter Review for Essentials of Corporate Finance by Parrino, Kidwell, and Bates

Education

June 1992-May 1994 University of Wyoming Laramie, WY
- Doctorate of Philosophy, Business
- Graduated 3.941 on a four-point scale for "A"

May 1987-May 1989 Chadron State College Chadron, NE
- Master of Arts, Business
- Graduated 4.0 on a four-point scale for "A"

August 1979-May 1983 Chadron State College Chadron, NE
- Bachelor of Arts in Business Administration
- Graduated 3.77 on a four-point scale for "A"

Curriculum Experience

- Principles of Macroeconomics
- Managerial Finance
- Public Sector Economics
- Economics and Public Policy
- Principles of Management
- Introduction to Business
- Survey of Economics
- Intermediate Macroeconomics
- Principles of Microeconomics
- Fundamentals of Investments
- Problems in Managerial Finance
- Entrepreneurship
- Freshman Business Seminar
- History of Economic Ideas
- Intermediate Microeconomics
- Workplace Communication

Research Experience

Local Presentations:

Invited Presenter June 2004 for 50 for Colorado. Presentation centered on the economies of 14 differing counties on the Western Slope of Colorado.

Invited Presenter Spring 2005 for Center for Economic Education and the Colorado Council on Economic Education. The first presentation was entitled, "Learning, Earning and Investing" and the second was entitled, "Black Gold".

Invited Presenter Spring 2005 to the Energy Task Force. Presentation centered on the Oil Industry on the Western Slope.

Invited Presenter August 2005 to the Kiwanis Club. Topic was "Energy: Today and Tomorrow".
Invited Presenter Spring 2006 for the Center for Economic Education and the Colorado Council on Economic Education. The first presentation was entitled, "Financial Fitness for Life". The second was focused on the Energy Industry.

Invited Presenter August 2006, for The Burns School of Real Estate and Construction Management. The presentation was entitled, "2006 Western Slope Real Estate/Construction Update".


An invited presentation for American National Bank on the state of the local economy held on January 24, 2008 at Grand Junction, CO.


An invited presentation for the 2nd Annual Colorado Entrepreneurship Marketplace sponsored by the Colorado Office of Economic Development and Trade, entitled Connecting Community Colleges to Business with Jack Taylor and Robert Booth, October 9, 2009.


An invited presentation for COLOTRUST entitled, "Where are We Headed Now?", Grand Junction, CO, April 2014.


Professional Presentations and Publications:


Morgan K. Bridge


Bridge, M.K, Fraser, B, Fleck, E and Pumphrey, D. (2015) Attainment of 1,250,000 grant from the Daniels Foundation for the Ethics Initiative. Awards of 250,000 pursuant to the fulfillment of yearly goals each year up to five years total.
CURRICULUM VITAE
DONALD A. CARPENTER

ACADEMIC DEGREES and Other Coursework:

2004 D.Div. American Institute of Holistic Theology (Birmingham, AL) General Theology

1997-2002 University of Nebraska at Kearney, 24 cr hrs in Community Counseling

1992 Ph.D. University of Nebraska-Lincoln, Business -- Major: Management Information Systems
    Minors: Management Science, Computer Science, Production & Operations Management

1985-1987 Kearney (NE) State College, 24 cr hrs of pre-Ph.D. deficiency courses

1984-1985 University of Colorado at Colorado Springs – 15 cr hrs post-MBA courses Marketing/Econ

1984 MBA University of Colorado at Colorado Springs – MBA Emphasis: Information Systems

1980-1981 Colorado State University (Colorado Springs), 6 cr hrs for Vocational Credential

1971 B.S. Kearney (NE) State College – Comprehensive Major: Business Administration

PROFESSIONAL EXPERIENCE:

2003-Present Colorado Mesa University (formerly Mesa State College), Grand Junction, CO
    Associate Professor, Tenured Professor of Computer Information Systems

1985-2003 University of Nebraska at Kearney
    2000-2003 Professor of Management Information Systems and
    Director, Global Sources Information Technology Program
    1985-2000 Assistant, Associate, Tenured Professor, Computer Science & Info Systems and
    Chair, Department of Computer Science & Information Systems

1984-1985 University of Colorado at Colorado Springs, Honorarium Faculty: Intro to Marketing

1980-1985 Pikes Peak Community College (Colo Spgs), Instructor: Computer Information Technology

1982-1983 Lundy Electronics (of Glenhead, NY) (during leave from PPCC)
    Mountain States District Manager, based in Colorado Springs

1972-1980 Burroughs Corporation (now UNISYS), Colorado Springs
    1972-76 Territory Manager, 1976-78 Zone Sales Manager, 1979-80 Account Manager

1978-1979 Quasar Computer Services (Colo Spgs), Marketing Manager (during Burroughs leave)

1969-1972 RGIS Inventory Specialists, Kearney, Lincoln, Kansas City
    1969-71 Crew Member/Supervisor Kearney & Lincoln (part time)
    1972 District Manager Kansas City (full time)

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
CONTACT AND PERSONAL INFORMATION:

Office: Department of Business  
  Colorado Mesa University  
  Dominguez Hall 301c  
  1400 Houston  
  Grand Junction, Colorado 81501

Phone: 970-248-1580; Email: dcarpent@mesastate.edu; FAX: 970-248-1730

Personal: U.S. citizen, born 1/22/49 in Lexington, NE; Widowed, 4 grown children.

PRINCIPAL ONGOING COLLEGIATE ACTIVITIES:

Member, Chair, CMU Faculty Senate’s Graduate Curriculum Committee.  
Member, Former Chair, CMU Faculty Senate’s Undergraduate Curriculum Committee.  
Ex Officio Member, CMU Graduate Studies Advisory Committee.  
Chair, CMU Business Department’s M.B.A. Committee.  
Coordinator, CMU Business Department’s curriculum development.  
Coordinator, CISB 101 Business Information Technology (8-10 sections taught by adjunct instructors).  
Chair, CMU Business Department’s Assessment Committee for Strategic Use of Information.  
Participant on CMU’s Computer Information Systems program’s teams for faculty search, continuous improvement, ABET accreditation, lab management, curriculum changes, program/course assessment, program review, etc.

PROFESSIONAL AND ACADEMIC ASSOCIATION MEMBERSHIPS:

Mountain Plains Management Association, Board of Directors, President (06-08); presenter, discussant, session chair, reviewer (since 2003)  
  conference co-organizer, web master, Proceedings editor (2004,09,11)  
Society for Case Research, member, reviewer, discussant, session chair (since 2013)  
Decision Sciences Institute, member, reviewer, discussant (since 1992)  
Western, Midwest, Southwestern Decision Sciences Institute, member, presenter, discussant  
Association for Information Technology Professionals (formerly DPMA) (since 1972)  
Association for Computing Machinery, former member, presenter (1985-2003)  
ISECON, AICIS, and others (reviewer, presenter) (since 2003)

PRINCIPAL ONGOING RESEARCH:

Exploration of relationships between meaningfulness and motivation among information technology workers and general workforce. 2002-present.

Information requirements determination, enterprise information modeling, and General Systems Theory study of common enterprise information needs. 1972-present.

Pedagogy in CIS and Assessment in Business. 1985-present

COURSES TAUGHT:

* = one or more online sections as well as classroom sections

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
CISB courses at Colorado Mesa University, 2003-present:
100 Basic Computer Skills
101 Business Information Technology (computer literacy/skills)*
131 COBOL Programming
210 Fundamentals of Info Systems*
395 Enterprise Architecture
331 Advanced Business Programming (COBOL/Simulation/Java, HTML/CSS/PHP/MySQL)
392 Theories and Practice in CIS
400 Data Communications & Network Management*
410 Project Management*
442 Systems Analysis and Design
451 Database Administration
460 Electronic Commerce Systems*
471 Advanced Information Systems (capstone)
491 Directed Readings
493 Independent Study
496 Special Topics
500 Management of Information Systems (MBA)*
505 Advanced Project Management (MBA)*
560 Advanced E-Commerce Systems (MBA)*

Other at Colorado Mesa University, 2003-20xx
BUGB 105 Freshman Business Seminar
BUGB 520 Topics: Project Management (MBA)
BUGB 530 Research Design (MBA)
BUGB 595 Research Practicum (MBA)
MANG 410 Effective Workplace Communications
MANG 510 Organizational Theory & Behavior (MBA)*
MARK 335 Sales & Sales Management
MARK 350 Marketing Research
MARK 500 Marketing Strategy (MBA)

PPCC, UCCS, UNK, (unduplicated with other institutions), 1980-2003:
Hardware, Software & Architecture
Operating Systems
AS/400 Operations
FORTRAN Programming
BASIC Programming
Assembler Programming
RPG IV Programming
Computer Simulation
Computer Assisted Instruction*
Computer Managed Instruction*
Principles of Marketing
Salesmanship
SCHOLARSHIP LEADING TO PUBLICATIONS

INVITED CHAPTERS:


REFEREED JOURNALS ARTICLES:


**PROFESSIONAL BOOKS:**


PEER REVIEWED CONFERENCE AND PROCEEDINGS PAPERS:
 *=personally presented


BBA and BAS in Business Administration Program Review Self-Study 2009-2014 166


**TRAINING VIDEOS:**


**NEWSPAPER AND NEWSLETTER ARTICLES IN DISCIPLINE:**


STUDENT MANUALS:


MISCELLANEOUS SCHOLARLY WORKS:


DECISION SUPPORT SYSTEMS (COMPUTER SOFTWARE):

DSS for determining the proper line speed for multi-user teleprocessing systems. Incorporates elaborate queuing formula as opposed to the typically-used, overly-simplistic line calculation approach. Written in Paradox under MS/DOS; then in MS Excel and MS Access.

DSS for assigning employees to manufacturing jobs using a heuristic to deal with extensive ergonomic constraints; developed using Paradox under MS/DOS for an electrical components manufacturer.

DSS for determining best sequence for a set of production jobs; created in 1988 for Enable 3.0 spreadsheet extensively utilizing macro command strings; runs either user-determined set of jobs or randomly generates a simulated job mix based on mean job characteristics supplied by user; explores random, first come first served, earliest due date, shortest processing time, & critical ratio rules to determine best fit; logs results for multiple runs; generates statistics on individual, mean and variance of job lateness; produces extensive graphics.

**Strategic Acquisition Manager**, 1991.
DSS for evaluating candidate firms for corporate takeover/merger; written in BASIC for MS/DOS systems; utilizes a zero-one goal programming model developed by Marc Schniederjans, U of Nebraska-Lincoln.

DSS for determining the proper mix of exercise and caloric intake to reach target weight loss (or gain) within a specified time frame; considers the impact of age and gender on the metabolism; written in Enable spreadsheet; rewritten in MS Excel; then MS Access.

DSS for analyzing student and course grade performance; allows for what-if analysis based on projected changes to the grading scale; produces hard-copy output as a substitute for the classical grade book; written originally for Visicalc in 1981; re-written and enhanced in 1986 for Lotus-compatible spreadsheet packages; re-written and enhanced in 1986 for Lotus-compatible spreadsheet packages.

DSS for considering & weighing budget distribution options among academic departments; utilizes zero-one goal programming; based on MicroManager software for MS/DOS systems; rewritten using Excel.

DSS for managing, analyzing and reporting data pertaining to course enrollments, major and graduate counts; produces extensive graphics; written for Lotus-compatible spreadsheet packages.

**Student Evaluation of Faculty Analyzer**, 1985.
DSS for comparing and graphing the results of evaluations of multiple instructors, multiple semesters, and multiple courses; written for Lotus-compatible spreadsheet packages.

**OTHER SCHOLARSHIP**

**IN VolvEMENT WITH STUDENT RESEARCH:**

Faculty practicum advisor for 16 MBA students. August 2014 – May 2015.

Faculty advisor for eight students for CMU Student Showcase. April 2014.

Faculty practicum advisor for 10 MBA students. August 2013 – May 2014.

Faculty advisor for one student for CMU Student Showcase. April 2012.


Faculty Mentor to Kenneth Riskey. (2008). *eBricksOnline: A Lego customer profile.* (Mesa State College MBA Practicum)

Faculty Mentor to Chad Hensley (2008). *Information technology staffing in colleges and universities: Identifying contributing factors.* (Mesa State College MBA Practicum)

Faculty Mentor to Juliana Munoz. (2005). Extreme programming. **Second place in student paper competition at AITP’s National Collegiate Computer Conference.** [Atlanta, April 2005].


Faculty Mentor to Mary Classen, “Exploring the relationship between personality indicators and political party preference, 1st Place in Professional/Applied Sciences division of UNK Student Research Day 1999.

Helped students refine and published articles based on student research papers. See: Carpenter & Anderson, Anderson & Carpenter, Hough-Feldman & Gilpin, in list of publications on previous pages herein.

SUCCESSFUL GRANTSMAHIP ACTIVITIES:

Oct 12 – May 13  CMU Faculty Development Grant.

Sep 00 – May 03  Managed donation from UNK alumni for Global Sources Program. $200,000 per yr for 5 yrs.

Apr 95  NU Foundation for CSIS CASE/UNIX student computer lab. Result: $32,000 + $50,000 from UNK CNSS.

Jan 95  UNK Academic Computing Committee Grant request. Result: $850 for CSIS remote course delivery.


Apr 90  Proposal to KSC for improving CSIS faculty computing. Result: $30,000 for multimedia computer.

Sep 89  KSC request for a UNIX computer for CSIS. Result: $25,000 from AT&T, Nebr Dept Ed, KSC.


Jul 87  Request to Information Technology, Inc. Result: $8400 Excelerator software donation.
Jun 86 Request to AutoDesk, Inc. Result: $3000 AutoCAD software donation.

Jun 85 Pikes Peak Community College external request. Result: $150,000 computer Hewlett-Packard.

Mar 82 Pikes Peak Community College external request. Result: $80,000 computer, Digital Equipment Corp.

May 81 Pikes Peak Community College Faculty Improvement Grant. $600 classroom microcomputer.

COMPETITIVELY SELECTED PRESENTATIONS:
See “Conference and Proceedings Papers,” above. Presented papers are preceded by an asterisk.

INVITED PRESENTATIONS:


Mar 01, 02 “Web Genealogy.” Senior Citizens Heads-Up Conferences. UNK.

Nov 1999 “Information Systems Assessment.” City Manager, Council, Department Heads. City of Kearney, NE.

Nov 1999 Interviewed regarding Y2K problems and predictions on KGFW Radio’s Talk of the Town.


May 1996 Panel presentation on distance education to UNK Chancellor's Advisory Committee.


May 1995 Grant proposal presentation to University of Nebraska Foundation Board of Directors.

Apr 1995 Presentation on Instructional Telecommunications to University of Nebraska Board of Regents.


Dec 1994 "Information Structures to Support Scholarly Research: A General Systems Theory Approach." Arts and Sciences Luncheon Research Colloquium at the University of Nebraska at Kearney.


Nov 1993 "Preparing Secondary Students for College Computing / Are We Teaching Database Properly?" North Central Kansas Computer Teachers Conference. Educational Service Center, Concordia.


Sep 1993 Panel Member, Career Awareness Week, sponsored by Career Services, UNK.


Nov 1991 Session Chair, Statistical & Quant Methods Track Decision Sciences Institute Annual Meeting.

Nov 1991 "What Qualifies as Research in Computer Information Systems?" Faculty Development Colloquium, Dept of Computer Science & Information Systems at UNK.

Oct 1991 "A Goal Programming Model for Budget Allocations Among Academic Departments." Arts and Sciences Luncheon Research Colloquium at the University of Nebraska at Kearney.

May 1990 "Use of Spreadsheet Software to Teach Simulation." Annual Conference of the Nebraska Educational Technology Association. Omaha.

Oct 1989 Interviewed for News Watch on "Friday the 13th"/"Columbus Day" virus by Nebraska TV Network.

Apr 1989 "Are We Teaching Database Properly?" Annual Conference of Nebraska Educational Technology Association. Omaha.


Fall 1983 Panel Member, Education Night, Southern Colo Chapter, Data Processing Management Association; Topic: "Computer Education Programs in Colorado Springs."

MANUSCRIPTS REVIEWED:

2013-present Reviewer for Society of Case Research conference, workshop, journals.

2004-present Reviewer for several papers for annual Mountain Plains Management Conference.

2000-present Reviewer for several papers for Midwest and Western Decision Science Institute.

2006-present Ad Hoc Reviewer on Editorial Team for Decision Sciences Journal.

2006-present Reviewer for several papers for ISECON and IACIS.


1997-99 Reviewed many papers as member, Editorial Board of Academy of Information & Management Sciences.


OTHER MONOGRAPHS

ACADEMIC PROGRAM REVIEWS:

Jul 2007  Self-Study for 2002-07 Academic Program Review of Computer Information Systems at MSC.

Sep 1999  External Reviewer, School of Information/Computer Science, Georgia Southwestern State U.

May 1995  Member of External Review Team, UNK’s Management and Marketing Department.

Sep 1988  Member of External Review Team, UNK’s Chemistry Department.


POSITION PAPERS AT KSC/UNK/MSC/CMU:

2012  Plan to switch CIS programs from IS2002 to IS2010 Model Curriculum at CMU.

2006  Plan for expanding course fees for Computer Information Systems Courses at Mesa State College.

2006  Draft for new faculty evaluation instrument for Business Department at Mesa State College.

2000-03  College of Business and Technology Annual Information Technology Report, incl. faculty survey results.

2000-03  Several position papers on improving the MIS curriculum and MIS portion of the business core & MBA.

2000-01  Several internal/external documents related to Global Sources Information Technology Pgm.


Jan 1996  "Department-Specific Instructional Technology at UNK." Faculty Senate's Academic Computing Committee.


Mar 1995  "Recommendations for Academic Computing Usage at UNK." Faculty Senate's Academic Computing Committee.


Nov 1991  "Proposal for a System Administrator for CS&IS Department." Result: agreed but no funding.


Mar 1990  "Future of KSC Academic Computing." Result: Faculty Senate comm on academic computing.


Oct 1986  "Unified Model for Instructional Computing at KSC." Result: college system $13M proposal; incl. in Nebr. Legislature's appropriation bill 770 (Jan 1990); $25,000 funded for further study.

Mar 1986  "Proposal to Create Information Systems Programs at KSC." Result: majors, minor, courses.

MISCELLANEOUS:

1990-00  UNK CS&IS Department, Annual Newsletter editor, plus "Message from the Chair," and others.
1993-00  UNK Department of Computer Science and Information Systems, "Continuous Self-Study."
1985-00  University of Nebraska at Kearney, CS & IS student advising literature & informational sheets.
1978-79  Quasar Computer Service, Marketing Manual, sales literature pieces, part of employee manual
1970-72  Tau Rho (local) Fraternity at Kearney State College, "Constitution and By-Laws."

NOVELS AND POETRY:

COLLEGIATE SERVICE ACTIVITIES

AS CIS FACULTY AT COLORADO MESA UNIVERSITY (Aug 2003 – Present)

Aug 2005 - May 2012 Created paperwork and championed to Curriculum Committee several CIS curriculum changes including: Course addition: CISP 470 CIS Lab Consultantship Program, modifications: AA, BAS, BS in Computer Information Systems

Aug - Sep 2007 Created paperwork and championed to Curriculum Committee several CIS curriculum changes including: Course addition: CISP 470 CIS Lab Consultantship Program, modifications: AA, BAS, BS in Computer Information Systems

Aug 2005 - Present Member of Business Department’s Academic Honesty Board

Sep 2006 - May 2007 Chair of CIS Committee on Assessment and Accreditation

May 2005 - May 2007 Member, Faculty Senate’s Salary and Benefits Committee.

May 2005 – May 2010 Coordinator of Business Department’s assessment data collection and analysis activities.

Aug 2006 - Aug 2007 Chair of CIS Committee on Assessment and Accreditation.


Sep 2006-May 2009 Ex Officio member, Western Colorado Community College Curriculum Committee

Dec 08 – Oct 09 Assisted, prepared, & hosted 51st annual conference of Mountain Plains Management Association, including: Created MPMA conference web site,

Maintained and managed emailing list of 6000 names,

Arranged track chairs, reviewers, discussants and session chairs,

Edited Conference Proceedings and prepared CD,

Created conference program and schedule,

Served as master of ceremonies for business meeting and banquet.

Dec 10 – Oct 11 Assisted, prepared, & hosted 53rd annual conference of Mountain Plains Management Association, including: Created MPMA conference web site,

Maintained and managed emailing list of 4000 names,

Arranged track chairs, reviewers, discussants and session chairs,

Edited Conference Proceedings and prepared CD,

Created conference program and schedule,

Served as master of ceremonies for business meeting and banquet.

Sep 2010 – Present Chair & Business Dept. rep on Faculty Senate’s Graduate Curriculum Committee.

Sep 2011 – Present Ex officio member Graduate Studies Advisory Committee.


Jan 2007 - Present Member, Business Department MBA Committee; chair 2013- Present

Aug 2005 - Present Member of four CIS Teams on Curriculum/Advising, Assessment/ Accreditation, Public Relations/Faculty Development/Retention, and Facilities/Scheduling

Sep 2006-May 2009 Ex Officio member, Western Colorado Community College Curriculum Committee

Dec 08 – Oct 09 Assisted, prepared, & hosted 51st annual conference of Mountain Plains Management Association, including: Created MPMA conference web site,

Maintained and managed emailing list of 6000 names,

Arranged track chairs, reviewers, discussants and session chairs,

Edited Conference Proceedings and prepared CD,

Created conference program and schedule.

Sep 2005 – Present Business Dept. representative on Faculty Senate’s Undergraduate Curriculum Committee. Vice Chair, 2006-2009; Chair, 2009-2010
Sep – Oct 2006 Created Paperwork and championed to Curriculum Committee several CIS curriculum changes including:
Course modification: CISB 442 Systems Analysis and Design
Course modification: CISB 451 Database Administration
addition: CISB 300 Information Systems Architecture
modification: BS in Computer Information Systems
Program addition: Bachelor of Applied Science in Computer Information System

Sep – Oct 2005 Created paperwork and championed to Curriculum Committee several CIS curriculum changes, including:
Course modification: CISB 500 Management of Information Systems
addition: CISB 470 Management of Information Systems
Course addition: CISB 560 Electronic Commerce Systems
Course addition: CISB 491 Directed Readings
Program modification: BS in Computer Information Systems

Aug – Oct 2004 Created paperwork and championed to Curriculum Committee several CIS curriculum changes, including:
Course addition: CISB 100 Basic Computer Skills
Course addition: CISB 331 Advanced Business Programming
Course addition: CISB 460 Electronic Commerce Systems
Course deletion: CISB 131 COBOL Programming
Program modification: BS in Computer Information Systems

Oct – Nov 2006 Assisted Business Dept Head to create BBA concentration and four courses in Energy Mgmt
Mar 03 – Nov 04 Created Power Point presentation to recruit CIS majors; combined best ideas from several previous student and faculty presentations.
May-Aug 04 Created & taught CISB 496 / BUGB 520 Special Topics: E-Commerce Systems as a WebCT-delivered distance education course to twenty-seven students.
May-Jun 07 Created & taught MARK 496 / BUGB 520 Special Topics: International Electronic Marketing as WebCT-delivered distance education course to twenty-six students.
Mar-Aug 04 Designed, ordered equipment for, and supervised student lab assistant in creating new LAN to support e-commerce course, Dell server & five clients with Windows Server & Macromedia Suite.
Sep 2004 Authored proposal for Student Tech fees to improve general lab in Hou 103. Result: 17 new computers.
Jan 2007 Established contract between Business Dept. CIS Program and Microsoft Corp’s Academic Alliance. This will save thousands of dollars annually for CIS labs, provide a service activity for CIS students, and provide opportunity to raise significant amount of funds for the student AITP chapter (computer club).
Mar 2007 Wrote proposal and coordinated successful efforts to expand CISB course fees to all CISB courses.
Summer 2006, 2007 Supervised overhaul of CIS dedicated computer labs (Houston Hall 103-104) to include: Linux & Java Integrated Development Environment Local Area Network with
Omando, Eclipse, Apache, JBoss, MySQL, Open Office, Windows 2003 & Visual Basic
Integrated Development Environment Local Area Network with Visual Studio.Net,
Macromedia Suite, Office, Project, Visio, Oracle

Dec 03 – Oct 04 Assisted prepare & host 46th annual conference of Mountain Plains Management Association, including:
Created MPMA conference web site,
Maintained and managed emailing list of 7000 names,
Served as track chair for both CIS and marketing,
Arranged reviewers, discussants and session chairs,
    Designed conference Proceedings CD format,
    Supervised students who prepared 108 copies of CD,
    Chaired two sessions and discussed two papers,
    Served as master of ceremonies for banquet.

Aug 03-present Participated in efforts to maintain & improve quality of Computer Information Systems program,
including: ABET accreditation efforts,
Annual program assessment,
Changes to CIS admissions form,
Change to CIS program sheets,
    Curricular discussions,
    ICCP IS exit examinations,
    Review of recruiting letters,
    Updates to program web pages.
AS PROGRAM DIRECTOR (9/85 - 8/88) & DEPT CHAIR (9/88 – 8/00),
DEPARTMENT OF COMPUTER SCIENCE AND INFORMATION SYSTEMS, UNK:

Ongoing Duties: Directed all aspects of ten major/minor/endorsement programs in CSIS.
Coordinated, supervised, evaluated, counseled 6-7 full-time and several adjuncts.
Chairing and/or directed activities of four CS and IS faculty search committees.
Administered department budget (approx. $340,000, including personnel services).
Established departmental administrative procedures and record keeping.
Developed semester and summer class schedules. Conducted dept faculty meetings.
Represented department on NSS College Council of Chairs and UNK Council of Chairs.
Engaged in prospective student recruiting activities. Managed physical facilities.
Publicized programs to high schools, community colleges, ESU’s, and the public.

Special Projects: Oversaw faculty discussions on potential merger of CS&IS and BMIS (1994-95).
Coordinated changes to all major/minor/endorsement programs (85-87, 90-91 & 94-95).
Developed new Educational Technology Master Degree Program and courses (1986).
Developed new Information Systems undergraduate degree programs & courses to align
Acquired department's first mini-computer systems & upgrade student & faculty labs
(MS/DOS/Windows; IBM 3900 (VM/CMS); AT&T 3B2 (UNIX); DEC VAX750
(VMS); network)
Developed plan to improve facilities & worked to acquire faculty office computers.
Created CSIS Library/Resource/Reading Room & CSIS CASE/UNIX student computer lab.
Developed two brochures and a variety of student advising and recruiting materials.
Created 4 standing department committees. Waged campaign to gain department status.
Coordinated Academic Program Review & authored Self-Study Reports (Fall 90, Spg 95).
Hosted Secondary School Computer Educator Forums and Programming Contests (1992-95)
Created four courses and Minor in Midrange Client Server Applications Development.

AS ADVOCATE FOR IMPROVING ACADEMIC COMPUTING AT UNK:

Sep 85 – May 03 Supervised independent studies & class projects.
Spring-Fall 1986 Chaired VPAA’s Ad Hoc Advisory Task Force on Instructional Computing.
Developed/co-authored a campus-wide statement of instructional computing needs.
Spring-Fall 1986 Served on committee to computerize KSC Foundation/Alumni Office. Created data
flow diagrams which were used as model to analyze operations of admin offices.
Fall 86-Spring 87 Served on State College Board of Trustees' RFI/RFP Task Force for 4 state colleges.
July - Sept 1988 Member of Academic Computing Task Force, appointed by State College Presidents.
Spring 1989 Member of VPAA’s Ad Hoc Academic Computing Advisory Group.
Fall 1989 Developed justification of need for UNK Director of Academic Computing position;
result: creation of Faculty Senate's Academic Computing Committee.
Fall 90-Spring 93 Advisor to Dean of Continuing Studies on creating computer labs at College Park,
Spring 1995 Member of Faculty Senate's Task Force on a Computing Competency Requirement.
Aug 90 – May 00 Faculty Senate's Academic Computing Committee. Secretary 92-96. Chair 99-00.
Oct 94 – May 96 Chair of UNK ACC’s Telecommunications, Standards and Policies Subcommittees.
Dec 95 – Aug 98 Member of UNK Vice Chancellor for University Relations’ Internet Task Force.
Spring-Sum 1996 Member of NU Provost’s Committee on Special Information Technology Projects.
Fall 98-Spring 99 Member of NU Provost’s Committee on Distance Education Policies.
May 97 - Feb 98 Chair, Chancellor’s Search Committee for Director of Computer Services.
Nov 99 – May 00 Member of UNK Sr VCAA’s Ad Hoc Committee on Information Technology
Nov 95 – May 03 Member of UNK Chancellor's Technology Advisory Committee.
Spring-Sum 1999 Surveyed Faculty Computing Preferences, Chancellor’s Technology Advisory Comm.
Sep 00 - May 03 Chair, UNK Business and Technology Ad Hoc Information Technology Committee

OTHER UNK SERVICE ACTIVITIES:

BBA and BAS in Business Administration Program Review Self-Study 2009-2014 183
Fall 85-Spring 87  Advised student chapter of ACM Machinery; Chaperoned field trip to Colorado.
February 1987  Participated in Partners in the Classroom exchange program at Papillion High School.
Summer 1987  Served on Dean's task force to improve student evaluations in NSS.
Nov 87 - Apr 88  Member of Search Committee for Dean of the School of Natural and Social Sciences.
Spring 1987  Member of Advisory Committee for the new Telecommunications Programs.
Jul 93 - Aug 95  Key Advisor for deciding students, through UNK Advising Center.
Oct 95 – May 96  Member of Sr. VCAA’s Continuing Education & Expanded Campus Task Force.
May 1996  Member, Criminal Justice's Peer Review Committee & author of committee's report.
Spring 1997  Member of Faculty Search Committee for Department of Management and Marketing.
Oct 92 – Oct 99  Volunteer for NU Foundation’s Faculty & staff Campaign.
Sep 97 – May 03  Member of Dean of Continuing Education’s Summer Synergy Committee.
Dec 99 – May 03  Member of NU Provost’s committee to administer new Entrepreneurial Awards.
Sep 00 – May 03  Advisor to student chapter of Association for Information Technology Professionals.
Sep 85 – May 03  Member, Council of Department Chairs/Directors (secretary, 95-96) (chair, 96-97)


Interacted with the program donor and his representatives to embellish the program;

Created advertising pieces for the program and promoted the program on and off-campus;

Sponsored community technology forums and served as presenter and master of ceremonies;

Supervised the student loan processes (solicited, approved and maintained contact with recipients;

Produced annual reports and proposals for improving the program;

Managed $1,000,000 donation, which was spread over five years.
COMMUNITY SERVICE ACTIVITIES

RELATED TO PROFESSION:

Supervised dozens of CIS Systems Analysis, CIS Capstone, MBA Marketing, and MBA Practicum students and teams as they performed analysis projects for local businesses. (2007-present).

Creation and management of Western Slope Electronic Mall for free advertising space for local small businesses (www.wsemall.com) (2004-present).

Consulted (pro bono) to Museum of Western Colorado on database design (summer 2013).

Consulted (pro bono) to City of Kearney on improving information management procedures (1998-2003).

Consulted to Scotts Bluff County Law Enforcement Unification Project; info requirements of eight law enforcement agencies (County Sheriff, 4 Police Depts, Jail, County Attorney, Comm Center). '99

Visited Kearney High School programming classes to discuss careers in computing (Oct 97, 98, 99, 00).

Conducted computer training sessions for Nebraska Public Power District, Kearney office (Summer 94).

Nebraska Department of Education's Computer Science Endorsement Committee (Spring 1994).


Analyzed electronic bulletin board system capacity problems, Educational Service Unit #10 (Nov 1992).

Designed and programmed a relational database DSS for an electronic components manufacturer to assign manufacturing workers to a desired mix of jobs under extensive ergonomic constraints (Fall 91-Spg 92).

Advised Kearney Public Schools on district-wide database; conducted normalization, (Nov 94 - Feb 95).

Solved a "non-programmable" problem for Kearney Dart Association by designing league schedules that meet extraordinary constraints and satisfy several conflicting goals (January 1988).

Served as Expert Witness in computer fraud civil case to be argued in U.S. District Court (1984-85).

Supervised and coordinated student class projects, internships, and independent studies to accomplish "live" projects as a volunteer service to industry (September 1985 - present) including:

Simulation projects: The paper flow of a financial aid office; UNK course registration process; Scheduling for a home cleaning service; Flow through a micro beer brewery; Fish life cycle activity in a fishing pond; Riders on college bus route.
Customer traffic for a retail grocery chain; Traffic at 25th St. and 2nd Ave.; Operations of college food service; Customer queues for several restaurants; Freight shipping for clothing chain; Log-ons for an Internet service provider.

Advice on acquisition of computer systems: Phelps County Board of County Commissioners; Retail appliance store; Two manufacturers; Central Platte Natural Resource District

Design/development of software: Educational Service Unit; many businesses & college offices.
Served populations in several Nebraska communities by teaching overload & summer classes on demand in computer science, information systems, and educational technology in Grand Island (13 semesters), Holdrege (1 summer), North Platte (1 summer), Sutherland (1 summer), Omaha (1 summer and 2 semesters), Bellevue (1 summer), Nebraska City (1 summer), Columbus (2 semesters), Trenton (4 summers), McCook (1 semester), and via satellite from UNK campus (7 courses over 4 summers).

GENERAL:

Neighborhood volunteer, March of Dimes (Feb 2005).
Coach, Monument Little League 15-16 year olds (Grand Junction) (spring-summer 2004).
Unity Center of Central Nebraska, presented sermons on Mother's Day and Christmas Sunday, 2003.
Chair, Political Action Committee to get out the vote for Kearney City Bond Issue (winter 2002.)
Member, Kearney Little League Board of Directors (Fall 1999 – Summer 2003) (president 2001-03).
Assistant Coach, Kearney Midget Football youth teams (Falls of 1997, 1999).
Assistant Coach, Kearney Soccer Club youth teams (Falls and springs of 1994-1997).
Announcer and Score Keeper for Kearney Blue Jay Midget baseball home games (Summer 1993).
Volunteer work, First Congregational Church of Colorado Springs:
  - Member of Board of Christian Education (1978-80), chairman (1980)
  - Youth Group Sponsor and Youth Class Teacher (1978-79),
  - Presented sermon on Christian Education Sunday (1980), on Pledge Sunday (1984),
  - Assistant Moderator (1983), Moderator (chief administrator and lay leader) (1984),

SAMPLE OF OTHER ACTIVITIES:

Oct 2001 Organizer, Sponsor, Master of Ceremonies, Global Sources E-Commerce Symposium.
May 1998 Facilitator of Pew Roundtable Discussion for UNK's College of Business and Technology.
May 1995 UNK Faculty Retreat & panel member on a student computer applications competency requirement.
1988-2000 Periodic UNK Arts and Science Luncheon Research Colloquium highlighting research.
1988-2003 Biennial World Affairs Conferences, University of Nebraska at Kearney (host, session chair).
1988-92 Periodic UNK College of Natural and Social Sciences "Think Breaks".
Feb 88,91 Grant Writing Seminars at the University of Nebraska at Kearney.
Spring 1987 The Possible Dream, an institutional planning conference at Kearney State College.
Sep 86-91 Annual Symposium on Research in Education at the University of Nebraska at Kearney.
Oct 1986 Chair Development Conference in Management, Leadership and Motivation, Ft. Hays, KS.
Jun/Sep 86 Nebraska State College Board's Academic Computing System Development Conferences.
Mar 1986 Local Area Networking Seminar at the University of Nebraska at Omaha.
Nov 1984 Computing Directions for the 80's, seminar sponsored by Hewlett Packard Co. in Denver.
May 1984 10th Anniversary Conference of the Information Systems Programs at U of CO - Colo Springs.
Jun 83,84 Annual Conventions of the American Banking Association, in Los Angeles and Chicago.
Apr 79-85 Annual Conventions of Southern Colo. Chapter of Data Processing Management Assn.

SAMPLING OF OTHER ACTIVITIES:


May 1998  Facilitator of Pew Roundtable Discussion for UNK’s College of Business and Technology.

Mar 1998  Moderator at Barbara Simon’s keynote presentation at UNK’s Annual World Affairs Conference.

May 1995  UNK Faculty Retreat & panel member on a student computer applications competency requirement.


1988-2000  Sigma Xi’s presentation of research sponsored by UNK's Research Services Council.

1988-2003  Biennial World Affairs Conferences, University of Nebraska at Kearney (host, session chair).

1988-92  Periodic UNK College of Natural and Social Sciences "Think Breaks"

Feb 88,91  Grant Writing Seminars at the University of Nebraska at Kearney.

Spring 1987  The Possible Dream, an institutional planning conference at Kearney State College.

Sep 86-91  Annual Symposium on Research in Education at the University of Nebraska at Kearney.

Oct 1986  Chair Development Conference in Management, Leadership and Motivation, Ft. Hays, KS.

Jun/Sep 86  Nebraska State College Board's Academic Computing System Development Conferences.

Mar 1986  Local Area Networking Seminar at the University of Nebraska at Omaha.

Nov 1984  Computing Directions for the 80's, a seminar sponsored by Hewlett Packard Company in Denver.

May 1984  10th Anniversary Conference of the Information Systems Programs at U of CO – Colo Springs.

Jun 83,84  Annual Conventions of the American Banking Association, in Los Angeles and Chicago.

Apr 79-85  Annual Conventions of the Southern Colo. Chapter of Data Processing Management Association.
HONORS AND RECOGNITION:

Excellent (i.e. top) rating for annual performance evaluation for 2003-present


Colorado Mesa University, first recipient of Associated Student Government’s monthly faculty parking space award (Sep 2010).


Mesa State College: Nominated for Distinguished Faculty Award (May 2009).

Associated Student Government and Chamber of Commerce Outstanding Educator Award (May 2008).


Mesa State College: Nominated for Distinguished Faculty Award for Scholarship (May 2006).


Selected as member of Iota Alpha Delta honorary fraternity for above awarded paper. (Apr 2005).

University of Nebraska at Kearney: Nominated and elected to Phi Kappa Phi honorary fraternity (2002).


University of Nebraska at Kearney: Selected for inaugural “Profiles in Excellence” program (Aug 1998).


University of Nebraska at Kearney: Recognition of ten years of service (Apr 1995); 15 yrs (Apr 2000).

University of Nebraska at Kearney: Honorary Member by student chapter of ACM (May 94 & May 97).

University of Nebraska at Kearney: Outstanding Service Recognition by student Mortar Board (Feb 94).

Kearney State College: Tenured & promoted to Associate Professor after 3 1/2 years of service at KSC; Kearney State College: Elected 1st Chair of Computer Science & Information Systems (Aug 88).
Kearney State College: Certificate of Appreciation from President for Partners in Classroom (Apr 1987).

Kearney State College: Residence Life Honor Roll for special assistance given new students (Sep 86).

Pikes Peak Community College: Recognition by president for efforts to improve academic computing environment (Apr 85).

Pikes Peak Community College: Nomination for Outstanding Occupational Studies Instructor Award (Apr 82).

Burroughs Corporation: President's Honor Roll & Legion of Honor for exceeding sales and billing quotas (73, 74, 75).

CERTIFICATIONS:

Resume
Emma Fleck (nee McClelland) PhD

Contact: 2846 Grand Falls Drive  
Grand Junction  
Colorado 81501  
efleck@coloradomesa.edu  
970-270-6653

Academic Qualifications

August 2011  Awarded Fellowship of the Higher Education Academy

May 2011  University of Ulster, Northern Ireland  
Post Graduate Certificate in Teaching Higher Education

Nov 2006  University of Ulster, Northern Ireland  
PhD in Entrepreneurship  
Title “The Growth and development of female entrepreneurial firms in Ireland”  
External Examiner: Professor Sara Carter, OBE

June 2002  University of Ulster  
BA (Hons) International Business Studies  
Awarded: 1st Class Honours  
Graduated in top 2% of graduating class

Brief Outline of Career History

June 2013- Present  Colorado Mesa University (Tenure Track)  
Assistant Professor of Entrepreneurship and Marketing

September 2007- June 2013  University of Ulster (Tenured)  
Senior Assistant Professor of Entrepreneurship and Marketing

January 2007-September 2007  University of Ulster  
Research Fellow and Conference Co-ordinator

December 2005-December 2006  JCDecaux, Belfast  
Development Director for International outdoor marketing company

September 2005-December 2005  University of Ulster  
Research Associate

September 2003- Sept 2007  University of Ulster  
Part-time Lecturer

2000-2002 (June – Sept only)  Northern Ireland Assembly  
Senior Assistant to the Deputy Speaker of the Northern Ireland assembly
Scholarship

Scientific Publications

Peer Reviewed Journals (in print)


Peer Reviewed Book Chapters


Conference Proceedings (Refereed)


(d) Competitive Research Grant Applications

September 2014: 5 year grant, worth $1,250,000
**Daniels Fund Ethics Initiative**
The purpose of the grant is to engage and teach young people about principle-based ethics, and to demonstrate that subscribing business ethics builds long-term value for all stakeholders.
**Outcome:** Successful

November 2009 (£5,000)
**British Academy/ ACU Grant for International Collaboration**
Application entitled: Gaining Online Advantage via E-Tailing: Strategies for Small Independent Retailers. Funding was sought to collaborate with Prof Frances Gunn, Ryerson University, Canada on this project.
**Outcome – alpha rated application.**

October 2009 (£1,500)
**Academy of Marketing and Higher Education Academy Subject Centre for Business Management Accountancy and Finance funding submitted.** Funding sought to develop a model for interactive collaboration in teaching marketing. October 2009
**Outcome:** Successful

July 2009 (£7,500)
**Research and Knowledge Exchange (RAKE) Fund**
E-tailing: The use of technology in creating an online advantage for SME Retailers in the UK?
**Outcome – alpha rated application.**

January 2009 (£7,500)
**British Academy Small Research Grant**
“E-Tailing: A viable route to international growth for small retailers?”
**Outcome:** Successful

December 2008 (£3,000)
**University of Ulster HEIF Academic Enterprise Funding Application submitted:**
“Now Grow”- Mentoring for Business Growth Scheme, is a joint initiative between Department of Business, Retail and Financial Services and the Causeway Enterprise Agency.
**Outcome:** Successful

December 2008 (£5,000)
**University of Ulster HEIF8 Cross Faculty Project Application submitted:**
‘Creative Branding and Design Business Solutions for Small Firms in North West’ is a joint initiative between the Ulster Business School and Faculty of Arts.
**Outcome:** Successful

December 2008 (£3,000)
University of Ulster HEIF Academic Enterprise Funding Application submitted:
‘Growing Business Online for Retailers in Northern Ireland’. The project aimed to provide business advice and support to smaller resource constrained retailers struggling to compete in the current economic climate.
Outcome: Successful

(e) Measures of Esteem in Research

December 2015- Present Reviewer for South Western Academy of Management Conference

January 2012- Present PhD supervisor to a student undertaking a project entitled, “The management of family social capital in family owned SMEs”


September 2010- Present Founding member of the Gender and Enterprise Network, a Special Interest Group of the Institute for Small Business and Entrepreneurship.

August 2010- Present Reviewer for Education and Training

August 2010- Present Reviewer for the International Journal of Gender and Entrepreneurship

July 2010- Present Reviewer for Entrepreneurship and Regional Development

July 2010- Present Reviewer for the International Journal of Entrepreneurial Behaviour and Research

March 2010-Present Reviewer for New Marketing Textbooks

March 2010- Present Reviewer for British Academy of Management conference: Retail Special Interest Group

March 2009 Reviewer for EAERCD (European Association for Education and Research in Commercial Distribution) Conference July 2009

December 2008- Present Reviewer for ESRC Mid-Career Fellowship Grants

September 2008- Present Member of Ireland’s Network of Teachers and Researchers in Entrepreneurship

September 2007- Present Member of Institute for Small Business and Entrepreneurship

Teaching and Administration

(a) Areas of Teaching Experience and Expertise

Postgraduate
Entrepreneurship and Innovation
Strategic Marketing

Advanced
Entrepreneurship

BBA and BAS in Business Administration Program Review Self-Study 2009-2014

194
Small Business Management
Entrepreneurial Mindset
Independent Honors Class
International Marketing (online and traditional format)
International Business
Marketing Management
Marketing Communications
Marketing Research
Management of SME’s
Promotions

Introductory
Principles of Entrepreneurship- Multidisciplinary Bootcamp class
Principles of Marketing (Online and traditional format)
Freshman Year Initiative
Organisation Studies
Principles of HRM

In Development
Online Marketing and Sales
Creating Marketing Materials

3. Service Activity (Key activities and brief outline only)

(a) Local Community
2014-2015: Conducted training events for the Grand Junction Chamber of Commerce
Invited speaker for the World Affairs Council of Western Colorado
Invited speaker for the Montrose chamber of commerce

2007-2014: Conducted training and mentoring for local businesses
Regularly provided seminars to local businesses on start-up activities

(b) Campus
2014-Present: Leading member of the Presidents Committee to design and create Maverick Innovation Center
Serving on E-Portfolio Committee to choose e-portfolio system for the University
Serving on Milestone Committee to change general education classes to integrated Milestone classes
Serving on the Higher Education for Learning Committee to develop report for University HLC visit.

2009-2013: Served on leading committees at the campus level at the University of Ulster

(c) Department
2013-present: Served on the select Assessment Committee to ensure the collection and analysis of assessment data for HLC purposes.
Leader in the development of the new Honors Program (design, implementation, advertising etc). I now serve as Honor Society Advisor for the Business Department.
Lead a group of lecturers and supported their teaching activities for entrepreneurship and marketing classes.
Served on multiple search committees for new Faculty
Served on Accreditation Committee to investigate the possibility of gaining accreditation for the Business School
Advise student groups for the University’s Showcase
Represented the department at the Mav Scholar Event and the Graduate Fair
Represented the department at MavTalks

2007-2013: Assistant Subject Director and freshman tutor for 350 students
Served on subject planning committees for validation/revalidation to design and implementation new undergraduate and post graduate courses.

4. Consultancy Work

Sept 2009-June 2012  Knowledge Transfer Partnership ($150,000 over 2 years)
Working with Menary’s Retail Limited, a mid-level retail organization in Northern Ireland, I developed and implemented a tailored Business Information (BI) strategy that allowed the company to effectively communicate with and listen to its customers and better meet customer needs.

March 2011- May 2011  “Eco-nomic”. As part of the Innovation Promoters Programme (6 days) to support rebrand and launch of new product. (Value $7,500)

January-April 2011  Knowledge Club and Newtownabbey Borough Council, Northern Ireland. In collaboration with Newtownabbey Borough Council, I held a Business Seminar entitled ‘Strategies for Growth’. Twenty five companies within the Newtownabbey Borough Council area attended the event which was followed up by a second funded event in April 5th to encourage businesses to utilise social media tools. ($2,500)

February 2010  HEIF Connect: Developing entrepreneurial skills through the Xing tool. Funding was sought to provide entrepreneurial training to final year students before attending the Flux enterprise competition. ($400)

October- December 2009  “Ballyeamon Eggs”, Cushendall. Market Research development and marketing plan. ($12,000 but given Free Gratis as part of the Business in the Community mentoring initiative- 25 hours)

June 2009-July 2009  Invest Northern Ireland Innovation Voucher ($6,000)

Jan 2009- April 2009  Invest Northern Ireland Innovation Voucher ($6,000)
‘Efficiency appraisal of stock management and pricing systems’.
Carried out for Hutchinson Tiles, Coleraine.

Dec 2008- January 2009  Invest Northern Ireland Innovation Voucher ($6,000)

The potential uses for NMR technology within the pharmaceutical industry in the UK and Ireland.

May – August 2008  Market Research Report for UUTech ($5,500)
‘Tank Hawk’ a cross faculty project between the Ulster Business School and the School of Environmental Science.

January 2008  University of Ulster HEIF Academic Enterprise Funding ($3,000)
This was match funded by the Causeway Enterprise Agency (£1850.00) Together this funding was used to hold a training and networking event entitled 'Intrigued to Innovate' for women entrepreneurs. This event held on the 29th May 2008 attracted over 140 women from all over Northern Ireland.
5. Further Information

Scholarships and Awards

2015  Presidents Merit Award for Excellence  
Value $1,000

2014  Professional Development Fund  
Colorado Mesa University  
To attend SWAM conference Value $2,000

2014  Presidents Merit Award for Excellence  
Value $500.00

2010  Erasmus Travel Grant  
To conduct teaching and research at Aarhus School of Business at Aarhus University, Denmark. Value $4,000

2009  Flux UK award  
I mentored a group of students to win the UK national award in enterprise  
Value $5,000

2002-2006  Department of Education and Learning (DEL)  
Full educational scholarship for PhD study. Value $180,000

June 2001  International Ambassador of the Year 2000-2001  
Received from: Cornell College, USA

2000  Business Education Initiative  
Full educational scholarship to study in Cornell College, USA for 1 year  
Value $85,000
Name: Glenn C Fossett
Start Year: 2004
Program: Accounting

Department: Business
Faculty Rank
C Professor  C Assistant Professor
C Associate Professor  C Instructor

Full-time Faculty Vita

Highest Degree
MBA/CPA Western State College Business Year -1989
Education: (List all degrees beginning with most recent-include post docs and external certificates)
MBA - 1989
BBA - 1975
Certified Fraud Examiner - 1997 Certified in financial Forensics - 2008
Teaching 2003-Present:
Courses Taught
ACCT 201, Financial Accounting, ACCT 202, Managerial Accounting,
ACCT 321 Intermediate Accounting,
ACCT 322 Intermediate Accounting II,
ACCT 331, Cost Accounting,
ACCT 401 Governmental Accounting,
ACCT 402, Advanced Accounting,
ACCT 441 Individual Income Tax,
ACCT 442 Advanced Tax and Tax Research, ACCT 496 Fraud and Forensic Accounting Evidence of
Continuous Improvement
“Crossing the Line” - Association of Certified Fraud Examiners - Self Study 8/2003 ACFE - readings - Self Study 2/2003
Course Preparation for Fraud Awareness Training and Presentation to RMHP Employees 1/2003 - 12/2003
“Advanced Forensic Techniques for Accountants” - AICPA Self Study 10/2003 Colorado Ethics and Cr & R - Professional Education Services - Self Study 10/2003

AHM Examination - Academy of Healthcare Management - 1/2004

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
Innovative Materials/Activities

Created and instructed the first Fraud and Forensics Accounting class at CMU - used material accumulated from several years of research and the resources available from the ACFE

Created and taught first Managerial Accounting (ACCT 202) classes on-line

Supervision of Student Research/Project(s)

All Managerial Accounting (ACCT 202) students are required to prepare two Excel-computer based programs - the first one prepares the four basic accounting statements and the second one prepares 11 budgets for a selected company

All Governmental Accounting (ACCT 401) students prepare a computer-based set of financial statements for a selected governmental entity

All Governmental (ACCT 401) students research and answer a set of questions relating to a CAFR (Comprehensive Annual Financial Report) for a selected governmental entity

All Advanced Accounting (ACCT 402) students research and prepare a written report regarding selected accounting problems

- they also prepare an Excel-based response to a selected question

All Individual Income Tax (ACCT 441) students research and prepare an answer to a selected question in the proper income tax memo format - they also prepare basic Income Tax Returns

All Advanced Tax and Tax Research (ACCT 442) students prepare answers to selected questions and participate in a Taxpayer Assistance Program (TAP) with the assistance of selected area CPAs

Scholarship and Creative Work, 2003-Present:

Scholarship Related to Discipline

Conference Presentation

Collaborated with Suzanne Lay and Dr. Geoffrey Gurka on a paper studying the potential correlation between personality traits and performance in accounting among first year accounting students. Presented at Mountain Plains Conference at Weber State - selected as Paper of the Year

Assisted Dr. Geoffrey Gurka on a paper regarding the input from local tax preparers on the positive characteristics of the Volunteer Income Tax Program., (now known as TAP - Taxpayer Assistance Program) which he presented at the Mountain Plains Conference at Weber State.

Scholarship Related to Pedagogy in Discipline
Conference Presentation

Presented a topic for a paper at the Mountain Plains Conference in Boise State on teaching Intermediate
Accounting at the Mountain Plains Conference in Boise, Idaho - fall 2009

Professional Memberships
Member of the American Institute of Certified Public Accountants - CPA and CFF Member of the Institute of
Internal Auditors
Member of the Institute of Management Accountants Member of the Association of Certified Fraud Auditors
Member of the Colorado Society of Certified Public Accountants

Service 2003-Present:
University
A. I am the Faculty Athletic Advisor, which is the liaison between the Academic departments and the athletic
department duties include attending weekly Athletic Department meetings and conducting end of the year
interviews with departing
senior athletes from various athletic programs
Served on the selection committee for the Athletic Director - 2004
Served on the search committee for the Head Women's Basketball Coach - 2007
Served on a search committee for a Creative Writing English teacher - 2007
Served on a search committee for the head men's soccer coach - 2008
Served on a search committee for the men's wrestling coach - 2009
Served on a search committee for the football coach - 2011

Department
I have performed all departmental duties as assigned, including serving on the Retention Committee; working on
an accounting committee to select a new accounting text; working on an accounting committee to develop and re-evaluate our
course objectives 2004 - present
Served on the search committee for three accounting professors 2006 and 2011
Completed, in concert with the other accounting professors, a review of our accounting program. This included
topics such as which courses we teach, the plans for our accounting program, the results of our efforts, the
changes that must be incorporated as a result of enacted legislation at the state level, as it regards, graduating
accountants that must have 150 hours in order to be certified as a Certified Public Accountant in Colorado
effective 2015). This review, which incorporated 15 separate topics and several appendices was presented to the
reviewer from Oregon State University. We then discussed the program review and its contents with the reviewer
and I conducted a class with him as a guest in my Intermediate Accounting I class.
Advisor of the Accounting Club

Community
Served as a Board Member and Treasurer for the Grand Junction Symphony for the past four years - 2004 - 2010
Served as a Financial Reviewer for the United Way, on an annual basis evaluating the financial statements of
selected applicants for United Way funds
Served as a member of the United Way Audit Committee, which involved, selecting an auditor to audit the
financial statements of the United Way of Grand Junction and evaluating their final report.
Volunteer soccer coach for a youth soccer team and have been for 10 seasons I also periodically volunteer to
referee youth soccer games, time permitting
Annually volunteer to referee Special Olympic basketball at their regional tournament and have for the past 4
years Blood donor and a member of the Gallon Club
Advising 2003-Present:

Department level
Kept 5 posted office hours per week, plus I have given all students enrolled in my classes my office telephone number, my e-mail address and my home telephone number - 2004 - present

Attempted to contact each of my advisees once during the academic semester, plus I answer questions for each student who asks me regarding course choices and academic pursuits - 2004 - present

Attended the accounting club meetings and the have also attended the Back-To-School nights - 2004 - present

Currently have 28 advisees, many of whom I see daily in class. - 2004 - present

I assisted with registration for incoming freshman - 2009 - present

Honors and Awards 2003-Present:

Professional Experience:

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Company/Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 - Present</td>
<td>Assistant Professor of Accounting</td>
<td>Mesa State College</td>
</tr>
<tr>
<td>2003-2004</td>
<td>Fraud Auditor</td>
<td>Rocky Mountain Health Plans</td>
</tr>
<tr>
<td>2002-2003</td>
<td>Controller</td>
<td>Luxury Wheels</td>
</tr>
<tr>
<td>1999-2002</td>
<td>Accounting Lecturer</td>
<td>Mesa State College</td>
</tr>
<tr>
<td>1999-1999</td>
<td>Accountant</td>
<td>Grand Junction Housing Authority</td>
</tr>
<tr>
<td>1996-1997</td>
<td>Controller</td>
<td>Wolf Gaming, Inc</td>
</tr>
<tr>
<td>1991-1996</td>
<td>Manager, Cost &amp; General Ledger</td>
<td>Rust Geotech, Inc.</td>
</tr>
<tr>
<td>1990-1991</td>
<td>Accountant</td>
<td>Western Aviators</td>
</tr>
<tr>
<td>1988-1990</td>
<td>Manager of Accounting/Controller</td>
<td>Powderhorn Resort Corp.</td>
</tr>
<tr>
<td>1985-1987</td>
<td>Office Manager</td>
<td>Williams, Turner and Holmes, P.C.</td>
</tr>
<tr>
<td>1981-1984</td>
<td>Senior Auditor</td>
<td>Central Bancorporation, Inc.</td>
</tr>
<tr>
<td>1979-1981</td>
<td>Assistant Comptroller/Auditor</td>
<td>People's Bank and Trust</td>
</tr>
<tr>
<td>1978-1979</td>
<td>Manager</td>
<td>The Monastery, Inc.</td>
</tr>
<tr>
<td>1976-1978</td>
<td>Staff Accountant</td>
<td>Midland International Corp.</td>
</tr>
<tr>
<td>1974-1976</td>
<td>Revenue Agent</td>
<td>Internal Revenue Service</td>
</tr>
</tbody>
</table>
Name: Brian F Fraser

Start Year: 2014

Program: Business Administration

Department: Business

Faculty Rank
-  Professor  ○  Assistant Professor
-  Associate Professor  ○  Instructor

Highest Degree

MS University of Denver Finance 2010

Education: (List all degrees beginning with most recent-include post docs and external certificates)

2010 - Master of Science in Finance, University of Denver
2009 - Bachelor of Business Administration, Mesa State College

Teaching 2003-Present:
Courses Taught
- Fins 301 Managerial Finance
- Fins 401 Entrepreneurial Finance
- Econ 201 Principles of Finance
- Macroeconomics Cisb 101 Business Information Technology

Evidence of Continuous Improvement
Pursuing CFA designation - Current Status: Level II Candidate

Innovative Materials/Activities
Fall 2015: Created and taught an online section of FINA-301 Supervision of Student Research/Project(s)
Scholarship and Creative Work, 2003-Present:
Scholarship Related to Discipline
Books
Journal
Articles
Conference
Presentation
Book reviews
Technical Reports
Book Chapters
Other

Scholarship Related to Pedagogy in Discipline
Books
Journal Articles Conference Presentation Book reviews
Technical Reports
Book Chapters
Other

Creative Work Related to Discipline
Performances
Exhibits
Publications
Other: Grants Patents
Unpublished research
Sabbaticals Fulbright

Professional Memberships
Service 2003-Present:
University
Member, HLC Integrity: Ethical and Responsible Conduct Committee - Fall 2015
Department
Director, Daniels Fund Ethics Initiative - 2014 to Present
Member, Teamwork Student Learning Outcome (SLO) Committee - Fall 2014 to Spring 2015
Member, Quant Tenure-Track Faculty Search Committee - Spring & Fall 2015
Chair, Ethics Student Learning Outcome (SLO) Committee - Fall 2015
Advising 2003-Present:
University level
Department level
Spring 2015 - 23 Advisees - Contact group to remind them about registration and meet with them upon request
Fall 2015 - 58 Advisees - Contact group to remind them about registration and meet with them upon request

Honors and Awards 2003-Present:
National
Regional
Local
Geoffrey Gurka, Ph.D. Vita

Office Address
Colorado Mesa University
1100 North Avenue
81504
Grand Junction, CO 81501-3122

Tel: (970) 248-1230 Fax: (970) 248-1730
E-Mail: ggurka@coloradomesa.edu

Home Address
659 McCaldon Way
Grand Junction, CO

Education


Work Experience
2011-Current Professor of Accounting
Colorado Mesa University, Grand Junction, Colorado

2006-2011 Professor of Accounting
Mesa State College, Grand Junction, Colorado

2001-2006 Associate Professor of Accounting
Mesa State College, Grand Junction, Colorado.

1996-2001 Associate Professor of Accounting
Southern Connecticut State University, New Haven, Connecticut.

1991-1996 Assistant Professor of Accounting
University of Baltimore, Baltimore, Maryland.

1985-1991 Graduate Assistant - Accounting
Michigan State University, East Lansing, Michigan.


1983-1985 Senior Tax Accountant
Ernst & Whinney, Hartford, Connecticut.

1981-1983 Graduate Assistant - Accounting
Florida State University, Tallahassee, Florida.
Honors and Awards
School of Business Service Contributor of the Year Award, May 1999.
School of Business Teacher of the Year Award (nominated), Spring 1999.
Graduate Office Fellowships, 1985-1991

Magna Cum Laude graduate, 1981.


Courses Taught
Undergraduate

Graduate
Managerial Accounting, Tax Research and Writing (Tax Planning and Research), Financial Accounting, Corporate Taxation, & Taxation of Entities

Other Instructional Activities and Accomplishments
2014 Developed Smitty Inc. and Monopoly projects for use in Financial Accounting.


2012 Created LinkedIn group for posting position announcements for current accounting students and recent graduates. Created LinkedIn discussion groups for Intermediate Accounting I & II, and Financial Accounting, to facilitate out-of-classroom course-related discussions. Created a personal blog for use in all courses (The Penguin's Roost) to post class announcements and other course related information. Adopted Gleim Personal Classroom (CPA exam preparations tool) for use in Intermediate II. Adopted new course texts in Intermediate II and Financial Accounting which required development of new syllabi, assignments, and lecture notes. Acquired FASB's Accounting Standard Codification Research Service for research use by faculty and students.
2011  Volunteered to switching teaching emphasis to Intermediate Accounting to improve the value of *Intermediate Accounting I* and *II* to all business degrees. Redesigned *Intermediate Accounting I & II* to include team-based learning. Adopted a new course text in *Intermediate I* which required development of a new syllabus, assignments, and lecture notes.

2010  Revised assessment validation exam for *Financial Accounting* to accommodate adoption of new textbook and material coverage.

2009  Redesigned MSC’s *Tax Assistance Program* to foster greater student self-reliance by organizing students into teams and appointing two advanced students to serve as Partners-in-charge.

2009  Spearheaded adoption of new text for all sections of *Financial Accounting* emphasizing on-line examination and homework capabilities. Adoption required development of a new syllabus, assignments, and lecture notes.

2008  Redesigned MSC’s *VITA Program* to run independently of the IRS.

2007  Developed a second knowledge assessment validation method for *Financial Accounting* to support designation as a General Education course. Method involves application of pre- & post-tests at the start & end of each semester course.

2007  Spearheaded adoption of new text for tax courses (including selection of all new research and return projects, new course syllabi and new lecture notes). Spearheaded adoption of new text for all sections of *Financial Accounting* (on-line homework, quiz, and exam capability; new course syllabus and on-line lecture notes).

2005-06  Adopted new tax research text for use in tax courses (*AICPA: Tax Research Techniques*).

Faculty Adviser - Accounting Club. Obtained from the IRS three laptop computers (on loan) for use in VITA. Redesigned MBA Managerial Accounting including revised syllabus and new case projects.

2005  Acquired a second dedicated high capacity printer to facilitate tax return preparation in the *VITA Program*. Obtained from the IRS three laptop computers (on loan) for use in *VITA*. Faculty Adviser - Accounting Club. Revised web pages to include lecture notes for *Managerial Accounting* (MBA).

2004  To assist students in preparing tax returns in the VITA program, obtained from the IRS three laptop computers and two printers (on loan). Acquired dedicated high capacity printer (funded by charitable contribution) and portable flash drive for VITA use. To improve tax student research skills, and to better prepare students for the CPA exam (which in 2004 moved on-line), tax exams were moved to a computer lab to allow students access to the RIA Checkpoint on-line tax research service. Adopted a new text in the MBA *Managerial Accounting* course and included 13 new cases. Coordinated the accounting student Visitation Day.
2003  Spearheaded adoption of RIA’s CheckPoint web based tax accounting and finance research service for students, faculty, and library use. Named Tara Everett to CPAexcel Scholarship. Constructed web pages providing accounting career planning tips (e.g., resume and interviewing tips, a prototype resume for accounting students, and links to relevant web pages). Nominated Rachel Springsteel to CPAexcel Scholarship.

2002  Revised web pages to include lecture notes for Financial Accounting, Income Taxation, and Advanced Tax & Tax Research courses; VITA information; course syllabi; and links to information about the CPA exam in Colorado.

2001  Named Katheryn Martsolf to CPAexcel Scholarship.

1999  Redesigned Advanced Studies in Taxation as a research and writing course.


1996  Developed a graduate course (Tax Planning and Research) on tax research and writing techniques, ethical responsibilities, professional standards, codes of conduct, and return preparation standards. Adapted Advanced Studies in Taxation to AICPA Model Tax Curricula.

1994  Developed a graduate course (Taxation of Entities) encompassing C Corps., S Corps., partnerships, trusts & estates, practitioner responsibilities, & ethics.

1993  Redesigned Tax Research and Writing (graduate) to emphasize verbal communication skills. Revised Advanced Tax Accounting and Tax Research and Writing (graduate) to emphasize taxpayer and practitioner responsibilities and ethics.


Publications


**Proceedings**


“Personality Type as a Predictor of Success in Principles of Accounting.” Mountain Plains Management Conference, October 2009.

With Betty Harris, “It’s a Bummer - A Taxing Project.” Midwest Regional Meeting of the American Accounting Association, April 2005.


Research Grants

“An Investigation into the Contributions of a Volunteer Income Tax Assistance Program into a Student’s Academic and Work Experiences,” Spring 2000, Southern Connecticut State University.

“An Investigation into Employer Familiarity and Experiences with, and Preferences for, VITA Student Volunteers,” Fall 1999, Southern Connecticut State University.

Invited Presentations
“Accounting Resume Writing & Interviewing Tips.” Presented to the accounting students of Mesa State College (November, 2005)

“Resume Construction for Accountants.” Presented to the accounting students of Mesa State College (November, 2003)


Interviews


“East Coast’s Gurka Brings Accounting Expertise to College.” Mesa State Criterion (March 6, 2002).

“Mesa State Professor Relishes Taxing Challenges.” The Business Times of Western Colorado (September 5, 2001).

“Southern Traverses Cultural Boundaries.” CSU Today (Spring, 1999).

Reviews

Horngren, Harrison, and Oliver, Financial and Managerial Accounting, 3rd Edition, Upper Saddle River,

Research in Progress


“Motivating Students in Intermediate Accounting.” Status: Research in Progress.

Conferences
Colloquium on Change in Accounting Education (2006)
6th Annual CSU Research Foundation Conference (1999)

Professional Associations
American Accounting Association - Accounting, Behavior & Organizations Section (1993-1998)
American Accounting Association - Computer Resources Committee (1993-94)

Other Professional Activities
Mountain Plains Management Association - Board of Directors (2014-Current, 2010-2011)
Mountain Plains Management Conference - Conference Chair (2011)
Mountain Plains Management Conference - Accounting Reviewer (2009)
Mountain Plains Management Conference - Accounting Track Chair (2004)
Mountain Plains Management Conference - Finance & Economics Track Chair (2004)
Coordinator - Accounting Student Visitation Day & Reception (2003)

BBA and BAS in Business Administration Program Review Self-Study 2009-2014

**College and University Committees & Other Campus Activities**

Undergraduate Curriculum Committee (2015-Current)
Tenure & Promotion (2014-2015)
RIA Checkpoint Administrator (2003-Current)
Tenure & Promotion (2006-2007)
Undergraduate Curriculum Committee (2003-2004)
Graduate Council (2001-2003)
University Subcommittee on Instruction (2000-2001)
SummerTech Organization (2000, 1999)

**School & Department Committees, and Other Activities**

Mentor Adjunct faculty member (2015, 2014)
Developed/Revised Smitty Inc. and Monopoly projects for use in all Financial Accounting courses (2015, 2014)
Accounting Program Financial/Managerial Committee (2015, 2014)
Mentor for Assistance Professor (2014)
Business Department Assessment Committee (2013-2015 (Chair))
WileyPLUS (on-line homework manager) Course Administrator (2013-Current)
Business Department BUGB 105 Assessment Committee (2013) Mentor for two Accounting Adjunct faculty (2013)
Mountain Plains Management Conference - Conference Chair (2011)
Accounting Program Curriculum Committee (2009-2011, 2007)
MBA Committee (2007-2011)
Accounting Program Review (2010, 2004)
Gen Ed Assessment - Financial Accounting Validation (2010 (Chair), 2007 (Chair))
Financial Accounting Text Adoption (2009 (Chair), 2007 (Chair))
Accounting Club Adviser (2004-2006)
New Product Innovation Task Force (Spring, 2003)
Faculty Composition/Development & Intellectual Contributions (2001-2002)
Elections (1999-2001)
MBA Advisory (1999-2000)
Student Outcome Assessment (1997-1998)
AACSB Intellectual Contributions Committee Team Leader (Spring 1997)

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
Sabbatical (1996-1997)
Faculty Research - Chair (1993-1995), Member (1992-1993)

Community Service
EXECUTIVE SUMMARY

- Sole author of top selling Small Business/Entrepreneurship textbook in college market
- Fulbright Scholar to Reykjavik University (Iceland) - Entrepreneurship
- Fulbright Scholar to Copenhagen Business Academy (Denmark) - Entrepreneurship
- Built Study Abroad program for CMU campus
- Provided leadership for national award-winning business incubator
- Owner/manager of family Chevrolet/Buick/Cadillac dealership

EXPERIENCE

1994-Present  Colorado Mesa University (formerly Mesa State College MSC), Grand Junction
CMU is the fastest growing regional college in Colorado with current headcount of
approximately 9,500 students. CMU has a unique role and mission being the only institution in
Colorado charged with offering associate, baccalaureate, and graduate degrees. The Department
of Business has the largest number of declared majors with just under 2,000.

Tenured Professor of Business Administration
Director, International Student Exchange Program
Co-Director, Entrepreneurial Business Institute 2002-present
Chair, Department of Business Administration 1996-2001
Director, MBA Program 1997-2001

Undergraduate courses taught at CMU:
- Introduction to Business - oncampus and online
- Principles of Marketing
- Advanced Marketing Management
- Principles of Management
- Small Business Management - oncampus and online
- Small Business Consulting

Supervised over 100 Business Administration Internships

Graduate courses taught at CMU:
- Strategic Marketing
- Entrepreneurship

Served on a wide variety of campus committees including 3 years on Executive Committee for
Faculty Senate, CMU Benefits Committee, and New Classroom Building Design Committee.

Pedagogical competition – in Spring semester 2003, the Advanced Marketing class I taught

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
competed in a live consulting project marketing a new vehicle (the Element) for Honda Motor Co. through EdVenture Partners. The class created a working marketing agency to research, implement, and evaluate a promotional campaign. MSC was the smallest school competing against 28 colleges and universities (including Georgetown, Florida State, Ohio State, Univ. of CO-Boulder, Univ. of Arizona, and Univ. of Conn). My MSC team placed fourth behind CU-CO Spgs, Univ. Texas - Austin, and Univ. Southern California. Honda adopted the Street Team approach learned from our team.

Spring semester 2005, my Advanced Marketing class participated in EdVenture Partner’s Cadillac National Case Competition. Thirty-eight colleges and universities competed in the undergraduate division. The focus of this case was to re-position Cadillac Motor Division of General Motors in the minds of Generation Xers and Millennials. Students conducted primary marketing research and gathered secondary research to provide data on target markets. From this data, students developed comprehensive marketing strategies. The five-person MSC team was selected to travel to GM headquarters in Detroit to present to executives of Cadillac and Chemistri, its marketing agency. Ultimately, the MSC team won the national competition. [1st place nation]

Fall semester 2006, my Advanced Marketing class competed in yet another National Case Study competition via EdVenture Partners. The client was the Moroccan American Trade and Investment Council who sponsored the Brand Morocco National Case Study Competition. In response to a recently implemented Free Trade Agreement, students complete in Integrated Marketing Campaign to encourage purchase of Moroccan products in the U.S and to encourage U.S. business investment in Morocco. [results - top 10 of 55 national colleges/univ.].

Spring semester 2006, the live marketing project completed through EdVenture Partners was for U.S. Army Special Forces. In this non-competitive event, students created an agency targeting recruits for the elite Green Beret program. Efforts were coordinated with Army marketing division at Fort Knox and Leo Burnett Chicago office. [non-competitive]

Fall semester 2007, competed in Edventure Partners Chevrolet College Marketing Challenge. In this nationwide competition students created an Integrated Marketing Plan for all of Chevrolet’s Alternative Fuel Vehicles. [results – top 5 of 68 national colleges/univ.].

Spring semester 2008, competed in Edventure Partners nationwide competition. Client was U.S. Department of Defense who desired recruiting plan for native speakers (American individuals who were raised in homes that spoke language other than English as primary language). [results – top 10 of 24 national colleges/univ.].

Fall 2009, students placed in the top 10 of 50+ participating in EdVenture General Motors National Case Competition

Fall 2010, students participated in EdVenture Honda CRZ National Case Competition
Spring 2012 - CMU students were selected as finalists in the American Energy Works National Case Competition sending a team of 5 to the Executive Board of the American Petroleum Institute in San Francisco, CA (3rd Place)

Fall 2012 - Participated in the American Natural Gas Association Collegiate Challenge (5th Place)

Spring 2013 - CMU students were selected as finalists in the AT&T Campus Brand Challenge sending a team of 5 to present their IMC to AT&T executives including the CEO in Dallas, TX (2nd Place)

Fall 2013 - The class was split into two groups participating in different EdVenture Partners projects - 1) Finding Energy's Rational Middle (non-competitive, but our strategies were implemented by the client organization) and 2) Qatar 2022 Women's Soccer Challenge

Spring 2014 - Participated in Challenge Your Energy IQ competition

Fall 2014 - Participated in Credit Karma Campus Challenge and also completed IMC for local Kids Backpack food collection program

Spring 2015 - American Fuel and Petrochemical Manufacturers (AFPM) Recruitment Challenge: Students competing in this unique program are challenged to become ambassadors and advocates for employment in the fuel and petrochemical industries. Their primary objective is to develop and execute a comprehensive, compelling and creative integrated marketing communications (IMC) campaign which increases awareness and interest in the fuel and petrochemical manufacturing industries careers.

**Live Small Business Consulting Projects** – Beginning in 2006, I resurrected the Small Business Institute program (long-time funded via SBA) into Small Business Consulting course completing live projects for area businesses. Projects included:

- Business plan for Organic Lawn Care business
- Comprehensive analysis for Harbart Lumber
- Marketing plan and international outsourcing for new tandem bicycle – Brown’s Cycles
- Marketing plan for Home Care of the Grand Valley
- New location analysis via GIS and Marketing plan for Crossroads Fitness
- Comprehensive marketing plan for Webb Dairy to enter gourmet cheese market
- Business Plan for High-Adventure Boy Scout camp near Norwood, CO
- Economic Analysis and brochure development for Fruita Chamber of Commerce
- Business analysis for Decadence Gourmet Cheesecakes
- Comprehensive marketing plan for Home Loan & Investments
- Site analysis for strategic expansion of Business Incubator Center
- Product line analysis for Innovative Textiles
- Redesign of Grand Junction Business Resource Guide
- New product feasibility plan and investigation of legal/HR issue for Bulldog Co.
- Marketing Analysis for Bloomin Babies Birthing Center

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
• Apparel/Textile industry cluster analysis for GJ Business Incubator Center

**Department Chair**  
As Chair of the Department of Business Administration for five years I was operating officer of the department with the most declared majors on campus. Duties included scheduling of 150 courses per year with 16 full-time and 12 part-time faculty, conducting faculty and staff evaluations, coordinating faculty professional development, competed graduation checks for over 150 graduating business majors per year, and facilitation of $1.5 million budget.

**Director of Study Abroad**  
In the mid-2000s I began recognizing a significant need on CMU campus. Having had the opportunity to live in other countries, I understood the value that students receive from being immersed in other cultures. I began the due diligence process on study abroad providers. Finding ISEP to be an affordable way for CMU to spend a semester or academic year in one of 150 universities in 50 countries, I took CMU through the process of becoming a full member. Accomplishing that, I became Director of International Student Exchange for the campus. While currently only approximately 20 students per semester participate, I strongly believe that the number of incoming and outgoing students will increase geometrically.

**Fulbright Scholarships**  
The J. William Fulbright Foreign Scholarship Board selected me for a Fulbright Scholar award at Reykjavik University in Iceland for Fall semester 2001. I taught an undergraduate course on Small Business & Entrepreneurship and an MBA course on Global Entrepreneurship. I rely heavily on the discussion method in my classes—a new approach for Icelandic students and one they eventually responded to well. I worked with faculty at RU on integrating entrepreneurship throughout the business curriculum. I worked with a variety of Icelandic officials on developing hydrogen as a fuel source. I was invited to speak to many groups and classes all across the country.

In the Fall of 2011, I was awarded my second Fulbright Scholarship to Denmark, Copenhagen. At Niels Brock Copenhagen Business College I taught an undergraduate course in Entrepreneurship, played a key role in counseling students in their Invaerksaetterhuset – House of Innovation – Student Incubator, guest lectured in many NB courses, and helped organize their inaugural Global Week. This experience was especially fulfilling professionally and personally via the connections I made with faculty, staff, and especially students who will be life-long colleagues.
1992-1994 Black Hills State University, Spearfish South Dakota
   Assistant Professor of Marketing
   Courses taught at BHSU:
   - Survey of Business
   - Principles of Marketing
   - Marketing Strategies
   - Marketing Research
   - Marketing Management
   - Retail Marketing
   - Small Business Management

   SBI consulting case summaries:
   - Marketing plan/promotion package for national wild game food distributor.
   - Set up computerized accounting system/designed international marketing strategy for light manufacturer.
   - Policy/personnel manual for computer company.
   - Marketing plan for new technical service business.
   - Marketing plan/market research for automobile dealership.
   - Production plan for cap/apparel manufacturer.
   - New product research (e-forms)/territory expansion plan for office supply business.
   - Marketing plan for specialty calendar business.

1990-1992 University of Missouri-Columbia
   Instructor of Marketing Education
   Graduate Teaching Assistant
   PhD student
   Courses taught at UMC:
   - Principles of Salesmanship
   - Coordination of Sales Trainers
   - Coordination of Marketing Internships
   - International Marketing
   - Entrepreneurship
   - Supervised student teachers

1988-1990 Western State College of Colorado, Gunnison, CO
   Full Time Instructor of Business Administration
   Courses taught:
   - Survey of Business-coordinated 8 sections
   - Creating a Small Business
   - Cases in Small Business
   - Marketing Analysis and Management
While at WSC, I started a Small Business Institute program completing eight cases in the first year. In this program, the U. S. Small Business Administration allocates cases. I supervised groups of 2-3 senior level students who performed the function of consultants with area businesses in writing recommendations to identified business problems. This is an important program because the students receive experience dealing with a "live" business case, the business receives free advice from a fresh, non-biased perspective and the college receives payment for providing this service.

- Proposal Consultant for Colorado Office of Economic Development.
- Consultant in writing a business plan for a $6 million ski complex.
- Served on various committees such as Summer School Curriculum and Intercollegiate Athletic Council.

Summers 1990, United States Forest Service, Gunnison, CO
1981, Crew boss on JTPA trail crew
1980 Seasonal work on timber marking crew
As crew boss, I led a team of seven teenagers that qualified under Jobs Training Partnership Act program. In this program, I helped these disadvantaged students gain skills, confidence, and work experience in building five and one half miles of new trail through the Gunnison National Forest. As part of the timber crew, I marked timber for prescribed sales as per Forest Service contracts. I was also involved in fighting forest fires that ranged from one-quarter acre to 2000 acres.

Summer 1989 Western State College of Colorado, Gunnison, CO
P/T 89-90 Marketing Researcher
Office of Vice President for Development and Public Affairs
Conducted primary research of student market segments using focus groups, questionnaires, and interviews. A wide variety of databases and documents were used as secondary sources. All information was compiled in complex dBase files and Lotus worksheets.

1985-1988 North Central Area Vocational-Technical School
Bethany, MO
Instructor of Marketing
Adult Education Coordinator
Coach - Cross Country, Basketball & Track
Courses taught:
- Business Management
- Selling
- Retailing
- Advertising

As Adult Education Coordinator, I was responsible for:
- all non-credit community classes,
- all credit courses from Trenton Junior College
- establishment of an articulation agreement with TJC
- setting up a community literacy program,
• starting a local job center,
• development of a school catalog for NCAVTS,
• administration of a $40,000 Customized Training Plan for an international business.

Coached varsity Cross-Country, Basketball and Track.
   Twice voted Missouri Cross Country Coach of the Year.

1983-1985    Hatten Truck and Tractor, Bethany, MO
   General Management
   Dealt with daily management decisions of family owned International Harvester farm equipment dealership until sale of business. In this position, I gained valuable experience operating a business in difficult external environments.

1982-1983    Green Chevrolet  Gunnison, CO
   Steamboat Auto Plaza  Steamboat Springs, CO
   Parts Manager
   In this position, I was in charge of all inside and outside parts sales, all purchases, inventory maintenance and personnel within the parts department. In my first four months at Steamboat Springs, I increased total sales by 22 percent while decreasing base inventory by 20 percent.

1979    Fisher Chevrolet  Boulder, CO
   New Car Sales
   As new car salesman, I performed all duties involved in outside sales. These include cold calls for prospects, working with customers on the showroom floor, arranging financing for customers and customer service after the sale.

1977-1979    Hatten Motors Bethany, MO
   Partner/Service Manager
   Hatten Motors is a family owned Chevrolet, Buick and Cadillac dealership. My brother and I purchased this existing business. He assumed the position of General Manager, while I managed the Service, Preparation and Body Departments. As Service Manager I scheduled all service work, diagnosed all vehicles, and assisted technicians with special technical problems. I was in charge of all departmental personnel decisions and other management functions. In this position, I gained valuable experience in dealing with customer's problems in a fast-paced, turbulent business environment. I participated in extensive management training from General Motors. During this time I received several awards from General Motors for outstanding service Including twice named to Only the Best Club for top 10% of over 6000 dealers.

SCHOLARLY ACTIVITIES

Dissertation title
Student Attitude Toward Entrepreneurship as Affected by Participation in Small Business Institute Program.

BBA and BAS in Business Administration Program Review Self-Study 2009-2014 221
**Journal articles**


**Textbooks**


- Lecture notes
- Discussion and critical thinking question prompts
- End of chapter case discussion points
- Answers to Comprehension Checks
- Video case discussion points

multiple-choice, short answer, and essay items.


Houghton Mifflin states “Hatten provides a balanced introduction to both entrepreneurship and small business management before turning his focus toward achieving and maintaining a sustainable competitive advantage as a small organization. Current issues including global opportunities, service, quality and technology are highlighted throughout the text, and the Third Edition features an increased emphasis on small business ownership by women and minority groups. Additional coverage is given to the new Small Business Administration size standards, creating a personalized business plan, and e-commerce.


Invited International Experience
BBA and BAS in Business Administration Program Review Self-Study 2009-2014 223
In October/November 1998 I was invited to conduct two four-week seminars on Entrepreneurship in Magadan, Russia. I taught a beginning and an advanced course on writing a business plan to budding Russian entrepreneurs through the University of Alaska – Anchorage Russian American Business Center. This experience was an extension of my textbook scholarship. In working with my interpreters, I translated business planning into courses that met for three hours per day three days per week. I also scheduled individual consultations six hours per day six days per week.

**Faculty led Student International Trips**

In 2008 I led a group of 28 MSC business students touring businesses and cultural sites in Hong Kong, Beijing, Xi’an, Shanghai, and Shenzhen China.

In 2012 I led a group of 25 CMU business students touring businesses and cultural sites in Vienna, Budapest, Krakow, Prague, and Copenhagen.

**Refereed Publications**


Compiled and published 600-page Conference Proceedings as Conference Co-Chair October 1997 Mountain Plains Management Conference.


**Non-Refereed Publications**


**Professional Presentations**

“The Business of Textbooks” Small Business students at Western State College, Gunnison, CO. Every August from 1997 through 2010.


“The Business (and Future) of Textbooks,” 51st Annual Mountain Plains Management Conference, October 7, 2009


“Business in China: Dim Sum Reflections” w/ Morgan Bridge, MSC Faculty Colloquium - October 2008

“Business Incubation” presentation to 2007 Western Slope Real Estate Update for University of Denver, Burns School of Real Estate & Construction Management, Aug. 2007.


Alpha Chi Professional Writing/Publication Forum Panel – 2006, 2011

Downtown Grand Junction Kiwanis – Fall 2006

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
“Machining Manufacturing Marketing Seminar – for ISO 9000 certification via Business Incubator Center and MAMTC – September 2005

“Icelandic Experience”, MSC Faculty Colloquium, “Feb. 6, 2002

Entrepreneurship in Iceland – professional presentations to service groups including Grand Junction Rotary.

Taught 8-week Leading Edge program through Western Colorado Business Development Corporation. October-November 2002.

“The Impact of Small Business and Entrepreneurship in America” professional presentations to many service groups including Reykjavik, Iceland Rotary.

Keynote address for annual Adur Female Entrepreneur of the Year awards banquet – Reykjavik University, 300 attendees, October 24, 2001.


University of Iceland – guest speaker for MBA and undergraduate entrepreneurship classes.


Global Entrepreneurial Round Table invited presentation at Boise State University, April 4, 2001.


“Entrepreneurship in the Russian Far East” to over 25 service clubs, classes, and organizations. Slides and presentation on my experience in Magadan, Russia.


Commencement address for graduating class of South Harrison High School, Bethany Missouri, May 2000.

“Preparing For Graduate School with Morgan Bridge, presentation for Mesa State Accounting Club, November 1996.

“Invitation of Mountain Plains Management Conference in Grand Junction” to opening assembly of 35th Mountain Plains Management Conference, Park City Utah, October 1996.


“Using Internet to Prepare Students for the 21st Century” with Morgan Bridge, Trustee/FACT Conference, Crested Butte CO, January 1996.


Professional Paper reviews
reviewed papers for Small Business track of 2004 United States Association for Small Business and Entrepreneurship conference, Indian Wells, CA.
reviewed papers for Franchising/Home-Based/Family Issues in Small Business track of 1997 Small Business Institute Directors Association Conference Proceedings, Orlando FL.
reviewed papers for Management/Entrepreneurship/Marketing tracks as Conference Co-Chair October 1997 Mountain Plains Management Conference.

Textbook reviews

**Book reviews**


**Grants funded**

Grand Junction Visitor & Convention Bureau. “The Economic Impact of Tourism on the Grand Valley.” Developed and supervised administration of an intercept survey and cataloging of license plates at selected community events such as Country Jam, Dinosaur Days, and the Air Show.

Center for Innovation, Technology, and Enterprise. South Dakota Governor's Office of Economic Development. Marketing Plan written for LifePlan Rx - Personal health maintenance system. $8,500.

**EDUCATION**

University of Missouri-Columbia

Graduated 1993. PhD

Major area: Marketing Education

Support areas: Marketing/Management

Higher and Adult Education

Central Missouri State University, Warrensburg

Graduated 1987. MSED, Marketing Education.

Western State College of Colorado, Gunnison

Graduated 1982. BA, Business Administration.

Emphasis: Management

**ORGANIZATIONS**

Board of Directors – The Grand Junction Business Incubator Center

Small Business Institute Directors Association (SBIDA)

Career Objective
A full time faculty position where I can contribute to impacting student performance through learning and character development.

Summary of Qualifications
- Instructor – ILT, Blended
- Learning Strategy/Metrics
- Organizational Development
- Project Management
- Marketing Metrics
- Product Marketing
- Product Management
- P&L/Budget Mgt
- Sales Strategy
- Market Research
- Consultative Sales Skills
- Interpersonal Skills
- Presentation Skills
- Business Development
- Marketing/Planning

Achievements
- Outstanding Performance Teradata Stock-Option Award 2009
- Bottom Line Impact – Sales MBA Program 2006
- Broadreach Arc Award – Outstanding Achievement 2000
- Crystal Team Excellence Award – DAT Connect 1997
- Presidents Club - ADP 1990 and 1991

Professional Experience
- Product Marketing Management, Planning, Budgeting and Forecasting
- Marketing Research/Strategy
- Managing “Learning 2.0” organization change project
- Managing the deployment and delivery of training to the global Teradata sales audience
- Learning metrics dashboard and analysis
- Driving strategic direction of the global learning organization through Performance Consulting, Customer Interaction and Management
- Manufacturing Production Supervision and Process Control
- Managing both domestic and international associates
- Lead major sales planning strategy/execution events worldwide & trained sales teams on sales execution with large international companies in industries such as Manufacturing, Telecommunication, Banking/Financial, Retail, Travel and Transportation etc.
- Designed, Developed and Delivered sales skill courses in a variety of formats including Instructor Lead, Blended Learning, Distance Learning, and WBT
- Project management of large IT projects using Life Cycle Methodology tools/processes
- Excelling in the area of Sales and Management
EDUCATION

Doctor of Business Administration  MBA  BS in Business Admin.
Argosy University International Business  University of Portland  University of Michigan

EXPERIENCE

August 2012 to Present – Colorado Mesa University

Assistant Professor of Management – As Assistant Professor at Colorado Mesa University, I am responsible for teaching 4 courses per semester, advising 25+ students, service in the form of campus faculty assignments & student service and scholarship. I have taught Introduction to Business, Principals of Management and Organizational Behavior, Small Business Management, Sales and Sales Management, International Business and Emerging Markets. I currently act as the co-chair to the communication assessment team and advise an emerging fraternity on campus. I have recently published a 200 page dissertation and am working on additional publications in the management arena.

September 2009 to Present – Peak Performance Business Consulting LLC

Principal; Peak Performance Business Consulting
For the past 6 years, Stan has launched and managed a consulting company focusing on improving company performance through corporate development, market research and process consulting. During this time, Stan has worked with numerous companies such as Royal Caribbean, Deluxe Checks, Sun Trust Bank and Novo Nordisk. Stan has also provided consulting and training expertise in the Data Warehousing arena to many Fortune 500 organizations in multiple industries.

April 2001 – September 2009 - Teradata Corporation

Director of Learning Strategy and Metrics - Aug 2008 – September 2009
In August 2008, Stan was promoted to Director of Learning Strategy and Metrics for the Learning Organization within Teradata. In this position, Stan was responsible for researching technology, budget analysis and driving the strategic direction of the global learning organization.

He led an Organizational Change Project called “Learning 2.0” which was in response to the technological and cultural changes taking place in the workplace. Technological changes brought on by Web 2.0 and cultural changes taking place as a result of the influx of a new generation of learners entering the workforce. Under Stan’s direction, the Learning 2.0 team created the team’s charter, defined and documented the current state and desired state which produced the gap that was to be addressed. They then formulated a compelling business case, strategy and communication plan. The team identified 15 initiatives (several under each “Strategic Pillar”) that were later defined and launched as projects.

As Director of Learning Strategy and Metrics, Stan also developed a learning metrics dashboard, rebuilt course surveys and conducted analysis on metrics on a quarterly basis.

Manager, Demand Creation Leaning Consultants; Terdata - January 2003 to August 2008
In January 2003, Stan was promoted to manager of the Demand Creation Training Consultant and Planner team. This team, made up of 10 learning professionals, was responsible for deploying and delivering training to the global demand creation audience within Teradata. Stan managed the hiring training, strategy and the direction of this team. The team was international and had members from the Americas, EMEA (Greater Europe and Africa) and APC (Asia Pacific).
The team also had responsibility of consulting with sales teams internationally by leading sales planning sessions and helping to set the strategy and tactics sales teams use to go to market in the competitive data warehousing industry. Stan was responsible for developing a course that was focused on training teams internationally on the importance and mechanics of sales planning and strategy. Stan delivered this class in 5 different countries and has facilitated more than 150 planning sessions all over the world and in six different industries.

Stan has traveled extensively both within the US and internationally including more than 25 countries worldwide. He understands different cultures and how learning should be applied to these societies and regions. Instructor lead subjects that Stan has delivered include but are not limited to; Consultative Sales Skills, Presentation Skills, Facilitation Skills, Questioning and Objection Handling; Sales Simulations; Sales Strategies, Leadership Strategies, Managing Consultants.

Other Titles and Positions held include:

Sr. Management Consultant/Engagement Manager – Overall project management and oversight of multiple simultaneous IT and infrastructure related projects; full life cycle management

Product Marketing Manager – Profit and Loss responsibility, full cycle management - developing customer requirements, internal requirements and guiding cross-functional teams to complete software and manufacturing product development cycles. Marketing, Forecasting, Budget and Sales responsibilities.

Senior Market Researcher – Market intelligence, research and data analysis used in strategic and tactical decision making

Production Supervisor – Auto assembly line supervision managing up to 70 employees in high productivity environment

Certifications and Additional Qualifications:

Certified in Effective Meeting Management and Facilitation – Leadership Strategies

Certified CRM Program Manager – Patricia Seybold

Certified Presentation Skills – Baker Communications

Certified Data Warehouse Professional – Teradata Corporation

Certified Data Warehouse Technology Bronze – Netezza Corporation
Teaching Experience

Colorado Mesa University (formerly Mesa State College), Grand Junction, CO Instructor—Spring 1991 – Present

Responsible for all components of college level instruction, including course preparation, classroom instruction, and student evaluation. Integrated development of oral and written communication skills and practical application of theory in all courses.

Developed new course for the Entrepreneurship discipline: Exploring Entrepreneurial Opportunities (Lean Launch Pad) and Applied Financial Management

Courses taught include:

Entrepreneurship/Small Business
- Entrepreneurship (ENTR450)
- Exploring Entrepreneurial Opportunities (ENTR343)
- Entrepreneurial Finance (ENTR401)
- Small Business Consulting (ENTR401)
- Small Business Management (ENTR302)
- Applied Financial Management (ENTR370)

Strategy
- Business Strategy (MANG491)

Management Principles
- Organization Behavior (MANG 301)
- Principles of Management (MANG201)
- Supervisory Concepts (MANG221)
- Business Protocol (MANG391)

Lower Division Courses
- Financial Accounting (ACCT 201)
- Managerial Accounting (ACCT 202)
- Introduction to Business (BUGB101)
- Freshman Business Seminar (BUGB 105)
- Business Communications (BUGB211)
- Bookkeeping for Small Business (OFAD105)
- Principles of Marketing (MARK201)
- English Composition (ENG111)
- Beverage Management (CUAR136)

Western Colorado Community College--Community Education Center, Grand Junction, CO—Spring 1999 – Spring 2008

Developed Accounting, QuickBooks software, and Marketing seminars for small business owners & their staff.

The Business Incubator Center
Lead Instructor for the Leading Edge Program—Fall 2001 – Spring 2008

Leading Edge is a Small Business Development Center 12-week course assisting small business owners with all aspects of running a business and writing a business plan. Program integrates community professionals and resources.

George Washington University, Washington, DC
Teaching Assistant —May 1986--July 1987
Taught computer software applications, including Lotus 1-2-3, dBase, word-processing, and statistical analysis software to undergraduate marketing students. Assisted professors in consulting projects.

**Advising**

**E-Club Advisor Colorado Mesa University**
Adviser—2008-present
Served as Advisor to the Entrepreneurship Club. Instrumental in growing club membership from 5 members to 20 members. Accompanied 8-16 students annually to the national Collegiate Entrepreneurs’ Organization in Chicago, IL. Won Advisor of the Year 2014 Collegiate Entrepreneurs’ Organization

**The Point, Grand Junction, CO**
Advisor—Spring 2013 - present
Advising students to develop a student-run coffee shop/pub. Project included leading a group of students in all aspects of business development and operations including market research, zoning and facilities development, menu development, operations and marketing. Business employs 20 students with approximately 30 additional students working on the concept as application of classroom theory.

**Entrepreneurship and Management concentration**
Advisor—2008-present (20-30 advisees)

**Participated in Colorado Mesa University Freshman Orientation Summer 2013-15**

**Sustainability Project**
Advisor to inter-disciplinary working on sustainability issues
2011-12—team worked with and presented findings to Vail Resorts
2012-13—team developed a pilot composting facility for Colorado Mesa University

**Leadership Academy, Colorado Mesa University, Grand Junction, CO**
Advisor –Leadership Academy II 2009-2010,

**Service/University**

**Colorado Mesa University**
Entrepreneurship Day Committee 2008- present

Elevator Pitch Competition 2008-present—coordinator for competition

Idea Challenge Fall 2013—present -- help coordinate competition with engineering, computer science, business, theater, and mass communication students

Search Committee: Hospitality Management 2009

Search Committee: Aquatics Director 2010

Wellness Committee 2010-present

Leadership Academy 2007-2010

Office Administration program, *Advisory Committee*, 2000-2004

**Service/Department & Community Research Experience/Grants Awarded**

**Colorado Mesa University—Department of Business**
- Retention Committee 2007-present
- Alternative Delivery Committee 2007-2010

**Professional:**
- Coleman Faculty Entrepreneurship Fellows Summit: Presentational on Lean Launch Pad Classroom August 2015

**Community**
- Mesa Youth Services Foundation (Partners of Mesa County)
  - *President Board of Trustees, 2013-present*
- Partners of Mesa County
  - *Board Members, 2013-present*
- St Nicholas Orthodox Church-Annual Greek Festival
  - *Event Coordinator, 2001-present*
- School District 51 volunteer 2001-2009
- Western Colorado Community Foundation
  - *Vice Chairperson Board of Trustees, 2000-2006*
- Mesa County School District 51, Business Education
  - *Advisory Committee, 1995-2001*
- Colorado Restaurant Association-Western Slope Chapter
  - *President, 1995*

**Coleman Foundation Faculty Entrepreneurship Fellowship**
*Grants awarded annually August 2011-August 2015 $15,000 to $30,800 annually*
- Project coordinator overseeing ten fellows from disciplines across campus to integrate entrepreneurship into their disciplines. Colorado Mesa University is one of 18 schools nationally that receive this grant.

**Colorado Mesa University Faculty Development Grant**
*Grant awarded 2013 $1500*
- "Flipping the Principles of Accounting Classroom" with Suzanne Lay

**Horizon Drive Business District Economic and Business Opinion Study**
*Grant awarded May 2011 $14,500*
- Study of business trends and economic impact of business with city district. Completed with Dr. John Redifer and James Curt singer

**El Pomar Foundation**
*Grant awarded January 2011 $10,000*
- "Teaching 21st Century Skills in Northwest Colorado Schools"
- Conducted primary and secondary research in Northwest Colorado school districts to assess the methodology and success of teaching 21st century skills.
Colorado Mesa University Faculty Development Grant
Grant awarded 2009 $1,500
"Integrating Listening to Business Results into Strategic Management Courses." with R. Vail

Listening to Business Project
Grants awarded 2004, 2006, 2008. $13,000 to $46,000
Conducted primary research through interviewing 100 businesses in Mesa County, Colorado in order to advise economic development agencies allocating resources for business retention and expansion.

El Pomar Foundation
Grant awarded July 2008. $5,000
"Northwest Colorado Communities Addressing Growth Together“ Summit Report

Competitive Edge Program 2003-2004
Grant awarded: Enterprise Zone Marketing grant $5,000
Pilot project researched methods of assisting existing businesses in strategic planning.

Community Kitchen Project 1996
Grant awarded: Colorado Department of Agriculture Marketing Feasibility grant $15,000
Project researched the feasibility of using excess agriculture products combined with a training program for women coming off of public assistance to produce value-added products. The program used a working entrepreneurial environment to train the participants in business and job skills. Project studied the feasibility of using this "training project" as an anchor tenant for a Kitchen Incubator. Final report presented to the Colorado Department of Agriculture.


"An investigation of Experiential Learning within Higher Education in the United States Structure, Sustainability and Measurement” International Council on Small Business and Entrepreneurship conference Dublin, Ireland with Britt Mathwich and Emma Fleck

"Developing Best Practices for Applied Learning—Student Run Businesses” Western Federation of the Council on Hotel, Restaurant, and Institutional Education February 2014 with Bob Mayer and Britt Mathwich

"Flipping the Principles of Accounting classroom” Mountain Plains Management Conference 2013 with Suzanne Lay

Assessing the Effectiveness of Student-Run Businesses as Part of a Business Curriculum” Mountain Plains Conference 2013

"Teaching 21st Century Skills” Mountain Plains Management Conference, October 2011

"What is Leadership?: A Generational Investigation” Mountain Plains Management Conference October 2010

"Northwest Colorado Communities Addressing Growth Together” Summit report, August 2008. Thea Chase and Georgann Jouflas

Invited to present research and academic materials to regional management meeting for American National Bank 2008
Invited to present research findings to regional Credit Union presentation 2008

Invited to speak to Mesa County Economic Development Partners 2008

Invited to participate and master of ceremonies for PBL DEP dinner January 2008


"Socio-Economic Impacts of Growth", August 2007. A five county Western Colorado study looking at the impacts of accelerated growth in this energy rich region. Commissioned by the El Polmar Foundation. Other authors include Dr. John Redifer and Ms. Thea Chase.

Publications/ Presentations

"LISTENING TO BUSINESS: Using Business’ Perceptions to Guide Economic Development” September 2006, Mountain Plains Management Conference


Paperboard Packaging Council Industry Survey 1986
Assisted in large scale forecasting project and report for the Paperboards Packing Council in Washington, DC

Education

Masters of Business Administration (1986)
George Washington University, Washington, DC
Area of emphasis: Management, Planning, and Control

Bachelor of Arts in International Affairs (1983)
University of Colorado, Boulder, CO

University of Pittsburgh-Semester at Sea program (1981)
Intensive study of the cultural, political, and economic aspects of Asia, the Middle East, and Europe. Program included research in each region.

Professional Development

The Character Code Facilitator certification (October 2015) use of the Color Code personality profile to develop leaders and teams.

The Experiential Classroom Clinic (September 2015)
Premier clinic for faculty who are relatively new to the teaching of entrepreneurship and the building of entrepreneurship program.

Lean Launch Pad Educators Seminar (November 2014)
Certified to teach the Lean Launch Pad entrepreneurship curriculum as used at Stanford and Berkeley University. Program funding by Funded by the National Science Foundation and managed by Stanford University
G. Suzanne Lay, CPA
slay@coloradomesa.edu
Colorado Mesa University
Department of Business (Accounting)

Home Address:
371 Rodell Drive
Grand Junction, CO 81507
970-523-0467
970-201-8111 (cell)

Office Address:
ACB 201 D
1100 North Avenue
Grand Junction, CO 82501
970-248-1573

EDUCATION:
Master of Science in Business Education, May 2006
Emporia State University
GPA: 4.0/4.0

Master of Business Administration, May 1998
University of Missouri at Kansas City
GPA: 4.0/4.0

Bachelor of Science in Accounting, May 1993
Norfolk State University
GPA: 3.95/4.0
Honors: NSU Outstanding Accounting Student, 1993
NSU Summa Cum Laude

CERTIFICATION:
Certified Public Accountant
- Colorado License # 28212
- Kansas Certificate # 7584 and Permit #1592 (License lapsed 6/30/2010)
- Missouri Certificate #17383 (License inactive)

TEACHING EXPERIENCE:
Associate Professor of Accounting
Colorado Mesa University (formally Mesa State College) (August 2006-Present)
- Teach 12 credit hours per semester
- Student Evaluation median of medians 5/5 for ALL classes taught

<table>
<thead>
<tr>
<th>Evaluation Period</th>
<th>Overall Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Exemplary</td>
</tr>
<tr>
<td>2012</td>
<td>Exemplary</td>
</tr>
<tr>
<td>2011</td>
<td>Exemplary</td>
</tr>
<tr>
<td>2010</td>
<td>Exemplary</td>
</tr>
<tr>
<td>2009</td>
<td>Exemplary</td>
</tr>
<tr>
<td>2008</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>
My courses evolve to improve on ideas that worked well in previous courses and change the aspects of the course that weren’t as successful based on student feedback. This changing process requires that I stay up-to-date in my field of accounting as well as in teaching methods. The following table highlights some of the improvements I’ve made to my courses during my term at Mesa:

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Improvement</th>
<th>Student Evaluation Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201</td>
<td>2006</td>
<td>Increased the amount of homework assignments collected for practice and points based on mid-course feedback from students.</td>
<td>5/5</td>
</tr>
<tr>
<td>ACCT 201</td>
<td>2007</td>
<td>Introduced a comprehensive project to help students understand the big picture of the accounting cycle.</td>
<td>5/5</td>
</tr>
<tr>
<td>ACCT 412</td>
<td>2007</td>
<td>Added a communications module based on feedback from accounting firms and research that indicated new graduates lacked appropriate verbal and written communication skills.</td>
<td>5/5</td>
</tr>
<tr>
<td>ACCT 201</td>
<td>2008</td>
<td>Began extensively using an online homework manager in addition to manual homework assignments and saw improvement in course passing rate of approximately 10%.</td>
<td>5/5</td>
</tr>
<tr>
<td>ACCT 392</td>
<td>2008</td>
<td>Adopted new textbook based on unfavorable feedback from students in prior two years regarding text.</td>
<td>5/5</td>
</tr>
<tr>
<td>ACCT 392</td>
<td>2009</td>
<td>Incorporated QuickBooks module to give accounting students hands-on experience with an accounting software system based on survey of firms hiring our program graduates.</td>
<td>5/5</td>
</tr>
<tr>
<td>ACCT 392</td>
<td>2009</td>
<td>Launched client consulting projects to give students experience in accounting for a real business using accounting software based on research on experiential learning. The project helps improve critical thinking and problem-solving skills as well as improves interpersonal skills such a working as a member of a team and with an outside client.</td>
<td>5/5</td>
</tr>
</tbody>
</table>

**Instructor of Accounting and Business**
Kansas City Kansas Community College (August 2003-July 2006)
- Taught 15-21 credit hours per semester
- Advised students
- Served on assessment, ACBSP accreditation and HLC accreditation committees

COURSES TAUGHT:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201</td>
<td>Principles of Financial Accounting</td>
<td>CMU</td>
</tr>
<tr>
<td>ACCT 350</td>
<td>Ethics for Accounting Professionals</td>
<td>CMU</td>
</tr>
<tr>
<td>ACCT 360</td>
<td>Professional Preparation I</td>
<td>CMU</td>
</tr>
<tr>
<td>ACCT 392</td>
<td>Accounting Information Systems</td>
<td>CMU</td>
</tr>
<tr>
<td>ACCT 401</td>
<td>Audit I</td>
<td>CMU</td>
</tr>
<tr>
<td>ACCT 402</td>
<td>Audit II</td>
<td>CMU</td>
</tr>
<tr>
<td>BUGB 105</td>
<td>Freshman Business Seminar</td>
<td>CMU</td>
</tr>
<tr>
<td>SUPP 101</td>
<td>Freshman Year Initiative</td>
<td>CMU</td>
</tr>
<tr>
<td>BUSN 101</td>
<td>Accounting I (Financial)</td>
<td>KCKCC</td>
</tr>
<tr>
<td>BUSN 102</td>
<td>Accounting II (Financial)</td>
<td>KCKCC</td>
</tr>
<tr>
<td>BUSN 203</td>
<td>Managerial Accounting</td>
<td>KCKCC</td>
</tr>
<tr>
<td>BUSN 204</td>
<td>Business Law I</td>
<td>KCKCC</td>
</tr>
<tr>
<td>BUSN 206</td>
<td>Business Law II</td>
<td>KCKCC</td>
</tr>
<tr>
<td>BUSN 210</td>
<td>Introduction to Business</td>
<td>KCKCC</td>
</tr>
<tr>
<td>BUSN 286</td>
<td>Principles of Management</td>
<td>KCKCC</td>
</tr>
<tr>
<td>BUSN 211</td>
<td>Business Communications</td>
<td>KCKCC</td>
</tr>
<tr>
<td>BUSN 110</td>
<td>Business Math</td>
<td>KCKCC</td>
</tr>
</tbody>
</table>

BUSINESS EXPERIENCE:
Program Manager III, Enterprise Accounting Services Department
- Researched and recommended accounting treatment for various transactions
- Monitored compliance with fiscal policy
- Responsible for the accuracy of financial statements for various entities
- Planned, organized and implemented the integration of over 100 acquired legal entities
- Prepared and gave presentations on various accounting project plans and results
- Managed several simultaneous projects and cross-functional project teams
- Provided leadership to other staff members on projects
- Responsible for the debt and equity accounting of Sprint Corporation (1995-1996)
- Supervised staff accountants in Corporate Accounting (1995-1996)

Audit Senior
Deloitte & Touche LLP, Kansas City, MO (August 1993-November 1995)
- Planned, organized, and performed audit engagements
- Prepared financial statements and related footnote disclosures
- Supervised audit engagement teams and provided on-the-job training to new staff
- Served clients in manufacturing, insurance, banking, and not-for-profit industries
- Selected for early promotion to Audit Senior position

PROFESSIONAL AFFILIATIONS:
- Colorado Society of CPAs (2006-Present)
- Member of Education Foundation (2015-Present)
- American Institute of Certified Public Accountants (2007-2012)
- Mountain Plains Management Association (2007-Present)
  - Board Member (2010-Present)
  - Board President (2014-Present)
- AICPA On Campus Champion for MSC (2007-2009)
- Teachers of Accounting at Two-Year Colleges (2004-2006)
- American Accounting Association (2005-2006)

PROFESSIONAL DEVELOPMENT:
- MSC Faculty Workshop with Dr. Ley (April 2010)
- MSC Professional Development Seminar with Dr. Phelps (January 2010)
- MSC Online Teaching Workshop with Dr. Bailey (April 2009)
- Prentice Hall Accounting Symposium for Educators (February 2009)
- MSC “Reaching the 75% of Students Who Don’t Do the Readings Workshop” (May 2007)
- MSC Respondus Training (November 2006)
- MSC WebCT Advanced Workshop (November 2006)
- KCKCC Online Teaching/WebCT Training (March 2005)
- Accounting Section of the “Faculty Development in International Business” Seminar – University of South Carolina, Moore School of Business (June 2004)

CONTINUING PROFESSIONAL EDUCATION: Must earn 80 hours of continuing education every two years to maintain CPA licensure. Listed below are courses completed since beginning at CMU in Fall 2006:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Sponsoring Organization</th>
<th>Date</th>
<th>Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 Faculty Symposium</td>
<td>COSCPA</td>
<td>Oct 2006</td>
<td>8</td>
</tr>
<tr>
<td>Auditing Developments</td>
<td>American CPE</td>
<td>Oct 2006</td>
<td>10</td>
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BBA and BAS in Business Administration Program Review Self-Study 2009-2014
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<td>Deloitte LLP</td>
<td>May 2013</td>
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<td>Ethics for Accountants</td>
<td>CPE Link</td>
<td>Aug 2013</td>
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<td>Private Company Developments</td>
<td>KPMB</td>
<td>Sep 2013</td>
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<td>How ESOPs can benefit CPAs and their clients</td>
<td>CPAAcademy</td>
<td>Oct 2013</td>
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<td>Major Changes Made to the Auditing Standards: The Clarity Project SAS Nos. 122-126</td>
<td>CPE Link</td>
<td>Oct 2013</td>
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<td>Advanced ESOP Strategies: Options and Alternatives</td>
<td>CPAWebengage</td>
<td>Feb 2014</td>
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<td>Determining Sales Tax for your Small Business</td>
<td>CPAWebengage</td>
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<td>Audit Sampling</td>
<td>AICPA</td>
<td>June 2014</td>
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<td>Chair Tour Update</td>
<td>COCPA</td>
<td>July 2014</td>
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<td>Technology in Real Estate: Time to Cover New Ground</td>
<td>Deloitte LLP</td>
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<td>M&amp;A in Power and Utilities: What's Driving Recent Activities?</td>
<td>Deloitte LLP</td>
<td>Sep 2014</td>
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<td>Characteristics of an Exceptional Ethics and Compliance Program: It Starts at the Top</td>
<td>Deloitte LLP</td>
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<td>Gender Communication Differences: The Impact at Work</td>
<td>CPAWebengage</td>
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<td>Quarterly Accounting Roundup: An Update on Important Developments</td>
<td>Deloitte LLP</td>
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<td>Non-Traded REITs: Setting a Course Toward a Liquidity Event</td>
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<td>Utilizing Online Education to Sell Services</td>
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<td>Generational Differences in Communication</td>
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<td>Profitable Payroll for your Practice</td>
<td>CPAWebengage</td>
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<td>Implementing COSO: Insights to Help You Reach the Finish Line</td>
<td>Deloitte LLP</td>
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<td>Top Ten Business Myths: How Accounting Professionals Can Help Dispel These Myths</td>
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<td>IRS Approves E-Signatures on Form 8879</td>
<td>CPAWebengage</td>
<td>Nov 2014</td>
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<td>SEC Hot Topics</td>
<td>Deloitte LLP</td>
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<td>2014 Mix and Match Conference</td>
<td>COCPA</td>
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<td>The New Era of Mobile Payments and Solutions</td>
<td>Deloitte LLP</td>
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<td>COCPA Chair Tour</td>
<td>COCPA</td>
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<td>Reining in risk: Reducing surprise in commodity hedging</td>
<td>Deloitte LLP</td>
<td>Sep 2015</td>
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<td>Patients as consumers: How engaged patients could reshape healthcare</td>
<td>Deloitte LLP</td>
<td>Sep 2015</td>
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<td>A Review of Revenue Recognition 2015</td>
<td>Accounting Today</td>
<td>Sep 2015</td>
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<td>Enabling secure citizen access to online services: The imperative is growing</td>
<td>Deloitte LLP</td>
<td>Oct 2015</td>
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<td>SSARS 21 and the Preparation of Financial Statements</td>
<td>CPAWebengage</td>
<td>Oct 2015</td>
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<td>Cover your Assets: 10 Internal Controls for any Size Organization</td>
<td>CPA Academy</td>
<td>Oct 2015</td>
<td>1.5</td>
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<td>Understanding Affordable Care Act Reporting</td>
<td>Accounting Today</td>
<td>Oct 2015</td>
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<td>COCPA 2015 Faculty Symposium</td>
<td>COCPA</td>
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<td>Cost Accounting Fundamentals</td>
<td>CPA Academy</td>
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**JOURNAL AND CONFERENCE PROCEEDING PUBLICATIONS (all refereed/blind reviewed):**


BBA and BAS in Business Administration Program Review Self-Study 2009-2014 248


**PRESENTATIONS:**

- “Assessing Teamwork within the BBA Curriculum” at the Mountain Plains Business Conference (September 2015)

- “To Flip or Not to Flip: Flipped Classroom 101” at the Mountain Plains Business Conference (September 2015)

- “Grades-vs-Assessment” at the Mountain Plains Business Conference (September 2015)
• “Inverting the Principles of Accounting Classroom” at the Mountain Plains Business Conference (October 2014)

• “The Fourth E” at the Mountain Plains Management Conference (October 2013)

• “Flipping the Principles of Accounting Classroom” panel discussion at the Mountain Plains Management Conference (October 2013)

• “Implementing a Degree Qualifications Profile” at the Mountain Plains Management Conference (October 2012).

• “An Updated Investigation of Topical Coverage in the AIS Course” presented at Mountain Plains Management Conference (October 2011)

• “CPA Exam Preparation in Difficult Economic Times” presented at Mountain Plains Management Conference (October 2010) – Best Paper Award, Accounting Track

• “Experiential Learning for Accounting Students” presented via video at the International Conference on Learning/Hong Kong (July 2010)

• “Updating the Accounting Information Systems Course” presented at Mountain Plains Management Conference (October 2009)

• “Improving Success of Undergraduate Principles of Accounting Students by Exploring New Methods” presented at the International Conference on Learning/Chicago (June 2008)

• “Improving Writing Skills of Audit Students” presented at Mountain Plains Management Conference (October 2007)

• “Developing a College Life Coach Program to Retain Business Students” presented at Mountain Plains Management Conference (October 2007)

• “Starting Point for Financial Planning” presented to students for the Residence Hall Association (November 2006)

• “Flexible Work Arrangements,” delivered to the Women’s Division of the Leavenworth Chamber of Commerce (March 2004)

MASTERS PROGRAM FIELD STUDY PROJECTS:
Emporia State University
• “Accounting Scandals and Sarbanes-Oxley in Introductory Accounting” (Spring 2006)
• “Teaching Accounting Online” (Spring 2005)
• “International Accounting and the Community College” (Fall 2004)

SCHOLARLY REVIEWS:
Continuing Professional Education Course Reviews:
• American CPE “Making Money with Special Engagements” (2007)
• American CPE “Auditing Developments” (2006)
• AICPA “Auditing Accounts Receivable” (2006)
• AICPA “Audit Tools: Confirmation and Sampling” (2006)

Textbook Reviews:
• Financial and Managerial Accounting/Principles of Accounting by Horngren, Harrison & Oliver (2009)

Conference Paper Peer Reviews:
• Mountain Plains Management Conference Student Paper Track Chair (2011)
• Mountain Plains Management Conference (2010)
• Mountain Plains Management Conference Student Paper Track Chair and Accounting Track Peer Reviewer (2009)
• Mountain Plains Management Conference (2007 & 2008)

Journal Article Peer Reviews:
• Mountain Plains Journal of Business and Economics (2013)
• International Journal of Learning: Volume 17 Associate Editor (2010)
• Mountain Plains Journal of Business and Economics (2010)
• International Journal of Learning: Volume 15 Associate Editor (2008)

COLLEGE COMMITTEES:
College-Wide:
• Tutorial Services Advisory Committee (Fall 2010-2012)
  o Invited to participate
• LMS Review Committee (Fall 2010)
  o Invited to participate
  o Evaluating learning management systems to replace WebCT
• CMU Assessment Committee (Spring 2008-Present)
  o Department representative
• CMU Tutorial Services Advisory Committee (Spring 2010-Present)
• CMU NSSE Committee (2009 & 2010)
Departmental:

- Invited to participate
- Evaluated CMU 2008 & 2008 results from National Survey of Student Engagement and assisted in providing recommendations to administration based on those results
- KCKCC (assessment) sub-committee for Higher Learning Commission’s North Central Association of Colleges and Schools accreditation (2005)
  - Assisted in summarizing college-wide assessment activities for HLC report
- KCKCC committee to develop college-wide critical thinking assessment tools (2004)

CMU Business Department Online Policies Committee (Fall 2010-Present)
  - Chair
  - Developing departmental policies for online courses

CMU Accounting Program Review Committee (Fall 2009-Present)
  - Wrote the assessment section of the report
  - Participated in editing and evaluating entire report

CMU Business Department Alternative Delivery Committee (2006-Present)

CMU Business Department Recruiting, Advising and Retention Committee (2007-2008)

KCKCC sub-committee for Association of Collegiate Business Schools and Programs accreditation (2004-2005)

COLLEGE SERVICE:

- Institution-wide Assessment Coordinator (Spring 2011- Present)
- Freshman Year Initiative Instructor (Fall 2011)
- CMU Accounting Club Advisor (2006-2011)
  - Oversaw and advised officers
  - Attended all meetings and events
  - Accompanied the members to Denver for two days each fall to meet professionals and tour accounting firms
- Oversaw Accounting Club booth and attended CMU’s Business Department’s Welcome Back Nights (2007-Present)
- Mentored colleague in development and teaching of ACCT 202 online for Summer 2010 delivery
- WileyPlus accounting faculty course administrator (2009-Present)
  - Set up all sections in WileyPlus each semester
  - Provide technical assistance to CMU accounting professors and students utilizing WileyPlus
- Greeted and directed participants at Entrepreneurship Day (April 2010)
- Prepared justification and presented proposed changes to the Accounting Program to the CMU Curriculum Committee (Fall 2009)
- Gave a brief (ad hoc) presentation on the CMU Accounting Program and our preparation for a 150 hour rule to a group of approximately 90 local CPAs at a continuing education course, “Colorado Board of Accountancy Statutes, Rules, and Regulations,” (Oct. 2009)
- Gave a brief welcome and introduction of the accounting program to the District 51 Business Advisory Board (Feb. 2009)
- Developed online section of ACCT 201 for Fall 2008 and subsequent delivery
- Served as an accounting coach/consultant for Entrepreneurship Day (April 2007 and 2008)
- Greeted students at Mesa Madness (February 2008)
- Served as a group mentor for BUGB 105, Freshman Business Seminar (Fall 2007)
  - Met with student groups throughout the semester
  - Available to freshman mentees for questions or issues throughout the semester
- Made presentations at local high schools regarding accounting as a career and the CMU accounting program
  - Fruita Monument HS (2007 and 2009)
  - Central HS (2008)
  - Grand Junction HS (2007)
- Assisted in proctoring final KCKCC college-wide assessment exams for graduating students (2005-2006)
- Developed an international accounting module for Accounting II course (2005)
- Founded a Business Advisory Board for the KCKCC Business Division and facilitated all meetings (2004-2006)

COMMUNITY SERVICE:
- Grand Junction Regional Airport Authority Audit Committee (2015-Present)
- Wingate Elementary PTA member and Secretary/Treasurer (2009 – 2011)
- Girl Scouts of Colorado – Chipeta Council Troop Leader (Fall 2010-present)
- Organized the Department’s Paper Goods and Personal Care Item Drive to benefit the Western Slope Food Bank of the Rockies (Fall 2007)
- Planning and organizing committee member for a local softball tournament to benefit the ALS Association (Spring 2007)
- KCKCC Relay for Life Participant (June 2004)
- ALS Walk to D’Feet Volunteer (September 2001)
- Kansas City Run for ALS (September 2000)
- Alzheimer’s Association Memory Walk (1999)
- Junior Achievement Business Basics Instructor (October 1996 and November 1992)

ADVISING:
- Advise approximately 50 CMU accounting students
  - Assist with planning schedules
  - Review program sheets for graduation
  - Actively review resumes for nearly all accounting students nearing graduation or seeking internships
- Provide interview guidance and conduct mock interviews for accounting students
- Provide guidance to prospective students on the accounting program
- Provide guidance to individuals in the community to determine if they are eligible or how they may become eligible to sit for the CPA Exam in Colorado
- Advise at Freshman Orientation each semester (formally SOAR) (2006-Present)
- Gave presentation on the Accounting Program and as a career to BUGB 105, Freshman Business Seminar (Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010)
- Gave a presentation on Effective Online Learning to BUGB 105, Freshman Business Seminar (Spring 2009)
- KCKCC: Served as official academic advisor for up to 60 accounting and business students (2003-2006)
- KCKCC: Advised new students during open enrollment (2003-2006)
- Served as a faculty mentor in the KCKCC Mentor Program (2005-2006)

HONORS & AWARDS:
- Grand Junction Chapter of Commerce Outstanding Educator (2008)
- Sprint Values Excellence Award (March 2000)

TECHNOLOGY PROFICIENCY:
- QuickBooks
- ACL (Auditing Software)
- Smart Classroom Technology
- WebCT
- Desire 2 Learn (D2L)
- Microsoft Office
Name: Britt R Mathwich

Start Year: 2011

Program: Business Administration

Department: Business

Faculty Rank
○ Professor ○ Assistant Professor
○ Associate Professor ○ Instructor

Highest Degree
MA Eastern New Mexico University - Portales, NM Organizational Communication 1982

Education: (List all degrees beginning with most recent-include post docs and external certificates)

1982 Eastern New Mexico University, Portales, NM
• M.A., Organizational Communication

1976 University of New Mexico, Albuquerque, NM
• B.A., Psychology, Minors Political Science and Business

Certifications
• 2012 Certified Hospitality Educator
• 1990 - Principal Centered Leadership (Steven Covey)
• 1988 - Certified Hospitality Administrator (CHA)
• 1987 - Certified Food & Beverage Director (CFBD)

Teaching 2003-Present:
Courses Taught
MANG 201 Principles of Management
HMGT 310 Hospitality Travel and Tourism Marketing HMGT 410 Hospitality Facilities Management
HMGT 450 Hospitality Sales and Marketing Strategies
HMGT 496 Topics: Executive Decisions in Hospitality, Leadership, Ethics, Employee Relations and External Relations HMGT 101 Introduction to Hospitality
HMGT 496 Topics: Training and Development in the Hospitality Industry HMGT 351 Community Travel and Tourism
HMGT 470 Hospitality
Management Strategies
BUGB 105 Freshman Business Seminar
MARK 335 Sales and Sales Management
HMGT 217 Hotel Operations

Evidence of Continuous Improvement
Mountain Plains Business Conference Oct 2011
Lumina Degree Profile Workshop Jan 2012
Western Council of Hotel, Restaurant and Institutional Education, Spring 2012 Academic Affairs Teaching Ken Bain Workshop Aug 2012
Attended Academic Affairs Professional Development Workshops Paul Geston Jan 2013/Mark Taylor Aug 2013 Western Council of Hotel, Restaurant and Institutional Education Feb 2013 D2L Learning - two sessions 2013 American Hotel Lodging Association (AHLA) Summer Summit 2013 Annual (AHLA) Fall Conference 2013 Colorado Hotel & Lodging Assoc. AHLA Fall 2013 Education Workshops Academic Affairs Professional Workshop by Dr. Terrel Rhodes, January 16-17, 2014 Academic Affairs Professional Workshop by Dr. Leslie Myers, August 14-15, 2014.
Western Council of Hotel, Restaurant and Institutional Education Feb 2014 Degree Works Workshop 2014 Taught Western Hospitality Summit Service Gold Certification Workshop 2013-2014

Academic Affairs Professional Workshop January 2015
Western Council of Hotel, Restaurant and Institutional Education Feb 2015

Innovative Materials/Activities
Developed Capstone Course for the new Hospitality Management Curriculum, Implementing a Hotel Simulation for Students to run giving practical applications to Hospitality Management Strategies
Scholarship and Creative Work, 2003-Present:

Scholarship Related to Discipline


Other
- Reviewed Certified Hospitality Administrator Exam Update for AHLA Educational Institute. 2005

Professional Memberships
- American Hotel and Lodging Association 1986-Present New Mexico Hotel and Lodging Association 1986-2015
- Colorado Hotel and Lodging Association 2012-Present
- International Council of Hotel, Restaurant and Institutional Education 2012-Present

Service 2003-Present:

Community
- Colorado Mesa University Educational Assistance Service Committee 2012-Present Western Colorado Community College Culinary Advisory Board 2012-Present Business Management Search Committee 2013 Business Marketing Search Committee 2013 Developed and Sponsored New Hospitality Management Club 2013-Present Sabbatical Committee 2014-Present

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
Service to Professional Organizations National

American Hotel & Lodging Association (AH&LA)
- Board of Directors 1994-2010
- Executive Board Member 2000-2002
- Resort Committee 2003-2011
- Small & Independent Properties Committee (SIPAC) 1994-2014
- SIPAC Chairman 2007-2014
- Strategic Planning Task Force 2003-2004
- Experience Lodging Advisory Council 2002-2006
- Educational Institute Advisory Committee 2007- Present

Regional

New Mexico Lodging Association (NMLA) Member 1985-2015
Colorado Hotel & Lodging Association: Education Committee 2012-Present

Advising 2003-Present:
- Assisted in four group advising sessions
- 2012 Averaged approximately 40 Advisees
- 2012 Assisted in four group advising sessions
- 2013 Averaged approximately 45 Advisees
- 2013 Assisted in two group advising sessions
- 2014 Averaged approximately 50 Advisees
- 2014 Advisor to Hospitality Management Club 2013-Present

Professional Experience:

Assistant Professor Hospitality Management Department of Business 2011-Present Colorado Mesa University
Grand Junction, CO 81501

BRM Consulting 2011-
Present Hospitality Consulting Firm

President/Chief Executive Officer
1986 - 2015 Great Inns of the Rockies Midway, UT
Miscellaneous Management Positions for a Hospitality Management and Ownership Company

President Resort Golf
Management, LLC 2003-
2009
- Expanded Great Inns to include management of three additional eighteen-hole golf courses.
Teaching Assistant/Research Assistant
1981-1982 Eastern New Mexico University Portales, NM
• Completed an alumni career study for the Dean of the school of business.
• Taught entry level communication classes

Owner
1978-1985 Britt's 4 Table Steakhouse Portales, NM
• Developed a successful restaurant and catering business while attending graduate school that appealed to local residents and area visitors
• Sold this profitable business in 1985

Restaurant Manager
1976-1977 Champs Restaurant Merrill, WI
• Without previous experience, took over a high volume 24 hour restaurant with 25 employees, during owner's illness
• Implemented cost controls, new menu items and basic marketing to increase revenue and profitability dramatically.

5 Conference Presentations  1 Other (related to discipline)
Reviewed Certified Hospitality Administrator Exam Update for AHLA Educational Institute.

5 Conference Presentations  1 Other (related to discipline)
Reviewed Certified Hospitality Administrator Exam Update for AHLA Educational Institute.
Name: Robert W. Mayer

Start Year: 1987

Program: Business Administration

Department: Business Associate Professor

Highest Degree
MSBA University of Northern Colorado Business 1982

Education: (List all degrees beginning with most recent-include post docs and external certificates)
MSBA, Business, University of Northern Colorado, 1981-1982
B.S. Marketing, Metropolitan State College, Denver, Colorado, 1978

Teaching 2003-Present:
Courses Taught
BUGB 249, Personal Finance: The

Business of Life MARK 231,

Principles of Marketing

MARK 335, Sales and Sales Management

BUGB 105, Freshman

Business Seminar

TRAV 101, Travel

Industry I

MANG 499, Internship

Evidence of continuous improvement: (Workshops, seminars, conference sessions attended. Sort by date - begin with most current.)

Participated in the Introduction of Student Response Systems, >Clickers to Colorado Mesa Campus

Participated in the Introduction and development of WebCT on the Colorado Mesa Campus

Western Federation CHRIE 2012 Regional Conference, Las Vegas, NV,
Scholarship and Creative Work, 2003-Present:
Scholarship Related to Discipline

PUBLICATIONS:


with R. Vail “Does this Convince You? Preliminary Results of a Quasi-Experiment Testing Online Course Effectiveness” in the refereed proceedings of the 41st Mountain Plains Management Conference. La Jolla, California, October 1999.


Service 2003-Present:
Member Business Department Alternative Delivery Committee Chair, Student Technology Committee, 1998-2006 Educational Access Services Committee, 2001-Present Past Chair, Campus Technology Council, 1998-2002 Past Chair, Lectures and Forums Committee, 1995-2000 Chair, 7 Departmental Hiring Committees Member Business Department Alternative Delivery Committee

Advising 2003-Present:
University level
Soar Sessions: 8
Mesa Experience Sessions: 4

Honors and Awards 2003-Present:
National
American Psychological Foundation Gold Medal Award for Life Achievement in the Science of
Psychology, 2011. American Psychological Association Distinguished Scientific Contribution Award,
2006.

Regional
American Psychological Association Division 20 Master Mentor Award, 2005.

Local
Yale University Graduate School Mentorship
Award, 2005.

Professional Experience:
DOUBLETREE HOTEL, VAIL CO, SEPTEMBER 1985-JUNE 1986
Director of Marketing and Sales
1. Orchestrated opening of hotel sales effort
2. Member of Hotel's Executive Committee
3. Managed hotel sales staff of four people

THE VAIL RESORT ASSOCIATION, VAIL CO, OCT 1978-MARCH 1981
Director of Marketing
1. Created community marketing plans and coordinated all Marketing activities
   for the Town of Vail
2. Supervised sales staff of five
3. Created and supervised advertising and media
Name: Deborah G Parman

Start Year: 2004 FT

Program: Business Administration

Department: Business

Faculty Rank: Assistant Professor

Highest Degree
MA Institution University of Redlands Discipline Management Year 1987

Education: (List all degrees beginning with most recent—include post docs and external certificates)

Teaching 2003-Present:
Courses Taught
BUGB 105, Freshman Business Seminar
SUPP 101, College Success Strategies (pre-2003) BUGB 211 Business Communication
MANG 201, Principles of Management
MARK 231, Principles of Marketing
MARK 325, Consumer Behavior
MARK 332, Promotion
MARK 350, Marketing Research
MARK 496, Topics, Marketing Project
MANG 499, Internship
Evidence of Continuous Improvement


"Should the use of Teams be a Required Aspect of Higher Education?" with Sarah Emery and Ryan Woodward, Colorado Mesa University at the 53rd Annual National Mountain Plains Management Conference, CMU, October 5, 2011.


"Designing Courses that Promote Critical Thinking," with Ed Neal, Director of Faculty Development, Mesa State College Professional Development Seminars, May 1-2, 2008.

Conference, Phi Beta Lambda, June 2007.
Future Business Leaders of America State
Conference, Phi Beta Lambda, June 2006.
Future Business Leaders of America-Phi Beta Lambda National Fall Leadership Conference, Salt Lake
City, UT, 2005.
Leadership workshop, National Leadership Conference, Phi Beta Lambda, June 2005.

Innovative Materials/Activities
"Business Student Retention," a student research project designed to discover effective retention
strategies at the collegiate level. MARK 350.
"The Real World of Business," student project prototype designed to implement real-world techniques
in the classroom, MARK 325.
"Focus Group" student project design
for MARK 325. Field Research
design projects for students in MARK
325.

Supervision of Student Research/Project(s)
Summer, 2015. Supervised market research for the Grand Junction Police Department for a
community perception and data analysis. Future Business Leaders of America-Phi Beta Lambda
(FBLA-PBL) project.
Fall, 2014. Supervised an Economic Impact Analysis student research project (PBL) for the Museum
of Western Colorado.
Summer, 2014. Supervised three students as part of an Topics (Marketing Research) class who
conducted research and analyzed the findings for "Guest and Visitor Research," a study for the
Museum of Western Colorado.
Fall, 2013. Supervised a Competitive Analysis student research project for the Museum of Western
Colorado.
Summer, 2013. Supervised three students as part of an independent study class who conducted
research and analyzed the findings for "Guest and Visitor Research," a study for the Museum of
Western Colorado.
August - December, 2013. Thirty-six students working in teams of 3-4, research, design, and conduct
market research for the Shop Local Initiative, a project for the Grand Junction Area Chamber of
Commerce. As part of MARK 350.
January - May, 2013. Forty students working in teams of 3-4, research, design, and conduct market
research titled, "The Value of CMU's Business Department: What's in it for Me?" as part of MARK
350.
January 17 - May 4, 2012. Forty-five students working in teams of 5-6, research, design, and write an
Integrated Marketing Communication (IMC) Plan as part of MARK 332.
January 17 - February 22, 2012. Forty-nine students working in teams of 5-6, design, implement, and
analyze and marketing survey to measure brand recognition (MARK 325)
Fall Semester, 2011. Approximately fifty students working in teams of 5-6, conduct a focus group
marketing research project to determine product feasibility and acceptance. (MARK 325)
Fall Semester, 2011. Approximately fifty students working in teams of 5-6, conduct market research on
consumer confidence (MARK 325)
April, 2011: three students presented the Phi Beta Lambda Community Service Project at the Colorado Leadership Conference, Denver.

April, 2011: PBL students conducted a shopper survey for the Mesa Mall, contracted by H. Blount Hunter Retail & Real Estate Research Company.

June, 2011: two students presented case study analysis on Business Ethics at the Phi Beta Lambda National Leadership Conference in Orlando, FL.

June, 2011: two students presented "Emerging Business Issues," at the Phi Beta Lambda National Leadership Conference in Orlando, FL.

April 27, 2011. Mesa State College 2nd Annual Student Showcase. Four students presented the Phi Beta Lambda Community Service Project.

April 27, 2011. Mesa State College 2nd Annual Student Showcase. Six students presented the "Perception of Ten Common Restaurant Logos" research project.

June, 2010: two students presented case study analysis on Business Ethics at the Phi Beta Lambda National Leadership Conference in Nashville, TN.

April 28, 2010. Mesa State College Student Showcase. Four students presented "Survey of Consumer Brand Awareness" research project.

June, 2009: two students presented case study analysis on Business Ethics at the Phi Beta Lambda National Leadership Conference in Anaheim, CA.

June, 2009: two students presented case study analysis on Marketing Analysis and Decision Making at the Phi Beta Lambda National Leadership Conference in Atlanta, GA.

June, 2008: two students presented "Emerging Business Issues," at the Phi Beta Lambda National Leadership Conference in Nashville, TN.

June, 2006: three students presented "Business Ethics," at the Phi Beta Lambda National Leadership Conference in Nashville, TN.

June, 2005: two students presented "Emerging Business Issues," at the Phi Beta Lambda National Leadership Conference in Orlando, FL.


Vail, CO. 2006.


Scholarship Related to Pedagogy in Discipline

Creative Work Related to Discipline

Performances / Presentations


Professional Memberships
Professional Member, Phi Beta Lambda.
Member, Grand Junction Area Chamber of Commerce Board of Directors, Colorado Phi Beta Lambda
Board of Directors, National Future Business Leaders of America-Phi Beta Lambda Board of Directors, Museum of Western Colorado

Service 2003-Present:
University

2015
Campus Planning Committee for the Student Showcase Department committee for retention
Department committee chair for SLO Development
Advisory committee for Western Colorado Community College Marketing Program
Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda. CMU students received BBA and BAS in Business Administration Program Review Self-Study 2009-2014 267
nine national awards.
Faculty Advisor for Christian Student Fellowship
Faculty Facilitator - Student Showcase - Professional Programs Advised two sessions of CMU Freshman Orientation Assisted with J-term Effective Workplace Communication class Participated in Welcome Back Night Facilitator for Entrepreneurship Day Assisted with Senior Recognition ceremony Assisted with Who's Who Recognition ceremony

2014
Campus Planning Committee for the Student Showcase
Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda. CMU students receive seven national awards.
Faculty Advisor for Christian Student Fellowship
Faculty Facilitator - Student Showcase - Professional Programs Advised one session of CMU Freshman Orientation Assisted with J-term Effective Workplace Communication class Participated in Welcome Back Night Facilitator for Entrepreneurship Day Assisted with Senior Recognition ceremony Assisted with Who's Who Recognition ceremony Attended 2014 commencement Assisted with graduation reception

2013
Campus Planning Committee for the Student Showcase
Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda. CMU students receive nine national awards.
Faculty Advisor for Christian Student Fellowship
Faculty Facilitator - Student Showcase - Professional Programs Advised two sessions of CMU Freshman Orientation Assisted with J-term Effective Workplace Communication class Participated in Welcome Back Night Participated in Entrepreneurship Day Assisted with Senior Recognition ceremony Assisted with Who's Who Recognition
ceremony Attended 2013
commencement
Assisted with graduation reception

2012
Campus Planning Committee for the Student Showcase Chair, Leadership Academy campus committee
Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda. CMU students receive six national awards.
Faculty Advisor for Christian Student Fellowship
Faculty Facilitator - Student Showcase - Professional Programs Advised two sessions of CMU Freshman Orientation
Assisted with J-term Effective Workplace Communication class

2011
Campus Planning Committee for the Student Showcase
Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda. CMU students receive twelve national awards.
Campus Committee Chair for the Leadership Academy at Colorado Mesa University Faculty Advisor for Christian Student Fellowship
Faculty Facilitator - Student Showcase - Professional Programs

2010
Campus Planning Committee for the Student Showcase
Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda. MSC students receive twelve national awards.
Campus Committee Co-Chair for the Leadership Academy at Colorado Mesa University Faculty Advisor for Christian Student Fellowship
Faculty Facilitator - Student Showcase - Professional Programs

2009
Campus Planning Committee for the Student Showcase
Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda. MSC students receive fourteen national awards and Mesa State is ranked fifth in the nation for number of awards earned by a single chapter.
Campus Committee Co-Chair for the Leadership Academy at Colorado Mesa University Faculty Advisor for Christian Student Fellowship
Student Orientation
Volunteer

2008

Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda. MSC students receive eight national awards. Campus Committee Co-Chair for the Leadership Academy at Colorado Mesa University
Faculty Advisor for Christian Student Fellowship Campus Committee for Web Content Search Committee for Assistant Director of

Student Activities 2007

Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda. MSC students receive ten national awards. Campus Committee Co-Chair for the Leadership Academy at Colorado Mesa University
Student Orientation Volunteer

2006

Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda. MSC students receive nine national awards. Student Orientation Volunteer

2005

Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda. MSC students receive four national awards. Department

2015

Academic Advisor for 40+ students
Committee Chair, SLO (Teamwork) committee Served as advisor for transfer student Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda Guest Interviewer for Effective Workplace Communication class - J-Term Assisted with Welcome Back Night Committee for Retention

2014

Academic Advisor for 40+ students
Committee Chair, SLO (Teamwork) committee Served as advisor for transfer student Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda Guest Interviewer for Effective Workplace Communication class - J-Term Assisted with Welcome Back
Night
Assisted with Senior
Recognition ceremony Assisted
with commencement ceremony

2013
Academic Advisor for
39+ students Served as
advisor for transfer
student
Faculty Advisor for the Future Business Leaders of America-
Phi Beta Lambda Guest Interviewer for Effective Workplace
Communication class - J-Term Assisted with Welcome Back
Night
Assisted with Senior
Recognition ceremony Assisted
with commencement ceremony

2012
Academic Advisor for
39+ students Served as
advisor for transfer
student
Faculty Advisor for the Future Business Leaders of America-
Phi Beta Lambda Guest Interviewer for Effective Workplace
Communication class - J-Term Assisted with Welcome Back
Night
Assisted with Senior
Recognition ceremony Assisted
with commencement ceremony

2011
Academic Advisor for 39+
students
Business Department Committee -
Newsletter Development
Faculty Advisor for the Future Business Leaders of America-
Phi Beta Lambda Guest Interviewer for Effective Workplace
Communication class - J-Term Search Committee for
Assistant Professor of Marketing
Search Committee for Construction
Management Faculty

2010
Academic Advisor for 39+ students
Faculty Advisor for the Future Business Leaders of America-Phi Beta
Lambda Guest Interviewer for Effective Workplace Communication
class - J-Term
2009

Academic Advisor for 39+ students
Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda
Guest Interviewer for Effective Workplace Communication class - J-Term MBA Student Advisor
Department Committee for Recruitment and Retention

2008
Academic Advisor for 30+ students
Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda
Guest Interviewer for Effective Workplace Communication class - J-Term Department Committee for Recruitment and Retention

2007
Academic Advisor for 30+ students
Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda
Guest Interviewer for Effective Workplace Communication class - J-Term Department Committee for Recruitment and Retention

2006
Academic Advisor for 25+ students
Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda
Guest Interviewer for Effective Workplace Communication class - J-Term

2005
Academic Advisor for 25+ students
Faculty Advisor for the Future Business Leaders of America-Phi Beta Lambda
Guest Interviewer for Effective Workplace Communication class - J-Term

National
National Board of Directors, Future Business Leaders of America-Phi Beta Lambda

Regional
Board of Directors, Colorado Phi Beta Lambda
Board of Directors, Museum of Western Colorado

Local
Member, Grand Junction Area Chamber of Commerce
Member, Museum of Western Colorado
Volunteer, Grand Junction March of Dimes
Volunteer, District 51 Foundation

Advising 2003-Present:

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
University level

Department level

Honors and Awards 2003-Present:
National

Regional
2013 Outstanding Advisor, Colorado Phi Beta Lambda 2009 Outstanding Advisor, Colorado Phi Beta Lambda 2008 Outstanding Advisor, Colorado Phi Beta Lambda 2006 Outstanding Advisor, Colorado Phi Beta Lambda

Local
2013 CMU Maverick Award, Club Advisor of the Year 2012 CMU Maverick Award, Club
Advisor of the Year

Professional Experience:
Marketing research and analysis.
Consultant, marketing and management for small business start-ups. Feature writer for Builder Architect Magazine.
Economic research and analysis, Western Colorado Bureau of Economic and Business Research.
Configuration Management - Boeing Aerospace contracting to the Department of Defense.
Technical Editor - Bendix Field Engineering contracting to the Department of Energy.
NATHAN C. PERRY, PHD

AFFILIATION
Assistant Professor of Economics at Colorado Mesa University (August 2010-Present)

EDUCATION
Ph.D. in Economics, University of Utah, Salt Lake City, UT, August 2010
  Dissertation: Three essays on exchange rates: The current account, the capital account, and Latin America.
B.A. Economics, Westminster College, Salt Lake City, UT, May 2004
B.A. Philosophy, Westminster College, Salt Lake City, UT, May 2004

PEER REVIEWED JOURNAL PUBLICATIONS


COMPLETED PAPERS SUBMITTED TO JOURNALS


BOOKS

BOOK CHAPTERS

Central Banking (pp. 343-345). Northampton, Massachusetts: Edward Elgar.


WORKING PAPERS SERIES


BOOK REVIEWS


FELLOWSHIPS

Daniels Funds Ethics Initiative Grant Fellow, Ethics in Economics. Funded by the Daniels Fund Ethics initiative, $8,000. (2015): Funding to conduct research on ethics in the economics profession as well as create classroom exercises and tools for student ethics assessment.

Visiting Research Fellow, Global Development and the Environment Institute (GDAE). (May 2012-May 2014). Wrote a teaching module (designed as a textbook chapter) on deficits and debt to complement GDAE’s macroeconomics textbook. Contributed to debt/deficit chapter in GDAE’s textbook.

GRANTS

Research Associate, Pathways to nature in Mesa County. Funded by Mesa County Health Department $28,500, (2015-2016). Grant funding used to conduct community surveys and write a report on how Mesa County can better connect its community to the outdoors.

Research Associate, Grand Valley Public Lands Quality of Life Study. Funded by the Bureau of Land Management, $22,000. (2015). Created reading room used to facilitate future research projects on the value of public lands in Mesa County. Website: http://healthymesacounty.org/active-communities/blm-reading-room.

PEER REVIEWED CONFERENCE PROCEEDINGS (STUDENTS IN ITALICS)


Perry, N., Fleck, E., Abellera, R., Adleman, S., Davis, P., Delgado, A., Hastings, A., Heaton, L.,


**OTHER WORK/PUBLICATIONS**


**INVITED PRESENTATIONS**


Perry, N. (2011, April). *The transmission of monetary policy in the US: Testing the credit channel and the role of endogenous money*. Presented paper at the University of Utah Macroeconomics and Money Seminar, Salt Lake City, UT.

**CONFERENCE PRESENTATIONS (STUDENTS IN ITALICS)**


**Teaching Experience**

COLORADO MESA UNIVERSITY, GRAND JUNCTION, CO

Fall 2010-Present

Assistant Professor

Courses taught:
- Introduction to Macroeconomics (4 sections)
- Introduction to Microeconomics (2 sections)
- Money and Banking (5 sections)
- Intermediate Macroeconomics (5 sections)
- Intermediate Microeconomics (5 sections)
- Econometrics (2 sections)
- Business Statistics (1 section)
- Quantitative Decision Making (20 sections, 5 online)
- American Economic History (2 sections)
- International Economics (1 section)
- Business Honors (1 section)

UNIVERSITY OF UTAH, SALT LAKE CITY, UT

Fall 2005-Summer 2010

Instructor

Courses taught:
- Micro/Macro “Jumbo” Economics course (5 sections each)
  - Approximately 200 students per course
  - Both Introductory Macro and Micro in one semester
  - Assigned 4 teaching assistants
Introduction to Macroeconomics (standard course) (1 section)
Introduction to Microeconomics (standard course) (1 section)
Current Economic Problems (2 sections)
Money and Banking (4 sections)
The Economics of Sex, Drugs, and Crime (Prohibition) (2 sections)
Health Economics (Masters Level) (1 section)
American Economic History (2 sections)

WESTMINSTER COLLEGE, SALT LAKE CITY, UT
Fall 2006-Summer 2010
Adjunct Professor
Courses taught:
Introduction to Macroeconomics (3 sections)
Introduction to Microeconomics (10 sections)
Health Economics (1 sections)
The Economics of Prohibition (4 sections)
Economics as a Social Science (1 section)
Business Quantitative Methods (2 sections)

WEBER STATE UNIVERSITY, OGDEN, UT
Fall 2008-Spring 2010
Adjunct Professor
Courses taught:
Introduction to Macroeconomics (4 sections)

RELATED PROFESSIONAL EXPERIENCE

UTAH ISSUES
2005
Economist: Published “State of Working Utah.
Conducted low income and poverty related economic research to report and lobby to Utah State legislature.

URBAN COMMUNITY CENTER
2004
Economist: Tax and Poverty Research, Legislative Lobbying

AMERICAN EXPRESS
1999-2004
Accounting/Technical Support
Reconciled bank travelers cheques accounts, technical support for the software used to reconcile the accounts.

PROFESSIONAL SERVICE: JOURNAL MANUSCRIPT REVIEWS

Review of Keynesian Economics (Summer 2014)
Journal of Asian and African Studies (Spring 2014)
Social Science Quarterly (Summer 2015)

PROFESSIONAL SERVICE: TEXTBOOK REVIEWS

BBA and BAS in Business Administration Program Review Self-Study 2009-2014


Content Expert, Western Governors University, Fall (2006): Context Expert for pedagogy and course design.

UNIVERSITY SERVICE/COMMITTEE WORK

Faculty Salary and Benefits Representative (2015-Present)

Job Search Committee for Quantitative Decision Making (Spring 2015)

Business Honors Society Faculty Advisor (Fall 2014-Present)

Job Search Committee for Econ/Finance Professor (Spring 2014)

Job Search Committee for Computer Information Science Professor (Spring 2014)

Tutorial Learning Center committee (2013-Present)

Accreditation Committee (2013-Present)

Critical Thinking Department Outcome Assessment Committee (2014-Present)

Honors Program Development Committee (2014)

Job Search Committee for Computer Information Science Professor (Spring 2013)

Job Search Committee for Management Professor (Spring 2012)

Economics Book Club Faculty Advisor (2011/2012)

Ph.D. selection committee member, University of Utah, (2007-2010)

HONORS AND AWARDS
Colorado Mesa University Faculty Professional Development Fund (2014): $760 for travel funds to make a presentation at Global Development and the Environment.

Nominated for Teacher of the Year, Fall 2005 (Microeconomics), Summer 2007 (Health Economics), Fall 2007 (Introduction to Microeconomics), Fall 2008 (Microeconomics and Macroeconomics), Spring 2008 (Microeconomics and Macroeconomics) at University of Utah

Sigma Chi Fraternity (University of Utah) Annual Teaching Award (2009)

Presidential Scholarship, Westminster College, 1999-2003

SOFTWARE KNOWLEDGE

STATA (cross sectional/time series econometrics)

IMPLAN (economic impact reports)

PROFESSIONAL ASSOCIATIONS

National Association of Forensic Economists (NAFE)

Eastern Economics Association

COMMUNITY BOARDS/ACTIVITIES

Kids Voting Mesa County (Vice President of the Board of Directors)

MEDIA APPEARANCES


8/20/12: The Bill Jones Show 97.7 KNOZ, comparing Obama's budget to Paul Ryan's budget, and discussing Medicare changes.


6/10/12: The Bill Jones Show 1230 KEXO, Grand Junction, Talking about Paul Ryan's budget plan

5/27/12: The Bill Jones Show 1230 KEXO, Grand Junction, Discussing income inequality
8/2011: The Economist Magazine Weekly Papers:
DAVID L. PUMPHREY

Assistant Professor of Computer Information Systems
Colorado Mesa University
1100 North Ave, Grand Junction, CO 81501
(970) 261-7699
Email: dpumphrey@coloradomesa.edu

EDUCATION

2014    PhD, Management Information Systems. University of Mississippi, Oxford, MS
1992    M.S., Computer Information Systems. Georgia State University, Atlanta, GA
1987    B.S.B.A Data Processing & Quantitative Analysis. University of Arkansas, Fayetteville, AR

PUBLICATIONS


PRESENTATIONS


HONORS

Outstanding PhD Student for the University of Mississippi School of Business Administration, 2012-2013
DISSERTATION

Mr. Hyde or Dr. Jekyll: The mindsets and characteristics of the information security professional

RESEARCH IN PROGRESS

Pumphrey, D., Carpenter, D. “Benefits Plan Implementation: An ethical dilemma.” Working Title


Pumphrey, D. & Eason, C. “Hotel California effect on social networking: The inadequate explanation of the network effect on individuals’ social media migration”

Reithel, B., Pumphrey, D, Guo, X., & Mukhopadyay, S. “Counterproductive spoliation behavior of I.S. professionals in eDiscovery”

Pumphrey, D, Ammeter A., & Reithel B. “Determinants of Senior IT Management Decisions to Hire Virtual IT Contractors”

Novicevic, M. & Pumphrey D. “Latent class analysis: A review of the management literature”

Classroom/Teaching

2015 Fall  CISB 241 – Business Analysis
CISB 310 – Enterprise Systems & Architecture
CISB 331 – Advanced Business Programming
MANG 491 – Business Strategy

2015 Spring  CISB 210 – Fundamentals of Information Systems
CISB 206 – Business Application Programming
MANG 491 – Business Strategy

2014 Fall  CISB 210 – Fundamentals of Information Systems (2 classes)
CISB 310 – Enterprise Architecture
CISB 331 – Advanced Business Programming

2014 Spring  CISB 210 – Fundamentals of Information Systems (4 classes)

Joint teaching appointment in both Information Systems and Computer Science at the University of Mississippi

2013 Fall  CSCI 103 – Survey of Computing (45 students)

2013 Summer  CSCI 111 – Computer Science I (Java Programming) (17 students)

2013 Spring  CSCI 103 – Survey of Computing (49 students)
BUS 400 – Agile Software Development. (11 students). Created course material and providing instruction to MIS & Computer Science students.
MIS 309 – Managing Information Systems (Teaching Assistant, 130 students)

2012 Fall
CSCI 103 – Survey of Computing (44 students)
MIS 309 – Managing Information Systems (Teaching Assistant, 130 students)

2012 Spring
MIS 309 – Managing Information Systems (42 students)
MIS 309 – Managing Information Systems (Teaching Assistant, 130 students)

2011 Summer
MIS 309 – Managing Information Systems (24 students)

2011 Spring
MIS 619 – Information Systems Strategy (Teaching Assistant, 75 students)

Adjunct Faculty at the University of Phoenix, Tulsa Campus

2001 – 2005
Information Systems, Project Management classes at the undergraduate and graduate level.

**Professional Experience**


1987 – 1993  *Programmer, Systems Analyst, Project Manager*. Ft. Smith, AR; Atlanta, GA. Various programming, analyst, & project management roles for companies in insurance, transportation, & credit scoring industries.
Name: Matthew H Rosenberg
Start Year: 2011
Program: Business Administration
Department: Business Faculty
Highest Degree: MPA The University of Texas at Austin Professional Accounting 2002
Education: (List all degrees beginning with most recent—include post docs and external
certificates) Chartered Financial Analyst (CFA) Certified Public Accountant (CPA) Masters of Professional
Accounting Bachelor of Business Administration

Teaching 2003-Present:
Courses Taught Financial Strategy (MBA) Financial Management (Corporate Finance) Fundamentals of
Investments Security Analysis & Portfolio Management International Financial Management (International
Finance) Life and Health Insurance Property & Casualty Insurance
Evidence of Continuous Improvement

Scholarship and Creative Work, 2003-Present:
Conference Presentation Palisade Risk Management Conference Presentation (Nov 2011)
Mountain Plains Academic Conference (Oct 2011) - Teaching Mergers & Acquisitions

Service 2003-Present: University CMU Alpine Ski Team Volunteer Assistant Coach CMU Varsity Baseball
Volunteer Assistant Coach

Advising 2003-Present: University level Department level

Professional Experience: Investment Banking - Wachovia Securities Commercial Real Estate Finance - GE
Commercial Finance Commercial Real Estate Investment - Jackson Oats Shaw Corporate Real Estate
Investment Advisory - RoseCap Investment Advisors, LLC Consulting - RoseCap Consulting,
PATRICK F. SCHUTZ, PH.D.

Curriculum Vitae

EDUCATION

Ph.D. Educational Leadership and Human Resource Studies, Colorado State University -- 2003

Master of Science in Human Resource Management, in Economics, University of Utah -- 1979

Bachelor of Science, English Literature and Language/Education, Eastern Michigan University -- 1973

SPHR Certification (Senior Professional in Human Resources) – Human Resource Certification Institute, 2000

A Limited Sample of numerous related seminars, courses, topics of private study:

- Organizational Culture Design
- Organizational Leadership
- Benchmarking Best Practices
- Team Orientation & Program Design
- Employee Job Satisfaction Assessment
- Employee Job Satisfaction Enhancement Practices
- Development of Learning Organizations
- Organizational Structure
- Employee Performance Appraisal Design
- Equal Access for Disabled Populations
- Coaching as a Best Practice
- Employee Engagement

AWARDS & HONORS

Recipient of 2010 Best Paper in Management award, Mountain Plains Management Conference in Ogden, Utah, October 2010


Recipient of 2008 Human Resources Professional of the Year Award, Western Colorado Human Resource Association, presented at WCHRA Fall Conference, September, 2008

Recipient of 2004 Educator of the Year in Human Resources Award, Human Resource Management Association for South Western United States, Presented in San Antonio, Texas, October 2004

Recipient of Edward W. Chance Memorial Rural Education Dissertation Research Award, presented at National Rural Education Association Annual Convention – Fall 2003


Inducted into Phi Kappa Phi Academic Honor Society, May 2004
PROFESSIONAL EXPERIENCE

Colorado Mesa University—Associate Professor, Tenured, Department of Business Administration  
April, 2008 to Present

Primary duties include undergraduate and graduate (MBA) classroom instruction and lead instructor  
for the BBA Human Resource Management concentration; designing HRM courses; advising 90+  
advisees; engage in scholarly research; service to the College and the community. Secondary duties  
include departmental committee assignments such as chair of faculty performance evaluation  
committee and search committee chair; Advisor to Society of Human Resource Management student  
club (since 1998).

Mesa State College – Assistant Professor, Department of Business Administration  

Duties include classroom instruction, preparing lesson plans, designing and monitoring learning  
objectives and motivating for attendance and participation. Design tests and other measures of  
comprehension and knowledge assimilation by students. Design and implement experiential  
exercises.  
Research topics and keep abreast of new management concepts and practices. Excellent course  
evaluations available. Presently scheduled for Fall 2004, MANG 520 - MBA course on Human  
Resource Management. Courses taught at CMU over last 22 years include:

- Human Resource Management Pre-Employment Assessment and Screening (Staffing)  
- Principles of Management Organizational Behavior  
- Business and Admin. Communications Supervisory Management  
- Strategic HRM (MBA course) Entrepreneurship  
- Freshman Business Seminar Professional Career Management  
- Advanced Human Resource Mgmt. (capstone)

Every semester, student-course-evaluations have been in the above average to excellent category. A  
limited sample of student comments from the Human Resource Management course evaluations  
follow:

"I liked the way Dr. Schutz has this class outlined with the tests [2 chapter test every other class].  
As an evening class, there wasn't an overload of information for each test and the lectures are well-  
prepared for each class.  
Research paper (The most effective aspect of this course)  
This course is well done. I wouldn’t change anything.  
Dr. Schutz is a great teacher. I wish I would have met him early in my learning career.  
He's an understanding friend, which I appreciate.  
Should have more questions on the tests that relate to what we do in class rather than just what is in  
the book  
Great teacher & class.  
As a manager I found the course to be very useful. I'm able to take new info. and apply it  
immediately.  
Extremely knowledgeable & makes class interesting; kept my interest the entire semester. Thank  
you for the wonderful semester.  
Schutz is a great teacher. He makes sure that you understand everything and works with you if  
something comes up.  
I really liked when the students got to teach. Made class more interesting.
Having groups present parts of the chapter. Made us know the material more.  
The research paper is where I learned the most.  
Have enjoyed this class. Learned [new] things even though I work in an HR office.”

Two Organizational Behavior sections were taught simultaneously in Grand Jct. and Montrose:

“I have enjoyed this course, and the way it was conducted.  
Mr. Schutz was an excellent professor.  
I've learned a lot about this subject. Mr. Schutz is a participative teacher and I've enjoyed taking the class. I was able to understand the material a lot easier because of all the group activities that we did.  
[I liked] the class interaction and group focused structure.”

Teaching Philosophy

I subscribe to an andragogical model of teaching in which the primary responsibility of learning resides with the learner, and the responsibility of teaching with the professor. Unlike the pedagogical model where the teacher assumes the responsibility for the students’ learning, this philosophical framework is tied to adult learning theory. Postsecondary students have made a conscious choice to continue their education; this choice is essential to an understanding of my adoption of an andragogical approach. If they have made the decision to attend college, then they have also made a decision to learn. Of course, the degree of vigor with which they pursue this end is as variable as the students themselves.

I too, made a choice many years ago. My choice was to teach human resource management (HRM) theory and practice at the college level. The most satisfying and invigorating moments of my professional career have been those that involved teaching adults about subjects in the discipline of HRM. I attempt to incorporate group learning activities and encourage participation by praising students whenever possible. I am always on the lookout for new teaching techniques such as creating formats whereby students can "teach" certain appropriate sections of material to their classmates under my tutelage, and by engaging in stimulating experiential exercises in class. I constantly "check for understanding" by using various methods such as the Socratic method of questioning, and asking students to create verbal scenarios that illustrate their mastery of a concept.

Specific Courses and Sample Teaching Strategies:

MANG 371 -- Human Resource Management: Since both management and marketing majors are required to take the HRM course, this heterogeneous group is taken into consideration in each lesson plan. For example, I attempt to interest the marketing majors in HRM by eliciting input from them on topics such as how to design a successful recruiting program, how to ascertain a company’s image and create a campaign to enhance it, company branding, “selling” compensation and benefit packages to employees, and how to fairly and market the company’s belief that all employees benefit from keeping the organization union-free. In terms of course emphases, I constantly illustrate how the principles of management (planning, organizing, leading, controlling) and the theories gleaned from behavioral science and used in the study of organizational behavior, are foundational knowledge bases of the discipline of HRM. A research paper is an integral part of this course. I utilize examples from my HR knowledge and many years of HRM experience to facilitate the learning of the less scintillating aspects such as compensation and organizational safety.
MANG 372 -- Pre-Employment Assessment & Screening: The legal, ethical, and cultural aspects of pre-employment assessment, screening and selection are of greater importance than ever before. I approach this course as a vehicle to explore not only the laws and regulations connected to these processes, but also as a course where realistic applications and guest speakers bring the practices to life for the student. I require a research paper in this course.

MANG 301 -- Organizational Behavior: A few years ago, Edgar Schein wrote that:

“...As all of the organization’s functions are becoming technologically more complex, we are being forced once again toward an idealistic view of workers. This stems from the uncomfortable discovery that in many parts of our organizations, workers truly do know more than their managers, and the only way to get any work accomplished is to let workers do it and trust them to do it well.”

The relationship between the organization and the human behavior within it is not only fascinating but a topic of necessary study for business administration students. As organizational structures become more flattened and more firms begin to lean toward learning cultures, the way in which management leads employees is greatly affected. Employee empowerment and self-governing work teams are concepts that have become mainstream. How did we get to this place where traditional bureaucratic, top-down, hierarchical systems are less and less enamored by management theorists? And, where do we go from here? These questions are central to a baccalaureate level study of organizational behavior (OB). I find the teaching of OB to be energizing and exciting. My marked propensity toward the study of organizational culture and structure causes me to want this material to be of great interest to our business administration students. I have the students take the MBTI, perform numerous classroom experiential exercises, and write a research paper on an OB issue that is of interest to them.

Principles of Management: The quintessential management course, Principles, should establish the rationale and understanding of the primary management functions in such a way as to inculcate a sense of wonder and enthusiasm about the machinations of management. Management is neither a science, nor an art. It is both. That is a primary concept in my teaching of this foundational subject. Although it is certainly tempting to teach only upper division courses to students who have made a decision to make business administration their first career choice out of college, I find that occasionally teaching Principles is not only refreshing, but necessary. This course should be enjoyable as well as enlightening for the students; perhaps even more so than upper division courses. Among other pedagogies, I attempt to dispel myths that incoming business administration students bring with them to their first management course. For example, misconceptions about how jobs are priced, why unions and businesses are likely to be adversaries, and how organizational cultures are created tend to stimulate lively discussion and benchmark the management discipline as one in which a student can become a willing participant in important discussions.

Research Interests

My current research threads are: College faculty performance evaluation; and the study of organizational talent management and overall performance management and its many ancillary sub-topics such as performance appraisal and employee retention.
Also, the potential for utilizing qualitative data analysis software for studying organizational cultures is of great interest to me. I used ATLAS.ti software in my dissertation research to aid in discovering a clear and true representation of a phenomenon. Verbal data from single interviews, focus groups, video and audio tapes can be analyzed using a phenomenological inquiry method and the depth of the conclusions enhanced via the software. I intend to extend this research to the study of organizational cultures and structures for the purpose of employee performance enhancement.

Additionally, I intend to continue the study of the future trends and forecasts for the human resource management profession. In 2002 and 2004, I performed extensive literature reviews of the trends and movements of the human resource field concluding that outsourcing, internet recruiting, strategic HR planning would be strong influences in the next five years, and that human resource development (HRD) activities in organizations may in fact begin to merge with HRM such as researchers David Ulrich and Jerry Gilley seem to be predicting.

Other Professional Experience

Mesa State College – Director of Academic Services
May, 1992 – August, 2004
Perform all functions of directing and coordinating the academic services of the College.
Responsible for the assessment, design, coordination of efforts and implementation of strategies, staffing, and evaluating of the following divisions:

- Academic Advising & Career Planning --- academic advising for freshmen and career planning
- Freshman Programs -- programs designed to encourage and educate freshmen toward retention
- Educational Access Services ----------------- accommodative services for students with disabilities
- Student Success Courses --------------------- Introduction to Higher Education, College Preparatory
- Reading
- Testing & Assessment ------------------------ national and local testing and assessment services
- Tutoring ------------------------------------- academic, subject-specific tutoring
- Math, Physics, Chemistry labs ------------- specialized tutoring in Math, Physics, Chemistry
- UTEC Programs ----------------------------- academic services to MSC students at UTEC
- Montrose Center Programs ------------------- academic services to all students at Montrose Center

Several Significant Accomplishments While in this Position: (Chronological from 1992)

- Designed and created the Academic Services Department. Wrote job descriptions and job specifications for all positions.
- With input and assistance from staff members, arranged for the formation of a comprehensive computerized master information system for departmental data collection, retrieval, and report generation.
- Arranged for and implemented the expansion of Educational Access Services office space to improve the delivery of services to students with disabilities.
- Defined the positions of Vocational Integration Specialist and Gender Equity Specialist; successfully gained CCCOES funding for these positions at UTEC.
Arranged for and implemented inclusion of Testing & Assessment into the Academic Services Department. Supervised pilot project for ACT COMPASS assessment instrument at MSC. Designed and implemented change from ACT COMPASS to College Board Accuplacer.

Redesigned departmental organizational structure; implemented team decision making and problem resolution systems. Individual and team efforts resulted in extremely significant increases in departmental effectiveness and efficiency.

Designed and implemented highly successful departmental public relations campaign and encouraged collaborative activities with faculty and administration.

Researched, designed and gained approval for Introduction to Higher Education course (SUPP-101).

Researched, designed and gained approval for innovative, credit-bearing tutor training course SUPP-201 Theory and Practice of Postsecondary Peer Tutoring with significant assistance from Nancy Kosmicke. This course has met and exceeded all of its critical objectives. The curriculum of SUPP-201 has been adopted by numerous colleges and universities in the U.S. and Canada; colleges and universities continue to seek information and adopt the curriculum.

Training and Development Resources – Human Resource Management Consultant
May, 1990 to Present:
Consult to organizations in areas of effective communication; employee recruiting, training, and retention; design of practical human resource and employee involvement systems; design of employee handbooks and personnel manuals; publish college textbooks and student handbooks; team building.

HR international consulting: June, 1992. Consulted to Andrzej Skovronski, President of Elektronika Komercjalna I Professionalna (EKIP), Lomianki, Ronicaz132, Warsaw, Poland. EKIP Corporation designs and installs state-of-the-art electronic surveillance and alarm systems for banks and government installations around Poland. The primary component of this on-site assignment consisted of creating a Western (American) style, first-stage design for an effective human resource/personnel management plan. 2003 consulting assignment included personal liaison between inventor Skovronski, and Alion Corporation and Lockheed-Martin.

Technical Trades Institute – Director of the Institute
August, 1985 to May, 1990
Performed all functions of campus management and training for this proprietary, postsecondary technical school including: Budget setting and control for all departments; human resource management: recruitment, training, retention and dismissal of faculty and staff, performance evaluations; design and implement student retention and motivation programs; monitor CCCOES/NATTS Instructor Certification process; student assessment and counseling. Superior employment reference upon request.

United Personnel Systems of Grand Junction – Manager/Owner
October, 1980 to January, 1987
Managed all facets of this personnel consulting/recruiting/placement firm. Performed all functions of manager as well as operated as recruiting agent for companies.

Western Slope Rehabilitation – Vocational Rehab. Specialist/Job Placement Specialist
October, 1983 to August, 1985
Performed all duties of Certified Vocational Rehabilitation Specialist and Job Placement Specialist. Superior employment reference upon request.

Western Colorado Employment Training Service – Regional Coordinator
September, 1974 to October, 1980
Designed and implemented employment and training programs for all targeted populations including individuals with disabilities, individuals from ethnic minorities, and individuals who were educationally or economically disadvantaged. Hired and trained all employees for the Colorado Planning Region XI offices and programs. Superior employment reference upon request.

Participation in CMU Committees and Groups

Campus Committees:
- Human Subjects Research Committee Board, Mesa State College – Currently Chair; Vice-Chair and Co-Chair in the past. 2003 to present.
- Employee Professional Handbook Committee – Appointed by Faculty Senate - September, 2011 to present
- Tenure and Promotion Committee – Fall, 2013
- Working Group for Improving Student Academic Success – Spring, 2011 to 2013
- HLC Assessment Committee: Section 4c – Fall, 2011 to present
- Tenure and Promotion Committee – Fall, 2011
- Academic Policies Committee – Member – 2010 to 2013
- Foundation for Excellent Schools / The Century Program -- Member, 2003.
  - MSC Performance Management Planning Task Force – Chair - past.
  - After designing program and curriculum, recruited and staffed MSC group of 10 Classified and administrative personnel. Collectively designed and implemented innovative pay-for-performance and performance evaluation system for all administrative and Colorado Classified employees at Mesa State College. 2001-2002. Names of committee members are available.
- Freshman Year Initiative (FYI) – Chair - past.
- Program for Achieving Scholastic Success (PASS) – Co-Chair - past.
- Task Force on Retention – Chair - past.
- Tomlinson Library Strategic Planning Committee – Member - past.
- Placement Advisory Board – Member - past.
- Vocational Education Funding Committee – Member - past.
- New Faculty Orientation (annual, two day format) – Chair/Facilitator for 7 years - past.
- CISB Review Committee – Member - past.
- Academic Council – Member - past.
- New Building Design Committee (UTEC) – Member - past.
- Center for Executive Development – Seminar Leader - past.

CMU and Business Department Search Committees:
- Director of Human Resources – Member – 2015-2016
- Management/Strategy – Chair, 2013-2014
- Management /Human Resource Management – Chair, 2011-2012
Management/Human Resource Management/Quantitative Analysis – Chair, 2010-2011
Economics/Quantitative Analysis – Chair, 2009-2010
Construction Management Coordinator search -- Chair
Management/Human Resource Management – Member
Advising & Career Placement Coordinator -- Member
Econ/Quantitative Decision Making -- Member
Dean of Enrollment Management -- Member
Gender Equity Specialist – Chair
Instructor for DEVL 090 – Chair
Instructor for ENGL 090 – Member
Assistant Coordinator, Educational Access Services – Member
Vocational Integration Specialist – Chair
Assistant Coordinator, Testing & Assessment – Chair
Administrative Assistant/Data Specialist – Chair
Tutor Trainer/Faculty Liaison – Chair
Coordinator, Academic Advising – Member

Business Department Committees & Activities: A Sample
Business Faculty Performance Evaluation Committee -- Chair 2014 -- present
Business Department Faculty Evaluation Design/Review Committee, member - 2006-present
Business Department Student Learning Objective: Written and Oral Communication -- 2013 - present
MSC Club Advisor --Society for Human Resource Management (SHRM) student chapter.
(MSC SHRM Club has won the Colorado (State HR Games 7 out of 10 years.) 1998- Present
CMU Business Department Strategic Planning Committee -- 2012- present
Facilitator for Community Advisory Board for Human Resource Management concentration
Research, design, gain MSC approval and implementation of new Human Resource Management BBA Concentration – 2004-2008
Business Dept. Faculty Evaluation Design Committee – 2006-2008
Recruitment, Advising, Retention Committee (RAR) – Chair 2007 – present
MSC Club Advisor --Society for Human Resource Management (SHRM). MSC SHRM Club has won the Colorado State HR Games 7 out of 10 years. 1998- Present

Club
Business Dept. Retention Committee – Chair -- 2005
Entrepreneurship Coaching – Human Resources consulting; Entrepreneurship Day, April, 2008
“Early Alert” Business Dept. Mentors Group -- 2007
New Classroom Building Design/Review Committee 2006-2007

2008
Re-certification of Senior Professional in Human Resources (SPHR) through the Human Resource Certification Institute (valid until December, 2009) 2000 - present
Facilitated Human Resource Management track for Entrepreneurship Day – April, 2007
Advising -- (example: 68+ advisees in 2006; number of advisees has increased each year)
Business Department Travel Committee
Certifications, Publications, Professional Presentations

Professional Certification:

Nationally certified as “Senior Professional in Human Resources” (SPHR) by Human Resources Certification Institute (HRCI) of the Society for Human Resource Management (SHRM) in December, 2000; re-certification achieved for period ending December, 2016.


Nationally certified as “Certified Insurance Rehabilitation Specialist” by Commission on Insurance Rehabilitation Specialists of the Board for Rehabilitation Certification; lapsed.

Scholarship:

INVITED BOOK CHAPTERS


CONFERENCE PRESENTATIONS

"Traditional Performance Evaluations: Experiencing a slow and painful death?", Presentation about a majority of companies moving away from traditional 'rating scales' methods of performance evaluation and toward more holistic approaches that more accurately assess performance and include more robust feedback mechanisms. 57th Annual Global Mountain Plains Business Conference, CMU, Grand Junction, CO., September 17, 2015

"Unstructured Employment Interviews: A disquieting selection phenomenon and a postsecondary, pedagogical quandary", Presentation discussing the possible reasons why employers persist in using unstructured employment interviews in opposition to the overwhelming evidence that the practice is fraught with negative legal ramifications and that they are very poor predictors of future job performance of candidates. Additionally, discussed the problem of teaching university business students about unstructured interviews and having to describe them as one of the most common forms of employment testing. 56th Annual Global Mountain Plains Business Conference, Idaho State University, Pocatello, ID. October, 2014

"Informing the Research on Employee Selection Practices: Why do employers persist in favoring applicant interviews as predictors of future job performance?" Discussion of employment interviews, their benefits and their shortcomings. 55th National Mountain Plains Management Conference, Southern Utah University, Cedar City, UT. October 2013

"Praising & Rewarding Employees in a Depressed Economy" Interactive session where participants had the opportunity to respond to research questions on whether praise and rewards are more prevalent, or less
prevalent, in a depressed economy. It appears that the Great Recession pushed employers away from rewards and toward employee retention based upon job security alone. 54th National Mountain Plains Management Conference, Kearney, NE. October 10-13, 2012


"Performance Assessment", Leadership Academy, Western Healthcare Alliance. Online technology used to present a workshop for healthcare managers on the subjects of performance management and performance assessment. March 22, 2011

"Leadership in Human Resource Management: A current event case study to engage HRM college students in applying leadership theories in an HR context", (a case study designed around an actual case of potential workplace violence in Medford, OR), Proceedings for Mountain Plains Management Conference, Ogden, Utah Oct. 6-8, 2010. "Best Paper in Management" award.

"Faculty Evaluation: Understanding the Meaning of Faculty Performance Evaluation", Focus Group of MPMC professors with a student audience at Mountain Plains Management Conference, Grand Junction, CO, October 9, 2009


"Behavioral Interviewing Concepts" Western Colorado Human Resource Association. MSC SHRM Club students presented this program to WCHRA as the invited program at monthly luncheon meeting. November, 2006. I scripted and directed this activity


"They Don't Get It, Because They Don't Get It", Presentation at ACT Annual Convention regarding first-generation college students, Denver, CO. Fall, 2003

"First Semester Experiences of Rural, First-Generation College Students from Agricultural Families", National Rural Education Association Annual Convention, Kearney, NE. Requested Dissertation Award Winner Presentation. Fall 2003

"An Integrated, Postsecondary Academic Learning Assistance System", College Reading and Learning Association, State Meeting, Grand Junction, CO. Spring 2003

“They Don’t Get It, Because They Don’t Get It: Presentation at ACT Annual Convention regarding first-generation college students, Denver, CO. Fall, 2003.


International Presentation: “Transforming Tutor Training: How To Create a Three Credit Hour Tutor Training Course That is Comprehensive, Academically Rigorous and Emphasizes Group Learning Dynamics.” CRLA, Kananaskis, Alberta, Canada, 1996.

REFEREED JOURNAL ARTICLES


BOOKS


NEWSPAPER COLUMN


NON-ACADEMIC PUBLICATION


Reviewer for Blind Review Conference Papers, Textbook Review, Private Consulting, Memberships

Reviewed *General Management, Technology and Management Education* papers for 2010 Southwest Academy of Management (SWAM), October, 2010

Track Chair for Management track papers for Mountain Plains Management Conference, Grand Junction, CO, October, 2009. Coordinated and assigned conference papers to various reviewers, corresponded with authors, etc.

Higher Education Textbook Reviewer:


Reviewed five (5) college textbook manuscripts for Prentice Hall, to date. Complete reviews. These potential textbooks have been in the career development and career planning discipline.

**Private Consulting:** Management consulting assignments include:

EKIP Corporation of Warsaw, Poland (1992 and 2003)
Mesa County, Colorado (all department managers)
Mesa County, Colorado (county commissioners)
City of Grand Junction (all department managers)
Central Distributing Corporation, Grand Junction, Colorado
Olson Business Systems, Grand Junction, Colorado

**Memberships in Professional Societies, Community Organizations (present and past)**

<table>
<thead>
<tr>
<th>Role</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member</td>
<td>Phi Kappa Phi academic honor society -- present</td>
</tr>
<tr>
<td>Board Member:</td>
<td>Western Colorado Human Resource Management Association -- present</td>
</tr>
<tr>
<td>Professional Member:</td>
<td>Society for Human Resource Management (SHRM) -- present</td>
</tr>
<tr>
<td>Chapter Advisor:</td>
<td>MSC Student Chapter of Society for Human Resource Management -- 1998 to present. SHRM HR Games Colorado State Champions 7 years out of 10</td>
</tr>
<tr>
<td>Member:</td>
<td>International College Reading and Learning Association (CRLA) -- past</td>
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<tr>
<td>Project Chairman:</td>
<td>Grand Junction Chamber of Commerce -- past</td>
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<tr>
<td>Governor’s Board Member:</td>
<td>Mesa County Business &amp; Education Partnership -- past</td>
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<tr>
<td>Member:</td>
<td>Colorado Occupational and Career Information System (COCIS) -- past.</td>
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<tr>
<td>Member:</td>
<td>Colorado Education 2000 -- past</td>
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<tr>
<td>Member:</td>
<td>National Association of Developmental Educators (NADE) -- past.</td>
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<tr>
<td>Governor’s Board Member:</td>
<td>Transition Activities for Disabled Students (state appointment) -- past.</td>
</tr>
<tr>
<td>Advisory Board Member:</td>
<td>School District #51 Industrial Co-Op Education -- past.</td>
</tr>
<tr>
<td>Member:</td>
<td>West Rockies Writer’s Club -- past.</td>
</tr>
</tbody>
</table>

**Aggregated Scholastic Activities:**

Books: 01
Book Chapters: 02
Book Reviews: 07
Conference Presentations: 21
Grant ($1,000): 01
Journal Articles: 02
Gayla Jo Slauson

Colorado Mesa University • Department of Business
1100 North Avenue • Grand Junction • Colorado • 81501
(970) 248-1794 • gslauson@coloradomesa.edu
September 2014

Educational History:

MBA  May, 1992, University of Southern Colorado (Now CSU-Pueblo)

BBA, emphasis in Computer Information Systems.  May, 1990, Mesa State College (now Colorado Mesa University) graduated Summa Cum Laude and Student with Highest GPA.

Additional certifications:
- CCP (Certified Computing Professional), 1994
- MOUS (Microsoft Office Specialist – Excel), 2013

Employment History:

Associate Professor: 2004 – present, Computer Information Systems, Colorado Mesa University

Assistant Professor: 1998-2003 Computer Information Systems, Mesa State College

Instructor: 1993-1998 Computer Information Systems, Mesa State College

Lecturer: 1990-92 Computer Information Systems, Mesa State College (taught twelve one credit classes and over 700 students each year)

Additional prior employment as a bookkeeper, receptionist, cashier, tutor and spreadsheet consultant

Teaching Achievements:

Courses taught at university level:

Business:
Introduction to Business
Business Communications
Organizational Behavior
Business Mathematics
Principles of Marketing
Principles of Management
Introduction to Nonprofit Leadership
Computer Information Systems:
Business Information Technology
Introduction to Business Software
Advanced Business Software
Theories of Information Systems
Fundamentals of Information Systems
Management of Information Systems
Microcomputer Applications
Solving Problems using Spreadsheets and Statistical Software
Solving Problems in Business Using Database Software
COBOL I and COBOL II
BASIC
VBA (Visual BASIC for applications)
Access (Database)
Excel, Lotus 1-2-3 (Spreadsheets)
Word, Word Perfect (Word Processing)
PowerPoint (Presentation)

Other:
Introduction to Higher Education
Honors Courses
Courses for Teachers to earn CE Credits for Mesa County School District
Leadership Academy Sessions
Leading Edge Seminar Presenter for Small Business Development Center
Women in Management Course Presenter
Session teacher at two Women’s conferences
Traveled to Kenya and worked with Kenyan entrepreneurs on business marketing plan in June, 2009

Sampling of Awards Earned
• 2015 Earned Distinguished Faculty Award for Colorado Mesa University
• 1990-2014 Earned “Excellent” ratings for teaching from Department Chair, peers, students, and other administrators
• 2003 Awarded Wall of Fame Teacher Award by Academic Services at Mesa State College
• 1993 Awarded Outstanding Teacher Recognition Award by Grand Junction Chamber of Commerce
• 1990-Spring, 2014 Consistently earned excellent teacher evaluation ratings
• 1990 Outstanding Future Business Teacher Award, 1st Place Nationally Phi Beta Lambda
Scholarly Achievements:

Articles appearing in Journals (limited to last seven years):


Articles Appearing in Other Publications


Refereed Proceedings Publications (limited to past nine years)


*Distinguished Paper Award*


*Best Paper Award, Pedagogy Track*


*Best Paper Award, Pedagogy Track*


Snyder, J., Slauson, G., Jackson, B., & Chaffin, T. (2007). Using the National Collegiate Conference as a Focal Point for an AITP Student Chapter’s Annual Activities, Proceedings of the ISECON.


*Meritorious Paper Award*

**Book Chapter and Study Guide**


**Served as Reviewer and Session Chair**

Information Systems Education Journal
Information Systems Education Conference
Mountain Plains Management Conference
CONISAIR Conference

**Examples of Invited or refereed talks/presentations to professional meetings**

Presentation at Mountain Plains Management Conference on the History of Colorado Mesa University’s Department of Business
Spring 2015 Presentation at the Riverside Education Center to students encouraging them to pursue higher education
Presentation at the Higher Learning Commission Conference, April 2014
Presentation Faculty Colloquium, February, 2010
Presentation for Leadership Academy, March, 2009
Presentation at the Senior Center on Identity Theft, 2006

**Professional Affiliations:**

AITP Association of Information Technology Professionals
MPMA Mountain Plains Management Association

**Examples from Professional Service:**

Lead writer, Bachelor of Business Administration (BBA) with twelve concentrations program review, Fall, 2015

Working Group on Faculty Effort Allocation, Fall, 2015

Responsible for CIS Lecturer classroom observations/evaluations, Fall 2015

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
Member of Working Group to Improve Student Academic Success (WGISAS 3.0) 2015, assisted with evaluation of Elucian software tools to improve retention

Faculty Trustee, elected position, 2013-2015 (participant in CMU’s Board of Trustees Meetings and Events)

Steering Committee Member and Criterion Two Chairperson, leading the effort for Reaffirmation of Reaccreditation visit for CMU, Higher Learning Commission

Faculty Senate, represented Department of Business, served on executive committee and as Faculty Senate president 2010-2011

Campus Wellness Committee 2010-2012

Calendar Committee 2010-2014

Strategic Planning Committee for Mesa State College, 2010

Awarded Outstanding Service - Faculty Award, Mesa State College 2001

Examples from Community Service:
Board member of Strong Schools, Strong Communities, nonpartisan community group 2013-2015

Provided community service through course projects in assisting organizations in the community with Access database and Excel spreadsheet assistance

Stephen Minister in community, providing one-on-one ministry for individuals going through crisis, 2012-present

Lay leader and fill-in speaker for various churches in the community, 2011 Lay speaker of the Year, Rocky Mountain Annual Conference United Methodist Churches

Served on Comprehensive Plan Focus Group for the City of Grand Junction, 2010

Other:
Introduction to Higher Education
Honors Courses
Courses for Teachers to earn CE Credits for Mesa County School District
Leadership Academy Sessions
Leading Edge Seminar Presenter for Small Business Development Center
Women in Management Course Presenter
Session teacher at two Women’s conferences
Traveled to Kenya and worked with Kenyan entrepreneurs on business marketing plan in June, 2009
Educational History:

M.S. March 2005; Nova Southeastern University, Ft. Lauderdale, Florida 33329; Computer Information Systems

Ph.D. August 1999; University of New Mexico, Albuquerque, New Mexico 87131; Applied Mathematics; Dissertation: "A Mathematical Analysis of Induced Defenses in a Plant-Herbivore System," Advisor: Dr. Deborah Sulky

M.A. August 1991; University of New Mexico, Albuquerque, New Mexico 87131; Applied Mathematics

B.A. April 1988; Fort Lewis College, Durango, Colorado 81302; Major: Mathematics; Minor: Computer Science Advisor: Dr. Richard Gibbs

Employment History:

Professor: 2010 – present; Department of Business, Computer Information Systems, Colorado Mesa University (formally Mesa State College), Grand Junction, Colorado 81501

Associate Professor: 2005 – 2010; Department of Business, Computer Information Systems, Mesa State College, Grand Junction, Colorado 81501

Associate Professor and Chair: 2003-2005; Department of Mathematics and Computer Science, Department of Business, Sul Ross State University, Alpine, Texas 79832 and Universidad Autónoma de Chihuahua, Chihuahua, Mexico

Assistant Professor: 1999-2003; Department of Mathematics and Computer Science; Sul Ross State University, Alpine, Texas 79832

Assistant Professor: 1998-1999; Department of Mathematics and Computer Science; Pacific University, Forest Grove, Oregon 97116

Faculty: 1994-1999; Department of Continuing Education; University of New Mexico, Albuquerque, New Mexico 87131

Teaching Assistant: 1988-94 and 1997-98 Department of Mathematics and Statistics; University of New Mexico, Albuquerque, New Mexico 87131
Adjunct Faculty: 1994-1997; Southwestern Indian Polytechnic Institute, Albuquerque, New Mexico 87121

Part-Time Instructor: 1994-1997; Department of Mathematics and Statistics, University of New Mexico, Albuquerque, New Mexico 87131

Graduate Assistant: 1994-1996; Minority Engineering Programs, College of Engineering; University of New Mexico, Albuquerque, New Mexico 87131

Consulting Activities:
- Spreadsheet construction to enable project tracking for Genesis Designs Architecture and Planning (2006)
- Faculty/Staff Training and Change Management for the Office 2007 deployment at Mesa State College (2009)
- Mathematical model development and data analysis for Geovic mining company (2009)
- Web site design and construction for JF Strothman Distillery (2012)
- Spreadsheet construction to evaluate effective/ineffective football defensive strategies for the CMU football team (2014)
- Sales force pricing model and spreadsheet construction for Colorado Custom Elevator and Lift (2015)

Other Employment:
From 1977 to 1988 positions included retail sales person, ski rental and repair shop employee and manager, ski lift operator and ski patrol, warehouse (shipping/receiving), construction trades and remodel work, restaurant and kitchen work.

Teaching:

Master’s Committees/Advisement:
Leland Byers (MBA), 2011
Fighting Monsters, and Being Taxed for it? A Look at Possible Government Taxation in Virtual Worlds

Justin Kawcak (MBA), 2011
How Admissions Offices in Colorado are Using Social Media

Bill Adams (Natural Resource Management), 2002
A Kill Rate Model for Texas Mountain Lions (MS Thesis)

Lynn Cassell (Biology), 2002
Analysis of Vocalizations of Lilian’s Race of the Eastern Meadowlark (Sturnella magna lilianae) in West Texas (MS Thesis)

Bachelor’s Advisement/Senior Project Direction/Honors Thesis

Supervision/Student Project Advisement:
Corey Jimerson (Finance/Economics), 2015
Student Showcase Paper
*Best in Track Award
Mark Boomgaard (Computer Information Systems), 2015
*First Place, Microsoft Office Solutions, Second Place, Business Analysis, AITP National Collegiate Conference
Jordan Fisher (Computer Information Systems), 2015
*Second Place, PC Troubleshooting AITP National Collegiate Conference
Zach Horrall (Computer Information Systems), 2015
*First Place, Microsoft Office Solutions, Second Place, Business Analysis, AITP National Collegiate Conference
Dustin DeLor (Computer Information Systems), 2014
*Third Place, PC Troubleshooting Competition, AITP National Collegiate Conference
Michael Rowe (Computer Information Systems), 2014
*Honorable Mention, PC Troubleshooting, AITP National Collegiate Conference
Dustin DeLor (Computer Information Systems), 2013
*Third Place, PC Troubleshooting Competition, AITP National Collegiate Conference
Paul Ducray (Computer Information Systems), 2013
*Honorable Mention, PC Troubleshooting
Top Ten, Security Competition, AITP National Collegiate Conference
Steven Nolan and Heather Flaherty (Computer Information Systems), 2012
*Honorable Mention, Business Analytics Competition, AITP National Collegiate Conference
Sydney Jensen (Computer Information Systems), 2012
Student Showcase Paper
*Best in Track Award
Leyland Byers (MBA), 2012
Student Showcase Paper
Steven Nolan (Computer Information Systems), 2011
Paper accepted to Mountain Plains Management Association's annual conference
*Best Paper Award, Student Track
Megan Vogel (Computer Information Systems), 2011
Student Showcase Paper
*Best In Track Award
Triston Arisawa and Megan Vogel (Computer Information Systems), 2011
*Honorable Mention, Web Design, AITP National Collegiate Conference, 2011
Megan Vogel (Computer Information Systems), 2011
*First Place, Student Paper Competition
*Honorable Mention, Web Design, AITP National Collegiate Conference, 2011
Josh Major (Computer Information Systems), 2011
*Honorable Mention, Network Design Competition, AITP National Collegiate Conference, 2011
Cole Nash (Management), 2011
*Honorable Mention, Network Design Competition,
*Third Place, Student Paper Competition, AITP National Collegiate Conference, 2011
Nick Bjorklund (Economics/Finance), 2010
Paper accepted to the Second Annual Four Corners Conference on Globalization
Lyndsay Yerbic (Computer Information Systems), 2010
*Honorable Mention, Student Paper Competition at the AITP National Collegiate Conference, 2010
Ed Cart (Computer Information Systems), 2010
*Honorable Mention, Student Paper Competition at the AITP National Collegiate Conference, 2010
Eve Edie (Computer Information Systems), 2009
Paper Accepted to the Student Track of the 2009 Mountain Plains Management Association's Annual Meeting, Paper Included in Proceedings
Jon Williams (Computer Information Systems), 2009
Paper Accepted to the Student Track of the 2009 Mountain Plains Management Association's Annual Meeting, Paper Included in Proceedings
*Best Paper Award, Student Track
Amanda Nesbit (Computer Information Systems), 2009
*Top Ten Placement, Student Paper Competition at the AITP National Collegiate Conference, 2009
Bill Jackson and Loren Gabriel (Computer Information Systems), 2008
*Second Place Award, Web Site Design for the AFSCME Local 3375, AITP National Collegiate Conference, 2008
Telicia Chaffin (Computer Information Systems), 2008
Web Site Design Competition for the Manufacturers Council, AITP National Collegiate Conference, 2008
Charles Smith (Computer Information Systems), 2008 Human Microchip Implantation
*Top Ten Placement, Student Paper Competition at the AITP National Collegiate Conference, 2008
Telicia Chaffin (Computer Information Systems), 2007 From E-voting to I-voting
*Presented at the 2007 MPMA Conference at Kearney Nebraska, included in proceedings
AITP Team Banner Competition, 2007
*First Place Award, Artistic Category, AITP National Collegiate Conference, 2007
Bill Jackson and Jarrod Harper (Computer Information Systems), 2007
*First Place Award, Web Site Design for the ASFCME Local 3375, AITP National Collegiate Conference, 2007
Charles Smith (Computer Information Systems), 2007 Podcasting for Universities
*Top Ten Placement, Student Paper Competition at the AITP National Collegiate Conference, 2007
Telicia Chaffin (Computer Information Systems), 2007 E-voting
*Third Place Award, Student Paper Competition at the AITP National Collegiate Conference, 2007
Juliana Munoz (Computer Information Systems), 2006 The Corporate Social Responsibility of Pure-Play Sites versus Brick-and-Mortar Corporations
*Presented at the 2006 MPMA Conference at Orem, Utah, included in proceedings
Thomas Wolfe (Computer Information Systems), 2006
The E-Grocer Factor: Why Didn’t It Work and How Can It Work Now
*First Place Award, Student Paper Competition at the AITP National Collegiate Conference, 2006

Bernie Calderon (Mathematics), 2004
An Analysis of the TExES Exam

Ida Ramirez (Mathematics), 2003
Numerical Solution of a Titration Problem

Jose Carillo (Mathematics), 2003
The Mathematics of Coupled Dynamical Systems

Erica Price (Mathematics), 2000
Stability of a Spring/Dashpot System

**Classroom Teaching:**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Courses Taught</th>
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<tbody>
<tr>
<td>University of New Mexico</td>
<td>Math 111, Mathematics for Elementary School Teachers I</td>
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<tr>
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<td>Math 123, Trigonometry</td>
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<td>Math 129, A Survey of Mathematics</td>
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<td>Math 150, College Algebra</td>
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<td></td>
<td>Math 162, Calculus I</td>
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<td>Math 163, Calculus II</td>
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<td>Math 180, Business Calculus I</td>
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<tr>
<td></td>
<td>Math 181, Business Calculus II</td>
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<td></td>
<td>Math 215, Mathematics for Elementary School Teachers III</td>
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<td></td>
<td>Math 264, Calculus III</td>
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<td></td>
<td>Math 314, Linear Algebra</td>
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<td>Math 316, Differential Equations</td>
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<td>Southwestern Indian Polytechnic</td>
<td>Math 150, College Algebra</td>
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<td>Polytechnic Institute</td>
<td>Math 162, Calculus I</td>
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<td>1995-1997</td>
<td>Math 163, Calculus II</td>
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<td>Pacific University</td>
<td>Math 122, College Algebra</td>
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<td>1998-1999</td>
<td>Math 125, Pre-calculus</td>
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<td>Math 165, Introduction to Contemporary Mathematics</td>
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<td>Math 206, Numerical Linear Algebra</td>
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<td>Math 226, Calculus I</td>
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<td>Computer Science 230, Introduction to Software Tools</td>
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<td>Sul Ross State University</td>
<td>Math 1300, Developmental Mathematics</td>
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<td>1999-2005</td>
<td>Math 1310, University Mathematics</td>
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<td>Math 1315, University Algebra</td>
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<td>Math 1320, Calculus I</td>
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<td>Math 1321, Calculus II</td>
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<td>Math 1342, Statistics</td>
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<td>Math 2320, Calculus III</td>
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<td>Math 3101/CS 3101, Departmental Seminar</td>
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<td>Math 3306/CS3306, Numerical Analysis</td>
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<tr>
<td>Institution / University</td>
<td>Courses / Projects</td>
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<td>Math 3306, Computing in Mathematics</td>
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<td>Math 3320, Differential Equations</td>
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<td>Math 3350, History of Mathematics</td>
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<td>Math 4360, Complex Variables</td>
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<td>Math 4390, Senior Project</td>
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<td>Math 5301, Graduate Special Topics</td>
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<td>GBA 3350, Business Statistics</td>
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<tr>
<td>CIS 3323, Human Computer Interaction</td>
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<td>CIS 3360, Legal and Ethical Issues in Computing in Business</td>
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<td>CIS 3370, System Analysis and Design</td>
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<tr>
<td>Universidad Autónoma de Chihuahua (UACH)</td>
<td>GBA 5309, Quantitative Analysis and Decision Theory for Business</td>
</tr>
<tr>
<td>2003-2005</td>
<td>GBA 5304, Management Information Systems</td>
</tr>
<tr>
<td>Colorado Mesa University (formerly - Mesa State College)</td>
<td>CISB 101, Business Information Technology</td>
</tr>
<tr>
<td>2005 - present</td>
<td>CISB 205, Advanced Business Software</td>
</tr>
<tr>
<td></td>
<td>CISB 206, Business Database Application Programming (VBA)</td>
</tr>
<tr>
<td></td>
<td>CISB 210, Fundamentals of Information Systems</td>
</tr>
<tr>
<td></td>
<td>CISB 241, Business Analysis</td>
</tr>
<tr>
<td></td>
<td>CISB 305, Solving Problems Using Spreadsheets and Statistical Software</td>
</tr>
<tr>
<td></td>
<td>CISB 306, Solving Problems with Databases</td>
</tr>
<tr>
<td></td>
<td>CISB 341, Quantitative Decision Making</td>
</tr>
<tr>
<td></td>
<td>CISB 395, Independent Study</td>
</tr>
<tr>
<td></td>
<td>CISB 396, CISB Research</td>
</tr>
<tr>
<td></td>
<td>CISB 400, Data Communication and Network Management</td>
</tr>
<tr>
<td></td>
<td>CISB 442, Systems Analysis and Design</td>
</tr>
<tr>
<td></td>
<td>CISB 451, Database Administration</td>
</tr>
<tr>
<td></td>
<td>CISB 460, Electronic Commerce</td>
</tr>
<tr>
<td></td>
<td>CISB 491, Directed Readings</td>
</tr>
<tr>
<td></td>
<td>CISB 560, Electronic Commerce - MBA</td>
</tr>
<tr>
<td></td>
<td>MANG 341, Quantitative Decision Making</td>
</tr>
<tr>
<td>Other Teaching Activities</td>
<td>New Mexico Junior Mathematics Prognosis Exam Project (JUMP) - A statewide outreach program geared to increase success in high school mathematics programs.</td>
</tr>
<tr>
<td>University of New Mexico, Department of Mathematics and the Office of the Provost</td>
<td>University of New Mexico, Minority Engineering, Mathematics and Science Project</td>
</tr>
<tr>
<td>1990-1991</td>
<td>A tutoring/mentoring program designed to increase participation and success of underrepresented populations in the study of engineering disciplines.</td>
</tr>
<tr>
<td>University of New Mexico, Native American Program, College of Engineering</td>
<td>University of New Mexico, Native American Program, College of Engineering</td>
</tr>
<tr>
<td>1994-1995</td>
<td>A resident program for Native Americans geared to increase participation and success of the student in the classroom.</td>
</tr>
<tr>
<td>Southern Pueblo Agency</td>
<td>Southern Pueblo Agency</td>
</tr>
<tr>
<td>1994-1995</td>
<td>A teaching initiative striving to certify Native American teachers who would then...</td>
</tr>
</tbody>
</table>
Scholarly Achievements:

Articles appearing in Journals:


**Articles Appearing in Other Publications**


**Refereed Proceedings Publications**


*Distinguished Paper Award*


*Best Paper Award, Pedagogy Track*


*Best Paper Award, Pedagogy Track*
Snyder, J., Slauson, G., Jackson, B., & Chaffin, T. (2007). Using the National Collegiate Conference as a Focal Point for an AITP Student Chapter’s Annual Activities, *Proceedings of the ISECON.*

*Meritorious Paper Award*


**Reviewing Activities**

Journal of Information Systems Education
Information Systems Education Journal
Information Systems Education Conference
Four Corners Conference on Globalization
Mountain Plains Management Conference

**Invited or refereed talks/presentations to professional meetings**

“Numerical Evidence of Students’ Use of Wikipedia” October, 2015
   The International Academy of Business and Public Administration Disciplines
   (IABPAD) Conference Las Vegas, Nevada

"Report on the National Collegiate Conference" May, 2015
   Mile High Chapter of the AITP Monthly Meeting; Denver, Colorado
   (Invited presentation including student presenters: Kaemen Chiles, Mark Boomgaard, Jordan Fisher)

"Report on the National Collegiate Conference" May, 2013
   Mile High Chapter of the AITP Monthly Meeting; Denver, Colorado
   (Invited presentation including student presenters: Kaemen Chiles, Dustin Delor, and Michaela Ervin)

"Report on the National Collegiate Conference" May 2011
   Mile High Chapter of the AITP Monthly Meeting; Denver, Colorado
   (Invited presentation including student presenters: Cole Nash, Paul Ducray, Nathan Woods)

"Wikipedia: Librarians Perspectives on Its Use as a Reference Source"
   MPMC 2011, Grand Junction, Colorado, October 2011

"Report on the National Collegiate Conference"
   Mile High Chapter of the AITP Monthly Meeting; Denver, Colorado
   (Invited presentation including student presenters: Tristen Arisawa, Michael Ervin, Nathan Woods)

“Wikipedia as an Academic Reference: Faculty and Student Perspectives”
   AMCIS 2010, Lima, Peru, August 2010

“Wikipedia as an Academic Reference: Faculty Perspective”
   MPMA 2009, Grand Junction, Colorado, October 2009

“Cultural Dimensions of Web Design Elements”

“An Action Plan to Increase IS Enrollment Based on Recent Survey Evidence”
“Encouraging Students to Learn on the Fly in CIS Courses”
“Report on the National Collegiate Conference”
Mile High Chapter of the AITP Monthly Meeting; Denver, Colorado, May, 2008
(Invited presentation including student presenters:
Bill Jackson and Telicia Chaffin)
“Using the National Collegiate Conference as a Student Chapter Focal Point”
AITP National Collegiate Conference
(Invited presentation including student presenters:
Bill Jackson and Telicia Chaffin)
Memphis, Tennessee, March, 2008
“Using the National Collegiate Conference as a Focal Point for an AITP Student Chapter’s Annual Activities”
“It’s a Wiki-World: Utilizing Wikipedia as an Academic Reference”
Mountain Plains Management Association Annual Meeting
University of Nebraska at Kearney, Kearney, Nebraska, October, 2007
“The National Collegiate Conference Team Experience”
Mile High Chapter of the AITP Monthly Meeting; Denver, Colorado, May, 2007
(Invited presentation including student presenters:
Bill Jackson, Jarrod Harper, and Telicia Chaffin)
“The Corporate Social Responsibility of Pure-Play Sites versus Brick-and-Mortar Corporations”
Mountain Plains Management Association Annual Meeting
Utah Valley State College, Orem, Utah, October, 2006
“Evaluating E-commerce: An Aesthetic Perspective”
Mountain Plains Management Association Annual Meeting
Southern Utah University, Cedar City, Utah, October, 2005
“Partial Differential Equations and Population Models”
Mathematical Association of America Regional Meeting
Austin, Texas, April, 2000
“The Balloon Bifurcation”
“A History of Population Models”
“An Introduction to Dynamical Systems”
Professional Conferences:

Supercomputing  
April, 1991
Society of Mathematical Biologists Annual Meeting  
May, 1995
October Pre-service Conference for the Training of Teachers  
October, 1999
Mathematical Association of America Texas Section Meeting  
April, 2000; April 2002
Texas Association of Two Year Colleges Annual Meeting  
May, 2002
Mathematical Association of America Texas Section Meeting  
April, 2003
Dallascon – Wireless Security Conference  
May, 2004
Mountain Plains Management Association  
October, 2005; October 2006; October 2007; October 2008; October 2009; October 2011; October 2015
National Collegiate Conference of the AITP (Faculty Sponsor)  
April, 2006; March 2007; March 2008; April 2009; March 2010; April 2011; April 2012, April 2013
DEFCON 14  
August, 2006
ISECON (Information Systems Educators Conference)  
November, 2007; November 2008
 Americas Conference on Information Systems  
August, 2010
Four Corners Conference on Globalization  
The International Academy of Business and Public Administration Disciplines (IABPAD) Conference  
October, 2015

Professional Affiliations:

AITP  Association of Information Technology Professionals  
EDSIG  AITP Education Special Interest Group  
MPMA  Mountain Plains Management Association

Educational Activities:

Location Advantage, ESRI MOOC  
June 2015
Microsoft Certified Technology Associate Certificates Security (2013)
Networking (2013)

Six Sigma Training
Yellow Belt – July 6, 2009
Green Belt – July 10, 2009
Black Belt – June 10, 2010

Service to Profession:

Grant Writing Activities:

<table>
<thead>
<tr>
<th>Date</th>
<th>Funding Agency</th>
<th>Status</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>Vice-President of Academic Affairs, Mesa State College; Faculty Professional Development Fund</td>
<td>Awarded</td>
<td>$1,416.00</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>Microsoft Corporation via Tech Soup Software Grant on Behalf of The Western Colorado Council of The Boy Scouts of America</td>
<td>Awarded</td>
<td>$3,600.00</td>
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<tr>
<td>Spring 2009</td>
<td>Vice-President of Academic Affairs, Mesa State College; Faculty Professional Development Fund</td>
<td>Awarded</td>
<td>$995.00</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>El Pomar Foundation on Behalf of The Western Colorado Council of The Boy Scouts of America</td>
<td>Awarded</td>
<td>$25,000.00</td>
</tr>
</tbody>
</table>

Professional Service:

1991        | Session Aide, Supercomputing Annual Meeting
1993        | Session Aide Supervisor, American Physical Society Annual Meeting
1994        | Referee, Math Presentations of Navajo Community College Science Honors Scholars
2000 - 04   | Director and Judge, University Interscholastic League contest, computer applications competition, mathematics, calculator applications and number sense competitions
2004        | Judge, Chihuahuan Desert Research Institute Annual Conference – Student paper and poster sessions
2008        | Session Chair, Information Systems Educators Conference
2009        | Track Chair, Mountain Plains Management Association Annual Conference, CIS Track
2010        | Conference Organizing Committee, Four Corners Conference on Globalization, presenter, session chair
2010        | Session Chair, AMCIS 2010 in Lima, Peru
2011        | Track Chair, Mountain Plains Management Association Annual Conference, CIS Track
2010 - 2012 | Faculty Advisory Board for the Student Leadership Council, Association of Information Technology Professionals
2015 Track Chair, Mountain Plains Management Association Annual Conference, CIS Track

**Fort Lewis College:**

1987-88 Senior Class Vice-President
1988 Student Representative, Presidential Selection Committee

**University of New Mexico:**

1989-91 Student representative to the Graduate Student Association (GSA) from the mathematics department
1989-91 GSA representative to the campus planning committee
1989-93 GSA representative to the National Association of Graduate and Professional Students
1990-93 GSA representative to the student union board.
1992 Member, GSA evaluation task force
1992-93 President, GSA (Elected Position)
1992-93 Council Chair, GSA (Elected Position)
1993 Member, Student Union Building Director search committee
1993 Member, Mathematics Department Committee on Graduate Studies

**Sul Ross State University:**

1999-02 Member, Research and Development Council
1999 Secretary 2000-01, Chair 2001-02
1999 Chair, Computer Science Faculty Search Committee
2000-02 Member, Orientation Committee
2000-01 Member, Recruitment Issues Committee
2000 Member, Computer Services Committee
2001-02 Living/Learning Centers Committee
2001-02 Computer Information Systems Program Development Committee
2002 Chair, Mathematics Faculty Search Committee
2002 Financial Aid Appeals Committee
2002-04 Library Information Technology Council
2002 Secretary 2002-03, Chair 2003-05
2004-05 Chair, Dean of Arts and Sciences Search Committee
2005 Chair, Computer Information Systems Faculty Search Committee

**Colorado Mesa University:**

2005-06 Faculty Search Committee (CIS)
2005-08 Curriculum Advisory Board for Colorado Mountain College
2006-08 Faculty Search Committee (Finance)
2006-09 Recruitment, Advisement and Retention Committee
2007-09 Luminis Web Portal Committee
2007-08 Web Content Committee
2007  Search Committee (Institutional Research Analyst)
2008-09  Distance Education Committee
2008 - 12  BOCA (Business Organizations, Clubs, and Associations) Committee
2009  Faculty Search Committee (Economics)
2010  Faculty Search Committee (Quantitative Methods/Management faculty)
2010  Academic Technology Advisory Committee
2010  Faculty Search Committee (Quantitative Methods/Management faculty)
2010  Faculty Search Committee (Human Resources/Entrepreneurship faculty)
2010  Search Committees (Instructional Designer and Digital Media Specialist)
2010  Learning Management System Evaluation Committee
2010  Graduate Bulletin Working Group
2010 - 14  Organizing Committee, Four Corners Conference on Globalization
2011  Pre-Tenure Committee
2011  Search Committee (Quantitative Methods/Management faculty)
2011 - 12  Web/Marketing Committee
2011 - 13  MBA Committee
2011 - 13  Higher Learning Commission Re-accreditation Committee; Criterion One
2013 - 16  Search Committees (Computer Science, two positions; Computer Information Systems, two positions)
2012 -  Faculty Senate (Vice-President 2013-2015; President Elect 2015-2016)
2015 -  Departmental Retention Committee (Chair)

Community:

1977  Eagle Boy Scout
1977-81  Member, National Ski Patrol
1979-81  Captain, Junior National Ski Patrol
1983-87  Member, Board of Directors, Durango Natural Foods
1986-87  Secretary to the Board of Directors, Durango Natural Foods
1986-88  Disk Jockey, KDUR 91.9 FM, student managed radio, Fort Lewis College
1996  Judge, Garfield Middle School Science Fair
1995-97  Volunteer, Explora! Science Center
1999  Judge, Northwest Science Exposition
2001  Eagle Scout Review Board Member
2003  Judge, Marathon ISD Science Fair
2003  Guest Presenter, Alpine High School
2004  Alpine High School Site Based Decision Making Committee
2004  Alpine High School Vertical Curriculum Alignment Committee
2007  Guest Presenter, Fruita 8/9 School (The History of Numbers and \(\sqrt{-1}\); The Fractal Dimension)
2008 - 10  Member, Executive Council for the Western Colorado Council of the Boy Scouts of America
2009 - 10  Council Vice-President for Membership and Relations, Western Colorado Council of the Boy Scouts of America
2010 - 12  Faculty Advisor to the Association of Information Technology Professionals Student Leadership Council (National Level Position)
2010 -  Member, Board of Directors, Little Mavericks Learning Center

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
Co-organizer for the New Mexico JUMP (JUnior Mathematics Prognosis) Project: This was a project which promoted mathematics awareness in public school systems throughout New Mexico. During the time of my involvement the exams were updated, the grading and reporting process was computerized using Scantron forms and Scanform software, and teacher suggestions were incorporated into the examination and reporting processes, as well as into the statistical analysis. Throughout my involvement with this program, many of the teachers in the Albuquerque area invited me to give lectures about the applications of mathematics to their classes which helped them illustrate the importance of mathematics to their students. (1990-92)

Mathematics instructor for the TRIBES Summer Program, Native American Program College of Engineering (NAPCOE): This was a bridge program for Native American students from throughout North America. As the mathematics instructor I was responsible for curriculum development and implementation. As a part of the program staff, I helped organize activities and set standards for the students. I acted as a mentor to the students, and attended training sessions such as "Imaginal Education for Mathematics and Science Educators," and "Facilitation Methods." (1994)

Mathematics instructor at Phillips Academy in Andover, Massachusetts: During this summer program, I supervised a male dormitory, taught a physical education class and developed and instructed a class in Mathematical Modeling. Topics covered included dimensional analysis, traffic flow problems, the mathematics of pool, fractals, and population mathematics from both a discrete and a continuous perspective. (1995)

Distance Education Curriculum Development, University of New Mexico: I was involved with the Department of Continuing Education at the University of New Mexico revising the course curriculum for correspondence classes. This project involved putting together a syllabus for students around the state (and elsewhere) to follow. These syllabi include homework assignments, practice exams, and an outline for success in correspondence coursework. The course sequences that I revised, developed, and supervised were the algebra sequence (M120, M121, and M150), the elementary education sequence (M111, M112, and M215), and the calculus for life and economic sciences (M180 and M181). (1996-1999)

Curriculum Development at Pacific University: In conjunction with departmental members, I helped to re-write the mathematics curriculum at Pacific University. One of my primary roles was to develop an applied course in partial differential equations which was accepted as a service course by the physics, chemistry, mathematics and computer science departments at Pacific University. (1998-99)

Course development at Sul Ross State University: I developed both service courses and courses for math majors that were incorporated into the permanent curriculum. These included Statistics (Math 1342), Numerical Analysis (Math 3306), Computing in Mathematics (Math 3306) and a year-long sequence in Complex Variables (Math 4360 and Math 4361). (1999-2002)
Mathematics Instructor for the PASS (Program for Academic Success and Socialization) Program at Sul Ross State University:
I taught a two week course every summer to students who had just graduated high school and were enrolling in Sul Ross State University for the fall semester. This was a “bridge” program designed to give these students (primarily first generation college students) an advantage to ensure their success in university studies. We reviewed the basics of algebra and geometry as well as introducing good study habits which included note taking and textbook marking. For some of the students, this was a primer for college algebra or statistics, while for others it is a review for the TASP exam, an examination administered by the state of Texas for entrance into university studies. In addition to the mathematics, we had some fun with scavenger hunts and jeopardy; all having a mathematical or scientific orientation. (1999 - 2004)

Mathematics Instructor for the Upward Bound program at Sul Ross State University:
I taught a summer program to junior and senior high school students who were active in the Upward Bound Program. Topics included soil composition analysis, Voronoi diagrams and regions of influence, graph theory, and geometry. (2000)

Distance Education at Sul Ross State University:
I taught classes that were televised to area high schools for dual credit (high school credit and university credit). Typically I taught college algebra or calculus each academic year. (1999 – 2005)

Curriculum Development at Sul Ross State University:
I was a key committee member for the development of a BBA degree in Computer Information Systems (CIS). This committee established curriculum requirements and financial need analysis for the new degree. (2001)

I organized and ran the computer science and mathematics department seminar. In this forum, faculty and students presented ideas from mathematics and computer science that they found interesting. One of the main focal points of the department was the training of pre-service teachers, so this forum provided a chance for the students to “get their feet wet” via presentations in this “safe” environment. Each student enrolled in the seminar was required to present two, twenty minute talks during the semester. (2001 - 2005)

I developed the CIS degree program, insuring that prerequisite classes were taught in a timely manner, obtained and maintained the computer hardware and software infrastructure, directed library acquisitions and advised CIS majors. (2003 – 2005)

Chairman Department of Computer Science and Mathematics:
As the Chair of the department, I was responsible for the oversight of the annual budget, the coordination of class offerings, and the supervision of five faculty, multiple adjunct faculty, and one staff member. Additional duties included aligning our curriculum with the Academic Center for Excellence (remediation programs), working on the English Language Learners Grant in conjunction with the department of Education, and coordinating the mathematics program to align with statewide educator standards.

Faculty Advisor, Colorado Mesa University Association of Information Technology Professionals (AITP) Student Chapter:
As the faculty advisor, it is my job to generate synergy within the organization. This has been accomplished by making the National Collegiate Convention (NCC) a “target point” for the academic year. This focus enables the monthly meetings to have a theme such as “usability
analysis” or “PC troubleshooting” as a fun and educational interlude to the regular agenda items. The student chapter began a computer diagnosis and repair fundraising activity, “The Computer Heroes.” This activity gives students PC trouble shooting skills, customer relationship skills, and user support skills. This activity also enables the students to gain practical experience while they pursue their degrees, building their resumes. These activities have resulted in many of the AITP student chapter members participating in NCC events and bringing awards (as well as having a valuable learning experience) to Colorado Mesa University. These activities have also facilitated student presentations in the “Student Scholars Symposium” at Colorado Mesa University, presentations to the sponsoring chapter, the Mile High Chapter of the AITP in Denver, Colorado, and presentations at the National Collegiate Conference sponsored by the AITP. As an interface with our parent chapter in Denver, I travel with students approximately once per semester to a monthly meeting of the AITP in Denver which gives the students exposure to working professionals in the IT field, allows the students to practice networking within the professional field, and gives the students ideas as to what the IT community values in “new employees” before they graduate and pursue careers. (2005 – present)

Distance Education, Colorado Mesa University:
As a regional service provider, Colorado Mesa University has a need for professors to accommodate distance students. I teach classes using WebCT for online classes and distance delivery methods (two way interactive television) for our remote campus students in Montrose, Colorado. (2006 – present)

Portal Launch/Web Content Redesign, Colorado Mesa University:
As a committee member for the Luminis Portal and the Web Content committees my academic affiliation (computer information systems) was utilized to format the portal pages for both usability and content. Further, my expertise was useful for the redesign of the business department web pages, which I was responsible for. In addition to the design component for my department, I consulted with various other departments for their design and acted as a change manager for the faculty contingent in the adoption of the portal and the web redesign. This committee met during the summer of 2007 to accomplish the roll-out by the fall semester of 2007. (2007 – 2009)

Faculty and Staff Training, Office 2007, Colorado Mesa University:
I was asked to perform training on the new office software package immediately after a campus-wide conversion to Office 2007 by the Office of the Vice-President of Academic Affairs. Incorporated into this training was an element of “change management,” as many on the faculty and staff were leery of the transition. I ran two different training sessions, one for staff where tools such as mail merge and basic formula creation were addressed (Word and Excel) and one for faculty where creation of an automated table of contents, citation and reference list creation, creation of a grade book application, and presentation skills/tools were addressed (Word, Excel, and PowerPoint). The change management came about by informing the users as to the reasons behind the changed interface, its usability and its utility for their job performance. In addition, many of the new customization tools, the help menu, and online help resources were addressed. (Summer and Fall, 2008)
Software Proficiencies:

Programming: Fortran, Pascal, VRML, Java, VBA
Operating Systems: Windows, Mac, UNIX, LINUX, Dos
Software: Word Processor, Presentation Tools, Spreadsheet Tools, SPSS, Stat View, PhasePlane, LocBif, ArcGIS, Oracle/SQL ...
Distance Education: Experience with WebCT, Desire2Learn, and Blackboard, Instructional Television Courses, Correspondence Courses

Professional Recognition:

Charter member, Kappa Mu Epsilon, Colorado Gamma Chapter
Treasurer, 1985-86
President, 1986-88

Math Department Scholarship, Spring 1987, Fort Lewis College
This scholarship recognizes scholarly achievement, and is a monetary award for the following academic year.

First Place Award, Spring 1994, Kappa Mu Epsilon Regional Convention, University of New Mexico; This monetary award recognizes the best presentation (graduate category) of the meeting.

Member, Kappa Mu Epsilon, New Mexico Alpha Chapter
Treasurer, 1995-96

Texas NEXT (New EXperiences in Teaching) Fellow, 2000

Who's Who in American Colleges and Universities, 1993

Who’s Who in America, 2003

Who’s Who Among America’s Teachers, 2002 (Nominated by Ana M. Perez)
Who’s Who Among America’s Teachers, 2004 (Nominated by Alfonso Chavez Jr.)
Who’s Who Among America’s Teachers, 2005 (Nominated by Wesley Culver)
Who’s Who Among America’s Teachers, 2005 (Nominated by Johnny Mendias)

Meritorious Paper Award, ISECON 2006

Faculty “Extra Mile Award” Association of Information Technology Professionals
Awarded at the National Collegiate Conference, March, 2008

Outstanding Educator Award, Presented by the Grand Junction Chamber of Commerce and the Student Government Association of Mesa State College, May, 2008

Best Paper Award, Pedagogy Track, MPMC October, 2009
Best Paper Award, Pedagogy Track, MPMC October, 2011

Distinguished Paper Award, ISECON 2013

Nominated by a peer faculty member for Distinguished Faculty Award, 2013-2014
<table>
<thead>
<tr>
<th><strong>EDUCATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specialization:</strong> Organizational Performance and Change</td>
</tr>
<tr>
<td>Colorado State University - Fort Collins, CO.</td>
</tr>
</tbody>
</table>

| **Specialization:** Adult Education and Training |  |
| Colorado State University - Fort Collins, CO |  |
| Thesis Title: *Closing the Gap: Researching Manufacturing Workforce Needs and Educational Requirements of the 21st Century Workforce.* Advisor: Dr. Karen Kaminski |  |

| Central Missouri State University, Warrensburg, MO. |  |
| Coursework emphasis: Manufacturing and Industrial Engineering; Aviation. |  |

<table>
<thead>
<tr>
<th><strong>AREAS OF EXPERTISE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resource Management; Leader-Manager Development; Organizational Development; Change management and facilitation; Adult Education and Training; Instructional Design; Operations management; Lean transformation; Process improvement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>HIGHER EDUCATION EXPERIENCE</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Colorado Mesa University</strong></td>
</tr>
<tr>
<td><strong>Assistant Professor of Management</strong></td>
</tr>
<tr>
<td>Department of Business</td>
</tr>
<tr>
<td>1100 North Avenue</td>
</tr>
<tr>
<td>Grand Junction, CO 81501</td>
</tr>
<tr>
<td>Tenure-Track appointment August 2013. Responsible for teaching courses in the B.B.A. Management, Human Resource Management concentrations in addition to Operations Management and Organizational Behavior within the M.B.A. program. Responsibilities include teaching on-campus and online courses, advising undergraduate and graduate students, various committee assignments, assessment of learning, and continuous improvement activities. Allocation of workload is 60% teaching, 20% scholarly, and 20% Service.</td>
</tr>
</tbody>
</table>

| **Fort Hays State University** | 8/2010 – 8/2013 |
| **Assistant Professor of Management** |  |
| College of Business and Entrepreneurship |  |
| Department of Management and Marketing |  |
| 600 Park Street, McCartney Hall #224 |  |
| Hays, KS 67601 |  |
college courses, management of six HRM adjunct faculty, advising undergraduate and graduate students, various committee assignments, assessment of learning and continuous improvement activities. Allocation of workload is 45% teaching, 20% Director of MDC, 20% scholarly, and 15% Service.

Fort Hays State University 8/2010 – 8/2013

**Director, Management Development Center (MDC)**
College of Business and Entrepreneurship
Department of Management and Marketing
501 S. Campus Dr., McCartney Hall #224
Hays, KS 67601

The Management Development Center (MDC) is the consulting center for FHSU located in the College of Business and Entrepreneurship. Primary activities consist of consulting with local, regional, and statewide organizations; design, develop and deliver professional development workshops; and strategic placement of high-potential internships. Consulting engagements have typically consisted of organizational assessments, manager and leader development, performance management, and process improvement. 2011 - 2012 activities: generated over 420 consulting hours, designed eleven professional development workshops with an enrollment of 127 customers.

Workshops: Manager as Change Agent; Manager as Politician; Systematic Change; Facilitating Change; Essential Customer Service, Fundamentals of Supervision Series (5 sessions); Leadership Transformation: Understanding your Leadership Style; What's my Communication Style; The Five Dysfunctions of a Team; Leader-Manager; Matrix Manager.

Fort Hays State University 8/2011 – 8/2013

**BBA Assessment and AACSB Accreditation, Assistant to the Dean**
College of Business and Entrepreneurship
Department of Management and Marketing
501 S. Campus Dr., McCartney Hall #224
Hays, KS 67601

Leadership role responsible for developing a comprehensive system for assurance of student learning within the BBA program. Responsibilities include: Chair Assurance of Learning committee; administer ETS-Major Field Test to all graduating seniors and analyze data (on-line, on-campus, and China operations); gather data from faculty; analyze and report findings within annual report; Advisor role to Dean regarding AACSB accreditation.

Colorado State University 8/2008 – 6/2010

**Instructor**
School of Education, College of Applied Human Sciences
209 Education Building
Fort Collins, CO 80523

Designed course materials for both classroom and on-line delivery in addition to teaching responsibility for graduate students enrolled in the Organizational Performance and Change Masters program and Adult Education and Training Masters program. Taught courses at various satellite locations in addition to CSU's main campus in Fort Collins, CO.


**PUBLICATIONS**
BBA and BAS in Business Administration Program Review Self-Study 2009-2014 326
Published - Peer-reviewed journals


Manuscripts in Preparation:


Book Chapters / Sections:


**PROCEEDINGS**

Refereed Proceedings & Presentations:


BBA and BAS in Business Administration Program Review Self-Study 2009-2014
Proceedings of the 2011 Business and Leadership Symposium (n.p.) Fort Hays State University: Hays, KS.


OTHER PRESENTATIONS INVITED


Introduction to Lean Thinking (July 24, 2008). Regis University, Denver, Co. for class MSM651: Delivering Business Process Improvement. Kyle B. Stone

Introduction to Value Stream Mapping (July 17, 2008). Regis University, Denver, Co. for class MSM651: Delivering Business Process Improvement. Kyle B. Stone

TRAINING PROGRAM DEVELOPMENT


Stone, K.B. (2010). Facilitating Change. Designed and Delivered, 4 hour MDC Workshop (77 pages)

Stone, K.B. (2010). Systematic Change. Designed and Delivered, 4 hour MDC Workshop (60 pages)


**HONORS AND DISTINCTIONS**

<table>
<thead>
<tr>
<th>Fellowship</th>
<th>Spring 2015 - Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniels Ethics Fund Initiative</td>
<td></td>
</tr>
</tbody>
</table>

**ADHR Best Reviewer Award (Sage Publishing)**

<table>
<thead>
<tr>
<th>Advance in Human Resource Development (ADHR) Editorial Board</th>
<th>Winter 2014</th>
</tr>
</thead>
</table>

**Highly Commended Award (Emerald Publishing)**

<table>
<thead>
<tr>
<th>Four Decades of Lean: A Systematic Literature Review</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Journal of Lean Six Sigma</td>
<td></td>
</tr>
</tbody>
</table>

**Outstanding Scholarly Activity Award – Fort Hays State University**

<table>
<thead>
<tr>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business and Entrepreneurship</td>
</tr>
</tbody>
</table>

**Edmund Shearer Advising Award Nominee – Fort Hays State University**

<table>
<thead>
<tr>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business and Entrepreneurship</td>
</tr>
</tbody>
</table>

**Visiting Scholar – Fort Hays State University**

<table>
<thead>
<tr>
<th>Summer 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest Universities for Nationalities, Gansu, Lanzhou, China</td>
</tr>
</tbody>
</table>

**Summer Research Grant – Fort Hays State University**

<table>
<thead>
<tr>
<th>Summer 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding to support on-going organizational research</td>
</tr>
</tbody>
</table>

**SERVICE – COLORADO MESA UNIVERSITY**

**Departmental Service**

- Ethics Committee - member (2015)
- Accreditation Committee - Chair (2014 – Current)
- Assurance of Learning Committee - Chair (2013 - Current)
- MBA Committee - member (2013 – Current)
- SHRM Student Club – Co-Advisor (2014 - Current)
- Search Committee – Department Head – Business (2015)
- BBA Program Review Committee – (2015)

**University Service**

- Teacher 2 Teacher Committee - member (2013 – Current)
- HLC Committee – Criterion 5 (2015)

**Professional / Academy Service**

- Reviewer – Organizational Development Journal (2015 – Current)
SERVICE – FORT HAYS STATE UNIVERSITY

- AACSB Steering Committee (2011 – 2012)
- Ad Hoc Reviewer:
  - Journal of Enterprise Transformation (2011)
  - Lean Educators Conference (2010, 2011)
- Assessment of Learning Committee (Co-Chair): (2010 – 2012)
- Assistant to the Dean for Assessment of Learning (2011 – 2012)
- National Survey of Student Engagement Task Force (NSSE) (2011-2012)
- Research Committee (Scholarship, Human Subjects, & Ethics): (2010 – 2012)
- Search Committee: Provost office – State Director for Kansas Small Business Development Center (2010 – 2011)
- Search Committee: HR Director – Fort Hays State University (2011-2012)
- Search Committee: Faculty – Strategy/International Business (2011-2012)
- Virtual College Advisory Board (2011-2012)

PROFESSIONAL ORGANIZATION MEMBERSHIPS

- Academy of Human Resource Development (AHRD) 2006 - Current
- Academy of Management (AOM) 2008 - Current
- American Society for Training and Development (ASTD) 2004 - Current
- International Society for Performance Improvement (ISPI) 2007 - 2013
- Society for Industrial and Organizational Psychology (SIOP) 2015 - Current
- Society of Human Resource Management (SHRM) 2004 - Current
- Western Colorado Human Resource Association (WCHRA) 2014 - Current
- The Association for Operations Management (APICS) 2013 – 2014

COURSES TAUGHT

Colorado Mesa University

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Title: Location</th>
<th>Credit Hours</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Fall</td>
<td>MANG 301: Organizational Behavior (on-campus)</td>
<td>3</td>
<td>25</td>
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<tr>
<td>2015</td>
<td>Fall</td>
<td>MANG 301: Organizational Behavior (on-campus)</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>2015</td>
<td>Fall</td>
<td>MANG 301: Organizational Behavior (online)</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>2015</td>
<td>Fall</td>
<td>MANG471: Operations Management (On-campus)</td>
<td>3</td>
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<tr>
<td>2015</td>
<td>Spring</td>
<td>MANG371: Human Resource Management (on-campus)</td>
<td>3</td>
<td>27</td>
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<tr>
<td>2015</td>
<td>Spring</td>
<td>MANG371: Human Resource Management (online)</td>
<td>3</td>
<td>25</td>
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<tr>
<td>2015</td>
<td>Spring</td>
<td>MANG373: Leadership (on-campus)</td>
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<td>2015</td>
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<td>MANG471: Operations Management (On-campus)</td>
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<td>2014</td>
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<td>Year</td>
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<td>Course Title: Location</td>
<td>Credit Hours</td>
<td>Enrollment</td>
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<tr>
<td>2014</td>
<td>Fall</td>
<td>MANG 301: Organizational Behavior (on-line)</td>
<td>3</td>
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<tr>
<td>2014</td>
<td>Fall</td>
<td>MANG501: Operations Management (MBA On-campus)</td>
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<td>2014</td>
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<td>MANG510: Organizational Theory and Behavior (MBA On-campus)</td>
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<td>MANG 301: Organizational Behavior (on-campus)</td>
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<td>2014</td>
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<td>MANG 301: Organizational Behavior (online)</td>
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<tr>
<td>2014</td>
<td>Spring</td>
<td>MANG373: Leadership (on-campus)</td>
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<td>2013</td>
<td>Fall</td>
<td>MANG 301: Organizational Behavior (on-campus)</td>
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<td>2013</td>
<td>Fall</td>
<td>MANG 301: Organizational Behavior (on-campus)</td>
<td>3</td>
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<tr>
<td>2013</td>
<td>Fall</td>
<td>MANG 401: Consulting (on-campus)</td>
<td>3</td>
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<td>2013</td>
<td>Fall</td>
<td>MANG 501: Operations Management MBA (on-campus)</td>
<td>3</td>
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**Fort Hays State University**

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Title: Location</th>
<th>Credit Hours</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>2013</td>
<td>Summer</td>
<td>MGT 310: Management Principles (on-line)</td>
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<tr>
<td>2013</td>
<td>Spring</td>
<td>MGT 611: Human Resource Development (on-campus)</td>
<td>3</td>
<td>25</td>
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<tr>
<td>2013</td>
<td>Spring</td>
<td>MGT 602: Operations Management (on-campus)</td>
<td>3</td>
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<td>2012</td>
<td>Fall</td>
<td>MGT 613: Total Compensation (on-campus)</td>
<td>3</td>
<td>21</td>
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<tr>
<td>2012</td>
<td>Fall</td>
<td>MGT 613: Total Compensation (on-line)</td>
<td>3</td>
<td>25</td>
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<td>2012</td>
<td>Fall</td>
<td>GBUS 674VA: Culminating Experience - MLS-HRM</td>
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<tr>
<td>2012</td>
<td>Spring</td>
<td>MGT 611: Human Resource Development (on-campus)</td>
<td>3</td>
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</tr>
<tr>
<td>2012</td>
<td>Spring</td>
<td>MGT 301: Management Principles (on-campus)</td>
<td>3</td>
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<tr>
<td>2011</td>
<td>Fall</td>
<td>MGT 611: Human Resource Development (on-campus)</td>
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<tr>
<td>2011</td>
<td>Fall</td>
<td>MGT 613: Total Compensation (on-campus)</td>
<td>3</td>
<td>18</td>
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<tr>
<td>2011</td>
<td>Fall</td>
<td>MGT 613: Total Compensation (on-line)</td>
<td>3</td>
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<td>2011</td>
<td>Spring</td>
<td>MGT 611: Human Resource Development (on-campus)</td>
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<tr>
<td>2011</td>
<td>Spring</td>
<td>MGT 614: Training &amp; Development (on-campus)</td>
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<tr>
<td>2011</td>
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<td>MGT 614: Training &amp; Development (on-line)</td>
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<td>2010</td>
<td>Fall</td>
<td>MGT 611: Human Resource Development (on-campus)</td>
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<tr>
<td>2010</td>
<td>Fall</td>
<td>MGT 612: Recruitment, Selection, and Retention (on-line)</td>
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</table>

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Title: Location</th>
<th>Credit Hours</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Fall</td>
<td>MGT 613: Total Compensation (on-line)</td>
<td>3</td>
<td>25</td>
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</tbody>
</table>

**Colorado State University**

<table>
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<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Title: Location</th>
<th>Credit Hours</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Spring</td>
<td>EDOD 672 Change Facilitation: Colorado National Guard</td>
<td>3</td>
<td>18</td>
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<tr>
<td>2010</td>
<td>Spring</td>
<td>EDOD 672 Change Facilitation: Denver Center</td>
<td>3</td>
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<tr>
<td>2010</td>
<td>Spring</td>
<td>EDOD 674 Intervention Strategies</td>
<td>3</td>
<td>18</td>
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<td>2009</td>
<td>Fall</td>
<td>EDOD 665 Consultation &amp; Analysis of Organizations: Colorado National Guard</td>
<td>3</td>
<td>18</td>
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<td>2009</td>
<td>Summer</td>
<td>EDOD 670 Strategic HRD: Denver Center</td>
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<tr>
<td>2009</td>
<td>Summer</td>
<td>EDOD 670 Strategic HRD: Colorado National Guard</td>
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<tr>
<td>2009</td>
<td>Spring</td>
<td>EDAE 692 Program Development and Instructional Design: Ft. Collins Campus</td>
<td>3</td>
<td>11</td>
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<tr>
<td>2008</td>
<td>Fall</td>
<td>EDOD 506 Human Resource Development: Denver Center</td>
<td>3</td>
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<tr>
<td>2008</td>
<td>Fall</td>
<td>EDOD 506 Human Resource Development: Colorado National Guard</td>
<td>3</td>
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<tr>
<td>2008</td>
<td>Fall</td>
<td>EDAE 690 Assessment, Evaluation, and ROI: Denver Center</td>
<td>3</td>
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</table>
GRADUATE ADVISEES (Ph.D)

Year: 2013 - 2014
University: University of Texas – Tyler (Dr. Jerry Gilley – Committee Chair)
Student: Gayle B. Wooten
Degree: Ph.D Human Resource Development
Title: Testing the relationships among transformational factors in a post secondary environment.
http://dspace.uttler.edu/xmlui/handle/10950/213
Method: Quantitative

INDUSTRY EXPERIENCE

KB Stone Consulting
Fruita, Colorado
Owner

A triad of services offered through process consultation to assist with interventions in the area of Organizational Learning (training & workforce development, learning management systems), Organizational Performance (KPI’s, ROI, strategy-making, process improvement), and Organizational Change (facilitation, OD assessment). Primary activities involved diagnosing organizational issues, identifying solutions, designing and implementing interventions, evaluate results, and long-term sustainability support. Consulting experience in manufacturing, engineering, telecommunications, SBIR, public schools, military, and healthcare.

Altec Industries - Puregas L.L.C.
Broomfield, Colorado
Operations Manager

Successfully transitioned acquisition of Puregas from competitor to The Altec Way. Responsible for the daily management of production, materials, quality control, manufacturing engineering, safety and value stream coordination. Established self-directed workforce within a visually controlled shop floor environment. Implemented Kanban for 75% of all production parts, increased inventory turns 50%, decreased lead-times 50%, increased productivity 34%. Implemented visual metrics measuring quality, productivity, warranty, workplace organization, and associate improvement initiatives. Developed and conducted training in the areas of Lean Manufacturing, Kanban implementation, cohesive team building, OSHA mandated safety training, Operational Method Sheets (work instructions), and supplier relations. Annual revenues were approximate $15M with workforce of 55 people.

Altec Industries
Daleville, Virginia
Plant Manager

Greenfield start-up facility. Initial responsibilities were the project management of $12M, 190,000 sq.ft. focus factory. Additional responsibilities were the procurement of equipment; hiring and training of skilled workforce; and commissioning of start-up operations. Manage daily production requirements, lead Kaizen events, address quality issues and provide root cause analysis, equipment procurement and maintenance, environmental compliance, lead weekly production meetings with all plant associates to address safety, quality, cost, delivery, labor relations, and weekly production schedules. Lead monthly safety training seminars and quality focus meeting in welding, electrical, hydraulic, wet paint, and final test. Present weekly reports to Director of Manufacturing summarizing total shipments, direct vs. indirect hours, budgets, and monthly targets. Perform interviewing and pre-employment training seminars for new associates. Annual revenues were approximately $25M with a workforce of 75 people.

Altec Industries
BBA and BAS in Business Administration Program Review Self-Study 2009-2014

333
St. Joseph, Missouri
Manufacturing Engineer

Core team member of Lean Manufacturing initiative leading Kaizen events for multiple manufacturing facilities. Trained by TBM Consulting and Simpler Consulting in the ways of Lean Thinking. Developed capital equipment budgets. Specified, purchased, installed and trained personnel on equipment consisting of laser cutting systems, welding equipment, bulk gas systems, powder coating and wet paint systems, horizontal machining centers, dielectric test equipment, air compressors, air purification systems, emergency power generators, weld smoke and dust collection systems, overhead crane systems, robotic welding systems, and air make-up heating systems. Responsible for presenting project justification to Vice President of Manufacturing and tracking cost savings from improvements implemented detailing productivity, square footage, throughput, Takt Time, quality, safety, and on-time delivery.

Altec Industries, St. Joseph, Missouri

Managed daily production requirements for 25 associates in the prime paint line and increased throughput 50% within three months. Other special projects included modernization of steel pretreatment system and process improvements in the Final Assembly Paint booths that reduced cure time by 50%. Reduced weld smoke throughout fabrication plant by installing weld fume collection systems improving work environment for associates.

Altec Industries St. Joseph, Missouri
Associate Engineer 10/1996 – 5/1997

Provided technical support to the Canadian Divisions of Altec for all equipment manufactured at the St. Joseph, Missouri, facility. Received certification for Fluid Power Society (FPS) Mobile Mechanic and Hydraulic Technician and assisted with training other associates in FPS certification. Developed Altec's Mobile Mechanic training brochure that was used to promote FPS training throughout the industry.

Tom Miller, Inc. (TMI) Division of Flair Air Systems Holly, Michigan

Designed HVAC systems primarily for the automotive paint finishing industry which includes engineering of direct gas fired burners, cooling coils, reheat coils, humidification, filtration, and blowers. Provided engineering submittal drawings and assist the job throughout all stages of manufacturing and commissioning of equipment. Performed research and development on TMI's patented Target Air humidification system.

Pneumatic Products Corporation Division of Flair Air Systems Brighton, Michigan

Established factory direct Authorized Service Center for Pneumatic Products Corporation compressed air purification equipment and Flair Environmental solvent recovery systems. Concentrated on expanding service statewide for existing and competitive equipment.
Established Authorized Service Center for Pneumatic Products Corporation desiccant air dryers which included field service on equipment, upgrading equipment, training seminars, preventative maintenance programs, service contracts, and assisted the customer with the management of current air systems for instrument air, process air, pharmaceutical air and utility air.

Provided engineers estimates and quotes in accordance with customer requirements for packaged vacuum pump systems, process pump systems, and desiccant air dryers for compressed air systems. Established Authorized Service Center for Pneumatic Products Corporation.

### CONSULTING EXPERIENCE

<table>
<thead>
<tr>
<th>Company</th>
<th>Location</th>
<th>Services Provided</th>
<th>Date</th>
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<tbody>
<tr>
<td>Grand Valley Leadership Academy</td>
<td>Grand Junction, CO</td>
<td>Workshop: Leader As Change Agent</td>
<td>March 2015</td>
</tr>
<tr>
<td>Cross Manufacturing</td>
<td>Lewis, KS</td>
<td>Value Stream Mapping Event</td>
<td>April 2013</td>
</tr>
<tr>
<td>EnergyNET</td>
<td>Hays, KS</td>
<td>Strategic Planning, quarterly and annual reports associated with Workforce Solutions Fund Grant</td>
<td>February 2011 – March 2013</td>
</tr>
<tr>
<td>Boot Hill Casino and Resort</td>
<td>Dodge City, KS</td>
<td>Workshop: Leader Development</td>
<td>March 2013</td>
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<tr>
<td>Boot Hill Casino and Resort</td>
<td>Dodge City, KS</td>
<td>Workshop: Five Dysfunctions of a Team</td>
<td>February 2013</td>
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<tr>
<td>Boot Hill Casino and Resort</td>
<td>Dodge City, KS</td>
<td>Workshop: Supervising with Confidence</td>
<td>October 2102</td>
</tr>
<tr>
<td>Boot Hill Casino and Resort</td>
<td>Dodge City, KS</td>
<td>Workshop: Supervising with Confidence</td>
<td>September 2102</td>
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<tr>
<td>Hays Medical Center – Critical Access Hospital Leadership Symposium</td>
<td>Hays, KS</td>
<td>Workshop: People Styles at Work</td>
<td>September 2012</td>
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<tr>
<td>Company</td>
<td>Location</td>
<td>Services Provided</td>
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<tr>
<td>--------------------------------------------------</td>
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<tr>
<td>Sunflower Electric Power Corporation</td>
<td>Hays, KS</td>
<td>Organizational-Wide Survey and Assessment</td>
<td>October 2011 – March 2012</td>
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<tr>
<td>Kansas Small Business Development Network</td>
<td>Topeka, KS</td>
<td>Workshop: Communication and Managing Change</td>
<td>October 2011</td>
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<tr>
<td>Colorado State University</td>
<td>Fr. Collins, CO</td>
<td>Research and Development Center – Statistical Analysis</td>
<td>February 2008</td>
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<tr>
<td>Altec Industries</td>
<td>Roanoke, VA</td>
<td>Lean Summit – APS Level 2 Launch</td>
<td>January 2008</td>
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<td>Altec Industries</td>
<td>St. Joseph, MO</td>
<td>Engineering 5’s Event</td>
<td>June 2007</td>
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<tr>
<td>Altec Industries</td>
<td>Raleigh, NC</td>
<td>Value Stream Mapping Event</td>
<td>April 2007</td>
</tr>
</tbody>
</table>

**COMMUNITY SERVICE**

**Hays Paint-A-Thon**
**Painter (6 hours)**

Hays Rotary Club – Hays, KS
**Rotarian (15 hours)**

Outreach United Resource Center, Inc.
Longmont, Colorado
**Warming Center (50 hours)**

Habitat for Humanity
Longmont, Colorado
**General Labor (40 hours)**

Life Bridge Christian Church
Longmont, Colorado
**Lighting Technician (100 hours)**

Dearborn Volunteer Fire Department
Dearborn, Missouri
**Firefighter / 1st Responder (600 Hours)**

Skaith Elementary School
St. Joseph, Missouri
**Mentor for at-risk children (126 hours)**

BBA and BAS in Business Administration Program Review Self-Study 2009-2014
Name: Richard L Vail

Start Year: 1997

Program: Business Administration

Department: Business

Faculty Rank: Professor


Education: (List all degrees beginning with most recent-include post docs and external certificates)
Doctor of Philosophy, Management Studies, University of Oxford -- Templeton College, 1990
Master of Science, Industrial Management, University of Dublin -- Trinity College, 1986
Master of Business Administration, University of Colorado -- Boulder, 1985
Bachelor of Science in Mechanical Engineering, University of California -- Davis, 1975

Previous Positions in Higher Education:
Senior Lecturer in Business Studies, University of Dublin -- Trinity College, 1989 - 1997
Associate Faculty Member of the Irish Management Institute, 1990 - 1997
Visiting Professor at Senshu University, Tokyo, Japan, 1994 - 1995

Teaching at Mesa 2003-Present:
Courses Taught
BUGB 249 Personal Finance: the Business of Life
BUGB 249 Personal Finance: The Business of Life
BUGB 520 Special Topic - Business Scandals
BUGB 595 Management Practicum
MANG 471 Operations Management (in class and online)
MANG 491 Business Strategy
MANG 496 Special Topic - Business Scandals
MANG 500 Advanced Management Theory
MANG 501 Production and Operations Management
MANG 590 Strategic Management

Evidence of Continuous Improvement
• “Ethical Leadership Town Hall Event” September 24, 2015.
• FERPA Training with Holly Teal, CMU Registrar, February 5, 2015.
• Department Assessment Discussion with Dr. Gloria Rogers, January 14, 2015.
• Capsim “Global DNA Demo” Dec 31, 2014.
• Cengage webinar “Get your students to Think Like A Manager” Oct 31, 2014.
• IT training for presentations in Escalante Hall, August 15, 2014.
• CMU “Online Training Essentials” Course Apr 14 through May 4, 2014.
• Karol Kanoy “The Student EQ Edge” Apr 3, 2014.
• Capsim “TeamMATE Live Demo” Sep 5, 2014.
• Dr. Terry Rhodes, Faculty Development General Education Workshop Jan 16-17, 2014.
• seminar “We've Done It For You!” on Dec 18, 2013.
• “D2L Open-Lab Help Sessions” on Dec 17, 2013.
• seminar “OPA! Online Personal Awesomeness” on Nov 1, 2013.
• 55th Annual National Mountain Plains Management Conference, Cedar City, Utah, October 2013.
• seminar “Like a version” on Aug 12, 2013.
• seminar “Guided Tour of Your Desire2Learn Learning Environment” on Jul 10, 2013.
• Association of American Colleges and Universities (AAU&C) 2013 Institute on General Education and Assessment at the University of Vermont, Burlington, Jun 1 to Jun 5, 2013.
• seminar “Build an A+ Gradebook!” on May 21, 2013.
• Faculty Development General Education Workshop with Dr. Paul Gaston, Jan 10-11, 2013.
• CMU Teacher 2 Teacher Event Dec 5, 2012.
• Dr. Heather Miller "Effectively Facilitating Discussion Threads" Oct 24, 2012.
• Dr. Heather Miller “Putting Your Course Online: Practical Strategies for Getting Started” Oct 3 2012.
• Dr. Tim Galpin “Leading the Sustainable Organization” Sep 19, 2012.
• Dr. Christian Terwiesch “Introduction to Operations Management” Sep-Dec, 2012.
• Dr. Ken Bain Workshop, Aug 9-10, 2012.
• Capsim “Professor's Scholarship Challenge” Jun-Jul 2012.
• Capsim “Professor's Scholarship Challenge” Jun-Jul 2012.
• CaptureLiveHD Demonstration, Jan 23, 2012.
• Dr. Paul Gaston Workshop on The Degree Qualification Profile, Jan 5-6, 2012
• Sonia Brandon Workshop on Learning and Study Strategies Inventory (LASSI) Implementation, Oct 18, 2011.
• Dr. Jessica Herrick Workshop on Assessment, Jan 13-14, 2011.
• 8th Annual International Online Conference for Teaching and Learning, Mar 2010.
• Dr. Patty Phelps Workshop on Restoring the Joy of Teaching and Ways to Promote Learning, Jan 16, 2010.
• Dr. Barbara Millis's Workshop on Course Redesign and Revitalization, Jan 16, 2009.
• Kathryn Ley Workshops on Online Learning, April 29-30, 2010.
- Keith Bailey Workshops on Online Learning Apr 20 - May 1, 2009.
- Dr. Barbara Millis's Workshop on Course Redesign and Revitalization, Jan 16, 2009.
- Dr. Diane Nyhammer Workshops on Assessment Jan 18, 2008.
- Dr. Linda Nielson Workshops on Teaching May 3-4, 2007
- Dr. Ed Neal Workshops on Critical Thinking May 1-2, 2008.
- Southwest Academy of Management Conference, Oklahoma City, Oklahoma, Mar 2006.
- Business as an Agent of World Benefit Conference, Cleveland, Ohio, Oct 2006.
- 3rd Annual Workshop on Agent-Based Modeling with NetLogo July 2005.

Innovative Materials/Activities
- Professor Bob Mayer and I have developed a simulation of a financial life to illustrate the long term effects of financial decisions for BUGB 249 Personal Finance the Business of Life.
- To provide a publishing experience for graduate students I have develop a class industry analysis project where each student writes a chapter, which is peer reviewed about some aspect of the industry chosen by the class.

Supervision of Student Research/Project(s)
2008, BUGB 590 Thesis. In coordination with Dr. J. Moorman, I supervised the graduate thesis of R. Rittenoure, which looked at the use of various drilling equipment by his employer.
2008, CRMJ 494 Senior Seminar in Criminal Justice. In coordination with Dr. M. Gizzi I advised on a senior project by R. Slater, which looked at Management Practices at the Grand Junction Police Department.

Scholarship and Creative Work, 2003-Present:
Scholarship Related to Discipline
Peer Reviewed Conference Proceedings
"Formalizing Service Profit Chain Theory by Building an Agent-Based Model” the proceedings of the Southwest Academy of Management Conference. Oklahoma City, Oklahoma, March 2006.


Conference Presentation
presented “Institutional Theory and the Use of Social Media by Businesses” at the 3rd Four Corners Conference on Globalization, Grand Junction, Colorado, October 2011.


with D.Doty, J.Sluder, and W.McCracken, presented a booth at the 14th National ATE Principal Investigators Conference. Oct 2007

with M.C.Gizzi and W.R.Wilkerson “Going Beyond the 'Shadow of Trial': Re-Evaluating Plea Bargaining Using Agent- Based and Systems Dynamics Modeling” for the Midwest Political Science Association, Chicago, IL, Apr, 2006.


Book Chapters


Other


presentation to interested members of the CMU Department of Business “Online Groups.” February 11, 2015.


presented a public lecture “Business Strategy in the Automobile Industry” at the Gateway Auto Museum Theater. Sept 2007


Scholarship Related to Pedagogy in Discipline

Peer Reviewed Conference Proceedings


Conference Presentations


“A Student Perspective of Online Learning,” a reviewed presentation at the 56th Annual National Mountain Plains Management Conference, Pocatello, Idaho, October 2014.

with Mayer, B. “Have You Converted? After All These Years, Delivering an Online Course is Still a Challenge,” at the 55th Annual National Mountain Plains Management Conference, Cedar City, Utah, October 2013.


with J. Sluder and W. McCracken, presented “Using live projects to develop cross disciplinary team
with S. Becker, B. Bishop, L. Miller, and R. Mayer, a poster session “Increasing Student Engagement and
Skill Practice through Motivational Interviewing.” The annual meeting of the National Institute on
the Teaching of Psychology, St. Pete Beach, FL, Jan 2009.
with R. Mayer, S. Becker, a poster session “How Engaging is Classroom Technology?” Rocky
Mountain Psychological Association Convention, Boise, Idaho, Apr 2008.
with R. Mayer, S. Becker, “How Engaging is Classroom Technology?” Mesa State College Faculty
Colloquium Apr 2008.
Creative Work Related to Discipline

International National
Invited review of the beta version of the Practice Operations simulation (McGraw-Hill) 2013
with Michael Gizzi and Tom Lairson “New Wealth Distribution” NetLogo simulation model extension
made available as a community model on the web October 2003

Local
with B. Mayer, “Money for a Life Time” a personal finance simulation. 2007 - present
with Michael Gizzi “Factions” a NetLogo simulation and online learning activity about several concepts
from Madison's Federalist, 2005.
“Icebreaker” A NetLogo simulation and group exercise tested at the 2nd and 3rd Annual Workshop on

Other:

Grants Proposed
with D. Doty, J. Sluder, and W. McCracken submitted a National Science Foundation Grant “Planning
Grant for a Renewable Energy and Natural Energy Workforce (RENEW) Technician Training
Center Planning Grant for an ATE Center for Technician Training in Energy Production” Number
0835275. (2008)
with D. Doty, J. Sluder, and W. McCracken submitted a National Science Foundation Grant “Planning
Grant for an ATE Center for Technician Training in Energy Production” Number 0802558. (2007)

Grants Funded
with B. Bishop, L. Miller, R. Mayer, and S. Becker developed and was awarded a Mesa State College
strategic planning grant “Increasing Student Engagement and Skill Practice through Motivational
Interviewing.” (2008)
with G. Joufflas developed and was awarded a Mesa State College strategic planning grant “Integrating
Listening to Business Results into Strategic Management Courses.” (2008)
with R. Mayer developed and was awarded a Mesa State College strategic planning grant “Integrating
Project Based Learning into a General Education Course.” (2008)
with B. Bishop, L. Miller, R. Mayer, and S. Becker developed and was awarded a Mesa State College
strategic planning grant “Increasing Student Engagement and Skill Practice through Motivational
Interviewing.” (2007)
with R. Mayer, and S. Becker developed and was awarded a Mesa State College strategic planning grant
“Exploring the use of Student Response Systems, Podcasts and Simulations in the Classroom.”
(2007)
D. Doty, J. Sluder, and W. McCracken and M. Gizzi submitted and was awarded with a National Science

Unpublished research
with S. R. Murray and J. Cordova “The Development of a Sport and Fitness Management Track for an
MBA Program” (2006)
Professional Memberships

- Mountain Plains Management Association (1999 - present)
- Southwest Management Academy of Management (2006)
- A founding member of the Center for Agent-Based Modeling, Mesa State College (2003-2006)

Service 2003-Present:
Service to Colorado Mesa University

- Professional Faculty Development Fund Committee (2007 - present)
- Judge, Annual Student Showcase (2013 - 2015)
- University Tenure and Promotion Committee (2011 - 2013)
- Faculty Senate, Faculty Salary and Benefits Committee, Chair (2011 - 2012)
  Curriculum Committee (2005)
- Graduate Council (ex-officio, 2003-2005)
- Tomlinson Library Strategic Review Committee (2003-2005)
- NCA Accreditation Self-study Assessment Committee (2002-2003)
- AACSB Accreditation Steering Committee (2001-2003)
- Search Committees: Technical Writing, Graduate Nursing, and Dean, School of Business and Professional Studies.
- Student Conduct Board (2012 to present)
- Essential Learning Committee (2013-2015)
- VALUE Rubric Subcommittee of the Working Group (2013)
- General Education Working Group (2012-2015)
- Senate Handbook Revision Task Force (2012-2013)
- Working group for HLC Criterion 5D, Lead (2012-2013)

Service to Business Department

- Department Accreditation Committee, Chair (2014 - present).
- Department Assessment Subcommittee on Analytical Skills, Chair (2014 - present).
- MBA Steering Committee (2006 - present)
- Business Department Assessment Committee (2006 - 2007)
- BBA Program Assessment Working Group (2012)
- BBA Program Rubric Development Committee (2012-2013)
- Department Quantitative Methods, Chair (2012-present)
- MBA Program Assessment Working Group (2012-present)
- Department BUGB 105 Assessment Committee (2012-2013)
- Department Strategic Assessment Rubric Committee (2012).
- Mentoring Mr. Rick Taggart; Dr. Kyle Stone; and Dr. David Pumphrey.

Service to Community -- National/State/Regional

Local

- member Chief's Leadership Council of the Grand Junction Police Department (2009-2010).
- consulting project for the Grand Junction Police Department. with M. Gizzi and B. Gardner
worked on a project for the Grand Junction Police Department. My part in this was conducting semi-structured interviews with individual police department employees. (2007-2009)

- member of the Finance Committee First United Methodist Church, Grand Junction, Colorado. (2004-2007)
- attended meetings of the Competitive Edge Workshop for Entrepreneurs sponsored by the Mesa County Business Incubator and run by Georgann Joufas in an advisory role. (2003-2004)
- external program evaluation for Management Department, School of Business, Metropolitan State College of Denver, Colorado, Fall 2004.

Service to Professional Organization(s)

International
- reviewer for the Journal of Artificial Societies and Social Simulation (2005-present)

National

Regional
- reviewer for the Four Corners Conference on Globalization (2011-2012)
- reviewer for the Mountain Plains Journal of Business and Economics (2003-present)
- reviewer for the Mountain Plains Management Conference (1998-present)

Local
- member of the Manufacturer's Council of Mesa County. (2005-2012)

Advising 2003-Present:

University level
- Student Orientation sessions (2003-present)
- Manned the Department of Business Booth at MavScholars event on Sep 26, 2014. DegreeWorks August 12, 2014.
- "Don't Worry Alone" Campus Safety Education and Awareness, Dr. Nicoletti February 12, 2014. Safe Zone training session July 24, 2013.
- CAPP/Degree Audit Refresher Feb 6, 2012.
- MBA Table at the Graduate Fair Sep 12, 2012 Trans Gender Workshop, Nov 29, 2012

Department level
- Advising Undergraduate Management Students (approximately 60)
- Advising Graduate Management Students (approximately 10).
- MBA Orientation (2012 - present).
Professional Experience:
Management
- 2001-2005 MBA Director, Mesa State College. (Mesa State College became Colorado Mesa University) The MBA Director was responsible for academic oversight of the Master of Business Administration Program, academic advising of MBA students.
- 2002-2004 Associate Dean, School of Business and Professional Studies, Mesa State College. The Associate Dean acted in the absence of the Dean and was responsible for curriculum review and development.
- 1990-1997 Director of Research for the School of Business Studies. The Director of Research was responsible for coordination and administration of graduate research students, staff seminars and research information.
- 1996-1997 Director, Howmedica. The Board of Directors of a small Irish pharmaceutical company provided oversight of company management, particularly strategy and compensation.
- 1981-1985 U.S. Army Reserve Officer, Platoon Commander, Liaison Officer and Unit Evaluator. A Platoon Commander was directly responsible for the management of a Military Police Platoon and the facility in which it was housed. The Liaison Officer provided local oversight and coordination for the activities of three reserve units.
- 1980-1983 Engineer with Westinghouse at the Naval Reactors Facility, Idaho Falls, Idaho. Plant Maintenance Coordinator, Long Range Planner, and Site Production Scheduler. The Site Production Scheduler was responsible for daily scheduling and coordinating of the work of 60 craftsmen working on the maintenance of three power plants.
- 1975-1979 U.S. Army Officer: Armored Cavalry Platoon Leader, Redeye Platoon Leader, and Regimental Ammunition Officer. The Regimental Ammunition Officer was responsible for coordination of ammunition, petroleum and general supply for a 3,000 man combat unit and administrating a $6 million budget.
The BBA faculty were appreciative of the insights and comments provide by the external reviewer for the BBA/BAS degrees. The opportunity to both review the program internally and to have an external review is beneficial in maintaining a current and vibrant business program. The faculty concurs with the need for accreditation and the resources that will be needed in order to achieve the accreditation and appreciate the external reviewer’s insights into that process as well. While the BBA faculty agreed with many of the reviewer’s comments, faculty felt additional information would clarify/correct a few statements made by the reviewer.

The BBA faculty agreed that increasing the number of doctorally qualified full-time faculty is a needed goal. Full-time faculty not only assist in teaching classes, full-time faculty also participate in scholarship, departmental/campus service and advising. However, the statement that 35-40 lecturers are used in the department does not fully reflect that many lecturers teach a course a semester or at times, one course a year. The faculty felt that utilizing FTE would provide a better measure. When looking at FTE as provided by the Budget Office, Lecturer FTE was recorded as 7.7 compared to full-time faculty of 13, for 2015-2016. In addition, many of the Lecturers have taught in the department for many semesters and are highly vested in CMU and the department.

Referring to Table 3, the faculty feel the curriculum is appropriate to the breadth, depth and level of the discipline, since concentrations, not majors, are offered. While additional faculty may be needed to further the concentration course objectives, faculty feel the program curriculum is appropriate.

Also referring to Table 3, faculty feel that while scholarship can be improved, the statement that over half of the faculty are not current in scholarship, does not reflect the current Boyers-Rice scholarship model currently utilized by the department. Using this model, over 80% of the faculty are current in scholarship. The faculty are also aware that departmentally scholarship needs to be increased and are currently evaluating differing scholarship criteria, that in addition to increasing scholarship departmentally, would also in the future, more closely align with accreditation scholarship standards.

A recurring recommendation by the external reviewer centered on the number of concentrations within the department. The external reviewer suggested that the concentrations should be reviewed to determine demand. Needs assessments have occurred on all new concentration added, thus the new concentrations have been vetted for demand.

The external reviewer suggested the business core classes should be increased to include Quantitative Decision Making. This class is already included in the core. The recommendation to eliminate Marketing Research from the core either increases the number of hours in the Marketing concentration or eliminates the opportunity for marketing students to learn SPSS, a valuable marketing software program, as well as marketing specific quantitative analysis. In order to decrease the need for discipline specific courses, the external reviewer
recommended combining Economics, Finance and Insurance. These three concentrations do have classes that carry over between the three concentrations and students taking the finance concentration frequently also have a double concentration in either Insurance or Economics, showing the student demand for all three concentrations.

An additional recommendation was to combine Management, Human Resource Management and Hospitality Management so a common Human Resource course could be used by all three. HRMA 371 is the Human Resource Management class that is currently not only used by these three concentrations but by all concentrations in the BBA. Combining or eliminating the Information Systems/Managerial Information concentrations was also a recommendation. All of these courses are used in other degrees/concentrations. Eliminating these concentrations would not eliminate the need for these courses. While the reviewer suggested that the Emerging Markets concentration should be eliminated, the faculty disagree. Emerging Markets is undergoing a name change to International Business. In business today, the importance of International Business cannot be underestimated.

While reducing the number of concentrations could potentially decrease the need for some classes, the faculty have already insured that many classes are used by more than one concentration. Furthermore, many students do pursue a double concentration and are drawn to the Department due to the variety of concentrations available. Current departmental marketing focuses on the opportunity for students to have double concentrations and a variety of concentrations from which to choose.

The reviewer recommended a more consistent rotation of online courses. Faculty concur. All courses for the BBA Management concentration will be online in the next academic year and the faculty are currently developing a course rotation plan, specific to online courses.

While the faculty are currently evaluating accreditation, the decision will be a departmental, not a program goal. Furthermore, while accreditation is a department goal, AACSB is still under consideration as the departmental accreditation choice. The Eligibility Report that has been submitted to AACSB will provide needed direction in the accreditation process.

The reviewer recommended combining the departmental curriculum and assessment committees. While it is agreed that assessment should inform curriculum, combining the two committees may not necessarily be needed since all program, assessment and curriculum decisions come before the entire department for a departmental vote. The faculty do agree that assessment outcomes should be one of the driving forces in programmatic changes.

Two minor changes in the external review include the following: Suzanne Lay, Accounting, is currently working toward a doctoral degree but does not yet have a PhD and Ms. Lay does in fact receive release time for assessment activities, albeit at the campus level.