Academic Program Review

Self-Study Report

Department of Marketing
J. Mack Robinson College of Business
Georgia State University

Naveen Donthu, Department Chair

Review Period: Fall 2011 to Fall 2014
Approved by Department Marketing Faculty on December 7, 2015

Composed and written by the Marketing Department Academic Program Review Committee:
Bruce Pilling, Chair
## CONTENTS

**SECTION ONE:**

**WHERE IS YOUR DEPARTMENT NOW?**  
1.a Undergraduate education  
1.b Graduate education  
1.c Research  
1.d Contribution to cities  
1.e Globalizing the university

**SECTION TWO:**

**HOW ADEQUATE ARE YOUR UNIT'S RESOURCES?**

**SECTION THREE:**

**WHERE DOES YOUR UNIT WANT TO GO?**

**SECTION FOUR:**

**WHAT DO YOU NEED TO DO OR CHANGE TO GET THERE?**
Department of Marketing

Academic Program Review

1 Where is Your Unit Now?

Since the last review period, the Department of Marketing has implemented several disruptive innovations that have successfully impacted strategic direction, research productivity and graduate education. These innovations have been in response to changes in the direction of the Robinson College of Business and also have addressed several recommendations from the last round of Academic Program Review. The department has developed a prominent research emphasis in the application of marketing science to marketing strategy decisions and in the enhancement of marketing science tools. This new strategic direction has been achieved by several factors. The department successfully filled the Richard and Susan Lenny Distinguished Chair in Marketing with Dr. V. Kumar, a preeminent Marketing scholar. In conjunction with this hire, the department has hired 8 tenure-track assistant professors, successfully retaining seven, including a recent promotion to tenured associate professor. (At the end of the last review period the department had no tenure-track assistant professors.) A new department chair (Dr. Naveen Donthu) was named at the end of 2007 and tasked to raise the research ranking of the department. The department became home to the prominent Center for Excellence in Customer and Brand Management (CEBCM.) CEBCM fosters interaction among faculty, scholars, students and industry to enhance research opportunities, academic excellence, real-world problem-solving, and knowledge creation and dissemination. The department introduced a dramatically modified Master of Science in Marketing degree and also launched the GSU Sales Executive Roundtable. The department’s Ph.D. program has been significantly modified, adopting a mentorship model emphasizing research productivity.

The department has also engaged in several sustaining innovations, including significant modification to the undergraduate curriculum and meaningful progress in the integration of the Business Communication group into the department. The department also houses two other research centers, the Marketing Roundtable, an undergraduate student chapter of the American Marketing Association and a Sales Club for undergraduate students.

1.a Undergraduate Education

The Department of Marketing offers a Bachelor of Business Administration (BBA.) Students have the opportunity to pursue a variety of themes in their coursework, including professional sales, advertising, retailing, digital marketing and entrepreneurial marketing. The number of Marketing and pre-Marketing majors has averaged 1,143 students per year during the review period. An average of 245 undergraduate degrees in marketing have been conferred annually during the review period.

1.a.1 Quality of undergraduate student attracted to the unit’s program (Freshman Index, SAT, GPA, etc.)
From 2012 to 2014 marketing students upon entry had the following average scores: high school GPA 3.32; Freshman Index 2730; SAT 1078; and ACT 23. These scores compare favorably with both the college and university averages for the same period (RCB averages: 3.3, 2749, 1093, 23; GSU averages: 3.37; 2763; 1089; 23.3). Tables for these data are in Appendix 1.

1.1.2 Scholarship Support for Undergraduates

The marketing department offers six scholarships: a) the Martin Sherry Scholarship of the Atlanta Broadcast Advertising Club (for students pursuing an advertising career); b) the Doner Scholarship (for students pursuing the department’s advertising certification pathway); c) the Chick-fil-A Outstanding Marketing Student Scholarship (marketing major with outstanding character and high likelihood of success in pursuing a career in marketing); d) the Marketing Roundtable Outstanding Minority Marketing Student (sponsored by the Marketing Roundtable and awarded to outstanding minority marketing students; up to six scholarships awarded per year); e) the Hammill Scholarship (honoring the past senior vice president of Marketing at The Home Depot, for students with high academic achievement and financial need); and f) the Sales Executive Roundtable (for strong students pursuing a career in sales; two scholarships annually). Each of the above annual scholarships is for $1,000. For the year 2014 there were 12 scholarship recipients. This increased level of scholarship activity supports the university’s Initiative 1 under Goal 1 in the strategic plan: to increase the level of scholarship support for undergraduate students. Increased scholarship levels are linked to stronger retention and graduation grades.

1.a.3 Student Success and Satisfaction

1.a.3.1 Learning outcomes, including Core course outcomes: How has assessment of learning prompted curricula changes that led to improvements in student learning?

Since the last academic program review (2006) the department has engaged in significant efforts to improve student learning outcomes. These efforts have included an in-depth assessment of the curriculum (conducted by our undergraduate curriculum committee), the development and introduction of a new required course in marketing metrics, the addition of new electives and the development of several recommended changes to be implemented across the curriculum. While we can demonstrate significant effort to enhance student learning, it has been difficult to document actual improvement in student learning.

Student Learning Outcomes

- Students will be able to identify and thoroughly analyze a marketing organization’s competitive situation;
- Students will be proficient at the use of standard metrics tools employed in marketing analysis and strategy;
- Students will be proficient in developing logical and feasible solutions and recommendations to marketing organizations;
- Students will demonstrate proficiency at clear, logical, business-like writing; and
- Students will be able to engage in clear, meaningful discussion of marketing problems and issues.
Assessment of Student Mastery of Learning Outcomes

Assessment data are gathered from the capstone undergraduate marketing strategy course (MK 4900.) Individual student case write-ups are graded against a rubric that reflects the key learning outcomes. The “assessment” case is comprehensive in that it requires students to assess the marketplace conditions for a new product entry, develop pricing strategy, conduct a break even required share analysis, critique a proposal for product introduction, recommend a go/no go decision, justify their recommendation and offer alternative courses of action (if deemed necessary.) Student performance on each item is scored based on the point value of that item. When calculating the data for assessment purposes, the percentage obtained for points earned on an item is divided by the possible points for that item. The target performance for each learning objective is an average grade of 85%.

The last three assessment reports are included in Appendix 2, along with the grading rubric and a table summarizing the findings (Appendix 3.)

Marketing Metrics (MK 4010) was introduced in the fall 2009 semester. The course was specifically designed, with broad faculty input, to strengthen students’ analytical skills, to teach students to apply concepts from finance, accounting and economics to marketing decisions and to better prepare students for MK 4900 (the capstone undergraduate marketing strategy course.) At the course level, there is published evidence that student skills are strengthened during the course (Pilling, Rigdon and Brightman (2012) “Building a Metrics-Enabled Marketing Curriculum: the Cornerstone Course” Journal of Marketing Education 34 (179 – 193.) The course has a DFW rate roughly three times the department average, suggesting that students are not allowed to “slide” through the course. At the level of undergraduate assessment, the evidence that students can accurately employ marketing metric tools is mixed (Appendix 3.) For the last three assessment periods, the average scores were 72.1%, 71% and 59%. While only a three year window, the numbers are moving in the wrong direction. Part of the decline for 2013 – 2014 was due to 4 students (out of 70 assessed) who scored 0 (did not address the analysis part of the case).

1.a.3.2 Recruitment rates, input quality metrics, and advisement

The marketing department works closely with the office of undergraduate academic assistance within RCB and with the university advisement center to guide students. Six years ago the position of associate chair within the department was created with specific responsibility for student advisement. Dr. Pilling currently serves as the associate chair and, along with Sharon Sullivan, is the main point of contact for students. Responsibilities include the management of independent study courses, administration of internships, addressing course sequencing and prerequisites, handling registration adjustments and grade changes, evaluating transfer credit requests and addressing student concerns. Chris Lemley serves as the advisor to students who are interested in pursuing the professional sales certificate. Individual faculty also guide students within their areas of expertise. Dr. Walgren, for example, guides students interested in a career in advertising.

1.a.3.3 Retention rates and Graduation Rates
First-time full-time freshman retention and graduation rates are reported in Appendix 4. For the last three six-year reporting windows, our retention rate has averaged 65.6% and our graduation rate 58.5%. These rates compare favorably with the RCB averages for the same time period: 64.4% and 57.2% and GSU averages: 59.9% and 52.7%.

Junior four-year graduation and retention rates are reported in Appendix 5. For the last three four-year reporting windows, our retention rate has averaged 68.4% and our graduation rate 75.3%. These rates compare favorably with the RCB averages for the same time period: 68.6% and 76.2%, and GSU averages: 65.8% and 73.5%.

1.a.3.4 Output quality metrics: Placement rates and / or acceptances into advanced degree programs

We do not have meaningful data on placement and advanced degree programs.

1.a.3.5 Race and gender diversity

As shown in Appendix 6, the undergraduate marketing program draws on a diverse population of students. Over the last three years the program has averaged 55% female and 45% male, with 40.5% of the students being white, 37.9% African American and 8.7% Asian. Thus we are attracting students from diverse backgrounds. Our percentage of white students is higher than RCB’s percentage (40.5% versus 34.1%) and our percentage of Asian students is lower than RCB’s (8.7% versus 12.1%).

1.a.3.6 Level of financial need

During the last three years, the financial needs of marketing majors have been fairly constant, averaging $17,966 in gross need and an average unmet need of $8,520. These numbers are somewhat lower than the Robinson College of Business averages: $18,723 and $8,886.

1.a.3.7 Student Surveys

Surveys of current undergraduate students and undergraduate alumni were conducted by the Office of Institutional Research. Survey results are presented in Appendix 7 (survey results) and in Appendix 8 (comparisons with university-level data.) Results from the survey of undergraduate majors (n = 163) indicate areas of satisfaction as well as opportunities for improvement. For example, students gave ratings of about 4.85/6 on the quality of faculty interaction. Students agree that faculty stress high quality work from students (5/6.) On the other hand, students rate opportunities to do research-related activities with faculty less favorably (3.9/6.) Students are likely to recommend the department to other students (4.85/6) and agree that the department promotes an environment of inclusiveness and respect (4.86/6).

The open-ended comments contained a mix of positive statements and suggestions for changes. The thirty comments were classified as positive (12); negative (5); constructive (10) and unrelated to the marketing major (3). Positive comments included satisfaction with transferring from a different college and a feeling of genuine interest on the part of the professors in “my
education and learning”. Negative comments included a grade dispute and lack of exposure to more real-world experience (only coming in the capstone course.) Constructive suggestions included increasing certifications and more real world projects. Unrelated comments dealt with RCB prerequisites. These comments are similar in spirit to data gathered by the undergraduate curriculum committee, who conducted focus groups and gathered survey data (see Appendix 10.)

A survey of undergraduate alumni was also completed. Results are presented in Appendix 9 (survey results) and Appendix 10 (comparison with university-level data.) The survey of undergraduate alumni (n = 75) indicates a reasonable level of satisfaction with general outcomes related to the program: my program of study has made a positive contribution to the quality of my life; I have applied the skills I learned in my program to help resolve issues I’ve faced in my professional life; and overall, I was satisfied with my degree program (about 4.5/6.) Eighty-two percent of alumni listed communication skills on their resume and 99% indicate using these skills in their job. Sixty-five percent list “ability to analyze problems from different perspectives” on their resume, with 93% indicating that they use this skill in their job.

Positive comments about the value of the degree tended to focus on specific courses and teachers. Suggestions for improvements focused on acquiring more specific job skills (e.g., WordPress, graphic design, and social media platforms) and better preparation for the job search.

1.a.3.8 Curriculum Quality based on internal and external benchmarks

In 2011 the undergraduate curriculum committee examined the curriculum of the top 20 U.S. undergraduate business programs (based on Business Week’s ranking of these programs.) The curriculum committee report can be found in Appendix 11. Based on this examination, coupled with more recent changes in our curriculum, our coursework is judged to be in line with these top programs. Results are presented in Appendix 12. Our program offers a significant range of elective courses. Marketing students have the opportunity to pursue a variety of areas of emphasis, and can earn a certificate in professional sales. During the last several years our department has made significant changes to the curriculum (after an extended period with no significant curriculum changes.) As discussed in Appendix 11, these changes reflect the growing emphasis on rigor and relevance in undergraduate business education. Within marketing, there is an increased emphasis on analytics, customer relationships and digital marketing. As discussed earlier, a new required course (Marketing Metrics) was added in 2009. Since that time, we have also added courses in Social Media Marketing, Key Account Sales Skills and Techniques, Pricing and Sales Promotion Strategy, Direct and Interactive Marketing, Services Marketing, and Marketing for Entrepreneurs.

1.a.3.8.a Syllabi, degree requirements, advisement procedures

The undergraduate marketing degree requires 21 hours of coursework beyond MK 3010 (which is required of all BBA students.) Twelve of the 21 hours are required: Marketing Metrics, Buyer Behavior, Marketing Research and Marketing Strategy. Students can select an additional nine hours of elective credit from 15 elective courses. Advising for students on all degree options is available form a variety of sources (see 1.a.3.2 above).
1.a.3.8.b List of courses

A list of courses, including headcounts, hours, and sections offered, and hours/section is included in Appendix 13. During the last three years the department has averaged 15,954 credit hours per year with an average annual enrolment of 5,321 students across an average of 220 sections per year.

1.a.3.9. Contribution to the Core curriculum / general education outcomes. Includes: list of majors / concentrations, and degrees; list of Core courses taught; and Core student learning outcomes

Our department offers two courses in the junior business core: Business Communication 3950 and Marketing 3010. During the last three years we have averaged 72 sections of BCOM per year, made up of 1,544 students annually and 3,388 credit hours annually. We have averaged 39 sections of MK 3010 per year, with 1,470 students per year and 4,410 average annual credit hours.

1.a.4 Signature Experiences

The department considers three courses as signature experiences. These courses are MK 4900 (Strategic Marketing), MK 4389 (Directed Readings) and MK 4310 (Advertising Campaigns.) In MK 4900 students apply their prior learning in a rigorous case environment, often offered in conjunction with a live client project. MK 4389 permits students to work with faculty, on an individual basis, to explore and develop a topic of mutual interest. Students in MK 4310 create an actual advertising campaign. The department also offers a Certificate in Professional Sales, which provides students with the opportunity to develop and showcase their selling skills. Our certificate program was recently named by the Sales Education Foundation as a top North American Sales School: http://www.salesfoundation.org/wp-content/uploads/2014/05/topschools_2014.pdf. A Certificate in Advertising has been approved by the college and is awaiting university level approval. Finally, students can participate in the student chapter of the American Marketing Association and in the Sales Club.

1.a.4.1 Research practicums

1.a.4.2 Urban service learning programs

1.a.4.3 Internships

Internships are not required. The department does, however, work with students who wish to pursue internships where the employer requires that the student receive course credit for successfully completing the internship. Dr. Pilling is responsible for coordinating these efforts. During the last three years 14 students have successfully completed internships.

1.a.4.4 Study abroad
In 2013 29 marketing students participated in study abroad programs, compared with 22 students in 2014.

1.a.4.5 Domestic field schools

1.a.5 Honors College

1.a.5.1 Honors courses and Honors add-ons taught by faculty

The department has averaged 24 honors students per year during the last three years. A department faculty member taught one section of Honors 1000 in 2013.

1.a.5.2 Honors Faculty Fellows

1.a.5.3 Honors theses produced by students in the major

1.a.5.4 Student participating in the GSU Undergraduate Research Conference

1.a.6 Undergraduate programs within the GSU context

1.a.6.1 Programs undertaken jointly with other units at GSU, list of cross-listed courses

1.a.6.2 Areas of substantial overlap / redundancy with other units at GSU

While sharing some interests with other GSU units, the Marketing BBA is a unique program at GSU, given its focus on understanding and satisfying customer needs.

1.a.7 Number of students enrolled in fully online and hybrid courses

During the review period no students were enrolled in fully online and hybrid courses.

1.b Graduate Education

The Marketing Department offers a one-year Master of Science in Marketing (MS) and a Doctorate in Marketing (Ph.D.). The one-year MS program format was launched in 2011. The program is cohort-based, with a new cohort starting every year in January. The MS program emphasizes brand and customer management within a global and digital economy. Students complete five eight-week modules (two in the spring semester, one during the summer semester and two in the fall semester.) During a given eight-week module students take one class on Monday evenings (5:30 – 9:45 pm) and on class on Wednesday evenings (5:30 – 9:45 pm.) All coursework is completed at GSU’s Buckhead campus. Upon completion of the program students qualify for and receive a certificate in Brand and Customer Management, administered by the Center for Excellence in Brand and Customer Management. The program targets marketing professionals who want to update their skills; individuals with significant marketing responsibilities but without formal training; and those who wish to change careers to marketing. Students in the MS program also have the opportunity to be exposed to applied research
conducted by the Center for Excellence in Brand and Customer Management. Several of the program faculty are research associates of CEBCM. To the best of our knowledge no other university in the State of Georgia offers a similar program.

The Ph.D. program was significantly modified in 2009, adopting a mentorship model emphasizing research productivity. The mission of the marketing doctoral program is to train students to be successful academics at leading universities. Our program emphasizes quantitative research addressing managerial issues. The department's goal is that all doctoral students should have at least one article in one of the top four marketing journals (including a portfolio of other publications) before they enter the job market. (Evidence of success is presented in section 1.b.4.9.) The doctoral program has evolved from producing 'generalists' to 'specialists'. We have purposely moved away from producing doctoral graduates with a broad knowledge of marketing to producing students who are specialists and capable of producing highly sophisticated research in specific areas of marketing. There is clear evidence that the market rewards such doctoral students and these students are capable of meeting the rigor that premier journals now demand. After a careful benchmarking of top marketing programs, we have also adopted a mentorship model where students are paired with senior faculty members who have a strong publication record, a record of publishing with doctoral students and placing doctoral students in top schools. The mentors are now responsible for training and placing students. They are held accountable for their work with doctoral students. Doctoral students take at least six marketing seminars and five to eight research method courses, including courses in Math and Econometrics.

1.b.1 Quality of graduate students attracted to the unit’s programs (Average scores on entrance exams, e.g., GRE, GMAT, LSAT); table listing number applied, admitted, and enrolled.

Appendix 14 contains data on the quality of MS applicants. The one-year MS program was launched in 2011. During the last five years the program has an average enrolment of 27, an average yield of 73%, an average GMAT verbal score of 62 and an average GMAT quantitative score of 30. During these five years there has been some variability across enrolment, yield and test scores.

Appendix 15 contains data on the quality of Ph.D. applicants. During the last six years the program has enrolled 24 of 29 students accepted, for an average yield of 83%. The average GMAT quantitative score of enrolled students was 78, with an average GMAT verbal score of 67. During this time period the program has accepted 13.7% of applicants.

1.b.2 Expanding Support for Graduate Programs

The department has about 12 graduate research faculty. Of these, four are very research active, tenured, and have mentored doctoral students. There are eight other assistant professors that are research active and work with doctoral students on research projects, but only two of these eight are actively mentoring doctoral students. Hence, in the near future, we expect to have 12 faculty members who will be eligible to mentor doctoral students. But,
currently there are six faculty that are mentoring doctoral students. Their research capacity and performance since 2009 are described below.

[The below figures were self reported by the faculty members or estimated using digital measures]

<table>
<thead>
<tr>
<th>Research-active faculty mentoring doctoral students</th>
<th>Rank</th>
<th>FT45 journals (career)</th>
<th>2009 - now quality journal publications</th>
<th>Ph.D. committees chaired since 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naveen Donthu</td>
<td>Full</td>
<td>12</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>Pam Ellen</td>
<td>Associate</td>
<td>4</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Wes Johnston</td>
<td>Full</td>
<td>12</td>
<td>28</td>
<td>5</td>
</tr>
<tr>
<td>V. Kumar</td>
<td>Full</td>
<td>50</td>
<td>56</td>
<td>8</td>
</tr>
<tr>
<td>Denish Shah</td>
<td>Assistant</td>
<td>7</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Jeff Parker</td>
<td>Assistant</td>
<td>4</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

We expect to admit two to three students every year and graduate them in about five to six years. Therefore, in steady state, we will have about 14 to 15 students in the program.

1.b.2.1 Total numbers of graduate students by year, degree program, and concentration in the period of the Self-Study

Appendix 16 presents numbers of graduate students by year, degree program, and concentration. The MS in Marketing numbers have been trending downward (but expected to rebound in 2015). Overall, the number of graduate students in the department has decreased slightly during the review period. We intend to address the downward numbers in the MS program through plans detailed in sections three and four below.

1.b.2.2 Percentage of graduate students compared to total number of students in the department

As presented in Appendix 17, graduate students make up approximately 5% of the department’s total number of students. In general other RCB departments have a higher percentage: managerial sciences at 6%, finance at 9% and computer information systems at 13%. This low percentage is due in part to the large number of undergraduate marketing students. Additionally, MBA students who may be specializing in Marketing are not accounted as Marketing graduate students.

1.b.2.3 Graduate student financial support, by type GRA, GRA, etc.
Appendix 18 contains student financial support data. In our Ph.D. program we currently offer a stipend of $25,000 per year plus full tuition waiver to all admitted students. Students can be considered to be a temporary instructor after they defend their proposal (usually at the end of the 3rd or 4th year.) The current salary for temporary instructors is $30,000 per year plus tuition waiver.

1.b.2.4 Ratio of graduate students to TT faculty

As shown in Appendix 19, we average about 3.2 graduate students for each tenure track faculty. For the Ph.D. program that ratio is about 1.2/1 (overall) and .8/1 (graduate research faculty).

1.b.2.5 Internships, service learning programs, research practica, field placements, etc.

Our graduate programs do not include internships.

1.b.3 National Reputation in Professional Degree Programs

Our Ph.D. program is gaining national visibility. The program was recently ranked 4th in the world in the “marketing management and strategy” subarea (based on citation analysis; Elbeck and Vander Schee (2014) “Global Benchmarking of Marketing Doctoral Program Faculty and Institutions by Subarea” Journal of Marketing Education 36 (1) 45-61). In the time period 2011 to 2014 Marketing doctoral students have published 22 articles in peer-reviewed journals. Of these 22 articles, eight have been in premier journals (one of the top four in Marketing.) See 1.b.4.8. Seven of the senior most current doctoral students all have published in a premier journal. Marketing department doctoral students have collectively received 19 awards/recognitions in the time period 2011-2014. See 1.b.4.9.

1.b.3.1 Number of graduate students in professional degree programs by year, with % growth

1.b.3.2 Pass rates on national credentialing examinations

1.b.4 Student Success and Satisfaction

1.b.4.1 Learning outcomes: How has assessment of learning prompted curricula changes that led to improvements in student learning?

The new MS program represents a significant departure from the department’s traditional MS program in several important ways. The new program has a specific focus: brand and customer management. Students earn a Certificate in Brand and Customer Management during the program. This focus makes it possible to target specific segments of potential students and to clearly position the program. Targeted segments include students who have significant marketing work experience but who lack formal training and students who seek to change careers. The program curriculum, course content and program visibility have been positively influenced by the Center for Excellence in Brand and Customer Management. Students are routinely exposed to applied research projects by faculty who teach in the program and who are
also involved with CEBCM research projects. Compared to the traditional MS, the one-year format provides an efficient and predictable educational experience for the student, with much faster graduation time and significantly improved student retention. Students proceed as a group through a sequenced curriculum of five session modules, with new cohorts beginning each January. The cohort-based format provides an immersive experience for the students, as classes are comprised of marketing majors who share a common passion for marketing and who form important relationships during their time together.

At the November 2010 Faculty Meeting, Robinson faculty approved the offering of the MS in Marketing in a cohort, one-year format. Based on analysis, we reduced the number of credit hours required for degree from 33 to 30. Relative to the previous flex-based program, a new course was created, Direct and Database Marketing, and a second course was significantly altered, Digital & Social Media. In addition, changes within courses of the program have been made to improve student learning related to the learning goals of the program. These curricular and pedagogical changes included changing some courses after year one and year two, changing of staffing after year one, and making brand and customer management the focus of the program. The first cohort of students was accepted in to the new program in January 2011.

MS Marketing faculty will meet during Spring 2016 to review the assessment results and discuss additional changes and next steps. Prior to discussing changes, agreement will be reached on the expected level of student performance. The targets used in the table in the appendix are proposed targets for student performance. Given the nature of the expected learning outcomes and the importance of the content, program faculty expect a significant majority of graduates to be solidly grounded in the theory and application of marketing. The importance of the content on which students are assessed is critical for graduates to succeed in industry, which informs on the success of the program. Therefore future assessment could potentially be enhanced through a multi-dimensional target that requires monitoring of performance at the top and bottom of the range. The expectation is that a high percentage of students will perform at the top of the range and a minimal percentage will fall into the bottom of the range. Current assessment results for the MS program are presented in Appendix 20.

The Ph.D. program director and department chair evaluate each Ph.D. student on an annual basis. Students are assessed across seven learning outcomes. The assessment rubric, including the learning outcomes and rating scales, is presented in Appendix 21 and was developed by the college doctoral committee to be used by all departments. During the last rounds of assessment, across 16 students, the average scores for the seven learning outcomes were 4.75, 4.75, 4.69, 4.69, 4.69, 4.44 and 4.69. Around 75% of our Ph.D. students are demonstrating high competence across the learning objectives. The remaining students exhibit good or strong competence. Additional evidence of student success is presented in 1.b.4.8.

1.b.4.2 Recruitment rates, admission requirements and procedures and advisement

Ph.D. program: In last three years we have been receiving 40 to 45 applications every year. In the marketing department we do not consider number of applicants to be a good metric of quality or demand. We actively discourage noncompetitive applicants from applying. In the past few years we have adopted a very different strategy to identify potential good students.
We no more rely on cold applicants. We actively seek out good students in our classes and when travelling to various universities around the world and while collaborating with co-authors around the world. Often we have pursued students, who might have otherwise not considered us, to apply to our program. Our applicants generally score above 700 on the GMAT; during the study period, for enrolled students, the verbal GMAT score has averaged 67 and the quant GMAT score 78.

MS program: Graduate Recruitment and Student Services (RCB) and the marketing department handle recruitment jointly. At the college level, Rashad Muse is the graduation recruitment coordinator for the managerial cluster (which includes the MS in Marketing program.) At the department level Dr. Pilling is the contact person. The college holds several recruitment open houses annually and the department chair, Dr. Donthu, leads the MS in Marketing breakout sessions. The actual admissions process is managed at the college level with input from the department chair who is also the program director.

1.b.4.3 Retention rates, graduation rates, and output quality metrics

MS Program: because the MS cohort starts once a year in the spring semester, university retention data are not available. During the study period only 1 MS student was not retained; this student transferred to the MBA program. The graduation rate for the one-year MS since its inception is, therefore, greater than 99%.

Ph.D. Program: during the study period seven students graduated, with an average time from matriculation to graduation of 5.9 years (see appendix 22).

Ph.D. student retention and graduation were examined by looking at retention and graduation numbers based on fall semester admissions, starting with Fall 2007. The results are reported below. During this window the department has retained/graduated 20 of the 23 Ph.D. students admitted.

<table>
<thead>
<tr>
<th>Starting Semester</th>
<th>New students</th>
<th>Enrolled (through fall 2014)</th>
<th>Graduated (through fall 2014)</th>
<th>Retained/Graduated (through fall 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

1.b.4.4 Placement rates

We do not yet have accurate placement data on the MS in Marketing graduates. The program is relatively new. Our program mainly attracts working professionals who are employed during
their MS coursework. Many of these students stay with the same employer or advance to a new position within that company.

Our recent Ph.D. graduates took positions at the following schools:

Texas Christian University
Rutgers University
San Diego State University
Mississippi State University
Winston Salem State University
University of Nebraska
University of West Georgia
University of Massachusetts
Virginia Commonwealth University

1.b.4.5 Race and gender diversity

Race and gender diversity data are presented in Appendix 23. Thirty-four percent of graduate enrolment during the study period is male; 25% African American, 26% Asian and 38% white.

1.b.4.6 Level of financial need

Information on level of financial need is provided in Appendix 24. During the study period average gross was $15,053 and average unmet need was $4,664.

1.b.4.7 Student Surveys

Graduate student survey data are reported in Appendix 25. Appendix 26 contains university-level data comparisons and appendix 27 includes graduate alumni survey data. In general the survey results were positive. Findings were most favorable for faculty interaction (faculty are prepared, faculty are up-to-date on emerging trends) and program rigor (academically challenging; instructors stress high quality work.) The program received lower scores for research opportunities and career preparation and guidance from department. Marketing graduate student responses compare favorably with university-wide responses. Generally, marketing student responses were somewhat higher on program quality: “my program of study is academically challenging” and “overall, instructors in the department stress high quality work form students”. Responses were somewhat lower on general learning outcomes.

Graduate alumni scores were in general favorable but also suggest room for improvement. On a scale of 1 to 6, general program outcomes received an average score of 4.3. Positive open-ended comments (11 comments) included excellent professors, research skills and program format. Suggestions for improvement (10 comments) included more emphasis on digital marketing, an ongoing assessment of cohort groups and more challenging coursework.

1.b.4.8 Student publications and presentations
Student publications during the study period are listed in Appendix 28. The list includes nine publications in one of the discipline’s top four journals.

1.b.4.9 Student accomplishments: exams, theses, dissertations, projects, grants, prizes, and awards

Ph.D. student awards are listed in Appendix 29. Honors include two winners of the ISBM Doctoral Dissertation Proposal Competition (Penn State University) and two winners of $12,000 awards from MSI & Associates.

1.b.4.10 Doctoral student time-to-degree

As discussed in 1.b.4.3., doctoral student time-to-degree for the study period averaged 5.9 years.

1.b.4.11 Student outcomes after graduation: admission into further graduate education, postdoctoral fellowships, employment

The department does not yet have meaningful data on MS student outcomes after graduation. The MS in Marketing attracts mainly working professionals who typically remain with and/or advance with their current employer. The program is new, with only four cohorts having completed the program.

1.b.5 Graduate programs within the GSU context

1.b.5.1 Programs undertaken jointly with other GSU units, list of cross-listed courses

No programs or cross-listed courses were noted.

1.b.5.2 Areas of overlap / redundancy with other GSU units

While sharing interests with other GSU units (e.g., the Institute of International Business at with the Robinson College of Business), Marketing graduate programs have no redundancy with other programs.

1.b.6 Number of students enrolled in fully online and hybrid courses

None.

1.c Research

1.c.1 Success of the Unit’s Research Culture

Our department is developing recognized competency and sustained success in research related to marketing strategy and marketing science. This research emphasis can be broadly categorized into two areas; the application of quantitative methods (marketing science) to improve marketing
decisions and the development and refinement of quantitative techniques to enhance their application to marketing strategy decisions.

At the time of writing, the Department is ranked 5th among all marketing departments in North America (6th worldwide) in publications in the Journal of Marketing, the Journal of Marketing Research and Marketing Science for the time period 2012-2015. These journals represent three of the field’s top four journals and are the journals that are consistent with our department’s research emphasis. The ranking is based on the UT Dallas Research Rankings of Top 100 Business Schools; results in Appendix 27. The ranking of the Department has steadily improved over the last nine 3-year rolling periods, rising from 72nd (2004 – 2007) to 5th (2012-2015).

For the period 2010 through 2014, the Department had the #1-ranked researcher (Dr. V. Kumar) in the world for the field’s top 4 journals (Journal of Marketing, Journal of Marketing Research, Journal of Consumer Research and Marketing Science (UT Dallas Research Ranking of Top 100 Business Schools; http://docsig.org/wp-content/uploads/2013/11/Author-Productivity-in-the-Premier-Marketing-Journals-2010-2014.pdf.)

In 2015 two junior faculty (Dr. Denish Shah and Dr. Yi Zhao) were named as MSI Young Scholars. This designation is a very prestigious award in the field, given by the Marketing Science Institute to junior faculty worldwide who have been out five to seven years in their career.

The data in Appendix 30 show sustained productivity at a high level rather than only one or two years of success (14 to 16 A-level publications per period for the last five 3-year rolling periods.) The data also show that this level of productivity is high because the Department has been rising dramatically in the rankings while the number of premier articles is fairly constant at 15 per 3-year window for the last five periods. In other words, the schools that the Department has passed have not been able to sustain that level of productivity during the same time period.

From our last self-study, the Department identified three peer programs and three aspirational programs, based on their reputations within the academic Marketing community and based on the programs offered, location, and students served. The UT Dallas Top 100 research rankings for the 2012 – 2015 time period for these programs are listed below:

Peer Institutions:
- Arizona State University (45)
- University of Houston (22)
- University of Cincinnati (67)

Aspirational Institutions
- University of Maryland (2)
- University of California at Los Angeles (23)
- Ohio State University (41)

These comparative rankings provide further evidence of the success of the Department’s research culture. The department’s UT Dallas ranking for the 2012-2015 time period (#5) also compares
favorably to the rankings of other Georgia universities: the University of Georgia (30th), Emory University (31st) and the Georgia Institute of Technology (53rd.)

During the academic years 2012 through 2015 department faculty published 149 peer-reviewed journal articles, including 17 A-level publications (Journal of Marketing, Journal of Marketing Research, Journal of Consumer Research and Marketing Science.) The APR dashboard data are reported in Appendix 31. During this time period the Department averaged 5.2 publications per faculty member and 1.7 publications per year per faculty member. The Department averaged 5.7 A-level publications per year, with nine faculty publishing in one or more of the top four journals (against an average of 28 faculty during the review period).

During the period 2010 – 2015 the Marketing faculty published articles in the following premier journals (totals in parentheses):

Premier Academic Journals
- Marketing Science (10)
- Journal of Marketing Research (9)
- Journal of Marketing (6)
- Journal of Consumer Research (1)
- Journal of Retailing (4)
- Journal of the Academy of Marketing Science (4)
- Journal of Business Research (13)
- Journal of Public Policy and Marketing (4)
- Journal of Personal Selling & Sales Management (4)
- Industrial Marketing Management (13)

Leading Practitioner-Oriented Journals
- Harvard Business Review (3)
- Sloan Management Review (2)
- California Management Review (2)

The above list does not include many articles published in various other academic journals. Faculty also published 15 chapters in edited books, three new text books and four textbook revisions.

1.c.1.1 2CI hires, Regents Professors, Alumni Distinguished Professors, eminent scholars, and endowed professors

In 2013 Dr. V. Kumar was named Regents Professor and Dr. Naveen Donthu was named Distinguished University Professor.

1.c.1.2a Levels of external and internal funding: grants, fellowships, and awards

1.c.1.2b Ratio of grants submitted to grants awarded
1.c.1.3 National / international rankings of the unit (e.g., by the National Research Council, US News and World Report, professional associations)

See section 1.c.1 above.

1.c.1.4 Research productivity that furthers the strategic goals of the university

1.c.1.4.a Quantity and quality of disseminated research

See section 1.c.1 above.

1.c.1.4.b Impact of research on relevant disciplines, including analyses of citations of the work of individual faculty members

In addition to the data provided in 1.c.1, the following table captures citation and H-Index data for several department researchers since 2010 (based on Google Scholar.)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Citations</th>
<th>H-Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>V Kumar</td>
<td>12,355</td>
<td>52</td>
</tr>
<tr>
<td>Naveen Donthu</td>
<td>8,315</td>
<td>37</td>
</tr>
<tr>
<td>Wes Johnston</td>
<td>4,434</td>
<td>32</td>
</tr>
<tr>
<td>George Moschis</td>
<td>4,007</td>
<td>30</td>
</tr>
<tr>
<td>Pam Ellen</td>
<td>2,773</td>
<td>17</td>
</tr>
<tr>
<td>Ed Rigdon</td>
<td>2,541</td>
<td>15</td>
</tr>
</tbody>
</table>

1.c.1.5 Success in recruitment and retention of top faculty in the field

During the study period the department has successfully retained top faculty with the exception of one professor who took early retirement in order to take a position as department chair at a different university and for family-related reasons.

1.c.1.6 Faculty Development, including the number of faculty promoted and / or tenured; the number and ratio of faculty at all ranks; average time in rank; and the recruiting and hiring history

Faculty composition in 2006 (date of last APR report) was nine tenured associate professors, nine tenured full professors, one clinical NTT assistant professor, and seven instructors. Current faculty composition is six untenured assistant professors, 10 tenured associate professors, six tenured full professors, two clinical NTT assistant professors, and nine instructors. The following table compares faculty composition at the end of 2006 with August 2015.
Since 2006 four full professors have left (two by retirement, one transferred to a different department within RCB and one retired and took a position as department chair at a different institution.) Eight tenure track faculty have been hired since 2006, one at the full professor level and seven at the assistant professor level. Since 2006 one professor has received tenure, one assistant professor was promoted with tenure and one assistant professor voluntarily left.

Focusing on tenure track positions, the department added one full professor and lost four full professors since the last APR period. The department has retained all nine associate professors from 2006 and added one associate professor who was recently promoted and tenured. The ten associate professors average 18 years at that rank. No associate professors present in 2006 have been promoted to the rank of full professor. Eight of the tenured/tenure-track faculty are female. All six full professors are male; six of the 10 associate professors are female, and two of the six assistant professors are female. Five of the instructors are female. Similar to the prior assessment period, the department faces an interesting demographic fact: 12 of the current faculty members are over 60 years old. Thus retirement will be a factor in the near future.

A key challenge presented in our prior APR review was the integration of the business communication program (formerly housed in the Dean’s office) into the marketing department. This change was in response to AACSB requirements. We believe that this challenge has been successfully met. An initial challenge was handling a temporary 60% surge in enrolment in BCOM 3950 (due to a change in required coursework.) Dr. Beverly Langford, who serves as the program coordinator for the Business Communications Programs, successfully managed this transition and the related scheduling and staffing requirements. The Business Communications faculty now comprises one clinical NTT assistant professor and seven instructors. While there are differences between the composition of the Marketing and Business Communications faculty, both groups are actively committed to creating and delivering excellence in the classroom.

The results of the faculty survey conducted by the Office of Institutional Research are included in Appendix 32 and Appendix 33. Twenty-six respondents (81%) completed the survey. Six areas were surveyed: university/department engagement; career goals; research; department climate; mentorship; and quality of department’s academic program. In general the range and standard deviation for each question are high. As an example, for the question “my department has reasonable requirements for achieving tenure and promotion” the answers ranged from 1 to 6, with a standard deviation of 2.04. Five of 24 respondents answered 1 and five respondents answered 6. The mean was 3.42 (almost dead center). An assessment of the results suggests a significant number of responses at both ends of the scale. As an example, across the five items
comprising the category “university/department engagement”, on average nine faculty gave a rating of 1 or 2 and 10 faculty a rating of 5 or 6. A similar pattern is seen in the open-ended comments. Of the nine comments, five can be classified as positive, three as negative and one as mixed. The results might be partially understood in light of the college’s increased focus on research productivity, which has created tradeoffs and changes in the department. As discussed in section 1, the department has implemented several significant changes since the last review.

1.c.1.7 Faculty participating in exchanges, where applicable to the Unit

1.c.2 Faculty Partnerships and Professional Service

1.c.2.1 Faculty participation (direction, affiliation) in research centers and clusters at Georgia State University

1.c.2.2 National and international research collaborations / partnerships

1.c.2.3 Evidence of interdisciplinary research

1.c.2.4 Significant professional service

Dr. V. Kumar is the current editor-in-chief of the Journal of Marketing. Considered the discipline’s premier publication for academics as well as practitioners, the Journal of Marketing is known for advancing thought leadership, bridging the gap between theory and application, and presenting original research.

Dr. Naveen Donthu has been appointed as Editor-in-Chief for the Journal of Business Research, effective January 1, 2016. The Journal of Business Research is a high quality interdisciplinary journal.

Dr. Wes Johnston is editor-in-chief of the Journal of Business and Industrial Marketing, a high quality journal in the B2B space.

1.c.3 Recognition of Scholarly Excellence

1.c.3.1 Recipients of GSU Faculty Fellowship and other internal awards

1.c.3.2 External awards, honors, prizes, and fellowships

Dr. V. Kumar has received 8 Lifetime Achievement awards during the review time period. Drs. Shah and Zhao were name MSI Junior Scholars. Dr. Boles and Dr. Johnston each received a Lifetime Achievement Award.

1.c.4 Unit Infrastructure for Supporting Research

1.c.4.1 Unit-level research and travel grants
State funding is used to support faculty travel to conferences. This funding is supplemented by department foundation accounts that are funded by the roundtables and other revenue sharing programs. Research active faculty are also provided a small research fund every year from the foundation money.

1.c.4.2 Grant support: writing, administration

1.c.4.3 Facilities, equipment, technical support and other administrative support

1.c.4.4 Research information resources

1.c.5 Contributions to Science and Health / Medical Education

1.d Contribution to Cities  
Recognizing that GSU is an urban, public university in the service of the urban, this category helps demonstrate the viability, quality and strategic focus of the academic programs

1.d.1 Activities with the Council for the Progress of Cities

1.d.1.2 Contributions of the Arts and Media

1.d.2.1 Speakers’ series

1.d.2.2 Creative writers’ reading series

1.d.2.3 Art exhibitions

1.d.2.4 Performances

1.d.2.5 Radio and television broadcasts, webcasts, and films

Numerous department faculty members have appeared in local and national media to comment on current events and topics.

1.d.3 Field-specific contributions to cities (e.g., city planning, land use, transportation, the environment, etc.)

1.e Globalizing the University

1.e.1 Critical issues for global cities: partnerships with other universities on challenges facing cities

1.e.2 Funded Research on Challenges Facing Emerging Nations

1.e.3 Establishment of GSU as in International Center
1.e.3.1 Faculty international exchanges, speakers, cultural events, visiting scholars

Dr. Johnston has been a Fulbright Scholar visiting Russia. Dr. Kumar holds honorary appointments at universities in China, Singapore, and India. Dr. Donthu is a visiting professor at the University of Paris. Dr. Johnston has been a visiting professor in Finland. Dr. Moschis is a visiting professor at universities in Malaysia and Thailand.

During the study period the Center for Excellence in Brand and Customer Management has hosted a number of visiting scholars:

- Agata Leszkiewicz, Ph.D.
  Post-Doctoral Scholar of Marketing
  Universidad Carlos III de Madrid,
  Madrid, Spain

- Kyoungmi (Kate) Kim
  Ph.D. Candidate in Marketing
  University of Alabama,
  Tuscaloosa, Alabama

- Kay Peters, Ph.D.
  Professor of Marketing
  University of Hamburg,
  Hamburg, Germany

- Javier Sese, Ph.D.
  Assistant Professor of Marketing
  University of Zaragoza,
  Zaragoza, Spain

- Andrew Petersen, Ph.D.
  Associate Professor of Marketing
  Pennsylvania State University,
  University Park, Pennsylvania

- Morten Holm, Ph.D.
  Assistant Professor of Accounting
  Copenhagen Business School,
  Frederiksberg, Denmark

The Center for Business and Industrial Marketing has also had significant involvement with international scholars:
Fulbright Scholar program

(Julian) Mingsung Cheng, Professor of Marketing, National Central University, Taiwan

Thomas O’Toole, Head of School of Business, Waterford Institute of Technology, Ireland.

Research Visitors

Marina Y. Sheresheva, Director of Relationship Marketing Center, National Research University: Higher School of Economics, Moscow Russia

Olga Tretyak, Head of Strategic Marketing Department, National Research University, Higher School of Economics, Moscow Russia

Pauliina Ulkuniemi, Associate Dean for Research, Oulu Business School Oulu University, Finland

Talai Osmonbekov, Associate Professor on sabbatical, Northern Arizona University

Linda Peters, Associate Professor and Director of Research for Marketing, Nottingham University, UK

Visiting Doctoral students

Anees Mohammed-Ur-Rahman, Oulu Business School, Oulu University

The Center for Mature Consumer Studies hosted three international scholars during the study period:

Claudia Rosa Acevado, Universidade Nove de Julho Farias, Salomao, Universidade Federal de Pernambuco

Pizzutti, Cristiane (Universidade Federal do Rio Grande do Sul

Rajan Natraajan, editor of Psychology and Marketing, Auburn University

1.e.3.2 International forums

The Marketing department hosted three international conferences:

The 2012 Marketing and Public Policy Workshop and Doctoral Seminar
The 2013 IMP Conference
The 2015 Theory and Practice in Marketing Conference
1.e.3.3 Programs for foreign students

1.e.3.4 Programs coordinated with the university’s international initiatives

1.e.4 Enhancement of Global Competency

1.e.4.1 Contribution to international studies

1.e.4.2 Number of students enrolled in study abroad programs

1.e.4.3 Global leadership certificate programs for undergraduates

1.e.4.4 Language programs with learning outcomes and success measures

1.e.4.5 Courses / programs with learning outcomes and success measures

1.e.4.6 Contribution of global / multicultural perspectives to Core courses

1.e.4.7 Contribution to global competency for staff

1.e.4.8 Success in recruiting top international faculty and students

1.f Overall assessment of the unit: (1) Is the unit of sufficient quality to justify investments in “sustaining innovation” (doing the same things better) and (2) Is there evidence of exceptional accomplishments in the unit to warrant investments in disruptive innovations such as new programs, pedagogies, research initiatives

2 How Adequate Are Your Unit’s Resources? (Note each of the criteria should include, as necessary, comparison to similar units at GSU or at peer institutions, both in terms of resources and faculty productivity with those resources. Each of the criteria should also address how realistic the unit’s goals are given current resources)

2.a Faculty Resources

Appendix 34 contains APR dashboard data on faculty resources, including full time faculty, part time instructors and GTAs.

The Marketing department houses two roundtables. These roundtables have created significant connections with the business community, provide research-related opportunities, and generate resources for department initiatives including research support and collaboration as well as student scholarships, and foster professional development for their members.
Marketing Roundtable

Founded in March 1990, the Georgia State University Marketing RoundTable brings together the top marketing officers of the two dozen largest firms based in the Atlanta area. Members are from non-competing organizations and membership is by invitation only. The Marketing Roundtable pursues several objectives for its members:

1. To enhance the professional development of RoundTable members.
2. To develop and cultivate a network of senior marketing professionals.
3. To create a partnership between member organizations and Georgia State University for the enhancement of both groups.
4. To give back to the marketing community in the form of funding for a minority marketing scholarship program.

The director of the GSU Marketing RoundTable is Liz Levy Ward, who is the immediate past president of the Atlanta Chapter of the American Marketing Association and principal of marketing consultancy Thought Partners. Prior to founding her company, Liz was a senior vice president at FCB/San Francisco. Liz is preceded in her role by Dr. Maureen Schumacher, and by Dr. Kenneth Bernhardt, who founded GSU’s Marketing RoundTable in 1990.

The RoundTable facilitates professional development by bringing in top speakers from academia and business that are experts in their marketing-related fields. These meetings (eight times a year) provide members with a unique opportunity to gain new learning from the speakers and to share perspectives with and network with their peers. Member firms also have special access to the faculty of Robinson’s Department of Marketing and are able to consult with and seek research assistance from them. Funds from RoundTable membership enable Georgia State to attract and retain outstanding faculty and enhance the research productivity of the marketing faculty. Members of the Marketing RoundTable participate as judges for the Edison Awards — named after Thomas Edison — honoring innovations and innovators globally. Proceeds from the judging partnership are used to help fund the Marketing Department’s outstanding minority marketing student scholarships.


Sales Executive Roundtable

The Sales Executive RoundTable (SERT) brings together the top sales officers from major firms located in the Atlanta area in order to facilitate professional development by giving its members the opportunity to network with their peers and to keep abreast of the latest developments in the field. The SERT was founded in 2012 by Stephen P. Young, retired SVP at MCI and Verizon and now an instructor in Sales and Marketing at Georgia State University’s J. Mack Robinson College of Business. Member firms enjoy a special relationship with the faculty of Robinson’s...
Department of Marketing. In exchange for financial support and access to corporate resources, members receive advice and research assistance from the sales and marketing faculty as well as priority access to 1,500 graduate and undergraduate students who are concentrating their studies in sales and marketing disciplines. The Sales Executive RoundTable provides programming designed to enhance member effectiveness in achieving organizational goals. Meetings are led by preeminent experts in sales or conducted as roundtable discussion on topics selected by members. Membership is limited to 25 companies to ensure that executives can effectively network with their peers and enjoy thoughtful discussion of meeting topics.

Member firms include AutoTrader, CareerBuilder, Cox Communications, Delta Air Lines, Equifax, Georgia-Pacific, Kaiser Permanente, Lexis Nexis, Merial, NCR, Neenah Paper, PGi, Precision Aviation Group (PAG), PrintPack, ReFocus Consulting, State Farm Insurance, UPS, Verizon Enterprise Solutions, and Web MD.

2.a.1 Student / faculty ratio data

Appendix 35 reports student/faculty ratio data. The undergraduate ratio is 63.7/1 while the graduate ratio is 3.2/1.

2.a.2 Credit hour generation data, by faculty by fiscal year

These data are shown in Appendix 36. Full time faculty generate 66% of the credit hours. Full time faculty generate 83% of graduate credit hours.

2.b Administrative Resources

At the faculty level, administrative resources include the department chair, the associate department chair, and the doctoral coordinator. Additional administrative duties for graduate and undergraduate programs, the Roundtables, the undergraduate certificate in professional sales and the graduate certificate in Brand and Customer Management, are handled by various faculty.

Marketing has four fulltime staff. The business manager oversees the business and financial management of the department. An academic specialist handles academic duties such as registration assistance, course scheduling and administrative assistance. Another staff is the receptionist for the department and also provides administrative assistance. A fourth individual provides administrative assistance for special projects and for the department’s two roundtables: the Marketing Roundtable and the Sales Executive Roundtable.

In addition to MK’s own administrative resources, the Office of Graduate Admissions and Student Services and the Office of Undergraduate Academic Assistance provide academic and career services to marketing students.

2.b.1 Staff support per FTE faculty member

2.c Technological Resources
2.d Space Resources

MK occupies the thirteenth floor of the Robinson College of Business building, although one faculty has his office in the University’s Buckhead facility. Doctoral students have cubicle and shared office space on the 13th floor and in the Buckhead facility. The Center for Excellence in Brand and Customer Management is housed in the Buckhead facility while the Center for Mature Consumer Studies and the Center for Business and Industrial Markets are located on the 13th floor.

2.e Laboratory Resources (both research and non-instruction laboratory space)

2.f GSU Foundation Resources and other gifts the unit has received

2.g Library resources

3 Where Does Your Unit Want to Go?

3.a Describe sustaining innovations and disruptive innovations, if any.

We have as our goals for sustaining innovations (“what we’re already doing that we can do better”) the following, stated in order of priority:

1. **Maintain our current level of research productivity in A-Level Marketing Journals:** Our department is developing an international reputation in research that applies marketing science tools to marketing strategy decisions. We want to maintain our current level of momentum and visibility.

2. **Maintain and enhance our Ph.D. program:** Our department recently significantly modified its Ph.D. program. Consistent with our mission to train students to be successful academics at leading universities, we have adopted an approach focusing on two key elements. Our students will be trained as specialists who can produce sophisticated research in specific areas of marketing. Second, each student will be mentored by a senior faculty who has a strong record of publishing with doctoral students, placing doctoral students in top schools, and who will be held accountable for their work with doctoral students.

3. **Introduce an analytics track in the MS program:** Consistent with the focus of the Robinson College of Business, we wish to pursue an analytics track in the MS program. This new track would expand the appeal of the program and support the college’s emphasis on the importance of analytics. Four courses have already been approved for this track.

4. **Increase enrolment in MS program:** We want to increase the enrolment in the MS program. Our goal is to enroll annually 35 to 40 students.
5. **Strengthen our undergraduate curriculum**: We plan to actively move forward with the recommendations from our undergraduate curriculum planning committee. These recommendations include infusing Critical Thinking and Writing in all Marketing courses by the use of at least one case in each class (with grade implications for the student), an emphasis on analytics and an emphasis on effective communication skills.

6. **Actively support the Robinson College of Business’s Catalyst Program**: RCB has recently completed the planning phase related to changes in its undergraduate programs. We wish to actively contribute to the implementation of the proposed changes. Of particular relevance to our department are proposed changes in the construction and delivery of the business communication component of our undergraduate curriculum.

7. **Gather and document MS graduate placement and career data**: Consistent with increasing student enrolment, we want to measure and document placement and career data for our MS graduates.

8. **Develop a plan related to faculty demographics**: We propose to develop a plan that would anticipate and plan for the opportunities and threats associated with the impact of potential faculty retirements.

We also have on goal for disruptive innovations:

**Disruptive Innovation**

1. **Promote the Certificate in Brand and Customer Management outside of the United States**: The Center for Excellence in Brand and Customer Management administers a certificate program for graduate students. Students earn a certificate in brand and customer management upon successful completion of certificate requirements. The department wishes to explore the possibility of promoting the certificate to universities outside of the United States. Our faculty would assist the foreign school in developing the relevant curriculum, in the initial offering of the certificate courses and in relevant updates to course/program content. In turn, the department would be compensated for students who earn the certificate. The department has already explored such an arrangement with Leeds University and with Moscow State University.
4 What Do You Need to Do or Change to Get There?

4.a. A list of Goals and Objectives  A list of Goals and Objectives for the coming cycle, including a description of identified strategic initiative or changes the unit will undertake to improve program quality and align the unit with the strategic plan

   a. Hire senior faculty in the Pennebaker Chair to provide research leadership and train Ph.D. students.

   b. Develop career plans for associate professors who have been in the position for over 10 to 15 years.

   c. Recruit faculty in the emerging area of Social Media Marketing and Marketing Analytics to teach in the proposed Analytics track of the MS program.

   d. Place doctoral students at reputed aspirational universities.

   e. Develop recruiting plan for the large number of faculty approaching retirement age.

   f. Develop plan for the future of the Center for Mature Customer Studies that has low department faculty involvement and lacks research publications in premier journals.

4.b A List of Any Identified New Resources, where necessary, that will be required to achieve each. Prioritized reallocations within the unit should also be detailed, to be developed in consultation with the relevant Dean, who will consider the requirements within the larger context of college resources and needs

4.c An Implementation Plan for achieving each goal by the next scheduled self-study