

**A REGIONAL BUSINESS SCHOOL'S APPROACH TO  
DEMONSTRATING AND DOCUMENTING  
ENGAGEMENT, INNOVATION, AND IMPACT  
UNDER THE 2013 AACSB  
INTERNATIONAL ACCREDITATION STANDARDS**

**Bill Scroggins**

Department Head, Professor of Finance  
Finance, Economics, and Accounting Department  
School of Business and Industry  
Jacksonville State University  
Jacksonville, Alabama

**Louise J. Clark**

Associate Dean, Professor of Statistics  
Finance, Economics, and Accounting Department  
School of Business and Industry  
Jacksonville State University  
Jacksonville, Alabama

**Bill Fielding**

Dean, Professor of Economics  
Finance, Economics, and Accounting Department  
School of Business and Industry  
Jacksonville State University  
Jacksonville, Alabama

**ABSTRACT**

*Many significant changes resulted from the new 2013 AACSB International Accreditation Standards. The new standards place considerable emphasis on engagement, innovation, and impact. In addition, business schools are expected to assess and demonstrate the impact of intellectual contributions. This paper presents and describes the approach used by a regional business school to demonstrate and document the impact of faculty intellectual contributions for their 2018 Continuous Improvement Review. In addition, the system used by the business school to collect faculty accomplishments involving engagement, innovation, and impact is presented. Our intent is to offer this information to assist other schools in developing their own approach consistent, with their mission.*

**LITERATURE REVIEW**

According to the 2013 Association to Advance Collegiate Schools of Business (AACSB) Standards, in today's increasingly dynamic environment, business schools must respond to the business world's changing needs by providing relevant knowledge and skills to the stakeholders they serve. They must innovate and develop new programs, curricula and courses. Also, declining public support for higher education has placed business schools under additional economic pressure that has significantly affected

teaching, research, and the future of faculty responsibilities. Accordingly, accreditation standards must evolve to not only validate quality management education and impactful research, but also provide support for change in business programs. The AACSB recognizes that a wide variety of missions and strategies can lead to quality and encourages diverse paths to achieving high quality in management education. AACSB accreditation requires evidence of continuous quality improvement involving these vital areas: engagement, innovation, and impact. Effective quality management education is achieved with

an appropriate “balance” or “intersection” of academic and professional engagement. The standards challenge business schools to fulfill their mission and strive for continuous improvement through innovation which involves creativity, experimentation, or entrepreneurial pursuits. Impact not only serves to validate quality management education, and research but also has a broader meaning in that as they execute their missions, business schools should “make a difference” in business and society as well as in the global community of business schools and management education. (AACSB, 2016)

Traditionally, business schools evaluate faculty intellectual contributions for tenure, promotion, and AACSB faculty qualifications status by counting journal articles and the number of times articles are cited by other journal articles. Many schools recognize and reward articles published in top tier journals. This narrow focus is problematic for more than one reason.

Specifically, the current approach does a poor job of measuring what kind of impact faculty have on their students, their institutions, and the broader community through their research, teaching and service. We must be accountable for the impact we make. Fundamentally, we add value through all the practices that constitute our scholarship. What matters to faculty is a recognition that what we do makes a difference, and therefore needs to be accounted for in a way that reflects the difference we make. There has been little agreement about what impact is, how it’s demonstrated, and how it can be measured. There is an urgent need to study these impact case studies to discover common perspectives and develop a coherent framework for capturing impact in tangible and intangible ways. Broadening the definition of scholarly output allows faculty to show impact through all of their activities. We need to actively demonstrate our worth, so we can safeguard our role in society. We begin by demonstrating how our scholarship has impact. (Shinn, 2014).

Aguinus, Shapero, Antonacopoulou, and Cummings (2014) offer an alternative approach to counting citations as a measure of impact, referred to as a “pluralist” conceptualization of scholarly impact. Their approach broadens the meaning of impact to include multiple stakeholders and multiple measures of impact. They maintain that a single type of measure of impact, such as citations, does not capture the multidimensional nature of research. The authors maintain that scholarly impact needs to account for multiple stakeholders such as other researchers, university students, corporate practitioners, nongovernmental organizations, government policy makers, and society

in general. Also, their proposed “pluralist” conceptualization of scholarly impact includes multiple measures since impact comes in different forms. For example, a scholar can affect organizational practices through teaching executives or writing practitioner-oriented articles, consulting, serving as an expert witness in high profile cases, media appearances, or by spending a sabbatical in a business practice. They argue that the adoption of a “pluralist” conceptualization of scholarly impact can increase motivation for engaged scholarship that is more conducive to actionable knowledge.

Van Slyke, Yordy and Wright (2015) point out how a business school, in preparing for its 2014 CIR, made adjustments in its approach and requirements regarding intellectual contributions. In reviewing its mission statement, the school determined that to fulfil its purpose, the intellectual contributions needed to maintain a broad focus. It now recognizes and values a broad range of intellectual contributions, including case studies, textbooks, and practitioner articles. The new system now encourages faculty to focus on generating a wider range of impactful, quality research and recognizes multidisciplinary journals. It was made clear to faculty that contributions that go beyond the traditional academic indicators of journal quality, such as best paper awards, and leadership in academic organizations are valued. Also, the annual review process asks faculty to submit narratives that describe the impact of their intellectual contributions. The narratives are not used as a basis for the annual review, but instead, to demonstrate the impact of the intellectual contributions to the CIR team. In addition, the narratives allow the faculty the opportunity to describe how their research supports their mission statement and contributes to the school’s overall impact.

The approach taken in the research by Van Slyke et al. (2015) as well as the work by Aguinus et al. (2014) represents a significant improvement in the process of evaluating and documenting the impact of intellectual contributions. A broader perspective recognizes that faculty also add value and “make a difference” through the other AACSB Standards’ pillars, engagement and innovation. The research by Holmes, Wilkins, and Zhang (2013) extends and develops the process further to encompass engagement and innovation. Holmes et al. (2013) outline one business school’s experience in developing and implementing a comprehensive approach to track their faculty’s activities and gather information related to engagement, innovation, and impact. For purposes of illustration, Holmes and her co-authors include a sample report populated with hypothetical faculty data and experiences.

## **IMPACT OF FACULTY INTELLECTUAL CONTRIBUTIONS**

Even though SBI representatives attended the AACSB International Continuous Improvement Review Seminar in Miami, FL in January 2016, many questions remained and issues were unresolved as to the process for demonstrating the impact of faculty intellectual contributions. Discussions with faculty and administrators of other business schools took place regarding this issue. Likewise, we received inquiries in the form of survey questionnaires, emails, and telephone calls regarding our approach to the documentation of the impact of faculty intellectual contributions. The approach that we ultimately adopted and presented herein, is the result of many collaborations, discussions, and reviews.

### **THE RELEVANT STANDARD**

AACSB Standard #2: The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management. (INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION)

Standard #2 considers the intellectual contributions the school supports and produces as a whole and the differences those contributions have made. In the context of Standard #2, schools are expected to be accountable for using inputs and achieving desired outcomes, consistent with their mission. Accordingly, faculty are expected to produce intellectual contributions that have an impact on theory, teaching, and practice. Also, schools are expected to demonstrate that the business school is “making a difference in the business world and society as well as its business programs and students.” Based on the section “Guidance for Documentation” for Standard #2, “schools are to provide a portfolio of evidence including qualitative and quantitative measures that summarize the portfolio of intellectual contributions over the most recent five year review period.” The peer-review team (PRT) will also be interested in reviewing evidence to allow for an assessment of the portfolio’s alignment with the school’s mission.

Particularly beneficial to the SBI was the statement provided in Part D of AACSB Table 2-1: Intellectual Contributions included in Standard #2. The statement indicates that in providing evidence documenting that the school’s intellectual contributions have had an impact on the theory, practice, and management, “the school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact.” Our

qualitative documentation included a description of the types and quality of intellectual contributions expected to be produced by our faculty, along with some examples of the “outstanding” accomplishments of our faculty’s intellectual contributions. This included peer-reviewed journal (PRJ) articles in journals with low acceptance rates and high citation counts, widely adopted published textbooks, editorships, leadership positions in academic or professional organizations, awards/recognitions, research accomplishments co-authored with students, consulting reports resulting in PRJ articles or legal rulings, successes of graduates, and significant applications of teaching related research.

We found Appendix I of the 2017 AACSB Standards entitled “Examples of Impact Metrics in Support of Documentation” particularly helpful in developing the quantitative evidence for documenting the impact of faculty intellectual contributions. Eight broad categories of possible impact indicators were provided; seven were pertinent to the SBI. The seven broad categories of impact metrics utilized by the SBI included: mission alignment, academic impact, teaching/instructional impact, education at bachelor’s and master’s level, practice/community impact, executive education impact, and research center impact. Appendix A provides examples utilized to document the impact of our faculty accomplishments from the seven categories of impact metrics.

While Continuous Improvement Reviews span five years, documentation of the impact of intellectual contributions allows the use of evidence that extends beyond five years, as indicated in the footnote for AACSB Table 2-1 Part D of the Standards that states: “evidence of impact may stem from intellectual contributions produced beyond the five year AACSB accreditation review period.” The SBI used Table I in Appendix B to present quantitative metrics to demonstrate the impact of intellectual contributions produced by faculty of the Finance, Economics, and Accounting Department (FEA). Table I shows actual quantitative metrics data for the SBI (faculty member names are fictitious). For example, faculty member Camp produced two intellectual contributions impacting “Mission Alignment” of the SBI, two intellectual contributions having an “Academic Impact” and four intellectual contributions with a “Practice/Community Impact” for 2013-2017 and prior years. In addition, we prepared a “Faculty Intellectual Contribution Impact Report” on each faculty member to provide supporting documentation for the impact metrics data presented in Table I of Appendix B. These reports were prepared for each faculty member using information obtained from resumes, Continuous Improvement Review reports from prior AACSB reviews, and annual faculty performance reviews. Appendix C shows a sample of some of the actual entries from

“Faculty Intellectual Contribution Impact Reports” for several selected SBI faculty (faculty member names are fictitious). The entries provide supporting documentation and additional detailed information for the quantitative impact metrics data shown in Table I of Appendix B.

### Mission Alignment

To illustrate the use of an entry from the Faculty Intellectual Contribution Impact Reports of Appendix C, faculty member Bates produced a peer-reviewed journal article that depicted one component of our mission statement, “social responsibility. Likewise, other similar examples for SBI faculty’s intellectual contributions and focus areas valued by the SBI’s mission include: Bates-peer-reviewed journal article (global); Cash-book review (diversity); Lindsey-law review article (ethics); Swift-technical report (regional economic development); and Ziegler-peer-reviewed journal article (information technology).

### Academic Impact

Sample faculty entries of Appendix C providing supporting documentation for quantitative metrics in Table I (of Appendix B) include faculty member Camp who produced a peer-reviewed journal article cited by 135 other author’s works. Professor Harper published a reference book for practicing attorneys that has been cited in 25 articles. Faculty member Lindsey produced law review articles published in “highly recognized leading journals.” Also, Professor Lindsey has served as “staff editor,” “articles editor,” and “manuscript reviewer” for several leading law journals. Faculty member Zeigler received a “best paper award” for a published article. Faculty member Collins received an “appointment to a leadership position in an academic association,” and Dr. Collins serves as “editor” of a peer-reviewed journal.

### Teaching/Instructional Impact

Faculty entries from Appendix C include faculty member Cash who produced a peer-reviewed journal article that focused on “teaching.” Faculty member Camp completed a certified online instructor course that represented “certification aimed at improving teaching.” Faculty member Swift earned a Certified Financial Planner (CFP®) certification and completed continuing education courses that represent the completion of “courses/certifications aimed at improving teaching.” Professor Harper authored a “widely adopted book for practitioner attorneys aimed directly at improving practice” that is considered “one of the best short treatise on the subject in the nation” and is “widely used by practicing attorneys and law students.”

### Bachelor’s/Master’s-Level Educational Impact

Entries from Appendix C based on faculty intellectual contributions include faculty member Cash who provided “mentorship” to one of his students working on a research project that resulted in a peer-reviewed publication.

### Practice/Community Impact

Faculty entries from Appendix C include Dr. Camp who published a peer-reviewed article in a practitioner journal “aimed directly at improving management expertise and practice.” Professor Collins received a request to provide “expertise for a consulting project” in which he served as an expert witness in a federal court case. Also, Professor Bates authored a “consulting report” consisting of an economic impact study for purposes of regional economic development. Professor Swift received an invitation to “serve as an expert on roundtables/panel discussions” by being a permanent member of a virtual community of financial planning academicians / practitioners. Also, Dr. Ziegler received an invitation to serve as an expert on policy formulation by being invited to be a member of the JSU Center for Information Security and Assurance.

### Executive Education Impact

Regarding entries from Appendix C, faculty member Swift was involved as a participant, consistent with the teaching mission of the SBI, by developing and teaching a 12-hour seminar on finance and accounting every fall and spring over five years for upper management of a regional organization.

### Research Center Impact

Finally, as to entries from Appendix C providing documentation for “Research Center Impact” through “Center Research Projects,” Mrs. Amy Allen, Account Executive, JSU Center for Economic Development directs and coordinates a recurring monthly project. Mrs. Allen serves as Assistant Editor of Economic Update (In-House Monthly Newsletter) that provides on-going analysis of economic indicators across a ten-county area of north central Alabama to 1,400 subscribers. Regarding impact based on “Center-Sponsored Events,” Mrs. Allen organized, planned and hosted the 2016 Inventor’s Conference that was offered and sponsored by JSU’s Center for Economic Development. Also, Mrs. Allen gathered, compiled economic data and helped to organize other conferences from 2015 to present.

## **SBI FACULTY ENGAGEMENT, INNOVATION, AND IMPACT REPORT**

This section presents the system used by the SBI to collect faculty accomplishments involving engagement, innovation, and impact for our 2018 Continuous Improvement Review (CIR), consistent with the 2013 AACSB Standards.

### **THE RELEVANT STANDARDS**

The primary standards pertaining to engagement are included in the fourth group of standards: Academic and Professional Engagement. These include Standard #13 (Student Academic and Professional Engagement), Standard #14 (Executive Education), and Standard #15 (Faculty Qualifications and Engagement). Additional standards with an engagement focus include: Standards 1, 2, 5, 9, and 10. Standards linked to an impact focus include: Standards 1, 2, 8, 9, and 15.

One of the major changes in the 2013 Accreditation Standards is the requirement for business schools to demonstrate how they have achieved engagement, innovation, and impact through their teaching, research, and service activities. The focus of the Continuous Improvement Report is to tell how the business program is having an impact from engagement activities and innovation in delivering relevant quality management education. Engagement, innovation and impact are to be discussed throughout the entire report. Schools are to build their story with narrative supported, whenever possible, with tables that present quantitative metrics. Schools will document engagement accomplishments such as student extracurricular activities, intellectual contributions, faculty projects and other activities by showing the results of the engagement activities in accreditation reports and peer review visits.

The SBI utilized a “Faculty Engagement, Innovation, and Impact Report” to enable faculty to describe the contributions they made during the academic year toward the critical measures of engagement, innovation, and impact. The Report not only captures this important information, but also allows faculty and the SBI to “tell our story.” The information obtained from the “Faculty Engagement, Innovation, and Impact Report” was dispersed throughout our CIR Report. In addition, a table showing select faculty class activities involving engagement, innovation, and impact was included in the Executive Summary of the CIR report. A sample section from the table is included in Appendix D. Because the SBI will need to continue to capture this information for future use, we will continue

to use this “reporting system” as part of our year-end annual review process.

It was our experience that the system provides significant guidance and structure to help faculty in documenting accomplishments. We believe most faculty are glad to describe, using their own unique examples, how their activities contribute to the SBI’s mission and positively impact their students and improve our programs. In addition, we used a modified version of the “Faculty Tracking Record” implemented in 2014 by the School of Business of Trinity University to capture faculty accomplishments pertaining to engagement, innovation, and impact. (Wilkins, 2016). The “Faculty Engagement, Innovation, and Impact Report” used for our 2018 CIR consisted of eight sections. Faculty were asked to describe their accomplishments pertinent to each section; examples were provided for guidance. A sample copy of the “Faculty Engagement, Innovation, and Impact Report,” along with examples is included in Appendix E.

### **CONCLUSION**

When the new AACSB International Standards were adopted in 2013, it soon became apparent that a general understanding of certain standards would prove difficult in preparing for our CIR visit in 2018. Very significant interactions with peers in the academic community ensued that proved to be very beneficial in interpreting the new standards and preparing a plan of action for implementation. The AACSB diligently assists business schools in many ways, including providing seminars and hosting other professional development events, special publications, creating networking opportunities, and providing data from research studies, and assessing trends. Even though, schools may still experience significant difficulty with certain standards and possibly benefit by sharing ideas and practices. Thus, the authors hope that the information conveyed in this article enables other business schools to learn from our experiences and the approach that we believe helped us achieve a successful peer review visit. No doubt, our approach will be among the many that will emerge over the next few years. We hope that our views will provide for relevant discussion by other schools as they develop their own ways to demonstrate the positive accomplishments of engagement, innovation, and the impact they make on society.

### **REFERENCES**

AACSB International: Impact of Research. A Guide for Business Schools. Insights from the AACSB International. Impact of Research Exploratory Study. 2012.

- AACSB International: Impact of Research. Final Report of the AACSB International. Task Force. 2008.
- AACSB International – The Association to Advance Collegiate Schools of Business. Eligibility Procedures and Accreditation Standards for Business Accreditation, AACSB International, adopted: April 8, 2013, latest revision: September 22, 2017.
- Aguinis, H., Shapiro, D., Antonacopoulou, E., Cummings, T. 2014. "Scholarly Impact: A Pluralist Conceptualization." *Academy of Management Learning & Education*, Vol. 13, No. 4, pp. 623-639.
- Bisoux, Tricia. 2013. "15 AACSB Accreditation Standards Approved." *BizEd Magazine*, Vol. XII, Issue 2, (March/April) pp. 26-34. Published by AACSB International.
- "Continuous Improvement Review Seminar," AACSB International, January 30, 2016, Miami, FL.
- Holmes, A.F., Wilkins, M., Zhang, S. 2017. "Engagement, Innovation, and Impact: Tracking Faculty Activities Under the 2013 AACSB Standards." *Organization Management Journal*, Vol. 14, No. 1, pp. 22-23.
- Shinn, S. 2014. "Measuring Faculty Impact." *BizEd Magazine*, Vol. XIII, Issue 5, (September/October) pp. 20-24. Published by AACSB International.
- Van Slyke, C., Yordy, E., & Wright, S. 2015. "Solving for X: Preparing for Impact." *BizEd Magazine*, Vol. XIV, Issue 6, pp 52-55. Published by AACSB International.
- Wilkins, Michael S. 2016. "Track Record: Documenting Faculty Contributions in Impact, Engagement, and Innovation." *BizEd Magazine*, Vol. XV, Issue 5, (September/October) pp. 62-63. Published by AACSB International.

## APPENDIX A

### LIST OF CATEGORIES AND EXAMPLES OF IMPACT METRICS USED BY SBI AS SUPPORT DOCUMENTATION

- I. Mission Alignment Impact
  - ▷ Intellectual Contribution focus areas valued by SBI's mission: social responsibility, sustainability, ethics, global, entrepreneurship, diversity, regional economic development, applied scholarship and instructional development.
- II. Academic Impact
  - ▷ Citation counts
  - ▷ Publications in leading peer reviewed journals
  - ▷ Editorships
  - ▷ Best paper awards
  - ▷ Appointments to leadership positions in academic associations
- III. Teaching/Instructional Impact
  - ▷ Publications that focus on teaching
  - ▷ Courses/certifications completed aimed at improving teaching
  - ▷ Research grants that focus on teaching practices
  - ▷ Widely adopted textbooks
- IV. Bachelor's/Master's Level Educational Impact
  - ▷ Mentorship of student research leading to papers presented at academic conferences or published
  - ▷ Placement of students in research based graduate programs
- V. Practice/Community Impact
  - ▷ Consulting reports
  - ▷ Publications in practitioner journals aimed directly at improving management practice
  - ▷ Invitations for faculty to serve as experts on policy formulation
  - ▷ Memberships on boards of directors
- VI. Executive Education Impact
  - ▷ Partnerships between the SBI and organizations that participate in executive education programs
- VII. Research Center Impact
  - ▷ Center research projects funded by external governments, business or non-profit agencies
  - ▷ Center-sponsored events with the responsibility for organizing or serving as presenter or speaker

**APPENDIX B**

<p align="center"><b>Table I</b>  <b>Impact of Intellectual Contributions</b>  <b>(Including 2013-2017 and Prior Years)</b>  <b>(Names are fictitious)</b></p>							
	Mission Alignment Impact	Academic Impact	Teaching/ Instructional Impact	Bachelor's/Master's Level Education Impact	Practice/ Community Impact	Executive Education Impact	Research Center Impact
<b>ACCOUNTING</b>							
Camp, T.	2	5			4		
Sharp, C.	6	6			2		
Sharp, J.	6	10			2		
Sims, J.	3	1	3		1		
Zeigler, J.	6	3			1		
<b>ECONOMICS</b>							
Brown, D.	2	5	4		1		
Cash, S.	2	4	3	2			
Ford, B.	24	1				1	
Mason, C.	3	9	4			2	
<b>FINANCE</b>							
Bates, B.	9	5			3		
Collins, R.	5	27			1		
Steward, B.	3	3					
Swift, B.	8	6	1		1	3	
<b>LEGAL STUDIES</b>							
Harper, B.	6	4			3		
Lindsey, R.	14	27	3			1	
<b>STATISTICS</b>							
Cline, L.	2	1			4		
Logan, K.	9	5	1	2			
Triplett, F.	2	1					
<b>CENTER FOR ECONOMIC DEVELOPMENT</b>							
Allen, A.	4	6					25
Griffin, J.							43
<b>TOTALS:</b>	116	129	19	4	23	7	68



## APPENDIX C

Sample Entries from Faculty Intellectual Contribution Impact Reports  
(Names are fictitious)

### BEN BATES

#### MISSION ALIGNMENT IMPACT

**Alignment of Intellectual Contribution, Outcomes with Themes or Focus Areas Valued by the Business School's Mission (Social Responsibility):**

Peer Reviewed Journal Article. "Stages of Health Policy Formulation: A Study of Medical Care Access that Transcends Economic Cause and Effect," *Journal of Healthcare Leadership, Management, and Research*, 1(12), 2010, pp. 1-18.

**Alignment of Intellectual Contribution, Outcomes with Themes or Focus Areas Valued by the Business School's Mission (Global):**

Peer Reviewed Journal Article. "Analyzing Bilateral Currency Exchange Rates in Predicting Economic Output," *Journal of International Business Research*. Volume 7, No. 2 (2008), pp. 1-12. Co-author: S. Keith Logan

#### PRACTICE/COMMUNITY IMPACT

##### Consulting Reports:

JSU Center for Economic Development In-House Technical Consulting Report. "An Economic and Impact Analysis of Extending the Chief Ladiga Trail," Jacksonville State University. (November 2014).

### SHAWN CASH

#### MISSION ALIGNMENT IMPACT

**Alignment of Intellectual Contribution, Outcomes with Themes or Focus Areas Valued by the Business School's Mission (Diversity):**

Book Review Published in a Journal. "Unequal Crime Recline: Theorizing Race, Urban Inequality, and Criminal Violence" by Karen F. Parker, *Western Journal of Black Studies*. Vol. 33, Number 4, December 2009, pp. 293-294.

#### TEACHING/INSTRUCTIONAL IMPACT

##### Publications that Focus on Research Methods and Teaching

"Teaching Graduate Economics: Online vs. Traditional Classroom Instruction," *Journal for Economic Educators*, Vol. 11, No. 2, Fall 2011. Co-authors: Doris Brown and Cynthia Mason.

#### BACHELOR'S/MASTER'S LEVEL EDUCATION IMPACT

##### Mentorship of Student Research Publications/Presentations Academic Conferences:

Peer-Reviewed article with JSU student: "The Relationship Between English Proficiency and Academic Performance on International Students in Undergraduate Education," *International Journal of Science Commerce and Humanities*. Co-author: Felipe Watanabe (undergraduate student and economics major).

### RONNIE COLLINS

#### ACADEMIC IMPACT

**Editorships/Editorial Boards/Journal Reviewer/Editorial Board Memberships/Invitations to Act as Journal Reviewers for Recognized, Leading Peer-Review Journals:**

Editor of a Journal, *Financial Decisions*, 2002-Present.

##### Leadership Positions in Academic/Professional Associations:

Elected Officer. President of *Financial Decisions Association*, May 2002-Present.

Executive Director. *Southern Finance Association*. 1996-Present.

#### PRACTICE/COMMUNITY IMPACT

##### Requests from the Practice Community to Utilize Faculty Expertise for Consulting Projects:

Dr. Ronnie Collins prepared a consulting report for American Home Mortgage in 1999 while serving as an expert witness in a court case at the federal level. Dr. Collins evaluated a portfolio of mortgages valued at \$1.2 billion. The appellant judges indicated their heavy reliance on the analysis that Dr. Collins provided.

**TALEAH CAMP**

**ACADEMIC IMPACT**

**Citation Counts:**

“Benefits and Drawbacks of Electronic Health Record Systems” N Menachemi, TH Camp–Risk Management Health Policy, 2011–Cited by 135 related articles

**TEACHING/INSTRUCTIONAL IMPACT**

**Certified Online Instructor Course, February 2016-March 2016**

Jacksonville State University’s (JSU) Certified Online Instructor course is a six-week course that offers faculty a unique and creative professional development opportunity focused on building and teaching an online course.

**PRACTICE/COMMUNITY IMPACT**

**Publications in Practitioner Journals or Other Venues Aimed Directly at Improving Management Expertise and Practice**

Peer Reviewed Journal Article. “Management Involvement on the Board of Directors and Hospital Financial Performance.” Journal of Healthcare Management, 59(6) . (2014).. Co-authors: N. Menachemi, M. Kilgore and R. Weech-Maldonado

**BEN HARPER**

**ACADEMIC IMPACT**

**Citation counts:**

“Hood, Harper and Lewis’ Workers Compensation and Employee Protection Laws in a Nutshell,” 5th, J Hood, B Harper Jr. H Lewis Jr – 2011 – Cited by 25 related articles

**PRACTICE/COMMUNITY IMPACT**

**Publications in Practitioner Journals/Venues Aimed Directly at Improving Practice:**

Workers’ Compensation and Employee Protection Laws in a Nutshell, 4th edition, 2005, Thomson West. The West Nutshell publication Workers’ Compensation and Employee Protection Laws is considered the best short treatise on the subject in the nation and is widely used by practicing attorneys and law students as well as people in the insurance industry.

**Publications in Practitioner Journals/Venues Aimed Directly at Improving Practice:**

Georgia Workers’ Compensation Claims with Forms is so widely used by Georgia lawyers as the practical treatise on Georgia Worker’s Compensation that it is now published annually. Annual editions include: 2015-2016, 2014-2015, 2013-2014 and 2012-2013.

**Publications in Practitioner Journals/Venues Aimed Directly at Improving Practice:**

Alabama Pleading Practice and Legal Forms: Rules of Civil Procedures is widely used by Alabama lawyers and is considered indispensable to the practitioner and annual supplements are published. Annual supplements include: 2015-2016, 2014-2015, 2013-2014 and 2012-2013.

**ROB LINDSEY**

**MISSION ALIGNMENT IMPACT**

**Alignment of Intellectual Contribution, Outcomes with Themes or Focus Areas Valued by the business School’s Mission (Ethics):**

“Bankrupts Need not Apply: Sound Hiring Policy or Dangerous Proposition?” Virginia Law and Business Review, Vol. 7, No. 1, pp. 47-60, Spring 2012. Co-author: Ben Harper. (Law Reviewed)

**ACADEMIC IMPACT**

**Publications in Highly Recognized, Leading Peer-Review Journals:**

Dr. Lindsey regularly publishes in top-ranked law journals in the bankruptcy field. He has published in the American Bankruptcy Law Journal, a peer-reviewed law journal, with a 2nd place ranking by Washington and Lee University School of Law. He has published in the American Bankruptcy Institute Law Review and the Emory Bankruptcy Developments Journal, both with top-five rankings.

**Editorships, Associate Editorships, Editorial Board Memberships, and/or Invitations to Act as Journal Reviewers for Recognized, Leading Peer-Review Journals.**

Manuscript Reviewer, Journal of Legal Studies Education, August 2007-present.

Staff Editor, Journal of Legal Studies Education, August 2007-present.

Staff Editor, American Business Law Journal, August 2013 – present.

Manuscript Reviewer. American Business Law Journal, March 2012-present.

Manuscript Reviewer. Editorial Board, The Alabama Lawyer, June 2012-present.

Articles Editor, Journal of Legal Studies Education, January 2013-present.

**BILL SWIFT**

**MISSION ALIGNMENT IMPACT**

**Alignment of Intellectual Contribution, Outcomes with Themes or Focus Areas Valued by the business School's Mission (Regional Economic Development):**

Technical Report. A study entitled "An Economic and Demographic Review of Etowah County and Its Major Municipalities 2000-2007" was prepared for The Chamber, Gadsden, & Etowah County. The study was prepared by CCBA faculty and done through the Center for Economic Development and Business Research.

**TEACHING/INSTRUCTIONAL IMPACT**

**Earning CFP® Certification (2015) and Meeting Annual Continuing Education Requirements by Completing Courses/Programs**

Teaching is enhanced by enabling Dr. Swift to provide state-of-the art material to his students in the Investments course that he teaches on a regular basis.

**PRACTICE/COMMUNITY IMPACT**

**Invitations for Faculty to Serve as Experts on Roundtables/Panel Discussions**

Financial Planning Association Theory in Practice Academic/Practitioner Knowledge Circle.

Invited on August 21, 2015 to be a permanent member of this virtual community of financial planning academicians/practitioners.

**EXECUTIVE EDUCATION IMPACT**

**Involvement of Executive Education Participants and their Organization in the Teaching Mission of the School.**

Delivered Management/Executive Development Seminar in Finance and Accounting for Anniston Army Depot Leadership and Management Program, 2003-2008 (total of 10 classes).

**JEFF ZEIGLER**

**Alignment of Intellectual Contribution, Outcomes with Themes or Focus Areas Valued by the business School's Mission (Information Technology):**

Peer Reviewed Journal Article. "Hands-on Training in Relational Database Concepts," The Journal of Accounting Education, Vol. 22, 2004, pp. 131-152. Co-author: Bor-Yi-Tsay.

**ACADEMIC IMPACT**

**Recognition for Research Best Paper Award:**

"The 2006 Max Block Distinguished Article Award for Informed Comment" presented by the New York State Society of Certified Public Accountants for "GAAP Requirements for Nonpublic Companies: New Views on 'Big GAAP' Versus 'Little GAAP,'" The CPA Journal, May 2006.

**PRACTICE/COMMUNITY IMPACT**

Invitations for Faculty to Serve as Experts on Policy Formulation, Witnesses at Legislative Hearings, Members of Special Interest Groups/Roundtables, etc:

Dr. Jeff Zeigler serves as a member of the JSU Center for Information Security and Assurance (CISA). The CISA is comprised of a group of 13 scientist and professionals dedicated to promoting and enhancing information security and assurance research and curriculum.

**AMY ALLEN**

**Account Executive, JSU Center for Economic Development**

**RESEARCH CENTER IMPACT**

**Center Research Projects Funded by External Government, Business or Non-Profit Agencies**

Assistant Editor, Economic Update. JSU Center for Economic Development In-House Monthly Newsletter.

**Center-Sponsored Events with the Responsibility for Organizing or Serving as Presenter or Speaker**

Planned/Hosted Conference. Organized, planned, and hosted the 2016 Inventor's Conference "From Innovation to Entrepreneurship: The Role of the Inventor."

Gathered, Compiled Economic Data and Helped Organize a Conference. From 2015 to present, participated in the Cheaha Economic Activity Zone (CEAZ) Exposition and Northeast Alabama Economic Activity Zone Exposition (NEAZ) on a biennial basis.

<b>APPENDIX D</b>		
<b>SAMPLE OF FACULTY CLASS ACTIVITIES INVOLVING ENGAGEMENT, INNOVATION AND IMPACT (NAMES ARE FICTITIOUS)</b>		
<b>Engagement</b>	<b>Innovation</b>	<b>Impact</b>
<b>FACULTY CLASS ACTIVITIES</b>		
•		An accounting professor (J Sharp) added EXCEL assignments to ACC 360 Intermediate Financial Accounting II when information from employers brought to his attention that students/employees were weak in applying spreadsheet skills to business applications.
•	•	The accounting professor teaching the two tax courses (J Sharp) requires students to use the CCH Intelliconnect database to complete tax research problems and comprehensive tax returns.
•	•	A professor of economics (Cash), teaching EC221 Principles of Microeconomics, previously gave quizzes in class where he verbally recited a quote that was inaccurate and made the quote vague so as to elicit verbal debate among students. More recently, the professor performs the same exercise, but students use their smartphones and the professor responds in real time to give immediate feedback.
•	•	Economics professor (Bates) added a homework assignment in EC 221 Principles of Microeconomics where students respond to a series of true/false questions. Students can take it up to three times with the highest grade selected. This provides more practice opportunities for the exams as well as critical analysis of material covered in class with a benefit of better student participation in class. The professor discusses the questions in class in an attempt to stimulate discussions. The goal is greater participation and improvement in the learning outcomes. Also, by giving students three opportunities, it gets them more engaged in learning. Since EC221 students are younger, it is sometimes more difficult to get them motivated and involved; and this activity is helping in that regard.
•	•	Economics professor (Lindsey) developed a hybrid format for EC 221 Principles of Microeconomics to increase student engagement. The new blended format offers two hours of traditional classroom teaching each week, with a required online component each week consisting of YouTube video lectures and required assessments administered via Blackboard.
•	•	To enhance student learning and performance on exams in the Legal and Social Environment course (FIN292), the professor (Harper) modified this course to include an additional assignment of outside readings and student papers related to the readings. Also, students are required to answer discussion questions on the outside readings. The professor has concluded that these additional assignments benefit the students by giving them a broader philosophical and economic perspective of the material.
•		In FIN 434 International Finance (Collins), students complete several projects relative to foreign exchange rates including an international investing project. These assignments have shown to strengthen critical thinking, communication, and presentation skills for students.
•	•	To develop research techniques, writing, group work/behavior, and presentation skills in CBA 396 International Business (Rains), the instructor introduced a Country Analysis group project with a presentation element. She also added a Currency Journal where students are assigned a currency and given a "pretend" \$2,000 USD to invest in that currency. Several videos have been added; one includes a Honda Corporation executive speaking on the importance of an understanding of international business for today's business students. Videos afford the benefit of a guest speaker each semester without the scheduling commitment. CBA 396 students have the opportunity to participate in a private tour of the Honda Corporations production facilities with the CBA 390 students. JSU international students have been added to the guest speaker list for their unique perspective of international/cultural differences and the impact on business. Ms. Rains has also toured the Hyundai and Mercedes production facilities (along with Honda's) to add to course lectures and case studies.

## **APPENDIX E**

### **SBI FACULTY ENGAGEMENT, INNOVATION AND IMPACT REPORT (2012–2017)**

#### **Section I: Engagement**

##### **A. Faculty Qualification and Engagement**

Please list your accomplishments involving intellectual contributions and professional development engagement activities. Please describe how your accomplishments help you meet the requirements of your AACSB qualification status. Also, please describe how your accomplishments are contributing to the mission of the SBI.

##### **B. Student Academic Engagement (Standard 13)**

Please identify any activities you may have been involved with that has resulted in academic engagement. Examples could include: serving as faculty advisor or sponsor of student organizations, participation in career fairs/meeting with recruiters or employers, assisting with students' study abroad experiences or New York trip, providing letters of recommendation for employment or graduate school, oversight of student experiential learning activities/projects, directing student consulting projects (JSU's CED or SBDC), and inviting guest lecturers.

In the space below, provide a narrative of your own unique personal story pertaining to your student academic engagement experiences. Expand the space as necessary.

#### **Section II: Innovation**

##### **A. Teaching Innovation and Effectiveness (Standard 12)**

Describe ways that your teaching practices have produced positive outcomes: Examples could include: special certifications or courses for delivery of classes by distance education, special workshops/seminars/courses related to the improvement of course content or delivery, outstanding performance on teaching evaluations, favorable comments by students on teaching evaluations, involvement in the delivery of teacher training workshops, descriptions of course innovations/activities, ways course was made innovative, comments from department head or peer classroom evaluations, test scores of students who have performed well on admission/certification tests such as GMAT, LSAT, CPA exam, and exceeding the benchmark on course learning outcomes/assessment.

In the space below, provide a narrative of your own unique personal story pertaining to your teaching effectiveness. Expand the space as necessary.

##### **B. Other Innovation**

Provide a discussion of your innovative involvements: Examples could include: conducting interdisciplinary research, working on research projects with faculty outside the SBI, conducting new research, engaging in new professional service activities and new initiatives with professional organizations, revising or developing new courses, innovative initiatives with distance education, innovative course delivery initiatives, developing new majors and minors or concentrations, getting involved with other curriculum initiatives, developing/participating in executive education programs, involvement in fundraising events, or involvement with alumni activities. Also, innovative committee accomplishments at the university, business school or departmental levels. (Note, it is expected that some overlap will exist between innovation, engagement and impact).

In the space below, provide a narrative of your own unique personal story pertaining to innovative accomplishments. Expand the space as necessary.

#### **Section III: Impact**

##### **A. SBI and Departmental Impact**

Provide information focusing on activities in which you have been involved that had an impact on your department or the SBI. Examples could include: participation in SBI Business Week activities, managing departmental scholarship program, coordinating visits to SBI by potential students, donors, or members of the press or alumni, coordinating student recognition events, coordinating visiting scholar arrangements for SBI, sponsor/advisor of student organizations; participating in SBI events; service on University, departmental or SBI committees; coordinating learning outcomes assessment activities for the department or major; interviews with the media; responsibility for international partnerships with foreign universities; and leadership or elected positions in academic/professional organizations, career success of graduates, placement of students in graduate programs; feedback from organizations that hire graduates; the passage rates of graduates on professional certifications; and the number of students recognized by honorary organizations.

**APPENDIX E (CONTINUED)**  
**SBI FACULTY ENGAGEMENT, INNOVATION AND IMPACT REPORT (2012–2017)**

In the space below, provide a narrative of your own unique personal story pertaining to your impact on your department or the School. Expand the space as necessary.

**B. Teaching Impact**

Provide documentation pertaining to textbooks, instructor manuals, teaching/learning pedagogical publications, instructional software, PowerPoints, and case studies, etc. that you have authored/co-authored. Other examples include: teaching awards, research that will influence teaching practices, and mentorship of student research that resulted in publication or formal presentation at academic or professional conferences, and mentorship you have provided to students involved in research projects or independent studies.

In the space below, provide a narrative of your own unique personal story pertaining to your impact on teaching. Expand the space as necessary.

**C. Academic Impact**

Provide a list of intellectual contributions along with indicators of how each of these activities has had an impact. Possible measures of impact include: best paper awards for conference presentations or papers published, textbooks with widespread adoption, citation counts for PRJ articles, having served in any of the following capacities: editor, associate editor, editorial board member and/or invitations to act as journal reviewers for peer-reviewed journals, elected or appointed to leadership positions in academic and/or professional associations and societies, publications in top-tier or leading peer-reviewed journals, and invitations to participate in conferences or scholarly programs. In the space below, provide a narrative of your own unique personal story pertaining to your impact on academics. Expand the space as necessary.

**D. Practice Impact**

Describe how your activities have had an impact on the business world, public sector and other entities: Possible measures of impact include: an in-house publication which is widely distributed beyond the University community (e.g. an article in a publication of the JSU Center for Economic Development), a discipline-based report for a business, governmental, or quasi-governmental organization in the University's service region (such as an economic-impact study), creating and/or delivering an executive education seminar for a business organization or a discipline-based professional association, obtaining a new professional certification, elected officer, board member or major task-force/committee member of an academic or discipline-based professional organization (with significant responsibilities), service to a meeting of a professional association as a session chair, discussant, paper reviewer, local arrangements coordinator, etc., completion of annual requirements to maintain a professional certification, research projects undertaken in collaboration with companies or other organizations, media citations, expert witness testimony, consulting projects, articles written for practitioner publications, requests from the practice community to utilize faculty expertise for consulting projects, faculty/student consulting projects, presentations and workshops for business and management professionals, invitations by governmental or other agencies/organizations for faculty to serve on policy-making bodies, case studies that have led to business solutions, service on policy or practitioner boards, and invited speaker or panelist at a meeting of an academic or professional organization. In the space below, provide a narrative of your own unique personal story pertaining to your impact on practice. Expand the space as necessary.