Welcome Back!

Richards College of Business Mission:
We are in the business of transforming lives through education, engagement and experiences.
Dr. Elizabeth Kramer
Associate Professor of Music
Chair, UWG Faculty Senate
Dr. Lisa Adams
Director, UWG Counseling Center
Mrs. Jami Bower
Associate VP Communications and Marketing

Go West - Phase II
New Family Members!
Rhonda Butler

- Ms. Rhonda Butler
- Departmental Assistant
- Office of the Associate Dean
Jon Anderson

- Dr. Jon Anderson
- Professor of Management
- Department of Management
Ken Hilderhoff

• Mr. Ken Hilderhoff
• Lecturer of Marketing
• Department of Marketing and Real Estate
Nancy Lott

- Mrs. Nancy Lott
- Richards College
  Administrative Manager
- Dean’s Office
Cameron William Smith

- Cameron William Smith was born October 28, 2013.
- He weighed 8 lb. 11.9 oz.
- Congratulations, Monica!
Joseph Henry Vance

- Joseph Henry Vance was born Nov. 13, 2013.
- Congratulations, Tommy!
Daniel Craig Nalls was born Feb. 2, 2014.

Congratulations, Daniel!
Dalton Fannin was born on March 20, 2014.
He weighed 7.10 lbs. and was 21 inches long.
Congratulations, Nichole!
Zarina Cole

- Zarina Cole was born on April 21, 2014.
- She weighed 5 lbs. 13 oz.
- Congratulations, Beheruz!
Andrew Joseph Larsen

• Andrew Joseph Larsen was born July 3, 2014.
• He weighed 8lb. 1 oz. and was 21 inches long.
• Congratulations, Karen!
Yoen Regina Gutierrez

- Yoen Regina Gutierrez was born July 23, 2014.
- She weighed 6 lb. and 11 oz. She was 19 ½ in. long.
- Congratulations, Salvador!
Fac/Staff versus Students!
Congratulations on Promotions and/or Tenure!

• Susan Hall – Promoted to Associate Professor and Received Tenure
• Sunil Hazari – Promoted to Professor
• Brad Prince – Promoted to Professor
Nichole Fannin

• Nichole was promoted to Sr. Associate Director of Development effective July 1\textsuperscript{st} in recognition of the outstanding job she has done as major gifts officer for the Richards College of Business and her contribution to the work of the Development and Alumni Relations Department.

• Her role will continue to be major gifts officer for the Richards College with increased expectations for dollars raised and an additional responsibility to mentor a junior development officer.
Big Thanks!!!
Doug Turner
Diane Williamson
Committee Reports
Undergraduate Programs Committee

- Voted to include the RCOB representative on the University’s Undergraduate Programs Committee as an ex-officio member on the college’s committee.
- Voted to adopt a set of targets for the proportion of students that should meet or exceed expectations in terms of assessment of learning.
- Reviewed, discussed, and gave feedback to faculty on various assurance of learning reports.
- Approved the addition of new courses in ACCT.
- Approved the modification of courses in ACCT and CISM.
- Approved the deletion of courses in ABED and ACCT.
- Approved the modification of the International Economics Affairs Program to reflect current course offerings and to make it accessible to more students.
- Selected RCOB undergraduate scholarship recipients.
- Discussed how to broaden our perception of classroom delivery methods.
- Discussed possible ways to add flexibility to our curriculum.
Graduate Programs Committee

- Review of AOL summaries
- Modifications to MBA/MPAcc/ABED program & course requirements
- Review of Graduate Faculty status for continuing and new faculty
- Revised MBA/MPAcc Prerequisites & changed format to online modules
- Developed summary assessment metric for accreditation review
- Discussed MBA specializations/concentrations
- Provided feedback on promotional materials for MBA, WebMBA and Graduate Business Programs
Strategic Planning Committee

• New Vision, Mission and Strategic Goals
• Reaffirmed Statement of Ethical Values
• Draft of Faculty Qualifications revision
• Sub-committee for International Programs:
  – Improved coordination between departments to offer study abroad programs that don’t overlap or cannibalize each other.
  – Developed guidelines to prioritize among faculty/staff participation in study abroad programs beyond the Program Directors and Assistant Directors.
  – Clarified program responsibilities of faculty and staff who travel on state funds
• Reviewed best practices from Online Class Task Force
• Began revisions of Richards College Faculty Handbook
For Faculty Vote: Revision to Faculty Qualifications

- Broadens the model for faculty qualifications as per new AACSB standards
- Provide flexible language to allow for a diverse array of academic and professional contributions
- Make the transition between standards clear and understandable
For Faculty Vote: Revision to Faculty Qualifications

- **Scholarly Academics (SA)**: 3 ICs of which 2 are PRJs
- **Practice Academics (PA)**: 3 ICs of which 1 is a PRJ
- **Scholarly Practitioners (SP)**: 3 IPCs of which 1 is a PRJ
- **Instructional Practitioners (IP)**: 3 IPCs

**Doctoral or Terminal Degree**

**Professional Experience**
- Substantial in Duration & Level of Responsibility

SA ≥ 40 percent

SA + PA + SP ≥ 60 percent

SA + PA + SP + IP ≥ 90 percent
Faculty Senate Changes
Vote Needed

• Need faculty vote to approve two Senate Committee changes:
  • University Relations - Michael Hopper
  • Academic Policies and Procedures - Cheryl Brown
Richards College
Student Success Center

- Reaching Out
- Connecting Resources
- Supporting Success
- Seeking Excellence
- Changing Lives
Alexis Fontaine
Accounting and Finance
Inbound International

Kasey Hannah
Management and MIS
Career Development

Karen O’Connor
Departmental Assistant

Tracy Mitchell
Marketing, Real Estate,
Undecided Business
Student Success

Hope Udombon
WebMBA Director
Graduate Student Advising
Responsibilities

• Student recruitment
• Undergraduate and graduate academic advising
  – Undergraduate
    • Accounting
    • Finance
    • Management
    • MIS
    • Marketing
    • Real Estate
    • Undecided Business
  – Graduate
    • MBA and WebMBA
    • MPAcc
    • M.Ed. Business Education

• Student success
  • Business Ambassadors Program
  • Academic Intervention Coordination

• Career Development
  • Internships
  • Mentor Program
  • Career Employment Initiatives

• Inbound International Students
Faculty Toolbox Information

- http://www.westga.edu/toolbox
Coming Soon: Qualtrics!

• Qualtrics is professional survey research software and will be available soon.

• Currently we have many individual Survey Monkey accounts all over campus, and there are several issues with that platform. For example, it does not allow multiple users on a single account to lock content, which creates confidentiality concerns for IRB.

• Qualtrics also provides a URL so that the university appears as the origin of the survey.

• The website and free demos for academic research can be found here:

Coming Soon: Capital Campaign!

• First capital campaign in UWG history
• In planning phases now
• New Scholarship Categories:
  – Alpha - $125,000+ for high performing student leaders
  – Trailblazer - $50,000+ for first generation students
  – Rising Star - $25,000+ for rising stars in specific areas
AUGUST 22 & 23
MOUNTAIN FILM ON TOUR ATL
Screening at The Plaza Theatre
1049 Ponce De Leon Ave N, Atlanta
Tickets
$10 for Richards College of Business students, faculty and staff
Use promotional code: RCBWG
PLEASE JOIN US AS WE HONOR DR. MILLER AT THE DEDICATION OF

J. MARK MILLER HALL

August 27, 2014
4:30 p.m.

Light refreshments will be served.

College of Business
Celebrate A New Era

THE INAUGURATION OF

DR. KYLE MARRERO

SEVENTH PRESIDENT OF THE UNIVERSITY OF WEST GEORGIA

SEPTEMBER 18 - 20, 2014

SPEAKER SERIES:
VALUES-A DISCUSSION IN LEADERSHIP
Explore UWG's values through the lens of community and corporate leaders
Thursday, September 18 • 7:00 - 9:00 p.m.
Townsend Center for the Performing Arts

INVESTITURE CEREMONY
Celebrate a new era in UWG's history
Friday, September 19 • 10:00 a.m.
The Coliseum
Reception to follow

INAUGURAL PRESIDENTIAL 5K:
CONNECTING CAMPUS TO COMMUNITY
Benefiting the Carrollton Greenbelt
Friday, September 19 • 6:00 p.m.
From UWG to Adamson Square
Race begins at Z-6

SCHOLARSHIP GALA
Celebrate and support students' dreams
Saturday, September 20 • 6:30 p.m.
Campus Center Ballroom

For more information on all the events taking place during inauguration, please visit westga.edu/MarreroInauguration
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>9/15/14</td>
<td>Homecoming Kick-off dinner with students</td>
</tr>
<tr>
<td>Tuesday</td>
<td>9/16/14</td>
<td>Evening Student Activity 5-9pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9/17/14</td>
<td>Students Wear Red Get Fed</td>
</tr>
<tr>
<td>Thursday</td>
<td>9/18/14</td>
<td>7:00-9:00pm Values/Leadership Lectures</td>
</tr>
<tr>
<td>Friday</td>
<td>9/19/14</td>
<td>10:00am Investiture Ceremony-Coliseum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11:30am Open Reception</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:30-3:00pm Tours of campus beginning at the bookstore</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5:00pm Wolf Plaza Dedication at Stadium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6:00pm Inaugural Presidential 5K Run from campus to square</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7:30pm Wolves Capture the Square</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8:00pm Concert at the Carrollton Amp Downtown</td>
</tr>
<tr>
<td>Saturday</td>
<td>9/20/14</td>
<td>10:00am Homecoming Parade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2:00pm Homecoming football game and tailgating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presidential Scholarship Gala- Campus Center Ballroom</td>
</tr>
</tbody>
</table>
Other Fall Dates:
Check out the Rack Card!
## 2015-16 Time Table for Tenure and/or Promotion

All candidate packets are due to departments by September 15.

<table>
<thead>
<tr>
<th>From</th>
<th>Negative Recommendations to Candidate due:</th>
<th>All Recommendations to Next Level due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Department Committee</td>
<td>October 3</td>
<td>Oct. 10 to Department Chair</td>
</tr>
<tr>
<td>From Department Chair</td>
<td>October 17</td>
<td>Oct. 27 to College Committee</td>
</tr>
<tr>
<td>From College Committee</td>
<td>November 3</td>
<td>Nov. 17 to Dean</td>
</tr>
<tr>
<td>From Dean</td>
<td>December 3</td>
<td>Jan. 2 to Provost</td>
</tr>
<tr>
<td>From Provost/VPAA</td>
<td>January 20</td>
<td>Feb. 4 to President</td>
</tr>
<tr>
<td>From President</td>
<td>February 15</td>
<td>Feb. 29 to BOR</td>
</tr>
</tbody>
</table>
### 2015-16 Time Table for Post-Tenure Review

All candidate packets are due to departments by October 1.

<table>
<thead>
<tr>
<th></th>
<th>Negative Recommendations to Candidate due:</th>
<th>All Recommendations to Next Level due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>From College Committee</td>
<td>October 27</td>
<td>Nov. 10 to Dean</td>
</tr>
</tbody>
</table>

### 2015-16 Time Table for Third Year Review

<table>
<thead>
<tr>
<th></th>
<th>Recommendations to Next Level due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Department Committee</td>
<td>October 10 to Chair</td>
</tr>
<tr>
<td>From Department Chair</td>
<td>October 27 to Dean</td>
</tr>
</tbody>
</table>
Questions?
Discussion?
Faculty and Staff Awards!
Dr. Kyle Marrero
UWG President
Dr. Micheal Crafton
UWG Provost and VPAA
Strategic Planning 2014-2020
2013 AACSB Accreditation Conference
Keynote Speaker

Cameron Evans, National and Chief Technology Officer, Microsoft Education
Microsoft – Keynote Speaker

“Are business schools creative agents or just content teachers?”
1) Things B students need most are rarely taught or practiced

• Are leadership and management practiced?
• As CTO, <20% of time is spent on technology.
• You don’t do cash flow analysis every day; you deal with people every day.
• Story telling is influencing.
2) B Schools need to ramp up experimentation

- Failure is not bad; it is part of the learning process.
- Compare experimentation in B schools versus engineering schools.
- Example electronic book: it doesn’t lower cost unless all you do is digitize what is already there.
3) **Innovation must be a demonstrable competency**

- Graduates must be able to demonstrate know-how not just knowledge.
- What experiences do they have?
- What are disciplines outside the B school that students need (e.g., design, calligraphy)?
- No one should graduate without a hyphen in the degree name (multiple disciplines, not just one specialization).
Strategic Planning Cycle

Year 5 2010-11
RCOB 2011-15 Strategic Plan completed; Strategic Action Items identified

Year 1 2011-12
RCOB 2011-15 Strategic Plan implemented; Accounting Strategic Plan developed

Year 2 2012-13
UWG Revises Strategic Plan

Year 3 2013-14
RCOB Review Begins

Year 4 2014-15
RCOB begins revision of Strategic Plan: Input from Internal and External Constituents

Year 5 2010-11
RCOB 2011-15 Strategic Plan completed; Strategic Action Items identified

Year 1 2011-12
RCOB 2011-15 Strategic Plan implemented; Accounting Strategic Plan developed

Year 2 2012-13
UWG Revises Vision, Mission, Goals; RCOB begins Mission review

Year 3 2013-14
UWG Revises Strategic Plan; RCOB revision of Strategic Plan

Year 4 2014-15
Accounting Department and Programs Revise Strategic Plan
“AACSB accreditation demands evidence of continuous quality improvement through innovation, impact, and engagement.”

Innovation: Accreditation standards focus on the quality of education and supporting functions. Standards must set demanding but realistic thresholds, challenge educators to innovate as well as to pursue continuous improvement in educational programs and other mission-based activities of the business school. Accreditation standards and associated processes should foster quality and consistency, but not at the expense of the creativity and experimentation necessary for innovation.
Innovation Exercise

• On large green Post-it notes, identify innovations that our AACSB team (and others) should now about.
  – Successful innovations
  – Innovations that were tried and not successful ***

• Are there gaps that we should address?
• **Impact**: In an environment of increasing accountability, it is important that AACSB accreditation focus on appropriate high quality inputs (human, financial, physical, etc.) and the resulting outcomes produced by the efficient and effective deployment of those inputs within the context of the business school’s mission and supporting strategies. That is, the accreditation process should encourage and result in documentation of how business schools that seek and hold AACSB accreditation are making a difference and having impact. For AACSB, this means continuing to emphasize assurance of learning as integral to the curriculum management process. It also means producing intellectual contributions that have a positive impact on the theory, practice, and/or teaching of business and management. Impact also has a broader meaning in that the business school, through the articulation and execution of its mission, should make a difference in business and society as well as the community of business schools and management education globally.
Impact Exercise

• On large pink Post-It notes, list ways that we can measure or identify the impact that the Richards College has on our students, faculty, staff, University, business community, and/or society.

• Identify the top three impact measures that we MUST collect and publicize.
Engagement: Acknowledging the diversity within AACSB, all accredited members share a common purpose – the preparation of students for meaningful professional, societal, and personal lives. Effective business education and research can be achieved with different balances of academic and professional engagement. However, quality business education cannot be achieved when either academic or professional engagement is absent, or when they do not intersect in meaningful ways. Accreditation should encourage an appropriate intersection of academic and professional engagement consistent with quality in the context of a school's mission.
Engagement Exercise

• On large, blue Post-It notes, identify ways that we ensure faculty, staff, and students engagement in professional and academic endeavors outside the classroom.

• Are there gaps that we should address?
AACSB Business Standards: Core Values and Guiding Principles

- Ethical Behavior
- Collegiate Environment
- Commitment to Corporate and Social Responsibility
- Accreditation Scope and AACSB Membership
- Oversight, Sustainability, and Continuous Improvement
- Continued Adherence to Standards and Integrity of Submissions to AACSB
Strategic Management and Innovation Standards

1. Mission, Impact, Innovation
2. Intellectual Contributions Impact and Alignment with Mission
3. Financial Strategies and Allocation of Resources
Participants Standards

4. Student Admissions, Progression, and Career Development
5. Faculty Sufficiency and Deployment
6. Faculty Management and Support
7. Professional Staff Sufficiency and Deployment
Learning and Teaching Standards

8. Curricular Management and Assurance of Learning
9. Curriculum Content
10. Student-Faculty Interactions
11. Degree Program Educational Level, Structure, and Equivalency
12. Teaching Effectiveness
Academic and Professional Engagement

13. Student Academic and Professional Engagement
14. Executive Education (if applicable)
15. Faculty Qualifications and Engagement
Richards College of Business
Approved via vote of faculty/staff 4-16-14

Vision
To become a globally recognized college of business preparing forward-thinking, responsible leaders.

Mission
We are in the business of transforming lives through education, engagement and experiences.

Ethical Values
The Richards College of Business community (administrators, faculty, staff, students, and business partners) share a commitment to the principles of honesty and integrity in interactions and undertakings, accountability for personal behavior, and respect for the rights, differences, and dignity of others. In addition, we strive to continuously improve our abilities to recognize unethical behavior and to make ethical and moral decisions.
Strategic Goals

**Student Success**
Admit quality students and provide them with an education that is rich in experiences and engagement opportunities to prepare them to be effective and ethical professionals.

**Academic Success**
Recruit, retain and develop faculty and staff by providing sufficient resources to support dynamic and up-to-date bachelor and master-level curricula, to conduct research, professional activities, and to support engagement with all stakeholders.

**Operational Success**
Recruit, retain and develop administrative management and staff personnel to manage, develop and support infrastructure and those activities that build internal and external partnerships while working in an ever-changing environment.
### Strategic Goals

#### Student Development:
Admit quality, local, regional, national, and international students and provide them with an education containing the skills and knowledge gained from traditional and experiential learning in internal and external campus settings to prepare them to be effective and ethical professionals.

- Revise home page as recruitment tool
- Recruit minors
- Expand mentor program via e-contact
- Develop plan for freshman integration into RCOB
- Build interdisciplinary programs (e.g., analytics, health care)

#### Academic Professional Growth:
Recruit and retain quality faculty and provide sufficient resources to support dynamic and up-to-date bachelor and master level curricula, to conduct research, and to provide service to all stakeholders within and outside of campus.

- Provide faculty training for enhancing credentials (e.g., new distance ed technologies, curriculum innovation)
- Facilitate international research collaborations
- Develop and begin implementation of faculty exchange
- Expand the impact of B-Quest
- Review Faculty Handbook
- Secure Fulbright Fellowship for at least one faculty

#### Administration and Infrastructure Support:
Recruit and retain quality administrative management and staff personnel to manage, develop and support infrastructure and those activities that build internal and external partnerships while working in an ever-changing environment.

- Integrate graduate school operations
- Develop plans for RCOB building patio
- Hold DAC retreat
- Expand marketing efforts
- Complete funding for Visionary Endowment
- Hold staff retreat
- Complete funding for at least two endowed chairs
- Secure funding for at least one endowed chair

### Action Items

#### Action Items 11-12
- ✔ Complete curricula review and begin plan implementation
- ✔ Expand recruitment efforts in Atlanta area
- ✔ Develop systematic plan for international opportunities
- ✔ Formalize exit interview process across departments
- ✔ Begin comprehensive curricula review
- ✔ Expand internships

#### Action Items 12-13
- ✔ Complete curricula review and begin plan implementation
- ✔ Expand recruitment efforts in Atlanta area
- ✔ Develop systematic plan for international opportunities
- ✔ Formalize exit interview process across departments
- ✔ Begin comprehensive curricula review
- ✔ Expand internships

#### Action Items 13-14
- ✔ Complete curricula review and begin plan implementation
- ✔ Expand recruitment efforts in Atlanta area
- ✔ Develop systematic plan for international opportunities
- ✔ Formalize exit interview process across departments
- ✔ Begin comprehensive curricula review
- ✔ Expand internships

#### Action Items 14-15
- ✔ Complete curricula review and begin plan implementation
- ✔ Expand recruitment efforts in Atlanta area
- ✔ Develop systematic plan for international opportunities
- ✔ Formalize exit interview process across departments
- ✔ Begin comprehensive curricula review
- ✔ Expand internships

#### Action Items 15-16
- ✔ Complete curricula review and begin plan implementation
- ✔ Expand recruitment efforts in Atlanta area
- ✔ Develop systematic plan for international opportunities
- ✔ Formalize exit interview process across departments
- ✔ Begin comprehensive curricula review
- ✔ Expand internships

- ✔ Review admission standards for majors
- ✔ Review RCOB vision, mission, strategic goals, and ethical values statements
- ✔ Review Strategic Plan
- ✔ Secure funding for at least two endowed chairs
- ✔ Secure funding for at least one endowed chair
- ✔ Secure funding for at least one endowed chair
- ✔ Examine potential for creation of Student Success Center
Strategic Action Items Exercise – Part 1

- On yellow Post-It notes, complete the following sentence:

- 2014-15 was a very good year for the Richards College of Business because

  ____________________________________________________________________

  ____________________________________________________________________

  ____________________________________________________________________
Strategic Action Items Exercise – Part 2

• On pink Post-It notes, complete the following sentence:

• 2014-2020 were very good years for the Richards College of Business because

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
Building Option One – Renovate and Add
Building Option Two – New Construction
Request

• As you visit other universities or businesses, take photos of unique and useful spaces that we may want to consider as we plan for a new building for the Richards College!
Time for a break???
Engage West
Engagement Overall and by Division

[Bar chart showing engagement percentages for different divisions, with All Employees having 53% and University Advancement having 63%]
The 75\textsuperscript{th} percentile in health care corresponds to 64\% of employees engaged.

Current UWG – 53\% (50\textsuperscript{th} percentile)

Current Richards College – \textbf{74}\%

• The 90\textsuperscript{th} percentile in health care corresponds to 73\% engaged!!!
Percentage of Engaged Employees for All McIntyre

- Richards College of Business: 74%
- Department of Economics: 77%
- Department of Accounting & Finance: 67%
- Department of Management: 75%
- Department of Marketing & Real Estate: 85%
- Dean, Asst & Assoc Deans, SBDC: 67%
Purpose of Today’s Meeting

• Review results for the Richards College
• Gain insights – what does it mean to you?
• Determine action steps for improvement
  – Identify priorities
  – Develop strategies to reach goals
“Rules” of the Day

• Provide honest feedback in professional manner.
• All participants speak for themselves, not as a representative of a group.
• Allow others time to speak.
• Focus on the content of the questions for the purpose of improvement.
• Focus on things we can change or information we can share to help facilitate change across campus.
Understanding the Results

• All results are reported as deviations from the norm (75\textsuperscript{th} percentile).

\begin{center}
A deviation from the norm is the difference between a department score and the norm.
\end{center}

\begin{align*}
\text{Norm} &= 3.5, \quad \text{Department score} = 3.9 \\
\text{Deviation score} &= +.4
\end{align*}

• Differences of +.3 or -.3 from the norm are considered significant.
Measures in the Survey

• Image
• Quality and pace of work
• Senior leadership
• Institutional leadership
• Departmental leadership
• Immediate supervision
• Coworkers
• Your job
• Communication
• Treatment/Environment
• Career progress & development

• Pay
• Benefits
• Individual goals & objectives
• Mission/Goals of University, Division/College, and Department
• Work-life balance
• Job security
• Recognition & development
• Recruiting
• Campus activities
• Satisfaction
Definitions

- Senior Leadership: President, Provost, and VPs
- Institutional Leadership: Assistant and Associate VPs and Deans
- Departmental Leadership: Chairs and Directors
- Immediate Supervisor: Individual who writes your performance appraisal
The following list contains your highest scoring items.

<table>
<thead>
<tr>
<th>Category</th>
<th>Item</th>
<th>SUMMARY DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. RECRUITING</td>
<td>My department searches for candidates with diverse backgrounds.</td>
<td>3.4</td>
</tr>
<tr>
<td>22. DEPARTMENT LEADERSHIP</td>
<td>My department leadership knows what is happening in our department.</td>
<td>4.0</td>
</tr>
<tr>
<td>23. DEPARTMENT LEADERSHIP</td>
<td>My department leadership communicates openly about departmental issues.</td>
<td>4.0</td>
</tr>
<tr>
<td>24. DEPARTMENT LEADERSHIP</td>
<td>My department leadership is sincere in wanting to know how faculty and staff feel.</td>
<td>4.0</td>
</tr>
<tr>
<td>83. MISSION/GOALS - Division/College/School</td>
<td>My work is important to the success of my division/college/school.</td>
<td>4.0</td>
</tr>
<tr>
<td>57. TREATMENT/ENVIRONMENT</td>
<td>Discrimination based on sexual orientation is NOT tolerated at UWG.</td>
<td>3.9</td>
</tr>
<tr>
<td>8. QUALITY &amp; PACE</td>
<td>The pace in my department allows for high quality work.</td>
<td>3.8</td>
</tr>
<tr>
<td>27. IMMEDIATE SUPERVISION</td>
<td>My immediate supervisor treats people fairly.</td>
<td>4.2</td>
</tr>
<tr>
<td>29. IMMEDIATE SUPERVISION</td>
<td>I look forward to working closely with my immediate supervisor.</td>
<td>4.2</td>
</tr>
<tr>
<td>30. IMMEDIATE SUPERVISION</td>
<td>My immediate supervisor holds employees accountable for their work.</td>
<td>4.0</td>
</tr>
</tbody>
</table>
The following list contains your lowest scoring items.

<table>
<thead>
<tr>
<th>Category</th>
<th>Item</th>
<th>SUMMARY DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAY</td>
<td>I can advance in pay without leaving UWG.</td>
<td>3.9</td>
</tr>
<tr>
<td>PAY</td>
<td>My pay is fair when compared with similar colleagues in similar organizations.</td>
<td>3.9</td>
</tr>
<tr>
<td>SENIOR LEADERSHIP</td>
<td>Senior Leadership is transparent when making decisions.</td>
<td>4.4</td>
</tr>
<tr>
<td>TREATMENT/ENVIRONMENT</td>
<td>The University is consistent in handling issues for all faculty and staff.</td>
<td>4.3</td>
</tr>
<tr>
<td>INSTITUTIONAL LEADERSHIP</td>
<td>Institutional Leadership is transparent when making decisions.</td>
<td>4.3</td>
</tr>
<tr>
<td>CAREER PROGRESS &amp; DEVELOPMENT</td>
<td>Promotions go to the best qualified people.</td>
<td>3.9</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>I find the University website helpful in keeping up with the latest developments.</td>
<td>4.3</td>
</tr>
<tr>
<td>PAY</td>
<td>I am paid adequately for the level of work I do.</td>
<td>3.8</td>
</tr>
<tr>
<td>BENEFITS</td>
<td>The benefits package encourages long-term employment at UWG.</td>
<td>4.4</td>
</tr>
<tr>
<td>JOB SECURITY</td>
<td>UWG is effective at retaining valuable faculty and staff.</td>
<td>4.1</td>
</tr>
</tbody>
</table>