



**Clayton College & State University**

**Proudly Presents**

**Michael H. Deis  
Associate Professor of Management  
School of Business  
Clayton College & State University  
5900 N. Lee Street  
Morrow, GA 30260  
770-961-3413  
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**As its Nominee for the Regents' Teaching Excellence Award  
for  
Regional and State Universities**

**Nomination Letter from the Provost, Dr. Sharon Hoffman  
Condensed Curriculum Vitae  
Reflective Statement about Teaching and Learning  
Letters of Support from Colleagues  
Dr. George Messer  
Dr. Jacob Chacko  
Letters of Support from Students  
Elizabeth R. Vincent  
Michael J. Harvey  
Documents Providing Evidence of Dr. Deis' Teaching  
Success and Student Learning  
Deis' Student Evaluation of Instruction Report  
Exemplary Performances on Senior Exit Exam  
Salaries of Dr. Deis' Graduates  
MGMT 3102 PEPP Assignment  
**BUSA 3101 PEPP Assignment****



**March 25, 2005**

# CLAYTON COLLEGE & STATE UNIVERSITY

Office of the Provost and  
Vice President for Academic Affairs

March 23, 2005

Dr. Dorothy Zinsmeister  
Senior Associate for Academic Affairs  
Board of Regents of the University System of Georgia  
270 Washington Street, SW  
Atlanta, GA 30334-1450

Dear Dr. Zinsmeister:

I am pleased to recommend Dr. Michael Deis as CCSU's nominee for the Regents Teaching Excellence award. Dr Deis is an outstanding teacher who takes a personal interest in the success of his many students. Dr. Deis is always willing to guide students through independent study projects and serves as the faculty supervisor for many student internship experiences. His students' evaluations for all of his management courses consistently rank as the highest at CCSU. As faculty advisor for the Society of Advancement in Management (SAM), chapter at Clayton State, Dr. Deis has won three National Outstanding Faculty Advisor awards.

His teaching excellence, in part, is related to his outstanding grasp of his subject matter as well as his understanding of the scholarship of teaching. He is the most scholarly active faculty member in the School of Business. Over the past four years, he has had twenty refereed journal publications, thirteen conference *Proceedings* publications and over forty academic conference presentations. In addition, he has provided training sessions and conducts workshops for firms such as Coca Cola, Ford Motor Company, Owens-Brockway, and Southern Regional Medical Center. Dr. Deis is active in his professional societies, serves as a session chair and discussant at conferences, serves on the review board for several journals, and is a member of many committees and task forces. He brings back to the classroom these experiences and engages his students in active learning.

Dr Deis is particularly interested in student retention issues and serves as an internal consultant to his fellow faculty members and the administration on interventions to improve student retention. All of these interventions are related to Dr. Deis ability to engage students in the classroom.

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Dr. Zinsmeister  
March 25, 2005

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In addition to his dedication to students, Dr. Deis is a faculty leader who puts in hundreds of hours of service to the University and this community. He is a tireless advocate for student learning and is the first among his peers in leading the efforts to increase faculty and student engagement. Due to his efforts, our SACS report with its emphasis on active learning was very successful.

In summary, I can think of no one better in the System that is more worthy of this award than Michael Deis.

Sincerely,



Sharon E. Hoffman

Sharon E. Hoffman  
Provost and Vice President for Academic Affairs

## Condensed Vita for Dr. Michael H. Deis

50 South Shore Drive  
Newnan, GA 30263  
Telephone: 770-254-8251  
[MichaelDeis@mail.clayton.edu](mailto:MichaelDeis@mail.clayton.edu)



### ACADEMIC APPOINTMENTS:

1997 – Present. Associate Professor of Management, School of Business, Clayton College & State University, Morrow, GA 30260, <http://business.clayton.edu/deis/>.

#### Courses Taught

- Performance/Quality Management
- Business Statistics
- Management and Organizational Behavior
- Introduction to Business
- Managerial Finance
- Personal Finance
- Macroeconomics
- Microeconomics

### AWARDS, HONORS, AND GRANTS:

**Recipient** of the **2003 Alice Smith Faculty Award**, the highest award the University bestows on one of its faculty members every year.

**Recipient** of the **2003 School of Business Professor of the Year Award** for 2002.

**Recipient** of the **2004 School of Business Outstanding Service Award** for 2003

**Recipient** of **Distinguished Research Award** from the Academy of Educational Leadership at the Allied Academies Spring 2004 International Conference in New Orleans, Louisiana.

**Recipient**, on behalf of the campus chapter, of the **2004 First Place Campus Chapter Performance Program (CCPP) award** for large chapters from the Society for Advancement of Management

**Recipient** of an **2004 Outstanding Faculty Advisor for SAM** award. This award, a plaque, was one of only five awards given nationally to a SAM faculty advisor.

**Served** as faculty advisor for the Society for Advancement of Management Student Chapter Team, which won the first place award in the Joseph Bush Undergraduate Division of the case competition at the 2004 Society for Advancement of Management (SAM) International Conference held March 18 – 21, 2004, in Baltimore, Maryland.

**Recipient** of **Distinguished Research Award** from the Academy of Educational Leadership at the Allied Academies Fall 2003 International Conference.

**Recipient**, on behalf of the campus chapter, of **First Place Campus Chapter Performance Program (CCPP) award** for large chapters from Society for Advancement of Management, 2002

**Recipient** of an engraved clock (the only advisor nationally to receive one) at the 2002 Society for Advancement of Management conference in McLean, Virginia.

**Recipient** of an **Outstanding Faculty Advisor for SAM** award in April, 2002. This award, a plaque, was one of only nine awards given nationally to a SAM faculty advisor.

**Recipient** of an **Outstanding Faculty Advisor for SAM** award in March, 2001. This award, a plaque, was one of only four awards given nationally to a SAM faculty advisor.

**Recipient** of the Society for Advancement of Management *Outstanding New Campus Chapter Award* in March, 2001. CCSU was the only chapter to receive this award, a plaque given to the outstanding new campus chapter.

**Recipient** of Faculty Development Initiative Grant, 2004.

**Recipient** of 2003 Summer Research Grant to conduct a 13 semester longitudinal study of student performance in all School of Business courses offered both on-line and on-campus

**Recipient** of President's Initiative Grant to analyze academic performance of CCSU students for SACS and AACSB accreditation purposes, 2003

**Recipient** of Investment in Clayton State's Faculty Grant, 2003

**Recipient** of five VPAA Grant for Instructional Development to develop on-line web sites for different courses. (1998)

**Recipient** of Internal Grant for Instructional (Business Calculator) Development (1998)

#### **EDUCATION:**

- 1995 – Ed.D. Nova Southeastern University, Educational Leadership  
Dissertation: *Analysis of Cognitive Abilities Test Scores and Their Relevance to Dislocated Airline Workers*
- 1974 – MBA University of Dayton, Quantitative Analysis
- 1968 – B.S.I.M. University of Cincinnati, Operations Research/Statistics

#### **ADDITIONAL BIOGRAPHICAL INFORMATION**

Dr. Deis currently teaches Performance/Quality Management, Statistics, Strategic Management, and Management and Organizational Behavior in the School of Business at Clayton College & State University, where he focuses on operational and performance improvement processes. He has published over 35 articles in peer reviewed journals and *Proceedings*, primarily in the management, educational leadership, and instructional areas, and he has authored, co-authored and presented papers at over 50 conferences.

Dr. Deis has over thirty years of academic and management experience and has worked in both the private and public sectors. In addition to teaching 15 different courses, he has worked as an industrial engineer for General Motors, as a collections department director, and as an assistant chief administrator and operations analyst in government.

#### **PEER REVIEWED PUBLICATIONS**

Chacko, J., and Deis, M. (2005). Encouraging Faculty Development by Quantifying Faculty Performance. *Academy of Educational Leadership Journal* (will be published in 2005).

Deis, M. & Messer, G. (2004). A Web-Based Approach to Student Portfolio Management. *Insights to a Changing World Journal*. September 15. Volume 1, Issue 3.

Finlay, N.M. & Deis, M.H. (2004). Using Mimio Boardcast in an Online Principles of Macroeconomics Course to Improve Student Performance. *Turkish Journal of Online Distance Education (TOJDE)*, Vol. 5, Number 4, October.

Thompson, M., & Deis, M. (2004). Andragogy for Adult Learners in Higher Education. *Academy of Educational Leadership Journal*, Volume 8, No3. pg. 77 – 89.

Jourdan, L., Haberland, C., & Deis, M. (2004). Quality in higher education: The student's role. *Academy of Educational Leadership Journal*. AELJ, Volume, 8, No. 2. pg. 17 – 28.

Deis, M. (2004). A longitudinal study of student performance in all school of business courses offered both on-line and on-campus from the fall semester, 1998, through the spring semester,

2003. *Business Journal for Entrepreneurs*. Volume 2004. Issue 1.

Deis, M., and Arjomand, L. (2003). The Effects of New Student Enrollment Demographics on ETS Major Field Tests. *Insights to a Changing World Journal*, March 15, Volume 2003, Issue 1 (reprint of article)

Marcus, R.G., & Deis, M. (2003). A web-based interactive gathering and reporting system on faculty performance and activities. *The Catalyst*, Summer, Volume 32, Number 2.

Messer, G.H., Deis, M.H., and McKelvey, J. (2003). Smith Printing: Case Study. *Business Journal for Entrepreneurs*, March 15.

Nakos, G.E., and Deis, M.H. (2003). Student Perceptions of Digital Textbooks: An Exploratory Study. *B>Quest 2003: A Journal of Applied Topics in Business and Economics*, January.

Deis, M., and Arjomand, L. (2002). The Effects of New Student Enrollment Demographics on ETS Major Field Tests. *Insights to a Changing World Journal*, December 15, 2002.

Crawford, G., Deis, M. and Parks, T. (2002). Implementation and Integration of Microsoft Project as a Tool in the AACSB Accreditation Process. *Insights to a Changing World Journal*, June 15, 2002.

Chacko, J., and Deis, M. (2002). "Risk Assessment in Czech and Slovak Republics," in Craig S. Galbraith (ed.) Strategies and Organizations in Transition, JAI An Imprint of Elsevier Science, 241-264.

Bearden, J., Deis, M., and Robinson, K. (2002). A Statistical Analysis of Dental Hygiene Students' Grades in On-line and On-campus Courses and Performances on National Exams. *Journal of Dental Hygiene*, Vol. 76, No. III. Summer.

Nakos, G.E., Deis, M.H., and Jourdan, L. (2002). Students' Perceptions of On-line Courses: An Exploratory Study. *Turkish Journal of Online Distance Education (TOJDE)*, Volume: 3, Number: 1, ISSN 1302-6488.

Deis, M., Arjomand, L., & Burns, D., (2002). Does Simply Raising Standards Improve Retention. *Southern Association of Collegiate Registrars and Admissions Officers (SACRAO) Journal*, Volume 15, 2002.

Deis, M.H. & Scott, J.S., (2002). An Evaluation of Retraining Programs for Dislocated Workers in the Airline Industry. *SAM Advanced Management Journal*, Volume 67, No. 2. Spring, 2002.

Nakos, G. and Deis, M. (2001). The Importance of Trade Blocks for Marketing Your Products: The Case of Mercosur. *The International Journal of Business Disciplines*, Volume 11 (2), Spring, 2001.

Deis, M., Arjomand, A., and Bakhtiar, E. (2001). Migrating from Traditional Teaching to an On-line Environment is an Evolution, Not a Change. *Reaching Through Teaching Journal*, Volume XIV, Number 3, Fall, 2001.

Jourdan, L., Tillery, K., and Deis, M., (2001). Worldmindedness, Cosmopolitanism, and Views of Purchasing Behavior in Two Cross-Cultural Student Groups. *Business Journal for Entrepreneurs*. Volume 2001, Issue 3, September 15, 2001.

Deis, M. & Nakos, G. (2001). Trying to Understand Non-Traditional Students: An Exploratory Study. *Insights in to a Changing World Journal*, December 15, 2001, Volume 2001, Issue 4.

#### **PROFESSIONAL AFFILIATIONS:**

- Southern Management Association
- Institute for Supply Management
- Academy of Educational Leadership
- Society for Advancement of Management
- Georgia Educational Research Association
- Sigma Beta Delta International Honor Society

# Michael H. Deis

## Reflective Statement

### WHO AM I?

I am an Associate Professor of Management who always strives to provide superior teaching to my students, give excellent service to the community and the University, and continually remain active in my professional growth and development. For six consecutive years, I have obtained the maximum evaluative score possible each year (800) on the CCSU Faculty Evaluation Summary form.

In 2003, I received the Smith Faculty Award, the highest award the University bestows on one of its faculty members. In 2003, I also received the School of Business Professor of the Year Award, and I received the School of Business Outstanding Service Award in 2004. I received a Society for Advancement of Management (SAM) National Advisor of the Year award in 2001, 2002, and 2004. In 2003 and 2004, I also received two Distinguished Research Awards from the Academy of Educational Leadership. It should further be noted that during the past five years I have:

- received formal feedback from 1045 students who filled out evaluations after completing my courses from Spring 2000 through Fall 2004. Over 93 % of the students rated me in the highest two categories related to quality of teaching.
- had 21 peer reviewed journal or book chapter publications.
- had 15 articles published in the *Proceedings* of conferences.
- spoken at four AACSB conferences and have had over fifty conference presentations.

### TEACHING

#### Philosophy of Teaching

My philosophy of teaching is really quite simple – I love teaching! In the following paragraphs, I summarize my approach to meeting the educational needs of my students.

Maintaining my Rationale for Practice: I firmly believe that a clear rationale for teaching is fundamental to meeting the critical pedagogical and andragogical needs of both traditional and non-traditional students. This includes:

1. teaching and meeting the needs of students with varying educational and career requirements;
2. adapting to the diverse demographic needs of students;
3. committing to meeting the extra-curricular needs of students;
4. using different methodologies to address students' divergent learning styles;
5. focusing on problem-solving processes to prepare students for real-world challenges;
6. creating an active learning environment, where students are engaged, ask questions, and participate in discussions.

I entered education from the business sector, and I still use the experience gained from working in management when developing my instructional methods. As a manager and/or administrator, I wanted critically informed employees. I want the same from my students. I have always taught the required curriculum, but I also strive to develop a close working relationship with faculty, administrators, and students while keeping my teaching techniques flexible enough to meet the needs of students from all academic, economic, and sociological backgrounds.

Caring for the Students: I want the students to know that I am sincerely interested in improving their educational worth and well-being. The initial page of my web site ([www.business.clayton.edu/Deis](http://www.business.clayton.edu/Deis)) gives both my office and home phone numbers and tells the students that they are welcome to call me at any time. Students are also encouraged to e-mail me, leave a message on my voice mail, or visit me in my office.

Preparing Students for Success: Because I want my students to have an enriched and personalized educational experience, I prepare them for success by: integrating technology in instruction, mentoring and directing individual research and experiential learning, using active learning techniques, incorporating applicable guest speakers, making significant and beneficial course revisions, and participating in instructional development programs. I am also actively involved in conducting research to assist the department and University in improving student performance.

Applications of technology in instruction: The use of technology provides an important instructional niche for CCSU, and during the past several years I have continually used various applications of technology in my classes. For example, in *Performance/Quality Management*, students are required to complete weekly Production Operations Management (POM) software assignments and spend at least 25% of their class time solving real-world problems on their computers. I have also developed a "Help" site for the PQM course where students can go to review examples using POM, Excel, or Mimio (animated screenshots with animation). I also have an active, practical, and student-friendly web site which contains lecture notes, PowerPoint presentations, and test reviews.

In *Business Statistics*, I developed a CD to give students access to examples of how to work specific real-world problems using statistical analysis techniques in Excel. In *Management and Organizational Behavior*, students are required to work in teams to develop and present PowerPoint presentations on topics relevant to the course.

I have also increased the application of technology in all of my courses through my participation in the Performance Evaluation Portfolio Project (PEPP). The project is unique in that it is a school-wide effort to acquaint students with the environment of business through a student's knowledge, skills, and abilities in analysis and evaluation of a student's chosen firm or industry. Since Fall 2002, all business students have been required to complete an electronic portfolio as part of their graduation responsibilities. The Performance Evaluation Portfolio is used to demonstrate each student's mastery of the School of Business program outcomes.



## **INTERACTION WITH STUDENTS OUTSIDE OF CLASS**

### **Mentoring/Advising**

Because of my focus on student success, I offer voluntary sessions on weekdays and Saturdays to assist students in mastering concepts. For example, during the spring semester of 2005, I am teaching four courses and have three preparations. However, I have also reserved a room from 6:00 p.m. - 7:15 p.m. on Mondays and Wednesdays where students can come see me for additional assistance. I also have an "open-door" policy and always keep my office door open. Although the School of Business now has two full-time academic advisors, I want students to feel that they are welcome to see me for additional advisement.

In addition to teaching twelve different courses for the School of Business in the past several years, I have directed 66 internships, work studies, or directed research projects since the beginning of 2000. It is vital that our students understand the "life" within the business community. Since 2000, I have had over 40 guest lecturers or field trips.

I have been active in many evidentiary categories in the area of service. I have served as a mentor to both full-time and part-time faculty and am actively involved in student advisement, committee work, and activities that are beneficial to the University and community. In addition to advising students, I worked with a faculty advisor to develop a "Scheduling Plan" for School of Business students, advised students participating in TEAM projects, assisted with database projects for the School of Technology, implemented an online, interactive Summary of Professional Activity form, and assisted the athletic department in their recruiting process. I am presently involved at the University level in developing mentoring programs for at-risk students.

### **Extracurricular Activities**

There is more to teaching than just being in the classroom, holding office hours, and communicating with students by phone or e-mail. My wife and I have had several students over for dinner, and we always treasure those times. Several international students have brought their parents in to meet me and have invited me to dinner with their families. In 2003, two students asked me to be a member of their wedding parties.

Although I always strive to be "tough but fair" in the classroom, I also want students to feel that I am approachable and that they are welcome to contact me once they graduate. To bring out the best in my students, I want them to have fun, be motivated, and strive to succeed. I care about the students, but, more importantly, I want them to care about others and themselves.

For me, being faculty advisor to the Society for Advancement of Management not only provides a service to the University but also provides me with an extremely valuable teaching tool. The CCSU SAM chapter currently has 178 members and is the largest and most active chapter in the country. Since many of the students are already working professionals, they see the importance of being able to improve their knowledge, performance, and leadership skills. In all my classes, I stress that being an active member in the SAM's Chapter at CCSU gives students this opportunity. One of my goals for the CCSU SAM's Chapter has been to give students more

leadership opportunities. Our SAM officers and members are responsible for planning the monthly meetings and activities, sponsoring fund-raisers, arranging tours, obtaining speakers, and holding elections. In fact, I am always amazed at how much students do in the organization and how well they do it. I give advice, but I am just that – an advisor. I also give assistance when needed, but my main goal has been to foster the development of skills that students will need to succeed in business. The students in our chapter have worked very hard, as evidenced by the many awards they have received during the past five years. Last year, a team of students representing the School of Business at CCSU won the first place award in the Joseph Bush Undergraduate Division of the case competition at the 2004 Society for Advancement of Management (SAM) International Conference in Baltimore. I am extremely proud of what the students have accomplished, and I am grateful for the opportunity to serve as advisor for an organization that prepares students for success by exposing them to real-world experiences, providing them the opportunity to make a difference in peoples' lives, and permitting them to make life-long friends.

### **SCHOLARSHIP OF TEACHING AND LEARNING**

Much of my research is in the teaching area, and I have written several papers relevant to student performance. As noted on my curriculum vitae, I have had 16 publications related to instructional development in the past three years. Forty-one (41) of my 51 conference presentations have also been in the instructional development area. Measuring and evaluating the academic performance of our students is very important to me. In addition to chairing CCSU's SACS 2004 Data Collection and Analysis Committee and the School of Business Faculty Evaluation and Development Committee for four years (2000 – 2004), I am currently serving on the Mentoring and Supplemental Instruction Task Forces for the QEP Implementation Committee. Further, I am presently working on the following five papers in the instructional development area.

Level of Engagement and Student Success: An Alternative Approach to Examining Associations between NSSE Data and Persistence

How Can Interdisciplinary Collaboration Between Schools Impact the Academic Performance of Culturally Diverse Students?

Freshmen and Sophomores' Perceptions of the Information Technology Market Now and What They Perceive the Market Will be Like in the Future.

Assurance of Thinking Skills Learning in the Management Curriculum.

Performance Evaluation Portfolio Program (PEPP) – An Electronic Tool for Assessment & Personal Marketing.

I am totally committed to the School of Business' AACSB accreditation process and to the University's implementation of the Quality Enhancement Plan. I love my career and am extremely proud to be a part of an outstanding University system.

Thank you for your time in reviewing this application.



March 15, 2005

TO: FY 2005 Regents' Teaching Excellence Award Committee

FROM: George H. Messer, Jr.

RE: Letter of Support for Dr. Michael Deis

It is my distinct pleasure to provide this letter of support for Dr. Michael Deis.

In my three and a half years of association with Michael Deis in the School of Business, he has epitomized excellence in teaching at a public university. Based on both my observations in his classroom and comments from students, I believe he is a truly gifted teacher. And, as with most who make a very difficult job appear easy, I think he accomplishes this primarily by simply working harder at it than anyone else. He applies good instructional principles; he is genuinely concerned that students learn; and, he is tirelessly committed to ensuring that students achieve success in all their endeavors.

Some specific examples will illustrate Dr. Deis' work ethic and commitment to his students. When the Society for Advancement of Management (SAM) student chapter was chartered at Clayton State in 1999, Dr. Deis voluntarily took on the role of faculty advisor. Under his leadership, the SAM Chapter here is now the largest in the U. S., and in 2004 two of his students won SAM's International Case Competition. His efforts have been recognized by his selection as SAM's Outstanding Faculty Advisor nationwide. In addition, he has served on various university and school recruitment committees and on the new student advising team. He has been active in supervising student internships, above and beyond his regular teaching load.

Dr. Deis has also been extremely active in service to the school and university through efforts such as the SACS Steering Committee (Sub-Committee Chair), Management Program Review Committee (Member), Faculty Evaluation and Development Committee (Chair), and numerous other significant assignments. He has been a leader for the School of Business in his level of scholarly activity. In the past five years he has 20 refereed journal publications, 15 conference proceedings publications, and over 30 academic conference presentations.

I know Dr. Deis puts in a tremendous amount of hours, not only in his academic areas, but also in service to the School and University and in scholarly research and publications. However, I think one of the most revealing facts about him is that his office door literally is always open. The other faculty members located along a busy, noisy corridor, including myself, have reluctantly closed our office doors with instructions to knock before entering. Not Michael. In spite of his long busy days, I seldom pass his office without seeing at least one or two students, and sometimes many more, seeking his guidance and advice. I'm sure these students wholeheartedly agree with me that Michael Deis would be a most worthy recipient of the Regents' Excellence in Teaching Award.

George H. Messer, Jr., PhD  
Conklin Chair for Logistics and Supply Chain Management

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March 14, 2005

To: FY 2005 Regent's Teaching Excellence Award Committee

From: Jacob M. Chacko

Re: Letter of Support for Dr. Michael Deis

I would like to nominate Dr. Michael Deis for this year's Regent's Teaching Excellence Award. Dr. Deis is an exceptional teacher, researcher and service provider. His success as a teacher is validated by the fact that he has consistently received one of the highest student evaluations of any faculty member in Management since he joined Clayton College & State University. His success in teaching can be attributed to his outstanding communication skills, ability to adapt to changing and different learning environments, care and concern for students and their learning, and the mastery over operations management and statistical areas after practicing it for over 10 years in corporate America. Students often mention Dr. Deis as the best faculty member they have had at CCSU. Dr. Deis is always willing to guide students through independent study projects and continually serves as the faculty supervisor for many student internships. Dr. Deis's continual participation in instructional development workshops and tireless pursuit for enhancing student learning through the use of technology is admirable. The testament of Dr. Deis's outstanding teaching can be seen from the numerous testimonies he receives from his past and present students and from being awarded the School's Professor of the Year Award and the CCSU Alice Smith Award in 2003. The Alice Smith Award is the highest award the University bestows on one of its faculty member each year.

As can be seen from his vita, Dr. Deis works closely with students both inside and outside the classroom. He is selfless in giving his time, talent and experience to mentor and guide students with their academic and co-curricular activities. He continues to be the faculty advisor to the largest and the most active chapter of the Society for Advancement of Management (SAM) in the United States. He has been consistently recognized for his efforts and successes as the faculty advisor and faculty mentor. Dr. Deis was awarded the Outstanding Faculty Advisor Award from the Society for Advancement of Management for 2001, 2003, and 2004. Under his leadership, the SAM chapter at Clayton State was awarded the First Place Campus Chapter Performance Program Award in 2002 and 2004. In 2004 Dr. Deis was the faculty advisor to the Student Chapter Team from Clayton State, which won the first place award in the Joseph Bush Undergraduate Division of the case competition at the 2004 Society for Advancement of Management International Conference. His outstanding leadership in student mentoring and the high level of involvement in service to the community, the profession, and to the university gained him the School's Outstanding Service Award in 2004.

Over the past five years, Dr. Deis has had nineteen refereed journal publications, one publication in a book, and over forty refereed conference presentations and/or proceedings. What makes these numbers even more impressive is that Dr. Deis teaches the full-load of 12 credit hours a semester and spends numerous hours every semester in service activities. Dr. Deis has been successful in obtaining nine research grants from the University and the School of Business. My recommendation for him is without hesitation of any kind.

Jacob M. Chacko, DBA  
Associate Dean & Professor of Marketing

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March 15, 2005

TO: FY 2005 Regents' Teaching Excellence Award Committee

FROM: Elizabeth R. Vincent

RE: Letter of Support for Dr. Michael Deis

It is with great pleasure that I recommend Dr. Michael Deis for the 2005 Regents' Teaching Excellence Award.

During my time at Clayton College & State University (CCSU), no other professor has depicted greater qualities, teaching skills, and genuine concern for the well-being of his students than Dr. Deis. He has instructed me in four business curriculum courses thus far and has been a wonderful advisor to myself and the other officers of the CCSU chapter of the Society for Advancement of Management (SAM). With great enthusiasm, Dr. Deis leads and encourages those around him to aspire to meet their maximum potentials. He is always available to give constructive criticism and to explain solutions to problems one might not have seen otherwise.

As SAM faculty advisor, Dr. Deis has inspired hard work and dedication from the seven officers and over one hundred current SAM members. Because of his leadership, the chapter in 2004 was awarded the first place Campus Chapter Performance Program Award for being the most active chapter in the country. In addition, he has led the organization to win 1<sup>st</sup> place at the 2004 SAM International Business Conference in Baltimore, Maryland, and has influenced the decision to take two five member teams to compete in the International Business Conference to be held in Las Vegas, Nevada this April 2005.

Never before have I been so personally inspired by a professor who truly cares about the academic performance and the professional advancement of his students. Dr. Deis truly practices an open door policy where his students, former students, and students' friends may drop by at any given time for academic advisement, assistance for course related assignments, and SAM related activity and event planning.

Largely credited to Dr. Deis, Clayton State is making a name for itself. Under Dr. Deis' guidance, SAM won a national award that boosted CCSU's reputation and enhanced the credibility of the university while undergoing the AACSB accreditation process. Additionally, Dr. Deis has published in numerous scholastic journals and publications—which in turn markets the CCSU School of Business name. Students look up to him, and faculty look to him as their mentor. There is no better candidate for the 2005 Regents' Teaching Excellence Award than Dr. Michael Deis.

Elizabeth R. Vincent  
Junior, Marketing Major  
School of Business  
Clayton College & State University



**March 11, 2005**

**TO: FY 2005 Regents' Teaching Excellence Award Committee**

**FROM: Michael J. Harvey**

**RE: Letter of Support for Dr. Michael Deis**

Dr. Michael Deis is definitely deserving of the 2005 Regents' Teaching Excellence Award.

Dr. Deis has been an invaluable asset during my college career at Clayton College and State University (CCSU). I have had the distinct pleasure of having him as my instructor four times since the spring of 2002. My experiences with him illustrate that he is a very hard worker that will always go that extra mile to assist a student with any issue they may have. He consistently puts students first, the reputation of the school a close second, and his own personal priorities a distant third.

He is a gifted instructor who does his very best to ensure that the students comprehend the material he is teaching. He sets up extra study time in a classroom setting outside of the scheduled class, and his door is always open for any inquires that the students may have. In fact, he has advised me on a number of issues that fall outside his realm of responsibility. His recommendations have always proved useful, and I feel I can turn to Dr. Deis on any issue that is related to school.

In addition to his teaching responsibilities, he is the faculty advisor for the CCSU chapter of the Society for Advancement of Management (SAM). I have worked with him in this capacity as well. He has been instrumental in creating the largest, most active chapter for SAM in the nation. Additionally, the CCSU chapter won first place at the 2004 SAM International Business Conference case competition. This incredible feat would not have been possible without Dr. Deis' expert guidance and leadership.

The CCSU School of Business is a better place with Dr. Deis' presence. He continuously strives to create an enriching learning environment for the students, and he has played a huge part in my success at CCSU. I have a 4.0 gpa as well as numerous awards, and I do not feel that would have been possible without Dr. Deis' direction. Without question, Dr. Michael Deis is an asset to his profession as well as CCSU. It is for these reasons that I definitely recommend Dr. Deis for the 2005 Regents' Teaching Excellence Award.

*Michael J. Harvey*

Michael J. Harvey  
Senior, Accounting Major  
School of Business  
Clayton College & State University

## Documents Providing Evidence of Teaching Success

Michael H. Deis: Student Evaluation of Instruction Report for 2004 (5.0 scale)

Note: A composite report for previous years is not shown because CCSU used a different set of evaluation questions beginning Spring 2004.

Item	Spring 2004			Summer 2004			Fall 2004			Weighted Average
	BUSA 1105 21495 N = 46	BUSA 3101 21501 N = 24	MGMT 3102 21552 N = 24	MGMT 3102 21553 N = 19	MGMT 3101 51251 N = 16	MGMT 3102 51253 N = 19	MGMT 3101 81952 N = 34	MGMT 3102 81956 N = 16	MGMT 3102 81957 N = 27	
well prepared	4.61	4.71	4.88	4.84	4.75	4.84	4.59	4.81	4.93	4.75
gave clear explanations of course content	4.39	4.52	4.71	4.58	4.63	4.79	4.24	4.69	4.74	4.55
maintained agreement between objectives	4.26	4.46	4.71	4.63	4.75	4.84	4.29	4.75	4.70	4.54
enthusiastic about teaching the course	4.65	4.71	4.96	4.74	4.63	4.84	4.56	4.81	4.89	4.74
set high standards of achievement	4.50	4.58	4.79	4.68	4.75	4.68	4.50	4.56	4.81	4.63
students felt free to ask questions	4.76	4.50	4.75	4.74	4.81	4.95	4.71	4.63	4.89	4.75
accessible to discuss course related issues	4.65	4.70	4.83	4.79	4.88	4.89	4.79	4.75	4.85	4.78
effective oral communication skills	4.72	4.67	4.79	4.84	4.81	4.84	4.68	4.75	4.85	4.76
effective written communication skills	4.57	4.67	4.92	4.84	4.88	4.89	4.62	4.75	4.93	4.75
clearly stated course requirements	4.50	4.79	4.96	4.79	4.69	4.89	4.68	4.88	4.78	4.74
demonstrated knowledge of the subject	4.76	4.71	4.83	4.89	4.81	4.89	4.71	4.94	5.00	4.82
demonstrated interest in students	4.80	4.67	4.75	4.89	4.81	4.89	4.74	4.50	4.67	4.75
assignments helped students learn	4.13	4.67	4.58	4.74	4.75	4.68	3.82	4.56	4.74	4.43
assessments matched the content taught	4.37	4.67	4.79	4.84	4.69	4.89	4.29	4.75	4.81	4.62
classroom was conducive to learning	4.54	4.58	4.75	4.74	4.81	4.68	4.24	4.69	4.81	4.61
provided helpful feedback	4.28	4.54	4.38	4.53	4.56	4.68	3.94	4.19	4.44	4.25
provided timely feedback	4.43	4.75	4.67	4.68	4.75	4.95	4.29	4.88	4.81	4.63
used a variety of teaching methods	4.35	4.46	4.63	4.68	4.75	4.74	4.41	4.00	4.33	4.46
effectively used technology	4.09	4.38	4.88	4.74	4.75	4.74	4.06	4.50	4.67	4.46
met the class as scheduled	4.87	4.75	4.92	4.95	4.88	4.95	4.91	5.00	4.93	4.90
<b>Weighted Average</b>	<b>4.51</b>	<b>4.62</b>	<b>4.77</b>	<b>4.76</b>	<b>4.76</b>	<b>4.83</b>	<b>4.45</b>	<b>4.67</b>	<b>4.78</b>	<b>4.65</b>

N = number of students completing evaluations

## Documents Providing Evidence of Teaching Success and Student Learning

### Exemplary Student Performances of Dr. Deis' CCSU Students on the Senior Exit Exam

<b>Date</b>	<b>Name</b>	<b>Score</b>	<b>Rank (%)</b>
October, 2001	Rita Haley	185	99
October, 2001	Kristine Hobby	174	93
October, 2001	T.L. Walker	172	90
July, 2002	Devon Carson	192	99
July, 2002	Jason Cramer	176	95
July, 2002	Cynthia Franklin	172	90
July, 2002	Joni Guffey	174	93
February, 2003	Jill Cochran	178	96
February, 2003	Jonathan Gamble	172	90
February, 2003	Carole Patrick	174	93
March, 2003	Chris Burdette	188	99
March, 2003	Aubrey Carson	183	98
March, 2003	Adri Bekker	177	95
March, 2003	Michael Cooper	172	90
March, 2003	Lisa Garmon	173	92
March, 2003	John Garrard	173	92
March, 2003	Yvonne Conaway	179	96
March, 2003	Dorothea Johnson	176	95
March, 2003	Eliot Morgan	183	98
March, 2003	Amanda Newman	176	95
March, 2003	Lee Spahos	184	98
March, 2003	Robert Stallings	172	90
March, 2003	Heather Underwood	173	92
July, 2003	Nelson Burke	189	99
July, 2003	Donna Davis	182	98
July, 2003	Amanda Curtis	173	92
July, 2003	Rodney Love	182	98
October, 2003	Lori Morris	178	96
March, 2004	Melissa Blount	196	99
March, 2004	Carola Couch	176	95
March, 2004	Clifford Finney	180	97
March, 2004	Michelle Gray	180	97
March, 2004	Kellie Lundy	175	94
March, 2004	Joshua Meier	178	96
March, 2004	Carolina Roman	173	92
March, 2004	Teri Phillips	177	95
March, 2004	Sheila Varner	173	92
July, 2004	Shaun Herskowitz	172	90
September, 2004	Brenda Hobgood	173	92
September, 2004	Merrie LaFrenier	175	94
September, 2004	Alvin Minor	182	98
September, 2004	Damien Roach	189	99



## Documents Providing Evidence of Teaching Success and Student Learning

Types of Positions and Salaries Secured by Dr. Deis' Students (shown by year graduated)

Name	Major	Year	1 <sup>st</sup> Position	Company-Employer	Salary
Jodi Guffey	Accounting	2002	Staff Accountant	Bennett International Group	2
Kimberly Freeman Higgins	Accounting	2002	Compliance Officer	The Bank of Georgia	5
Cynthia Franklin	Accounting	2002	Staff Auditor	GA Dept of Audits & Accts.	3
Wendy Reynaud	Accounting	2002	Accounting Manager	Southern Bonded Whs	4
Melissa Burrell	Gen. Business	2002	Engineer Spec/Project Mgr	BellSouth	5
Julia Radmann	Marketing	2002	Global Marketing Associate	UCB-Bioproducts	5
Sasha Parks	Marketing	2002	Project Manager	Cingular Wireless	5
Shannon B. Taylor	Marketing	2002	Database Administrator	Security Assoc. Intl., Inc	5
Robert W. Klemm II	Accounting	2001	Espatriate Services Coord.	Turner Broadcasting	4
Kenneth Torbush Sr.	Accounting	2001	Assistant Controller	Focus Entertainment, Inc.	4
Rita Haley	Accounting	2001	Staff Accountant	Bennett International Group	3
LaToya Hubbard	Management	2001	Claims Representative	Nationwide Insurance	3
Jennifer Martin	Management	2001	Accounting Coordinator	Atlanta Auto Auction	3
Kimberly A. Barnes	Marketing	2001	Leasing Specialist	Davis Development	3
Joshua Denham	Marketing	2001	Customer Service Rep.	Delta Air Lines	3
Lawrence R. Clark	Accounting	2000	Auditor	MARTA	5
Carol Rutherford	Accounting	2000	Accountant	CAR Acct.	3
Mindy Harjo	Accounting	1999	Staff Accountant	Chik-fil-A, Inc.	3
Wendy Dunn	Accounting	1999	Accounting Mgr	Cargo Brokers Int't Inc.	5
Chris Canady	Accounting	1999	Staff Accountant	Starwood	5
Matthew S. Elkins	Accounting	1999	Auditor	State of GA	3
Patricia Gannon	Accounting	1999	Self-Employed	Southeastern Services	5
Douglas Scott Keith	Accounting	1999	President	Ceramica Tile & Stone Cont.	5
Amy Richardson	Accounting	1999	Staff Accountant	PBS Tax & Accounting	3
Amy R. Russell	Accounting	1999	Accountant	Emory University	2
Barbara H. Rape	Management	1999	Human Resources Manager	United Parcel Service	3
Larry Al Crisco	Management	1999	Production Manager	Weyerhaeuser Company	5
Michael A. Peer	Management	1999	Assistant Fire Chief	Dekalb County	5
Joel A. Miller	Management	1999	Account Executive	Market Trust	5
Jeffery Nunes	Management	1999	Passenger Service Agent	Delta Air Lines	5
Jeffery A. McCann	Management	1999	Sales	Saturn	4

Note: Code for Salary: 5=Over \$40,000; 4=\$35,000-39,000; 3=\$30,000 -34,000; 2= \$25,000-29,999; 1=Less than \$25,000

## Documents Providing Evidence of Teaching Success and Student Learning

Description: This is a Performance/Quality Management portfolio assignment in which students are expected to use technology to solve real-world problems.

### Waiting Line Model Case

The food court in the new Clayton College & State University Learning Center Court has the space to serve four customers at a time. The customers arrive at the Food Court at the rate of 13 per hour. The service of the customer takes an average of three minutes per customer and is exponentially distributed. You must show or attach your work and write your answers in the spaces provided. You must also attach your POM printout for this problem immediately after you state the answers on this page.

- What is the mean number of customers at the Food Court?
- What is the system utilization rate?
- What is the probability that the system will be idle?
- What is the mean number of customers waiting at any time?
- What is the mean customer waiting time in minutes?
- What is the mean time that a customer spends at the Food Court?

**Project Management Case** The Clayton State University Bookstore has decided to change its system of ordering supplies. The new system will be a computerized system that automatically generates orders for needed items. The bookstore will employ project management in installing the computer system. Project activities and time estimates are shown in the table below.

Activities	Time Estimate (weeks)		
	Optimistic Time	Most Likely Time	Pessimistic Time
1 – 2	8	12	13
1 – 3	4	9	18
1 – 4	6	8	11
2 – 3	5	8	13
2 – 5	6	8	19
2 – 6	4	12	15
3 – 6	3	6	9
4 – 6	7	11	18
5 – 7	5	20	30
4 – 7	4	12	16
6 – 7	2	8	14

- Draw the network.
- Compute the expected time for each activity and write your answers in the table on the next page.
- Compute the critical path by determining early start, early finish, latest start and latest finish times and write your answers in the table on the next page.
- Compute the variances and write your answers in the table provided.

Activities	Time	Variance	ES	EF	LS	LF	Slack
1 - 2		8		12		13	
1 - 3		4		9		18	
1 - 4		6		8		11	
2 - 3		5		8		13	
2 - 5		6		8		19	
2 - 6		4		12		15	
3 - 6		3		6		9	
4 - 6		7		11		18	
5 - 7		5		20		30	
4 - 7		4		12		16	
6 - 7		2		8		14	

- e) What is the project's completion time?
- f) What is the project variance?
- g) What is the probability of completing the project in 45 weeks?
- h) Work this problem using POM and attach your POM printout.

## **Documents Providing Evidence of Teaching Success and Student Learning**

Description: This is a Business Statistics assignment in which students are expected to analyze demographic, financial, and economic data for a selected country. This assignment allows students to gain insights, through theory and technology, of a global economy.

### **Introduction:**

The need to prepare students for the challenges of a global economy through the internationalization of the required business courses is mandated by the American Assembly of Collegiate Schools of Business (*AACSB*). Business Statistics is a basic requirement in the core curriculum of the BBA program at Clayton State and provides an excellent vehicle for imparting international information to business students. “A *major* benefit derived from internationalization” of the course is that students are exposed to general geographic and socioeconomic information that will serve to better orient them for upper level courses involving international issues.”<sup>1</sup> Therefore, the following guidelines are given to assist you when doing the PEPP project. *This PEPP assignment must be completed using international data.*

### **The Approach (Course Design):**

At the beginning of the semester, each student is randomly assigned a country for which she/he is required to collect data on at least five (5) variables of interest. Variables could include, but are not limited to, population, dominant religion, area in square miles, per capita GNP or GDP, percent of GNP or GDP in industry, percent of GNP or GDP in agriculture, percent of GNP or GDP in services, literacy rate, infant mortality rate, and life expectancy. If, for some reason, it is not feasible for you to collect the data yourself, then use the available computerized databases containing international information. Some of the appropriate databases are as follows:

1. <http://www.census.gov/statab/www/> Statistical Abstract of U.S. This site contains a collection of statistics on social and economic conditions in the United States. Selected international data is also included.
2. <http://demography.anu.edu.au/VirtualLibrary-> World Demography & Population Studies. The Internet Guide to Demography & Population Studies is part of the WWW Virtual Library with links to demographic sites around the world.
3. <http://www.stat.ufl.edu/vlib/statistics.html> The World Wide Web Virtual Library: Statistics
4. Some of the other good database sources are: The World Bank Group, <http://www.worldbank.org/> International Monetary Fund, <http://www.imf.org/> Organization for Economic Co-operation and Development, <http://www.oecd.org/home/> International Financial Statistics, <http://www.bis.org/statistics/> United Nation, Statistics Division, [http://unstats.un.org/unsd/cdb/cdb\\_source\\_xrxx.asp?source\\_code=26](http://unstats.un.org/unsd/cdb/cdb_source_xrxx.asp?source_code=26) CIA The World Fact Book, <http://www.cia.gov/cia/publications/factbook/>

After you have the data on the variables of your interest, enter them into Microsoft Excel and perform the following three (3) tasks. You are required to document the source(s) of your data in your business report.

**A-** Use Excel to construct histograms, box and whisker plots, and frequency distributions and calculate mean, median, mode, and standard deviation to describe the sample data *for each of the variables*.

**B-** Perform statistical inference concerning two populations, correlation, and simple and multiple regression analysis.

**C-** Prepare a written *business report* interpreting your results. Type the report. Include all appropriate Excel outputs.

<sup>1</sup>. Prave, Rose S., and Trussler, Susan, Business Statistics as a vehicle for Transcending U.S. Borders, Journal of Education for Business; Mar/Apr 95, Vol. 701 Issue 4, PP. 238-243.

