College of Business and Economics
2007-2008 Annual Report

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Table of Contents

Page

2007-2008 College Goals and Accomplishments Related to Goals……………………………………3

2008-2009 College Goals………………………………………………………………………………14

Appendix A-G (Separate File)

A. Undergraduate Assurance of Learning…………………………………………………………1
B. Graduate Assurance of Learning………………………………………………………………12
C. Summary SWOT Analysis………………………………………………………………………18
D. Faculty Sufficiency (9-1) and Faculty Qualification Tables (10-1 & 10-2)…………………19
E. University Goals: College Accomplishments…………………………………………………39
F. University Goals: Departments Accomplishments…………………………………………41
G. Goals Related to Equity Scorecard and Campus Diversity Plan……………………………53
College of Business and Economics  
2006-2007 Annual Report

Our mission as a College of Business and Economics is to provide quality undergraduate and graduate education to career-oriented students who will be competitive in a technologically evolving, global business environment. We are committed to:

- Development and support of faculty, significant student-teacher interaction, a varied and relevant curriculum, experiential learning, and high academic standards
- Development of mutually beneficial partnerships and lifelong learning opportunities with internal and external stakeholders through the sharing of expertise and service to others
- Accomplishment of our mission under the guidance of a faculty dedicated to excellence in teaching, sustained scholarship, and continuous improvement in curriculum and educational experiences
- Cultivation of high standards of ethical and professional conduct

We envision being the center of an evolving learning community, reaching out to provide opportunities for critical learning experiences on campus and throughout the world. We foresee increasing participation of students and faculty in committed partnerships with increasingly diverse stakeholders. We will foster relationships among these stakeholders, encouraging pride and involvement and leading to consistent strength in education and research in the business professions.

**College Goals for 2007-2008 and Accomplishments Related to those Goals**

**Objective 1 – Programs and Learning**

**Goal 1:** Collect data on the number of internships and the quality of internships in the college so as to establish a benchmark for measuring future improvement.

The College embraces a work integrated learning model as central to its programs, and promises students there will be many opportunities for them to combine rigorous academics with applied work experiences. While there are numerous vehicles for creating these learning opportunities (e.g., student-faculty/staff-business consulting projects, involvement in outreach units, student organizations and in-class projects with industry), the most intensive and most visible is internships. In general, college internships are for-credit, professionally-relevant, paid work experiences. College internships are usually taken between the junior and senior years, but there are many variations on this schedule. One common variation is the accounting tax internship which is offered from January through April 15th of the senior year. Many accounting students...
experience these internships, and spring accounting course offerings are designed to accommodate this option with two compressed intensive courses during the second half of the semester. While some departments, like Accounting, have very well developed internship programs, quality and quantities are inconsistent across the college.

Last spring, the Creative Marketing Unlimited student group, under the direction of Scott Swanson, completed a study of CoBE student expectations and perceptions of internships. As becomes apparent in the study, it is difficult to obtain actual numbers on internships (e.g., they are not always taken for credit). The complete study may be requested from the Dean’s office, but a summary of findings includes:

- There was no significant relationship between being employed and the student taking an internship
- Students with internships had significantly higher grade point averages than those respondents that had not taken an internship
- Respondents involved in business based student organizations were significantly more likely to have taken an internship (46%), compared to 34.8% of those who are not involved with student organizations.
- The majority of the respondents had not been involved in an internship (60.7%); however, of these 267 students 49.6% reported that they do plan on taking an internship before graduation.
- The percentage of students having had an internship varied significantly by major: 73.7% of Accounting, 43.8% ITBE, 40.3% Management, 29.5% of Marketing, 20.9% FNBSLW, and 20.8% of General Business majors reported taking, or having taken, an internship.
- Of those involved in an internship, 70.5% had/were receiving credit. Those not receiving credit were most likely to indicate that they did not try to get credit (46.6%) or did not want to pay for the credits (34.4%).
- Students who did not intend to take an internship were most likely to indicate that they already had a job (33.1%), had no time (28.5%) or could not find an internship to take (22.3%).
- Four reliable factors were identified from the internship importance items: student skill development, student learning, obtaining support from the sponsoring company, and company benefits. Students that had internships rated three of these four factors significantly higher than did non-interning students.
- Student’s indicated that they were most likely to obtain information on internships via the Internet, through career services or via career fairs, varying significantly based on the student’s major area of study.

These results, including department level results, were presented at the fall college meeting as a basis for department level improvements going forward. The Career Services director also discussed information and feedback their office receives on college internships at this meeting.

A follow up study is being conducted with the results expected to be available this summer. This study is focused on the perceptions of regional internship providers. Specifically, it will provide information about perceived benefits to the firm from having interns, what tasks an intern
performs, skills and qualifications that an intern should have and perceived strengths and weaknesses of UWW interns. This information will be made available to departments for use in continued improvement of internship program quality.

**Goal 2: Decide on an effective approach to the issue of integration of the core courses and present at a College meeting.**

The Curriculum Committee discussed integration of the core at several meetings in the spring semester. Representatives were asked to get feedback from the core instructors in their departments to determine their preference for using a company for case analysis, such as Harley Davidson, across core courses or for the core integration modules. The committee also discussed discontinuing the integration effort. The feedback was mixed, and many stated they were tired of Harley.

In addition, the committee sought feedback from the Dean’s Advisory Council to find out if students found one method preferable to the other or if they thought the integration efforts were effective. The students reported that some faculty are better at making integration part of the course flow, whereas for others it appears to be tacked on. Students also pointed out that many instructors naturally integrate their course material with that from other courses without necessarily pointing out that it’s “integration.”

At the April meeting, the committee discussed the possibility of integrating the core courses around a topic rather than a company. Two topics that received favorable attention from Curriculum Committee members were sustainability and global issues. The committee would like to meet with the core instructors at the College Kick-Off in the fall or early in the fall semester for their input.

**Goal 3: Explore the possibilities for collaboration with technology programs within the departments of, e.g., Geography, Arts, HPER, and Graphic Design.**

The IT/BE department took major responsibility for addressing this particular goal through a series of initiatives, including:

- Collaborated with Geography via shared lectures on GIS and database. This collaboration will continue via shared presentation in ITBE 280 and the technology learning community.
- Collaborated with Arts & Communication in sponsoring a campus presenter (coming spring 2009). This event will also involve collaboration from the Marketing department.
- Collaborated with Geography, Biology, and Chemistry through the Young Women in Science & Technology summer camp.
- Through the “Technology Cluster,” ITBE faculty meet regularly with faculty from MCS, Computer Science and Multimedia programs.
IT/BE anticipates working with faculty in the multimedia and graphic design area through the new center, Wi-CITS, to provide graphic design services to regional small businesses and non-profits. They have had some initial engagement with computer science faculty and the multimedia program as they explore adding new technology-related majors.

**Other Objective 1 Accomplishments:**

The College remains committed to the maintenance of AACSB International accreditation. This requires considerable time and resources on an ongoing basis to assure that standards are met. The college continues to engage in activities that support a culture of continuous improvement and one wherein faculty and staff work to assess achievement of student learning outcomes and adjust curriculum and courses to reflect assessment feedback.

The college has made substantial progress on assurance of learning in its undergraduate and graduate programs. **Appendix A** provides a summary of this year’s activity for undergraduate programs (the BBA and MCS B.S.) and **Appendix B** contains MBA and MPA activity. At this point, all programs except the MCS B.S. have been through multiple cycles of data collection, “closing the loop” and refinement of measures. *Closing the loop* activities are critical according to the AACSB model, and have become a standard agenda item at the Fall College Kick-Off meeting during orientation week in August. The college has been asked to participate in a panel with two other schools for best practices in assurance of learning at the Mid-Continent East AACSB deans meetings in October.

In regard to **Strategic Management Standards**, the College engaged in its fourth annual strategic planning process. It began with this year’s Strategic Advisory Group (SAG) Planning Session on February 29th. The SAG completed a SWOT analysis for the college which was then utilized by the College Strategic Planning Committee in establishing goals for 2008-2009. The committee also reviewed the college objectives for currency, and developed text to interpret and support the objectives (which are shared with the university) within a college context ([http://www.uww.edu/cobe/about_cobe/strategicObjectives.html](http://www.uww.edu/cobe/about_cobe/strategicObjectives.html)). The Committee completed an assessment of 2007-2008 goal accomplishments and developed the 2008-2009 College Annual Goals in April and May, based on the SWOT. Final 2008-2009 goals are found at the end of this report. A summary of the SWOT analysis may be found in **Appendix C**.

In regard to **Participant Standards**, the college reviews and generates the tables for meeting the Faculty Sufficiency and Faculty Qualifications standards (Standards 9 and 10) on an annual basis. Several minor revisions to standards were developed during the last year to meet changes in the way AACSB interprets standards. Revisions specifically addressed ABD faculty and full time college administrators. The former are classified as AQ for up to three years, and the latter may be classified as AQ based on administrative assignments. Tables 9-1, 10-1 and 10-2 may be found in **Appendix D**. The college is currently out of compliance with the sufficiency standard in one department (Accounting), but this situation should be rectified by fall.

The AACSB Maintenance Peer Review Team will visit from January 25 – 28, 2009. A complete Maintenance Review Report must be submitted by 60 days prior to the visit. Throughout the
past three years, the college has been filing all related documents on the t-drive, and during the
past year a new restricted web page was designed to support the review report and related
documents. Documents are now being moved to the new web site. The plan at this time is to
complete the report and the website this summer so that we may receive critical feedback from
the review team chair before sending the final version to the rest of the team members.

Finally, the College sustained its commitment to having broad faculty/staff involvement in
identifying and supporting best practices among AACSB accredited schools. Ten different
faculty/staff attended AACSB conferences and seminars this year and three more will be
attending a Sustainable Business Conference in July. Those conferences attended during the 07-
08 year include: Continuous Improvement, Global Conference on Business and Economics,
World Class Practices in Management Education, Building B-Schools, Mid-Continent East
Annual Meeting, Teaching Effectiveness Seminar and the International Conference and Annual
Meeting. The Accounting Department continues to assess and work toward separate AACSB
accreditation for accounting.

**Objective 2 – Research and Professional Development**

**Goal 4: Continue the intra-college grants programs, encouraging grants for projects
involving instructional technology.**

Each spring the college issues RFPs for applied research grants and one other annual college
priority. Last year, collaborative research grants were sought in addition to the applied grants.
Priority collaborations were 1) junior and senior faculty, 2) research-active and not active faculty
or 3) college and external faculty. Funded proposals included:

- Actively Managed Exchange Traded Funds: Are They Needed? (Howat and Reid). This
  was a collaborative grant. The authors plan to submit their paper to a refereed journal by
  August 15.
- Ethical Climates and Workplace Safety Behaviors: An Empirical Investigation
  (Parboteeah and Kapp). This was published in the Journal of Business Ethics and met
  collaborative and applied research criteria.
- A Regional Examination of Foreclosures (Kashian and Welsch). It is on the FERC
  website, is part of the upcoming Stateline Economic Report and is being presented at an
  Economics academic conference in July. This was both a collaborative and applied
  research grant

This spring the College accepted proposals for $4000 summer grants for projects involving
instructional technology, as well as applied research grants (The applied research grants are
discussed under Objective 4.) Only one instructional technology proposal was received and it
received the highest rating of all grants submitted to the College Research Committee. The
project will examine the use of low cost web-based video to augment classroom technology, and
it will be operationalized in the MCS 325 course. Co-investigators are Paul Ambrose and
George Sargent. As always, grant recipients will be asked to report on the outcomes of their
grants for next spring’s annual report.
Goal 5: Begin reducing teaching loads for faculty and staff. The goal for AQ faculty is a 3/3 load (regardless of graduate faculty status), and the goal for PQ faculty/staff is a 4/4 load.

For the past several years, the college has struggled with faculty recruitment in part due to our teaching loads. It is extremely uncommon to have faculty teaching anything more than a 3 course per semester load at an AACSBS accredited school. Accreditation standards require a predominance of research-active faculty, and business schools with substantial graduate programs are expected to have fairly stringent expectations for refereed journal publication. When we received the AACSBS comparative data for our peer schools last summer, our college faculty SCH/FTE set the high end of the range.

Additionally, the AACSBS Faculty Sufficiency standard (i.e., participating faculty ratios) require non-tenure track instructors to be active in the life of the school beyond simply teaching classes (e.g., advising, department meetings, committee memberships, curriculum development). Our university teaching load for instructors (5/4) is based on the assumption that instructors do nothing but teach. For that reason, the college is making every attempt to keep “participating” instructors at a 4/4 load.

There appears to be little we can do to reduce student numbers as the university pursues a growth agenda while staffing remains relatively stagnant. Nevertheless, the ability to handle fewer sections albeit with more students per section is attractive to the faculty. We have fully accomplished this objective except in cases where faculty/staff indicate an interest in teaching funded overload sections. The college is more aggressively using soft dollars and positions to try to alleviate high SCH/FTE but growth in enrollments makes this a challenging goal, and the need to have “participating” academic staff has to be considered. Individuals who teach one section in the evening are not generally involved in the life of the college. Optimistically, the approval of the Growth Agenda in the state budget will result in significant increases in staffing for the college as we go forward.

Other Objective 2 Accomplishments:

As evidenced in our mission statement, the college is dedicated to the belief that our most important resource in providing exceptional quality in education is an exceptional faculty/staff. Funding for faculty/ staff development and support is a top priority. This year, the college supported four research grants ($16,000) and will support four more next year ($16,000). The college also supported an ultra grant program with 4@$1000, college research incentives for publication ($31,300), travel for presentation of research at academic conferences not including PDP ($76,000), and Professional Development Program Funding ($30,000). International travel, including international travel for presentation of research at academic conferences, was supported at a total amount of more than $57,000. International and/or research presentation travel offer development opportunities to faculty and a chance to network and share research ideas. In addition, AACSBS conferences and seminars ($28,000) continue to provide outstanding development opportunities. These conferences afford faculty the opportunity to benchmark best practices for accredited business colleges at the program and college level. The College provides annual individual faculty travel funding for presentation of research at professional conferences.
up to $3000, not including the $1000 in annual PDP support. As part of our new faculty contracts, we will be paying $7000 for three summers to one of the new hires, and $6000 for three summers to the other two new hires. All three will be new Ph.D.s.

Last year the College Research Committee developed a list of potential factors that could impact research productivity and surveyed the faculty to ascertain the environment for research in the college (Ambrose and Parboteeah). The results were presented discussed at the College Fall Retreat. A copy may be obtained in the Dean’s office. Major findings were that there was insufficient institutional support (defined as student assistance, funding and opportunities for recognition) and temporal support (numbers of courses, preps and service commitments), but the college culture was seen as generally supportive and individuals believed they were motivated and able to do research. Recommendations for improvement included increased monetary support, lower teaching loads, lower service expectations and an increase in student research assistance. In general, faculty seemed to believe the overall research environment of the college was fairly supportive.

In terms of additional mentoring, this was the third year of our college new faculty/staff mentorship program with meetings facilitated by Lois Smith. The year’s meeting topics included: grading practices, using college IT resources, college information and writing good exams. The purpose of the mentoring program was to allow new faculty/staff to get acquainted and develop a support group and friendship network, as well as to get some of their questions answered about the day-to-day issues of working in CoBE. Attendance was somewhat low in this year’s program. The first meeting in the fall will be used to determine ongoing interest.

Also, for the second year Lois Smith wrote and published the College faculty/staff newsletter, “Biz Buzz.” Stories this year included: results of the CoBE SWOT analysis, travel studies to Ireland and India, a faculty social entrepreneurship project, a faculty sailing trip, James Bronson’s new boat and the faculty/staff pet feature. Two newsletters were published this year (in December and April). Biz Buzz is intended to build a sense of community, connection and communication in the college. It is also a method of informing the college about ongoing faculty research projects and interests.

**Objective 3 – Global Perspectives with Sensitivity to Multicultural and Diversity Issues**

**Goal 6:** Increase diversity enrollment in the college by working with Academic Support Services and Minority Business Programs in recruiting students from the Young Entrepreneurs Contest, and collect and examine data regarding the relative numbers of students of color who are unsuccessful in our “gateway” courses - Accounting, Economics, and Statistics (the rate at which such students receive grades of F, D, or W).

Since the Young Entrepreneurs Contest was disbanded last year, there was no opportunity to take action on the first part of Goal 6.

In fall 2007, the Administrative Council reviewed data provided by the registrar’s office on student performance in gateway courses by ethnicity. Those courses identified as gateway included: Business Statistics (Econ 245), Microeconomics (ECON 201), Macroeconomics
(ECON 202) and Introduction to Financial Accounting (ACCT 244). While a number of multicultural students enter UW-Whitewater as pre-business students, very few of them are admitted to the college at 54+ credits. The assumption was that diversity enrollments in the college were low because gateway course performance kept students from meeting college admission standards. The data indicated, however, that ethnic diversity did not have a significant impact on performance.

A follow up meeting with members of Academic Support Services, the CoBE Minority Business Programs Office and some key faculty and administrators from the college generated several possible reasons for low diversity numbers in the college. Two suggested factors were the lack of contact with the college, its curriculum and its faculty for the first year or more of attendance at UW-Whitewater and the lack of a supportive environment in gateway courses. One suggestion was that the culture was not as supportive as that of some earlier Letters and Sciences courses, causing students to change their majors out of the college. To address these concerns, the college has developed two programs which will be piloted this summer and during the 08-09 year. One is a summer business institute for incoming students and the second is a supplemental instruction program for ECON 201 and 202 and ACCT 245. The pilot programs will be evaluated for effectiveness and serve as a basis for feedback on this issue going forward.

**Goal 7: Encourage business students to participate in diversity and multicultural speaker programs from across campus.**

As in previous years, the leadership in this area was provided by the American Marketing Association (AMA), under the advisement of Jimmy Peltier and Scott Swanson. The Multicultural Student Council and the student chapter of the American Marketing Association joined efforts to develop a year-long program to bring students of diverse backgrounds together. The goal was to create a diversity theme for the 2007-2008 academic year and develop a series of activities that emphasized diversity to unite the campus. The AMA coordinated many of the marketing activities for numerous diversity events throughout the year.

**Objective 4 – Regional Resource for Businesses, Not-for-Profits and Communities**

**Goal 8: Continue the college program offering competitive research grants aimed at projects with regional businesses.**

This is the third year the college has issued RFPs for applied research grants. A major strategic priority of the college is to integrate academic learning with applied experiences to best serve our students and the state of Wisconsin. The success of this grants program in concert with continuously expanding faculty involvement with the business community in course-related and outreach projects indicates that the college is effectively addressing this priority. This spring the College awarded three $4000 summer grants (50% acceptance rate) for applied research projects serving regional business. Those three are:

- Transforming Small Manufacturers into Global Supply Chain Partners (Prasad)
- Using Information Technology to Support Donor Management for Small, Local Non-profits (Chenoweth and Ambrose)
• Laundry Industry Research in India (Basu)

A report on last year’s applied research grants may be found above in Objective 2, Goal 4.

Goal 9: Continue to promote applied research and outreach activities to external constituencies.

As mentioned above, this goal is a high priority for the College, in part because it allows the college to differentiate itself relative to other regionally competitive business schools, e.g., UW-Madison and UW-Milwaukee. UW-Whitewater places as many or more graduates into the Wisconsin business community than any other school in the System, as evidenced by the size of the program and placement information. The political environment in the state makes it essential that we understand our contributions to the state and share them with external stakeholders, and the college understands the unique and strong contribution it is able to make in this regard.

The college continues to work closely with the Marketing & Media Relations office to make sure faculty expertise is shared through news releases whenever appropriate. Several examples of news stories from the past year are available at the web links listed below:

http://www.communitybankers.org/wcbn_bankingnews_november_07_1.htm

A full listing is available through the University Marketing and Media Relations website. The college will continue to look for opportunities to share the work of its faculty and students with the public.

Objective 5 – Professional and Personal Integrity for Faculty, Staff and Students

Goal 10: Make available to the college information from the DEAC’s benchmarking study and the Peltier/Bronson research study. Develop recommendations regarding ways to improve ethical behavior in on-line courses.

Early in 2006, the Distance Education Advisory Committee contacted other business schools with online programs to collect best practices for dealing with integrity in online classes. These were presented to the faculty in a college meeting and integrated into course development guidelines for online courses, which are now posted on the college faculty web pages as a resource: http://www.uww.edu/cobe/faculty/distEdDocuments/.
Last spring and summer, Peltier and Bronson did a study of student perceptions of academic misconduct in online and traditional courses and presented the results at the 2007-2008 Faculty Kick-Off Meeting. Student results indicated that cheating was an issue in both traditional and online classes, but the type of cheating varied by delivery method. Students perceived that there was more cheating on exams in online courses and more cheating on assignments and papers in traditional courses. An extensive (and surprisingly good-natured) discussion followed on the faculty’s perceptions and experiences with academic misconduct across delivery methods, with a reiteration of best practices to address online exam cheating. Generally, frequent case discussions worth significant value to the final grade are recommended in addition to regular exams or projects in online courses. Also, if necessary, multiple choice type exams should be timed as well as monitored. All college courses are evaluated by Quality Matters to assure that courses are being designed according to best practice.

John Chenoweth, chair and associate professor in IT/BE, served as a member of a Faculty Senate ad hoc committee which addressed online course integrity issues. A final report was presented to and accepted by the Senate in spring 2008. The college maintains its strong commitment to online education and to a constant awareness of and response to integrity issues.

**Goal 11: Encourage the inclusion of the student code of ethics on all college course syllabi and course web pages, etc.**

The faculty honor code was accepted by a majority vote of the faculty in spring 2007 and is posted on the college faculty web pages: [http://www.uww.edu/cobe/faculty/ethics.html](http://www.uww.edu/cobe/faculty/ethics.html). The student honor code was adopted in 2006 and is sent each semester to students accepted into the College of Business and Economics. Students are asked to sign the code and return it to the assistant dean’s office to receive a free bookmark with the code. The student honor code is also posted on the college student web pages ([http://www.uww.edu/cobe/students/honorCode.html](http://www.uww.edu/cobe/students/honorCode.html)).

All department chairs were asked to encourage the inclusion of the student honor code on all syllabi. Several departments required it on all syllabi (Accounting, Finance/Business Law and Marketing). Others encouraged its inclusion but it was not consistently implemented.

Finally, at all Friday on Campus events during the year, prospective students and their families were told about the priority emphasis on ethics and integrity in the college and encouraged to sign the honor code upon their acceptance into the college.

**Other Objective 4 Accomplishments:**

In other accomplishments, for the second year the Business Ethics Student Association sponsored their annual event, Business Ethics Day, on April 18th. Attendance at the sessions was strong and included students, faculty and staff from across the university. The list of speakers included:

- E. Kelly Hansen, Comic Wonder, Personal Integrity
- Shanan Lesselyoung, Wells Fargo, Business Ethics: What are Employers Looking For
Finally, several faculty who attended the AACSB Ethics and Corporate Governance Conference presented to the college faculty Principles for Responsible Management Education (PRME), a collaborative initiative between the UN Global Compact and AACSB. AACSB accredited business schools were asked to consider joining the PRME initiative which promotes internationally accepted values articulated as the following six principles:

Principle 1: (Purpose) We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2: (Values) We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3: (Method) We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Principle 4: (Research) We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5: (Partnership) We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 6: (Dialogue) We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

After extensive discussion at the fall college meeting and the posting of the PRME principles and website on the faculty web pages for review (http://www.uww.edu/cobe/faculty/documents/PRME.ppt and http://www.aacsb.edu/resource_centers/PRME_final.pdf), the college decided to make a formal a commitment to PRME participation. Current interests, activities and proposed initiatives are well in line with the PRME agenda.