

**AACSB  
BUSINESS ACCREDITATION  
COMMITTEE**

**INTERIM REPORT**

JANUARY 2004



**COLLEGE OF  
BUSINESS AND ECONOMICS**

**UNIVERSITY OF  
WISCONSIN-WHITEWATER**

The following update report is presented in response to the Business Accreditation Committee letter of February 5, 2002. Their concerns and the University of Wisconsin – Whitewater College of Business and Economics responses are as follows:

**Please provide a report to demonstrate sustained and further enhancement of improved and mission-linked outcomes and processes, including development and implementation of improved procedures for:**

- 1. Improved career planning and placement services for MBA students, including those enrolled at Waukesha.**

Improvements in career planning and placement services for MBA students are an area of ongoing attention and continuous improvement for the College. At the University of Wisconsin-Whitewater Career Services Office, initiatives have been focused on web access to career planning and employment services. The majority of our graduate students are working full-time and attending school part-time. Online developments in Career Services allow these students, whether in Waukesha or any other location, to have web access to career guidance systems, online job databases and e-recruitment tools. It is possible for students to register, upload and publish an online resume into a referral database, search for jobs through the employer database and schedule campus interviews through an e-scheduling system. It is also possible to access job search engines to obtain information on positions world wide through links on the Career Services website. Individual on-campus advising and career guidance services are also available to all graduate and undergraduate students.

At the College level, we provide a link from our College Student Services web page to the Career Services website (<http://www.uww.edu/StdRscs/career/>) and to the Andersen Library Job and Career Information website (<http://library.uww.edu/subject/job.htm>). The library site offers links to an extensive array of job boards, career services and company information. The annual University career fair is hosted by the student organizations of the College of Business and Economics and Career Services who encourage graduate students to submit their resumes prior to the fair, to participate in the fair and encourage employers to be prepared for graduate student recruitment. Also, the College occasionally hosts company representatives wanting to discuss job opportunities for graduate students. Finally, when the College receives notices of job openings we forward them to the pool of qualified students and refer the companies to Career Services. The College is continuing its work with Career Services to increase the number of employers contacting the campus for graduate student recruitment, but increasingly, students seek the broader database available through general web services.

- 2. An enhanced undergraduate advising system, especially at the lower division level.**

The undergraduate advising system has been improved through two University-wide initiatives. The University committed to improving advising campus-wide by providing partial funding for an advisor position in each College and developing a University Master

Advisor program. The College of Business and Economics hired an advisor with extensive experience in advising the general student population as well as minority and retention advising. Six faculty in the College serve as University Master Advisors. In this role, these individuals assist with Preview (freshman advising and registration), teach a section of New Student Seminar (1-credit freshman orientation course), participate in the Early Warning Program, and assist with advising in the College. At this time, the College requires that these individuals assist with transfer advising and be available for a designated number of walk-in hours during priority registration.

In addition, the Whitewater Student Government was successful in pursuing and gaining approval for a supplemental tuition package, the dollars from which are used primarily for the Academic Advising and Exploration Center, a centralized operation that serves mostly freshmen and undeclared (undecided) students. This Center became operational in November 2002. The professional advisors in the Center advise all freshman pre-business students, reducing the College pre-business advising load from 1971 in 1999 to 704 in 2003. The Center's personnel include a director, 5.75 advisors, and a program assistant. Two new advisors will be hired and are expected to start in early January 2004, raising the advisor number to 7.75 advisors, plus advising provided by the Director. In addition to staffing and providing renovated offices for the Academic Advising and Exploration Center, the money generated from the supplemental tuition provides for enhancements in the New Student Seminar course, the New Student Programs Office (a peer mentor program and manager), and in Career Services. The number of New Student Seminar sections has increased from 6 in 1999 to 46 in 2003. The course was also approved for general education credit, as opposed to being a non-degree credit.

The University initiatives have resulted in a more desirable student to advisor ratio. This has led to more focus on students who do not currently meet the College grade point average requirements and those who are on University probation.

### **3. Increased access to academic support services for non-traditional students.**

Access to academic support services has been improved through multiple initiatives. Included are the development of the Master Advisor Program, the addition of a College advisor, and the creation of the Academic Advising and Exploration Center. These three University programs have increased the student and faculty/advisor interaction. The Early Warning Program has helped identify those facing academic difficulty and provided an opportunity for faculty and staff to make contact with students who may be in need of referral or who are beginning to flounder in the University environment.

The reduction in the advising loads of the Assistant Dean and College Advisor (from a total of 1971 in 1999 to 704 in 2003), allows for increased attention to students who are not meeting the College's grade point average requirements. Students in this situation are contacted and invited to make individual appointments to discuss their academic progress.

Tutorial services are available until 9 p.m. Sunday through Thursday evening and applications for services may be accessed online. A number of non-traditional students are generally

enrolled in Developmental Math and Tutorial Services. Also, the Adult Resource Center offers a meeting place, advocacy and referral services, and basic support resources to non-traditional adult students. Non-traditional students are being served by the University's pre-college Educational Talent Search Program, as well. They are fully integrated into the McNair Program. At this time there are three non-traditional students in the McNair Program.

The move to web-based systems has enhanced access for all students. Students can register for classes on-line and without coming to campus. They also have online access to the course catalogs and timetables, various student handbooks, and policies and forms such as those required for course changes, late adds and drops, receipt of academic records, scholarship applications, veterans' information and financial aid.

At the graduate level, a toll free telephone number has been added for College graduate students in on-line classes with technology issues, and another for graduate students with advising questions. Also, on-line students are provided with a complimentary utility CD with Learning Space training modules. In addition, the Graduate Studies Office provides online easy access to information and forms necessary to support graduate work.

Finally, all faculty and administrators are regular users of e-mail and are easily contacted via this method outside of traditional office hours. In fact, many are available nearly 24/7/365. Access to faculty, information and other types of academic support services is much improved by campus-wide and individual transitions to electronic information sharing.

#### **4. Increased integration of MBA curricula, including cross-functional approaches to organizational issues and greater integration of theory and practice.**

The MBA curriculum was completely restructured in 2000 to provide enhanced integration and cross-functionality. The curriculum now includes three modules. Students are required to take three courses in the strategy module including a 2-credit capstone course and two more 3-credit strategy courses from two different departments. Students are also required to take three courses in the international and management of technology modules. In other words a student can take two courses in the international module and one in the management of technology module or the student can take two courses in management of technology and one course in the international module. In a module where a student chooses to take two courses the courses must be from two different departments (functional areas). In the strategy module and either the international or management of technology module, students are focused on a similar issue or business topic from at least two functional areas. The capstone Strategic-Decision-Making course, required in the strategy module, focuses directly on students taking a top management role in developing strategy for an entire organization which requires much integration across functional areas.

The three modules have agreed-upon learning objectives that must be included in each course approved for specific modules. The modules and objectives are as follows:

**Global Management Module Objectives (students take 3 – 6 credits/1 –2 classes)**

1. Identify and understand the relevant variables, problems, trends, and risks that affect companies with global operations.
2. Assess relevant structural differences in countries' business conditions. These might include differences in technology, labor markets, legal environments, financial markets, governments, cultures, and business practices.
3. Use procedures unique to international operations for problem solving, risk management, and/or decision making. These might include: procedures regarding currency exchange, international trade and credit, global marketing and distribution, and hedging.
4. Understand and anticipate the impact of world events on the business environment.

Courses approved for the Global Management Module are:

ECON 758 Advanced International Economics  
FNBSLW 755 Multinational Business Finance  
MANGEMNT 763 Global Operations Management  
MANGEMNT 777 International Management  
MARKETNG 761 International Business (Marketing)

**Managing Technology Module Objectives (students take 6 – 8 credits/1 – 2 classes)**

1. Understand, select, evaluate, and apply appropriate technology in business settings.
2. Develop a strong conceptual understanding of the factors that affect the successful management of innovation and technological change.
3. Gain knowledge of human factors that will help students manage technology training and development in the business setting.
4. Identify trends in technology and how they affect the business environment.

Courses approved for the Managing Technology Module are:

ACCOUNT 761 Accounting and MIS  
BSEDCNA 772 Business Technologies  
BSEDCNA 775 Business Telecommunications  
BSEDCNA 778 Network Administration for End Users  
MANGEMNT 734 Introduction to Computer Based Information Systems  
MANGEMNT 738 Management of Technology  
MANGEMNT 753 Training and Development

MANGEMNT 769 Quality Issues in Operations  
MCS 785 Info Systems Project Management  
MARKETNG 745 Total Quality Management  
MARKETNG 770 Product Innovation & Pricing  
MARKETNG 772 Internet Marketing  
MARKETNG 775 Database Marketing

**Strategic Management Module Objectives (students take 8 credits/3 classes)**

1. Identify and describe general strategy principles and function-specific strategy components.
2. Conduct internal and external analyses, identify strengths and weaknesses, assess competitive capabilities.
3. List potential strategic decisions, select appropriate decisions based on the assessment of the decision situation, justify selected decisions, and communicate actions to others.
4. Identify the most efficient and effective means to employ selected alternatives.
5. Determine the degree to which strategic alternatives have been successfully designed and implemented and identify contingency plans.

Courses approved for the Strategic Management Module are:

FNBSLW 770 Capital Budgeting  
MANGEMNT 760 Strategic Management of Human Resources  
MANGEMNT 768 Operations Strategy  
MANGEMNT 771 Strategic Management  
MANGEMNT 788 Strategic Decision Making (required capstone course for all MBA students taken within the final 12 credits)  
MCS 740 Info Systems Strategy & Policy  
MARKETNG 751 Buyer Behavior  
MARKETNG 765 Advertising & Promotional Management  
MARKETNG 774 Strategic Marketing Planning

Courses taught in the MBA program rely heavily on the use of cases as a method of instruction and, in fact, we feel this is a competency of the program. This evolution started with requiring the use of cases in our on-line MBA program seven years ago. While the use of cases was never made a requirement in our traditional classes the success of this method of instruction for on-line courses has caused greater use in our traditional courses as well. The case method pushes students to take theory and practice and apply them to various real world business settings. In addition, students are often asked to relate course content to their existing work experiences. As most of our students are part-time students and work full-time they often have very rich experiences to share with other students.

The use of cases as an instructional tool can also lead to greater cross-functional integration. A survey of four classes revealed a significant number of integrated assignments incorporating cross-curriculum knowledge. Some examples to illustrate what is being done follow:

MARKETNG 766 Ethics in the Marketplace (a new course in the required Breadth area) included assignments that integrated ethics, economics and marketing concepts in the case titled "Green Marketing."

BSEDCNA 740 Business and Professional Communication (a course in the required Breadth area) ties human resource management knowledge and ethics into an assignment titled "Ethical Issues in Job Interviews." Another assignment titled "Individualism vs. Collectivism," focuses on cultural differences, communication and management issues.

ECON 737 Managerial Economics incorporates marketing principles by analyzing articles such as "Advertising and the U.S. Market Demand for Beer."

MANGEMNT 788 Strategic Decision Making incorporates marketing, human resource management, and management of technology knowledge in an assignment titled "Dell Computer Corporation: Internal Analysis."

This is a small sampling from the many examples of MBA courses drawing on knowledge from across disciplines.

The College Graduate Studies Committee continues to consider how we can further integrate theory and practice with the MBA program beyond the many examples that we already find in place. They are currently discussing the pros and cons of two alternatives that, in the end, may both be implemented.

Alternative 1--Apply lessons in all breadth courses to a common company, e.g. Harley-Davidson or Dell, which is similar to what is being done in the undergraduate course classes. This alternative would require all disciplines with a course in the required Breadth to effectively pursue integration and practical applications. This could be applied to classroom and web-based courses and would impact the maximum number of courses. The breadth classes are 2-credit courses which provides a bit of a time constraint.

Alternative 2--Apply theoretical and practical lessons to a common company in all Strategic Management "module" courses. This alternative affects fewer courses than alternative 1 and does not cross all disciplines within the College. It would integrate a minimum of two disciplines and a maximum of three. We see integration in several of these courses already, particularly in the program's capstone course, MANGEMNT 788 Strategic Decision Making, as mentioned in the examples above.

The Graduate Studies Committee continues to discuss the best and most effective way to accomplish the theory and practice integration on the broadest base possible. Committee members have had several exchanges with graduate faculty from their respective departments

and are researching potential common companies that might become the vehicle to accomplish this task. They are also discussing how they would monitor this as well.

In addition to responding to the four specific concerns discussed above, the committee asked that we provide an update on continued strengthening of faculty intellectual contributions, with demonstration that the Promotion and Tenure Review decisions adhere to the minimum requirements outlined in the new policy, that the quality and quantity of intellectual contributions are continuing to improve (especially in accounting and economics) and that the policy limiting graduate instruction to research active faculty is being observed.

**Strengthening of faculty intellectual contributions with demonstration that the Promotion and Tenure Review decisions adhere to the minimum requirement outlined in the new policy.**

Since the last review in 1999-2000, five people have been promoted to Associate Professor and tenured, and four have been promoted to full Professor. Recent publications and presentations are available in Appendices I and II, and the list of faculty follows:

S. Choton Basu – Tenure and Promotion to Associate  
James Bronson – Tenure and Promotion to Associate  
Stephen Havlovic (resigned 8/03 – accepted an Associate Dean’s position) – Tenure and Promotion to Professor  
Mark Skidmore – Promotion to Professor  
Bambi Statz – Tenure and Promotion to Associate  
Scott Swanson – Tenure and Promotion to Associate  
John Washbush – Promotion to Professor  
Jon Werner – Tenure and Promotion to Professor  
L.Roger Yin – Tenure and Promotion to Associate

One candidate was denied promotion to full professor due to scholarly output deficiencies, and a probationary faculty member was issued a terminal contract one year prior to mandatory tenure review for insufficient scholarly activity.

Standards for promotion represent “hard” minimums that **must** be met. The candidates’ records are evaluated independently by the department, the College Promotions Committee, the dean, the provost and the chancellor (see Appendix III for the vitae of faculty reviewed for promotion and/or tenure since the last report). At all levels, the records are evaluated relative to standards to ensure that at the very least, the minimum standards are met. It is possible, especially outside the College, for denials to take place for those who meet minimum standards. This has not occurred during my tenure as dean. Feedback up to the point of tenure encourages probationary faculty to move beyond minimums.

About four years ago, the university moved to a “Purple Book” system. The Purple Book review process is oriented to providing a coaching and mentoring relationship between the department (more specifically, the chair on behalf of the department) and the probationary faculty member, and also to making clear to untenured faculty exactly where they are in terms of progress toward minimum standards. Complete information on the Purple Book may be found at <http://acadaff.uww.edu/Promotions/PurpleBook.htm>. Expectations among teaching, research and service activities are negotiated in such a way that probationary faculty can have different annual goals geared toward their specific needs, while continuing to make progress toward **uniform** tenure and promotion expectations. Annual reviews at the department, chair and dean’s levels provide evaluative feedback on progress and recommend adjustments in goals and activities. Annual goals must be tied to standards and are signed by the individual faculty member, the chair and the dean. Faculty-written annual review narratives must relate performance to standards. College tenure and promotion standards are provided in probationary faculty Purple Books and are available in the on-line Faculty Handbook. They are also shared with faculty at the time of the recruitment interview.

The goal is for no one to be surprised in the tenure process. If it is apparent that unacceptable progress is being made toward standards, the review letter from the dean indicates that insufficient progress in the next year will result in the issuance of a terminal contract at the subsequent review. As mentioned above, one probationary faculty member has received a terminal contract letter since I became dean and she left the university. One current probationary faculty member has received the warning letter.

Also, the College recently engaged in a revision of promotion standards over a two-year period. The revisions took effect in Fall 03 and were primarily oriented toward incorporating a stronger qualitative component in evaluation of scholarly output. The quantity component is quite explicit. Please see Appendix IV for a copy of the revised standards. Again, the uniform application of the minimum standards to candidates for promotion and tenure is completely non-negotiable.

**Strengthening of faculty intellectual contributions with demonstration that the quality and quantity of intellectual contributions are continuing to improve (especially in accounting and economics).**

Perhaps the greatest improvement in this area has been the result of retirements and new hires. Some have carried in significant scholarly output and most are developing extremely active research agendas. Resumes of recent hires may be found in Appendix V. See Appendices I, II, and VI for a more extensive breakdown of recent faculty scholarly contributions.

Proposals for addressing concerns with the Economics and Accounting Departments were negotiated between the prior Dean and the two department faculties. The Economics proposal limited all summer teaching to graduate faculty until at least 50% of the faculty had peer-reviewed publications. At the present time, the Economics Department far exceeds this standard. Retirements and strong hires have had a very positive impact on the research

environment of this department. There are ten faculty in the Economics Department, and all but two of the very senior faculty are active researchers. Both of the associate professors with one peer-reviewed publication each in the last five years (Glosser and Schweigert) have additional papers in the “revise and resubmit” stage at peer-reviewed journals. Also, the quality of publications has improved. Please see Appendix I for a listing of recent publications.

The Accounting Department proposal restricted department members from receiving research incentives for collaborative work done with one of the department faculty (Barton). This policy has been strictly adhered to. Turnover in the Accounting Department is improving the research environment and expectations are that it will continue to improve. Since the last review, two retirements have taken place and one probationary faculty member was let go for insufficient scholarly activity. One of the new hires, Carol Normand, has an active research agenda and another, Rick Cummings, is working with several college faculty to develop his research stream. A search is currently underway for one new faculty member with the requirement that the acceptable candidate demonstrate active scholarly activity, and with the retirement of a senior non-publishing member this summer, another such search will take place next year. Two-to-three additional retirements are expected in the next few years. The Department Chair has recently restarted his own research agenda and realizes that this area must be improved in the department.

Last year, the College Research Committee presented a revised research incentive proposal to reflect the need to address increased quantity and quality of research in the College. The Committee was looking for criteria that more effectively discriminated incentive amounts based on quality of research. The revised policy can be found in Appendix VII.

**The policy limiting graduate instruction to research active faculty is being strictly observed.**

College policy states that faculty must have two refereed journal publications within a five-year period to be considered a member of the graduate faculty. Only faculty with graduate status are permitted to teach graduate courses in the College of Business and Economics graduate programs. This has been the policy since 1989. New hires are treated as graduate faculty until mandatory promotion and tenure review, at which time they would exceed graduate faculty standards by meeting P&T standards. A listing of graduate faculty (51/68 or 75%) is provided in Table VI. To the best of my knowledge, this policy has been consistently observed since 1989, with a few very rare exceptions. Since I became dean, we have twice had people teach graduate sections who did not meet this policy, but who were active scholars. The first case was an Economics faculty member (Glosser) who fell out of faculty status for one year without the chair realizing it. The new department chair pulled him from graduate level teaching pending reinstatement of graduate faculty status as soon as he realized the error. Glosser is expected to meet standards again within the next month. In the second instance, due to a very late resignation (Iyengar in mid-August of '03), Horton taught Iyengar's graduate sections. Horton has a Ph.D and one refereed journal publication, five or more all-scholarly publications and extensive practical and consulting experience.

The College of Business and Economics is absolutely committed to sustained scholarship. The recent policy revisions discussed in these sections were both oriented to improving quality standards for the College. Extensive turnover due to retirements over the past five years has allowed the College to dramatically alter the research environment. The vast majority of faculty are active scholars, as are some of our academic staff.