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

Commitment to mission is evidenced in the work of the college. We utilize annual strategic planning to align our goals and objectives with those of our mission and that of the university. We also evaluate additional initiatives and day-to-day activities against the strategic priorities of the College as defined by our mission. Strategic management is part of the fabric of our college. While AACSB accreditation plays a major role in defining standards, we are essentially a mission-driven college. During the past year and moving forward, the College will place a strong emphasis on developing capacity related to Inclusive Excellence and on developing and strengthening our entrepreneurship and water business curriculum, while maintaining excellence in all academic programs.

College Goals, Objectives and Accomplishments

Objective 1 – Programs and Learning

Goal 1: Continue the process of moving the entrepreneurship major through UW System.

For a number of years the College of Business and Economics has offered an entrepreneurship emphasis as part of its general business major. Two years ago, the College decided to move forward with a separate major based on perceived increased interest and demand. The entrepreneurship major received final approval from the Board of Regents at the September 2009 meeting which was, coincidentally, held on the Whitewater campus, and begin officially accepting majors in the spring 2010 semester. The major currently has 39 majors and has associated with it a very active and award winning student organization, the Collegiate Entrepreneurs Organization (CEO). Some private funding has been received to support the CEO Business Plan Competition and the entrepreneurship program is a strategic priority in the College’s endowment work.
**Goal 2: Begin Podcasting Selected Classes.**

The College first presented to faculty the option for podcasting courses at the Fall Faculty Kick-Off Meeting in late August. In the fall semester, 18 faculty members pilot-tested podcasting in 21 classes; creating 291 recordings. In the spring semester, 16 faculty members pilot-tested podcasting in 20 classes; creating 277 recordings.

The pilot study revealed some audio difficulties and a need for greater user-friendly interaction for faculty members. The audio systems are scheduled for readjustment during the summer. To improve ease-of-use for podcasting, the Crestron classroom screen will provide a start/stop button for podcasting beginning fall semester. A faculty member will only be required to turn on a microphone and swipe his/her HawkCard at the classroom desk. This action will automatically unlock a drawer with a microphone and a start/stop button icon will appear on the Crestron screen. Pressing the start button will begin the podcast. The system will identify the speaker and class for the podcast. A podcast URL link will automatically be emailed to the faculty member within a few hours of completing the podcast.

At present, podcasting includes audio and screen capture. Over the summer months, we will be upgrading to Podcast Producer 2. Podcast Producer 2 will allow the addition of video capture of the presenter. Originally seven classrooms were equipped for podcasting. This summer we will equip and test audio and screen-capture podcasting in all Hyland Hall classrooms. Select classrooms will have cameras for video-capture podcasting.

**Goal 3: Offer high production value, very large format Marketing 311 class and assess outcomes.**

The College offered a 400 student section of Marketing 311 both semesters of 2009-2010 which was taught by Professor Jimmy Peltier. At the end of fall semester, Dr. Peltier reported the results of the use of multiple types of technology in the jumbo section. Clickers proved to be very successful in the large section, but the department believes more courses need to incorporate clickers to justify the expense and maintain student willingness to pay the extra $40 for this course. Faculty were asked to examine their courses to determine where clickers might be incorporated. Despite the value, Dr. Peltier is considering dropping the use of clickers because others are not integrating them into their courses.

The mean Purdue evaluation score for the fall semester was 4.18 out of 5. Spring scores have yet to be received. The biggest complaint regarding the course was the time it was offered. That has been addressed with the course could now be moved to Mondays and Wednesdays at 9:30 am.

The jumbo section also used blogs and Twitter as means of stimulating more interaction with course content. Grading was problematic with the blogs and Twitter posts in the fall, causing higher grades than expected. Specific issues were identified and rectified in the spring and with more favorable results for the blogs. Students didn’t embrace the Twitter component so that will probably be dropped in the future. McGraw Hill’s “Connect” product was also beta tested with mixed results. A custom-designed global simulation was successfully implemented.
A more thorough evaluation of all of the teaching methods and tools used in the jumbo Principles course will be evaluated over the summer and more changes for the fall 2010 semester are expected. AoL issues will also be addressed this summer. Overall, the jumbo section was successful and modifications will continue to be made.

**Goal 4: Begin Academic Transformation processes for improving efficiency and effectiveness of teaching core courses.**

John Chenoweth, Associate Professor and Chair of the Information Technology/Business Education (IT/BE) Department, coordinates the Academic Transformation project for the university. The College Academic Transformation team includes Assistant Professor Yamin Ahmad and Lecturers Denise Schulz and John Smith. All three teach large section lower division and common core courses for the College. Academic Transformation teams met 10 times during 2009-2010. The College team is working on Supplemental Instruction, and Economics 201 and 202 and ITBE 353. The intent is to find ways to improve student learning and resource efficiencies. The projects will complete in 2010-2011.

**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. This culture is supported by consistent monitoring of faculty/staff quality, ongoing and extensive commitment to faculty and staff development, annual strategic planning and systematic assessment via assurance of learning (AoL) processes. Faculty Academic and Professional Qualification (AQ/PQ) tables are found in Appendix A. The undergraduate and graduate AoL assessments are found in Appendix B.

**Objective 2 – The Educator – Scholar Community**

**Goal 5: Establish faculty brown-bag lunch series to showcase two centers in the Kachel Center for Entrepreneurship.**

Throughout the academic year, the Centers presented information on their activities during brown-bag lunches in the Kachel Center. Those presenting were:

- Small Business Development Center/Wisconsin Innovation Service Center (SBDC/WISC)
- Low Income Tax Clinic/Volunteer Income Tax Assistance (LITC/VITA)
- Fiscal and Economic Research Center (FERC), and
- Wisconsin Center for Information Technology Services (WiCITS).
The remaining unit presentations for the coming year are the Global Business Resource Center (GBRC) and the Center for Economic Education. The goal of the brown bags was to make faculty and staff throughout the college more aware of the activities in the centers and to create greater understanding of activities among center faculty/staff. This appears to have been effective as the centers are flourishing and collaboration among the center units is increasing.

**Goal 6: Conduct business student undergraduate research poster event in Hyland Hall atrium.**

Apparently, this event did not take place. However, seven business faculty were involved in campus undergraduate research efforts, most supporting more than one project. The faculty were Maxwell Hsu from Marketing, David Welsch and Russ Kashian from Economics, Choton Basu from IT/BE, Bill Dougan and Jeff Vanevenhoven from Management and Linda Reid from Finance/Business Law. The only department without a project was Accounting and one of the accounting faculty was involved in project evaluation at Undergraduate Research Day (Bob Gruber). Several projects with CoBE mentorship (Basu and Kashian) received presentation awards.

**Goal 7: Offer opportunity for cross-college research work with two summer grants to business faculty participating in collaborative research.**

Each spring the college issues RFPs for applied research grants and one other annual college priority. This year cross-college collaborative research grants were sought in addition to the applied grants. The grants were submitted and reviewed this spring by the College Research Committee. Recommended and funded proposals for summer 2010 include:

- Development and Assessment of a Green Map for Sustainable Business Growth in the Whitewater Region (Linda Reid, Finance/Bus. Law and Eric Compas, Geography and Geology)

- Global Supply Chain Networks of the East India (Sameer Prasad, Management, and James Jaffe, History)

- A Regional Examination of Evictions in Wisconsin (Russell Kashian, Economics, and Melissa Diller, Sociology, Anthropology and Criminal Justice)

**Goal 8: Define “Professionally Qualified” faculty and delineate requirements to attain and maintain PQ status per AACSB requirements.**

The College officially approved the new definition for “Professionally Qualified” faculty in December 2009. The definition is as follows:
Professionally Qualified status requires a combination of academic achievement and professional accomplishment. Academic staff and faculty will be considered to be Professionally Qualified (PQ) provided they hold a masters-level or doctoral-level degree and attain significant practitioner experience relevant to the subject(s) being taught. Significant practitioner experience will be determined by the achievement of an eight (8) point rolling average over a five year period in those activities listed in Table XX. For the purpose of determining Professionally Qualified status, the year starts July 01 and ends June 30. Professional activities must be appropriately documented and entered into Digital Measures by September 01 to be counted for the preceding year. A single activity may only be counted once in a five year period. For example, a CPA may be counted once, for a total for a total 4 points but if the administrative staff member attended four distinct pedagogical workshops, each individual workshop would be counted once for a total of 4 points.

**DEFINITIONS:**

**Executive position** - employment in which supervisory and decision making authority affects the course of an organization that employs a significant number of personnel and/or has significant sales (typically 50 or more persons, although employment may be seasonal, and/or $5 million in annual sales).

**Management position** - employment in which significant supervisory authority and/or decision making affects the course of a business smaller than that meeting the definition of an executive position department or a division of a larger organization as defined under executive position.

**Professional certification or licensure** - Certification or licensure from a nationally recognized authority that denotes expertise in a field of employment. Examples of professional certification or licensure include, CPA, PHR (Society for Human Resource Management or SHRM), and CPIM (APICS). Each professional certification or licensure may be counted once in a five year period, however only one professional certification from each administrative body, i.e. SHRM or APICS may be counted per five year period.

**Single activity** – unless otherwise noted in Table XX a single activity is defined as being a unique event. For example, a 4 hour work shop on the optimal use of discussion in the D2L format would constitute a unique event and would be counted for 1 point. Attending a second workshop on writing across the curriculum would also constitute a unique event and would count for 1 point. The total for the two workshops would be counted as 2 points in the five year period.

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<tr>
<th><strong>TABLE XX</strong></th>
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<td>The following activities are not intended to represent equivalent point values, e.g. four 1 point activities are not deemed equivalent to one 4 point activity. Rather, an 8 point total is expected to be indicative of the faculty or staff member’s ability to provide instruction in current subject matter closely related to the majority of the total points.</td>
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<td><strong>8 point activities</strong></td>
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<tr>
<td>Currently holding a Management or Executive position.</td>
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<tr>
<td>Holding an Executive position within the last 5 years.</td>
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**4 point activities**

- Holding a widely recognized current Professional Certification or Licensure relevant to the subject(s) taught.
- Full time summer employment in the general field of the instructor’s teaching assignment(s).
- Refereed journal article

**2 point activities**

- Professional consulting in the field being taught. Professional consulting is defined as a relationship that requires a substantial time component (typically greater than 40 hours per client), multiple contacts with the client, and is of considerable duration. (May be counted only once per year, regardless of the number of consultancies. However, consulting may be counted every year for maximum of 10 points for a five year period. Employees of consulting firms may qualify under “Management position” or “Executive position.”)
- Conducting class projects that address the needs of the business community. Projects are expected to be the equivalent of professional consulting. (May be counted only once per year, regardless of the number of class projects. However, class projects may be counted every year for a maximum of 10 points for a five year period.)
- Professional journal article, not refereed
- Book chapter
- Presenting a paper at an academic or professional conference.
- Obtaining and completing the requirements of a grant of $5,000 or more.
- Officer of a discipline related professional organization. The time commitment should be substantially more than “Active involvement in a discipline related professional organization” as defined under 1 point activities.

**1 point activities**

- Attending a discipline related conference, seminar, or workshop of at least 4 hours duration.
- Active involvement in a discipline related professional organization. (Membership does not, by itself, constitute active involvement. Service on a committee or as a speaker are examples of active involvement.)
Faculty advisor to a CoBE student organization. Faculty advisors are expected to attend meetings and otherwise be actively involved with the student organization.

Attending a pedagogical workshop or seminar of at least 4 hours duration, e.g. D2L training, reading group, etc.

Continuing professional education, whether, or not, it is required to maintain a professional certification. Must be of at least 4 hours duration.

Provide discipline specific assistance to a community board or not-for-profit organization as a member of that organization. (Unpaid professional consulting to such organizations should be counted under professional consulting.)

Other activity that increases the discipline and/or pedagogical skills and knowledge as approved by the Department Chair or Department Merit Committee.

**Other Objective 2 Accomplishments:**

College faculty and staff were active participants in the grants writing process this year. Appendix C documents the extent of this involvement, including grants submitted and received. In addition, Sameer Prasad from the Management department will be submitting a $200,000 NSF grant this summer. The College maintains a very strong commitment to the development of its faculty. All academically qualified faculty per College AACSB standards (Please see Appendix A for a review of faculty academic and professional qualification status) teach a 3-3 load, and the College provides each faculty member $3000 annually for presentation of research papers at professional conferences.

**Objective 3 –Diversity and Global Perspectives**

**Goal 9: Continue implementation of the Summer Business Institute for high school students accepted to UWW with expectations to become business majors**

The Summer Business Institute 2009 was held June 21-26 with attendance by twenty-five (25) students of color admitted to UW-Whitewater with intended business majors. This was an increase of eight additional students from our inaugural SBI in summer 2008. Summer Business Institute 2010 is scheduled for June 20 – 25, with an anticipated enrollment of 25 participants. This program won the Regents Diversity Award for Institutions/Units. Freda Briscoe and Lois Smith have also submitted a Closing the Achievement Gap grant to UW System to extend summer SBI activities into the academic year, and to culminate this with a summer internship opportunity at the close of the freshman year.
Goal 10: *Expand the Supplemental Instruction (SI) program for lower level core courses.*

One section of Economics 245, Business Statistics, was added for the spring 2010 semester and will continue into the fall 2010 semester. Each department (Accounting and Economics) increased their number of SI sections from two per semester in the fall of 2009 to four per semester in the spring of 2010 and are already scheduled for the same number of sections for fall 2010. Reports for the 2009-2010 academic year are being completed. Also, future planning to determine SI sections includes consideration of larger class sizes and multiple sections taught by the same instructor which maximizes student opportunities to attend SI sessions.

Goal 11: *Pilot Assessment Instrument for evaluating the relative effectiveness of the college’s international study programs.*

This goal has not been achieved. In discussion with the interim director of the Center for Global Education (CGE) who used to be the chair of our College International Committee it was decided that this was a university level need and the project that would be undertaken by the CGE. An initial meeting to review current programs was held this spring. There is an expectation that a comprehensive review would take place through the CGE in the 2010-2011 academic year.

Goal 12: *Begin the process of moving the International Business Major through curricular channels.*

After discussion and study, the movement of the International Business Major through the curriculum process has been put on hold. Two different proposals are in development and analysis stage. One would go forward with the International Business Major; one would propose a certificate program that could be combined with other specific discipline majors in the college. The College Curriculum Committee will consider these further in the next academic year.

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

Goal 13: *Continue the college program offering competition research grants aimed at projects serving regional businesses and the regional economy.*

This is the fifth 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 $5000 summer grants (50% acceptance rate) for applied research projects serving regional business. Those three are:

- The Causes of Differential Prices in Daycare Providers: A Pilot Study Examining Daycares in Walworth and Jefferson Counties (Welsch)
- Evaluating Alternatives and Viability for the Air Filter Industry (Basu)
• Development and Assessment of a Green Map for Sustainable Business Growth in the Whitewater Region (Reid & Compas – co-listed as collaborative grant)

Last year’s grants and outcomes to date are as follows:

• Linda Yu’s study of the impact of corporate governance on a firm’s value will be presented at the Southern conference this fall before being prepared as a manuscript for submission to a journal.
• Rashiqa Kamal’s study of director stock ownership and firm’s acquisition activity will be presented at the Financial Management Conference in October.
• Praveen Parboteeah’s study, *Organizational Climate for Environmental Sustainability and Environmental Engagement* will be presented at the Academy of Management meetings in August and is being developed into a manuscript for submission to the Journal of Business Ethics.

**Goal 14: Develop video showcase/podcasts of outreach services or centers (1 per semester).**

Video presentations have been taped from the various outreach service areas brown bag lunch presentations. These are available and may be set up as links from the Centers’ websites, but at this point nothing has been done with the recordings. They may not be appropriate as website links. This is a decision each of the outreach units will make individually.

**Goal 15: Mentor faculty concerning use of new building technology for teaching enhancement.**

Bob Schramm, CoBE’s Distance Learning Executive Director, presented a 1 ½ hour overview of the technology in Hyland Hall to all College of Business and Economics faculty and staff at the Fall, 2009 College Retreat. After the overview presentation, participants were placed in smaller groups for specific training in four areas: classroom technology, podcasting, digital phones and multi-function devices. Training participants were provided handouts for all sessions.

When requested, additional one-on-one training with a CoBE Online Education and Technology Support Center staff member was available throughout the year.

**Goal 16: Create a process for Executive in Residence Program.**

This year the college was pleased to have Seongkwi Kang from the Korean Water Resources Corporation (K-Water) in Seoul, Korea visit us as our inaugural international executive in residence. As part of his week-long stay, he visited local businesses, spoke in the Water Law, International Marketing and Project Management classes on water business related issues and made a formal general presentation for all college faculty. Sciences faculty with water research interests were also invited. Additionally, a reception was held for him at a faculty member’s home.
It appears that a more systematic process has yet to be developed for future initiatives. The development of a more formal process is a goal for the next academic year.

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

**Goal 17: Develop a plan for core integration using sustainability theme.**

The College discussed the integration of the carbon emission/Cap and Trade efforts at the College Kick-Off in August. The first meeting of the College Curriculum Committee of the academic year was on September 2. At that meeting Committee members were asked to work with their respective departments to determine how faculty and staff planned to implement the sustainability theme (Cap & Trade/carbon emissions) into the core courses. The theme was to be implemented for the spring term if it was not already being addressed.

At the November meeting, the representatives reported on each department’s approach, and some departments reported integrating the theme in their courses for the fall 2009 semester. The department reports revealed a wide variety of approaches to the topic including Management department faculty preparing case addressing Kohl’s retail stores and their reduction of greenhouse gas emissions for use in Operations Management and Administrative Policy, Organizational Behavior’s use of a videotaped interview of experiences/practices of Crave Brothers Dairy Farm, Marketing Principles focus on corporate image as a result of efforts to curb greenhouse gases, etc.

Prior to the February meeting a grid was developed for departments to use to identify ways that their approach(es) to the topic related to the coverage in the other core courses. At the February meeting, the Committee realized that it may not be worthwhile for all courses (lower division were included) to address carbon emissions because the scope of the effort became unwieldy and coverage of the topic was not appropriate in all courses. Departments were given the option to drop the coverage in one of the lower division courses if it did not fit (Economics, Accounting, ITBE). At that time, it was decided that the dialog about the connections in coverage among the core courses should be had among the core course instructors rather than the Curriculum Committee. This was reiterated at the April meeting of the Committee.

**Goal 18: Identify and implement two PRME initiatives.**

PRME is the acronym for Principles of Responsible Management, an initiative undertaken in concert with the UN Global Compact, The Aspen Institute, AACSB, EFMD and several other associations. The College made a written commitment to PRME in 2006, and files annual reports with the organization.

"The mission of the Principles for Responsible Management Education (PRME) initiative is to inspire and champion responsible management education, research and thought leadership globally. The PRME are inspired by internationally accepted values such as the principles of the United Nations Global Compact. They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business
leaders capable of managing the complex challenges faced by business and society in the 21st century.” (http://www.unprme.org/index.php)

Accomplishments of the College relative to the PRME values are included below:

**Principle - 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.*

- Conscious Capitalist Learning Community – used the UNGC as the basis for the fall semester meetings and coursework.

**Principle - Method**

*We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.*

- Core Integration – incorporating environmental/business issue in core classes (cap & trade).

**Principle - 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.*

- Student undergraduate research – including Andy Smitt’s on biofuels
- Faculty research

**Principle - 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.*

- Collaborative efforts with the Milwaukee Water Council and the Regional Workforce Alliance of Southeastern Wisconsin through the Freshmen for Freshwater initiative and Water Law class.

**Principle - 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.*
We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

• Savannah Project – interdisciplinary training project to assist faculty and staff in including sustainability topics in their course curricula.

Goal 19: Sponsor a student/faculty/staff speaker event with a focus on ethics/corporate governance.

The Business Ethics Student Association held its annual Business Ethics week to coincide with Earth Week (April 19th-23rd, 2010). The Department of Management sponsored the event. The COBE also sponsored the 2010 Whitewater Environmental Achievement Award. The award was presented on Earth Day – April 22nd, 2010. The award ceremony continued with an industry panel on sustainability. The speakers and panel included:

Kelly Fitzsimmons – The Importance of Personal Integrity
Michele Thoren – Ethics at Cintas Corporation
Rich Meeusen – Ethics at Badger Meter
Dirk Maroske (Schenck Accurate), Audrey Templeton (Miller Coors), Michael Hall (Johnson Controls)
**Equity Scorecard/Inclusive Excellence Status and Goals**

The College of Business and Economics has been utilizing equity scorecard data to guide strategic goals for the last three years. We have found the data to be useful in generating discussion, but not necessarily specifically accurate, sufficiently detailed or, in some cases, current.

Absolute numbers of students of color have increased somewhat over the five year period from 2003-2008, from 270 to 344. As a percent of student population, the college has remained relatively consistent, but is at its highest in 2008 at 9.7%. The College also achieved this percentage in 2005. The largest growth in numbers and percent is African American students. Retention rate data is difficult to interpret and it isn’t always apparent if some of the data is overall or for students of color only. In general, 1st to 2nd year retention rates for 2008 Fall Freshmen are about 50% for African American students. The freshmen retention rate for Asian students is 46.2%, but 71.4% for Southeast Asian students. I believe there are data integrity issues here, but I could be wrong.

The College is happy to see percentages and absolute numbers high and would like better retention data. Past retention information indicated few students of color were retained beyond the sophomore year and the hypothesized reason was inadequate performance in lower division business courses, which impeded their acceptance into the College at the junior level. Further examination of class performance data, however, indicated that course grades were not keeping students of color from the College. Follow up discussion with Academic Support Services resulted in the conclusion that lack of attachment/engagement until junior year and overall cultural issues were bigger culprits. As a result, the College initiated its Summer Business Institute (SBI) for incoming freshmen students of color who indicated business majors. SBI won the Regents Diversity Award last year. Plans are currently being developed to expand the program to the sophomore level with the hope of strengthening College engagement. At the same time SBI began, the College also began funding and offering supplemental instruction sections to facilitate improved performance in challenging lower division courses.

This year the College is planning a move from a two-year pre-business program to major declaration for incoming freshmen. It is hoped that this will allow academic programs to identify their majors immediately and begin engaging and supporting them in their fields of interest.