

**UNIVERSITY OF WISCONSIN AT WHITEWATER
COLLEGE OF BUSINESS AND ECONOMICS
FACULTY HANDBOOK**

MISSION STATEMENT

The UW-Whitewater College of Business and Economics is an inclusive, collaborative and entrepreneurial learning community dedicated to sharing values, knowledge and skills to prepare current and future business professionals to contribute successfully and responsibly in a global business environment.

Our efforts to engage in high-quality instruction, research and professional activities add value by:

- providing an engaging environment for educating undergraduate and graduate students that advances critical thinking, innovative problem-solving, ethical behavior, leadership and a commitment to diversity
- developing and sustaining partnerships with key stakeholders that lead to mutually beneficial opportunities for students, alumni, faculty, businesses and the regional community
- developing and retaining a high-quality faculty whose members strive for excellence, are current in their fields and make scholarly contributions through discipline-based, applied and pedagogical research. (May 2014)

VISION STATEMENT

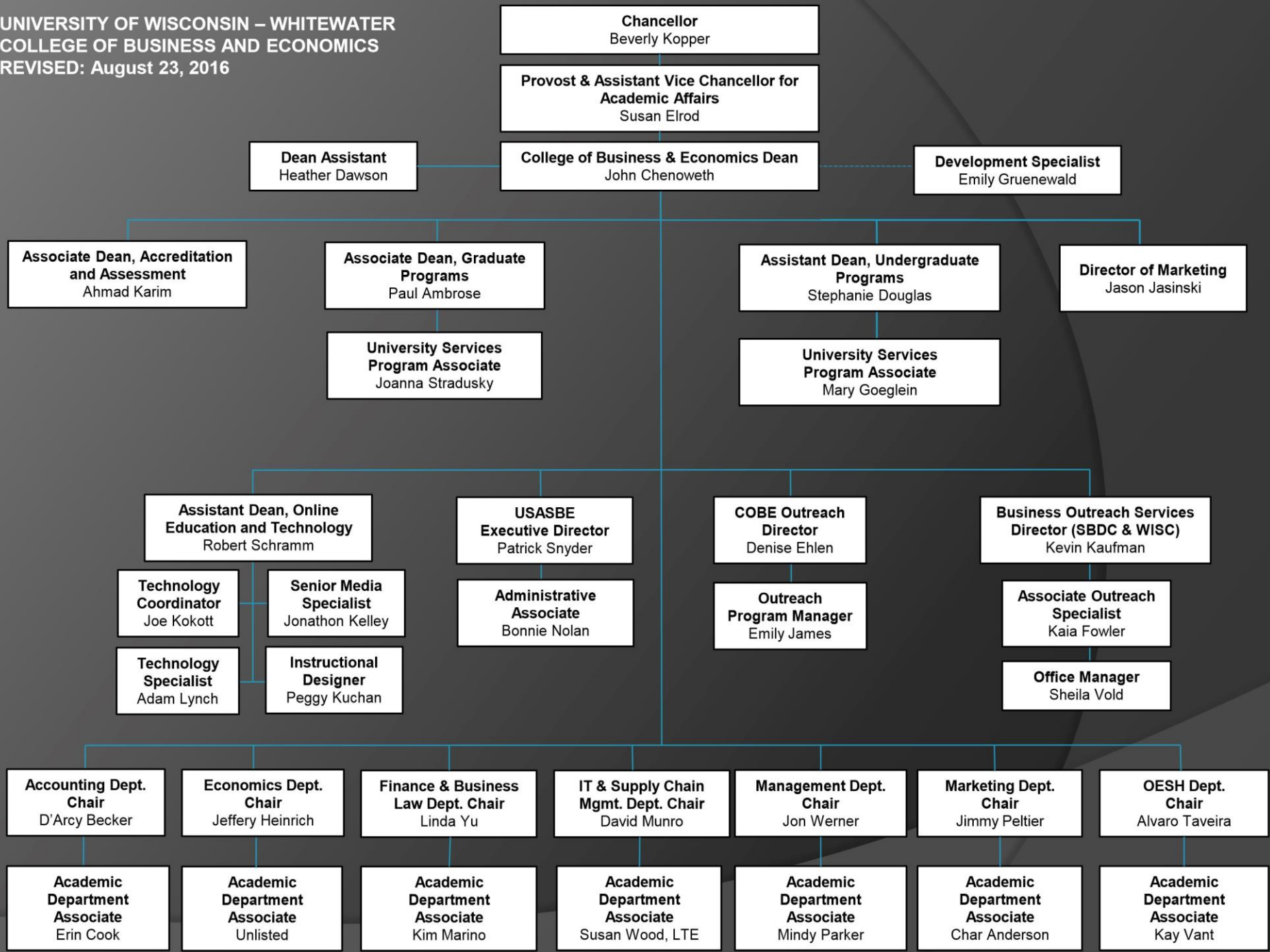
We envision being the center of an evolving learning community, reaching out to provide opportunities for critical learning experiences on campus and throughout the world. We foresee increasing participation of students and faculty in committed partnerships with increasingly diverse stakeholders. We will foster relationships among these stakeholders, encouraging pride and involvement and leading to consistent strength in education and research in the business professions. (April 2004)

STRATEGIC OBJECTIVES

1. Programs and Learning
 2. Research and Professional Development
 3. Global Perspectives with Sensitivity to Multicultural and Diversity Issues
 4. Regional Resource for Businesses, Not-for-Profits and Communities
 5. Professional and Personal Integrity for Faculty, Staff and Students
- (November 2004, April 2008)

These planning documents are reviewed annually by the College Strategic Planning Committee as part of the annual strategic planning process.

UNIVERSITY OF WISCONSIN – WHITEWATER
 COLLEGE OF BUSINESS AND ECONOMICS
 REVISED: August 23, 2016



COLLEGE COMMITTEES

Standing Committees for the College

In an educational institution, the use of committees can provide an effective channel of communication between the administrative staff, faculty, and students. Existing standing committees, in alphabetical order, are:

- (a) Administrative Council
- (b) Assurance of Learning Committee
- (c) Distance Education Advisory Committee
- (d) Faculty Grievance Committee
- (e) Graduate Studies Committee
- (f) International Committee
- (g) Promotions Committee
- (h) Research Committee
- (i) Salary Committee
- (j) Scholarship and Awards Committee
- (k) Strategic Planning Committee
- (l) Undergraduate Curriculum

Ad hoc committees are appointed as special problems arise, either by the Dean or the faculty acting as a committee of the whole.

Administrative Council

This committee meets periodically in an advisory capacity to the Dean to discuss policy and operational matters. The department chairpersons provide communication between this committee and their faculty. They also represent their faculty on this committee. Membership includes the Dean, Associate Dean(s), Assistant Dean(s), and Department Chairs.

Assurance of Learning Committee

The Assurance of Learning Committee reviews and makes recommendations related to Assurance of Learning goals, processes, evaluations, rubrics and results at the undergraduate and graduate levels. Membership includes the Associate Dean(s), Assistant Dean (Undergraduate Programs), and a representative from each department. Members should be actively engaged in teaching courses in which college AoL outcomes are measured in undergraduate or graduate programs. The Associate Dean (Accreditation) chairs the committee.

Distance Education Advisory Committee

The Distance Education Advisory Committee is an advisory committee to the Dean which makes recommendations on distance education related issues. Membership on this committee is assigned by the Dean. Committee members should have extensive

experience successfully teaching online courses. The Assistant Dean (Technology and Online Learning) acts as chair of the committee.

Faculty Grievance Committee

The faculty of the College of Business and Economics can bring grievances to the Faculty Grievance Committee pertaining to promotion, salary, faculty governance, and other matters.

The committee follows university guidelines for processing all grievances and complaints that are referred to them.

The committee membership includes a member from each department elected annually each spring by the department, serving from fall term to fall term. To be eligible to serve on this committee, the faculty member must have completed at least two years of teaching on this campus. A chairperson is elected on an annual basis by the members at the start of each school year. The chairperson votes as a departmental representative.

Graduate Studies Committee

The Graduate Studies Committee has responsibility for developing and maintaining viable programs in business at the graduate level. Within the confines of the Graduate School Constitution, By-laws, and policies and procedures adopted by the Graduate Council, the Graduate Studies Committee in the College of Business and Economics is the final governing authority on all policy and procedural matters in the graduate business program. In this capacity it establishes policy to be implemented and administered by the Associate Dean and college graduate program coordinators.

The committee membership includes a graduate faculty representative from each department for a term of three years (the faculty member must be academically qualified), a graduate student selected by the business graduate school body to a one-year term, and the Associate Dean (as an ex-officio non-voting member). The department faculty member so elected also serves as the department representative on the Graduate Council.

A chairperson is elected on an annual basis by the members at the start of each school year. Meetings are scheduled on a regular basis. An agenda is published and circulated prior to the meeting. Agenda items can be submitted by any graduate faculty. Minutes of all meetings are distributed to committee members, department chairpersons, and College faculty.

International Committee

The International Committee makes recommendations to dean and faculty regarding international issues, including international partners, global awareness, participation in study abroad experiences and curriculum. The committee serves as the college approval body for travel study proposals.

Membership consists of one faculty member from each department, the Associate Dean (Graduate Programs) and Assistant Dean (Undergraduate Programs). A chair is elected each year and also serves as the college representative to the university international committee.

Promotions Committee

The College Promotions Committee evaluates all candidates for tenure and promotion, and all 4th year tenure track faculty who have been recommended by their departments. The review of the Dean occurs after the department and prior to the review of the Promotions Committee. Reviews are based upon department, college and university standards. The committee procedures and authority are prescribed by the Faculty Senate. Each department elects one faculty member annually. A chairperson for the committee is elected by the members at the start of each school year.

Research Committee

The Committee serves to advise the Dean of the College on matters relating to facilitating and promoting research by the faculty. The committee provides competitive reviews and recommendations to the Dean on college research grant programs. The Committee also provides advice to the Dean and the faculty on other matters related to research as requested. The Associate Dean (Accreditation) serves as an ex-officio, non-voting member.

The Research Committee consists of one faculty member categorized as “scholarly academic” from each department of the College. Each department selects its representative for a one-year term. A committee chairperson is elected by the members at the start of each school year.

Salary Committee

The College Salary Committee makes recommendations to the faculty concerning the Merit Award System for the Faculty of the College of Business and Economics. The current Merit System is found in the Policies and Procedures section of this handbook. The committee membership includes a faculty member from each department elected for a term of three years. Terms are staggered to provide continuity. A chairperson is elected on an annual basis by the members at the start of each school year.

Scholarship and Awards Committee

Each department elects annually one faculty member to serve on this committee. The Assistant Dean (Undergraduate Programs) serves as chair of this committee. It is the responsibility of this committee to see that scholarship and award funds are awarded in accordance with university regulation or as specified by the funded agreement.

Strategic Planning Committee

Each department elects one faculty member to serve one three-year term on this committee.

The College Committee develops, refines, and updates the College's Strategic Plan consistent with the University Strategic Plan, and with input from the Strategic Advisory Group, the Administrative Council and the faculty and staff of the College. Departments develop strategic plans consistent with the College plan. Recommendations from the committee related to mission are forwarded to the faculty as a whole for their approval.

Undergraduate Curriculum Committee

The Undergraduate Curriculum Committee reviews and acts on all proposed undergraduate curricular matters. The committee membership includes a member from each department elected for a term of two years and a non-voting student representative appointed annually by the Dean's Advisory Council. The Assistant Dean (Undergraduate Programs) serves as an ad hoc and non-voting member of this committee.

A chairperson is elected on an annual basis by the members at the start of each school year. The chairperson votes as a departmental representative. Meetings are scheduled on a regular basis. A quorum constitutes representation from four of the seven departments.

Other College Committees

Ad Hoc Committees

Ad hoc committees are established periodically to handle special projects and problems. They report directly to the Dean or to a standing committee.

Departmental Committees

Each department has established committees which are appropriate to the functioning and decision-making of that department. Examples include departmental committees for merit recommendations, tenure recommendations, curriculum development, etc. Lack of complete uniformity among departments arises because varying needs, size, composition, and structure. The recommendations of departments and departmental committees are forwarded to the appropriate college committee or to the Dean through the department chairperson.

Non-Faculty Groups

Dean's Advisory Council

The Dean's Advisory Council is comprised of the presidents or their designees of the professional business student organizations (honor and regular) that are related to the College of Business and Economics. The College has greater than 25 professional

business organizations across all department and majors, resulting in a highly representative committee. The DAC meets every two weeks with the Dean to discuss student issues, make recommendations to the Dean, and/or to be informed of new policies and developments being discussed and implemented within the College. DAC members share information with their organizations and bring feedback from organization members to the DAC and the Dean, acting as a student voice to College administration.

College Business Advisory Board

The Business Advisory Board consists of leaders in the business community. The Board seeks to have representatives who are senior level executives within their organizations, and who have breadth and depth of experience in areas representing the College's programs. Ideally, Board membership will include both alumni and other interested business leaders.

The Advisory Board serves as a link between the College and the business community, offering counsel, cooperation and communication to enhance the continued progress of the College. The role of the Board is twofold: First, members provide advice, opinions and ideas regarding a variety of issues, including programs, recruitment and placement, and the general environment affecting management education. Second, the Board helps to improve the visibility and enhance the reputation of the College of Business and Economics in the business community.

Members are asked to serve a three-year term. Terms of service may be renewed, as recommended by the Dean and Executive Committee, based upon the needs of the Board. The Board meets with the Dean and various members of College and University Administration as appropriate approximately twice a year.

AWARDS AND RECOGNITION

College Teaching Award

Each year the Dean's Advisory Council (DAC) selects one faculty/staff member to receive the Leon Hermsen Excellence in Teaching Award. The criteria for the award are determined by the DAC.

College Research Award

Each year a department may forward one name for consideration as that year's outstanding researcher. The nominee information is given to the College Research Committee for selection. Nominees are asked to submit a research portfolio from the previous two calendar years. The current College Research Award criteria can be obtained from the research committee department representatives or the Associate Dean.

College Service Award

Each year a department may forward the name of one faculty/staff member for consideration as that year's nominee for the College Service Award. This award recognizes outstanding service to the College, University, and/or the profession. The Administrative Council of the College selects the recipient. Nominees are asked to submit a report of service activities from the previous two academic years.

College Advising Award

Each year the DAC is asked to forward up to three nominees for the College Advising Award. Nominated faculty are requested to provide a report of advising activity to the Assistant Dean's office. The Assistant Dean and Academic Advisors select the recipient.

Roseman Award

The College's Roseman Award nominee is selected by the Administrative Council. Each department may submit one nominee for the award. After all nominations have been received, one candidate is selected and forwarded to the university committee.

Academic Staff Excellence Award

The College of Business and Economics (CoBE) honors one academic staff member each year. The academic staff member's responsibilities may be either instructional or service. The Dean's Administrative Council reviews a maximum of one nomination from each of the college's departments, offices, or other operating units, e.g. Finance Department, Assistant Dean's Office, Minority Business Program, or Small Business Development Center. The winner becomes the college's nomination for the University Academic Staff excellence award in either the instructional or service categories as appropriate.

POLICIES OF THE COLLEGE OF BUSINESS AND ECONOMICS

Travel Reimbursement Rules for Paper Presentation Trips

The College of Business and Economics will fund paper presentations at professional research conferences each year up to a \$4000 limit per faculty member. Faculty are limited to one regional paper presentation per year.

The process for requesting and receiving funding approval consists of a written request by the faculty member to the Department Chairperson. The request includes the completed Preauthorization of Travel Expense Reimbursement form and Request to be Absent/Out of State Travel form with estimated costs and a written confirmation of paper acceptance. You may also complete the request electronically using the travel approval system and attaching the written confirmation of paper acceptance to the e-form.

The Department Chairperson will forward the request with his/her endorsement to the Dean for action.

Incentives for Faculty Publications

The College of Business and Economics provides research-release assignments each semester (as approved by the Department Chair), \$4000 summer grants, and cash stipends as incentives for faculty research publication. This document establishes the procedures to be followed in awarding these grants and the publications stipends.

1. A faculty member who publishes an article in an approved journal (a peer-reviewed journal with a published acceptance rate of 30% or less) will be credited with eight (8) points.
2. Those journals defined as “top tier” per the recommendation of the Research Committee will receive 12 points, as opposed to 8 points.
3. A top tier journal article is defined as being in the top 10 journals in the field (published evidence) and an acceptance rate of 20% or less, or a journal with an acceptance rate of 20% or less and an impact factor of ≥ 0.40 (Social Science Citation Index reports).
4. Co-authored articles will have the points divided among the authors as they choose through a joint written statement to the Dean.
5. The article must be published for the author(s) to receive points for the publications.
6. Twenty-four points are required for either a summer research grant or a research assignment during the regular academic year.
7. Eight points are required to receive either an \$800 stipend or \$800 in-kind support.
8. Totals of less than eight points can be “cashed in” for stipend or in-kind support at a rate of \$100 per point.

The summer and research release awards will be made according to the following procedures:

- Publications will be counted in each calendar year for release assignment awards to be allocated over the next academic year.
- Once all available grant and research assignments are allocated, the remaining awards will be in the form of monetary payments.
- A faculty member may choose to carry forward any points to the next allocation cycle. These points can be carried forward only once.
- The priority list for receiving awards will be based upon total points accumulated during the award period. Highest point total has first choice.
- If a faculty member does not submit a request for research incentives carryover points are forfeited.
- The allocation will occur in February of each year with February 1 as the publication deadline for all awards.
- Publications in any journal not on the approved journal list are eligible for a \$200 onetime only stipend.
- For every 12 points accumulated by a faculty member, the faculty member is eligible to receive \$300 in support funding for student help, travel, supplies, or capital equipment.

- No differentiation will exist between single or co-authored articles in calculating the 12 points necessary for the funding support. Points will be rolled forward up to five years.

If a faculty member leaves the University’s employment voluntarily, all released-time and summer grants accrued or to be received are forfeited. Faculty members who involuntarily separate (health or non-renewal) may convert allocated benefits to cash at \$100 per point expended for the benefits. (Revised, Apr. 2003)

Faculty Qualifications (Adopted by Faculty Vote 3/19/2014)

Sustain intellectual capital necessary to support high-quality outcomes consistent with the school’s mission and strategies.

At entry:

Initial academic preparation (terminal degrees)

Initial professional experience (nature, level, and duration of leadership and management positions in business or other organizations)

Sustained by:

Sustained academic and professional engagement: maintain and augment qualifications (currency and relevance in the field of teaching) over time.

Academic engagement: scholarly activities

Professional engagement: practice-oriented development

	Academic (Research/Scholarship)	Applied/Practice
Professional Experience	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
Doctoral Degree	Scholarly Academics (SA)	Practice Academics (PA)

Scholarly Academics (SA)

Terminal degree with 2 refereed journal articles plus 1 other intellectual contribution (e.g., conference presentation) within a rolling 5 year period. (Adopted by vote of college 03/02/16)

All new tenure-track faculty members with new terminal degrees have five years of Scholarly Academic (SA) status.

SA for newly hired non-terminal degree faculty:

- If a newly hired faculty member has not completed a doctoral degree, the faculty member must have substantial coursework in the field in which he/she is teaching beyond the master’s degree. The faculty member must also be currently enrolled in a business doctoral program or in “all but dissertation” or equivalent status in a research doctoral program in order to maintain SA status. A maximum of three years applies to this category of SA designation.

SA for department chairs

- For purposes of determining SA status, the minimum publication count for a department chair is reduced by one refereed publication at the start of the fourth consecutive academic year as chair. This adjustment carries forward for three academic years after the end of that person's term as chair.
- The Dean, Associate Dean, and Assistant Dean positions will be designated as SA, IP, SP, or PA depending on their status as they entered their positions.

Instructional Practitioners (IP)

At time of hiring, the candidate must have a minimum of 3 years of managerial-level business experience as well as a completed Master's Degree.*

To maintain IP Status:

To be qualified as an instructional practitioner, faculty must attain at least 8 points from category A or a total of 8 points from categories A, B, C, or D, with no more than 5 points from any one category.

Category A:

Currently (or within 5 years) hold/held a management or executive position (8 points)

Category B:

Currently hold a widely recognized Professional Certification or Licensure relevant to the subjects taught (4 points)
Held full time summer employment related to teaching field (4 points)

Category C:

Completed professional consulting or contracts in academic field – at least 40 hours per client, counted only once per year regardless of number of clients (2 points per year)
Conducting class projects of significant duration addressing business community needs. Counted once per year per project (2 points each class project)
Published a professional journal article (2 points each)
Published a professional book chapter (2 points each)
Presented a paper or session at a professional conference (2 points each)
Officer of a discipline-related professional organization (with substantial time commitment) (2 points each)

Category D:

Attended a discipline-related conference, seminar, or workshop of at least 4 hours duration (1 point each)
Actively involved in a discipline-related professional organization, beyond simple membership (1 point each)

Scholarly Practitioners (SP):

As with IP, at time of hiring, the candidate must have a minimum of 3 years of managerial-level business experience as well as a completed Master's Degree.

To maintain SP qualifications, a faculty member must have published 2 refereed journal articles plus 1 other intellectual contribution (e.g., conference presentation) within a rolling 5 year period.

Practice Academics (PA):

A PA faculty member will have terminal degree and will have completed at least 6 activity points from the following list within a rolling 5 year period. Points must be distributed across the two categories with a minimum of 4 points coming from Category A: Professional Engagement.

Category A: Professional Engagement

Activities	Points per individual activity	Maximum total points per activity
Consulting of at least 40 hours annually for a client or obtained a consulting contract of \$5000 or more for a client	1	2
A faculty internship (e.g., full time professional summer employment)	1	1
Owner or manager/executive of a business with significant revenue (annual)	1	2
Presentation of an executive or continuing education program	1	2
Board membership on business or not-for-profit organization	1	1
Current professional certification in teaching field	1	1
Attended a business professional conference, seminar, or workshop of at least 4 hours duration (not pedagogical)	1	2
Actively involved in service or leadership of a professional organization	1	1
Holding a dean or department chair position (annual)	1	2

Category B: Scholarship

Activities	Points per individual activity	Maximum total points per activity
Publication of a peer-reviewed applied, practice-based or professional journal article	2	2
Publication of a professional journal article	1	2
Presentation at a professional (not academic) conference	1	2
Editorial board member for a professional journal	1	1
Publication of a textbook (new or revised)	2	2
Publication of a chapter in a professional book	1	1
Publication of an instructional case	1	1

*If the candidate does not have a Master's Degree in field, he/she must have substantial additional professional experience in the area in which he/she will be teaching in order to be considered as IP qualified.

Participating Faculty

To be designated as “participating,” faculty must engage in four different activities distributed across two different categories in each academic year. The categories and activities are as follows:

Governance & Policy Making	Attended college meetings
	Member of department committee
	Member of a college committee
	Member of a university committee
	Attended regular dept. meetings
	Collaborated with faculty outside your dept. on projects
	Worked on an integration of the core activity
	Was actively involved in assurance of learning processes
Non-Class Student-Related Activities and Service	Did academic advising
	Did career advising
	Presented to a community group
	Helped prepare students for professional exams
	Advised a student organization
	Was a mentor for students in a project for an outside organization
	Judged student competitions
	Represented the campus on community boards or nonprofit organizations
Faculty Development, Research, Grants	Published an article
	Presented a paper at an academic conference
	Wrote and/or procured a grant
	Contributed to instruction-related technology initiatives
	Applied for and used professional development funds
	Attended a campus LEARN Center workshop/presentation or book discussion group
	Attended a technology workshop
	Attended college mentoring meetings
Other approved faculty development activities	

Faculty Load

A faculty member’s full teaching load is 8-9 credit hours per semester if they satisfy the requirements to be considered “Scholarly Academic” and 12 credits per semester if they are participating faculty, but not “Scholarly Academic”.

Graduate Faculty Status Policy (September 2013)

Faculty must satisfy the requirements to be considered “Scholarly Academic” to hold membership as Level II (master’s level) graduate faculty as defined in the university Graduate Faculty Constitution.

Faculty must meet the DBA-Qualified Faculty standards to hold Level I (doctorate level) graduate faculty member as defined in the university Graduate Faculty Constitution.

DBA-Qualified Faculty Status (September 2013)

Faculty serving as course instructors and dissertation chairs in the DBA program should have a current record of research achievement in their fields indicated by high quality publications of an applied and/or discipline-based nature.

The evidence of this record of research will be a minimum of 3 publications categorized as Applied or Discipline-based in the last 5 years, with 1 of those in the last 2 years. The faculty member should demonstrate evidence of significant contributions if the 3 publications have multiple co-authors. It is expected that these publications will be of a high-quality as evidenced by journal rankings (Australian Business Deans Council or discipline specific rating), high citation rates, or similar benchmarks.

Dissertation chairs are also expected to maintain DBA-Qualified status while chairing a dissertation.

Each year, the Director of the DBA and the Associate Dean (Graduate Programs) will review the publication records of the faculty and submit a list of DBA-Qualified Faculty to the Dean for approval.

Leave Policy and Procedures for the College of Business and Economics

The College of Business and Economics adheres to the university policies and procedures regarding leave as defined in the university handbook.

Student Academic Grievance

The College of Business and Economics adheres to the university policies and procedures regarding student academic grievance as defined in the university handbook.

Office Hours

Every full-time faculty/staff member is to maintain eight (8) hours of office hours. A minimum of five (5) of those hours must be conducted on campus over at least two days per week. The remaining three (3) hours may be conducted on campus or electronically. All office hours, including electronic, must be at a set time each week. Office hours and location must be identified on the syllabus.

Every part-time faculty/staff member is also expected to maintain office hours. Department chairs assign the number of office hours expected. Generally, these should be proportional to the above policy based on load. (Adopted 2/10/09)

Delivery of Teaching Evaluations

All teaching evaluations will be administered online. (Adopted by college faculty vote 2/22/10)

Department and College Meetings

Department and College meetings should be scheduled between 3:30 p.m. and 5:00 p.m. on Monday and Wednesday. If at all possible, faculty and participating academic staff should not be scheduled to teach during this period.

Merit Policy

The Board of Regents has traditionally maintained that educational quality should be sustained and strengthened through selective salary adjustments for meritorious faculty performance as judged by peer reviews. State compensation policies also have emphasized merit as the primary criterion for “discretionary” (not across the board) adjustments for unclassified employees. Continuing the Board’s policy and in anticipation of a State appropriation of funds for discretionary merit adjustments, the institutions should initiate unclassified personnel performance reviews within the following framework:

A. Merit recommendations for faculty shall be based on positive contributions by the faculty member to the teaching, research, public service and/or supportive functions inherent in the institution’s mission.

Assessing of teaching faculty shall include consideration of student evaluations. (Regent Policy Document 74-13, October 4, 1974)

B. Merit recommendations for academic, unlimited and other unclassified staff shall be based on supervisory assessment of meritorious performance in their areas of assigned responsibility.

C. Race, religion, sex, national origin, age, handicap, political views or source of salary support shall not be factors in merit determination.

General Framework

1. Five categories of merit ratings with specific minimum criteria requirements for each level except “no merit.”

a. Outstanding b. Excellent c. Good d. Acceptable e. No Merit

2. Two (2) consecutive academic/fiscal years are the period for review. The use of these academic/fiscal years is set aside to insure that all contributions are recognized.

3. Merit funds will be distributed by a salary-based allocation.
4. The evaluation of each individual will be based on both teaching and research and service such that:
 - a. All faculty members are subject to the same criteria for research, publication, and service.
 - b. Overall merit ratings will be determined at the departmental level and subject to review by the Dean.

Procedures

A. The faculty member shall provide typewritten documentation for each area of faculty activity under review for merit purposes, i.e., effective teaching, research, publication, and service.

B. Merit evaluation shall be made at the departmental level. Departments shall establish an evaluation procedure to review the documentation of each faculty member and assign the appropriate rating on the cover sheet of the documentation.

C. The merit evaluation shall be shared with the faculty member involved prior to the time the recommendations are forwarded to the Dean.

1. If a faculty member strongly disagrees with the departmental findings and a resolution is not obtained at the departmental level, a memo to this effect shall accompany the departmental recommendation forwarded to the Dean.

2. The faculty member shall have the right to a meeting with department chair and/or chair of the departmental merit committee prior to the time the recommendation is forwarded to the Dean.

D. The merit evaluation shall be forwarded to the Dean of the College of Business and Economics for review.

1. If the Dean changes the departmental recommendation of a faculty member, the Dean shall report such change to the department and/or chair of the departmental merit committee, who, in turn, shall notify the faculty member.

2. The faculty member shall have the right to a meeting with the department chair and/or chair of the departmental merit committee and the Dean, prior to the time the Dean forwards the recommendation to Campus Administration.

3. If a disagreement persists, the aggrieved faculty member may forward said grievance to the College Faculty Grievance Committee for review, prior to the time the Dean forwards the recommendation to Campus Administration.

E. If any faculty member, department, or Dean has a problem or question regarding Merit Policy, such matters shall be referred to the College Salary Committee for clarification and review.

F. Merit funds shall be distributed on the basis of the following weights:

1. Outstanding Merit Rating 2.0
2. Excellent Merit Rating 1.5
3. Good Merit Rating 1.0
4. Acceptable Merit Rating .5
5. No Merit Rating .0

G. The Faculty Salary Committee will review the system, the procedures, and the results on a periodic basis and make appropriate recommendations to the College Faculty.

Criteria

A. Teaching Effectiveness

Teaching Effectiveness shall be determined at the department level. Each department must develop standards for the various ratings regarding teaching effectiveness. Teaching effectiveness shall be based upon the college's teaching effectiveness committee report adopted by the college faculty on October 20, 1993.

1. Student evaluations (mandatory) and chair/committee evaluations (optional). The computerized "Purdue System Instructor – Course Appraisal" instrument shall be administered by a third party during the last three weeks of the semester for all courses taught during both of the academic year semesters. Under no circumstances shall these evaluations be handled by the instructor or made available to the instructor until after grades for the semester have been turned in.

2. The questions included in the student evaluation document shall include the following five as the college wide core, plus 10 more questions to be chosen at the department level.

- 002 - My instructor displays a clear understanding of course topics.
- 007 - My instructor seems well prepared for class.
- 017 - My instructor displays enthusiasm when teaching.
- 041 - My instructor makes good use of examples and illustrations.
- 077 - My instructor deals fairly and impartially with me.

1. The student evaluation results shall be evaluated by calculating the mean of the median scores listed on each faculty member's evaluation sheet for each course. The mean of individual course results for each faculty member will then be classified/rated using the following college wide scale:

Outstanding	4.0
Excellent	3.75
Good	3.5
Acceptable	3.0
No merit below	3.0

2. A full teaching portfolio will be required for merit purposes only: a. in those cases where student evaluation ratings are less than outstanding, or b. from probationary tenure track faculty.
3. In those cases where it is required, the teaching portfolio should document: a. extraordinary circumstances, b. exceptional contributions, or c. specific individual efforts made to enhance teaching skills.
4. The extent to which the above conditions are achieved will be determined at the department level, in light of the recommendations of the TEC.
5. Based on that departmental evaluation, the portfolio shall increment the student evaluation score by no more than .25, having an impact that shall not increase the merit category by more than one level (e.g. from Excellent to Outstanding).
6. In those cases where a teaching portfolio is not required, other information relevant to assessment beyond student evaluations, the nature of which is to be determined by the departments, shall be evaluated.

B. Research and Service

Participation in department, college, and/or university operations through advising and committee membership is considered to be a part of every faculty member's responsibility for all merit ratings. Such activity alone would constitute the minimum requirements for an acceptable rating in this category. Other activities which would count toward higher ratings are listed in the section entitled, "Meritorious Research and Service Activities." Minimum requirements for all ratings are explained below: (revised 10/95)

1. Outstanding (24 points, 4 points from items 1-6)

Outstanding merit could be obtained by earning 24 points from the activities listed in "Meritorious Research and Service Activities", including a minimum of 4 points from items 1-6.

2. Excellent (18 points, 2 points from items 1-6)

Excellent merit could be earned by earning 18 points from the activities listed in "Meritorious Research and Service Activities", including a minimum of 2 points from items 1-6.

3. Good (12 points)

Good merit could be earned by earning 12 points from the activities listed in "Meritorious Research and Service Activities."

4. Acceptable (6 points)

Acceptable merit could be earned by earning 6 points from the activities listed in “Meritorious Research and Service Activities.”

5. No Merit

A faculty member with less than an acceptable rating will not be eligible for a merit increment. This policy likewise applies to those whose appointment is being terminated at the end of the current period.

C. Meritorious Research and Service Activities

1. Publication of a book (6 points). This is contingent upon the following documentation:

- a. Signed contract with publisher
- b. commitment of publisher to publish

2. Refereed Journal Article (4 points each)

3. Professional Journal Article (2 points each)

4. Chapter in a book (1 point each)

5. Study guide or instructor’s manual (1 point each)

6. Presentation of a paper of significant research and/or member of a discussant panel in a faculty member’s discipline to a professional society. Simply chairing a session does not count unless evidence of significant contribution is presented. (1 point each)

7. Editor of a professional publication. There must be at least one issue published during the year. (1 point for each editorship per academic/fiscal year)

8. Editorial board member of a refereed or professional publication. (Only 1 point will be given for each editorship per academic/fiscal year.)

9. Successful submission and receipt of a grant of \$1,000 or more. Sabbaticals, college release time or college seed money grants do not count:

Grants \$ 1,000 to < \$10,000 1 pt. \$10,000 to < \$25,000 2 pts. \$25,000 to < \$50,000 3 pts. Over \$50,000 4 pts.

10. Presentation of a program in Continuing Education, Executive Development, or Certification. Effectiveness should be demonstrated by ratings or other means. (Only 1 point will be given for each unique program in any academic/fiscal year, regardless of the number of times that program is offered.) Maximum points for the two academic/fiscal years are 6.

11. Major faculty advisor to a student organization in the College of Business and Economics in which significant meetings have taken place and in which the organization is not only progressing, but also making significant contributions to the background of the students and the College. (1 point for each advisor-ship per academic/fiscal year.)

12. Officer, leader, or active committee member in a professional organization in the faculty member's discipline. (One point per organization per academic/fiscal year.) The maximum number of points for the category is 8.

13. Holding office or making a significant contribution to an active University or College Committee where a high level of responsibility is required. Documentation must include a minimum of 10 hours and/or 3 meetings per committee per academic/fiscal year. The total maximum number of points for this category is 8.

14. Officer of a community organization or an active member of a public advisory committee (e.g., advisory committees of the Department of Public Instruction or other public agencies or commissions, statewide program committee, etc.). These are normally appointments based on expertise and are unpaid positions. Holding public office and posts in religious/charitable organizations will not be counted. (1 point for each post per academic/fiscal year)

15. Professional consulting considered significant by the faculty member's department. Documentation of a minimum of 15 hours' time per project must be submitted to qualify for 1 point per project. (SBDC and SBI consulting are limited to 1 activity point regardless of the number of cases handled.) Maximum points for this category is 6.

16. Attendance at professional meeting. Maximum points for this category is 2.

17. Each department merit committee (or chair if no merit committee exists) may select up to 2 faculty members per academic/fiscal year for significant departmental committee contribution or service for a maximum of 1 point per individual in any academic/fiscal year with a maximum of 2 points per individual per merit period.

18. Other research, publication, or service activity considered significant by the faculty member's department. Maximum points in this category are 6.

D. Overall Criteria

Overall merit ratings are based on the ratings in the two major categories: teaching and research and service. The following table shows the maximum overall rating for all possible combinations of ratings in those two categories:

	TEACHING	RESEARCH AND SERVICE			
	Outstanding	Excellent	Good	Acceptable	No Merit
Outstanding	Outstanding	Outstanding	Excellent	Good	No Merit
Excellent	Outstanding	Excellent	Excellent	Good	No Merit
Good	Excellent	Good	Good	Good	No Merit
Acceptable	Good	Acceptable	Acceptable	Acceptable	No Merit
No Merit	No Merit	No Merit	No Merit	No Merit	No Merit

Promotion Standards

(Approved by the College of Business & Economics Faculty May 2006
Approved by the University Standards Committee October 2008
Revised and approved by College of Business & Economics Faculty February 2009
Approved by Faculty Senate March 2012
Approved by Chancellor March 2012)

Introduction

Promotion, including the granting of tenure, has long-term implications for the departments within the College of Business & Economics (CoBE), the CoBE itself, and the University of Wisconsin-Whitewater. It is the responsibility of the department to be involved with tenure-track faculty members at each step of the promotion process. This can be accomplished via the University's *Purple Book* and the annual goal-setting process as articulated in each faculty member's *Document of Intent*.

Standards

The College of Business & Economics (CoBE) strives to demonstrate and support individual faculty members' unique style, talents, strengths, and professional contributions while simultaneously supporting the goals and missions of the CoBE and University. Promotion standards embrace Boyer's teacher-scholar model and its overarching criteria. Thus, a candidate's work must:

- reflect the possession of a thorough knowledge of the candidate's discipline,
- exhibit methods, procedures, and/or resources appropriate to the candidate's discipline,
- produce significant results, and
- be effectively communicated, including evidence of well-defined professional goals.

Candidates must provide a narrative that specifically ties their contributions in teaching, research and other scholarly activities, and service to the mission and standards of their departments and the CoBE. Departments must provide a narrative that ties the faculty member's teaching, research and other scholarly activities, non-teaching assignments, and service to the mission and standards of the department, CoBE, and University. In addition, departments must provide appropriate *indicators of quality* in all four areas. Assessment for promotion and/or tenure will be based on (a) the minimum standards set forth in the accompanying table and (b) the qualitative assessment in each area provided by the department. (Note: Merely meeting the minimum quantitative standards does not guarantee promotion or tenure, without the appropriate qualitative support of the department and CoBE.)

Teaching. Teaching, including advising, is the primary responsibility of faculty members in the CoBE. As often as possible, the standard classification of performance data (UW-Whitewater *Policies and Procedures*) should be used for all performance reviews, including promotion and tenure decisions. While it is not expected that all performance data items will be part of a candidate's portfolio (i.e., *Purple Book*), all of the items listed below are eligible for inclusion. However, CoBE standards require both (1) student evaluations of teaching and (2) peer reviews of teaching.

Teaching and Advising

(Adapted from UW-Whitewater's Standard Classification of Performance Data)

- **Instructional Methodology**

- Course syllabi

- Student participation

- Presentation of material

- Communication with students

- Testing/evaluation/grading

- **Service to Students**

- Advising and mentoring students

- Supervision of student research projects

- Supervision of independent study

- Assistance with job or graduate school placement

- **Enhancement of Teaching Skills**

- Participation in programs for improving teaching

- Peer consultation or mentoring

- Team teaching

- Faculty exchanges

- Observation of master teachers

- Student performance on assessments

- Innovation in at least one of the following areas: teaching, advising, curriculum development, or other teaching related responsibilities (required for promotion to full professor)

- **Student Performance**

Student performance on assessments

- **Support for Department Goals**

Curriculum development

Off campus teaching

Participation in distance education

- **Course Load**

Courses taught

Class size

Number of preparations

Course level

Types of courses taught: major, required, elective

- **Grants** for the improvement of teaching
- Department, constituency, university and UW-System **awards for excellence** in teaching
- **Recognition** of teaching by discipline-related professional organizations

Job Performance in Non-Teaching Assignments

- (a) Within Department: An appropriate committee (e.g., Merit, Personnel, Chair's Advisory, Ad Hoc, etc.) will evaluate the candidate's record of effectiveness in professional effort and responsibility in the non-teaching assignment (e.g., department chair, program coordinator, etc.) and assign a rating of outstanding, excellent, good, acceptable, or no merit. The committee must provide a narrative with a rating, at least biennially, that ties the faculty member's performance in the non-teaching assignment to the mission and standards of the department, CoBE, and University.
- (b) Outside the Department: An appropriate committee (e.g., Administrative Council, Ad Hoc, etc.) or entity will evaluate the candidate's record of effectiveness in professional effort and responsibility in the non-teaching assignment (e.g., department chair, program coordinator, etc.) and assign a rating of outstanding, excellent, good, acceptable, or no merit. The committee or entity must provide a narrative with a rating, at least biennially, that ties the faculty member's performance in the non-teaching assignment to the mission and standards of the department, CoBE, and University.

Research and Other Scholarly Activities. The teacher-scholar model reflects the importance of research and other scholarly activities in the continuing development of the university professor. The research and other scholarly activity criteria for promotion underscores the need for scholarly contributions that not only meet the numeric standards, but also represent true contributions to the knowledge based of business disciplines. In writing the narrative requesting promotion with tenure, candidates must develop a convincing argument for the importance of their research and scholarly activities. The value of the candidate's work to their respective disciplines must be demonstrated objectively with a review of their work by an "outside" reviewer with knowledge of their field. Some other objective ways to demonstrate the value of a candidates work include:

- Citations in national and international professional literature;

- Specific advances (attributed to them directly) that have results in improvements in business practices or public policy;
- Contributions to UW-Whitewater’s reputation in other ways (e.g., honors, awards, or other recognitions);
- Significant organizing role for a journal’s special issue(s);
- Requests for reprints, inclusion in anthologies and/or readings books, or other acknowledgements of the value of their scholarly activities.

Publications		Intellectual Contributions	
Applied Scholarship	Instructional Development	<ul style="list-style-type: none"> • Professional paper presentation • Published proceedings • Professional journal article • In-house journal article • Book review • Faculty workshop presentation • Funded grants external to UWW • Instructional software (copyrighted) 	<ul style="list-style-type: none"> • Chapter in an edited scholarly book • Research monograph • Textbook • Publication in a pedagogical journal • Written cases • Instructional materials for textbook • Law review articles
The application, transfer, and interpretation of knowledge to improve business practice and teaching.	The enhancement of the educational value of instructional efforts of the institution or discipline.		

Service. The candidate for promotion must achieve a record of professional service to their academic field of study, the academic community (i.e., department, CoBE, and university), and/or the public through various activities that take place outside the classroom. Service to a candidate’s field of study includes service to professional associations and journals.

Time spent on service activities and the significance of the service contributions are considered in the evaluation of the quality of the candidate’s service record. In general, a “significant” activity involves a minimum of (a) 10-hours of work or (b) three meetings per year. In addition, no more than 50% of a candidate’s service activities can be in any one of the subcategories presented in the table below.

In addition, the candidate must show a potential to assume a contributing role within faculty as one moves towards tenure and the rank of professor. For example, (1) promotion to Associate Professor requires meaningful service to the university community and/or academic community and (2) promotion to Professor requires service contributions that have made a recognized contribution to the betterment of the university community and/or academic community.

University Service		Professional Service	
<ul style="list-style-type: none"> • Department committees • College committees • University committees • UW-System committees • Faculty advisor to a student organization 	<ul style="list-style-type: none"> • Contributor to department, college, or university reports (audit, accreditation, self-study, etc.) • Assigned mentor or advisor to a probationary faculty member • Other 	<ul style="list-style-type: none"> • Editor of a professional journal • Manuscript referee • Reviewer of grant proposal for granting agency • Reviewer of promotion or personnel files for another university • Discipline related consultant • Editorial Board member 	<ul style="list-style-type: none"> • Officer of or service to a professional association • Provider of non-credit continuing education • Presenter of in-service programs for faculty and staff • Other discipline related activity

Approved May 2006

External Review Guidelines (Adopted: April 2009)

What follows is the process for selecting External Reviewers to provide reports on the research portfolio of candidates for promotion and tenure in the College of Business and Economics.

Selection process and receipt of research review

1. The candidate should select three to five External Review (ER) prospects who are established experts in the candidate's field of research expertise and submit these names to the Department Chair. Along with the names, the candidate should provide contact information and a summary of their credentials. During the process of identifying possible reviewers, the candidate may ask the department chair and other faculty to provide recommendations. The candidate is not required to accept those recommendations, though s/he must ultimately identify 3-5 ER prospects.
2. ER prospects should have an "arms'-length" relationship with the candidate to ensure their objectivity in evaluating the candidate's research. For example, they should not be co-authors or research collaborators, graduate advisors, former teachers, former colleagues, or relatives.
3. The candidate should seek guidance from the Department's Promotions Committee (DPC) in case of (a) concerns about the appropriateness of a prospect or (b) a need for names of appropriate ER prospects. In the latter case, if the DPC cannot suggest names, then it will consult with other members of the Department and, if necessary, contact extra-mural sources for possible names
4. Once the DPC has a list of names from and/or acceptable to the candidate and has confirmed arms' length relationships, it will select one or two from whom it will request a research review. It will contact the potential ER(s) and confirm their willingness to serve and meet the review deadline. It will then send the ER(s) (a) a formal letter of invitation and confirmation of their willingness to serve, (b) the candidate's CV, (c) copies of the candidate's published articles and working papers for the period under review, and (d) a summary of the University and College promotion and tenure standards, as appropriate. Instead of the DPC, the Department Chair may be the initial contact and correspondent with the ER(s).
5. The ER(s) is required to submit a timely review of the candidate's research in terms of quality and quantity relative to the University and College standards; and will be asked to submit a summary of their own qualifications for scrutiny by the Department, College, and University.

Timeline:

1. Spring semester prior to review year: Formation of list of potential ERs and confirmation of willingness to serve by one or two ERs; provision of confirming letter of invitation and candidate's materials to ER(s) by at least two weeks before the end of the Spring term.
2. Early September of review year: ER(s) provides review of candidate's research along with summary of own qualifications.
3. Fall of review year: ER review(s) included in candidate's Purple Book as of the deadline for its submission for its initial review (Department).