University of Wisconsin-Parkside
Continuous Improvement Report (Business)
November 2015

Table of Contents

AACSB Description of Continuous Improvement Report

The Continuous Improvement Review process, formerly known as fifth year maintenance, is a holistic review centered around the themes of the 2013 accreditation standards – **Innovation – Impact – Engagement**. The Continuous Improvement Review Report is not intended to be a standard by standard review, but rather the report is organized around the four areas of accreditation standards – Strategic Management and Innovation; Participants-Students, Faculty, and Professional Staff; Learning and Teaching; and Academic and Professional Engagement.

The documentation for the CIR Report should include the following essential elements:

1. Innovation, Impact and Engagement

2. Situational Analysis

3. Progress Update on Concerns from Previous Review

4. Strategic Management and Innovation:

- Mission Statement and summary of strategic plan or framework
- Strategic Management Planning Process and Outcomes
- Intellectual Contributions, Impact, and Alignment with Mission
- Financial Strategies and Allocation of Resources
- New Degree Programs

5. Participants – Students, Faculty, and Professional Staff:

- Students
- Faculty and Professional Staff Sufficiency and Deployment
- Faculty Management and Support

6. Learning and Teaching:

- Curricula Management and Development

7. Academic and Professional Engagement:

- Student Academic and Professional Engagement
- Executive Education
- Faculty Qualifications and Engagement

8. Other Material

9. Consultative Review (Optional section)

Report and appendices submission guidelines:

1. The Continuous Improvement Review (CIR) Report documentation is to be completed no later than 60 days prior to the start of the campus visit.

2. A separate report for accounting programs is required when applying for separate accounting accreditation.

1 - Executive Summary: Engagement, Innovation, and Impact

Provide an executive summary in bullet format, not to exceed 7,500 characters, describing the most significant strategies and outcomes related to Engagement, Innovation, and Impact since the last accreditation review. Examples should include the outcomes linked to the mission and strategic plan. (For additional information please refer to pages 47 through 50 in the eligibility criteria and accreditation standards for business education at http://www.aacsb.edu/accreditation/business/standards/2013/.)

The Department of Business at the University of Wisconsin-Parkside (UWP) primarily serves Wisconsin's southeast region that includes the strategic Chicago to Milwaukee business corridor. This economic region is base for many international companies including Abbott Laboratories, Cree, CNH, InSinkErator, Jockey, Runzheimer, S.C. Johnson, Snap-on, and Uline. The Department of Business enrolls over 750 undergraduate students and 80 MBA students. The department, housed within the College of Business, Economics, and Computing (CBEC), employs 17 tenured/tenure track faculty members and four instructional academic staff (lecturers). A dean, fifty-percent interim associate dean, senior academic advisor, and SBDC director also work closely with the department.

Due to state budget cuts, tuition freezes, and university enrollment declines, the last five years have been challenging. Nevertheless, the Department of Business made significant strides toward achieving its strategic objectives. The strategic plan in place for most of the review period was organized around five themes: development of academic programs, student success, enrollment management, community engagement, and faculty involvement. The new strategic plan is organized around three themes: transforming lives, sustainable growth, and supporting economic growth. The strategies employed successfully achieved many of the strategic objectives, making an impact on the region and student lives. The following bullets highlight the strategies and outcomes:

- Academic Programs – The department recognized a need to develop new programs and make existing programs more visible to students and potential employers. The department also recognized the need to provide additional global opportunities for students, develop alternative modes of delivery, and improve student performance through its assurance of learning process. Achievements include:
    - Changing accounting and marketing concentration to majors in 2013 and 2014, respectively. Both programs have grown (Accounting from 174 (F11) to 187 in (F15), Marketing from 91 (F11) to 101 (F15)).
    - Adding a retail management certificate in 2013 (14 students currently enrolled). Adding a sales certificate in 2011 (22 students currently enrolled).
    - Developing a global management minor in 2013 (12 students currently enrolled).
    - Increasing the number of online course available to students. Classes in accounting, statistics, operations management, retail management, and management information systems (MIS) were added to its portfolio of online classes.
    - Experimenting with competency based education (Flex option) in the sales certificate that allows students to earn the certificate by demonstrating competency rather than

through class time. This innovative certificate serves as a pilot that may offer further opportunities for the business program.
    - Offering an increased number of international study tours. Over one hundred students have taken part in these study tours since 2012. The department obtained over $80,000 in scholarships to support these tours.
    - Increasing the number of international MOUs that bring students from China, India, Italy, Finland, Germany, and Russia to campus.
    - Changing the MBA foundation prerequisite requirements to produce better results in more advanced classes.
    - Developing a course on communication for international students to improve writing and presentation skills in subsequent classes.
- Enrollment Management – Given the declining population of high school graduates, the department recognized the need to build enrollment. To achieve its goal, the Department of Business used student interns under the direction of the senior academic advisor to visit high schools and two year colleges. The department also actively participated in developing articulation agreements that serve the needs of the community. International MOU's and participation in university retention initiatives increased enrollment and impacted the lives of the program's students. Achievements include:
    - Creating 13 new articulation agreements with two year colleges. These innovative collaborations are commonly cited as models for the UW-System.
    - Increasing undergraduate enrollment from 646 in 2010 to 760 in 2014.
    - Increasing freshman to sophomore retention rate from 55.3% in 2010 to 75.6% in 2014.
    - Increasing the percentage of under-represented minority students in the MBA program from 21% in 2010 to 30% in 2015.
    - Increasing the number of scholarship dollars available to students.
- Student Success – The Department of Business continuously strives to increase student success. A principal goal of the department was to increase the quantity and quality of extracurricular activities. Achievements include:
    - Winning 30 awards in regional and national sales competitions including winning the 2013 national undergraduate team sales competition and taking second place in the 2015 national graduate students sales competition. UWP students began competing in 2009.
    - Receiving the 2014-2015 American Marketing Association Exemplary Collegiate Chapter Performance award. The Parkside American Marketing Association (PAMA) also won the UWP Student Organization of the year award in 2012-2013.
    - Maintaining a career placement rate of 89% within six months of graduation.
- Community Engagement – Community engagement is a hallmark of UW-Parkside and the Department of Business. The Ralph Jaeschke Solution for Economics Growth Center (SEG Center) manages the department's community based learning efforts. The faculty and staff are dedicated to engaging with the community. During the past period, the department focused on

high profile projects that would be visible to the region. The SEG Center is frequently recognized as an innovative and high impact practice. Achievements include:

  - Nearly 300 business students working on live community projects in 2014-2015.
  - Faculty working on several projects with community members. In particular, Peter Knight was PI on a $370,000 state grant to help Procubed, LLC finish a new wheelchair prototype and bring the wheelchair to market. The project involved eight undergraduate students and a class of MBA students. Suresh Chalasani was co-PI with a business owner on a $78,000 grant from the Wisconsin Small Company Advancement Program to continue research and advance the intellectual property of IcTect.
  - Abey Kuruvilla was invited to speak at many large corporations regarding international business culture. These companies included Accenture, John Deere, and Kohler.
  - Research by Kristen Holmberg-Wright was quoted in a state report submitted to Governor Walker.
  - Several faculty and staff served on advisory boards including economic development boards for Racine and Kenosha.
- Faculty Involvement – The department strives to maintain a qualified faculty that performs work on a variety of topics. Special emphasis is placed on research that is consistent with its strategic objectives in pedagogy and practice. 2011-2015 achievements include:
  - Publishing 45 distinct journal publications and 69 conference papers. The publications involved 76% of the faculty and staff, and 15 out of 17 of the tenured/tenure track faculty.
  - Producing nine coauthored papers with students, eight papers related to online and competency based education, seven papers related to community based learning, and 11 interdisciplinary papers. These papers are directly related to the strategic initiatives of the department.
  - Winning five conference or publisher awards related to research.
  - Winning several UW-Parkside faculty awards. These include:
    - Kristin Holmberg-Wright receiving the Stella C. Gray Teaching Excellence Award in 2015.
    - Peter Knight receiving the Community Engaged Learning and Research Award in 2015.
    - Abey Kuruvilla receiving the Community Engaged Learning and Research Award in 2013.
    - Suresh Chalasani winning the 2013 award for outstanding assessment practices.
    - Michele Gee receiving an award from the Center for International Studies for developing outstanding international content in 2012.

These accomplishments are due to the skills, dedication, and effort of the faculty, staff, and students in the department. Although the department is challenged with budget reductions, it sees innovation as the way to advance. The newest strategic plan calls for the creation of an innovation corridor, further development of competency based education, restructuring part of its program through stackable certificates, enhancing its international collaborations, and continuing to engage in meaningful intellectual contributions.

2 - Situational Analysis

Please answer the following questions to provide a brief analysis that enables the Peer Review Team to understand the context within which the school operates. This section should be no more than 12,000 characters combined.

What historical, national, local, and other factors shape the school's mission and operation?

The University of Wisconsin-Parkside (UWP), located in the strategic Chicago-Milwaukee corridor, is one of thirteen four-year universities in the University of Wisconsin System. This statewide system is governed by a single board of regents, and also includes 13 two-year colleges and the UW Extension office. Among four- year universities in the UW System, UWP has the highest percentages of under-represented minority students (30%) and first generation entering freshman (55%). In addition, 43% of UW-Parkside seniors work more than 20 hours per week (UW System average is 27%), and 67% are from Racine and Kenosha Counties.

The Department of Business, which contains all the programs under review, is housed within the College of Business, Economics, and Computing (CBEC). CBEC was created in 2012 when UWP transferred from a large College of Arts and Sciences and a smaller School of Business and Technology (SBT) to four colleges of roughly equivalent size. The Department of Economics joined the original departments of SBT (business and computer science) to form CBEC. The other colleges at UWP are the College of Arts and Humanities, College of Social Science and Professional Studies, and the College of Natural and Health Sciences. CBEC has the highest number of graduates and the second highest number of majors in the university.

The Chicago to Milwaukee corridor is home to many international companies including SC Johnson, Snap-on Tools, Jockey Inc., Case New Holland, Abbot Laboratories, and Runzheimer International. UWP students frequently obtain internships and full time positions with these companies. During the past 15 years, the university has significantly enhanced its relationship with the community. UWP was among the first group of universities in the country classified as a Carnegie Engaged University (originally honored in 2006). Through a rigorous renewal process, the classification was renewed in 2015. Further, UWP has been on the President's Higher Education Community Service Honor Roll every year since this award began in 2006.

The mission of the Department of Business is shaped by the students and region it serves. The region has high unemployment compared to the rest of the state (6.1% in Racine in June) but a demand for university educated talent. Students desire a quality education that addresses their academic weaknesses, builds on their strengths, and accommodates their busy lives.

What are the school's relative advantages and disadvantages in reputation, resources, sponsors, and supporters?

Significantly, the Department of Business is a leader in community engagement at UWP through its active advisory boards, Small Business Development Center (SBDC) and the Ralph Jaeschke Solution for Economics Growth Center (SEG Center). In 2014-2015, the SEG Center managed 99 community projects involving more than 400 students making valued contributions to regional businesses, governments, and nonprofit organizations. These projects included business process improvement plans, marketing research, business/strategic plans, and information technology solutions.

The Department of Business has a very good reputation in the business community. Several businesses identify UW-Parkside as a preferred source for business graduates to meet their employment needs. The department, however, does not benefit from a large endowment. The university is less than 50 years old. Resources to support fundraising, advertising, and developing alumni relationships are extremely limited. The Associate Dean responsible for graduate programs and accreditation also teaches at least four classes per year.

What internal, environmental, or competitive forces challenge the school's future?

The last five years have been characterized by extreme challenges and significant accomplishments. Continuing a trend from the 2000s, the state of Wisconsin has continued to decrease financial support for the UW System. This resulted in several budget reductions for UWP. Exacerbating the budget decreases, the state of Wisconsin mandated tuition freezes from 2013-2017 and UWP experienced a decline in enrollment (5160 in 2010 to 4584 in 2014). This decline is partially due to the declining number of high school graduates in Wisconsin. UWP's budget was reduced every year since 2010 and CBEC received budget cuts in 2012, 2014 and 2015.

Two other actions also negatively impacted the morale of the department. First, in 2011, the state budget reduced its contribution to the employee pension and health insurance system. The net pay of faculty and staff in the department, therefore, decreased between $3000 and $9000. Second, the years of declining state support and decreased enrollment caused a structural deficit for UWP. UWP successfully lobbied UW System for one-time funding in the amount of $1.5 million to give the university more time to work its way out of the deficit. However, this funding came at a cost. UWP was mandated to increase its teaching load from 21 to 24 credits per academic year and disallow reassign time for research unless the research was sponsored with grant funding. Previously, UWP faculty were almost universally given three credits of reassign time from 21 credits, effectively providing an 18 credit (3+3) teaching load. The mandate provided an exception for accredited program, including AACSB. Unfortunately, the university decided not to grant exceptions for any department. The reasons given included budget concerns, campus harmony, and increased student access to classes. The increased teaching load was phased in so that the faculty went from an 18-credit to a 21- credit teaching load in 2014-2015, to a 24-credit teaching load in 2015-2016. The teaching load for Instructional Academic Staff (lecturers) increased from 24 credits to 30 credits.

Like many other public universities, the outlook for state support is unlikely to improve. In addition, given UWP's student demographics, nontraditional educational programs such as online degrees threaten to reduce UWP's market share.

What opportunities exist for enhancing the school's degree offerings?

Due to foresight and planning, the department of business is in a position to weather the recent problems. Further, the department has the potential to grow with its innovative strategies and future initiatives. Many reasons exist for this optimistic outlook.

- First, unlike the university's enrollment, the enrollment in undergraduate business programs grew during the 2010-2015 time period from 646 in 2010 to 760 in 2014. The enrollment increase is attributed to several initiatives including increased recruiting at high schools and two-year colleges by the CBEC senior academic advisor and the advisor's student interns.
- Second, CBEC, and the Department of Business in particular, lead the university in active international university partnerships. The partnerships, and other international student enrollment, positively impact both undergraduate and MBA enrollment. Recently, the department has sponsored noncredit programs for international students that hold promise for additional revenue generation.
- Third, the university participates in the UW MBA Consortium. This consortium, managed by UW-Eau Claire, is AACSB accredited and is a partnership between four AACSB accredited universities, also including UW-La Crosse, and UW-Oshkosh. The MBA Consortium generates additional revenue for the business program. Careful budgeting of this money may support teaching reassign time and additional expenditures supporting the strategic plan.
- Fourth, the business program is an early adopter of online classes at UWP. Further, the sales certificate is the first business certificate in the state to be offered using competency based education (termed Flex education). This form of education relies on assessing student knowledge rather than class seat time as a way to progress toward completion. The business program has secured grant money from UW System to support the development of competency based forms of business education.
- Fifth, the SEG Center is located in a corridor on campus that also contains the CBEC App Factory, SBDC, cybersecurity lab, makerspace, and several other labs. Interest in this "innovation corridor" has already attracted donors. Future donations provide an opportunity to further enhance facilities, student learning, and contributions to the region.

Beside the internal attributes of the department, external factors also contribute toward optimism. Over the last twenty years, the southeastern Wisconsin economy suffered due to the recession and the U.S. transition from a manufacturing economy to a service/knowledge based economy. However, many new companies have moved into the region. For example, Amazon built a 1.5 million square feet distribution center in Kenosha and is hiring over 1500 workers. Other companies that are new to the region or undergoing expansion include Kenall Manufacturing, Uline, InSinkErator, Quest Products, Niagara Bottling, O&H Danish Bakery, and United Natural Foods Inc. Many of these companies specialize in logistics, offering UWP an opportunity to develop programs in supply chain management. In addition, special programs designed for these companies offer additional revenue generating possibilities. The Department of Business is eager to tackle these challenges and looks forward to developing innovative programs that enhance student learning and contribute to the region.

Please confirm the degree programs listed in the scope of accreditation.

Program Name	Level	Location	Date Established (Year Only)
BS in Business Administration	Undergraduate	Kenosha	1968
BS in Management Information Systems	Undergraduate	Parkside	2005
BS in Accountancy (or Accounting)	Undergraduate	Parkside	2013
Master of Business Administration (MBA)	Masters-Generalist	Parkside	1982
BS in Marketing	Undergraduate	Parkside	2014

Please provide any additional comments regarding the scope of accreditation as listed above.

All of the programs under the AACSB continuous improvement review are housed within the Department of Business, including the MBA degree and undergraduate degrees in accounting, business management, management information systems (MIS), and marketing. The figure below lists the business programs and the number of graduates in each program.

Program/Majors	Year				
	2014-15	2013-14	2012-13	2011-12	2010-11
Accounting Major	45	27			
Business Management Major	116	107	129	132	125
Accounting Concentration	2	15	34	32	30
Finance Concentration	30	27	23	23	23
General Business Concentration	79	57	64	52	56
HRM Concentration	30	16	26	24	16
Marketing Concentration	3	20	15	26	22
MIS Major	15	21	17	22	13
Marketing Major	19				
Distinct Undergraduate Business Graduates	161	138	140	150	133
MBA	42	32	42	30	32

*The Business Management Major requires a concentration. Accounting became a major in 2013 and Marketing became a major in 2014. Many students double concentrate or major. Distinct Undergraduate Business Graduates does not double count graduates due to double majors.

3 - Progress Update on Concerns from Previous Review

The January 17, 2011 official correspondence did not list any items as "concerns that must be addressed prior to or at the time of the next maintenance visit." However, three items were highlighted as "in the interest of continuous improvement." A summary of the comment is followed by the department's progress.

1. Highlight key accomplishments and impact with regard to implementation of the strategic plan and use the strategic plan to frame resource allocation and management.

The College of Business, Economics, and Computing (CBEC) creates a newsletter as part of a packet of information delivered to advisory board members, faculty, and administrators prior to each advisory board meeting. The CBEC advisory board, consisting of 31 executives and upper level managers, meets three times per year. Items that have public interest are promoted in the local newspapers, websites, and through social media. Examples of recent media coverage include the first place finish in the national team sales competition, a SEG Center project designed to save millions in the state prison system, and an article highlighting the department's contributions in developing and expanding business talent and knowledge in the Southeast Wisconsin region. Since the last review, examples of significant strategic objective accomplishments include changing the accounting and marketing concentrations to majors and increasing global business study opportunities for students. Both of these accomplishments and their effects were highlighted in the local papers. Regarding resources, UW-Parkside has moved to a more decentralized approach to budget management that provides greater budget responsibility to the deans. Since the last visit, CBEC has more control over special program revenue. Profit from the MBA consortium, for example, has been used to hire additional personnel (an objective in the strategic plan). While the previous strategic plans identified resources related to each objective, the 2015 strategic plan further focuses on revenue generation as a strategic objective.

2. Continue implementation of the AoL plan, showing evidence of change based on outcomes. An area of improvement is a more in-depth analyses and utilization of existing data tied to the process.

The Business program continues to collect Assurance of Learning (AoL) data, assess the data, and make changes. Since the last review, the department has analyzed the results from Educational Testing Service (ETS) Proficiency Profile to further understand areas for improvement. The ETS results help triangulate the information generated from the embedded course approach used in the program's AoL plan. Additional information will be provided in Section 6 (Learning and Teaching)

3. Highlight progress with regard to retention of students in the undergraduate and graduate program.

Receiving retention and graduation data specifically for the business program has been a challenge. In 2013, for the first time, we received retention statistics specifically for CBEC majors. The new reports and dashboards created by the Office of Institutional Effectiveness allow the college to track retention and graduation rates. Some of these reports are broken down by major. The university and college retention rates have improved since 2010. In addition, the Educational Benchmark Inc. (EBI) survey continues to be administered. Many indicators that are positively correlated with retention have improved, including satisfaction with advising.

4 - Strategic Management and Innovation

Mission Statement and summary of strategic plan or framework

Provide the mission statement of the school and the supporting major components of the strategic management plan or framework (expected outcomes, strategies, etc.). If the mission statement and supporting strategic management plan have changed, provide factors influencing the changes. Based on the mission and supporting plan, identify the elements of the plan that document the school's distinctive features, focus areas or priorities. Identify innovative actions, strategies, programs, and/or outcomes along with substantive impacts of the school's mission-focused activities.

The strategic plan in place during most of the current AACSB review period was created in 2009. This plan focused on the business program array, student success, enrollment, community engagement, and faculty development. As the Situational Analysis demonstrates, several environmental factors reached a tipping point after 2009. Changes in the environment, changes in AACSB standards, and the development of a revised university-wide strategic plan in 2014 were catalysts for the changes to the business program's mission statement and strategies.

The 2015 Department of Business vision, mission, and value statements are presented below. (The complete strategic plan can be found in the Documents section of MyAccreditation.)

Vision

The Department of Business will be recognized as a leading provider of academic programs, qualified graduates, quality research, and technical expertise for the regional economy. The department will be an engine of growth for Wisconsin's Southeast Business Region and contribute to the Growth Agenda for Wisconsin. The department will enhance the perception of UW-Parkside, and will expand its presence globally through international initiatives.

Mission

The mission of the Department of Business is to prepare undergraduate and MBA students to graduate in their business fields and excel in their chosen careers. An excellent curriculum and outstanding faculty enable the department to effectively teach current business practices, offer opportunities for all students to tailor their programs, research important issues, and engage with the growing number of businesses in our region and throughout the world. The department, located in the strategic Chicago-Milwaukee corridor, serves a diverse array of students and also provides opportunities for global management studies and experiences.

Core Values

- The Department of Business commits to provide quality academic programs in the key business disciplines, including each of its majors, concentrations, certificates, and minors. The department seeks to provide an educational experience that leads to the success of its graduates through excellent instruction, relevant community engagement, innovative learning methods, learning assessment, and continuous curriculum improvement.
- The Department of Business seeks to maintain its strong position as a leading educational provider in the region, improve its perception in Wisconsin's southeastern business region, and provide innovative programs in collaboration with international institutions.
- The Department of Business pursues opportunities of economic development in the Chicago to Milwaukee business corridor. The department firmly believes that community partnerships enrich student learning and faculty performance in teaching, research, and service while making valuable contributions to area organizations
- The Department of Business values relevant, on-going scholarship (including basic, applied, and pedagogical contributions) by the business faculty, integrating knowledge among faculty members, and a shared governance form of decision-making.
- The Department of Business fosters an environment of mutual respect for diverse ideas and cultures, and provides opportunities for the development of knowledge and skills critical for the increasingly complex, competitive global arena.

Key features of the 2015 mission statement include a focus on the graduation outcome (first sentence of the mission statement). The emphasis on prepared graduates highlights the fundamental purpose of higher education and brings attention to metrics such as retention, graduation, and placement rates. The focus on graduates is also motivated by the 2013 AACSB standards' emphasis on impact. UWP's business department's greatest impact on the region comes from its high quality business graduates.

A second feature of the 2015 mission statement is the emphasis on opportunities for students to tailor their programs (second sentence). This segment highlights the desire to support the high number of nontraditional students at UWP compared to other UW System universities. Tailoring programs allows students to customize a meaningful series of electives and progress toward the degree through several delivery options (e.g., onsite, online, competency-based). Tailoring programs is a feature that is still in development.

Finally, the 2015 mission statement clearly identifies its focus on the Chicago -Milwaukee corridor. The focus on tailoring programs and the focus on this region distinguishes the UWP business degrees.

The 2015 mission statement is different from the 2009 statement. The 2009 mission statement focused on services that the department provides rather than the graduation outcome. The focus on tailoring programs is also new in 2015. Changes to the vision statement between 2009 and 2015 were primarily grammatical. The core values statements were updated slightly to emphasize the department's desire to focus on student learning and innovative teaching methods. The 2009 mission statement is presented below for ease of comparison. The complete 2009 strategic plan can be found in Documents at MyAccreditation.

> 2009 Mission Statement: "The mission of the Department of Business is to provide high-quality business education and management expertise, and to continuously advance business knowledge through research and community service. The department serves both undergraduate and graduate student populations within Wisconsin's Southeast Region and the northern part of the Chicago metropolitan area."

To achieve its mission, the strategic plan outlines the strengths, weaknesses, opportunities, and threats (SWOT) that will be effectively addressed during the next few years. The objectives and metrics establish targets and facilitate tracking of the department's performance. The strategic actions specify steps the department plans to take in order to achieve the objectives. The actions specified in the 2015 strategic plan are designed to be updated each year.

Major elements of the SWOT were summarized in the Situational Analysis section of this report. The strategic plan summarizes the SWOT with a key strategic challenge statement and a statement of strategic response. The key strategic challenge is "How do we maintain quality and develop innovative programs given the needs of our changing students, increased competition, current faculty expertise, and declining resources?" The essence of the department's strategic response is to develop innovative programs based on our experience and pilot programs that provide opportunities for short-term and long-term revenue generation. For example, the department plans to leverage its knowledge gained through the creation of a competency based sales certificate to develop further certificates with the competency based format.

The objectives and metrics used to track success and establish targets are organized around the three pillars of UWP's strategic plan. These pillars highlight the department's impact on student lives, sustainable growth, and the community. The metrics are divided into three types of measures: direct, predictive, and satisfaction. Direct measures indicate successful impact, predictive measures are correlated with future success, and satisfaction measures focus on the feelings of key stakeholders. The strategic plan contains over 50 metrics. Sample metrics are highlighted in figure 4.1.

Measure	Type	Current	Target	Date	Description
		Student Lives			
Undergraduate 4yr graduation rate	Direct	10%	15%	Fall 2019	A degree impacts the student's life.
Undergraduate 6 yr. graduation rate	Direct	30%	40%	Fall 2019	6 yr. until degree consistent with student lives
Career and Graduate Student Placement Rates	Direct	89%	95%	Fall 2017	Attribute of success after graduation.
Freshman-to-Sophomore retention rate	Predictive	76%	80%	Fall 2017	Predicts the likelihood of graduation.
# and Dollars Amount of Business Scholarships	Predictive	7 scholarships $9350 total	10 scholarships $14,000	July 2018	Availability of financial supports is important to student retention and graduation.
Undergraduate EBI measure of overall program effectiveness	Satisfaction	5.22 on a 7 pt. scale	5.75	Fall 2018	General satisfaction may signify the impact UWP has on graduates' lives.
		Sustainable Growth			
Total Student Credit Hours/year	Direct	19,839	20,600	Fall 2017	Directly correlated to budget.
Number of active transfer MOU's	Predictive	13	18	May 2016	Relationship leads to increased number of prospects
		Community			
Percent of students accepting position in region	Direct	83%	83%	Evaluated each year	Indicator of local economic impact
Number of Faculty/Staff Consulting projects	Predictive	11 in 5 years	2/year	July 2016	Number of projects impacts the community
Donations to SEG Center	Satisfaction	0 last year	$2000/year	July 2016	Indicates satisfaction with SEG Center projects

Figure 4.1 Sample Metrics and Targets from the 2015 Strategic Plan

The actions specified in the strategic plan consist of current strategies that will be continued in the future and new initiatives. Current strategies include using student interns to recruit at regional high schools, creating articulation agreements with two-year colleges, maintaining and developing partnerships with international universities, continuously improving the assurance of leaning process, continuously improving SEG Center projects, converting concentrations to majors, participating in student competitions, raising funds for student scholarships, and continuing programs that engage students with the alumni and the business community.

In addition to the continued strategies, four new strategies are identified:

1. The Department of Business will enhance curriculum delivery to include online and competency based (Flex) degree completion programs. Flex degrees are based on passing assessed competencies rather than earning course credits. In the long term, the department plans to create a major based on stackable certificates. The certificates will require completion of a business fundamentals certificate consisting of pre-business classes, the completion of a certificate based on business foundation classes, and the completion of several other business certificates of the student's choice. Each certificate could be earned via online, Flex, or onsite formats. This strategy supports the large number of nontraditional students in Wisconsin with some college credit and will likely increase student credit hours in the business program. This initiative is supported by UW System grants.
2. The Department of Business, along with the other departments in CBEC, will seek funding to develop an innovation corridor. Currently, the corridor consists of the following CBEC resources: business computer lab, computer science computer lab, cyber security lab, makerspace, App Factory, SEG Center, and Small Business Development Center (SBDC). In addition, the 3D art studio and Institute for Professional Educator Development (IPED) are located in the hall and will be incorporated into the corridor. The purpose of the corridor is to support innovation amongst UW-Parkside students, K-12 students, and the community. The center will be modeled after some aspects of 3M's innovation centers. This initiative addresses a need of the SE Wisconsin region. The state of Wisconsin is frequently rated as the worst state for business start-ups. The university has allocated money to this corridor.
3. The Department of Business will seek to create short noncredit revenue generating programs. These programs are targeted to meet the needs of two groups: International students on short term study programs and organizations in the region. Example programs include "Doing business in the U.S." to be hosted Fall 2015 for students from Russia, and sales seminars for local businesses. Recent inquiries by international universities and by businesses seeking short courses indicate a potential demand for short, revenue generating programs. Noncredit programs can be developed to meet these needs and generate revenue for the department.
4. The Department of Business will determine the feasibility of offering a supply chain certificate or concentration at the undergraduate or graduate level. SE Wisconsin is rapidly becoming home to many logistics oriented organizations including Amazon and Uline. CBEC Advisory Board and UWP Foundation Board members have suggested a supply chain program. This program would allow students to graduate with a high demand major, serve the region, and offer the opportunity to attract additional students to the business program.
5. The Department of Business will investigate alternative forms of advising and seek to improve overall advising. Increases in teaching load, changes in available advising resources, and a need to further improve advising requires reexamining advising in the department. Areas for

examination include group advising, additional use of technology, mentoring, and better coordination between various university groups and department advising.

All of these initiatives are targeted for 2015-2016. The initiatives will be evaluated for continuation at the end of the year.

Strategic Management Planning Process and Outcomes

Describe the strategic management planning process of the school. Provide an overview of demonstrated continuous improvement outcomes and/or achievement of mission, expected outcomes, and strategies. Summarize key continuous improvement achievements since the last accreditation review.

The strategic plan used during most of this review period was approved by the faculty in 2009. The process used to develop the plan was thorough and inclusive, resulting in a very comprehensive plan with many goals, objectives, and action items. Guided by the department's strategic planning committee, faculty reviewed results from the educational benchmark instrument (EBI) survey of graduating students, economic indicators, assurance of learning results, and metrics provided by institutional research. In addition, insight and feedback was sought from faculty, staff, current students, the graduate business student & alumni association (GBSAA) and the School of Business and Technology advisory board. An ad-hoc subcommittee of the advisory board also played a key role in the plan's development.

The objective and actions of the plan served the business department well. The outcomes and progress toward objectives were periodically reviewed with the department faculty, UWP administration, and the advisory board.

The following list highlights accomplishments since 2010 that were objectives or actions listed in the 2009 strategic plan. The first sentence of each bullet summarizes the objective or action specified in the 2009 strategic plan.

1. *The department successfully achieved at least a 5.0 satisfaction rating on a 7.0 scale and equaled or exceeded the rating of peer institutions for specified factors on the EBI survey.* These factors were areas targeted for improvement based on previous survey results. The factors included perception of overall program effectiveness (undergraduate 5.22, MBA 5.33), quality of learning facilities (undergraduate 5.61, MBA 5.41), and quality of undergraduate advising (5.32). Improvements in these areas were the results of numerous initiatives, including some of the accomplishments below.
2. *The department significantly increased the number of global initiatives, including increasing the number of study tours, number of students participating in study tours, number of international partner universities, and the number of international students studying on campus.* New partnerships agreements were signed with universities in China (3 universities), India (2), Australia (1), Finland (1), and Russia (1). Several of these partnerships included a 3+1+1 arrangement where students study 3 years at their home university, one undergraduate year at UWP where classes transfer to their home university, and one year in the MBA program where students earned a UWP MBA degree. Twenty-four students have successfully completed this

program to-date. Department of Business faculty regularly lead study tours to Italy, Caribbean countries, China, and India. In addition, the Department of Business hosted visiting faculty and students from Germany in 2014 and will host students from France and Russia in Fall 2015. Scholarships from SC Johnson Company in 2012 ($30,000) and the Italian Foundation ($25,000/year) provided significant help for students studying abroad.

3. *The Department of Business created a global management minor in 2013.* Seven students graduated with this minor between Spring 2014-Spring 2015. Twelve students declared the minor in Spring 2015.
4. *Implementing an action in the 2009 strategic plan, a group of faculty investigated and proposed new majors and certificates.* The purpose of these majors and certificates were to meet the needs of the community, increase student demand, and increase the visibility of business programs. Implementation of the plan has, so far, resulted in the following outcomes:
    a. The accounting concentration was converted to an accounting major in Fall 2013. The conversion to a major was designed to increase the program's visibility to students and employers.
    b. The marketing concentration was converted to a marketing major in Fall 2014. The conversion to a major was designed to increase the program's visibility to students and employers.
    c. The sales certificate was created in Fall 2011 and the retail management certificate was created in Fall 2013. These certificates met regional needs and opened up additional career opportunities for students. In Spring 2015, 22 students were enrolled in the sales certificate and 14 students were enrolled in retail management.
5. *The Department of Business faculty proposed and oversaw the development of online courses and competency based programs.* Several new online classes were developed to support current programs. Most pre-business and foundation classes are available online at least once per year. A competency (Flex) based sales certificate was available for enrollment in Spring 2015. A Flex based project management certificate will be available in Spring 2016. An online business fundamentals certificate geared toward nonbusiness majors will be available in Fall 2015.
6. *The Business Department increased the number of computers in the computer lab and improved classroom facilities.* Computer labs were upgraded in summer 2014 to accommodate 30 students on lab computers and 10 additional students on laptops. The SEG Center computers were updated in summer 2015. Several business classrooms were updated to improve data projection and computing resources.
7. *The number of university scholarships specifically targeted to business students increased from three scholarships totaling $4000 in 2009 to seven scholarships totaling $9350/year in 2015.* Note that business students also receive many general university scholarships and can receive additional scholarships for study abroad.
8. *The dean successfully negotiated with the university to allow the department to keep a greater portion of program revenue resulting from the MBA Consortium.* Currently, the Department of Business nets between $80-90,000 per year from this program.

9. *The department faculty and advisor have increased activities that promote student retention.* These activities include the development of four year academic maps, regular advising meetings, referrals to tutoring programs, intrusive advising, and calling unregistered students. The business student freshman retention rate increased from 58.6% in 2009 to 75.6% in 2013.
10. *Consistent with the action to enhance student groups, the Parkside American Marketing Association (PAMA), started in 2007, continues to grow in activities and influence.* PAMA has won several national awards including the 2014-2015 American Marketing Association Exemplary Collegiate Chapter Performance award. PAMA also won the UWP Student Organization of the year award in 2012-2013. PAMA is open to all students in the university and has membership from most of the business majors.
11. *Consistent with the action to enhance student groups, UWP Sales competition teams have won 30 awards since they began competing in 2009.* The awards include first place in the 2013 undergraduate national team sales competition and second place in the graduate student division in 2015.
12. *The Department of Business worked collaboratively with Gateway Technical College, Milwaukee Area Technical College, and the College of Lake County (in Illinois) to develop 13 new 2+2 articulation agreements.* The purpose of these agreements is to facilitate the transfer of students with associate's degrees to a UWP business major. The two-year colleges upgraded their classes and changed their programs to better match the business department programs.
13. *The department has increased its press coverage in local media.* Faculty members are frequently consulted as experts. In addition, press coverage of new programs and student activities have improved such that the department exceeded its goal of five articles per year related to business.
14. *Beginning in 2010, the department successfully obtained funds to hire four graduate student assistants per year to support faculty research and teaching.* Several of these assistantships have resulted in joint publications between students and faculty.
15. *The department continues to be involved in a high number of community projects.* The SEG Center typically supports between 80-100 projects per year with 400 students. The SEG Center sponsored some high profile projects. For example, the state legislature seriously considered a proposal by SEG Center students to decrease medical costs in the state prison system. The proposal received substantial media coverage.

Although the Department of Business achieved many of the objectives and implemented many of the actions in the 2009 plan, some objectives were not met and some actions were not implemented. Most of the missed objectives resulted from an unrealistic target and unimplemented actions resulted from a lack of time or agreement among stakeholders. A sample of unmet objectives and actions are listed below:

1. The department did not achieve 80% proficiency in all learning goals assessed through the assurance of learning process. While 80% is the desired target, it is probably unrealistic to expect exceeding this goal for all areas because student performance varies and proficiency indicators change over time as assessments adjust for levels of competency.

2. The department did not implement a new global management learning goal. Although this learning goal was discussed at college advisory board meetings, the department and advisory board did not arrive at a consensus on the sub-objectives of this learning goal.
3. The department did not achieve its objective of reaching a 70% five year graduation rate for full-time students. This objective was based on a lack of information at the time the objective was set. The most recent five year graduation rate (for student starting in 2010) is 23.7%. This rate has improved from 17.6% in 2007. The demographics for UWP students are significantly different from other universities in the UW System that have more full time, on campus students. Improving the graduation rate is an important objective for the department.
4. The MBA program did not hit its target of 120 MBA students by Fall 2013. MBA enrollment peeked at 110 students in Fall 2013 growing from 101 students in Fall 2010. The MBA enrollment has declined to approximately 90 students in Fall 2015. Opportunities exist for further growth through international programs.
5. The undergraduate student enrollment did not increase to 850 students by Fall 2013. In Fall 2014, 755 students declared a business major. This grew from 646 students in Fall 2010. The number of business majors grew while the number of students at UWP fell during this time period.
6. The percentage of underrepresented minority students in business only grew slightly during this time period (28% in 2014 and 27% in 2010). However, recruitment from local high schools increased during the time period, as specified in the strategic plan.
7. The department was not able to keep 100% of the faculty and instructional academic staff as qualified under the AACSB policy guidelines over the entire time period. Two of the 22 faculty members fall into the other category.

Although the department did not meet all of the objectives specified in the 2009 plan, the Department of Business was very active during 2010-2015. Changing concentrations to majors, developing online classes, developing Flex certificates, creating new certificates, increasing the retention rate, substantially increasing the number of international initiatives, and improving the overall level of student satisfaction with the business programs are significant accomplishments.

The original goal of the department was to create a new strategic plan in approximately 2013. The 2009 plan successfully guided the department and a similar approach was going to be followed for a 2013 plan. Several factors delayed the development of a new plan. First, many of the business department faculty members were part of the higher learning commission regional accreditation process that took place in 2012. Second, the resignation of the provost in fall of 2012 caused a chain reaction in the Department of Business. The dean of CBEC became the interim provost, the associate dean became the interim dean, the department chair of business became the interim associate dean, and newly tenured faculty became the co-chairs of the department. Third, UWP was developing its own strategic plan. The 2009 plan was developed prior to a university strategic plan. During the development of the 2009 plan educated guesses were made as to the direction of the university based on draft documents. There was some feeling that a new business plan should wait until we had direction from the university strategic plan. Fourth, AACSB revised its standards in 2013 and the department needed to align a new plan with these standards. Fifth, budget cuts and changes in teaching load focused attention to short term budget and policy changes. Finally, an attempt to mimic the 2009 planning process proved difficult. This plan consisted of 21 pages of SWOT, five goals, 24 objectives, and 50 actions. Given the changing environment, a shorter and more adaptable plan was desired. In addition, Michele Gee (Associate Dean), Jim McPhaul (SBDC Director), and Don Gillespie (Lecturer) were trained in the Strategic Doing methodology in Spring 2015. Some aspects of this methodology will be used going forward in the Department of Business.

The 2015 strategic plan was developed in multiple stages. First, a SWOT analysis (strengths, weaknesses, opportunities, and threats) was drafted based on the 2009 SWOT, EBI survey results, feedback from undergraduate and graduate student classes, feedback from faculty, and feedback from the CBEC advisory board. The associate dean with the assistance of graduate student assistants compiled this feedback and created versions of the SWOT. These versions were emailed to faculty for further feedback and discussed by faculty in department meetings. The SWOT was presented again at a strategic planning retreat held on February 27th, 2015.

At this retreat, drafts of the new mission, vision, and values were developed. In addition, objectives, action items, and areas of impact were proposed. Throughout the Spring 2015 semester, Friday CBEC brown bags lunches were commonly used to expand and refine other parts of the plan. The vision, mission, and values were presented for feedback to the CBEC advisory board on April 30, 2015. In addition, some aspects of the plan were presented to the UWP Foundation board on June 23. The finishing touches of the plan were developed in the summer 2015, emailed for feedback to the faculty, and the plan was approved by the faculty in August 2015.

Financial Strategies and Allocation of Resources

Describe the school's primary sources of operational funding and how those funds are applied. Summarize the trend in these resources since the last AACSB review. Identify key 1-3 year strategic action items and financial plans to achieve them. This should include anticipated sources and timing of funding (see Standard 3).

State provided resources have declined significantly for all UW System institutions. In 2001, the state of Wisconsin contributed over 60% of the cost of educating a UW System student. Today, the state contributes less than 30%.

The total budget for the Department of Business was approximately $3.6 million in fiscal year 2015. $3 million dollars came from the university's allocation of state and tuition dollars. The remaining budget is obtained from an accumulated amount of MBA consortium revenue ($380,000), SBDC funding from the state and federal government ($177,000), and miscellaneous grants ($43,000). Figure 4.2 below summarizes how this budget is applied:

Category	Salary	NonSalary
Instruction	$2,800,000	$24,000
Research	$4,000	$13,000
Service (SBDC and SEG Center)	$112,000	$21,000
Advising	$38,000	$500
Technology		$10,000
Administration and Staff	$426,000	$52,000

Figure 4.2: Budget Allocation

Like all UW institutions, UW-Parkside has experienced budget cuts in most years since the last review. The overall effect on the Department of Business budget is somewhat disguised by changes in budget responsibility (e.g., summer and winterim budgets were shifted from the university to the colleges in 2015) and by a one percent salary increase in 2014. The net result of these series of budget cuts is that the Department of Business lost one faculty position, $34,000 toward adjunct instruction ($50,000 to $16,000), one student assistant position, and $30,000 in summer/winterim budget. In addition, the MBA consortium allocation between the department and university was changed so that the estimated revenue to the department decreased from $107,500 to $76,400 per academic year. The total decrease is about 5.7% of the department's budget. This decrease is less than most other departments at UW-Parkside and the money available for faculty development was preserved.

A positive development for the Department of Business is a new university budget allocation model. This budget allocation model, approved in February 2015, allocates budget based on student credit hours, number of graduates, number of majors, and a cost index. The model indicates that CBEC should receive an additional $360,000 to be reallocated from the other colleges. The process moves budget over a long period of time, however. The reallocation of $39,000 in FY 2016 was completely absorbed by the budget cut.

The series of budget decreases has resulted in new vigor around programs and activities to increase revenue. Figure 4.3 highlights key strategic action items and financial plans that will be implemented over the next three years:

University of Wisconsin-Parkside Department of Business Financial Support for Strategic Action Items				
Activity	**Start Date**	**First Year Cost or Revenue**	**Continuing Annual Cost or Revenue**	**Source or Disposition of Funds**
New Strategic Actions				
Develop online, hybrid, and Flex based classes culminating in a stackable certificate degree.	July 2015	$100,000	$100,000 in second year. Will generate revenue in 2017.	• UW System Grant of $200,000 • Generated revenue
Develop Innovation Corridor (will only be developed as gifts are received)	Sept. 2015	$100,000	$100,000	• Private and corporate donations • University allocation of resources
Create revenue generating noncredit short programs	Sept. 2016	$5000	Generate revenue of estimated $5000-$10,000	• Fee charges to program participants
Create feasibility report for supply chain management program.	Sept. 2015	No additional funds	Depending on success, may lead to new faculty/adjunct lines	• State app. and reallocations of existing resources.
Improve methods of advising.	Sept. 2015	No additional funds	Costs already part of budget	• Budget for advisor • Budget from central advising
Continuing Actions				
Student Interns work with feeder schools.	Sept. 2015	No additional funds	No additional funds	• State app.
Maintain and develop articulation agreements	Sept. 2015	No additional funds	No additional funds (part of CBEC advisor responsibilities)	• State app.
Maintain and develop International MOUs	Sept. 2015	$7500	$7500	• Part of existing budget funded from a percentage of international student tuition
Improve assurance of	Sept. 2015	No additional	No additional	• Student fees for

learning process		internal funds	internal funds	portfolio software
Improve quantity and quality of SEG Center projects	Sept. 2010	$4000	$4000	• Existing endowment for SEG Center • Partner donations
Continue student and faculty participation at regional and national competitions	Sept. 2015	$6,000	$6,000	• State app. • University student travel budget
Investigate converting concentrations to majors.	January 2016	No additional funds for the investigation	Depends on investigation results	• State app. • Increase SCH leads to additional budget
Enhance gift giving for scholarships	Sept. 2015	Revenue: $4000	Revenue: $4000	• Donations
Engage students with community through guest lectures and special events	Sept. 2015	$1000	$1000	• State app.

Figure 4.3 Financial Support for Strategic Action Items

Intellectual Contributions

In the box below, briefly describe how the "substantial cross-section of faculty in each discipline" is achieved. Support Table 2-1 with narrative analysis focused on indicators of quality of the IC outcomes reported in the table and indicators of impact on theory, practice, and/or teaching/pedagogy. Briefly describe the infrastructure supporting faculty intellectual contribution development.

As stated in the department's strategic plan, scholarship is a core value and an integral part of the department's mission. From 2011-2015, faculty and academic staff published 45 unique peer reviewed journal articles and presented at 69 conference sessions. These contributions were produced by a broad cross section of the department's teaching faculty and staff. 17 out of the 22 full time employees (76%) produced intellectual contributions (see Table 2.1 in Documents at MyAccreditation and the Appendix). The median and mode acceptance rate at the peer reviewed journals were 25% and 20%, respectively.

The Department of Business values and produces basic, applied, and learning intellectual contributions, with significant weight toward the latter two areas. While the department appreciates high citation counts and statistical impact metrics, it particularly values research that impacts student lives, learning pedagogy identified in its strategic plan, and the practices of its community partners.

UW-Parkside students coauthored 9 papers from 2011-2015. Several of these students presented their papers at academic conferences and many other students participated in the UW System undergraduate research symposium. As a result of their research experiences, one student continued her education at a

Ph.D. program and others continued in masters programs. Students who entered the workforce were able to leverage their research experience on their resume and in job interviews.

Consistent with its course delivery strategies, faculty and instructional staff published four journal articles and four conference proceedings on online and competency based education from 2011-2015. These intellectual contributions involved eight faculty and staff. In alignment with the department's community based learning goals, the faculty and staff published two journal articles and presented at five conferences on topics related to community based learning. These papers enhanced the faculty's knowledge of this pedagogy. The papers and presentations also disseminated UW-Parkside's experience to less experienced institutions. Finally, the faculty produced eleven intellectual contributions that directly involved a community partner. These contributions enhanced aspects of the partner's business. In some cases, the faculty's work with a community partner resulted in grants that enhanced the partner's financial position.

Numerous examples exist that testify to the quality and impact of the department's scholarship:

- Parag Dhumal received the Operations Management track best paper award at the 2013 International Research Conference on Business and Economics for his paper titled "An Optimal Buffer Quantity Procedure for Manufacturing Line with Two Workstations."
- Peter Knight and Mike Manion received an award for best paper in the sales track and the outstanding conference paper for their paper, "The Role of Self- Efficacy in Sales Education," at Marketing Management Association 2013 Spring Conference.
- Abey Kuruvilla, Suresh Chalasani, and Sue Norton received the best in session award at the 2011 Global Conference on Business and Finance for the paper, ""Initiating and Sustaining Online Programs in Public Universities."
- Michele Gee's paper "Corporate Social Responsibility: Strategic and Managerial Implications" was cited as best in the Business, Society & Government track at the MBAA International Conference in 2012.
- Kristin Holmberg-Wright was a recipient of the Franklin 2013 Awards for Excellence in Research. The recipients of this award were selected by the Executive Committee of Franklin Publishing Company from 453 academic research papers received by Franklin Publishing in 2013. Dr. Holmberg-Wright was named a Distinguished Lecturer by the UW Board of Regents in 2014.
- Suresh Chalasani presented the results of his research with IcTect, Inc. to the UW System Board of Regents (August 22, 2012). Dr. Chalasani and Pradeep Jain, owner of IcTect, received a $78,000 grant from the Wisconsin Small Company Advancement Program to continue research and advance the company.
- Suresh Chalasani received a $10,000 WiSys grant in 2011 for his research related to the wireless monitoring of chronic diseases. This research was presented at the Wisconsin Science and Technology Symposium. It was also presented to a major healthcare provider in the region.
- Parag Dhumal, by invitation in 2012, presented, "Cola-Game: An Innovative Approach to Teaching Inventory Management in a Supply Chain" at Indian Institute of Cost and Management Studies and Research (IndSearch) in Pune India.

- Michele Gee, by invitation in 2014-2015, presented topics related to corporate social responsibility at IndSearch in Pune, India, at the Indian Institute of Management, Kozhikode Business Graduate Studies, in Kerala, India, and at Syndenham Institute of Management Studies, Research and Entrepreneurship Education in Mumbai, India. She was also invited to make presentations at the Beijing Information Science and Technology University in China regarding her research in both managing cross-cultural workforces and corporate social responsibility in 2012.
- Steve Hawk was one of four people on the conference organizing committee for the 2012 ACM SIGMIS Computer and People Research 50th Anniversary Conference.
- The 2014 journal article by Kristin Holmberg-Wright and Tracy Hribar (student at UW-Parkside), "Soft Skills: Needed by Employers, Misunderstood by Students, and a University Response," was mentioned on page 9 of a report submitted to Governor Walker entitled Talent Development, Attraction and Retention Subcommittee Recommendations August 15, 2014 prepared by the State of Wisconsin Council on Workforce Investment (CWI).
- After publishing the article "Ideas to Improve the Nontraditional College Student Experiences" (2014), Ralph Haug, Professor of Strategic Management, Roosevelt University, invited Kristin Holmberg-Wright and Tracy Hribar to present and lead a 90 minute discussion at the University Conference on Educational Experiences at Roosevelt University in Chicago.
- Abey Kuruvilla received numerous invitations to present as a result of his expertise and academic conference presentations on cross cultural teams. Through Aperian Global, Dr. Kuruvilla presented and provided consultancy regarding doing business in India to several large firms, including: Accenture, Navistar, John Deere, Michelin, and Kohler. In addition, he was invited to speak and design courses at Mikkeli University of Applied Sciences in Finland (invited three consecutive years), Duale Hoch Schule (university) in Baden Wutemberg Germany, and St. Petersburg State Economic University in Russia.
- Abey Kuruvilla has served on advisory boards related to healthcare for several large cities, including serving on the Scientific Advisory Board for the King County Healthcare Coalition that includes Seattle, Washington. His participation was the result of published research on ambulance diversion.

In addition to these indicators of quality and impact, the Department of Business faculty impact the local community through service on advisory boards, consulting, and as authorities related to local news items. For example, Peter Knight serves on the boards of Peace Learning Circles, Kenosha Theatre Restoration, and Lakeside Curative Services. In addition, David Wright serves as Chair of the Finance Committee for the Kenosha Area Business Alliance. Further, Abey Kuruvilla, Peter Knight, and Karen Crooker were interviewed by local newspapers for their expertise on process improvement, marketing, and retail management. The faculty members maintain their expertise in these areas through research.

In spite of budget cuts, the department, college, and UW-Parkside continue to provide resources to support scholarly activity and travel. The Department of Business allocates $500 per faculty member. An additional $1000 can be obtained from the college and up to $2000 can be received from the university through an application process. In addition, the department employs four graduate students per year to help faculty with research and teaching. All faculty members are provided with a computer and the software needed to conduct research. Through a competitive process, additional funds can be obtained through UW-Parkside and through UW System. The Department of Business strives to offer a collaborative environment and encourages coauthored papers and interdisciplinary research.

New Degree Programs

Provide a list of degree programs introduced since the previous accreditation review. The following information is required for each new degree program:

- *A brief description of the employer or employment needs to be served by the program*
- *A brief description of the intended student market*
- *A description of the source(s) of faculty, technology, and facility support*
- *A description of the learning goals, how the goals are measured, and results that demonstrate achievement.*

Accounting

In spite of the budget decreases, the Department of Business started two new undergraduate degree programs since 2010. The accounting major began in Fall 2013 and the marketing major began in Fall 2014. Both majors were previously concentrations within the business management major and can trace their beginnings to the 1970s. The requirements for the concentrations were very similar to the requirements of majors; therefore the conversion to a major did not require additional resources. The faculty, technology, and facilities that supported the concentrations also support the majors. Two tenured professors, one tenure track professor and two lecturers teach accounting classes. The business computer lab, SEG Center, university computer labs, university classrooms, career center, and tutoring labs are available to support the new majors. Students in the accounting major are required to take the pre-business classes and the foundation business classes required of all business majors.

The purpose of the accounting major is to prepare students for careers in public and private accounting. As specified in the accounting major authorization document, the number of accountants and auditors needed in the local three-county area (Racine, Kenosha, Walworth) is projected to increase by 6.9% between 2008 and 2018, or an average of 30 open positions per year (Source: Office of Economic Advisors, Wisconsin Department of Workforce Development, April 2011, Southeast Workforce Development Area Occupational Projections, 2008-2018). The projection nationally is a 16% growth between 2010-2020 (Occupational Outlook Handbook, Bureau of Labor Statistics). The accounting concentration enrolled roughly 170 students and about 30 graduated each year. The historical placement rate for accounting graduates at UW-Parkside is 92%, and these graduates are employed by public accounting firms, private firms, corporations, and state government. The purpose of converting accounting to a major was to provide additional visibility to the program in order to attract prospective students and employers. Most prospective students live in SE Wisconsin or Northern Illinois.

The accounting major went through a rigorous review process before implementation. The process included outside reviews by accounting professors at other AACSB universities. In addition, the proposals were sent to all UW System four year universities in order to provide an opportunity for feedback. The Department of Business, UW-Parkside committee on academic planning, UW-Parkside senate, and the UW System Board of Regents approved the authorization document. The authorization document included the learning goals for the major (see Documents at MyAccreditation for the authorization document).

Students in the accounting major are subject to two sets of learning goals and assessment plans: The assessment for all business majors and specialized assessment for the accounting students. Like the undergraduate business assessment plan, course embedded assessment is used for accounting. Because the major is new, only limited assessment results have been obtained so far and these will be presented in the Learning and Teaching section. The following are the learning goals for the accounting major and their corresponding assessment approaches.

Accounting Learning Goals

- ACCTLG1-Students will be able to prepare corporate financial statements and to analyze corporate annual reports. Students are assessed through a case study in ACCT 400-Advance Accounting.
- ACCTLG2-Students will be able to apply cost concepts to support management decision making. Students are assessed through a comprehensive case given in ACCT 403-Advanced Cost Accounting class.
- ACCTLG3-Students will demonstrate an understanding of the audit process and audit reports including internal auditing, governmental auditing, and operational auditing. Students are assessed through a final project in ACCT 404-Audting.
- ACCTLG4-Students will demonstrate an understanding of federal income taxation concepts and principles, and will develop the ability to prepare tax returns for individuals, "C" corporations, "S" corporations, and partnerships. Students are assessed through a case study in ACCT 306-Business Tax.
- ACCTLG5-Students will demonstrate an understanding of the Uniform Commercial Codes, the law of contracts, and other areas of law, and an understanding of professional ethical guidelines. Students are assessed through the final exam in BUS 372-Business Law.

Like the business assessment plan, the accounting assessment plan targets at least 80% proficiency. This target may be increased over time.

Marketing

The marketing major began in Fall 2014. Like accounting, marketing was previously a concentration within the business management major and can trace its beginning to the 1970s. The requirements for the marketing concentration were very similar to the requirements of marketing majors at other universities; therefore the conversion to a major did not require additional resources. The faculty, technology, and facilities that supported the concentration also support the major. Marketing classes are taught by two tenured professors, the SBDC director, and an occasional adjunct. The business computer lab, SEG Center, university computer labs, university classrooms, career center, and tutoring labs are available to support the marketing major. Students in the major are required to take the pre-business classes and the foundation business classes required of all business majors.

Like the accounting major, the marketing concentration was converted to a major in order to increase the visibility of the program to both prospective students and employers. The marketing major prepares students for a variety of marketing careers including sales, marketing research, product management, and promotions. The national occupational growth for marketing between 2010 and 2020 is projected at 12% to 41%, according to the Occupational Outlook Handbook published by the United States Bureau of Labor Statistics (2013a, b, c, d, e, and f). Wisconsin's Worknet site also identified market research analysts and marketing specialists as among the top 10 "High-Growth Occupations" and projects 8,520 such positions in the state by 2020, equating to about 400 new openings per year. Historically, 25 marketing concentration students graduated each year and over 90% found employment within six months of graduation. The marketing major attracts students from Wisconsin and Northern Illinois.

The marketing major went through a rigorous review process before implementation. The process included outside reviews by marketing professors at other AACSB universities. In addition, the proposals were sent to all UW System four year universities in order to provide an opportunity for feedback. The Department of Business, UW-Parkside committee on academic planning, UW-Parkside senate, and the UW System Board of Regents approved the authorization document. The authorization document included the learning goals for the major (see Documents at MyAccreditation for the authorization document).

Students in the marketing major are subject to two sets of learning goals and assessment plans: The assessment for all business majors and specialized assessment for the marketing students. Like the undergraduate business assessment plan, course embedded assessment is used for marketing. Because the major is new, only limited assessment results have been obtained so far and these will be presented in the Learning and Teaching section. The following are the learning goals for the marketing major and their corresponding assessment approaches.

Marketing Learning Goals

- MKTLG1- Students will be aware and able to understand and apply concepts from core marketing topics, including buyer behavior, market research, product management, and promotions management. Students are assessed through quizzes, a marketing plan, and simulation in MKT 350- Marketing Principles.
- MKTLG2- Students will be able to understand, apply, and communicate buyer behavior, concepts to a realistic consumer product situation. Students are assessed through exams and a project in MKT 355- Buyer Behavior.
- MKTLG3- Students will be able to understand and apply promotions management concepts, and teams will be able to prepare and present promotions plans to industry expectations, applying concepts to realistic client situations. Students are assessed through exams and projects in MKT 358-Promotions Management.

- MKTLG4- Students will be able to develop and execute a market research project to industry expectations in a community-based learning environment. Students are assessed through a SEG Center project in MKT 354-Market Research.
- MKTLG5- Students will understand product management concepts and will be able to manage a portfolio of business products in a realistic competitive situation, while integrating concepts from other disciplines, such as, research and development, pricing and promotions, forecasting and production, and finance. Students are assessed through exams and a business simulation in MKT 452-Product Management.
- MKTLG6- Graduating students will be able to prepare and present a senior marketing thesis that will apply advanced marketing concepts to and will develop practical integrative solutions for realistic product/market situations that are relevant to their intended careers. Students are assessed through a series of papers in MKT 455-Marketing Management.

The marketing assessment plan targets at least 80% proficiency. This target may be increased over time. The marketing faculty are committed to continuously improving results through assurance of learning methods and planning.

5 - Participants – Students, Faculty, and Professional Staff

Students

Describe any changes in students (enrollments trends, diversity, effect of changes in admission criteria, etc.) and/or support services (advising, career services, other student development initiatives, etc.) since the last review.

The profile of a UW-Parkside business student is very similar to the historic profile of UW-Parkside students in general. Most students are from SE Wisconsin or Northern Illinois, 55% are first generation college students, 50% are Pell Grant eligible, approximately 80% commute (1000 students live on campus), and most work while attending the university. The business program admits students during their freshman year. However, over 75% of business graduates transfer from another college at UW-Parkside, another four-year university, or a two-year college. Declaring a major early allows students to be advised by CBEC professional advisors and faculty. All of the business majors require grades of C or better in pre-business classes and a GPA of at least 2.5 in upper division business classes in order to graduate.

A positive long term trend is an increase in the mean ACT score from 19.8 in 2006 to above 21 since 2012. Other characteristics of the undergraduate business program are highlighted in the table below. The number of business majors increased substantially since 2010, but the percentage of female students declined. Though small in percentage, the undergraduate business program has seen an increase in the number of international students. The College of Business, Economics, and Computing leads the university in the number and percentage of international students.

Fall Semester	2014	2013	2012	2011	2010
No. Business Majors	760	706	724	689	646
Percent Female	40%	42%	41%	42%	46%
Percent Part-Time	23%	27%	29%	29%	23%
Percent Minority	27%	28%	25%	24%	27%
No. International Stds.	27	27	20	17	16

Figure 5.1: Undergraduate Business Students

The admission policy for the MBA program was modified slightly since the last review. The program still uses the GPA, GMAT, and GMAT waiver formulas that have been in place for many years (GPA * 200 + GMAT > 1000 for admission). However, since 2013 the MBA committee has allowed more admission discretion based on years of management experience. This change is being monitored to ensure that student performance is not adversely affected.

The table below highlights trends in MBA student characteristics. Enrollment peaked in 2013 and declined in 2014. The percentages of females and part-time MBA students varied across the time period, while the percentage of underrepresented minorities has risen. The number of international students declined recently after hovering around 20 students. These types of fluctuations across a five year period are not unusual. The department plans to increase the number of international students over the long term.

Fall Semester	2014	2013	2012	2011	2010
No. of MBA Students	90	110	109	90	101
Percent Female	39%	45%	49%	50%	40%
Percent Part-Time	86%	79%	70%	78%	79%
Percent Minority	30%	29%	28%	19%	21%
No. of International	15	21	19	21	19

Figure 5.2: MBA Students

Due to the planned increase in international students across the university, the university is investing in additional international student services. Two new staff members are currently being recruited for the international student office and the university has signed a contract with ELS to host an English as a second language program on campus. As will be seen in the learning section, the Department of Business has also addressed some international student needs through curriculum updates.

Updating support systems that improve student success is a continuous effort at UW-Parkside. Students have access to a writing center and tutoring in many subjects through Parkside Academic Resource Center (PARC). New since the last review, many classes utilize supplemental instruction (SI). A SI leader attends the lecture and designs study sessions based on the materials presented. A SI leader is a student who successfully passed the class in an earlier semester.

In addition to these services, the office of student support services provides study skill workshops, mentors, first-year community experiences, and various other types of assistance to qualified students. Mentors are also available through the office of inclusive excellence, advising, and the office of multicultural student affairs. Last year, four year academic maps were created for all UW-Parkside majors, including business majors. Academic maps are a proven way to help students graduate in a reasonable timeframe through better guidance. Finally, UW-Parkside has adopted competency based instruction in fundamental math and writing classes. This format requires that students pass assessments in all learning goals before advancing to the next class. The format has proven to provide greater pass rates and superior performance at the next level of math class.

The UW-Parkside career and advising center have merged since the last review. The result has been increased career services including the addition of a fall internship fair to the existing spring career fair. The career center also offers a career week for each of the four colleges. This week consists of a series of workshops designed to help students with resume building, interviews, job search, and the use of social media. The business department played a key role in developing career week for CBEC. Finally, the career center offers an intern connections program. This program matches organizations interested in interns with UW-Parkside students. UW-Parkside has secured funds to make sure all of the internships offer compensation. On the academic side, the advising center offers a freshman seminar class for students without a major, academic success workshops, and summer bridge programs.

The result of these services is that the first to second year retention rate for business programs has risen dramatically from 55.3% in 2010 to 75.6% in 2014. Although the number of students enrolled at UW-Parkside has decreased, the university has experienced record number of graduates over the last five years.

Faculty and Professional Staff Sufficiency and Deployment; Faculty Management and Support

Provide an overview of faculty management policies including recruitment, hiring, mentoring, evaluation, reward systems, etc. Also, please summarize your criteria guiding identification of faculty as participating and supporting. Summarize professional staff resources and how they are supported and developed. Describe any major changes in faculty resources or other related developments since the last review.

During the 2014-2015 academic year, the Department of Business employed 15 tenured faculty members, three tenure-track faculty members, four lecturers, SBDC Director, and five adjuncts. The Dean, Associate Dean, and Department Chair are included in the counts for tenured faculty. The Associate Dean and Department Chair have teaching responsibilities.

Tables for 15-1 for the undergraduate program and MBA are included in Documents at MyAccreditation and the appendix. These tables show that the participating/supporting ratio targets as suggested in the standards have been met. A summary of the department’s ratios are provided below:

- Undergraduate combined participation ratio – 96% participating
- Undergraduate accounting participation ratio – 100% participating
- Undergraduate marketing participation ratio – 93% participating
- Undergraduate MIS participation ratio – 85% participating
- Undergraduate finance participation ratio – 93% participating

- Undergraduate HRM participation ratio – 100 %
- Undergraduate supporting areas participation ratio – 99%
- MBA participation ratio – 100% participating

During the 2011-2015 period, faculty members were considered participating if at least four "participation" activities applied. These activities include participating in policy decisions in department meetings, having department voting rights, advising students, working on SEG Center projects, participating in research with other faculty members, guiding student clubs, and participating in extracurricular activities. In spring 2015, the faculty created a new participation policy to take effect in 2016. Both policies can be found in the Documents section of MyAccreditation. The revised policy requires more detailed documentation to determine participation status including calculating the percentage of attendance at department meetings over a five year period. The revised policy is motivated by a desire to increase service to the department and university.

The organizational chart for the department is based upon the undergraduate majors and four of the five concentrations in the business program: accounting (major), finance (concentration), human resource management (concentration), management information systems (major), and marketing (major). The general business concentration is interdisciplinary. Faculty members listed in the supporting areas teach courses in subjects that do not correspond to a concentration or major (e.g., management, project management, quantitative methods, and business law). Some faculty members teach in more than one area. For example, Weijun Zheng teaches in MIS and project management and Mike Cholak teaches accounting and business law. In these cases, the faculty members are listed twice with their time allocated according to the relative amount of teaching in the respective areas.

The department's recruiting process, mentorship program, tenure requirements, progress towards tenure process, merit policies, and workload policies play a role in helping the department maintain an active and qualified faculty. The relevant employment policies are uploaded into the Documents section.

The recruiting process begins with the creation of a position authorization request (PAR). The PAR describes how the position relates to the department's and university's strategic plan and details the employment responsibilities of the position. The PAR is created by the department chair with the approval of the department's executive committee and dean, and forwarded to the provost. The provost, in consultation with other administrators, ultimately approves or disapproves the request. Upon approval of the PAR, the department chair, in consultation with the executive committee, forms a search committee. This committee places the advertisements, reviews applications, interviews a subset of applicants via phone, checks references, and invites applicants to campus. As part of the campus interview, the applicant makes a presentation to the faculty and staff members (typically a research presentation). Faculty and staff members are then invited to provide feedback to the search and screen committee. Once the interviewing process is complete, the search and screen committee identifies the strengths and weaknesses of the candidates, and presents the findings to the executive committee. The executive committee may modify the strengths and weaknesses and the final version of the document is given to the dean. The dean is then authorized to make an offer to the desired candidate.

Although not identical to the AACSB qualification policy, the tenure policy, merit policy, and workload policy are designed to complement that policy. Tenure candidates are evaluated based upon research, teaching, and service. The minimum acceptable research productivity for tenure candidates is five refereed publications of which three must appear in journals. The executive committee also submits the candidate's research to at least three external reviewers within the candidate's discipline. The result of this feedback is used to help judge the quality of the faculty member's research. Teaching is evaluated based upon several factors including student feedback, classroom visits, teaching innovations, and the use of community projects. Both internal and external service is evaluated when assessing the quantity and quality of the tenure candidate's service.

Each year the executive committee evaluates the tenure track faculty members' progress toward tenure and the result of this analysis is written in a letter that is provided to each faculty member and placed in their personnel file. The department chair and the faculty member's internal mentor review the progress toward tenure at least annually with the faculty member. In addition to the formal progress toward tenure review, the department chair and associate dean meet with new faculty members, lecturers, and associate lecturers to discuss midterm teaching evaluations at the midpoint of the semester.

All faculty and academic staff members are reviewed biannually for merit by the department's executive committee. The merit review is based on individual scores on a five point scale for teaching, research, and service. The teaching scores are centered on student teacher evaluations. However, the executive committee can increase or decrease this "objective" score based upon a faculty member's optional submission of a teaching portfolio or upon evidence of teaching negligence (e.g., failure to turn in grades). The service score is subdivided into two categories: required service and bonus service. Required service includes participation in department meetings, advising, and departmental committees. The bonus service includes chairing committees, external service, and significant additional work performed by the faculty member that is consistent with the strategic plan. Tenured faculty members are expected to perform more "bonus" service than untenured faculty members. A scoring system is also used for research. In this system, refereed journal publications and book chapters are worth 2 points and other scholarly outlets score between .25 and 1 point (books may score up to 4 points). One caveat to the point system is that a faculty member must publish at least one journal publication within the last two years in order to receive a score higher than 4.5 out of five.

The teaching load policy directly references the department's AACSB policies. The normal teaching load for tenured and tenure-track faculty members has increased to 24 credits per academic year. The normal teaching load for lecturers (instructional academic staff) increased to 30 credits per academic year. From 2011 to Spring 2014, the teaching load was 21 credits for faculty members and 24 credits for lecturers. During that period, faculty members who maintained their SA status received teaching reassign time of three credits, leading to an 18 credits teaching load per academic year. Lecturers that achieved SA or SP status or showed significant progress toward SA or SP status could also receive teaching reassign time. Under the new teaching load policy, the provost must approve all teaching reassign time and he will only approve reassign time when the time can be paid for with non-tuition dollars (e.g., grants). Nevertheless, the Department of Business developed a new teaching reassign policy that may someday be implemented. This policy allows for reassignment based on a faculty member's AACSB participation status, qualification status, and teaching in the MBA program. The complete policy can be found in the MyAccreditation Documents.

Faculty, lecturers, academic assistants, the advising staff, and the SBDC director have access to college and university funds for development. These funds support travel, conference attendance, workshop attendance, and online courses. In addition, the Teaching and Learning Center sponsors numerous programs throughout the year that focus on teaching methodology and technology. The advising and career center also sponsor monthly workshops on various advising topics. Workshops and online courses are also available to update software skills.

The various faculty and staff policies are continuously analyzed and updated, when necessary. In 2015, the faculty and instructional academic staff AACSB qualifications policy was updated to reflect the new standards. The executive committee will be monitoring faculty performance over the next year to determine whether merit and tenure policies are realistic in light of the new teaching load.

6 - Learning and Teaching

Address the following in regards to curricula management, curricula development, content, student-faculty interactions, degree program educational levels, structure, and equivalence, and teaching effectiveness:

Curricula Management and Development

Provide an overview of major curricula revisions that have occurred since the last review. Describe the factors that led to the revisions. Summarize in a brief statement learning goals for each degree program, along with a list of the assessment tools, procedures, and results used to demonstrate progress toward achievement of expected learning outcomes. Ensure documentation is available to the Peer Review Team that details the structure of all degree programs. If degree structure is not clear to a Peer Review Team, the team may request a curricula map indicating how each degree program addresses the content guidance in Standard 9. Summarize joint or partnership degree programs and transfer credit policies. Summarize how high quality teaching is encouraged, supported, and developed. Summarize continuous improvement activities of faculty focused on teaching enhancement. Be prepared to discuss how instructional development is supported across diverse delivery modes.

The Department of Business continuously seeks to update its curriculum in response to regional needs and a desire to improve student learning outcomes. Individual faculty members have the flexibility to update assignments, reading materials, teaching methods, and technology in order to improve students' proficiency in course and program level learning goals. Changes to the overall curriculum, including significant changes to a course's learning goals, are discussed by the Department of Business and voted on by the faculty. The faculty within a major, undergraduate curriculum and assessment committee, and MBA curriculum and assessment committee are responsible for examining assessment results and proposing actions to the department. These committees also analyze other curriculum related proposals, such as new majors and certificates, for completeness and alignment with the department's strategic plan. Catalog level changes must be approved by relevant university committees, including the undergraduate course and curriculum committee, graduate studies committee, and the committee on academic planning. New majors must be approved by the university senate and the UW System Board of Regents.

The department made several curriculum changes since the last AACSB review. Many of the changes were strategic responses to regional economic needs. These changes were discussed in previous sections of this report. Several other changes were based on assurance of learning (AoL) goals and assessment results related to these goals. Some changes were made in response to student demand and changes in the business environment. A summary of some of the key changes are bulleted below:

- Created the sales certificate (2011) and related courses to meet student and regional demand for sales professionals.
- Created the retail management certificate (2013) and related courses to meet student and regional demand.
- Developed the global management minor (2013) to provide a specialization for students interested in further enhancing their global management skills.
- Converted the accounting concentration to a major (2013) to enhance the visibility of the program.
- Converted the marketing concentration to a major (2014) to enhance the visibility of the program.
- Created a course titled, "Business Communication for International Students," (2014) to address low assessment results in writing and poor performance in classes with significant writing requirements. The course became part of the catalog in 2015.
- Changed the grade requirement to a C or better in the MBA version of the foundation requirements (2013). This change was made in response to the assessment results for finance and quantitative methods learning goals.
- Developed the elective course, "Multicultural Marketing," to provide opportunities for students to develop multicultural marketing skills and improve performance on the diversity related undergraduate business program level learning goal (2011).
- Added a course on business ethics to the curriculum to address the Illinois CPA requirements (2015). This elective course is also related to the undergraduate ethics learning goal.
- Added undergraduate and MBA electives on "Competitive Decision Making" to provide further opportunities for students to develop cross functional and integrative thinking skills; a program level learning goal at the MBA level (2011 MBA, 2015 undergraduate).
- Added electives on business simulation (undergraduate and MBA), global supply chain management (MBA), sales and key account management (MBA), and online market research (MBA) to address regional and student demand.

- Added an MBA elective titled “Seminar on Executive Decision Making” that is taught by a local business executive to provide students with insight from a President or VP of a company. This course further addresses integrative thinking skills.
- Changed descriptions for multiple courses to reflect current issues and technology, including undergraduate classes on operations management, information technology foundations, business programming II, management of financial institutions, and global management.
- Created the Flex option version of the sales certificate to meet the needs of students that have some experience already and can develop competencies more quickly than enrolling in traditional classes. The program was developed with the assistance of experts at UW Extension and required the creation of over 20 learning goals, assessments for each goal, and study material.

The faculty members in the business program are highly engaged with both onsite and online students. The quality of the program and the learning outcomes are regularly assessed through the AoL program, surveys of graduates, and teacher evaluations.

Assurance of Learning

The current assurance of learning (AoL) plans that guide assessments in the Department of Business for the undergraduate majors in business management and MIS, and graduate MBA program, were initially developed in 2006. The business management and MBA program level learning goals (PLLGs) were developed by the faculty and informed by a survey of human resource directors at local firms. The PLLGs were also presented to the college advisory board for feedback. The MIS PLLGs were developed with the help of the Information Technology Practice Center (ITPC) advisory board. Changes to the plans have been made periodically to adjust rubrics and assessment methods based on feedback from faculty and advisory board members. The CBEC advisory board last reviewed the learning goals in September 2013.

As discussed in Section 4 of the report, two new degree programs were introduced since the last review: the accounting major began in Fall 2013 and the marketing major began in Fall 2014. The learning goals for the new accounting and marketing majors were developed in 2013 and 2014, respectively. The complete assessment plans were created in Spring 2015. The initial assessment results for these programs were obtained in the 2014-2015 academic year (See the MyAccreditation Documents folder for the AoL plans and assessment reports).

In 2010-2011, the university began using the ETS proficiency profile. This instrument measures general education competencies in areas such as writing, critical thinking, and math. The department purposely administered the ETS to enough graduating business students to obtain department specific results. Unfortunately, the 2010-2011 results were not available to the department until Fall 2013. The turnaround is getting better. The 2013-2014 results were delivered in November 2014. The university administers the ETS once every three years. Although not all ETS competencies match the business PLLGs, the results provide additional information used to diagnose issues and select courses of action.

Program Level Learning Goals

The PLLGs assessed in the undergraduate business program, MIS, and MBA programs are presented below. Specific learning goals for the new accounting and marketing majors were previously presented in the New Degree Programs section of this report (Section 4 Strategic Management). Complete Assurance of Learning plans, with relevant rubrics and methods for assessment, can be found at MyAccreditation Documents.

Undergraduate Business Management and MIS, Accounting, and Marketing joint PLLGs

- PLLG1: Students can recognize the ethical implications in a business situation and choose and defend an appropriate resolution.
- PLLG2: The students can write effectively about a business problem or issue.
- PLLG3: The students can make an effective oral presentation on a business problem or issue.
- PLLG4: Each student is knowledgeable in project management principles and is able to apply these principles to a practical situation.
- PLLG5: Students will be able to articulate important diversity issues – including, but not limited to, race, ethnicity, culture, gender, age, socio-economic status, and political/religious/sexual orientation – in business management.
- PLLG6: Students will be able to effectively use computer technology to support a business decision.

MBA PLLGs

- PLLG1. The students can recognize and analyze ethical problems that occur at the strategic level of business decision-making. Based on the analysis, students can choose and defend a resolution.
- PLLG2. The students can effectively write a report on a business case study, and provide practical solutions to the problems in the case.
- PLLG3. Each student understands and is able to apply alternative security valuation models, compute the cost of capital, and analyze the risk and return dimensions of business investment proposals.
- PLLG4. Each student is knowledgeable in project management principles and is able to apply these principles to a practical situation.
- PLLG5. The students will be able to formulate mathematical models of quantitative business problems and interpret the results so as to be able to handle new and unfamiliar decision making situations.
- PLLG6. The students will be able to integrate their knowledge of concepts from different functional areas of business while analyzing and resolving a strategic level decision-making problem.

MIS Learning Goals (MISLGs)

- MISLG1. Document requirements of an information system using state-of-the-art modeling techniques.
- MISLG2. Develop a data model that satisfies the third normal form (3NF).
- MISLG3. Understand and apply the concepts of object-oriented systems.
- MISLG4. Understand the design principles of computer network architectures and apply them to a business problem.
- MISLG5. Understand project management principles and apply these principles to a practical situation.

Assessment Tools and Procedures

Assessments for a particular learning goal are conducted periodically using a course embedded assessment. That is, one or more test questions, assignments, presentations, and/or projects are used to gather the relevant assessment data. Typically, the assessment for a particular PLLG is gathered from a single course. However, during 2010-2015, as part of the department's effort to continuously improve, some of the learning goals were assessed in multiple courses using various rubrics.

The particular instrument (e.g., test question, assignment, etc.) used to obtain assessment results is most often developed by the faculty member teaching the class in consultation with his or her colleagues and the associate dean. Often, a single instrument is used across semesters. In some cases, however, the assessment instrument was developed jointly within the department. For example, several faculty members developed a case that is commonly used to assess the project management PLLG.

Students in the accounting, business management, marketing, and MIS majors are jointly assessed. These students take a common body of pre-business and business foundation courses. The undergraduate business PLLG results do not distinguish between the four groups. Accounting, marketing, and MIS students are also subject to separate assessment plans for their major. The results of these assessments are presented in separate documents (See MyAccreditation Documents for the various assessment reports).

The associate dean, with the assistance of graduate student assistants and some faculty, collaboratively compiles PLLG assessment results obtained from course instructors each semester. The assessment reports are discussed in one or more department or committee meetings and periodically presented to the CBEC or ITPC Advisory Boards. The annual assessment reports, beginning in 2010, are located in the MyAccreditation Documents folder. Figure 6.1 presents each PLLG for the business undergraduate majors and the MBA Program. The courses in which the PLLGs are typically assessed are also specified.

MBA PLLGs

PLLG1	Ethics	MBA 752 Marketing Mgt.
PLLG2	Writing	MBA 715 Operations Mgt.
PLLG3	Financial Analysis	MBA 732 Corporate Financial Mgt.
PLLG4	Project Management	MBA 716 Project Mgt.
PLLG5	Math Model	MBA 712 Quantitative Methods
PLLG6	Integrated Reasoning	MBA 796 Advanced Strategic Mgt.

Business Management Undergraduate Major

PLLG1	Ethics	ACCT 202 Managerial Cost Acct.
PLLG2	Writing	MGT 349 Organizational Behavior
PLLG3	Oral Presentation	BUS 495 Strategic Management
PLLG4	Project Management	MIS 320 Management Info. Systems
PLLG5	Diversity	MKT 350 Marketing Principles
PLLG6	Computer	QM 310 Business Statistics

Figure 6.1. MBA and Business Management PLLGs

Business Undergraduate PLLG Assessment Results and Discussion

Figure 6.2 summarizes each business undergraduate PLLG, the earliest and most recent years that the PLLG was assessed, and the results for each of the PLLG dimensions (i.e., sub-objectives). For each PLLG dimension, instructors performing the assessment classify students into one of three categories: exemplary, satisfactory, and unsatisfactory. As specified in the department's strategic plan, the target level of proficiency is for 80 percent of the students to be classified as exemplary or satisfactory. In some cases, more than one group of students was used in the assessment. Note that Figure 6.2 below presents the results for the largest group of students when more than one group was assessed. Please consult the annual assessment reports for more details.

FIGURE 6.2. Undergraduate Business Assessment Results 2010-2015
by earliest and most recent years each PLLG was assessed

PLLG1/Ethics ACCT202	2011-12			2014-15		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Recognition				75%	12%	14%
Analysis				19%	69%	13%
Solution	57%	36%	7%	64%	24%	13%

PLLG2/Writing MGT 349	2013-14			2014-15		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Topic/Purpose	23%	44%	33%	10%	82%	8%
Support	22%	48%	30%	18%	66%	16%
Conclusions	33%	55%	12%	25%	67%	8%
Mechanics	9%	44%	47%	23%	68%	9%
Writing Style	20%	58%	22%	25%	68%	7%

PLLG3/Oral P. BUS 495	2010-11			2014-15		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Content	100%	0%	0%	65%	35%	0%
Presentation Basics	36%	64%	0%	32%	68%	0%
Supporting Material	100%	0%	0%	68%	32%	0%
Interest	82%	18%	0%	52%	48%	0%

PLLG4/Proj.Mgt MIS320	2014-15 (online)			2014-15 (face to face)		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Management	32%	68%	0%	24%	64%	12%
Teamwork	32%	68%	0%	36%	48%	15%
Project Plan	32%	68%	0%	24%	64%	12%

PLLG5/Diversity MKT 350	2010-11			2014-15		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Awareness	31%	40%	29%	26%	59%	15%
Analysis	31%	40%	29%	44%	44%	11%
Solution	33%	38%	29%	44%	48%	7%

PLLG6-a Statistics QM 310	2010-11			2012-13		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Apply Statistics	64%	7%	29%	68%	25%	7%
Solution	64%	21%	14%	75%	20%	5%
Decision	50%	43%	7%	27%	18%	55%

PLLG6-b Computer MIS 320	2012-13			2014-15		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Analysis	43%	43%	14%	81%	13%	6%
Decision	43%	43%	14%	81%	19%	0%
Presentation	54%	46%	0	81%	19%	0%

Changes in the undergraduate writing assessment results are illustrative of changes that have taken place over time. For example, PLLG2 Writing, assessed in the organizational behavior course (MGT 349) greatly improved from Spring 2014 to Spring 2015. In 2014, the PLLG2 assessment showed high percentages of unsatisfactory scores (i.e., scores > 20%) in four out of five dimensions ranging from 22% unsatisfactory in the Writing Style dimension to 47% unsatisfactory in Mechanics/Grammar. The poor results were inconsistent with the ETS writing proficiency profile level 1 (which showed 8.5% not proficient), but consistent with the more difficult level two result (45.1% not proficient).

The embedded course assessment results significantly improved in Spring 2015 when four out of five PLLG2 dimensions had only 7-9% unsatisfactory, and the fifth dimension was 16% unsatisfactory. There are multiple actions believed to have contributed to the improvement in writing PLLG2. First, the Department of Business created and offered a special new course, Business Communications for International Students to better address the needs of a number of students originally from non-English speaking countries. The instructor previously identified non-English speaking students as an issue. The instructor also found that a large number of unsatisfactory scores in 2013-14 were due to incomplete papers. Thus, the instructor attempted to make sure students understood the importance and the criteria for a complete paper by distributing the rubric and explaining in more detail how students will be assessed. Proficiency in writing has historically been problematic. Throughout the past five year time period, faculty members were encouraged to refer students to the writing center and provide more feedback on writing. This may have also contributed to the improved scores.

The assessment results for another undergraduate PLLG, the Diversity PLLG5 assessed in the Marketing Principles course, also improved significantly during the past five years. In Fall 2010, 29% of students had unsatisfactory scores in all three dimensions of PLLG5 Diversity (Awareness, Analysis, and Solution). After reviewing these results, it was determined that incorporating the diversity assignment/measure into a more heavily weighted, graded assignment may increase students' motivation and help improve their scores. Notably, in Spring 2015, the unsatisfactory scores for all three dimensions were greatly reduced to 15%, 11%, and 7% in the Awareness, Analysis, and Solution dimensions, respectively.

PLLG3 Oral Presentations assessed in the business capstone strategic management course (Business 495) has consistently demonstrated excellent assessment results during the past five year period. In 2010-2011, and again in Spring 2015, 100% of students in the largest sections of the course had scores that were mostly exemplary in three of the four dimensions assessed. The professor in the capstone course makes sure that students realize that their oral presentation skills are being assessed in the class, and provides the criteria (rubric) used to evaluate this skill. In addition, a number of students are enhancing their skills by making presentations to community partners and other university external (and internal) stakeholders.

PLLG1 Ethics is assessed in ACCT 202 Managerial Accounting. Students were assessed at the desired 80% proficiency level or above in 2011 and 2015. Instructors in the course are continuing to improve upon assignments used to assess students' performance. For example, there were marked differences in the percentage of unsatisfactory results between two different cases used in the same course during Spring

2015. The instructor will review and determine the appropriate difficulty level of the cases, and the most effective time in the semester to assess the students.

PLLG 6 Computer Technology is undergoing considerable restructuring. Thus, varying rubrics, in different classes, with several professors have been used to explore viable ways of assessing students' skills in this area. PLLG6 was initially developed to be assessed in Quantitative Methods 310. In QM 310, the assessment tested statistical skills. Results have been mixed as depicted in Figure 6.2. In 2012-2013, two dimensions were scored satisfactory or above, but 55% of students scored unsatisfactory in the Decision dimension. Students improved significantly in the application and solution dimension, however. The professor improved scores in these two dimensions by reviewing material from the first statistics course. In subsequent years, QM 310, QM 210 and MIS 320 classes were used for PLLG6. MIS 320 focused on non-statistical models. Much better results were achieved for PLLG6 in the MIS 320 class, including the Decision dimension. The undergraduate curriculum and assessment committee will explore the refinement and possible revision of PLLG6.

PLLG4 Project Management was initially specified to be assessed in MIS 320. In 2014-15 PLLG4 was assessed two times in MIS 320 with the online class having better results than the face-to-face class. The Project Management PLLG4 will likely be moved to another class in the future so that MIS 320 can focus on PLLG6. Several MIS professors and one QM professor are working together to continuously improve the assessment of PLLG6 and PLLG4.

MBA Assessment Results

Figure 6.3 summarizes each MBA PLLG, the earliest and most recent years that the MBA PLLG was assessed, and the results for each of the PLLG dimensions (i.e.,sub-objectives). For each PLLG dimension, instructors classify students into one of three categories: exemplary, satisfactory, and unsatisfactory. As specified in the department's strategic plan, the target level of proficiency is for 80 percent of the students to be classified as exemplary or satisfactory. Please consult the annual assessment reports for more details.

FIGURE 6.3: MBA Assessment Results 2010-2015
by earliest and most recent years each MBA PLLG was assessed

PLLG1/Ethics MBA 752	2010-11			2014-15 (largest class)		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Recognition	52%	24%	24%	32%	63%	5%
Position	38%	38%	24%	37%	58%	5%
Support	24%	52%	24%	32%	63%	5%

PLLG2/Writing MBA 715	2010			2014-15		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Conclusions	33%	59%	7%	55%	28%	17%
Mechanics	67%	19%	15%	31%	59%	10%
Writing Style	19%	67%	15%	21%	34%	45%

PLLG3/Fin'l. Analysis MBA 732	2010-11			2014-15		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Risk	26%	47%	26%	48%	48%	4%
Cost Capital	47%	32%	21%	30%	63%	7%
Security Valuation	55%	29%	16%	44%	56%	0%

PLLG4/Proj.Mgt MBA 716	2012-13			2014-15 (largest class)		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Scope & Risk Mgt.	19%	34%	47%	64%	36%	0%
Teamwork	15%	43%	43%	32%	50%	18%
Project Plan	21%	45%	34%	54%	29%	18%

PLLG5/Modeling MBA 712	2010-11			2014-15		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Technique	77%	20%	3%	59%	37%	4%
Model formulation	14%	69%	17%	33%	48%	19%
Analysis	60%	20%	20%	22%	44%	33%

PLLG6/MBA 796 Str. Dec. Making	2010-11			2014-15		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Identify issues	62%	38%	0%	87%	13%	0
Integration	29%	62%	10%	80%	13%	7%
Analysis	29%	57%	14%	47%	40%	13%

Assessment results varied for MBA PLLGs from 2010 to 2015. Performance improved across many PLLG dimensions, but declined in others. The decline may be partially explained by a change in the length of the semester. Beginning in 2012-13, the length of the semester was reduced from 15 weeks to 14 weeks. This allowed a longer Winterim session. MBA classes are typically half semester in length; consequently a typical MBA class was reduced from eight weeks to seven weeks leaving less time to master concepts.

PLLG1 Ethics improved between 2010-11 and 2014-15. In 2010, 24% of the students were classified as unsatisfactory in each dimension and by 2014-15 this percentage was reduced to 5% (for the largest group of students assessed that year). In 2010-11, the professor noted that international students were having difficulty with the assessment due to their writing skills and lack of familiarity with business case analysis. The professor changed the class so that the assessment was moved to a later point in the semester, and increased both the time devoted to case analysis instructions and the number of required assignments prior to the assessment. The addition of the new course "Business Communications for International Students" may further enhance international student performance in PLLG1.

MBA PLLG4 Project Management assessment results have also greatly improved between 2012-13 and 2014-15. In 2012-13, the assessment resulted in a significant percentage of unsatisfactory results. The case used at that time was very difficult and required knowledge of scheduling in Microsoft Project. Many students did not have this level of expertise. Additionally, there were many new international students from China in the class and this type of analysis was particularly difficult for many of them. Thus, it was determined that the case used should be reevaluated for relevance and appropriateness; more guidance needed to be provided by the instructor, and international student admission standards should be reevaluated. In 2014-15, a new case was used with a more appropriate level of difficulty; the professor provided more guidance, and Chinese students admitted to the MBA Program were better prepared for graduate business classes.

In contrast to PLLG1 and PLLG 4, the PLLG2 Writing percentage of unsatisfactory scores increased along two dimensions (Presenting Convincing Conclusions and Writing Style) in 2014-15. The professor responsible for PLLG2 assessments and the associate dean analyzed these results and determined a plan of action. This plan includes giving a grade for the assignment to be assessed; and providing a copy of the rubric in the syllabus so that students are aware of the criteria to be used in evaluating their performance.

The PLLG5 Modeling assessment exhibits mixed results from 2010-11 to 2014-15. The percentage of students performing exemplary in model formulation increased, but overall performance across the dimensions declined. The improvement in model formulation is attributed primarily to the provision of a summary prepared by a former graduate student who performed at the exemplary level. The professor subsequently adopted this summary and made it available to all students. Further, the professor spent more time at the beginning of the semester reviewing prerequisite math topics in class since some students had not used these concepts in years and/or had difficulties grasping the higher level mathematical models. Unfortunately, performance in the analysis dimension declined significantly in Fall 2014-15. This may be partially explained by the shorter semester. In Spring 2014-15, a senior professor in quantitative methods explored an alternative approach to teaching this course and is working on recommendations for redesigning the course. Initial feedback from MBA students reflect a much higher level of satisfaction with the pedagogical methods used in the Spring semester.

MBA PLLG6 Strategic Level of Decision Making assessments in the capstone course remain consistently above 80% proficiency in all dimensions from 2010-11 to 2014-15 and demonstrate very good performance. The percentage of students in the exemplary performance category significantly increased in all three dimensions. The improvement in exemplary performance is primarily attributed to the redesign of required assignments in the course to better reflect the students' skill level in strategic management. Other MBA classes that focus on strategic decision making, such as the elective Competitive Decision Making, may have also improved performance for those students who completed these classes.

MBA PLLG3 Financial Analysis displayed significant increase in the exemplary category and a very large decline in the unsatisfactory performance level for all three learning goal dimensions. Several actions were taken in an attempt to improve performance during the past five year period, including offering the prerequisite course onsite rather than online. Some of the initial experiments did not work. However, the PLLG proficiency levels did improve when more students were advised to take the foundation prerequisite course. Many students who had met the prerequisite waiver requirement needed a review of finance concepts before enrolling in the more advanced class. Also, international student admission requirements were reevaluated by the MBA curriculum and assessment committee, and implemented by UW-Parkside international recruiters.

MIS, Accounting, and Marketing Assessment Results

MIS, accounting, and marketing faculty assess learning goals that are specific to their major. The MIS results are displayed in Figure 6.4 and the accounting and marketing results are displayed in Figure 6.5.

FIGURE 5.4: MIS Assessment Results
by earliest and most recent years each PLLG was assessed

MISLG1/ Modeling Techniques MIS 425	**2010-11**			**2014-15**		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Use Case Diagram	55%	45%	0%	69%	31%	0%
Use Case Descriptions	55%	45%	0%	37.50%	62.50%	0%
Activity Diagram	55%	45%	0%	31%	56%	13%

MISLG2/ Data Model MIS 328	**2011-12**			**2014-15**		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Entities	50%	37%	13%	67%	33%	0%
Relationships	33%	37%	30%	22%	78%	0%
Attributes	47%	43%	10%	39%	61%	0%
Normalization	23%	53%	23%	22%	61%	17%
Model Syntax	43%	43%	13%	22%	78%	0%

MISLG3/ Object Oriented MIS 322	2014-15		
	Exemplary	Satisfactory	Unsatisfactory
Basic Design	32%	58%	11%
Inheritance	53%	21%	26%
Procedural Logic	68%	21%	11%
Instances	74%	5%	21%

MISLG4/ Networking MIS 327	2014-15		
	Exemplary	Satisfactory	Unsatisfactory
LAN Networking, Technical Requirements	76%	18%	6%
LAN Networking Business Proposal	75%	31%	0%
LAN Network Diagram	63%	31%	13%

MISLG5/ Project Mgt. MIS 428	2013-14			2014-15		
	Exemplary	Satisfactory	Unsatisfactory	Exemplary	Satisfactory	Unsatisfactory
Scope and Risk	23%	77%	0%	31%	69%	0%
Teamwork	31%	31%	38%	31%	46%	23%
Project Plan	31%	46%	23%	46%	31%	23%

Figure 5.5 New Undergraduate Majors: Accounting & Marketing PLLGs					
PLLG	**Years Assessed**	**Dimension**	**% Exemplary**	**% Satisfactory**	**% Unsatisfactory**
ACCTLG3 Audit	2014-15	Identification of Issue	33	53	15
		Conclusions	28	25	48
		Organized	95	5	0
		Communication Skills	50	30	20
MKTLG3 Promotions	2014-15	Concepts Identification	27	73	0
		Concept Application	17	83	0
		Solutions Presentation	50	50	0
MKTLG6 Integration	2014-15	Subject Identification	100	0	0
		Concept Application	40	60	0
		Career Relevance	0	100	0

The MIS faculty members have a long history of evaluating assessment results. Suresh Chalasani won the university assessment award for his work to improve MISLG1 results from 2008 to the results shown in 2011. Prior to 2011, between 15 and 30% of the students were performing at the unsatisfactory level on some of the assessment instruments for MISLG1. In 2011 and 2012 all students were at the proficient or exemplary level. Professor Chalasani uses assignments and quizzes to assess student performance. He adjusted the quantity and type of instruction to help improve these assessment results. Similar methods were used for MISLG2 Database and MISLG5 Project Management. MISLG3 and MISLG4 were only assessed once between Fall 2010 and Spring 2015. The MIS program plans to improve MISLG4 Networking by increasing the coverage of documentation standards. MISLG4 Programming will be improved by additional coverage of derived classes. Accounting and marketing faculty are just beginning to implement their AoL plans. They will meet this fall to discuss ways to improve performance on their PLLG results.

Other Forms of Assessment

In addition to the course embedded assessment specified through the AoL plans, the department uses several other methods to help ensure and improve the quality of instruction. These methods include the use of the Educational Benchmark Incorporated (EBI) survey, the use of the ETS proficiency profile, the establishment of official course objectives, the collection and review of syllabi, the use of a database that tracks the estimated time students spend on particular objectives or topics, and the review of faculty teacher evaluations. Prior to 2011, The EBI survey was administered every other year. Due to cost, it is now administered at least once every five years.

The EBI Survey provides information on a variety of factors including factors that are not related to learning goals (e.g., satisfaction with facilities). The results are presented to the faculty and the CBEC advisory board. In general, undergraduate and MBA students believe that the curriculum has improved their performance in areas related to the learning goals. On a seven point scale undergraduates rated the following above 5.5 and scored the UWP business program above its selected peers: working in teams (5.75), presentation skills (5.92), writing skills (5.52), critical thinking (5.94), and analyzing and interpreting data (5.89). The undergraduates rated technology skills lower (5.42). MBA students appear to have a stricter scoring standard. Nevertheless, 90-100% of the students are satisfied with their skill development related to the learning goals. The interpretation and use of data for decision making had a mean of 6.17 on a seven point scale. Ironically, this is a problematic area in the MBA AoL results (PLLG5 Model Analysis).

While student perception is important, their perception is not always reality. The ETS proficiency profile provides another means to assess performance. The 2013-2014 profile indicates that undergraduate business students need to improve critical thinking skills. The national proficiency level in critical thinking is low and UWP business students scored lower than the national average. The need for enhancing critical thinking may be related to the undergraduate students' performance on PLLG 6 (decisions based on statistical analysis). The faculty are considering ways to improve critical thinking skills.

Specifying required course objectives, reviewing syllabi, and tracking course content also play an important role in improving the quality of instruction. New instructors attend a department workshop or meet with the department chair to cover department policies, leading practices in teaching, assurance of learning, and official course objectives. These instructors are also introduced to more experienced professors who offer teaching tips and provide examples of course syllabi. New instructors must submit their syllabi to the department chair for feedback prior to distributing the syllabi to the students. All of the syllabi in the department are saved on the department's network drive.

In addition to the syllabi, the department periodically collects information about each course from the course instructors. This information is saved in a database that can be used to generate reports that indicate where certain topics are taught.

Transfer Policies

As stated in earlier sections of this report, the Department of Business has recently developed 13 new transfer agreements with two year colleges. The faculty and instructional academic staff review syllabi and assignments from the partner university before the articulated classes are approved. In some cases, faculty members have requested changes to the curriculum of the partner university in order to better align their program to the business program's needs. For example, the department asked that math and economics classes be taught at a higher level. Classes at two year colleges are transferred to UW-Parkside as freshman and sophomore level classes.

Transfer requests from universities that do not have an articulation agreement are evaluated similarly. Transfer requests from AACSB accredited universities are almost always accepted. Transfer requests from non-AACSB universities are evaluated carefully by the relevant faculty member. Students must earn at least 50% of their business credits at UW-Parkside to obtain a UW-Parkside business degree.

The MBA program accepts a maximum of 12 credits of transfer work above the MBA foundation level. The department accepts transfer classes from AACSB accredited universities. The department may accept a few credits from non-AACSB universities, but these classes are scrutinized very carefully to determine whether they meet the department's standards and learning objectives.

Given the profile of typical UWP students, accepting transfer classes is important to the mission of the department and university. The department will continue to assess the effectiveness of the transfer agreements in light of its continuous improvement efforts.

University of Wisconsin MBA Consortium

UW-Parkside participates in the UW MBA Consortium consisting of UWP, UW-La Crosse, UW-Oshkosh, and UW-Eau Claire. The UW MBA Consortium program and all four universities are AACSB accredited. U.S News rates the MBA consortium program among the top ten online MBA programs in the nation. The program is managed by UW-Eau Claire and undergoes CIR when UW-Eau Claire is reviewed. UWP MBA students can take UW Consortium classes. However, the UWP MBA program treats all online MBA consortium classes taught by non-UWP faculty as transfer classes. A UWP MBA student, therefore, can take a maximum of 12 credits out of the 32 credit program from non-UWP faculty.

7 - Academic and Professional Engagement

Student Academic and Professional Engagement

Address the school's strategies supporting student engagement, both academically and professionally. Examples of student academic engagement may include evidence of active involvement in learning in the form of projects, papers, presentations and other demonstrations. Examples of student professional engagement may include exposure to industry through activities such as internships, consulting projects, mentorship programs, field trips and participation in industry professional speaker series. Summarize major initiatives focused on experiential and active learning strategies for students.

Student engagement is a hallmark of UW-Parkside (UWP). UWP has been on the President's Higher Education Community Service Honor Roll each year since its inception in 2006 and it was the first university in the state of Wisconsin to be classified as a Carnegie Engaged University (honored in 2006). The College of Business, Economics, and Computing (CBEC) leads the university in community based learning activities. Of the 1110 students involved in CBL activities last year, 441 students were from CBEC, and 293 of these students were from business classes. Sample projects from 2013-2014 include a promotions plan for Snap-On Tools, a supply chain improvement plan for Birchwood Foods, and a database for Kenosha Human Development Services.

The vehicle for community based learning projects in CBEC is the Ralph Jaeschke Solutions for Economic Growth Center (SEG Center). Officially founded in 2005, the SEG Center provides workspace and support for faculty and students working on community projects. Most projects are conducted within the scope of an undergraduate or MBA class. The SEG Center, supported by a SEG Center director, helps arrange projects and provides a project management methodology that facilitates project communication, scheduling, and completion. The project charter used by the SEG Center communicates both the community partner's goals and the learning goals of the project. SEG Center projects help students to understand how theory is applied, helps develop project management skills, and supports the development of soft skills such as teamwork and communication.

The Information Technology Practice Center (ITPC) is a specialty center within the SEG Center that supports information technology (IT) projects. The ITPC is supported by an advisory board that consists of Chief Information Officers (CIOs) and upper IT management from several local firms including Modine, TwinDisc, InSinkErator, and Case New Holland. The ITPC advisory board meets monthly with faculty to review student IT projects, listen to student presentations, and discuss current IT issues. Students present to the ITPC at least three times per year.

Student presentations related to SEG Center projects are common. Most students present project results to the relevant community partner and class. In addition, students have been invited to speak at CBEC Advisory Board meetings, UW System undergraduate research conferences, Posters in the Wisconsin Capitol Rotunda sessions, and UW-Parkside Chancellor's Cabinet meetings. Since 2005, community members have frequently mentioned the improved public speaking skills of business students. These comments are consistent with the improvement demonstrated in the assurance of learning results.

In addition to community based learning, students actively engage in learning in many other ways.

- Each year three to four students work for the Small Business Development Center (SBDC). A total of 15 students have worked at the SBDC since 2010. These students meet with clients, perform marketing research, and help develop business plans. In addition, SBDC students have organized social media workshops and performed social media audits for local companies. In 2014, the SBDC met with 206 clients and was credited for 13 business starts. The SBDC is located adjacent to the SEG Center and coordinates activities with the SEG Center when it is beneficial.
- Four to five students each year work with the senior academic advisor and the department chair of business as CBEC interns. These interns develop communication plans and presentations designed to promote CBEC to local two year colleges and high schools. The students present the value of a CBEC degree to high school students, two year college students, guidance counsellors, parents, and teachers. The interns also manage CBEC's social media sites. The students gain marketing, social media, and presentation skills.
- Computer simulations are used in many classes throughout the curriculum. All business students use Capsim in Marketing Principles (MKT 350). Capsim is a business simulation that models multiple aspects of a business. Marketing Principles utilizes the marketing function of the simulation. This simulation is used again in undergraduate and MBA electives titled Competitive Decision Making. In addition to Capsim, Country Manager has been used in International Marketing (MKT 356) since 2012 and Momentum Sales Simulation has been used for 10 years in Selling of Financial Services (MKT 467). Finally, Sim4Project is used in Project Management Simulation (PMGT 442) and an inventory simulation is used in Advanced Operations Management (MBA 715).
- The sales classes use a variety of active learning techniques. In 2014-2105, 26 students in Personal Selling (MKT 458) did four to eight hour ride-alongs in the field with sales professionals from seven companies. Sales students commonly use role play scenarios to practice sales concepts. The sales certificate has a sales advisory board and members of this advisory board frequently participate in the role play. Many sales students take part in regional and national sales competitions. UWP has won 30 awards in these sales competitions since 2009.
- Several accounting students participate in the Volunteer Income Tax Assistance (VITA) program. Some VITA students enroll in a one credit VITA class where students reflect on their experiences. We received the following unsolicited comments from students and VITA managers: From a student "…I'm so very glad that I did participate in this program. I absolutely loved every part of it. I was not only able to help people but teach them about how their taxes worked as well. " From a VITA manager, "UW-Parkside students have been awesome volunteers in the past so I am very excited to have so many interested." From a VITA manager about a particular student, "She was our most valuable student volunteer. She took on extra hours, extra days and even came directly from class in the evenings at UW Parkside when we were short volunteers. She volunteered on the 4 Fridays in March to serve our inmate population at both Ellsworth

Correctional Center and Sturtevant Transitional Facility (2 Fridays at each location). She volunteered at our partner site with the Advancing Family Assets clients at the United Way of Racine County and then proceeded to the Racine Public Library site for an exceptionally full day of filing taxes."

- MBA classes commonly use Harvard or similar cases. In several classes, including Marketing Management (MBA 752), a debate format is used to stimulate discussion of these cases.
- Students frequently enroll in independent studies and internships. Many other students receive internships but do not register for credit. Independent studies allow students to work closely with faculty on specialized topics of interest, research, and community projects. Internships allow students to gain experience and apply learned business concepts through many of the local companies. From Fall 2010 to Summer 2015, 175 students enrolled in independent studies and 225 enrolled in internships for credit. Almost all business faculty and instructional academic staff members supervised at least one of these classes.
- CBEC offers opportunities for numerous guest speakers. Guest speakers are regularly invited to speak in class. In addition, an Executive in Residence program invites a business owner, CEO, or other upper level executive to spend a day with CBEC students. This program is offered once each semester. The Global Center for Business Education also frequently sponsors international guest speakers. Over the last two years, visitors from India, China, and Germany have spoken on campus.
- A growing number of students participate in a study abroad program. This past year, 11 students studied in Italy and five of these students furthered their study tour in Finland. Study tours have been led in China, India, and the Caribbean as well.

The department feels strongly that engaged and active student learning is vital to developing knowledge and application skills. The faculty members in the department are dedicated to discovering innovative and effective ways to teach business concepts.

Faculty Qualifications and Engagement

Address the applicant's strategies supporting faculty engagement with the practice of business. Examples of faculty engagement with the profession may include consulting, executive education development and presentation, professional education experiences, and faculty internships. Summarize policies guiding faculty in support of the qualifications to support mission achievement and to be relevant and current for the classroom teaching responsibilities.

The department's strategic plan, qualification policies, merit policies, promotion policies, and workload policies recognize the importance of professional development to teaching and achieving the mission of the business program. Researching important issues and engaging businesses in the region are specified in the mission statement and the following core values are stated in the strategic plan:

- The Department of Business pursues opportunities of economic development in the Chicago to Milwaukee business corridor. The department firmly believes that community partnerships enrich student learning and faculty performance in teaching, research, and service.

- The Department of Business values relevant, on-going scholarship (including basic, applied, and pedagogical contributions) by the business faculty, integrating knowledge among faculty members, and a shared governance form of decision-making.

Consistent with the strategic plan and with the 2013 AACSB standards, the Department of Business created the document, "Department of Business Definitions of Faculty Qualifications," adopted on March 25, 2015 (see MyAccreditation Documents). This document recognizes the variety of ways faculty and instructional academic staff remain current and contribute to their profession, discipline, and community. These development activities include traditional scholarly work, working on SEG Center projects, consulting, and serving on advisory boards. The document defines the requirements for scholarly academics (SA), practice academics (PA), scholarly practitioners (SP), and instructional practitioners (IP). The policy follows a point system where various activities earn points toward maintaining a qualification. The policy is summarized below.

SA faculty hold a doctoral degree and maintain their qualifications through scholarly activity. To maintain SA status the faculty member must earn 2.6 points and publish at least two peer reviewed journal articles within five years. Each peer reviewed journal article is worth one point. Other activities that earn points include textbook authorship (1 pt.), book chapters (.3 pts), peer reviewed conferences (.3 pts), paper presentations (.2), grants (.3 pts), research awards (.3 pts), and items listed for practice academics (.1-.3 pts). Faculty members within five years of completing their dissertation are automatically defined as SA. Part-time administrators such as the associate dean and department chair have a lower threshold for maintaining SA status as long as they were SA before assuming their administrative responsibilities (must achieve a score of one). Similarly, the dean maintains SA as long as he or she was SA before entering the position and performs duties such as participating on advisory boards, making professional presentations, and attending conferences. Finally, faculty members with a terminal degree other than the area they teach must achieve a higher point total in their first five year period.

PA are faculty members with a terminal degree and sustain currency through interaction with the business community. To maintain PA status, these faculty members must earn six activity points in a five year period. The activities are classified as professional engagement and scholarship. Professional engagement activities include consulting for a client (up to 2 pts.), faculty internships (up to 3 pts.), owning a business (up to 3 pts. annually), presentations at a continuing education program (1 pt.), board membership (1 pt.), certification in a teaching field (1 pt.), holding a dean or department chair position (1 pt. per year), contributing to campus projects using their discipline (1 pt.), work on SBDC or SEG Center projects (1 pt. each), and creation of an online or Flex course (1 pt.). Scholarly activities include peer-reviewed journal articles (2 pts.), professional journal publication (1 pt.), presentations (1 pt.) and serving on editorial boards (1 pt.). PA faculty must have some activities in both classifications.

SP are typically instructional academic staff with master's degrees and significant experience. SP faculty members maintain their qualifications through a scoring system similar to SA faculty. However, the requirement of two published journal articles is reduced through engaging in other scholarly or professional activities.

IP faculty members are typically instructional academic staff with a master's degree and significant managerial or entrepreneurial work experience. IP faculty members maintain their qualifications through work with the business community, professional development activities, and by using their professional skills. IP faculty members must earn 4 points in a five year period. The points fall into four categories. The Management/Executive Position category includes holding a management position for at least two years (4 pts.) and at least one year as owner of an ongoing business (4 pts.). The Work Experience, Licensure and Certification category includes holding a professional certification (2 pts.), summer employment in their field (2 pts), one year of work experience at a business or nonprofit (1 pt./year), and holding a university administrative position (1 pt./year). Consulting, Community Projects, and Publications include completing a consulting contract (2 pts.), conducting community projects through the SEG Center (1 pts.), publishing a journal article (2 pts.), publishing a book chapter (1 pt.), presenting at a conference (1 pt), conducing a seminar (1 pt), and creating an online or Flex class (1 pt.). Finally, Conference Attendance or Involvement in a Professional Organization includes attending a conference (1 pt.), active involvement in a professional organization (1 pt.) and serving on an advisory board (1 pt.). Only one point total can be earned in this last category.

Tables 15-1 (Undergraduate and MBA) summarize the faculty qualifications (see Appendix). The overall undergraduate degree and MBA ratios indicate that the business program is in compliance with the ratio standards. The following highlight the overall compliance:

- Undergraduate – Minimum SA percent > 40%: 72.14%
- Undergraduate – Minimum SA + PA + SP percent > 60%: 72.14%
- Undergraduate – Minimum SA+PA+SP+IP percent > 90%: 91.52%
- MBA – Minimum SA percent > 40%: 93.33%
- MBA – Minimum SA + PA + SP percent > 60%: 93.33%
- MBA – Minimum SA+PA+SP+IP percent > 90%: 93.33%

However, the business program does not meet the standards within all of the disciplines that make up the degrees. One faculty member in accounting and one faculty member in human resource management have been determined to be in the Other category. The small faculty size (22 full time faculty) and the small number of faculty in the disciplines (5 in accounting and 2 in human resource management) contribute to the ratio issues. The following ratios highlight the issues in these disciplines:

- Undergraduate Accounting – Minimum SA percent > 40%: 52.34%
- Undergraduate Accounting – Minimum SA + PA + SP percent > 60%: **52.34%**
- Undergraduate Accounting– Minimum SA+PA+SP+IP percent > 90%: **85.05%**
- Undergraduate HRM – Minimum SA percent > 40%: 66.67%
- Undergraduate HRM – Minimum SA + PA + SP percent > 60%: 66.67%
- Undergraduate HRM– Minimum SA+PA+SP+IP percent > 90%: **66.67%**
- Undergraduate Supporting Areas – Minimum SA percent > 40%: 70.19%
- Undergraduate Supporting Areas – Minimum SA + PA + SP percent > 60%: 70.19%
- Undergraduate Supporting Areas – Minimum SA+PA+SP+IP percent > 90%: **89.22%**

The Finance, MIS, and Marketing areas are in compliance with the ratios. The members of the department are working with accounting and human resource faculty members to help them achieve SA or PA status.

Previous sections of this report highlight the various merit, workload, and promotion policies used by the department to encourage faculty to maintain their qualifications. These policies are consistent with the faculty qualification standards. In addition to the policies, the department's commitment to community engagement through its mission and value statements leads to activities that facilitate faculty and staff development. The following examples are illustrative of these activities.

- From 2011- 2013 faculty, staff, and business students worked with Procubed LLC to develop a prototype wheelchair that used a new type of drive system. Led by Professor Peter Knight as principal investigator, business students interviewed potential customers, tested the prototype, worked with art students on various designs, and performed market research. Procubed was located in a room adjacent to the SEG Center and received a $370,000 grant from WISYS, an intellectual property arm of UW System. Interim Associate Dean Michele Gee and her MBA students developed strategic recommendations for the firm and made presentations to the Procubed executives. Jim McPhaul, SBDC Director, was consulted as part of the initiative. Mr. McPhaul still works with the company today.
- In 2012, Professor Abey Kuruvilla and two students developed a proposal to improve healthcare delivery in the department of corrections through the use of mobile technology. Their research was originally presented at the Posters in the Rotunda event held at the state capitol. Several state representatives were briefed on the proposal and it was presented to the Secretary of the Department of Corrections. The proposal was mentioned in a UW Board of Regents meeting and received coverage in the Milwaukee Journal Sentinel.
- In November 2010, Professor David Wright received the Kenosha Area Business Alliance (KABA) volunteer of the year award for his leadership in managing a $25 million loan portfolio providing economic development to Kenosha county businesses.
- In 2014, Mike Cholak, lecturer in accounting and law, received the KABA Fast Five award for excellence in entrepreneurship. Mr. Cholak is owner of Mike's Restaurant Group that has opened several popular restaurants in Kenosha.
- In August 2011, Interim Associate Dean Michele Gee was awarded the YWCA "Women of Distinction Award" in the Professional/Business category for outstanding achievements throughout the community and on campus.
- In 2015, Don Gillespie, lecturer in business, Interim Associate Dean Michele Gee, and Jim McPhaul were trained to be Strategic Doing associates. Strategic Doing is a methodology for strategic planning.

The Department of Business is firmly committed to professional development through scholarship and practice oriented activities. The current set of faculty activities align with the strategic plan. However, even greater alignment is expected over time as faculty focus on the variety of activities that the AACSB 2013 standards allow, faculty retire, and new faculty are hired by the department.

8 - Other Material

Address any additional issues or areas not included in an earlier section of the report. In addition, identify any innovative and/or exemplary practices, innovations, activities, programs, etc. that should be brought to the attention of the team and AACSB. Provide a brief overview of progress relative to the stated mission, the distinctiveness of the school's activities in support of mission, a summary of the impact of the school across its mission-related activities.

Compared to other states, including its Midwest neighbors, Wisconsin has a high percentage of residents with some college education, but a significantly lower percentage of residents with a bachelor's degree. One reason for Wisconsin's relatively slow economic growth is that companies cannot find a large supply of talent. These two facts alone highlight the importance and distinctiveness of the Department of Business' mission. The department must produces graduates to meet the talent needs of the region and the department must help students graduate as a pathway to improve their lives. The Department of Business acts diligently to make an impact by engaging the local community to better understand its needs and by designing curriculum and pathways that accommodate the lives of those desiring to further their education.

The activities of the faculty and staff of the Department of Business over the last five have been dedicated to achieving this mission. In particular,

- The Department of Business graduated more students in 2014-2015 than any other year in the last ten years.
- The freshman to sophomore retention rate for business students has increased substantially compared to its historical average.
- The department continues to engage the community through advisory boards, SBDC, and the SEG Center.
- The department has entered into 13 new transfer agreements with local universities to facilitate progressing toward a bachelor's degree.
- The department has changed concentrations to majors in order to further attract students and potential employers.
- The department has increased the number of international memorandum of understandings (MOUs) to help globalize its curriculum and provide international experiences for its students.
- The department has increased the number of online classes to better accommodate the busy lives of its students.
- The department is the first business program in the state to experiment with the competency-based, Flex programs.

Several practices of the department can be considered innovative and exemplary.

- Ralph Jaeschke Solutions for Economic Growth Center – The SEG Center was identified as an exemplary practice in the 2010 AACSB review. This center uses project management methodology and leading practices to help faculty and students work on real world projects. Almost all undergraduate and MBA students work on at least one SEG Center project before graduation. The creation of an innovation corridor with the SEG Center at its core is the next step for this important resource.

- CBEC Interns – Each year CBEC employs about five interns to promote CBEC programs, work with students at local high schools, participate in on-campus recruiting events, support orientation, and manage CBEC's social media sites. The activities of these students have likely increased enrollment in CBEC programs. More importantly, the interns develop vital soft skills that are attractive to employers and valuable to the students' careers.
- Sales Program – The UW-Parkside sales team has won 30 national and regional awards since 2009 including a first place finish in the national team sales competition in 2013 and second place in the national sales competition for graduate students in 2015. Given the relatively short duration and limited resources of the sales program, the competition success is remarkable. The success of this certificate is due to the dedication of the faculty and sales advisory board members. Members of the advisory board have supported students through "ride-alongs" and participating in role play scenarios.
- Flex Certificates – While it is too early to tell whether Flex education will be a successful mode of education, the Department of Business has taken the leading role in the state of Wisconsin for competency-based education in business. The sales Flex certificate was available in Spring 2015 and has one enrolled student. The project management Flex certificate will be completed in December 2015. The creation of Flex programs is a rigorous process that requires the identification of numerous competencies and assessments. Students in this program are guided by an academic success coach and pay a flat rate in order to demonstrate as many competency sets as possible within a time period. Flex programs provide a self-paced method of earning college credits and Flex adds to the portfolio of learning modes offered by the business programs.

The last five years have been challenging for UW-Parkside. Budget decreases, the lack of raises, net pay decreases, and increases in teaching load have challenged the faculty and staff. However, challenges motivate action. The faculty and staff across UW-Parkside have been dedicated to its mission. The Department of Business has continued to publish an impressive number of articles and these areas correspond to strategic initiatives including student research, community-based learning, online learning, and applications to practice. The faculty members are also active in the business community. Faculty members have helped businesses by providing advice through advisory boards and by working on SEG Center projects. In some cases, faculty members have served as PIs on grants that are given to the businesses in support of economic development.

The faculty and staff of the Department of Business have also worked hard to develop partnerships with two year colleges, high schools, and international universities in order to facilitate pathways toward a bachelor's or MBA degree. Increasing the opportunities for a degree and increasing retention rates have resulted in more students and more graduates. These graduates make an impact on the region by providing talent to local businesses. The faculty and staff in the Department of Business will continue to work toward its noble mission, striving to improve its curriculum and educational outcomes. Through this activity, the department impacts the lives of its students and the economy of the region.

Appendix (Tables)

Table 2-1 Intellectual Contributions

Part A: Five-Year Summary of Intellectual Contributions

	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								Percentages of Faculty Producing ICs	
Faculty Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Research Monographs	Academic/Professional Meeting Proceedings	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs*	Percentage of total FTE faculty producing ICs*
Accounting													
Cholak (Lecturer)													
Determan (Lecturer)													
He (Asst. Prof)	4					3					1		
Wang (Prof)	7	2		4		5							
Zameeruddin (Assoc. Prof)													
Total Accounting	11	2	0	4	0	8	0	0	0	0	1	40%	40%
Finance													
Ebeid (Interim Provost)			2			1					1		
Fok (Assoc. Prof)	4	1	3	5		3							
Stegman (Adjunct .1 FTE)													
Wright (Prof)		4	2	4		1					1		

Table 2-1 Intellectual Contributions

Part A: Five-Year Summary of Intellectual Contributions

	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								Percentages of Faculty Producing ICs	
Faculty Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Research Monographs	Academic/Professional Meeting Proceedings	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs*	Percentage of total FTE faculty producing ICs*
Total Finance	4	5	7	9	0	5	0	0	0	0	2	100%	95.24%
Human Resource Mgmt													
Crooker (Assoc. Prof)													
Norton (Prof)		6	3	4		5							
Total HRM	0	6	3	4	0	5	0	0	0	0	0	50%	50%
Mgt Information Systems													
Baldwin (Dean)		4	6	1		5					4		
Chalasani (Prof)		12	2	5		7					2		
Hawk (Prof)		6	2	3		3				1	1		
Zheng (Assoc Prof)	3			2		1							
Zurad (Adjunct .2 FTE)													
Total MIS	3	22	10	11	0	16	0	0	0	1	7	100%	95.24%

Table 2-1 Intellectual Contributions

Part A: Five-Year Summary of Intellectual Contributions	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								Percentages of Faculty Producing ICs	
Faculty Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Research Monographs	Academic/Professional Meeting Proceedings	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs*	Percentage of total FTE faculty producing ICs*
Marketing													
Babu (Adjunct .1 FTE)													
Knight (Assoc. Prof/Dept. Chair)		5	12	8		9							
Manion (Assoc. Prof)		1	10	5		6							
McPhaul (SBDC Dir. .4 FTE)			1			1							
Nur (Adjunct .1 FTE)													
Total Marketing	0	6	23	13	0	16	0	0	0	0	0	83.33%	76.92%
Supporting													
Blust (Adjunct .07 FTE)													
Dhumal (Assoc. Prof)	2	8	2	6		4			1		1		
Gee (Interim Associate Dean)		19	2	6		13			1		1		

Table 2-1 Intellectual Contributions

Part A: Five-Year Summary of Intellectual Contributions													
	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								Percentages of Faculty Producing ICs	
Faculty Aggregate and summarize data to reflect the organizational structure of the school's faculty (e.g., departments, research groups). Do not list by individual faculty member.	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Research Monographs	Academic/Professional Meeting Proceedings	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School	Percent of Participating Faculty Producing ICs*	Percentage of total FTE faculty producing ICs*
Gillespie (Lecturer)													
Holmberg-Wright (Dist. Lecturer)		2	6	6		2							
Kuruvilla (Assoc. Prof)	2	9	11	5		17							
Rajan (Prof)	1	8		3		5					1		
Ye (Asst. Prof)	5			1		3					1		
Total Supporting	10	46	21	27	0	44	0	0	2	0	4	85.71%	84.87%
Total Business	28	87	64	68	0	94	0	0	2	1	14	75.89%	74.01%

[1] The department's AACSB qualification policy specifies the requirements to achieve SA and SP status. To achieve SA status, a faculty member must have a terminal degree, two refereed journal publications, and accumulate 2.6 points in a five year period. Refereed journal publications are one point a piece and conference proceedings are 0.3 points. For example, two journal publications and two conference proceedings or three journal publications would maintain SA status. Other intellectual contributions can count between 0.1 and 1 point. Professional activities found in the SP category, such as certification and consulting, can also be used to count between 0.1 and 0.3 points. Faculty members within five years of completing their terminal degree are automatically qualified as SA. Department chairs and the associate dean have a reduced point requirement. They must achieve a score greater than or equal to 1 and journal publications are not necessary. The dean is considered SA if he or she was SA prior to the appointment and participates in activities such as presentations, workshops, and conferences expected of the dean. The merit policy and tenure policy are consistent with the qualifications policy but have slightly higher expectations for intellectual contributions.

Part B: Alignment with Mission, Expected Outcomes, and Strategy

Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.

The mission and value statements in the Department of Business' strategic plan highlight the importance of intellectual contributions to the mission of the business program. In particular, one value statement states "The Department of Business values relevant, on-going scholarship (including basic, applied, and pedagogical contributions) by the business faculty, integrating knowledge among faculty members, and a shared governance form of decision-making." The strategic plan and the qualification policies further indicate that the department particularly values pedagogical contributions that help faculty develop expertise in online and innovative modes of instruction, pedagogical contributions related to community-based learning, research with students, cross disciplinary research, and applied research that could have an impact on the local economy. The faculty and staff in the department produced 45 distinct journal articles and 69 conference papers since 2011. As can be seen in the above table, the vast majority of the contributions were pedagogical and applied research. In addition, consistent with the strategies specified in both the 2009 and 2015 strategic plans, nine papers were coauthored with students, seven papers related to online education, seven papers discussed best practices for community-based learning, eleven papers involved a community partner, eleven papers could be classified as interdisciplinary in nature, and one paper has already been presented related to the department's new initiative on competency-based education.

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.

The Department of Business has identified the following metrics as indicators of the quality of the portfolio of intellectual contributions.

Measure	Value
Median acceptance rate for journal publications	25%
Mode acceptance rate for journal publications	20%
Number of research awards (e.g., best paper at conference)	5
Number of invited presentations at conferences, other universities, and businesses related to research	15

Examples of quality indicators include:

- Parag Dhumal received the Operations Management track best paper award at the 2013 International Research Conference on Business and Economics.
- Peter Knight and Mike Manion received the outstanding conference paper award for their paper, "The Role of Self-Efficacy in Sales Education," at Marketing Management Association 2013 Spring Conference.
- Kristin Holmberg-Wright was a recipient of the Franklin 2013 Awards for Excellence in Research.
- Abey Kuruvilla received numerous invitations to present as a result of his expertise and academic conference presentations on cross cultural teams. He has presented at Mikkeli University of Applied Sciences in Finland three consecutive years.

Part D: Impact of Intellectual Contributions

Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period.

The Department of Business values intellectual contributions that impact UW-Parkside students, the region, the professional discipline, and the department itself. The following table presents measures that highlight the department's impact as a result of intellectual contributions:

Measure	Value	Stakeholder Impacted	Justification
No. of student coauthored papers	9	Student	Student coauthored papers primarily impact the student by enhancing their knowledge of the field and research methodology.
No. of papers related to pedagogical initiatives	15	Department of Business faculty	Helps faculty develop expertise in area related to pedagogy. In particular, the department is interested in further developing its expertise in online, competency-based, and community based learning.
Grants received related to local economy	3 grants totaling $458,000	Region	Grants supporting local economic development impact the region. The faculty and a partnering organization received two grants to support development of the companies. A third grant was for an application that could be used by the local healthcare providers.
No. of invited presentations	15	Professional discipline and region	Faculty have been invited to speak at multiple universities and companies. Invited presentations indicate that the sponsoring organization found the research useful. In some cases, the presentations likely impacted businesses practices. In other cases, universities created classes for students based on the topics presented.

Example of qualitative indicators of impact include:

- Suresh Chalasani presented the results of his research with IcTect, Inc. to the UW System Board of Regents (August 22, 2012).
- Suresh Chalasani received a $10,000 WiSys grant in 2011 for his research related to the wireless monitoring of chronic diseases. This research was presented at the Wisconsin Science and Technology Symposium and to a major healthcare provider in the region.
- The 2014 journal article by Kristin Holmberg-Wright and Tracy Hribar (student at UW-Parkside), "Soft Skills: Needed by Employers, Misunderstood by Students, and a University Response," was mentioned on page 9 of a report submitted to Governor Walker entitled Talent Development, Attraction and Retention Subcommittee Recommendations August 15, 2014 prepared by the State of Wisconsin Council on Workforce Investment (CWI).
- After publishing the article "Ideas to Improve the Nontraditional College Student Experiences" (2014), Ralph Haug, Professor of Strategic Management, Roosevelt University, invited Kristin Holmberg-Wright and Tracy Hribar to present and lead a 90 minute discussion at the University Conference on Educational Experiences at Roosevelt University in Chicago.
- Abey Kuruvilla received numerous invitations to present as a result of his expertise and academic conference presentations on cross cultural teams. Through Aperian Global, Dr. Kurvilla presented and provided consultancy regarding doing business in India to Accenture,

Navistar, John Deere, Michelin, and Kohler. In addition, he was invited to speak and design courses at Mikkeli University of Applied Sciences in Finland (invited three consecutive years), Duale Hoch Schule (university) in Baden Wutemberg Germany, and St. Petersburg State Economic University in Russia.

- Abey Kuruvilla has served on advisory boards related to healthcare for several large cities, including serving on the Scientific Advisory Board for the King County Healthcare Coalition that includes Seattle, Washington. His participation was the result of published research on ambulance diversion.
- Research by Robert Fok has been cited over 500 times since 2010. Suresh Chalasani’s work across his academic career has been cited over 1400 times.
- Peter Knight was PI on a state grant of $370,000 to conduct market research and business planning for Procubed LLC. The grant was designed to help Procubed develop and market a new wheelchair.

At the present time, the department does not have a policy to collect citation, download, and impact statistics for intellectual contributions. However, this is a step identified in the 2015 strategic plan.

Table 15.1: Undergraduate 2014-2015/Fall and Spring Semester

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5]					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure (e.g., departments and research groups)[1]	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)[2]	Supporting Faculty Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	
Accounting											
Baldwin (Dean)	1996	Ph.D. 1989	1		ADM						Publication record
Cholak	2003	JD 2005	6		UT, SER				25		Business Owner
Determan	1999	MS 2005	27		UT, SER				100		Business Owner
He	2012	Ph.D. 2012	18		UT, MT, RES, SER	100					2012 Ph.D.
Wang	1998	Ph.D. 1991	21		UT, MT, RES, SER	100					Multiple publications
Zameeruddin	2003	JD, LLM 2001	12		UT, MT, RES, SER					57.14	
			84	0		200	0	0	125	57.14	
Total Accounting			100.00%	0.00%		52.34%	0.00%	0.00%	32.71%	14.95%	
Finance											

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5]					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure (e.g., departments and research groups)[1]	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)[2]	Supporting Faculty Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	
Ebeid (Interim Provost)	2006	Ph.D. 1974			ADM	100					Meets admin standards
Fok	2004	Ph.D. 1992	21		UT, MT, RES, SER	100					Multiple publications
Stegman	2003	MBA 1978		3	UG				10		Dept. chair at CLC and doctoral student
Wright	1992	Ph.D. 1979	18		UG, MT, RES, SER	100					Multiple publications
			39	3		200	0	0	10	0	
Total Finance			92.86%	7.14%		95.24%	0.00%	0.00%	4.76%	0.00%	
Human Resource Mgmt											
Crooker	2000	Ph.D. 1995	6		UT, MT, RES, SER					40	
Norton	1990	Ph.D. 1986	12		UT, MT, RES, SER	80.00					Multiple publications
			18	0		80.00	0.00	0.00	0.00	40.00	
Total HRM			100.00%	0.00%		66.67%	0.00%	0.00%	0.00%	33.33%	
Mgt Information Systems											

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5]					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure (e.g., departments and research groups)[1]	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)[2]	Supporting Faculty Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	
Baldwin (Dean)	1996	Ph.D. 1989			ADM	100					Publication record
Chalasani	2001	Ph.D. 2001	9		UT, MT, RES, SER	100					Multiple publications
Hawk	1993	Ph.D. 1987	18		UT, MT, RES, SER	100					Multiple publications
Zheng	2004	Ph.D. 2005	6		UT, MT, RES, SER	50					Publications and certifications
Zurad	2009	MBA 2008		6	UT				20		Prof. employed
			33	6		350	0	0	20		
Total MIS			84.62%	15.38%		94.59%	0.00%	0.00%	5.41%	0.00%	
Marketing											
Babu	2015	MBA 2001		3	UT				10		Prof. employed and Ph.D. candidate
Knight	2007	Ph.D. 2008	15		UT, MT, RES, SER	100					Multiple publications
Manion	2002	Ph.D. 2003	12		UT, MT, RES, SER	100					Multiple publications

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5]					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure (e.g., departments and research groups)[1]	**Date of First Appointment to the School**	**Highest Degree, Year Earned**	**Participating Faculty Productivity (P)[2]**	**Supporting Faculty Productivity (S)[2]**	**Normal Professional Responsibilities[3]**	**Scholarly Academic (SA)[4]**	**Practice Academic (PA)[4]**	**Scholarly Practitioner (SP)[4]**	**Instructional Practitioner (IP)[4]**	**Other (O)[4]**	
McPhaul	2007	MBA 2005	9		UT, SER				100		SBDC Director
Nur	2015	MBA 2005	3		UT				10		Employment and Ph.D. student
			39	3		200	0	0	120	0	
Total Marketing			92.86%	7.14%		62.50%	0.00%	0.00%	37.50%	0.00%	
Supporting											
Blust	2014	MBA 2004		2	UT				6.67		Work history
Cholak (Law)	2003	JD 2005	18		UT, SER				75		Entrepreneur and certifications
Crooker	2000	Ph.D. 1995	9		UT, MT, RES, SER					60	
Dhumal	2010	Ph.D. 2007	18		UT, MT, RES, SER	100					Multiple publications
Gee (Interim Associate Dean)	1994	Ph.D. 1994	6		ADM, UT, MT, RES, SER	100					Multiple publications
Gillespie	2008	MBA 2006	27		UT, SER				100		Business owner and prof. development

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5]					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure (e.g., departments and research groups)[1]	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)[2]	Supporting Faculty Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	
Holmberg-Wright	2004	Ed.D. 1981	21		UG, MT, RES, SER	100					Multiple publications
Kuruvilla	2007	Ph.D. 2005	15		UG, MT, RES, SER	100					Multiple publications
Norton (Mgt, PMGT)	1990	Ph.D. 1986	3		UG, MT, RES, SER	20					Multiple publications
Rajan	1984	Ph.D. 1983	21		UG, MT, RES, SER	100					Multiple publications
Ye	2012	Ph.D. 2012	18		UG, MT, RES, SER	100					Ph.D. in 2012
Zameeruddin (Law)	2003	JD, LLM 2001	9		UG, MT, RES, SER					42.86	
Zheng (PMGT)	2004	Ph.D. 2005	6		UG, MT, RES, SER	50					Publications and certifications
			171	2		670	0	0	181.67	102.86	
Total Supporting			98.84%	1.16%		70.19%	0.00%	0.00%	19.03%	10.78%	
						1700.00	0.00	0.00	456.67	200.00	
UG Total			96.48%	3.52%		72.14%	0.00%	0.00%	19.38%	8.49%	

<table>
<tr><th colspan="3">Faculty Portfolio</th><th colspan="2">Faculty Sufficiency</th><th></th><th colspan="5">Percent of Time Devoted to Mission for Each Faculty Qualification Group[5]</th><th rowspan="2">Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)</th></tr>
<tr><th>Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure (e.g., departments and research groups)[1]</th><th>Date of First Appointment to the School</th><th>Highest Degree, Year Earned</th><th>Participating Faculty Productivity (P)[2]</th><th>Supporting Faculty Productivity (S)[2]</th><th>Normal Professional Responsibilities[3]</th><th>Scholarly Academic (SA)[4]</th><th>Practice Academic (PA)[4]</th><th>Scholarly Practitioner (SP)[4]</th><th>Instructional Practitioner (IP)[4]</th><th>Other (O)[4]</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">Faculty Sufficiency Indicators[1]:

• Overall: P/(P+S) ≥ 75%
• By discipline, location, delivery mode, or program: P/(P+S) ≥ 60%</td><td></td><td colspan="6">Faculty Qualifications Indicators[1]:

• Minimum SA: (SA)/(SA +PA + SP + IP +O) ≥ 40%
• Minimum SA + PA + SP: (SA + PA + SP)/(SA + PA + SP + IP + O) ≥60%
• Minimum SA + PA + SP + IP: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) ≥90%</td></tr>
</table>

1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standards 5 and 15. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.

2. The measure of "teaching productivity" must reflect the operations of the business school, e.g., student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications part of the table.

3. Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master's level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in executive education programs should not be listed in this table.

4. For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Other (O). Faculty members should be assigned one of these designations based on the school's criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may be assigned in more than one category, but must be listed only once. Doctoral students who have obtained ABD status are considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status.

5. The "percent of time devoted to mission" reflects each faculty member's contributions to the school's overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member's percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only and not any other activities associated with their roles as a student, e.g., work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year and a part-time faculty member whose responsibilities are limited to the same level of activity should be assigned the same "percent of time devoted to mission."

Table 15.1 MBA 2014-2015 Fall and Spring

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5]					
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure (e.g., departments and research groups)[1]	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)[2]	Supporting Faculty Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Accounting											
Cholak	2003	JD 2005									Business Owner
Determan	1999	MS 2005									Business Owner
He	2012	Ph.D. 2012	2			100					2012 Ph.D.
Wang	1998	Ph.D. 1991									Multiple publications
Zameeruddin	2003	JD, LLM 2001									
Sum			2	0		100	0	0	0	0	
Total Accounting			100.00%	0.00%		100.00%					
Finance											
Ebeid (Interim Provost)	2006	Ph.D. 1974									Meets admin standards
Fok	2004	Ph.D. 1992									Multiple publications
Stegman	2003	MBA 1978									Dept. chair at CLC and doctoral student

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5]					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure (e.g., departments and research groups)[1]	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)[2]	Supporting Faculty Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	
Wright	1992	Ph.D. 1979	2			100					Multiple publications
Sum			2	0		100	0	0	0	0	
Total Finance			100.00%	0.00%		100.00%					
Human Resource Mgmt											
Crooker	2000	Ph.D. 1995	4							66.67	
Norton	1990	Ph.D. 1986									Multiple publications
Sum			4	0		0	0	0	0	66.67	
Total HRM			100.00%	0.00%		0.00%	0.00%	0.00%	0.00%	100.00%	
Mgt Information Systems											
Baldwin (Dean)	1996	Ph.D. 1989									Publication record
Chalasani	2001	Ph.D. 2001	2			100					Multiple publications
Hawk	1993	Ph.D. 1987	2			100					Multiple publications
Zheng	2004	Ph.D. 2005									Publications and certifications
Zurad	2009	MBA									Prof. employed

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5]					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure (e.g., departments and research groups)[1]	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)[2]	Supporting Faculty Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	
		2008									
Sum			4	0		200	0	0	0	0	
Total MIS			100.00%	0.00%		100.00%					
Marketing											
Babu	2015	MBA 2001									Prof. employed and Ph.D. candidate
Knight	2007	Ph.D. 2008	2			100					Multiple publications
Manion	2002	Ph.D. 2003	8			100					Multiple publications
McPhaul	2007	MBA 2005									SBDC Director
Nur	2015	MBA 2005									Employment and Ph.D. student
Sum			10	0		200	0	0	0	0	
Total Marketing			100.00%	0.00%		100.00%					
Supporting											
Blust	2014	MBA 2004									Work history
Chalasani	2001	Ph.D. 2001									Multiple publications

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5]					
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure (e.g., departments and research groups)[1]	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)[2]	Supporting Faculty Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Cholak (Law)	2003	JD 2005									Entrepreneur and certifications
Crooker	2000	Ph.D. 1995	2							33.3333	
Dhumal	2010	Ph.D. 2007	4			100					Multiple publications
Gee (Interim Associate Dean)	1994	Ph.D. 1994	2			100					Multiple publications
Gillespie	2008	MBA 2006									Business owner and prof. development
Holmberg-Wright	2004	Ed.D. 1981	2			100					Multiple publications
Kuruvilla	2007	Ph.D. 2005	2			100					Multiple publications
Manion	2002	Ph.D. 2003									Multiple publications
Norton (Mgt, PMGT)	1990	Ph.D. 1986	2			100					Multiple publications
Rajan	1984	Ph.D. 1983	2			100					Multiple publications
Ye	2012	Ph.D. 2012	4			100					Ph.D. in 2012

Faculty Portfolio			Faculty Sufficiency			Percent of Time Devoted to Mission for Each Faculty Qualification Group[5]					Brief Description of Basis for Qualification (Enter brief quantitative and/or qualitative information corresponding to the school's criteria for each category.)
Faculty Member's Name (List individually in sections reflecting the school's faculty organizational structure (e.g., departments and research groups)[1]	Date of First Appointment to the School	Highest Degree, Year Earned	Participating Faculty Productivity (P)[2]	Supporting Faculty Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Other (O)[4]	
Zameeruddin (Law)	2003	JD, LLM 2001									
Zheng (PMGT)	2004	Ph.D. 2005	4			100					Publications and certifications
Sum			24	0		800.00	0	0	0	33.3333	
Total Supporting			100.00%	0.00%		96.00%	0.00%	0.00%	0.00%	4.00%	
All MBA Classes Sum			46	0		1400	0	0	0	100	
All MBA Classes Percentages			100.00%	0.00%		93.33%	0.00%	0.00%	0.00%	6.67%	

Faculty Sufficiency Indicators[1]:

- Overall: P/(P+S) $\geq$ 75%
- By discipline, location, delivery mode, or program: P/(P+S) $\geq$ 60%

Faculty Qualifications Indicators[1]:

- Minimum SA: (SA)/(SA +PA + SP + IP +O) $\geq$ 40%
- Minimum SA + PA + SP: (SA + PA + SP)/(SA + PA + SP + IP + O) $\geq$60%
- Minimum SA + PA + SP + IP: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) $\geq$90%

1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standards 5 and 15. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.

2. The measure of “teaching productivity” must reflect the operations of the business school, e.g., student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications part of the table.
3. Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master’s level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in executive education programs should not be listed in this table.
4. For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Other (O). Faculty members should be assigned one of these designations based on the school’s criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may be assigned in more than one category, but must be listed only once. Doctoral students who have obtained ABD status are considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The “Other” category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status.
5. The “percent of time devoted to mission” reflects each faculty member’s contributions to the school’s overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member’s percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only and not any other activities associated with their roles as a student, e.g., work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year and a part-time faculty member whose responsibilities are limited to the same level of activity should be assigned the same “percent of time devoted to mission.”

Table 15-2 UW-Parkside 2014-2015

TABLE 15-2: DEPLOYMENT OF PARTICIPATING AND SUPPORTING FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR

	Percent of teaching (Indicate metric used, credit hours, contact hours, courses taught or another metric appropriate to the school)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %[1]
Bachelor's	65.82%			25.00%	9.18%	100.00%
MBA	86.96%				13.04%	100.00%
Specialized Master's						
Doctoral Program						
Other (Specify)						

Calculated by credit hours

Analysis: Two faculty members in the Department of Business are classified as Other. One of these faculty members taught in the MBA program in 2014-2015. This faculty member does not teach in the MBA in 2015-2016 and will not teach in the MBA program until a status of SA or PA is obtained. Normally faculty in the department are qualified with a significant majority in the SA category. SA, PA, and SP faculty may teach in the MBA. IP may teach in the MBA when the instructor has significant management experience. The deployment is primarily historical. The department will seek to distribute the deployment to provide students with instructors with more practice oriented experience as lines become available. Many SA faculty also have business experience through their work history and/or consulting.