University of Wisconsin-River Falls
College of Business and Economics

Faculty Handbook Fall 2015
July 1, 2015 update
PREFACE
This College of Business and Economics Faculty Handbook is a supplement. It is designed to inform College of Business and Economics faculty members about policies and practices specific to the College of Business and Economics. The University and the College of Business and Economics reserve the right to change any policy or practice through appropriate processes.

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VISION, MISSION, AND VALUES
COLLEGE OF BUSINESS & ECONOMICS
UNIVERSITY OF WISCONSIN-RIVER FALLS
November 12, 2010 version

Vision:

The College of Business and Economics will be a community of choice and the regional leader in the acquisition, study, application, and sharing of business, economic and information technology knowledge.

Mission:

The primary mission of the College of Business & Economics is to provide high quality undergraduate programs grounded in the liberal arts, a high quality Master of Business Administration Program, and business outreach services to the Greater St. Croix Valley region.

The College Values:

- high quality teaching combined with a high level of student/faculty interaction
- an environment that supports global awareness, ethical behavior and integrity, and values diversity and inclusivity
- educating students to meet the needs of business
- a strong intellectual community with contributions of the college faculty to our respective disciplines emphasizing contributions to practice and learning and pedagogical research
- service to the University, community and discipline
The University of Wisconsin-River Falls is a public, state-supported institution, under the general control of a board of regents, known and designated as the University of Wisconsin System Board of Regents.

On each campus of the University of Wisconsin System (UWS), the administration shares its responsibilities for governing the institution with faculty, academic staff, and students. The faculty component of shared governance on the UW-RF campus is implemented through a Faculty Senate and Faculty Constitution. The Faculty Constitution is in Chapter III, Section 3.2 of the university faculty/staff handbook. The College of Business and Economics faculty have adopted a formal constitution and by-laws which describe the governance of the College of Business and Economics. The constitution and by-laws follow this section.

The Faculty Constitution and Bylaws and the College of Business and Economics Constitution and By-Laws are intended to provide for due process, representative governance, and systematic, collegial consideration of curricular matters; academic standards; student conduct and discipline; faculty welfare, conduct and discipline; promotion and tenure decisions; administrative appointments; and other policy matters affecting the university and its mission.

The College of Business and Economics is organized into five departments: Accounting and Finance; Management and Marketing; Computer Science and Information Systems; Economics; and Military Science and Leadership. Each department has a chairperson and a "supplies and expenses" budget administered by the chairs, which covers printing, telephones, mailings, and travel. Department chairpersons receive release time for administrative functions.

The Dean is assisted by an Associate Dean who facilitates the Department Chairs committee, assists department chairs with budgets and faculty and instructional academic staff personnel decisions, assists with AACSB maintenance, assists with advising and scheduling, and carries out special projects. The Associate Dean's time is assigned 1/2 to administration and 1/2 to faculty responsibilities. The Assistant Dean for Academic Affairs and Marketing supervises advising, students on academic probation and suspension, and past student re-entry. The Assistant Dean for Assurance of Learning chairs the college AoL committee, coordinates the AoL process and summarization in Fall and Spring, coordinates the Major Field Test, and writes the overall college AoL plan and report. Each Assistant Dean's time is 1/4 administration and 3/4 faculty responsibilities. The Assistant Dean for Adult Students manages the Adult Degree Completion program operations, marketing, and advising. The Graduate Director manages graduate program operations, marketing, and advising.
CONSTITUTION OF THE UWRF COLLEGE OF BUSINESS AND ECONOMICS
September 4, 2013 Revision

Preamble:

This Constitution is predicated on Chapter 36 of the Wisconsin Statutes.

The Faculty of each institution, subject to the responsibilities and powers of the Board, the President and Chancellor of such institution, shall be vested with the responsibility for the immediate governance of such institution and shall actively participate in institutional policy development. As such, the Faculty shall have primary responsibility academic and education activities, and faculty personnel matters. The Faculty of each institution shall have the right to determine their own Faculty organization structure, and to select representatives to participate in institutional governance (Wisc. Statues 36.09[4]).

The College Faculty shall adopt rules and policies relating to its governance subject to approval of UWRF administration and the University of Wisconsin System.

Article 1 – Faculty

Section 1 – Voting Membership

The voting membership of the College of Business and Economics consists of half-time to full-time ranked Faculty of the College.

Section 2 – Ex-Officio Memberships.

The Dean may serve as an ex-officio member of all committees without voting privileges. Associate/Assistant Deans and Department Chairs may be appointed members of committees with voting rights. Otherwise, Associate/Assistant Deans, Department Chairs, and Faculty may serve as ex-officio members of all committees without voting rights.

Section 3 – Responsibilities

The Faculty of the College is responsible for the determination of its education policies and procedures. Specifically the Faculty shall formulate:

A. The academic mission, goals, objectives, and strategies of the College
B. The development and evaluation of the academic programs and the professional activities of the College.
C. The academic standards for students.
D. The criteria for faculty retention, promotion, and tenure.
E. Procedures for criteria for periodic review of those with administrative leadership appointments directly related to CBE’s academic disciplines:
department chairs, assistant deans, associate deans, dean, Director of the Adult Degree Completion program and Director of CBE Graduate Programs

F. Assessment of those with administrative leadership appointments directly related to CBE’s academic disciplines.

Section 4 – Participation

The Faculty shall establish and compose committees which will share governance of the CBE regarding the development and implementation of policies and procedures consistent with the academic objectives of the College and the Faculty governance rules of UWRF in the following areas:

A. Appointment, retention, tenure, promotion of the Faculty.
B. Enhancement of the scholarly environment.
C. Support for co-curricular activities of the students.
D. Allocation of the resources of the College.
E. Meaningful participation in the selection of College Administrators.
F. Assessing College programs to determine if College goals are met.

Section 5 – Meetings

Regular meetings and special meetings of the Faculty shall be held in accordance with the By-Laws of this Constitution. Meetings held to handle personnel matters should adhere to the requirements of Wisc. Statute 19.85.

Article 2 – College Organization

Section 1 – Office of the Dean

The College is administered by a Dean in accordance with the rules of the UWRF and the UWSA. The Dean may be assisted by Assistant or Associate Deans, Assistants to the Dean, Department Chairs, and Program and Center Directors. Prior to the approval of the Chancellor of persons to fill these positions, the Dean shall consult with the Faculty in the selection process. The Dean shall conduct annual administrative reviews of all faculty holding administrative appointments.

Section 2 – Departments

A Department is an administrative unit of the College and conforms with the policies of the College. The Department is headed by a Chair, who is selected under the rules of the Faculty Handbook. The Department shall determine its academic and administrative policies through procedures adopted by the Department, consistent with the College's policies and procedures, and with the Faculty governance rules of UW-RF.
Section 3 – Academic Programs

An Academic Program is a comprehensive unit of college courses which lead to a major, an option, or a minor in one or more of the academic disciplines of the College: Accounting, Computer Science/Information Systems, Economics, Finance, Management, and Marketing.

Section 4 – Centers and Other Entities

A Center within the College of Business & Economics exists as a formal administrative unit. A Center is primarily involved in research and/or community service in one or more of the academic disciplines of the College.

Other entities also may be identified as bureaus, institutes, laboratories, etc.

Article 3 – Amendments of the Constitution

Section 1 – Proposal for Amendments

Amendments to this Constitution may be proposed by the Dean, the Dean's Advisory Committee, or by at least forty percent of the Faculty, but in any case, proposals must be presented in writing to the Faculty at least ten (10) working days before a Faculty Meeting. Proposed amendments are subject to a first and a second reading.

Section 2 – Approval of Amendments

Voting will be by ballot at a College Faculty Meeting. Ballots will be collected and tallied. Adoption of an amendment requires approval by two-thirds of the Faculty voting. If faculty are absent from the meeting on College or University business or are on leave, the faculty member may vote by absentee ballot before the meeting.

Section 3 – Acceptance of the Constitution

The approval of two-thirds of the Faculty voting will be required to approve this Constitution.
BY-LAWS TO THE CONSTITUTION OF
THE UWRF COLLEGE OF BUSINESS AND ECONOMICS
September 4, 2013 Revision

Article 1 – College Structure

The College of Business and Economics consists of departments, centers, and other entities.

Section 1 – Office of the Dean

Responsibilities:

The Dean of the College shall provide leadership and guidance to the Faculty and the units of the College. The Dean is the officer primarily charged with the administration of the College; shall serve as intermediary between the College and the University; shall preside at Faculty meetings, and shall report to the Faculty at regular business meetings on the status of the College. The Dean has the primary responsibility to involve the College of Business & Economics with the business community and the economic development of the region.

Selection of the Dean:

Appointment of the Dean shall be made by the President of the UW System and the Board of Regents, upon recommendation by the UWRF Chancellor, following procedures specified in the UWRF Faculty Handbook and the UW System Administration. The appointment is at the discretion of the Chancellor.

Selection of Associate/Assistant Deans:

Appointment of Associate/Assistant and Assistant to Deans shall be made by the Dean. Faculty will be notified of the position opening and description and shall have the opportunity to apply. The Dean's Advisory Committee shall provide its advice to the Dean concerning such appointments. The appointment is at the discretion of the Dean. Associate/Assistant and Assistant to Deans will have specific, defined job responsibilities related to one or more aspects of the administration of the College.

Temporary Vacancy:

In the case of a temporary vacancy in the position of the Dean, the Dean's Advisory Committee shall confer with the Provost/Vice-Chancellor on recommendations for appointment of an Interim Dean. The selection must be approved by the Chancellor.

Section 2. – Departmental Chairs, Center Directors, and Program Directors

Departmental Chairs Responsibilities:
The Department Chair shall be responsible to the Dean for departmental administration, shall provide academic leadership for the Department; shall fulfill the responsibilities set forth in the Faculty Handbook; shall be the Department's representative in all matters except those delegated to other members of the Department; and shall serve as intermediary between the Department and other individuals and units of the University. The Chair of the Department may make recommendations to the Dean and the Faculty of the College concerning the academic welfare of the Department or its relation to other departments. Before making such recommendations, the Chair shall consult with the Faculty of the Department. Where the recommendation of the Chair differs from the advise of the Faculty, the Chair shall so inform the Dean. Meetings of the Department may be called by the Chancellor, the Dean, the Chair, or by a majority of its Faculty. The term of a Chair is three (3) years per the Faculty Handbook, which also delineates the selection process.

Center Director Responsibilities:

A Center Director shall be responsible to the Department Chair and/or Dean for Center Administration; shall provide academic leadership for the Center; shall be the Center's official representative in all matters except those delegated to other members of the Center; and shall serve as intermediary between the Center and other individuals and units of the University. The Center Director may make recommendations to the Dean and the Faculty of the College concerning the welfare of the Center or its relations to other centers, programs and departments. Meetings of the Center may be called by the Center Director.

Center Directors and other Center administrative positions shall be appointed by the Chancellor, upon recommendation of the Dean. The appropriate search and screen procedures of the University will be followed, including faculty working with the Center.

Program Director Responsibilities:

A Program Director shall be responsible to the Department Chair and/or Dean for program administration; shall provide academic leadership for the Program; shall be the Program's official representative in all matters except those delegated to other members of the Program; and shall serve as intermediary between the Program and other individuals and units of the College and University. The Program Director may make recommendations to the Dean/Department Chair and/or faculty of the program concerning the welfare of the Program or its relations to other programs and departments. Meetings of the Program may be called by the Dean, the Director or by a majority of its faculty.

Program Directors and other program administrative positions shall be appointed by the Dean. The appropriate search and screen procedures of the University will be followed.
Article 2 – College Committees

Section 1 – Standing Committees

Faculty governance of the College of Business and Economics shall be conducted by nine (9) standing committees: Dean's Advisory Committee, Curriculum Committee, Assessment Committee, Faculty Development Committee, Undergraduate Programs Committee, Graduate Programs Committee, Student Affairs Committee, Strategic Planning Committee, and Promotion Committee. These committees shall convene at regular intervals to be determined by the membership at the beginning of each academic year. Special meetings may be called by either the Chair of the committee, or by any two members of the committee, or by request of the Dean, upon the giving of five (5) working days notice to all members of the committee.

Faculty members shall assume their duties at the beginning of the Fall semester and shall serve for a term of one or two years. To maintain consistency, a significant portion of the membership of each committee shall be maintained from one year to the next. The chairs of committees are determined by the Dean in consultation with the Dean’s Advisory Committee.

One-fourth of the voting membership constitutes a quorum for standing committees.

Part A – Dean's Advisory Committee

Description:

This committee advises the Dean on issues of concern to the College of Business & Economics.

Responsibilities:

The Dean's Advisory Committee shall encourage continuous improvement of the College by:

- Advising the Dean on matters initiated by the Committee or by the Faculty or referred to it by the Dean;
- Advising the Dean on the formulation and implementation of college policies;
- Reviewing the goals and long-term aspects of the College's activities, including staff, equipment, and facility requirements;
- Reviewing and advising on policies and procedures relative to the allocation of resources.
Membership:

Dean, Department Chairs and Assistant/Associate Deans Committee Chairs and Center Directors as appropriate. The Dean shall chair this committee.

Part B – CBE Assurance of Learning Committee

Description:

The Assurance of Learning Committee is charged with the responsibility to develop and to oversee all aspects of the College's Assurance of Learning.

Responsibilities:

The Assurance of Learning (AoL) Committee:

- Prepares and implements, in consultation with departments and program committees, the overall College Level AoL Plan.
- Provides recommendations on Assessment related CBE policies.
- Reviews the Assessment plans of individual units of the College for alignment with the College plan and University policy.
- Provides feedback and recommendations to the departments and College on the effectiveness of the AoL Plan.
- Assigns responsibilities for implementation of the AoL Plan.
- Assists with collection of AoL data and interpretation of the data and assures the appropriate department committee or individual closes the loop.
- Assists with documentation of all activity, action and changes.

Policies passed by this committee require approval of departments and the college.

The chair of the AoL Committee is the CBE Assistant Dean for AoL.

Membership:

The Dean appoints members to this committee. Input is received in consultation with the Dean's Advisory Committee. All CBE departments will have voting representatives on this committee.
Part C – Faculty Development Committee

Description:

The Faculty Development Committee develops and recommends policies and guidelines with respect to faculty instruction, intellectual contributions, and service. Ensures that policies and guidelines of the College are in alignment with the overall mission of the College and the UWRF Handbook.

Responsibilities:

The Faculty Development Committee:

- Develops policies and guidelines regarding retention, tenure, and promotion;
- Develops procedures for new faculty orientation;
- Develops policies and guidelines regarding relative emphasis upon teaching, intellectual contribution, and service contributions for promotion and tenure decisions;
- Develops standards for academic qualification of the faculty;
- Develops guidelines regarding support for faculty participation in academic and professional organizations;
- Develops standards and guidelines for peer observation; and
- Reviews implementation of policies.

Policies passed by this committee require approval of respective departments and the college.

Membership:

The Dean appoints members to this committee. Input is received in consultation with the Dean's Advisory Committee. All CBE departments will have voting representatives on this committee.

Part D – CBE Curriculum Committee

Description:

The Curriculum Committee is charged with the responsibility to oversee all aspects of the College's curriculum.
Responsibilities:

The Curriculum Committee reviews and approves proposals in the following areas to assure alignment with the College missions and UWRF policies. Specifically it reviews:

A. Proposals for the structure and content of new programs recommended by the graduate or undergraduate programs committees;

B. Proposals for the changes in the structure and content of the CBE academic programs - recommended by the departments or graduate programs committees;

C. Proposals for new courses;

D. Proposals for significant changes in course content;

E. Proposals for course title changes;

F. Proposals for course numbering changes;

G. Proposals for other academic programs using CBE courses or business related courses in other Colleges;

H. Reviewing and recommending admission policies and procedures for the undergraduate programs of the College;

I. Reviewing the recommended probation and suspension policies and their implementation.

Policies passed by this committee require approval of respective departments and are then submitted to either University AP&P or Curriculum Committee as required by university policy.

The Committee ensures that all curriculum policy is consistent with AACSB standards and works with departments and committees of the College to monitor and continually improve the CBE curriculum.

The Committee consults with CBE departments and committees, and departments and Faculty Senate committees outside of CBE on curriculum issues as necessary.

Membership:

The Dean appoints members to this committee. Input is received in consultation with the Dean's Advisory Committee. All CBE departments will have voting representatives on this committee.

Part E – Strategic Planning Committee
Description:

The Strategic Planning Committee is charged with the responsibility to oversee all aspects of the College's mission, goals, and strategic planning efforts.

Responsibilities:

The Strategic Planning Committee:

- Reviews and suggests updates to the College's Mission Statement;
- Reviews and suggests updates to the College's Strategic Plan;
- Reviews and provides feedback on the College's Accreditation Plan and the AACSB Annual Report;
- Advises the Dean on the College's strategic marketing efforts; and
- Advises the Dean on the College's short and long term financial strategies.

Policies passed by this committee require approval of respective departments and the college.

Membership:

The Dean appoints members to this committee. Input is received in consultation with the Dean's Advisory Committee. All CBE departments will have voting representatives on this committee.

Part F – Graduate Program Committees

Description:

The College has a Graduate Program Committee for each graduate program/option. The respective Graduate Program Committee is responsible for the curriculum, academic policies, and assessment of the program.

Responsibilities:

The respective Graduate Program Committee is responsible for the academic aspects of the program (comparable to departments and undergraduate majors). Specific responsibilities include, but are not limited to:
A. Recommending program academic requirements and curriculum to the CBE curriculum committee;

B. Recommending program changes to the CBE curriculum committee;

C. Recommending academic qualification standards for graduate faculty in the CBE to the Faculty Development Committee;

D. Designing and implementing an assessment policy and process that is specific to the Graduate Program in conjunction with the CBE assessment committee;

E. Advising the Director of the CBE Graduate Programs on the administration of the program; and

F. Setting admission policy for the graduate program.

Membership:

The Dean appoints members to this committee. Input is received in consultation with the Dean’s Advisory Committee. CBE departments will have voting representatives on these committees as appropriate. The chair of each Graduate Committee is the Director of CBE Graduate Programs.

Part G – Student Affairs Committee

Description:

The Student Affairs Committee will exercise general oversight of the welfare of students in CBE programs.

Responsibilities:

The Committee will have responsibility for all student related issues and services of the College of Business & Economics. They will recommend College policy and activities related to student satisfaction with their College experience, and will work with the students to fully utilize the student services available through the College and University. The committee will plan and implement some of the College's student awards and activities. Responsibilities will include, but not be limited to:

- Scholarships and awards,
- Advising structure, policies, and procedures of the college,
- Student professional organizations
- Professional preparation of students
Dealing with student concerns as they arise.

Recommendations to the Dean for resource needs and utilization of student space in South Hall.

Membership:

The Dean appoints members to this committee. Input is received in consultation with the Dean's Advisory Committee. All CBE departments will have voting representatives on this committee.

Part H – Promotion Committee
(See UWRF Faculty Handbook)

4.4.4.6.2 College Promotions Committees

The Dean of each College shall establish a College Promotions Committee to evaluate the professional record of each candidate. This committee shall consist of 20 percent (rounded down) of the tenure faculty members within a college with a maximum of seven members. Voting in the College Promotions Committee shall be governed by the principle that nominations to a given rank shall be voted upon only by members of the committee who hold rank equivalent to or higher than that under consideration. A member's service on this committee shall be limited to three consecutive years and no more than two members of the same department shall serve on the committee at the same time. The College Promotions Committee shall consider the professional records of the following groups: (a) candidates recommended by the department, (b) persons who request consideration by appeal to the Dean of the College, and (c) any others whom the committee believes deserve consideration because of special circumstances. (2012-2013/133)

A written report on the deliberations of the College Promotions Committee shall be forwarded to the Dean. This report shall explain briefly the strengths and weaknesses of each nominee, and in cases in which the committee chooses not to recommend a candidate for promotion the report shall give reasons for this action. Wherever feasible, this report shall include any information which may be of service to the faculty member who is not granted promotion and who wishes to improve his or her performance.
Part I - Administrative Leaders Development Committee

Description:

The Administrative Leaders Development Committee is charged with the responsibility of providing faculty review for those with administrative appointments directly related to CBE’s academic disciplines: department chairs, assistant deans, associate deans, dean, and MBA director.

Responsibilities

create a survey instrument for faculty review of administrator performance

disseminate, collect, provide summary data to administrators

review procedures and criteria for faculty review of administrator performance

ensure that the results are reviewed in confidence with such administrators and become part of their personnel record.

Membership

One tenured, full-time teaching faculty member from each department.

Section 2 - Special Committees

Special ad hoc committees and subcommittees may be created by the College of Business and Economics Dean, the Faculty, or the College's Standing Committees.

Article 3 – Meetings of the College

Section 1 – Regular Meetings

At least one Regular faculty meeting will be held in each of the Fall and Spring semesters, at a time designated by the Dean, with at least two (2) weeks notice given to the Faculty.

Section 2 – Special Meetings

Special meetings may be called by the Chancellor, the Provost/Vice-Chancellor, or by the Dean. Special meetings must be called within ten (10) working days after the Dean's receipt of a petition signed by at least one-third of the faculty members; or a request made by the Deans Advisory Committee or by a majority vote by the faculty for a special meeting.
Section 3 – Quorum

One-third of the faculty constitutes a quorum.

Section 4 – General Procedure

The Dean or the Dean's designee will preside at College Meetings. The Dean shall appoint a parliamentarian as needed. Meetings will be conducted according to Robert's Rules of Order, New Revised, when not in conflict with the Constitution or the By-Laws of the College.

Article 4. Amendments to the By-Laws

Section 1 - Proposal of Amendments

Amendments to the By-Laws may be proposed by the Dean's Advisory Committee or by petition signed by at least one-fourth of the faculty, but in either case proposals must be presented in writing to the Faculty through the Dean's Advisory Committee and Dean at least ten(10)working days before a Faculty meeting.

Section 2 - Approval of Amendments

Voting will be by distributed ballot at a College meeting and ballots will be tallied by three faculty representatives appointed by the Dean's Advisory Committee. Proposed amendments of the by-laws require approval of two-thirds of the faculty voting on the question for adoption.

Article 5. Acceptance of the By-Laws

Majority approval by the faculty voting on the question will be necessary for acceptance of these By-Laws.
The mission and strategic plan of CBE is periodically reviewed to maintain consistency with the University mission and strategic plan. The College will identify accomplishments of the previous year each fall and identify priority action items for the coming year each fall.

Goal 1. Maintain a high quality Graduate and Undergraduate program based on principles of continuous improvement

A. Carry out Assurance of Learning efforts for continuous improvement of the academic programs.

B. Include appropriate professional skills, such as: communication skills, technical skills, leadership skills, and decision making skills.

C. Develop high impact practices such as student participation in internships and undergraduate research.

D. Secure adequate computing resources for faculty, staff and students

E. Work with the UWRF Advancement office to secure funds, to include securing a college namesake

F. Maintain breadth and depth of faculty expertise

G. Emphasize a high level of student/faculty interaction

H. Use alumni to strengthen important aspects of the program with assistance on things such as: internships, mentorship, guest speakers, interaction with faculty.

I. Maintain a student faculty ratio comparable to our aspirant schools within AACSB

Goal 2. Meet the needs of business community

A. Maintain a high quality Adult Degree Completion program.

B. Achieve a high level of student satisfaction in the Masters of Business Administration program.
C. Achieve a high level of employer satisfaction with the MBA.

D. Support the activities of the SBDC with faculty resources

E. Support entrepreneurship

F. Support the Center for Economic Research

G. Develop and implement a daytime MBA

H. Develop and implement an MS in Computer Science.

I. Development of a sales center and sales emphasis in Marketing

**Goal 3. Create an environment that supports emerging trends and issues**

A. Offer a curriculum that addresses emerging trends and issues.

B. Support the efforts to improve international opportunities for students and faculty

C. Enhance the inclusive environment in CBE and contribute to the diversity goals of the university.

**Goal 4. The CBE will recruit, support, and retain faculty who contribute to the achievement of the College’s mission**

A. Develop and maintain a strong intellectual community with contributions of the faculty to our respective disciplines emphasizing contributions to practice and learning and pedagogical research.

B. Establish a “nine-credit-hour, two preparation” load (one semester) and a “twelve credit hour, two or three preparation” load (the other semester) for faculty with only undergraduate teaching responsibilities by academic year 2011/2012.

C. Establish a “nine-credit-hour, two preparation” load per semester for faculty teaching in the Master of Business Administration program by academic year 2011/2012.

D. Establish a college award for service

E. Recruit faculty with a salary at or above the AACSB median for rank and field of study

F. Encourage and support CBE faculty and staff engagement with the university wide mission and strategic plan.
Goal 5. Enhance the reputation and awareness of CBE within UWRF and within the Greater St. Croix Valley Region

A. Develop a comprehensive marketing plan

B. Emphasize AACSB accreditation through promotional materials.

C. Develop relationships with Greater St. Croix Valley region employers to support the College.

D. Encourage faculty and staff professional contributions to the community.
COLLEGE OF BUSINESS AND ECONOMICS POLICIES

DOCUMENTATION POLICY
All faculty will be required to submit course syllabuses and examinations for all courses taught. Department Chairs will receive reports on all student evaluations administered during the previous semester.

40 HOUR WORK WEEK POLICY
July 7, 2004 Version

The faculty of the College of Business and Economics at the University of Wisconsin – River Falls are actively engaged in employment required activities in excess of 40 hours per week during their nine month contract and often engaged many hours in employment required activities during the remaining three months.

These activities may include:

1. twelve student contact hours a week,
2. preparation, grading, and out-of-class contact with students,
3. scholarly activity doing research, writing, and presenting papers at conferences,
4. service to the university, school, and community including outreach activities with the business community,
5. advising students with respect to curricular requirements and career development, and
6. active involvement in professional organizations.

In recognition of these varied activities, faculty within the CBE are asked to post a weekly schedule of at least 40 hours of activities.

OFFICE HOUR POLICY
September 24, 2004 version

There is no UWRF or CBE required minimum number of office hours. The expectation is that faculty will be available frequently enough to satisfy student needs. Availability includes face-to-face conversations, e-mail, telephone, on-line discussion boards, or any other means of helping students. Over the years, our practice has been to post and maintain a minimum of 6 to 8 office hours per week spread across the days one teaches. In general, CBE faculty members are available much more than the minimum number of hours.
STANDARDS OF PERFORMANCE FOR RETENTION, TENURE, PROMOTION, AND POST-TENURE REVIEW
College of Business and Economics, UWRF
(Approved by the Faculty Development Committee on April, 2012)
(Approved by CBE Faculty September 6, 2012)

Introduction

The College of Business and Economics is committed to excellence in teaching, advising, research/scholarly activity, and professional/university service. This document presents The College of Business and Economics (CBE) guidelines for retention, tenure, promotion, and post-tenure review. These guidelines are intended to be consistent with the vision, mission, and values of the CBE. In addition, these standards of performance are to be consistent with the current CBE Policy on Academically or Professionally Qualified Faculty; and Support for Research, Scholarly Activity, and Professional Activity documents. This document applies to the entire CBE since the departments in CBE have agreed to have these standards and criteria set on a college-wide basis, to ensure consistency. While standards are set at the college level, the faculty member is evaluated first at the department level. Standards that are specific to departments may be added to these guidelines.

Standards of Performance

Consistent with the Faculty Handbook (Chapter IV), the CBE’s retention, tenure, promotion, and post-tenure review decisions are based on performance in the areas of teaching, research, and service.

Teaching. The most important performance criterion will be effectiveness in teaching. Teaching shall include, but not be limited to, keeping current in one’s field, teaching on-campus courses, or technology-supported hybrid/online courses, and its ancillary activities such as advising, testing, being available to assist students with their academic needs, assurance of learning data collection and report preparation, curriculum revision and development, course development, and maintaining familiarity with technology. All of these activities are integral to effective teaching, but teaching on-campus/ hybrid/online courses is viewed as the most important activity.

Effectiveness in teaching will be assessed through peer evaluations & peer review of course material, student evaluations, the faculty member's teaching portfolio, and any other means of evaluation approved by the college and/or the department.

Research and Scholarly Activity. Research and scholarly activity are necessary for continued teaching effectiveness. Research and scholarly activity include publishing refereed journal articles, writing professional books, proceedings, cases, etc. as outlined in the CBE’s Policy on Academically or Professionally Qualified Faculty. Given that the CBE’s primary mission is undergraduate education, it is appropriate that faculty members mainly engage in
scholarly activity related to Contributions to Practice and Learning & Pedagogical Scholarship.

**Service.** Professional and public service enhances teaching effectiveness. Service includes professional contributions to the department, college, university, and community.

Examples of professional and public service include consulting, being an expert witness, and leading professional associations, serving as discussants or chairs at professional meetings, and making professional presentations to community groups.

Examples of contributions to the university include service on department, college, or university committees; grant writing; and work with student organizations.

Faculty are expected to participate in service and engage in multiple types of service over a five year cycle.

Overall, expectations for faculty vary depending on teaching load. Table 1 gives sample percentages. Faculty members should not be expected to have contributions in all three categories in any given year. There is occasionally a necessary tradeoff among the second and third criteria. For example, a faculty member who concentrates this year on writing and presenting a professional paper may have less time for professional and public service and contributions to the university. Over a five-year cycle, however, the faculty member is expected to make contributions in all three areas.

<table>
<thead>
<tr>
<th>Table 1: CBE Expectations for Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Load</strong></td>
</tr>
<tr>
<td>4-4 Teaching Load</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
</tr>
<tr>
<td><strong>Research</strong></td>
</tr>
<tr>
<td><strong>Service</strong></td>
</tr>
</tbody>
</table>

**Retention Criteria**

Since teaching is a primary function of all CBE faculty, a candidate for retention is expected to demonstrate his/her ability to teach effectively. Criteria for retention are:

1. Effectiveness as a teacher and advisor
2. Progress toward meeting the intellectual contribution requirements under **CBE Policy on Academically or Professionally Qualified Faculty**
3. Involvement in the areas of service
Tenure Criteria
Granting tenure status is an important decision and should not be considered automatic. The candidate’s competency must be in keeping with the long range goals of the department, the college, and the university if tenure is to be granted. Since granting tenure and promotion to the level of associate professor occurs at the same time, to be granted tenure the candidate must meet:

1. The minimum requirements for promotion to associate professor
2. The university guidelines regarding tenure as defined by the University Faculty Handbook

Promotion Criteria
Minimum Requirements for Promotion to Associate Professor
1. Possess an appropriate doctoral degree
2. Quality performance in teaching
3. Meet the intellectual contribution requirements under the CBE Policy on Academically or Professionally Qualified Faculty
4. Service
5. Meet the university promotion procedures and guidelines

Minimum Requirements for Promotion to Full Professor
1. Possess an appropriate doctoral degree
2. Quality performance in teaching
3. Have continued significant research activity and published at least two refereed journal articles over the previous five years.
4. Service
5. Meet the university promotion procedures and guidelines

Post-Tenure Criteria
Faculty must provide evidence of continued performance in teaching, research/scholarly activity, and service.

Procedures
Procedures for retention, tenure, promotion, and post-tenure decisions will follow those outlined in Chapter IV of the Faculty Handbook. Candidates must submit documentation of their performance in teaching, research, and service. Emphasis should be placed on the quality of the documentation and not its quantity to ensure that proposals are not unduly burdensome to candidates or committees assigned to perform the evaluation. To facilitate the documentation process, candidates are encouraged to maintain an up-to-date portfolio of their work.

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1 The College Policy on Academically or Professionally Qualified Faculty only specifies the minimum level of scholarly activity expectations for promotion.
ACADEMIC QUALIFICATION/PROFESSIONAL QUALIFICATION POLICY
College of Business & Economics, UWRF
(Approved by CBE Faculty Development committee 04/2012)
(Approved by CBE Faculty 09/05/2012; effective immediately)

Academic Qualification (AQ)

Academic qualification refers to a basic level of expertise and currency required of a faculty member teaching at the university level. Academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities.

Maintenance of currency in the teaching area may involve a variety of professional development activities and the production of intellectual contributions directly related to the teaching area. CBE administrators are required to maintain their academic qualification.

Intellectual Contributions

Participating faculty (i.e., full-time faculty engaged in college activities beyond teaching responsibilities) are expected to produce intellectual contributions in order to attain and/or maintain academic qualification.

The three basic categories of intellectual contributions are: 1) contributions to learning and pedagogical research, 2) contributions to practice, and 3) discipline-based scholarship. Given our mission, which focuses on providing undergraduate programs along with an MBA, the full portfolio among CBE faculty must include significant proportions of contributions to learning and pedagogical research and contributions to practice. However, discipline-based scholarship is also encouraged.

Intellectual contributions should: 1) exist in public written form, and 2) have been subject to scrutiny by academic peers or practitioners prior to publication. The college’s portfolio of intellectual contributions must include a significant proportion of peer reviewed journal articles and/or scholarly books, research monographs, or sections/chapters of such publications that are also subject to peer review process. Peer review is defined as a process of independent review prior to publication of a faculty member’s work by an editorial board/committee acknowledged as possessing expertise in the field.

Initial Academic Qualification

Initial academic qualification requires a doctoral degree in the faculty member’s teaching area or a doctoral degree in a field closely related to the faculty member’s teaching area.
Maintenance of Qualification

To remain academically qualified within the CBE, the minimum requirement for intellectual contributions during the previous five years is as follows:

For undergraduate faculty, a faculty member must have produced three intellectual contributions that support their teaching assignment. At least two of these intellectual contributions must be published, peer-reviewed journal articles related to their current teaching field.

For graduate faculty, a faculty member must have produced four intellectual contributions that support their teaching assignment. At least two of these intellectual contributions must be published, peer-reviewed journal articles related to their current teaching field.

Examples of intellectual contributions include: journal articles; research monographs; scholarly books, first editions and subsequent revisions; textbooks, first and subsequent editions; chapters in scholarly books; proceedings from scholarly meetings; papers presented at academic or professional conferences; instructor’s manuals and study guides for textbooks; papers presented at faculty research seminars; publications in trade journals; book reviews; published cases with instructional materials; technical reports related to funded research projects; instructional software; funded research grants; editorship of scholarly books; and editorship of peer-reviewed journals.

Professional Qualification (PQ)

Professional qualification requires a combination of original academic preparation (degree completion) and relevant professional experience augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities.

Initial Professional Qualification

Initial Professional qualification requires:

(i) a master’s degree or higher in a discipline related to the teaching assignment,

(ii) professional experience relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of hiring.

Thus, at time of hiring, the faculty member must have the appropriate minimum qualifications as described below:

Business Law:

1) one of the following
   a. J.D. from an accredited law school (more than 5 years ago),
   b. or other professional law degree (such as those necessary to qualify for practice in other countries) and an L.L.M. from an accredited law school,
2) admission to the Bar in any state, and
3) five years of relevant professional experience

**Accounting:**
1) Masters degree in accounting or closely related field (e.g., MBA)
2) professional certification (i.e., CPA, CMA,) and
3) five or more years of relevant professional experience.

**Other Fields:**
1) Masters degree in the field or field closely related to teaching area and
2) five or more years of relevant professional experience including responsibilities for budgets, supervising other workers, and decision making authority.

To maintain professional qualification, over a rolling five year period, a faculty member must have at least three qualifying activities. One qualifying activity must come from the following list:
- Continuing education/certification
- Additional university coursework in the discipline
- Attending discipline-related conferences
- Presenting papers at academic or professional conferences
- Designing and publishing instructional materials
- Other intellectual contributions as defined under the AQ standard

Other qualifying activities that support professional qualification include:
- Continued related work experience
- Profession-related consulting
- Serve on the board of directors of an organization where the faculty’s professional experience is relevant
- Personal involvement in managing a business enterprise (subject to university rules)
Support for Research, Scholarly Activity, and Professional Activity at the College and University Level
College of Business and Economics, UWRF
(Approved by the Faculty Development committee on February 17, 2011)

The CBE’s Scholarly Activity Support Program enables faculty members to remain academically and professionally qualified and current in the teaching field. The support program includes workload reallocation, class preparation reduction, flexible scheduling, travel support, research funding, and research awards.

CBE-level Support:

Tenured and tenure-track faculty members in the CBE are eligible to receive the following research and scholarly activity support at the college level:

A. Workload Reallocation. Reassign a section of a course to reduce the number of course presentations to three in a semester.

B. Reducing Course Preparations. Reduce the number of course preparations, whenever possible, to two per semester.

C. Flexible Course Scheduling. Schedule courses to allow individual faculty members blocks of time to carry out research (e.g., scheduling courses only on MWF, TTh, M through Th, evenings, Saturdays, or teaching during J-term/summer as a substitute for one course during the year).

D. Travel Support. Provide funds that would allow faculty members to present research papers at national and international conferences and participate in other professional activities.

E. Research Award. An annual financial award for a faculty member with many refereed journal publications.

F. Charles Kao Faculty Development Fund. The College of Business and Economics will receive $25,000 per year to support faculty development. The goal is to increase faculty attendance at conferences and provide time and resources to support research with the intent to increase faculty research productivity.

Policy Principles

1. Teaching excellence requires scholarly activity in one’s discipline. All faculty members at CBE have research expectations.

2. Faculty must be actively engaged in research to qualify for research support.

3. Department chairs will nominate faculty for research release (faculty can request a nomination from the chair) to the Dean. Decisions by the Dean should be made public to ensure transparency.
4. The quality of classroom instruction will be maintained.

5. CBE-level supports are intended to supplement, not to replace, university-level support. Faculty members are encouraged to apply for university support programs first.

**University-level Support:**
The University of Wisconsin – River Falls has many support programs. Among these are the following. Please see the faculty development link of the university web site for more information about each of these grants.

A. **Sabbatical Leave.** The purpose of the sabbatical program is to enable participants to be engaged in intensive study in order to become more effective scholars and teachers. The sabbatical program is understood as recognition of past and continuing academic contributions to UW-RF. Two types of sabbatical are possible. They are the one-semester sabbatical leave with full pay and the academic-year sabbatical leave with up to 65 percent of compensation.

**Benefits:** Excellent support for full time long-term (one semester or year) research.
**Limitations:** Extensive time-consuming proposal, and competitive award.

B. **Professional Development Grants.** These are awards to support faculty to travel and present at professional meetings. Awards may also support travel to serve on a panel, chair a session, or serve as an officer of the organization sponsoring the meeting.

**Benefits:** Up to $1300 for international travel, up to $1000 for national travel; short and easy proposal; relatively non-competitive.
**Limitations:** May be limited to presentations only, only one travel opportunity per year, currently cannot be used to fund international faculty development seminars that do not include a presentation (or funding is very limited).

C. **Faculty Research Grants.** These can be used for faculty salary, funding student assistants, supplies and equipment, and conference travel related to a faculty research project.

**Benefits:** Is one of the few opportunities for faculty salary, excellent support for a short research activity (a few weeks of full time work), a second source for faculty conference travel.
**Limitations:** Extensive time-consuming proposal, requires preliminary research (literature review with citations as part of proposal), maximum award of $1500, very competitive award.

D. **Retraining and Renewal Grants.** These may be used to cover fees at professional seminars and workshops, and travel for professional development.
**Benefits:** Potentially large grants (up to several thousand dollars); covers international travel, such as international faculty development seminars; relatively short and easy proposal.  
**Limitations:** Very competitive. Tenured faculty receive preference over probationary faculty.

E. **Knowles Grant.** A small flexible award to help support short-term international research or teaching abroad or international conferences, or to supplement longer-term international projects. (Also available to students.)

**Benefits:** Short easy proposal, flexible use of funds, a good supplement or match for other grant proposals, currently not overly competitive.  
**Limitations:** Limited funds (maximum of $500).

F. **UWRF Foundation Grants.** These awards may be used to cover conference travel, supplies and equipment, and some other research and professional development costs.

**Benefits:** Short proposal.  
**Limitations:** Vague application format and criteria for awards; not to be used for faculty salary.

G. **Institutional Enhancement Grant.** These awards provide funding for workshops, conferences, curriculum initiatives, etc. that affect a large portion of our university.

**Benefits:** Includes funding of salary, not overly competitive for small projects.  
**Limitations:** Limited to projects that affect a large portion of the university.
FACULTY FIVE-YEAR DEVELOPMENT PLANS (MAY 2004)

1. Each CBE full-time faculty member prepares a Five-year Development Plan during the Fall Semester of each academic year and submits it to the department chair.

2. The four areas covered in this plan are: (1) Plans for improving or maintaining teaching effectiveness; (2) Goals for research and scholarly activity; (3) Plans for interaction with professional organizations, businesses, or government agencies; (4) Plans for service to the university, CBE, or department.

3. The department chair reviews each plan, meets with the faculty member to discuss the plan (especially changes from the previous year’s plan), and prepares a brief summary report that goes into the faculty member’s professional file.
Principles:
1. There is a distinction made among peer observation during the first two years of employment, the remaining years of probationary appointment, and post tenure observations. Adjuncts are observed every semester.

2. All class visits must be at the convenience of the instructor.

3. Any individual class should not be used for observation more than once in a semester, except at the request of the instructor.

4. The primary purpose of observation is to improve the quality of teaching.

5. The observation evaluation report must follow the approved format. Other comments and suggestions on teaching style or methodology should not be included in the report.

Observation and Evaluation during the first two years:
1. At least two observations must be conducted each semester. These must be conducted by different faculty.

2. The observer is to prepare a written observation report within 24 hours of the observation. This report will become part of the instructor’s personnel file.

3. The observer must meet with the instructor to discuss the written evaluation within 24 hours of the observation.

4. The instructor may challenge the written observation and ask that the evaluation be changed or add a written response to the evaluation report.

5. The observation and evaluation has two purposes:
   a. It provides first hand evaluation of instruction that is of use in personnel decisions.
   b. It provides an opportunity for exchange of ideas and methodology.

6. The instructor has the right to ask for a follow-up observation and evaluation by the same observer or a different observer.

7. The instructor has the right to ask the department chair to change the person assigned as observer.

8. The observation schedule is developed in a way to rotate the person assigned as observer.
9. Observation is conducted by tenured faculty.

**Observation and Evaluation of probationary faculty after two years:**
1. Same rules as above, except there is a minimum of 2 observations per year.

**Observation of tenured faculty:**
1. Same rules as above except:
   a. There will be a minimum of one observation every other year.
   b. The written evaluation report is not required, it is recommended.
   c. Probationary and tenured faculty may observe.

2. The discussion prior to and following the observation still occurs.
TRAVEL APPROVAL REQUEST FORM
College of Business and Economics
Documented July 1, 2015

Please note: Form must be submitted for approval prior to travel.

University of Wisconsin-River Falls
College of Business and Economics

A COPY OF THIS FORM MUST BE ATTACHED TO THE TRAVEL EXPENSE REPORT (TER).

Name of the Faculty/Staff Traveling:

Destination:

Departure Date:

Return Date:

Purpose of Trip:

Official Function: (presenter, committee member, attendee):

Projected Trip costs:

Sources of Funding: Account 1)

$ 

Account 2)

$ 

Account 3)

$ 

Chair ____________________________ Date: __________________

Dean ____________________________ Date: __________________

Original-file; copy-Chair; copy-Faculty/Staff
CBE ADMISSION REQUIREMENTS
August 9, 2012, previous version September 1, 2009

For all majors in the College of Business and Economics:
   Completion of at least 27 required general education credits with a minimum GPA of 2.25.

Additionally, the following must be completed, or in progress for completion, during the semester preceding admission. Students may register prior to acceptance, but acceptance is required for attendance in CBE upper-level courses. Students with GPAs between 2.25 and 2.50 may petition to the respective department chair for consideration on a case-by-case basis.

For admission to Accounting and Business Administration majors:
   **GPA of 2.5** in ACCT 231, 232; ECON 201, 202; CSIS 215; ECON 205 or MATH 156 or MATH 166; ECON or MATH 226; CSTA 116 or ENGL 266; CBE 100.

For admission to the CSIS majors:
   **CS: GPA of 2.5** in CSIS 161, 162 and 235; CBE 100.
   **IS: GPA of 2.5** in CSIS 161, 162 and 215; CBE 100.

For admission to the Economics major (updated August 9, 2012):
   **GPA of 2.5** in ECON 201, 202, 205 (or Math 156 or Math 166); ENGL 100; CBE 100.
UPPER-LEVEL TRANSFER COURSE POLICY

Passed by CBE on 05/10/2010, effective immediately

Undergraduate students majoring in Accounting or Business Administration may not transfer more than six credits of 300/400 level courses from non-AACSB accredited programs and institutions into the major.

Credits from two-year institutions do not transfer in as 300/400 level courses.

Background: The UW Colleges, UW-Platteville, and UW-Superior are working on an online business degree and the marketing plan states that the courses "will transfer to any UW institution". All UW schools with AACSB accreditation are at risk, but many already have the six credit maximum as policy. The AACSB UW schools are also planning their own online course degree, in which CBE would share revenues.
COMMON SYLLABUS FORMAT

Date: Passed by CBE on December 10, 2010, effective Spring 2011

Prior Version Date(s): February 14, 2002

Purpose:
To establish guidelines for a common format for College of Business and Economics syllabi to meet AACSB standards.

Policy:
All instructors teaching courses in the College of Business and Economics will include required elements on their syllabi.

Guidelines:
1. All College of Business and Economics course syllabi will include course name, course number, section number(s), current semester, instructor name, instructor office location, instructor phone number, office hours, prerequisites, prior technology expectations, textbook, CBE mission, link to CBE learning outcomes, program learning outcomes assessed in the course in bold, course description, course objectives, evaluation methods, disability information and accommodation policy, academic integrity policy, and course calendar. Students may access the syllabus electronically on D2L or the course webpage.

2. Syllabi are to identify the program learning outcomes that are being assessed in the course. Program learning outcomes are to be placed after the CBE mission and link to CBE learning outcomes and before the course description and course learning objectives. This supports program AOL plans that state that course learning objectives support program learning outcomes.

Syllabi are to contain a link to the college’s webpage with the notation, “All program learning outcomes are posted on the program’s section of the College’s webpage.” and “College of Business and Economics learning outcomes are posted to the Assessment Section of the College’s webpage.”

3. Additional recommended elements include instructor email address, instructor fax number, attendance policy, visitor policy, electronics policy, and drop dates.

4. The required order for the required and recommended elements follows:
   Course name
Course number
Section number(s)
Current semester
Instructor name
Instructor office location
Instructor phone number
Instructor fax number
Instructor email address
Instructor office hours
Prerequisites
Prior technology expectations
Textbook & supplementary material
CBE Mission
Link to College learning outcomes
Program learning outcomes (bold)
Course description
Course learning objectives
Evaluation methods
Attendance policy
Disability information and accommodations policy
Visitor policy, Electronics policy
Academic integrity policy
Course calendar and drop dates

An example syllabus is provided on the following pages.
Common Syllabus Policy Example

AUDITING
ACCT 461-01
Fall 2015
http://www.uwrf.edu/DOTS/Learn.cfm

Dawn Hukai
127H South Hall
715-425-3335
Dawn.Hukai@uwrf.edu

Office Hours: 1-3 M, T, TH and by appointment
Prerequisite: C or better grade in ACCT 322 and 366.
Technological prerequisite: Basic knowledge of the Microsoft Office suite and/or Adobe Reader. Windows operating system preferred.

Text: Principles of Auditing and Other Assurance Services, 19th ed., Whittington/Pany

College of Business and Economics Mission Statement: The primary mission of the College of Business & Economics is to provide high quality undergraduate programs grounded in the liberal arts, a high quality Master of Business Administration Program, and business outreach services to the Greater St. Croix Valley region.

College of Business and Economics Learning Outcomes: College of Business and Economics learning outcomes are posted to the Assurance of Learning Section of the College’s webpage: http://www.uwrf.edu/CBE/AssuranceofLearning/Index.cfm

Accounting Program Learning Outcomes: The following learning objective of the accounting program is emphasized in this course: Graduating accounting students will be able to evaluate accounting systems. All program learning outcomes are posted on the College’s webpage: http://www.uwrf.edu/CBE/Programs/Accounting.cfm

Course description: Auditing is the writing intensive course for Accounting majors. Philosophy and techniques of auditing, including tests of controls, substantive testing, and audit report writing will be emphasized.

Course learning outcomes:
1. Students will understand the ethical components of financial statement auditing.
2. Students will gain familiarity with variations on the auditors’ report.
3. Students will critically interpret the results of control tests and substantive tests.
4. Students will evaluate internal control scenarios and accounting systems. This course objective is also an accounting program learning outcome: evaluate accounting systems.
5. Students will develop global and communication skills while analyzing auditing cases and creating an audit plan for an organization. These course objectives also fulfill the accounting program learning outcome: professional communication skills and the College of Business and Economics global perspectives and communication learning outcome.
Evaluation of Grade
4 exams @ 100 points each  400
4 papers @ 25 points each  100
Business Major Field Test  50
Total  550

All course components must be satisfactorily completed by the due dates to pass the course.

Grading Scheme: A 100-94%; A- 93-90%; B+ 89-87%; B 86-84%; B- 83-80%;
C+ 79-77%; C 76-74%; C- 73-70%; D+ 69-67; D 66-60%; F under 60

Attendance: Students are expected to attend every class period. Students who miss a class period, for whatever reason, are responsible for requesting the notes they missed from other students. Students who must miss an exam due to illness or death in the family must contact the instructor as soon as possible to receive further instructions.

Rights and Accommodations: The University promotes safe, inclusive and effective learning environments that protect the rights and support the interests of both students and faculty. For additional information regarding our inclusivity expectations, academic accommodations, academic conduct expectations and processes, and other syllabi information, please consult http://go.uwrf.edu/Syllabi.

Visitors: Only students registered in the class may be in the classroom. Academic visitors, including peer observers and prospective students visiting campus, may be admitted with advance permission from the instructor. Non-academic visitors are not permitted.

Electronics: Phones should be turned off during class or placed on vibrating mode if needed due to family responsibilities. Laptops are allowed as long as the content displayed is directly related to the class lecture or discussion. Talking on phones, texting, IMing, surfing the web, etc. are not acceptable activities while class is in session.

Academic Integrity Policy: The University policy regarding academic honesty and discipline will be strictly enforced. Students who violate academic integrity in any manner, including plagiarism, cheating, and other forms of dishonesty, will fail the assignment/examination in question and may go through further disciplinary procedures. Plagiarism refers to the use of materials from books, notes and other sources in the student's written work without due credit to the sources used; it is the presentation of materials as if these are the student's own. Cheating refers to securing or giving help in a test, unauthorized copying of tests, etc. Other forms of dishonesty would be taking a test in place of another student, etc.
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs., September 3</td>
<td>Introduction and Chapter 1; 1-25, 28, 33, 34, Analysis Q.</td>
<td>Introduction</td>
</tr>
<tr>
<td>Tues., September 8</td>
<td>Chapter 2 &amp; Appendix 2A; 2-30, 32, 34</td>
<td>Standards and Reports</td>
</tr>
<tr>
<td>Thurs., September 10</td>
<td>Chapter 3; 3-32, 35, 37, 38</td>
<td>Ethics</td>
</tr>
<tr>
<td>Tues., September 15</td>
<td>Chapter 4; 4-24, 28, 30</td>
<td>Legal Liability</td>
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<td>Thurs., September 17</td>
<td>Chapter 5; 5-40, 43, 51, 53</td>
<td>Evidence</td>
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<tr>
<td>Tues., September 22</td>
<td>Exam #1, Ch. 1-4</td>
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<tr>
<td>Thurs., September 24</td>
<td>Chapter 6</td>
<td>Planning</td>
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<td>Tues., September 29</td>
<td>6-29, 38, 39, 42</td>
<td>A&amp;A Conference</td>
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<tr>
<td>Thurs., October 1</td>
<td>Chapter 7 &amp; 8; 7-28, 35, 42; 8-28, 29, 36</td>
<td>Internal Control</td>
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<tr>
<td>Tues., October 6</td>
<td>Chapter 9 begins</td>
<td>Sampling</td>
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<tr>
<td>Thurs., October 8</td>
<td>Exam #2, Ch. 5-8</td>
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<td>Tues., October 13</td>
<td>Chapter 9 continues</td>
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<tr>
<td>Thurs., October 15</td>
<td>9-37, 9-43(a-e), 47a, 48c Appendix 9A; 9A-15, skip e p. 379</td>
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<tr>
<td>Tues., October 20</td>
<td>Chapter 17</td>
<td>Report Variations</td>
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<tr>
<td>Thurs., October 22</td>
<td>17-25, 29, 33</td>
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<tr>
<td>Tues., October 27</td>
<td>Chapter 10</td>
<td>Cash &amp; Investments</td>
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<tr>
<td>Thurs., October 29</td>
<td>Chapter 10-35, 37, 38, 40, 43 Paper #1 due</td>
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<tr>
<td>Tues., November 3</td>
<td>Exam #3, Chapters 17, 9, 10 Paper #1 due Vote!</td>
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<tr>
<td>Thurs., November 5</td>
<td>Chapter 11</td>
<td>Receivables</td>
</tr>
<tr>
<td>Tues., November 10</td>
<td>11-26, 30, 32, 35, 47</td>
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<tr>
<td>Thurs., November 12</td>
<td>Chapter 12</td>
<td>Inventories</td>
</tr>
<tr>
<td>Tues., November 17</td>
<td>12-22, 24, 29, 32, 33 Paper #2 due</td>
<td></td>
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<tr>
<td>Thurs., November 19</td>
<td>Chapter 13</td>
<td>LT Assets</td>
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<tr>
<td>Tues., November 24</td>
<td>Guest Speaker</td>
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<td>Thurs., November 26</td>
<td>Thanksgiving</td>
<td>Turkey</td>
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<tr>
<td>Tues., December 1</td>
<td>Major Field Test 7-9:15 a.m. Paper #3 due Orange Lab, 164 DL</td>
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<tr>
<td>Thurs., December 3</td>
<td>13-27, 30, 32, 37 Paper #3 due</td>
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<tr>
<td>Tues., December 8</td>
<td>Chapter 14, 15, 16 Paper #3 due LT Debt &amp; Equity</td>
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<tr>
<td>Thurs., December 10</td>
<td>14-33, 38; 15-32, 34; 16-29, 36</td>
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<tr>
<td>Final Exam Ch. 11-16:</td>
<td>Friday, December 18, 10:15-12:15 p.m.; Paper #4 due</td>
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**Other Important Dates:**

- **Wednesday, Sept. 9, 2015** Last day to add or drop a class online.
- **Friday, Sept. 18, 2015** Commencement graduation application deadline
- **Wednesday, Sept. 23, 2015** Last day to drop a class without a “W”.
- **Wednesday, Nov. 11, 2015** Last day to drop a class for academic reasons.
CLASS POLICIES AND PROCEDURES:

1. Exams:
   a. Early interim exams may be given for an extenuating reason/circumstance. Make up exams will be given only in the case of documented illness or family emergency. You will be required to apply your auditing knowledge in answering the questions. Graduating seniors are required to take the final exam during the regular scheduled final exam time.

2. Intensive Writing Component:
   Four papers will be assigned during the course, and are identified as Paper #1, #2, etc., on the Course Schedule. References beyond the textbook are required. These papers are to be typed and turned in on D2L on their due date. Late papers will not be accepted. The Writing Center (225 KFA) is available to aid you in improving your writing. Be aware the CPA exam evaluates candidate writing skills in addition to accounting knowledge.

3. Homework is also part of the intensive writing component of this class. Homework is due at the end of class. Late homework will not be accepted.

   A. If only a few students are participating in the class discussion, I will administer unannounced quizzes. If this happens, there will be five unannounced quizzes worth twenty points each for 100 points, with the overall grade then based on 650 points.

   B. The instructor reserves the right to adjust the assignments and completion dates by written notice.

4. Calculators may be used in class and during exams for mathematical calculations.
MULTIPLE SECTION COURSES

Date: February 11, 2002

Prior Version Date(s): N/A

APPROVED BY FACULTY: May 10, 2002

Purpose:
To establish guidelines for College of Business and Economics faculty and staff teaching multiple sections of the same course within the same semester.

Policy:
All instructors teaching multiple sections of the same course within one semester will follow course objectives agreed upon by faculty and in accordance with official course descriptions.

Guidelines:
1. The same set of course objectives will apply to all sections of the course taught within one semester.

2. Course objectives must be included in the syllabus for each section.

3. Ideally, all faculty teaching the same course will adopt the same textbook(s) within one semester. However, if consensus cannot be reached, faculty may choose to adopt different textbooks for the same course as long as the course objectives are met.

4. Adjunct instructors must use the same textbook(s) as at least one faculty member also teaching the course that semester.

5. Changes in course objectives may be made through the agreement of all faculty teaching the course, must be in accordance with official course descriptions, and must be communicated to all course instructors.
OPTION B MINOR

Date: December 10, 2010, effective immediately

College of Business and Economics students can design their own minors to meet their individual educational and career goals (Option B). An Option B minor is a special program of studies arranged around the particular academic and professional needs of the student. It consists of a core of courses from a cohesive topic area along with a grouping of other courses to meet the particular need. The minor program has a minimum of 24 credits and requires prior approval. Also, 15 credits in the minor must be courses equivalent to the 200-level or above.
UWRF - CBE Faculty Code of Ethics

The College of Business and Economics’ Faculty Code of Ethics is founded on personal responsibility and integrity, respect for others, and the creation of an inclusive learning environment.

As academic professionals, the Faculty of the College of Business and Economics will conduct ourselves in an appropriate manner adhering to the ethical standards of this College as well as the University’s standards as outlined in the Faculty Handbook. We make a personal commitment to professional honesty and integrity, to seek & create knowledge and to share that knowledge freely with others.

1. Responsibility of faculty toward students:
   - Provide a quality education
   - Foster honest academic conduct
   - Provide an inclusive class environment free from prejudice
   - Ensure evaluations of students reflect each student’s true merit, protecting students from capricious or prejudicial evaluation
   - Refrain from manipulation, coercion, exploitation, harassment, or discriminatory treatment of students
   - Serve as a role model of professional conduct

2. Responsibility of faculty toward colleagues:
   - Treat each other with respect
   - Respect & defend free inquiry, even when it leads to findings and conclusions that differ from our own
   - Refrain from false and/or malicious gossip, harassment, or discrimination against others
   - Ensure evaluations of colleagues are fair and non-capricious reflecting their true merit
   - Accept a fair share of faculty responsibilities for the governance of our institution
   - Work with each other to accomplish the CBE’s mission and goals

3. Responsibility of faculty to our profession:
   - Continually develop and improve teaching and scholarly competencies
   - Maintain currency in our field
   - Practice intellectual honesty
   - Contribute to the academic advancement of our profession

(Approved by the Faculty Development committee on April 15, 2011)
(Approved by CBE Faculty May 6, 2011)
4. Responsibility of faculty to our community-at-large:
   - Provide accessible, relevant, quality programs of study
   - When speaking or acting as a private person, avoid creating the impression of speaking or acting for the CBE or UWRF.
Approved by CBE Faculty 12/02/2011

**CBE Policy for Scheduling Research Reassigned Time**

Consistent with the CBE document, “Support for Research, Scholarly Activity, and Professional Activity,” department chairs can nominate faculty to the CBE Dean for research reassigned time. Faculty can request this nomination from the department chair. This document explains what qualifications faculty must have to be eligible for research reassigned time; what is expected from faculty who get research reassigned time; and factors that may constrain granting of research reassigned time.

Consistent with UWRF 8.1.1, reassigned time reduces load from 4/4 to 4/3.

**UWRF 8.1.1 Load**

*Members of the faculty are expected to teach an average of twelve undergraduate credit hours per semester. However, with the approval of the department chair and Dean, faculty may receive reassigned time to account for advising, service to the University or community, research and scholarly activity, or exceptionally high student credit hour (SCH) production.*

**To Qualify for Research Reassigned Time:**

1) Faculty must be actively engaged in research to qualify for research reassigned time. Specifically they must be currently academically qualified (AQ) under the CBE’s AQ/PQ policy.

2) Exceptional performance, for example, achieving double the usual AQ expectation in five years in quality journals or publishing one article in an 'A' journal in the field, may lead to an additional reassigned time. The department chair will judge the quality of the journals to justify reassigned time in this circumstance.

3) UWRF and the College of Business and Economics are committed to quality teaching. Therefore, a faculty member applying for research reassigned time must maintain the quality of classroom instruction as measured by *Standards of Performance for Retention, Tenure, Promotion, and Post-Tenure Review* and certified by the department chair.

4) Administrative reassigned time is unrelated to this policy and does not influence eligibility for research reassigned time. Department chairs and other administrators are eligible for research reassigned time when the above guidelines are met.

**Expectations of Faculty Granted Research Reassigned Time:**
1) Research reassigned time is expected to lead to peer-reviewed journal articles. This expectation must be met to be eligible for future research reassigned time.

2) Faculty members granted research reassigned time will present the results of their research to the college.

Contingent upon budget sufficiency and administrative authority to do reassigned time, constraints for Granting Research Reassigned Time are:

1) The minimum percentages for AQ, PQ, and participating faculty must be met in each area each semester.
   - AQ faculty members must teach 50% of the SCH in each area, and 90% of the SCH in each area must be taught by either AQ or PQ faculty members.
   - Participating members of the faculty must teach 60% of the SCH in each department and 75% in the College.

2) Unanticipated student need requires a faculty member to teach a full load when they would otherwise have been given a research reassigned time.

If a faculty member has been granted research reassigned time and is unable to use it because of one of the two constraining factors, they may bank their reassigned time for a future semester. A banked reassigned time should not influence the granting of new reassigned time.
CBE Dean’s Special Recognition Award

Each year in February, CBE faculty and staff may nominate a student or small group of students for this award. The nomination must include an explanation of the meritorious action that warrants recognition. Examples (not an exhaustive list) of meritorious activities are:

   a. Noteworthy performance on a class project or paper (above and beyond expectations)
   b. Noteworthy service to the College or University community
   c. Noteworthy service in the external community
   d. Other (overcoming serious impediments, being a good role model, contributing to an ethical environment, etc.)

Note: This is not for a high GPA or a good class grade. We have other awards for that.

Rules for Nominations

1. Each CBE faculty and staff member may submit only one nomination per year for a student or a small group of students involved in the same activity.

2. The student/group of students must have a first major in CBE.

3. The nomination should be sent as an email attachment in Word format to Connie Fassino, Dean’s Assistant, no later than March 1.

The CBE Dean will review all nominations and select the award winners. Each award winner will receive a certificate of merit signed by the dean and the nominator. There will be a section of the web site (name, picture, action) to highlight the award winners. All winners will be recognized at the CBE spring awards ceremony.
Review Process for CBE Annual Research Award

At the beginning of each April, the Dean of CBE will ask the four most recent winners of the CBE Research Award to form a review committee. The committee members will choose a chairperson at the first meeting.

The committee will access intellectual contribution records contained in Sedona Reports and review each the quantity (number of publications) and quality (journal acceptance rates and circulation) of each faculty members publication output over the previous five years. Based upon this review, the committee chair will forward the committee’s recommendation to the dean of CBE.

Award winners will be announced at the initial CBE meeting the following semester. The dean will decide the size of the cash award to the winner.

Winners of the CBE Research Award will be ineligible for the award for a period of four years.
Practicum Faculty Consultants

At the completion of a practicum, 50% of the tuition paid by the student will be allocated to an account to support research and development activities of the faculty member.

1. These funds may be allocated to salary, at the discretion of the faculty member, during the summer of the academic year. (There is a 40% fringe charge to the gross amount paid).

2. These funds may be allocated to compensate for research related expenses of the faculty member, to include, but not limited to the following. Research assistant salaries, travel, necessary equipment, mail expenses, other.

Some qualifications apply:

1. Funds intended for use for research related expenses must be used within two budget years (current and the next). If not used for research related expenses, they will be paid as salary. (Subject to the 40% off the top charge).

2. This policy may be changed if budget conditions warrant it. Things such as the following might require a change in the policy.
   - Significant reductions in enrollment
   - Significant unanticipated expenses
   - Unexpectedly large total expense in any given year, such as over 20 students finishing the practicum in a year.
   - Other unexpected events impacting revenue or cost

4. This policy starts with the practicums finished in the 2008-09 academic year.

5. The MBA director will monitor, allocate, and keep track of funds and expenditures. There will be periodic reports of activity and balances to affected faculty and the Dean of CBE.

6. The fringe charge may change based on UWS policy.
Regalia Rental Policy and Procedure

Policy:
The account of the department is charged when a faculty member rents regalia.

Procedure:
The faculty member should borrow the PRO card from the Dean’s Assistant (Connie Fassino) and ask for the 10% university employee discount and tax-free transaction procedure at the Falcon Shop, where the rental order and payment are submitted.

University Expense Policy and Procedure

Policy:
The account of the department is charged when a faculty member submits university expenses approved by the department chair. These expenses can include submission and page fees of peer-reviewed journals, professional memberships, and travel/meeting fees for faculty presenting papers.

Procedure:
The faculty member should use their travel/expense credit card and submit a travel expense report.
University Academic Policies

University academic policies and procedures are described in Chapter VIII of the Faculty and Academic Staff Handbook:
http://www.uwrf.edu/FacultySenate/Handbook/Chapter8/Index.cfm

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PROCEDURE FOR APPEAL OF ACADEMIC SUSPENSION

Students who wish to appeal their academic suspension for re-instatement must comply with the following:

Step 1: **Apply for re-instatement at the Registrar’s Office (105 North Hall) at least 60 days prior to your desired entrance date.** Any questions regarding accuracy of the academic records or policies regarding suspension may be referred to the Registrar’s Office.

Step 2: **After applying for re-instatement at the Registrar’s Office, submit a formal typed letter of appeal to the College for the major you are currently seeking.** The written letter of appeal must provide evidence of the ability to return to good academic standing. The most acceptable proof of academic preparedness for re-instatement will be fulfilled when a student completes no fewer than nine semester credits with a 2.500 grade point average at another institution. Contact information is below:

a. College of Agriculture, Food & Environmental Sciences (CAFES)  
   Dean’s Office  
   210 Agricultural Sciences Building, (715) 425-3535.

b. College of Arts & Sciences (CAS)  
   Dean’s Office  
   136 KFA, (715) 425-3366.

c. College of Education and Professional Studies (CEPS) (Social Work Majors)  
   Mr. Michael Martin, Academic Adviser  
   203 Walker Wyman Education Building, (715) 425-3774

d. College of Business & Economics (CBE)  
   Dean’s Office  
   124 South Hall, (715) 425-3335

Step 3: **Upon submitting your letter of appeal to the College for the major you are currently seeking, contact the Dean’s Office to set up an interview.** An interview will not be set up until you have applied for re-instatement in the Registrar’s Office and the Dean’s Office has received your letter of appeal.

- You will be provided with written or verbal notification of your acceptance or denial of re-instatement. The written notification will be sent directly to the address listed on your letter of appeal.

- The Dean’s Office will notify the Registrar’s Office regarding the status of your appeal.

- If your appeal for re-instatement has been approved by your Academic Dean or Associate Dean, the Registrar’s Office will send registration materials to you at the address indicated on the re-entry application. Any outstanding financial holds, transcript requirements or other obligations will be noted on your re-instatement letter. You will not be able to register until all holds have been removed.

*Please note that the appeal for financial aid reinstatement is a separate process. Information on this process is available at: [http://www.uwr.edu/financial-assistance/Policies/SAP.html/](http://www.uwr.edu/financial-assistance/Policies/SAP.html/)*