



Definitions of
Participating
and
Supporting Faculty

Revised February 26, 2010 (Originally Adopted May 10, 2006)

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Note: This document was extracted from the "Definitions of Academically Qualified, Professionally Qualified, Participating and Supporting Faculty," that was last updated on February 26, 2010. The AQ/PQ definitions specified in that document are no longer used. However, the Department of Business currently uses the 2010 definitions of Participating and Supporting Faculty. A new set of definitions will take effect in January 2016.

Introduction

The definitions of Participating (P) and Supporting (S) faculty are determined by the Department of Business Executive Committee in line with the mission of the school. The mission of the school and the core values that are relevant are reproduced below for easy reference:

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. (From 2009 Strategic Plan)

Core Values Related to Faculty Activities (from 2009 Strategic plan)

- ◆ The Department of Business commits to provide quality academic programs in the key Business disciplines, including each of its six majors/concentrations. The department seeks to provide an educational experience that leads to the success of its graduates through excellent classroom instruction, relevant community engagement, and continuous curriculum improvement.
- ◆ 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 pursues opportunities of economic development in the Chicago to Milwaukee business corridor. The department firmly believes that community partnerships enrich faculty performance in teaching, research, and service.

The mission, values, and strategies of the business program and the mission, values, and strategies of UW-Parkside, indicate three important characteristics that are relevant to the activities of the business program's faculty.

- UW-Parkside is primarily a teaching university. The university has a teaching load of 21 credit hours and faculty members are required to devote the largest share of their time to teaching. Consistent with this requirement and the values of the business program, pedagogical research and publication is valued.
- UW-Parkside and the business program strive to be connected to the community through projects and other types of business partnerships. Activities that inform faculty of business practices and activities that benefit the community are encouraged. These activities include working with business partners and nonprofit organizations. The activities may include projects through the Solution for Economics Growth (SEG) Center. The outcomes of these projects include business plans, marketing plans, personnel procedures, business improvement plans, and software/hardware designs. Some of these activities may be published in practitioner journals or journals related to community engaged teaching, e.g., service learning.
- UW-Parkside and the business program encourage a variety of research including traditional academic research. The department desires to achieve a balance between discipline oriented research, applied research and pedagogical research.

The current definitions of participating, and supporting faculty are described below. Periodically, the Executive Committee will revise these definitions to keep up with changes in AACSB International standards, the department's mission, and the environment.

Participating Faculty

A faculty member is considered Participating, when he/she actively engages in a sufficient number of university activities other than direct teaching. The other activities include:

1. Participating in policy decisions by attending school and department meetings regularly
2. Having voting rights in school and department meetings
3. Advising students on academic or career matters
4. Conducting research with other school faculty members as coauthors
5. Guiding student clubs
6. Guiding students working on SEG Center projects, or the VITA program
7. Directing extra-curricular activities
8. Representing the school in university committees or external bodies by serving on school or external committees
9. Having a long-term relationship with the school. This means having at least a one-year contract with the school and having taught part-time or full-time for at least three years in the last five years.

If a faculty member has satisfied at least four of the nine activities above, he/she will be considered Participating faculty.

Each of the above activities is essential to achieve the program's mission. Activities associated with community engagement are particularly important in light of the university's and business program's strategic goals. A faculty member's performance in these activities is evaluated regularly. Tenure-track and lectures are evaluated and given feedback annually as part of the progress toward tenure and contract renewal process. The performance of other faculty members is evaluated every two years as part of the merit review process. In addition, feedback is provided on an ad hoc basis through advising surveys, surveys of current students, and surveys of faculty members.

Supporting Faculty

Faculty members who have direct teaching responsibilities but do not qualify as Participating faculty will be considered Supporting faculty.

Evaluation Process

The Executive Committee determines academically qualified, professionally qualified, participating, and supporting faculty status in the Spring semester of each academic year. Because the Fall teaching schedule must be prepared in the Spring, the status determined applies for the following academic year. A faculty member may appeal their classification to the Executive Committee at any time if they feel an activity has changed their qualification.