

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

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

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Finance											
Ebeid (Interim Provost)	2006	Ph.D. 1974			ADM	100					Meets admin standards
Fok	2004	Ph.D. 1992	21		UT, MT, RES, SER	100					Multiple publications
Stegman	2003	MBA 1978		3	UG				10		Dept. chair at CLC and doctoral student
Wright	1992	Ph.D. 1979	18		UG, MT, RES, SER	100					Multiple publications
			39	3		200	0	0	10	0	
<i>Total Finance</i>			92.86%	7.14%		95.24%	0.00%	0.00%	4.76%	0.00%	
Human Resource Mgmt											
Crooker	2000	Ph.D. 1995	6		UT, MT, RES, SER					40	

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Norton	1990	Ph.D. 1986	12		UT, MT, RES, SER	80.00					Multiple publications
			18	0		80.00	0.00	0.00	0.00	40.00	
<i>Total HRM</i>			100.00%	0.00%		66.67%	0.00%	0.00%	0.00%	33.33%	
Mgt Information Systems											
Baldwin (Dean)	1996	Ph.D. 1989			ADM	100					Publication record
Chalasani	2001	Ph.D. 2001	9		UT, MT, RES, SER	100					Multiple publications
Hawk	1993	Ph.D. 1987	18		UT, MT, RES, SER	100					Multiple publications
Zheng	2004	Ph.D. 2005	6		UT, MT, RES, SER	50					Publications and certifications
Zurad	2009	MBA 2008		6	UT				20		Prof. employed

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			33	6		350	0	0	20		
<i>Total MIS</i>			84.62%	15.38%		94.59%	0.00%	0.00%	5.41%	0.00%	
Marketing											
Babu	2015	MBA 2001		3	UT				10		Prof. employed and Ph.D. candidate
Knight	2007	Ph.D. 2008	15		UT, MT, RES, SER	100					Multiple publications
Manion	2002	Ph.D. 2003	12		UT, MT, RES, SER	100					Multiple publications
McPhaul	2007	MBA 2005	9		UT, SER				100		SBDC Director
Nur	2015	MBA 2005	3		UT				10		Employment and Ph.D. student
			39	3		200	0	0	120	0	
<i>Total Marketing</i>			92.86%	7.14%		62.50%	0.00%	0.00%	37.50%	0.00%	

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Supporting											
Blust	2014	MBA 2004		2	UT				6.67		Work history
Cholak (Law)	2003	JD 2005	18		UT, SER				75		Entrepreneur and certifications
Crooker	2000	Ph.D. 1995	9		UT, MT, RES, SER					60	
Dhumal	2010	Ph.D. 2007	18		UT, MT, RES, SER	100					Multiple publications
Gee (Interim Associate Dean)	1994	Ph.D. 1994	6		ADM, UT, MT, RES, SER	100					Multiple publications
Gillespie	2008	MBA 2006	27		UT, SER				100		Business owner and prof. development
Holmberg-Wright	2004	Ed.D. 1981	21		UG, MT, RES, SER	100					Multiple publications

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Kuruvilla	2007	Ph.D. 2005	15		UG, MT, RES, SER	100					Multiple publications
Norton (Mgt, PMGT)	1990	Ph.D. 1986	3		UG, MT, RES, SER	20					Multiple publications
Rajan	1984	Ph.D. 1983	21		UG, MT, RES, SER	100					Multiple publications
Ye	2012	Ph.D. 2012	18		UG, MT, RES, SER	100					Ph.D. in 2012
Zameeruddin (Law)	2003	JD, LLM 2001	9		UG, MT, RES, SER					42.86	
Zheng (PMGT)	2004	Ph.D. 2005	6		UG, MT, RES, SER	50					Publications and certifications
			171	2		670	0	0	181.67	102.86	
<i>Total Supporting</i>			98.84%	1.16%		70.19%	0.00%	0.00%	19.03%	10.78%	

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						1700.00	0.00	0.00	456.67	200.00	
<i>UG Total</i>			96.48%	3.52%		72.14%	0.00%	0.00%	19.38%	8.49%	
Faculty Sufficiency Indicators ¹ : <ul style="list-style-type: none"> Overall: $P/(P+S) \geq 75\%$ By discipline, location, delivery mode, or program: $P/(P+S) \geq 60\%$ 						Faculty Qualifications Indicators ¹ : <ul style="list-style-type: none"> Minimum SA: $(SA)/(SA + PA + SP + IP + O) \geq 40\%$ Minimum SA + PA + SP: $(SA + PA + SP)/(SA + PA + SP + IP + O) \geq 60\%$ Minimum SA + PA + SP + IP: $(SA + PA + SP + IP)/(SA + PA + SP + IP + O) \geq 90\%$ 					

- This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standards 5 and 15. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.
- The measure of "teaching productivity" must reflect the operations of the business school, e.g., student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications part of the table.

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3. Indicate the normal professional responsibilities of each faculty member using the following guide: UT for undergraduate teaching; MT for master's level teaching; DT for doctoral level teaching/mentoring; ADM for administration; RES for research; ED for executive education; SER for other service and outreach responsibilities. A faculty member may have more than one category assigned. Individuals who teach only in executive education programs should not be listed in this table.
4. For faculty qualifications based on engagement activities, faculty members may be Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Other (O). Faculty members should be assigned one of these designations based on the school's criteria for initial qualifications and continuing engagement activities that support currency and relevance in the teaching field and to support other mission components. Faculty may be assigned in more than one category, but must be listed only once. Doctoral students who have obtained ABD status are considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria established by the school for SA, PA, SP, or IP status.
5. The "percent of time devoted to mission" reflects each faculty member's contributions to the school's overall mission during the period of evaluation. Reasons for less than 100 percent might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school. A full-time faculty member's percent of time devoted to mission is 100 percent. For doctoral students who have formal teaching duties, the percent of time devoted to mission should reflect their teaching duties only and not any other activities associated with their roles as a student, e.g., work on a dissertation. For example, a doctoral student who teaches one class over the normal academic year and a part-time faculty member whose responsibilities are limited to the same level of activity should be assigned the same "percent of time devoted to mission."