

**G. Brint Ryan College of Business  
University of North Texas  
Fifth Year Continuous Improvement Review Report  
July 2023**



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## Executive Summary

The UNT G. Brint Ryan College of Business strives to be a leader in business education and impact. Recognizing that the business environment is rapidly changing, we work to engage with our students, faculty, staff, and business community to develop an innovative curriculum that provides our students with the skills they need to be at the forefront of these changes.

Business school engagement designed to contribute to social good plays a pivotal role in fostering positive change and sustainable development. By incorporating social responsibility into our curriculum and activities, we empower our students with the knowledge and skills to address pressing global challenges. Through community engagement programs, internships with socially conscious organizations, and partnerships with non-profits, students gain firsthand experience in applying business principles to create meaningful and lasting impacts. Moreover, these initiatives encourage a culture of empathy, ethical decision-making, and environmental consciousness, instilling a sense of purpose and social consciousness among future business leaders. By nurturing a generation of responsible and purpose-driven professionals, we hope to contribute significantly to shaping a more equitable and compassionate society.

Our engagement with students, industry, and community is not a one-way exchange, however. By collaborating with our students, alumni, and industry, we can develop curricula that will allow our alumni and their firms to meet the challenges of tomorrow. We emphasize the necessity of developing not only an impactful curriculum but also the need to produce impactful research that leads to solutions to today's and tomorrow's business concerns. We strive for the engagement to be fluid, crossing from curriculum to scholarship and to application. Through continued interaction with our various communities and ongoing reflection, we strive to act strategically and effectively to meet our mission and to make a positive societal impact.

This executive summary presents an overview of the comprehensive self-study conducted in preparation for the peer team visit in the fall of 2023. The self-study process undertaken was a collaborative effort involving faculty, staff, administrators, students, alumni, industry leaders and other key stakeholders. The primary objective of this self-study was to critically examine the institution's adherence to accreditation standards, evaluate its educational programs, services, and operations, and identify areas for continuous improvement. The self-study process involved a thorough analysis of quantitative and qualitative data, internal assessments, and input from diverse constituencies. The narrative that follows this summary provides details of many of our efforts during the last five years and provides a foundation for our future direction. The summary below highlights some of our notable achievements, challenges, strengths, and circumstances related to strategic management, learner success, and impactful thought leadership.

### Strategic Management

- \$30 million naming gift with provisions to create at least six endowed chairs.
- Unprecedented enrollment growth, particularly at the master's level, concentrated in our ITDS programs.

- Revision and adoption of new tenure and promotion guidelines with a more restrictive journal list and incentive program to encourage faculty to publish in the highest quality journals.
- Increase in operating budget per faculty member from the previous review cycle
- Significant increase to the value of our endowment
- Growth in the Frisco campus enrollment with challenges to meeting instructional needs across all programs and locations.
- Division of the Marketing, Logistics, and Operations Management department into two departments – Marketing, and Logistics & Operations Management.
- Expanded technological options in response to the COVID-19 pandemic (i.e., laptop computers for faculty and staff with docking stations, increased virtual desktops, laptop loan program for students)
- Thirty-seven percent increase in full-time faculty lines

#### Learner Success

- Inclusion of additional technological tools into curriculum – blockchain, Python, required Excel certification
- Plans to expand internship requirement to all undergraduate majors
- Approval of a new DBA program
- Gift to expand and name career center resources
- STEM designation for Finance MS and all master's level programs in the ITDS department
- Addition of two courses to the MBA core requirements -- Leveraging Information Technology for Business, and Seminar in Business Ethics and Social Responsibility
- Addition of new collaborative degree options such as the MBA in Music Business
- Addition of unique undergraduate and graduate programs in Sport Entertainment Management
- Partnerships with local sport franchises
- Incorporation of applied business projects in courses that develop both soft skills and innovative problem-solving skills
- Commitment to providing an inclusive learning environment, including the creation of a college DEI committee composed of students, staff, faculty, and a member of the Dean's Leadership team
- Partnership with the UNT Health Science Center's program to allow students to obtain the MBA along with the PharmD and DPT
- Actions to meet the varied needs of at-risk students – creation of non-business-major courses, addition of Supplemental Instruction for undergraduate courses with high DFWI rates, boot camps, emergency fund to provide one-time assistance to students facing a significant financial hurdle
- Thorough review of BBA and MBA assurance of learning plans

#### Impactful Thought Leadership

- Expansion in resources to grow our funded research activities
- Partnership with College of Engineering to create the Center for Advanced Autonomous Mobility Systems.

- Twenty-four percent increase in funded research expenditures over entire FY 2018
- Increased emphasis on high-quality research journals and grant proposal development
- Strategically targeted hiring to expand our impactful scholarly impact
- Expanded collaborations with other colleges, universities, industry, and communities to encourage multi-disciplinary activities that address real-world problems
- Substantial participation of college faculty working in areas such as health and well-being, industry innovation and infrastructure, reduced inequalities, sustainability, and other areas.

## Overview

### Situational Analysis

#### Factors that Shape our Mission and Operations

The University of North Texas (UNT) is in Denton, Texas. Situated just north of both Dallas and Fort Worth and considered part of the DFW Metroplex, Denton has a population of approximately 145,000, which is an increase of about 28% since the last review. The metroplex is the fourth largest metropolitan area in the United States and continues to grow while the three larger U.S. metropolitan areas are declining in population size. Denton is also home to Texas Woman's University. Other universities within the DFW metroplex include the University of Texas at Arlington, the University of Texas at Dallas, Southern Methodist University, Texas Christian University, Texas Wesleyan University, University of Dallas, Dallas Baptist University, and Texas A&M University at Commerce. Both Baylor University and the University of Texas at Austin offer programs in the metroplex as well.

UNT was founded in 1890 as the Texas Normal College and Teachers' Training Institute and experienced several name and mission changes before becoming the University of North Texas in 1988. The university in Denton is the flagship institution of the UNT System. Enrollment was 38,081 as of Fall 2017, making it the fifth-largest state university and the largest and most comprehensive in the metroplex. By fall 2022, the university had grown by more than 15% to an enrollment of 44,405. The growth in enrollment has been disproportionately among graduate students. In Fall of 2017, about 82% of the students enrolled at UNT were undergraduates but by Fall 2022, the percentage of students who were undergraduates had declined to 74%. This growth in the graduate student population is consistent with UNT's designation as a Carnegie Doctoral High Research Activity University (R1) in 2016.

The student body has also become more diverse. In 2017, 47% of the student body was white, non-Hispanic. In fall 2022, non-Hispanic white students comprised just 35% of the student body. This is largely due to a more than 300% increase in international enrollments with more modest growth among Hispanics and Asian and Pacific Islander students. In 2020, the university was designated as a Title III and Title V Minority Serving Institution and a Hispanic Serving Institution, specifically due to its growing Hispanic student population.

The College of Business (RCOB) was founded in 1949 and was initially accredited by AACSB International in 1961. In 2019, alumnus G. Brint Ryan and his wife Amanda gifted the College \$30 million dollars to name the college. Included in that gift were provisions to create at least six endowed chairs and funding to support academic excellence initiatives, with the gift to be fulfilled through annual payments over seven years. The Ryans accelerated their funding and completed the full gift amount in 2022. The G. Brint Ryan College of Business offers 17 undergraduate concentrations, a complete BS in General Business in partnership with Coursera, an MBA with 11 concentration areas, two stand-alone MBAs in Business Analytics and Sport Entertainment Management, four MS programs, a cohort MBA, a Ph.D. in Business with concentrations in Accounting, Business Computer Information Systems, Finance, Logistics, Management, Management Science, and Marketing, and has been approved to offer a DBA beginning fall 2023. Three of the MS programs and one MBA program are STEM-designated programs. The College is composed of six departments including Accounting (ACCT); Information Technology and Decision Sciences (ITDS); Finance, Insurance, Real Estate and Law (FIREL); Marketing (MKTG), Logistics and

Operations Management (LOM); and Management (MGMT). The RCOB is led by an administrative team that includes a dean, three associate deans, three assistant deans, and a senior budget officer.

While the growth in enrollment at the University since our last review is impressive, the College is responsible for much of that growth. RCOB's total enrollment increased by 55% from fall 2017 to fall 2022, making us the largest college at UNT. Graduate student enrollment grew by nearly 350% during that same time period. In fall 2022, 27% of the College's students were enrolled in graduate programs while in Fall 2017, just 12% were graduate students. Like the university, the College has become more ethnically diverse, owed largely to the increase in international graduate student enrollments, but also growing in other ethnic classifications. In contrast to the university, where in fall 2022, 54% of the student body was female, just 42% of the college's majors are female. However, this represents an increase in the percentage of female business majors from 39% in fall 2017.

### Response to 2018 Peer Team Visit

The 2018 peer team identified some concerns that needed to be addressed prior to the next visit. Below, we expand on actions that have been taken to address these concerns.

#### Standard 2: Intellectual Contributions, Impact, and Alignment with Mission

The peer team rightfully noted that the College maintained an extensive journal list, and while there were practices in place to encourage publication in top-tier journals, the current journal list was lengthy and may be inconsistent with the mission of an R1 institution. Since that visit, the College has further revised its journal list. While we continue to use a liberal policy for determining AACSB classification (SA, for instance), additional policies are in place to encourage our research faculty to publish in top-tier journals and to engage in more grant and contract development. Further, the College now pays a bonus for publications in premier journals and provides summer research grants.

The College continues to value and encourage faculty whose research relates to pedagogy and practice as well as publications in niche areas. Work in these domains may not be appropriate for the top tier journals but we still acknowledge those contributions due to the impact they may have on curricula development and student success, immediate business application, and in birthing or expanding knowledge in non-traditional areas in business. Our clinical faculty and lecturers, especially, may make meaningful contributions to these types of outlets.

Since the most recent visit, our Dean's Guidelines for Promotion, Tenure, and Reappointment have been revised with greater emphasis on the Dean's Journal List. In addition, the College's new workload policy also references the new Dean's Journal List and recognizes an equivalence for funded research. This new list is composed of The Financial Times 50 List plus a short list (<10) of additional journals recognized as premier by the Ryan College of Business. The latter addition allows us to better account for the work our faculty do in some of the more niche areas such as Sport Entertainment Management and Logistics. As a compilation, these policies and the new journal list are designed to encourage our research faculty to produce the most impactful basic research. At the same time, because we see the value of contributions to teaching and practice and believe them to be also impactful, we provide outlets and support to those faculty whose primary focus may be on teaching and practice rather than the production of basic research. The policies mentioned and the Dean's Journal List are available for review in the Report Appendices.

#### Standard 4: Student Admissions, Progression, and Career Development

In 2018, the peer team was concerned that while we provide student performance data on the College website, it is not easily located. We moved it to a more accessible location, but the University of North Texas has set standards about the structure of college website landing pages and flow that limit our flexibility. We have attempted to make these data more easily found within the parameters given to us by the university.

#### Standard 15: Faculty Qualifications and Engagement

The previous peer team recommended greater attention be given to identifying faculty who are eligible to teach at the master's and doctoral level. We have strengthened the requirements in several ways. The standard is highest for our doctoral program, in which we expect faculty to actively publish in quality journals at ABCD A or higher. In our new DBA program, because it is practitioner-oriented, we require faculty to hold a doctorate, meet SA criteria, and have recent active corporate engagement and publications at ABDC B level or higher.

#### Substantive Change Requests

The G. Brint Ryan College of Business has not made any substantive change requests since our last review.

#### Consultative Guidance

##### Financial Strategies and Allocation of Resources

The peer team, in 2018, noted the opportunities the College had to generate additional revenues from differential tuition at the graduate level, but that little had been done to address faculty-to-student ratios or support services for undergraduate majors. In 2018, the College received approval to charge differential tuition at the graduate and undergraduate levels. The increased revenues from this source have enabled us to expand some of our support services and hire additional faculty. However, we have also experienced tremendous growth in business majors. We still struggle with ensuring that we have adequate faculty resources to provide an exceptional educational experience for our students. In AY 2017-18, we had 86 full-time, tenured and tenure-track faculty and 26 full-time non-tenure track faculty. By AY 2022-23, the College had 85 full-time tenured and tenure-track faculty and an additional 68 full-time non-tenure track faculty. While we increased the number of full-time faculty members by 37%, that has been almost entirely through non-tenure track lines. However, we added the classification of clinical faculty, as described in the next paragraph, to address graduate course coverage.

The peer team also expressed concern that we were near the minimum standards for the deployment of Scholarly Academic faculty. To address the need for more faculty and more faculty qualified as Scholarly Academic during a time of budgetary constraints, the College began hiring doctorally qualified individuals with more moderate research agendas as clinical faculty. The salaries of faculty classified as tenured or tenure-track who left the university were insufficient to replace them with tenured or tenure-track hires, so many lines were converted to clinical faculty to allow us to hire doctorally qualified individuals. In AY 2022-23, we had 136 SA compared to 93 in AY 2017-18. Thus, we have been able to increase the number of scholarly academic faculty to meet the needs of our growing enrollment and especially, our graduate enrollment.



The College hired a dedicated grant proposal administrator in July 2020. The role includes identifying and obtaining resources that faculty may need or want to develop and further their research interests. Her support has brought the number of proposals submitted from 6 in FY2018 to 28 in FY22. The number of awards grew from 1 in 2018 to 8 in 2022. Annual expenditures have not increased significantly, but FY23 appears to be on track for the largest expenditure level in the last five years.

Another concern that was raised by the peer team, and which we knew was valid, was the compensation for doctoral students. In AY 2017-18, we were compensating Level 2 doctoral students (those holding a master's degree) at a rate of \$833.33 per month per .25 FTE and Level 3 students (those that have completed the comprehensive exam) at a rate of \$958.33 per month for the same FTE. Most of our students are supported for .5 FTE (20 hours per week), meaning they receive approximately \$20,000 a year. In fall 2021, we were able to increase this by 17% for level 2 and 15% for level 3. We have been approved to increase stipends again. Beginning in fall 2023, the doctoral student stipend will be \$28,000 for all doctoral students, representing a \$4,000 increase for level 2 students and \$1500 for level 3 students. It is our intention to continue to raise the stipend to \$30,000 for fall 2024. However, all of the funding increases have been generated within the College, either through reallocation of resources or donor funding, and we continue to request additional support from the university for this initiative at such time as the budget can support it.

### New Degree Programs

The G. Brint Ryan College of Business has made several changes to its curriculum since the last review cycle. The new programs and revisions are listed below:

Table 1: New Programs Since the Last AACSB Review

Program	New/Revised	Notes
BS in General Business	New	Initially, this program was designed in partnership with a community college to support students who had completed an AA degree without business courses. We also viewed it as an opportunity for students who had stopped out. Of course, any student could select this major, but it was designed to make it easier for these students. Beginning in Fall 2022, this degree program is now also available through the university's partnership with Coursera, giving students an affordable degree option regardless of where they live.
BBA Business Analytics with grad track	Revision	Previously named a BBA in Decision Sciences, this is an addition to our BBA in Business

		Analytics. It gives students wanting to pursue a MS in Business Analytics the opportunity to do so with a 5-year program leading to both the BBA and the MS.
BBA in Finance with grad track	Revision	This is an addition to our BBA in Finance. It gives students wanting to pursue a MS in Finance the opportunity to do so with a 5-year program leading to both the BBA and the MS.
BBA in Financial Planning	New	Previously, we offered specialized tracks in financial planning and in risk management and insurance within the Risk, Insurance and Financial Services BBA. As the program has grown and with increased opportunities for graduates, we created stand-alone degrees for each of these tracks.
BBA in Risk Management and Insurance	Revised and renamed	Previously, we offered specialized tracks in financial planning and in risk management and insurance within the Risk, Insurance and Financial Services BBA. As the program has grown and with increased opportunities for graduates, we created stand-alone degrees for each of these tracks.
BBA in Sport Entertainment Management	New	This program is offered primarily in Frisco to take advantage of our partnerships with local sports franchises as well as the location, which has a high concentration of professional and semi-professional sports-related businesses.
MS in Accounting	Revision	We have consolidated the previous 4 tracks into two.

MS in Taxation	Revision	We have consolidated the previous 2 tracks into one.
MS in Finance	Revision	This program was awarded STEM designation in 2021
MBA in Business Analytics	Revision	This concentration was previously available under the umbrella MBA program. In 2021, it was approved as a free-standing program with STEM-designation.
MS in Business Analytics	Revision	This program received STEM designation in 2020.
MBA in Management	New	This program was created as a full-time cohort program.
MBA in Sport Entertainment Management	New	This program is offered in Frisco to take advantage of our partnerships with several local sports franchises as well as the location, which has a high concentration of professional and semi-professional sports related businesses. It is also offered online.
DBA in Business	New	The Doctorate in Business Administration received approval from the Texas Higher Education Coordinating Board in AY 2021-22. It will be offered for the first time beginning fall 2023.

## Three Areas of the Business Accreditation Standards – Past and Future Look

### Strategic Management and Innovation

#### Strategic Management Planning Process

The College follows a five-year strategic planning timeline. The process begins with a review of the previous plan. The Dean's Advisory Board Strategic Planning Workgroup provides feedback and perspective to the dean, with suggestions for strategic goals. The dean uses this feedback to create a draft plan that is then presented to the College Executive Committee, which consists of associate deans, department chairs, center and program directors and key staff. The group discusses and updates the plan, and the revised draft is then presented to the full Dean's Advisory Board membership and the entire faculty and staff. This group is invited to comment through a series of focus groups and written

feedback opportunities. The finalized plan, incorporating all comments, is reviewed again by the executive committee, and then presented to the faculty and staff for a vote to ratify. Once the plan is adopted, the Executive Committee identifies measurable outcomes with target dates and assignment of accountability so that the College can measure progress and provide interim reports. The top-level plan is posted to the College website.

### Strategic Planning

During the period of this review, the College operated under the 2017-2022 Strategic Plan. A copy is attached in the appendices to this document. This document identified eight strategic priorities to guide allocation of resources. The key focus areas included student recruitment and development; growth in research support and in funded research; support for faculty and staff; incorporating technology, international focus, ethics, and applied professional experiences into the classroom; and alumni engagement. Each priority was implemented through targeted initiatives, also spelled out in the plan. Although Covid impacted some areas, the College accomplished or made significant progress on most of the initiatives. The 2023-2028 plan is scheduled for faculty vote in September 2023, and will be provided to the review team during the visit.

### Risk Analysis

The College faces several challenges that create uncertainty. The most pressing of these is the level of financial resources provided by the university. While the College has doubled in size over the last five years, the basic funding levels for staff and support services did not change. We have had to request emergency funding for summer school growth in each of the last three years, without the ability to plan with certainty for the classes our students need. Additionally, the allocation for conference travel has declined on a per-capita basis each year since 2016. We address this risk by providing regular, detailed communications about our budget status to the provost and the CFO in our planning sessions and updates so that our needs are clearly understood and justified. We use differential tuition, selected fees, and special program revenue (Coursera and DBA) to support hiring and critical needs. Most important, we have had generous donor support for strategic initiatives that the university cannot fund. The Ryan gift was fulfilled three years ahead of schedule, and several other gifts of \$1 million or larger have enabled us to increase our research productivity and student support. Still, our rapid growth continues to create financial pressure, and state funding remains difficult to predict. Further, the state has just mandated a two-year freeze in tuition and fees.

A second risk is our dependence on enrollment. The majority of our growth is concentrated in three master's programs, largely populated by students from a single state in India. We anticipate flattening of the growth curve and view this concentration as highly insecure. To address this risk, we are seeking to diversify our master's program portfolio and increase the number and variety of recruiting locations. We are actively pursuing executive education and corporate training and see this as another diversification opportunity. At the undergraduate level, we have hired a college recruiter, added two summer camp programs, and increased our outreach to high schools in the region. Our undergraduate enrollment has increased steadily, at 3 to 5% per year, and demographic trends suggest that we will not face a population drop-off for the next few years.

### Strategic Planning to Create Societal Impact

University faculty members play a crucial role in advancing research that makes societal impact. The faculty in the G. Brint Ryan College of Business are no different. Through their work, our faculty and

students have generated new knowledge, developed innovative technologies, and presented evidence-based solutions to address pressing social, economic, and environmental challenges. The scholarly activities of the College span basic inquiry that attempts to develop an understanding of these challenges, their impacts on various stakeholder groups, and solutions to developing strategies for transforming industry practices. While the work by our faculty and students is varied, in this below report we highlight a few areas that have generated broad attention.

### *Diversity and Inclusion*

The G. Brint Ryan College of Business is committed to providing a welcoming environment for learners, faculty, and staff of all backgrounds. A more detailed discussion of the composition of our student body is provided later in this report. The University and the College serve a diverse student body, many of whom are first-generation college students and may come from working- or middle-class backgrounds. The University of North Texas works hard to make the campus an environment that meets the students where they are and to capitalize on the strengths that each student brings to the campus, incorporating their individual lived experiences into the classroom. Guided by extensive literature that shows that problem-solving, creativity, and success are all improved when teams are composed of individuals with diverse experiences come together and all perspectives are considered, the College encourages all students, staff, and faculty to openly provide input.

### *Ensuring an Inclusive Environment*

In 2021, the College formed the Diversity, Equity, and Inclusion Council. The council is composed of faculty, staff, and students representing all disciplines, religions, ethnicities, genders, age cohorts, and more. The purpose of the council is to advise the Dean on policy and practices related to diversity, equity, and inclusion. When the council was initially formed, there was limited interest among students, but by Spring 2023, the council had expanded to include student representatives at all levels – undergraduate, masters, and doctoral.

The DEI Council holds a minimum of two student listening sessions a semester with the main purpose being to stay grounded in what students want and expect of the Ryan College of Business as it relates to inclusivity. In addition, they have developed a toolkit that incorporates research findings and best practices within the College for a more diverse, inclusive, and equitable environment. The tool kit was distributed to all faculty and staff members in the College.

The Council held its first RCOB DEI conference on April 14 under the theme, “Bridging Academia and Industry toward Building a More Diverse, Equitable, and Inclusive Workplace.” The conference, attended by more than 300 students, faculty, staff, and community members, focused on the measures that can be used to recruit, develop, and retain a productive workforce composed of people from various backgrounds and with varied experiences. Twelve C-level industry experts shared best practices and insights on building a DEI-centric organization through hands-on, breakout sessions covering the following subjects:

- Disability ODA and EAP accommodations in the classroom and in the workplace,
- Neurodiversity and inclusive learning/work environments,
- Employee Resource Groups and engaging a diverse workforce,
- Representation and measuring diversity and inclusion,
- The Power of Mentoring,

- DEI Research at UNT, and
- A Training entitled, “Bold Belonging” from UNT’s Division of Inclusion, Diversity, Equity, and Access.

#### *Creating an Inclusive Learning Environment and Curricula*

In keeping with current standards in business education, many of our programs and courses include content specifically addressing diversity and inclusion. Our human resources and organizational behavior program offers many courses that address federal laws pertaining to equal opportunity, but equally important, topics related to leadership and teamwork in diverse environments. Our marketing program addresses the need to thoughtfully consider the target market when making decisions about product development, branding, placement, and messaging.

During the last cycle, the University and the College have engaged in an inclusivity-focused exercise to assess how classroom spaces and curricula are accessible and include the perspectives of a diverse population. The departments have reviewed their courses and program curricula to ensure that all groups are represented and, where necessary, to make revisions. In most instances, these were subtle but could be symbolic and significant. For instance, if a professor discovered that all examples used in teaching referenced male actors, they may have made a conscientious effort to change the “actor” in some of the examples to include women. In other instances, greater efforts may have been made to facilitate the success of neuro-diverse learners. Moreover, the University and the College have also taken steps to provide an environment where adult learners and their experiences are welcome in the classroom.

The College is also home to multiple student organizations devoted to the support and professional development of individuals from various backgrounds. These include SGA: ASCEND, the Pan-Asian Business Organization, Women in Business, the National Association of Black Accountants, and ALPFA – the Association of Latino Professionals in Finance and Accounting. While each of these organizations has a mission to promote the perspectives of women or racial or ethnic groups, all are open to any student from any background interested in the mission. Because the College and university have a large enrollment of first-generation college students or students from lower-income families, many of them do not have a large network of individuals outside the University to rely upon for mentoring and professional development. Consequently, ALL of our student organizations promote inclusivity by meeting our students where they are, appreciating their unique experiences and providing them all the opportunity to develop professionally, build a network, and prepare for a professional career in business.

Consistent with the curricula at other schools and colleges of business, we offer more than a dozen undergraduate courses that address culture, diversity, and equity in the business setting and nearly as many graduate-level courses with this type of content. Traditionally, Marketing, as a discipline, has been aware of the need to understand differences to develop products and services to meet the needs of a diverse consumer population as well as to effectively market those products and services. Similarly, the Management discipline has recognized the need to understand differences to successfully recruit, train and retain a diverse workforce but also to ensure compliance with federal laws protecting classes of workers.

### *Scholarly Contributions to Diversity, Equity, and Inclusion*

The contributions of faculty and students to scholarly literature on diversity, equity, and inclusion have been noteworthy since the last accreditation visit. With a growing awareness of systemic inequalities and a greater commitment to promoting social justice, our scholars have been working to expand our understanding of diversity and to develop strategies for promoting equity and inclusion in a variety of contexts, including leadership and operations, sales, marketing, and employee relations and motivations. Through rigorous research, critical analysis, and innovative approaches to teaching and learning, faculty and students have deepened our understanding of issues related to race, ethnicity, gender, sexuality, ability, age, and other dimensions of diversity. Their contributions have not only advanced the academic field but have also influenced policy, practice, and public discourse, helping to create more inclusive and equitable societies for all.

While most of these contributions are through scholarly publications, we have also had grant proposals devoted to examining potential racial profiling by the Texas Department of Public Safety and assessments of the impact of age, gender, race, and country of origin on health. Some examples of the latter include an assessment of service availability and use of support services for North Texans with aphasia, social determinants of disparities in breast cancer and diabetes in African American communities, and the use of simulation models to reduce risk and costs of healthcare for older adults. Additional areas of exploration via grant proposals include curriculum enhancement in minority-serving institutions, building a diverse cybersecurity workforce, and the impact of language on managerial decisions in a global business context.

More than 50 scholarly publications addressing diversity, equity, and inclusion were published by our faculty and staff over the last five years. These publications cross a broad range of issues and a broad range of social indicators. The push for greater diversity in corporate leadership and teams has been driven by a growing recognition of the benefits of diverse perspectives and experiences in business, education, and non-profit sectors. Our faculty and students have contributed to the expanding body of literature on pay equity, representation on corporate boards and in leadership roles, as well as on corporate culture, training, and work-life integration. Together, these empirical studies shed light on the progress that has been made not only in promoting women, racial and ethnic minorities, older adults, and others but also on the work that remains to be done to create truly inclusive and equitable workplaces. These scholarly activities are just one way that the G. Brint Ryan College of Business is making a societal impact.

### *Financial Situation*

The University of North Texas is an institution primarily supported by tuition. The two largest systems in the state, UT and Texas A&M, benefit from an enormous endowment, the Permanent University Fund (PUF) that, while it primarily supports the two flagship schools, drives enhanced resources for all the schools within each system. The other systems, including the UNT System, do not have this benefit and are thus inherently disadvantaged from the start. Our financial situation reflects this disparity and influences many decisions with respect to enrollment capacity and resource distribution.

The governor has recently signed a bill that would create endowment funds, the Texas University Fund (TUF) for four other state systems. If voters ratify this change in November, the UNT system would gain an endowment of \$500 million, and that would be raised to \$1 billion when UNT annual research



expenditures meet a target level for two consecutive years. The expendable generated from this new fund would be welcome, although small in comparison to what the PUF fund yields.

The RCOB operating budget per faculty member of \$363,351 remains below all but one of our aspirant institutions but exceeds that of our comparable peers. Our operating budget per student headcount of \$6,936 has improved slightly from the prior period, now exceeding all but two of our comparable peers while still falling below that of all aspirant institutions. Our student-to-faculty ratio of 45, while higher than we would like, is better than or equal to all but one of our peers and better than all of our aspirants. The University's emphasis on driving funding toward faculty hiring, though, leaves us lacking adequate support staffing. Our ratio of .59 staff per faculty is lower than all but one of our peers and all our aspirants. We see this as an inefficiency and are actively working with the provost's office on a staff hiring plan that utilizes differential tuition to increase staff support. This ratio should improve significantly during FY24. Deficiencies likely result from the rate of growth in enrollment over the last few years. At the same time, RCOB has continued to grow its endowment and generate discretionary gifts that reduce the impact of the funding gap. The College endowment now exceeds that of four of our six peer schools and one aspirant.

#### Faculty Qualifications, Sufficiency and Deployment

Since the last CIR visit, RCOB has revised its merit, promotion, and tenure standards to raise the expectations for tenured and tenure-track faculty. We added the clinical classification between lecturer and tenure-track to address cost and course coverage concerns in hiring and increase the mix of SA faculty in the classroom. And we used differential tuition funding to significantly increase our faculty ranks.

One issue that remains is coverage at the Frisco campus, our new teaching location. As a start-up campus, Frisco has experienced unpredictable growth and administrative pressure to staff a wide variety of courses but does not yet have a stable financial commitment from the administration. Colleges are encouraged to use adjuncts heavily at this location. RCOB has resisted this guideline to the degree that we can and attempts to staff classes with a mix of qualified participating faculty so that students have a good classroom experience. However, small class sizes stretch our resources and unexpected schedule changes make it difficult for us to maintain participating faculty ratios on that campus. We are in discussions with the provost and the CFO about ways to improve the situation.

We have continued to improve our compensation levels for faculty. The University has raised its benchmarks to allow hiring at the mean of CUPA R1/R2 salaries, with permission to hire at AACSB mean or at levels of up to 90<sup>th</sup> % of pay band with justification. CUPA averages can vary widely from AACSB data in some disciplines, both below and above. This creates disparities between some degrees. Averages by department reflect this, ranging from 92.2% of AACSB mean up to 113.67%. However, our overall average for faculty is now 99.24% of AACSB mean, a significant improvement from our last CIR report. Summer support has been extended to three years for all new hires, \$15,000 or \$20,000 per year depending on discipline, and summer research grants are available thereafter. Further, these base salaries do not reflect professorships, chairs, and special assignment funding held by many of our faculty.

## Learner Success

### Curriculum Management

In today's rapidly evolving world, the importance of constantly updating the curriculum to remain relevant and forward-thinking cannot be overstated. The G. Brint Ryan College of Business recognizes the need to equip students with the skills and knowledge that align with the ever-changing demands of society and the workforce. By regularly reviewing and revising educational content, educators can ensure that students are equipped with the most up-to-date information and are prepared for the challenges and opportunities of the future. By incorporating emerging technologies, current events, and industry trends into the curriculum, educational institutions can empower students to become adaptable, critical thinkers, capable of navigating a complex and dynamic world. Embracing a future-oriented approach to curriculum development fosters innovation, encourages lifelong learning, and cultivates a generation of individuals ready to tackle the challenges and shape the future.

Our curricula are managed by faculty in the departments (for programs provided by a single unit) and by college level curriculum committees for programs that are more general. For instance, the Undergraduate Program Committee (UPC) oversees the business core and foundation as well as policies affecting the BBA program and shared components of the various BS programs. This is mirrored for the MBA and the PhD. However, components of a degree or entire degrees that are unique to a particular department are managed within those units. For example, the Master of Science in Business Analytics is managed by the faculty in the Information Technology and Decision Sciences (ITDS) department. All curricular changes proceed through an approval process where the faculty of the College approve all of these changes before they are presented to university level and finally, if applicable, state level review.

### Emerging Technologies

The College has an active research program in partnership with the College of Engineering to create the Center for Advanced Autonomous Mobility Systems. This innovative research project, supported by grant funding and in partnership with multiple corporate and educational institutions and groups, tests the use of drones over longer distances for transportation and delivery systems. The work originated in the McNatt Logistics Institute and is led by Dr. Terry Pohlen, Senior Associate Dean and Professor of Logistics. A test facility is under construction at UNT's Discovery Park campus, and the project creates an air test corridor extending from Alliance Airport in Ft. Worth over UNT to the Choctaw Nation in Oklahoma. The project is supported by multiple RCOB faculty across several departments and has the potential to significantly impact the Dallas-Ft. Worth logistics hub.

The ITDS department is a leader in bringing new tools and technologies into the classroom. Coursework includes blockchain, Python, and other emerging tools and addresses issues affecting cybersecurity and artificial intelligence. Regular additions of these newer technologies to the curriculum are informed by the department's active advisory board.

During this review cycle, the College extended the requirement for Excel certification testing to all undergraduate students through a required class. While Excel is an older tool, it forms the basis for teaching students to use analytical tools for problem solving in unstructured frameworks. While students are not required to pass the certification as a graduation constraint, they are required to complete the class, the online prep materials, and the exam, which is factored into the course grade.

### Major Curricula Revisions

Table 1 presents major curricula changes that have been made in the past five years. However, we would like to outline some of the most significant changes that have taken place with curricula as well as in operations.

#### *Doctoral Level*

In 2022, the Texas Higher Education Coordinating Board and SACS-COC approved the creation of a Doctor in Business Administration degree. The program is targeted to executives and managers who hold a master's degree and have at least seven years of professional work experience and who seek to expand their knowledge and expertise through a research-driven framework. The practitioner-oriented program will consist of monthly full weekend face-to-face sessions plus substantial remote work over a three-year period. Coursework will be anchored in industry-focused research problems with in-person sessions held at the Frisco Landing location. The final year will be devoted to preparation and completion of a dissertation. Tuition for the full program is approximately \$114,000.

#### *Master's Level*

The College has seen a dramatic increase in its master's level enrollments. Prior to the last peer-team visit, we began the process of applying to have several of our MS programs designated as official STEM programs. Effective in the Fall 2020 semester, all master's level programs in the Information Technology and Decision Sciences department and the MS in Finance were officially designated by the Department of Homeland Security as STEM degrees. The value of this designation is that it is an indicator of rigor and quality, allowing the College to attract the most talented applicants. International students who graduate from these programs receive eligibility to work in the United States for 36 months under the Optional Training Program, rather than the typical 12 months that graduates of non-STEM programs receive.

We also changed the format of the MBA program, increasing the core requirements to 24 hours from 18 through the addition of two courses – Leveraging Information Technology for Business, and Seminar in Business Ethics and Social Responsibility. The remaining 12 hours allow a student to pursue a specialized interest in a variety of areas as well as general business studies. These changes ensure that the graduate has had coursework in the fundamental business areas, including a course focused specifically on ethics and social responsibility. Further, the program also allows students more flexibility in selecting a specialization or choosing a generalist track.

Additional notable changes include the introduction of new program options as well as operational changes. To capitalize on UNT's globally respected College of Music, the College now offers an MBA in Music Business. The UNT College of Music is the largest public university music program and is home to the oldest jazz studies program in the country. They offer degrees across many areas from the bachelor's through the doctorate level. While its students are some of the most talented musicians, not all of them will make a career out of performance and those who do have found a need to add business acumen to their knowledge base. Moreover, we have individuals interested specifically in business operations in the music and entertainment industry. Thus, we have developed and now offer the MBA in Music Business to meet those needs. Billboard Magazine highlights this degree as a top-ten program.

Similarly, the decision to build a new campus location in Frisco, Texas, provided an opportunity to take advantage of one of the unique features of the city. Frisco has often been called "Sports City USA". The

city is home to eight professional collegiate sports organizations, six professional teams, and four major stadiums. It is also emerging as a leader in digital gaming and e-sports. Frisco is also a major component of what was designated in the 1990s as the “platinum corridor” to designate an area of expected business development in the north Dallas area. The combination of business and sports created an opportunity to create one of the few sports entertainment management programs in the country and to set it apart by the plethora of collaborative relationships possible with the sports industry. Since the last peer team visit, we have developed and launched an MBA in Sport Entertainment Management and the new BBA in Sport Entertainment Management (formerly a concentration in the BBA in Business Integrated Studies) will begin in fall 2023. The MBA is offered in two formats: a face-to-face cohort, and a high-level online program. These programs are in partnership with the Dallas Cowboys, and leverage their resources for classroom speakers, internships, and events.

The UNT Health Science Center opened the first College of Pharmacy in North Texas in 2017. The Ryan College of Business is now partnering with the College of Pharmacy to provide students in the PharmD program the opportunity to complete the MBA concurrently. While most PharmD graduates will initially take a position in an established practice or accept a residency or fellowship, an increasing number of graduates choose to go into pharmaceutical sales. Others begin at drugstores where they can move into management. The collaborative program allows the PharmD student to build a foundation in business to give them an advantage in pharmaceutical sales, management, and entrepreneurship, and even to advance into leadership roles should they choose to take a position in a firm specializing in research and development. We are now in the process of adding a similar program for the Doctor of Physical Therapy program, so that DPT graduates acquire the skills to manage a therapy practice. Both programs leverage existing courses, so do not create significant resource demand.

Finally, one of the most recent changes, while not a curricular change, is intended to ensure the success of our students. The College adopted a new policy that requires students in the MBA or MS programs to obtain consent to enroll in more than nine hours in the fall/spring or six in the summer. The purpose of this policy is two-fold. First, it is designed to promote retention. Some students, trying to finish the program more quickly and not realizing the difference between the commitment required for undergraduate coursework and graduate coursework, may enroll in more courses than are manageable, especially for working adults. This may result in poor performance and/or burn-out. A talented student can take more than the recommended nine hours, but doing so will require their record to be reviewed and consent obtained prior to enrollment above the nine-hour threshold. In addition, with the dramatic increase in headcount at the master’s level, allowing students to enroll in only nine hours will reduce the number of individuals enrolling in multiple courses to hold places, who then select their favorites and withdraw just before the class begins. Reducing initial enrollment in courses will enable us to more efficiently assign courses to faculty and maximize availability of seats for all students.

#### *Bachelor’s Level*

The College has also revised its undergraduate programs. In addition to the BBA in Sport Entertainment Management mentioned previously, we have developed a new Bachelor of Science in General Business that, while not exclusively for, is designed to provide an option for degree completion for individuals who may have completed some collegiate coursework and then stopped out. We have expanded to offer this through a partnership with Coursera. UNT was selected as their first partner to offer an undergraduate degree in the US.

With the growth in enrollments in our Risk, Insurance, and Financial Services BBA and with changing expectations of both students and employers, we created separate programs for the two tracks that had been part of the RIFS BBA. We now offer a BBA in Risk Management and Insurance and a BBA in Financial Planning. This provides a more specific path for students interested in one career area over the other and, because the degree is transcribed, will signify to potential employers the student's or graduate's specific expertise.

Further, to accommodate a growing need for advanced work in some of our fields of study, we have added a grad track option for the Finance BBA that enables the student to complete the BBA and the BS in Finance in five years. Similarly, we have added grad track options for the BS in Business Computer Information Systems and the BBA in Business Analytics program, allowing students in those majors to complete the bachelor's degree and the master's degree in five years.

During the last accreditation visit, three of our programs required undergraduate students to complete an internship as part of their program requirements. The faculty in the College understand the benefits of an internship in providing an opportunity for students to develop major-related and workplace skills and apply them, engage in personal and professional development, and improve job placement prospects, yet too few of our students complete internships. Thus, the College developed a commitment to providing avenues for these growth opportunities. Throughout our undergraduate curriculum, we have added internships as a requirement to five programs in addition to those that required it in AY 2017-18. Now, students in the Financial Planning BBA, General Business BS, Human Resource Management BBA, Operations and Supply Chain Management BBA, and Sports Entertainment Management BBA join students in the bachelor's programs in Aviation Logistics, Logistics and Supply Chain Management, and the BBA in marketing with a concentration in professional selling programs in completing an internship as part of their required curriculum. In addition, the Business Economics BBA, Finance BBA, Real Estate BBA, and Risk and Insurance BBA will soon also have the requirement.

The College recognizes the potential constraint in having sufficient internships for students each year. In addition, some of our students are already employed in a professional position, and others may have unique circumstances that prevent them from completing a traditional internship. Hence there is a need for backup options. Students already employed full-time will be given the opportunity to remain with their current employer but work with the firm to identify new responsibilities and roles that will enable them to expand their expertise. If students are unable to obtain an internship and have documented their best efforts to find one, there may be substitute options in their last 1-2 semesters prior to graduation. For example, un-advertised options for our FIPL and FINA majors may include the course that prepares students to successfully complete FINRA Licensing Exams (SIE, Series 66). For RMIN majors the proposed substitute course is RMIN 4900 which is an independent study course to obtain credit towards an industry certification; for REAL 4800, the substitute course is taking 2 licensing modules needed for a real estate license and attending a specific number of external speaker events organized by the real estate club. Students working full-time or part-time in a major-related role can use this experience or a project from their employer to count towards the internship requirement.

While not required, the College also developed a unique internship program that combines work experience and a faculty-led study abroad. The program was developed to be offered initially in the summer of 2020. There was interest among the College's students, but the COVID-19 pandemic forced the University to cancel all study abroad programs. The program was offered again in the summer of

2021 but was again canceled due to continued pandemic concerns. In the summer of 2022, 10 business majors enrolled and completed the program, consisting of eight weeks of a full-time internship matched to the student's career goals and strengths with a transfer course and a UNT course that required students to apply business concepts to the international business environment, comparing Ireland and the United States. Students were also able to travel independently as well as participate in some organized cultural events and hold a full-time internship for eight weeks in Dublin, Ireland. Our eventual goal is to have every undergraduate student participate in an applied professional experience before graduation through an internship or independent study.

### Promoting a Positive Societal Impact through Curricula

Promoting positive societal impact through curricula is an essential aspect of education in the 21<sup>st</sup> century. By designing curricula that incorporate social responsibility, empathy, and critical thinking into the business curriculum, we can empower the next generation to apply business principles while contributing to a better world. Integrating subjects like ethics, sustainability, and global citizenship into the business curriculum equips students with the knowledge and skills necessary to appreciate, minimize, and address pressing societal challenges. Through interdisciplinary approaches, students can explore complex issues from multiple perspectives, fostering a deeper understanding and appreciation for diversity. By emphasizing collaboration, problem-solving, and community engagement, business graduates may be inspired to act and make a positive difference in their communities. By nurturing a sense of social responsibility and encouraging students to develop empathy and compassion, business curricula can play a crucial role in shaping a brighter future for all.

One example of this can be found in the College's social entrepreneurship course. When hired as one of the G. Brint Ryan Endowed Chairs in the fall of 2020, Dr. Jeremy Short revised the content of the course, incorporating an active learning experience where students develop and leverage industry connections to generate funding to support student-selected non-profit ventures. Student teams create and develop the idea, campaign, and community partner. They are provided instruction on how to effectively generate resources through crowdfunding and are challenged to raise a total of \$10,000 to support their chosen initiatives. The course, which was offered in Fall 2020 and Fall 2022, has raised funds to support 35 non-profit organizations or individual causes and has been recognized by local news media.

Other students in the entrepreneurship major can participate with our Murphy Center for Entrepreneurship in business consulting and business plan development. The Murphy Center works with emerging businesses to match budding entrepreneurs with mentors who have succeeded in the same field. The Center also creates significant societal impact by assisting these emerging businesses in finding early stage and second round funding. In the past two years, the Center has successfully brought two startups to acquisition and another is approaching a public offering.

Another example comes from the project management course where student teams tackle a project for non-profits or small businesses. During AY 2022-23, students in the course helped to provide a new design for the UNT Daycare program, helped with the DISD bus electrification initiative, and supported the local food pantry for Denton as well as the UNT food pantries on the Denton and the Frisco campuses.

In yet another example, students in an entrepreneurship class and a marketing class partnered to serve as consultants on a project funded by a donation to help the UNT opera director realize a dream of

creating a UNT opera company. Students in the entrepreneurship course conducted market research and led the development of a business plan, which included innovative strategies for attracting a younger target market to rebuild the art's dwindling audience, using the psychology of pricing to set optimal pricing, and suggesting opportunities for multiple revenue streams. From there, students in the marketing class built a marketing foundation.

Another marketing class acted as consultants for the city of Ardmore, Oklahoma to help the Chamber of Commerce find ways to attract tourism to the community. Through courses across the College, students have been challenged by faculty to work with non-profits, small businesses, and minority-owned businesses as well as large corporations. These range from local craft brewers seeking to build their product line, to a quickly growing company that provides mental health services to university students that were seeking innovative solutions to serve the expanding needs for their service, to a major oil and gas exploration and production company seeking cost-effective solutions for the disposal of wastewater from fracking operations.

In other instances, faculty have incorporated learning activities that put business content into action that is applicable to current events or that assess attitudes toward societal impact. In Marketing Analytics, students are expected to apply course material to projects. Students have been asked to create empirically based scales to measure Americans'/Texans' perceptions of attitudes toward US general elections and mid-term elections. In other instances, students have been asked to complete a research project investigating how media consumption affects consumers' support/opposition to the UN's Sustainable Development Goals. In both examples, students collect and analyze data to develop a comprehensive report on the topic assigned.

### Recruiting and Retaining Diverse Learners

#### *University of North Texas*

The University of North Texas, as an institution, is dedicated to nurturing diversity and inclusion on campus. In recognition of the efforts it makes, UNT has earned the Higher Education Excellence in Diversity Award from Insight into Diversity magazine every year since 2018. In spring 2023, UNT hosted an Equity and Diversity Conference bringing together students, faculty, professionals and thought leaders to discuss a range of topics on diversity, equity, and inclusion. The University has also created an Anti-Bias and Cultural Awareness Program that faculty and staff are required to complete every year.

While the University was designated as a Title III and Title V Minority Serving Institution and Hispanic Serving Institution in 2020, specifically due to its growing Hispanic student population, it also provides support for many other groups. Programs such as the OUTfits Clothing Closet and the Lavender Leaders create a safe space for the LGBTQIA+ community, for instance.

The University has adopted a mission to foster an inclusive campus for neuro-diverse learners. Through this initiative, the University provides academic support, dedicated residence hall services, and assistance with social skill development. UNT's PUSH program provides a place for 1400 Texas youths who have aged out of the state's foster care system to earn a college degree. One of the initiatives in the PUSH program is the summer bridge experience where incoming students who are transitioning out of foster care can arrive and live on campus during the summer before their first year in school to equip them with skills and resources to support their success.



### *G. Brint Ryan College of Business*

The Ryan College of Business actively contributes to the efforts made by the University to create a welcoming and inclusive environment for students, faculty, and staff. As previously mentioned, the College hosts student organizations dedicated to business students from diverse backgrounds, to complement the many student organizations sponsored by the University. These groups include chapters of ALPFA, NABA, and Women in Business.

Some of the College's students have life situations that may impede their ability to enroll early or to enroll each semester. The College is aware that continuous enrollment is always preferred to increase the chances that a student will graduate. For undergraduate students as well as graduate students, advising offices monitor enrollments on an individual basis, contacting students who fail to enroll for the upcoming semester or who stop attending. Individuals who have not enrolled are identified and contacted by the advising office, and sometimes even faculty in their home department, to encourage them to enroll and to identify barriers that may be preventing the student from enrolling. Outreach includes targeted emails, texting (in limited circumstances), phone calls as time progresses, and the development of completed advising plans that are emailed to FTICs who had not yet been in for advising followed by emails to personal e-mail accounts and telephone calls. For individuals who report financial constraints as a primary factor for failure to enroll advising staff may refer them to various resources, including the McNatt fund mentioned below.

RCOB's newest program, funded by a \$1,000,000 gift, is the "First in Business" initiative. This fall we will enroll a cohort of 25 first-generation entering students who intend to major in business. They will have a variety of support services designed to address the business preparation gap that may exist for students who lack a corporate role model. The program is a pilot to identify best practices to increase career success for this group, with the goal of expanding it to meet the needs of all our first-gen students eventually.

The University also provides opportunities for students with financial holds on their accounts that would otherwise prevent them from enrolling. If a student has a past due account or other holds from Student Accounting, they can be referred to work with that office to pay the balance or create a payment plan that will allow them to register for the next term and work on resolving the financial issue. This provides a path for students to continue advancing toward the degree while also developing healthy financial habits.

### *Recruitment*

The Ryan College of Business has taken a proactive role in recruiting prospective students. In the fall of 2017, we hired the first RCOB recruiter who was charged with building a program to attract talented new undergraduate students. To date, we have hired three recruiters at the undergraduate level.

Our current undergraduate strategy for recruitment is to target high school students involved in organizations like DECA and BPA. By maintaining constant communication and attending local events, we are maintaining strong relationships with community colleges. With our new campus opening in Frisco, we are seeing a higher demand for business programs in the fast-growing city of Frisco. By attending events at UNT Frisco and Collin College, we have started to expand our recruitment efforts in Frisco. Faculty also participate in events at area high schools to recruit for specific majors and programs,

including the Accounting Scholars Program, the Aviation Logistics major, and the Main Frame Computing major.

For future recruitment cycles, we want to maintain our involvement in schools with business programs, as well as local community colleges. However, we acknowledge not every school district is able to provide career-preparation programs for their students. In an effort to cater to these schools, we endeavor to bring new recruitment initiatives to underfunded and underrepresented school districts. A summary of those efforts include:

- In 2018 we attended 9 recruitment events, reaching over 400 students
- In 2020 we attended 20 events, reaching over 700 students
- Since spring of 2022, we have offered three tours a week to prospective students. The average number of attendees was 4 students per tour, or 12 a week. The tours are given by a current RCOB student. Prospective students and their families attend these tours.
- During the spring 2022 semester, we attended 21 separate recruitment events, reaching over 4600 students.
- During the fall of 2022, we attended 19 recruitment events, reaching over 2000 students.
- During the spring 2023 semester, we reached over 9,400 students.
- Our recruiters interact with an average of 90 students per week, including emails, phone calls, and appointments.

With the advent of the global pandemic, marketing and recruiting efforts shifted significantly. Prior to the COVID pandemic, recruitment efforts included face-to-face recruiting information sessions and regular visits to area corporate campuses, along with participation in graduate school fairs at UNT and at other Texas universities. Those efforts shifted to virtual experiences, and to date, they remain primarily virtual, except for on-campus recruiting events at UNT. To address this shift to a virtual process, the Graduate Programs Office recruiting team worked with CLEAR to develop a digital marketing campaign that would drive a targeted population of students to various RFI forms. Once a prospective student inquires, the goal is to keep them engaged through the admission process, until they are enrolled in classes, and to assist in retention efforts. The recruiting team strategy includes responding to all inquiries within one business day and tailoring the responses to information provided by the prospective student. Prospective students are also able to schedule appointments with the recruiting team to address any questions or doubts they may have. Additionally, when the prospective student provides a physical address, they are sent personalized mailers relevant to their interests. If a prospective student applies and is admitted to a program, they are also mailed a UNT-branded item and a welcome letter by recruiting. In order to ensure that admitted students elect to matriculate and that continuing students complete their programs, the recruiting team coordinates with the Director of Advising and sends out messaging and instructions on registration and administrative details like clearing holds and payments, in order to simplify potential barriers for the students.

The Graduate Programs Office master's recruiting team is comprised of a Director of Recruiting and Corporate Outreach and a Program Coordinator who also serves as an Academic Advisor. Since 2018, the addition of a student ambassador has increased outreach, as well.

The international student population in the master's program has grown exponentially, primarily due to the draw of STEM programs in analytics. This growth has resulted in greater overall diversity. For the MBA, the primary strategy to target underserved domestic populations has been in the recruiting of the

MBA in Management Cohort and the Sport Entertainment Management online and cohort programs. By including an interview as a component of the application process, individual applicants can personally express their goals and aptitudes above and beyond their statements of purpose, transcripts, test scores, and resumes. This allows for a more expansive holistic review, which is evident in the diversity within these programs.

As mentioned earlier, the student ambassador program has enabled increased outreach as they highlight a diverse cross-section of students within the MBA and MS programs. These profiles are regularly featured on social media. Likewise, UNT CLEAR manages external marketing on social media and LinkedIn featuring diverse visual graphics, as does the RCOB social media manager.

Finally, after piloting Diversity and Inclusion workshops as part of the MBA in Management Cohort during the 2020-21 academic year, the recruiting team proposed that the MBA Cohort include a full Diversity and Inclusion Certification (composed of multiple interactive workshops). This certification, which is now embedded into the curriculum of the Cohort, is a recruitment feature that demonstrates a commitment to developing a more diverse student body in the master's programs.

The Ryan College has actively pursued opportunities to build a diverse and inclusive environment for many years. During this review cycle, the College partnered with the Division of Institutional Equity and Diversity to deliver learning and development sessions on bias awareness and identity authoring for its entire leadership team, faculty, and staff. In 2019, the College partnered with the division to include UNT's first Corporate-Collegiate Partnership during the annual Equity and Diversity Conference where the College presented its identity-based engagement strategies for talent management, acquisition, and creating a career pipeline for students. In 2020, these efforts and others earned the College the UNT Division of Institutional Equity and Diversity's Inclusive Excellence Award. Then, in 2021, the College launched the Ryan College of Business Diversity, Equity, and Inclusion Council dedicated to valuing and supporting an inclusive environment for all. Most recently, each department completed a report identifying its programs' strengths and weaknesses in providing an inclusive curriculum along with a plan for ensuring an inclusive curriculum.

#### *Student Engagement and Retention*

UNT's and RCOB's commitments to retention are a crucial aspect of our mission to provide high-quality education and support to our student body. This commitment involves a range of initiatives and programs designed to help students succeed academically, socially, and emotionally. We recognize that retention is not just about getting students to stay enrolled, but also about ensuring that they are engaged and invested in their education. Therefore, the College and university work to create a supportive and inclusive campus community that values diversity, fosters student success, and provides resources to help students overcome challenges. These efforts are reflected in the University's and college's policies and practices, as well as in the dedicated staff and faculty who work to support the success of every student.

#### *University of North Texas*

Although UNT has always been committed to the retention and graduation of its students, the pandemic shined a light on weaknesses that needed attention. To build a comprehensive set of strategies, applied more consistently, UNT's President recently announced that Vice President for Planning, Debbie Rohwer, has been charged with tracking and scaling retention initiatives at the University level. Example

initiatives center around resources and training for at-risk students, online belonging activities, financial well-being programs, completion grant scaling, undergraduate research, excellence in instruction faculty cohorts, syllabus training, and Canvas resources and communications. For all our students, access to wellness and mental health resources is pivotal to their success, so UNT is administering a nationally normed survey to determine the key needs we should scale for our campus. Rohwer's office is also currently working with the RCOB on tracking students who have stopped out of their degree and determining the best pathway for them to return to RCOB or complete their programming as a BAAS degree completion student.

#### G. Brint Ryan College of Business

Since 2018, RCOB has focused on supporting students in their journey toward academic success through several initiatives. These initiatives have been designed to address various types of barriers to retention. A one-size-fits-all approach is insufficient. Common causes of lack of retention fall into the realms of financial struggles, lack of engagement and commitment, and academic concerns. Thus, we have developed several initiatives to address these various concerns.

Financial struggles can have a significant impact on student retention. Many students rely on financial aid and scholarships to pay for tuition fees, books, housing, and other expenses associated with college. However, for many of our students, these are insufficient, affecting their ability to focus on coursework. Financial worries can lead to stress, anxiety, and even depression, which can adversely affect academic performance and attendance. Many of our students are employed, and in some cases, may work long hours to pay for their expenses, leaving them with little time to study or participate in extracurricular activities.

Because work responsibilities may affect a student's ability to enroll and participate in college activities, we ensure that there are core and foundation courses taught in the morning, in the evening, and some even on the weekend. Many of the core and foundation courses are also offered online. Likewise, many of our student groups, who transitioned to online activities during the pandemic, have retained options for members to participate remotely to provide greater opportunities for members to engage.

The College and its departments provide dozens of scholarships. Some of these are need-based while others are solely merit-based but even the merit-based awards are often made to students who are struggling financially because our student population has a high percentage of individuals who may not have adequate financial resources. Three-fourths of UNT students receive financial aid. Annually, the College awards almost \$500,000 in scholarships to its students. Because of our growing student population, however, the amount is still far less than we would like to award, and this continues to be a fund-raising priority.

While the COVID-19 pandemic affected student ability to remain in college, we recognized before the shutdown that many of our students were stopping out because they lacked the funds to pay for emergency situations. Thus, the Jim and Linda McNatt Fund for Students was established six months before the pandemic. The fund provides up to \$3,000 to a student that experiences a one-time financial hardship (car repair, hospital care, etc.) A student can apply no more than once in a semester, via our online submission in RCOB. The fund has received contributions of over \$750,000 since its inception. As of April 1, 2023, we have awarded approximately \$650,000, with a commitment by the donor to

replenish the fund when needed. This assistance has been instrumental in retaining qualified, high-performing students who might have left the University without the assistance.

Since the COVID-19 pandemic, engaging students in co-curricular activities has been a challenge. This is a trend seen nationwide as students have become more independent in their college experience. In the Fall of 2022 the College adopted Suitable, a student engagement app, that allows students to view events and activities happening in the College. Students earn points and badges for completing activities that build competencies necessary for career success. All undergraduate and master's students can access the app and complete activities 24 hours a day. While the intention is to integrate it within the Canvas learning management system, the State of Texas adopted restrictions requiring all supported software and platforms to be certified. The company is in the process of obtaining the certification which will allow us to integrate it and faculty members to use it within their courses.

The College sponsors the RCOB Mentor Program. This program matches first-year students with upper-class mentors to provide support as they navigate UNT and the College. Research shows that when students are connected to someone in their academic college, retention increases. Each year, we have averaged 50 mentee/mentor matches. Annually, the College reaches out to juniors and seniors with high GPAs to ask if they are willing to volunteer to be a mentor. The reception among this group has been fantastic, with hundreds of students volunteering. The limitation, we have found, is in the number of new students who take advantage of the program. As with other measures, we have not yet found a way to successfully engage with large numbers of new students who spent much of their high school career in lock-down, learning remotely.

Academic struggles have long been a bane of retention and college success. The COVID-19 pandemic served to exacerbate that problem. The College has implemented several procedures to address academic deficiencies among our majors as well as among those who might be planning to major in business or those who take our courses as electives.

We want all students who come into contact with the College to succeed. The University's and college's focus on retention and DFWI rates began well before the COVID-19 pandemic. In the Ryan College of Business, we began reviewing the DFWI rates for all our undergraduate courses beginning with the Fall 2017 semester. Upon reviewing these data, we discovered courses with lower success rates than others. We offer many courses that are popular among non-business majors and in some cases, these courses also have a relatively high DFWI rate. Of the eleven business core and foundation courses, six of them had DFWI rates above 20% for non-business majors.

Two courses, MGMT 3720 and MKTG 3650 are part of our business core and enroll 2000 or more total students annually. In fall 2021, more than 40% of the students enrolled in these courses were not business majors. Unfortunately, we also discovered that the DFWI rates for non-majors in both courses were two to four times higher than those for business majors. The College made a conscious decision to address this concern.

Generally, for business students to enroll in these courses, they must have successfully advanced into our third level in the tiered progression plan. There are some exceptions to this, such as the student who is in their last semester of Tier 2 and needs more hours to meet a full load but who is expected to be promoted to the third tier the following semester will be allowed to take 3000-level business courses. This means that business majors enrolled in those courses come in having successfully completed the

business core coursework. The non-business majors may have a much more limited understanding of business fundamentals and jargon. The faculty developed the courses to primarily meet the need to provide our own majors with the fundamental information for the specific topic but may have been trying to create curricula that bridged the two levels of competency. As a result, this creates a divide between the two groups and largely only partially met the needs of both groups.

The decision was made to create new courses. We created MKTG 3651, Foundations of Marketing Practice for Non-Business Majors, and MGMT 3721, Essentials of Organizational Behavior for Non-Business Majors. These two courses meet non-majors where they are, under the assumption that they have very little knowledge about business. Meanwhile, instructors in the business core courses can move at a faster pace assuming that the enrollees are familiar with some concepts as a result of their previous business coursework. Students are not allowed to use these two non-major courses as business credits for a business degree.

The new courses were offered for the first time in the fall of 2020. In the fall of 2017, the overall DFWI rates for MGMT 3720 and MKTG 3650 were 19% and 15%, respectively. By fall 2022, the DFWI rates had declined to 6% and 12%. Enrollments in the two new courses have also grown from 50 – 70 students in the fall of 2017 to more than 100 in the MGMT 3721 course and more than 250 in the MKTG 3651 course. The DFWI rates for the new courses are also lower at around 10%.

The College operates several tutor labs and offers supplemental instruction for some of its courses. Tutor labs are available for courses offered in Accounting, Information Technology and Decision Sciences, Finance, Insurance, Real Estate and Law, and Marketing. Staffed by graduate students, we estimate that approximately 2000 students are assisted in our labs each semester.

A newer addition to our support system for students is the inclusion of supplemental instruction in three accounting courses – Financial Accounting, Managerial Accounting, and Intermediate Accounting I. Supplemental Instructors are students whom faculty identify as being exceptional in the course who are then asked to consider serving as a paid supplemental instructor. These individuals are trained and attend the course sessions. They then serve as peer tutors/instructors for that course. Students who do poorly on the first exam in these courses are required to meet with the SI in sessions they provide throughout the week. In fall of 2022, nearly 500 sessions and 2100 contact hours of SI assistance were provided for ACCT 2010 (Financial Accounting). Nearly 60% of the students enrolled in this course went to at least one session. Among those who attended the DFWI rate was 18% compared to 27% of students who did not use the service. The hours and contact hours were lower for ACCT 2020 (Managerial Accounting) and ACCT 3110 (Intermediate Accounting) but DFWI rates were substantially lower for those students who took advantage of the opportunity. The College is planning to expand the SI model to other departmental offerings.

There are also a limited number of boot camps offered by programs to help prepare students for success. Accounting holds a boot camp for students before they can register for Intermediate Accounting I, so that they demonstrate competency in financial accounting skills on a placement test. The Department of Finance offers a boot camp for incoming doctoral students. This boot camp is offered over four days just prior to the beginning of the fall semester, totaling 24 hours, and covers many topics designed to help new doctoral students be successful in their program of study. Likewise, the Department of Management and specifically the Sport Entertainment Management program

provides a three-day boot camp for their MBA students. This year's theme was Sport Entertainment and Social Responsibility: Delivering Shared Value Through Partnerships" and included speakers from the program faculty as well as community and corporate partners like the Dallas Cowboys, The American Cancer Society, and Goldman Sachs.

Finally, the College has begun to collaborate with the College of Science (COS) to identify business or pre-business students who are struggling with the general education courses offered in COS. The COS dean sends a report to the RCOB dean, identifying business or pre-business students who have done poorly on the first exam in their courses. Primarily, this is targeting required math courses such as pre-calculus. Students must complete this course, as well as others, with a grade of C or better before they are allowed to declare a business major. The course is a major barrier for students who have deficient math skills and who want to major in business. Upon notification that a student is struggling, an undergraduate advising staff member will contact them to discuss options for improving performance. They will provide information on tutoring as well as discuss study habits, attendance, and other factors known to affect performance. They will also offer to match the student with a mentor.

### *Career Support*

The Career Resource Center (CRC) in the G Brint Ryan College of Business is a collaboration between the College and the campus-wide UNT Career Center. The Career Resource Center began with a single staff member whose only role was to support the administration of internships in the Ryan College of Business. By 2017 the staff of the CRC had expanded to 2 full-time staff and the scope of services had morphed into a comprehensive career center that provides a range of services to all majors in the College. The CRC's primary mission is to "design and deliver high-quality career services preparing global business leaders through a collaboration with and enhancement of the G Brint Ryan College of Business academic mission.

The Career Resource Center has grown to six full-time staff members provided by the University serving the 9000 students in the Ryan College of Business. The CRC provides comprehensive career and professional development services and programs, internship coaching and administration for the College, and job search coaching and resources. The CRC also provides comprehensive services to employers seeking to recruit students for internships and full-time roles and supports RCOB's professional development program required of all students in the College. Primary services include:

- Career Decision Making and Major Choice
- Resume Writing
- Interview Assistance and Coaching
- Internship Search Assistance
- Job Searching Assistance

The Career Resource Center uses a variety of tools to deliver services to students. These include:

- Handshake recruiting platform
- uConnect (a state-of-the-art website platform that houses thousands of career-related resources)
- MyPlan (a career assessment tool)
- Big Interview (an interview practice tool)
- PeopleGrove (an online mentoring platform)



The Career Resource Center moved to a new space in 2019. This space is in a higher traffic area to accommodate the larger staff and student flow for the Center and is located in a major traffic area of the Business Leadership Building. In this location, the staff of the CRC support more than 1500 student appointments or drop-ins annually. In addition, the staff has averaged 125 presentations annually over the past five years, reaching more than 5000 students. To expand employment options, the staff engages with recruiters interested in working with the College. By 2022, the number of such interactions had increased by 60% to 875 from the number of contacts in 2017.

In 2022, the College received a \$5 million donation from alumnus Wilson Jones and his wife Jane. The gift was designated to build the Wilson Jones Career Center, renovating space in the building to provide a prominent location with a larger footprint, and to create an endowment to fund additional staff. The new center will provide more adequate and accessible support for career readiness for the large body of students in the College and will be a bridge connecting potential employers with UNT staff to expand employment options for students and alums. The new space will include a reception area, six staff offices, four interview rooms, and hoteling space for employers. The new space is expected to open in August 2023. To accommodate our growing undergraduate population and advising staff, the space the Career Center has been occupying will become additional space for undergraduate student development and internship support. To support the larger center and provide greater support, the College has hired an additional six career and internship advisors, doubling our staff. These new advisors will start in August 2023.

### *Employment Outcomes*

The College has made greater efforts since the last AACSB accreditation review to collect employment outcome information from our graduates. Of course, we have always been able to track our doctoral students through the close connections they make with faculty. We began the process of systematically collecting outcome data with MBA graduates first. We have expanded these efforts and partnered with the Career Center, who administers a survey like the one we send to graduates. Through these efforts, we have been able to obtain employment outcome information from 44% of our graduates during that period. Except for our specialized MS programs, we collected outcome information from at least 45% of graduates across our other programs. Because a large proportion of our MS students are international students, it can be harder to maintain contact with or locate those who graduate and then leave the United States.

We are pleased with the success of our bachelor's degree awardees from summer 2021 through Spring 2022. Of the nearly 1300 graduates, we obtained employment information from 47% of them. Roughly 4% of graduates reported they were not seeking employment with the most common reason that these graduates were planning to continue their education. Of the 552 graduates who were looking for employment at or near to their graduation date, more than half reported accepting a position within six months of graduation. We note that this is likely a severe underestimate because most of the reports were obtained through the career center's survey, which most students complete around or before their graduation date. Little to no follow-up is conducted with the individuals who have not already found a position by that time. Thus, it usually does not capture the outcomes of those who may not have found a position by graduation but who do before the six-month post-graduation date. Of those who reported, the mean starting income was \$48,708. Most of our bachelor's degree graduates remain in the State of Texas for their first professional position. According to ZipRecruiter, the average annual pay

for positions requiring a bachelor's degree in Texas is \$48,254 annually. Thus, our graduates are earning more on average than the typical employee with a bachelor's degree in the state, regardless of the years of experience.

Similarly, our MBA graduates are reporting better than average outcomes as well. Of the nearly 400 MBA graduates, we obtained employment information from 52% of them. More than 10% of these graduates reported they were not seeking employment with nearly all of them citing that they were already employed in a professional position. Many of these were sponsored for their degree by a current employer. However, of the 155 graduates who were looking for employment at or near to their graduation date, 94% reported finding a position within 6 months of graduation. Of those who reported having a position, the mean income was \$73,5000 for our FT Cohort graduates and more than \$87,000 for our part-time MBA graduates. As with our bachelor's degree recipients, most of our MBA graduates remain in the State of Texas after completing their degree. The discrepancy between the two programs is to be expected because we target recruitment efforts for the cohort program to recent bachelor's degree awardees, especially from fields outside business. Because of this, many of our Cohort MBA students have limited work experience. The MBA gives them an advantage over their counterparts who may have only the bachelor's degree in hand, but the lack of experience may result in a lower salary than MBA graduates who have professional work experience on their resume. According to ZipRecruiter, the average annual pay for positions requiring a MBA in Texas is \$77,753 annually. Thus, our graduates are receiving a higher salary, on average, than the typical position requiring an MBA in the state.

For many years, we have had excellent placement rates for our doctoral graduates with most of our graduates accepting academic positions. Comparing the salaries of our graduates with those of typical new hires using the data from the AACSB SCDC reports, the average salary for our graduates is lower than the average for new doctorates, but these salaries can vary notably by location of the placement and by type of institution, with the higher salaries found among research intensive, doctorate awarding programs. Due to the lack of information from MS graduates, we are not highlighting outcomes here, but we have reported in the AACSB SCDS reports and can provide detailed data upon request.

### *Success*

The College's efforts to recruit and support students from all backgrounds to graduation have resulted in the College and several of its programs being ranked in the 2020-2021 edition of *Diverse: Issues in Higher Education's* list of top degree producers across many disciplines, degrees, and categories. For example, the College ranked ninth in the number of minority students graduating with a bachelor's degree in business, management, marketing and related support services. The College ranked second in the number of doctoral degrees awarded to international students and in the top ten of business colleges awarding bachelor's degrees in business, management, marketing, and related support services to Hispanics, African Americans, and multi-racial students and in bachelor's degrees awarded to Native Americans in Accounting and Related Services.

### *Assurance of Learning*

The Ryan College of Business is required by the University to report annually on student learning outcomes for each program at the discipline level to comply with SACS-COC standards. We have completed annual reports on all programs for each of the years since the last review cycle. Each program collects data annually ensuring that at least three outcomes are assessed during each cycle.

Assessment data is collected throughout the year, depending on teaching schedules. Thus, some items are assessed in the fall and others in the spring. In addition to reporting on the outcome as a whole, we also disaggregate by location (Frisco versus Denton) and modality (online versus face-to-face). As of fall 2022, we are also reporting on Coursera independently as well. However, it will be at least a year before any students in the Coursera program will be enrolled in courses in which these assessments are being conducted.

Once all data are collected and entered into the tracking system, reports are generated that are shared with the appropriate program committees and department chairs. The reports can be updated to show how the results are being used for improvement as well as to report on the status of actions. In addition to the reports being reviewed internally by the relevant faculty and committees, UNT also assigns every report to a peer team composed of faculty from other disciplines to audit. The results of those audits are sent back prior to the deadline for reporting the next year's results.

In addition to the formal reporting done to satisfy SACS-COC requirements, the College uses several indirect metrics to evaluate student learning. These are not generally included in the reports required by the University because policy at UNT is to use only direct measures for official reporting. Nevertheless, the College values the information that can be gleaned from indirect measures and does use it in planning. For example, we conduct syllabi reviews to make sure that students are receiving a comparable experience regardless of the section, location, modality, or instructor of record. While faculty have flexibility in how and what they teach, there are certain components of courses, especially core and foundational courses, that we want to ensure are included in all sections. This is not a measure of learning per se but is an important component to learning – a student cannot learn what they have not been taught. For courses with many sections, this process is often overseen by a course coordinator who is one of the faculty members of record for the course.

We also review DFWI rates for courses and if discrepancies occur, we investigate the potential explanations for differences across sections and develop responses when appropriate. We administer a graduating student survey annually that provides information on the employment outcomes of our graduates. Each year, we are required to compile a report submitted to the State of Texas on how we meet the expectations of the “18 Characteristics of Texas Public Doctoral Programs”. Some of the most useful metrics included in that report are the number of publications and presentations made per FTE by doctoral students and the career outcomes of our doctoral graduates.

While the College has an associate dean for assessment and academic reporting, it is not the intent of the College for this individual to dictate or be entirely responsible for assurance of learning. Rather, the role is seen as a facilitator. In cases where a program is not “owned” by a department, this administrator may have the duty to enter the data collected from multiple departments into the University’s digital platform, but reports are given to the curriculum committees. The individual oversees the assurance of learning process annually to ensure reports are completed on time. She also may organize discussions of results and in cases where additional information is useful, she has access to university data that can be helpful in making decisions.

#### *Faculty-Led Initiatives*

Faculty are at the core of the assurance of learning programs in the College. They identify the important learning outcomes, and metrics, and conduct the assessment. Generally, the metrics are pre-existing

components of the course. Thus, it is the faculty who develop and implement the metrics. After annual reporting is completed, it is the faculty who makes decisions about revisions to the curriculum, metric, or outcomes.

To illustrate, considering the newest standards and changes we have made to our strategic initiatives, we are moving forward with plans to adopt some new outcomes and metrics. During the 2021-22 academic year, the Undergraduate Program Committee (UPC), composed of faculty representatives from each department, undertook a project to examine the curriculum and answer a simple question. What do we think every business graduate should know and have mastered by the time they graduate regardless of their major discipline? Each member went back to their home department tasked with developing a list of concepts, skills, and knowledge that they believed the students in their discipline should know from the OTHER disciplines to be successful. Thus, the management faculty composed a list of items from finance, accounting, marketing, etc. that every human resource management graduate should know. These lists were compiled into one and then courses required of all undergraduate business students where each concept was being taught were identified and faculty approached to ascertain if the material was being taught and learning of that material evaluated. From there, new metrics were identified for the undergraduate assurance of learning plans. Programs were also able to add discipline-specific outcomes and metrics for their discipline's majors.

Following this process, the Associate Dean for Assessment and Academic Reporting met with the Master's Program Committee (MPC). The members of the MPC were provided with copies of the reporting from the UPC project and it was recommended that the MPC conduct a similar review of the MBA curriculum to identify areas where the assurance of learning plan needed updating. That process is underway for AY 2022-23 and is likely to extend into AY 2023-24.

To provide an example of a thorough and thoughtful process, we highlight the actions taken by a team of faculty from our Department of Management. The faculty tasked with instructing MGMT 3720 – Organizational Behavior reviewed learning objectives, syllabi, textbook content, and current state of practice. Together, they developed new learning outcomes for the course to be annually assessed and reported on a rotational basis for the purposes of accreditation of the business program. These outcomes were selected based on the faculty's collective expertise and knowledge of their relevancy to optimizing the organizational performance and operations of businesses. These outcomes were further designed and selected with awareness of the importance of the UN Sustainable Development goals, and with an interest in building more humane, sustainable, and viable business environments in a complex and globalizing economy.

The faculty identified five areas they believe to be paramount to success as a business leader in today's environment. They further identified two outcomes for each of these five areas, which include an understanding of emotional intelligence, leadership, motivation, diversity management, and organizational culture. Below, in Figure 1, you can see these outcome areas and the student learning outcomes associated with them.

Figure 1: Examples of Student Learning Outcomes Changes

**Emotional Intelligence LOs:**

- Analyze how perception and emotional intelligence affect behavior at work.
- Identify connections between the practice of emotional intelligence and workplace productivity.

**Leadership LOs:**

- Identify different styles of leadership in organizations based on management practices.
- Review the uses of different leadership theories in organizational operations.

**Motivation LOs:**

- Analyze the strengths and weakness of different motivational strategies.
- Explore motivational strategy application in situational real-world contexts.

**Diversity Management LOs:**

- Describe how to build effective, accountable, and inclusive organizations.
- Explain the importance of diversity, inclusion, and equity for sustainable development in the business world.

**Organizational Culture LOs:**

- Evaluate the connections between organizational culture and organizational performance.
- Discuss techniques for building inclusive and equitable organizational cultures.

The College collects these data to use the reports in decision-making. To demonstrate, we discuss three changes below related to our direct and indirect assurance of learning programs.

*Use of Indirect Measures*

We begin with the use of an indirect measure. As previously discussed, in 2020, we assessed the DFWI rates in two of our most popular courses, MKTG 3650 and MGMT 3720, required courses for our business undergraduates that attract many non-business majors. We discovered that non-business majors were much more likely to be unsuccessful in these courses than our business majors. We created new courses like these that are non-business major courses that cannot be used to fulfill the requirements of the business degree. This allowed instructors in the non-business major courses to introduce material that the majors would have had in other courses, giving the non-majors a better opportunity to be successful in the course, it also allowed instructors teaching the business major courses the ability to move at a faster pace and move beyond where they had previously been able.

*Use of Information from Industry to Create Relevant Curricula*

The College has an active advisory board composed of alumni and industry leaders who provide guidance to the College on strategic initiatives and assist with the College's advancement activities. In addition, the departments and programs within the College draw upon the expertise of their own advisory boards that are focused on specific industry needs. The College and the departments rely heavily on these advisory boards in making decisions about curriculum currency. Our faculty also

maintain relationships with individuals in industry who are not members of any of these boards and who also provide guidance on future directions and educational needs. While these activities extend across our programs, we will highlight just a few examples of ways in which industry has guided decisions about curriculum.

Greater detail will be available through the Department of Accounting and their individual accreditation CIR report, but one example of the role of industry in leading curricular change can be found within that program. The department's partnership with and endorsement by the Institute of Internal Auditors and the Institute of Management Accountants are the results of tweaks and changes to our curriculum, all based on nudges by the Accounting advisory board. Also, the Professional Exam Competency course, required of all MS students, is the result of encouragement by the advisory board to have a CPA review course in the master's program. Separately, based on feedback from students to that board, it has been recommended that changes be made to the way in which undergraduate accounting students are advised. A proposed change based on that feedback was sent to Dean Wiley and has been addressed by the half-time assignment of a lecturer to undergraduate advising. The advisor is one of the most popular undergraduate instructors, with a strong understanding of the curriculum and of the accounting profession's needs, and we believe will successfully implement the needed changes.

There are many more examples of how input from advisory boards has elicited change in curriculum or education operations. For instance, at the suggestion of board members, our undergraduate advising office now creates major-specific student groups for those who have not yet reached eligibility to declare their major. This enables departments to better plan for changes in estimated numbers of future students, which allows the departments to develop teaching schedules that will better meet the needs of the student population. In addition, it also allows for the departments to connect with these students earlier. That early contact can be instrumental in the retention of those students because they feel more connected to their program, the faculty, and other students.

At the graduate level, the planned MS in Marketing was partly developed through the support of the marketing advisory board.

In our Department of Management, the curricula are heavily dependent on input from industry leaders and the advisory boards that serve the programs. Over the past five years, several updates to the OBHR program are in response to advice from industry and the advisory board. Examples of these changes include the addition of the HRIS and Analytics course and the removal of less relevant courses from the list of required courses. These changes have made it possible to offer a sustainable structure of courses that improves the consistency of content coverage, which ensures employers that our graduates have been exposed to those critical areas. In the Entrepreneurship program, changes were made to increase the rigor of the program, and add more structure and focus to ensure that the graduates were provided with sufficient resources to be successful. For instance, the introductory course was added as a pre-requisite to several of the 4000-level courses to ensure the enrolled students had the sufficient background knowledge to be successful in the course, and it also allowed the faculty members to add more sophisticated content to those courses. An entrepreneurial-focused business planning course was added to give students the opportunity to develop planning and strategy skills aimed directly at entrepreneurial activities. Also, over the last five years, there has been a concerted effort to include entrepreneurship leaders in the classroom through guest speakers, living cases, and networking activities for students.

One final example of industry-guided curricula are the Sport Entertainment Management degrees offered in the College. The program was developed over the last five years from scratch. Since the beginning, seven new MBA and seven new BBA Sports Entertainment Management courses have been developed, all with input from the program's advisory board and as a result of meetings with industry executives. From the start, there has been a commitment to run a semester-long project in collaboration with an industry partner in each and every class, and with the exception of one course, that has been done successfully. Our industry partners over the year have been manifold, but here are some of the organizations with which projects have been centered: Dallas Cowboys, PGA of America, Dallas Mavericks, FC Dallas, Dallas Stars, Fieldhouse USA, and the Frisco Roughriders. This continuous interaction with the industry allows faculty to gain immediate feedback on the curriculum and informs changes to courses.

### Learner Demographics and Enrollment Trends

The total enrollment of the College has increased substantially over the last five years, with the largest gains at the master's level followed by the undergraduate level. The doctoral program has declined by an average of three percent per year. Among undergraduates, the increases are fairly consistent across demographic categories. At the master's level, however, the increase is most pronounced among international students. There has also been a dramatic increase in the number of African American students at the master's level.

At the program level, most of our program enrollments have changed consistently with overall enrollments at that level. A few programs, though, are experiencing more dramatic shifts in enrollments. Among undergraduates, there has been a noticeable increase in students majoring in Marketing, Finance, Business Analytics, Business Integrated Studies, and General Business. The last of these, we anticipate growing at an even quicker pace over the next five years due to the introduction of the Coursera option for the BS in General Business. Meanwhile, we have seen a decline in students selecting accounting and logistics and supply chain management.

Among graduate programs, the largest increases have been in the Business Analytics programs (both MS and MBA), and the General Business MBA. There has also been a modest increase in Finance MS enrollments. Some of these increases are likely attributable to the STEM designations for the Business Analytics programs and the Finance Master of Science Program. There has been a decline in the Cohort MBA enrollments, but that trend reversed for the FY23-24 cohort. There has also been a three percent average annual decrease in doctoral enrollments. However, with the new Doctor of Business Administration program coming on board, we anticipate a reversal in the overall decline in doctoral students. The DBA program is scheduled to start in Fall 2023 at the Frisco campus.

While the growth in enrollment has been a blessing in a time when many other universities are experiencing declines in enrollment, the nature of the increases in the College may be a cause of concern. In most university settings, human and financial resources for delivering programs usually follow growth by at least one, and often more, years. Continued increases in enrollment make it increasingly difficult to staff enough courses to meet the demand. Further, with the growth, particularly at the master's level largely in one area, there could be resource allocation issues should enrollments decline suddenly or shift to other programs. We run the risk of having enough faculty members overall but not with the right skill set to meet changing demands. Further, because such a large proportion of

the growth is among international students, there is an added risk of experiencing declines should there be a disaster such as COVID-19 again in the near future. Consequently, we are focusing attention to recruiting from more geographic regions and into other program areas.

### Supporting At-Risk Learners

A variety of challenges may lead to a student being at-risk. While the most obvious may be characteristics related to academic ability, there are many other challenges that can affect students' success, particularly among a student population like UNT's. We discuss the ways in which RCOB has provided support for at-risk students in the section below.

#### *Ryan College of Business Support*

##### Undergraduate Student Support

Because UNT RCOB attracts many first-generation students, we want to ensure that we are offering the support needed to ensure academic success. The RCOB Undergraduate Programs Office (RCOBUP) serves undergraduate business students. RCOBUP provides centralized degree program advising, student academic support, student engagement initiatives and one-stop access to advising and registration for all new and continuing RCOB majors. RCOBUP programs are designed to build relationships with students from new student orientation through graduation. Advisors also help new transfer students and support faculty advisors regarding discipline-specific questions. This is generally the same structure that was in place at the time of the last AACSB International review. Several initiatives (described in the following paragraphs) have been introduced since the last review to improve student performance and outcomes, however.

##### Individual Academic Coaching Sessions.

Students on Academic Alert have been required to attend an individualized academic coaching session for a number of semesters, provided by the Learning Center. As of Fall 2017, the Ryan College of Business now requires all students on Academic Alert or Probation to attend one of these sessions offered by the UNT Learning Center. Academic coaching sessions assist students in developing personalized academic goals and strategies for achieving these goals, such as improving time management and learning new study skills. Coaches also point students to the best tools and resources for helping them achieve academic success. The Ryan College of Business collaborates with the Learning Center to ensure that students on alert or probation have attended both academic advising and academic coaching before receiving a code to register for the next semester.

##### Major Changer Sessions.

RCOBUP provides Major Changer opportunities throughout the academic year. These opportunities are for current UNT students considering changing their major to business. Canvas modules have been created to review the degree requirements and tiered progression system for potential major changers. Topics range from how students' credits might apply to a business degree to whether or not particular students could potentially exceed the maximum number of hours allowed by the State before they must pay a premium tuition (known as the excess hours rule). There is a special focus on informing students of the demands of being a business major. The Canvas modules provide important information to many students at one time. These modules are available year-round. Once students complete the modules, they are requested to email the office's main email address declaring their intent to change and an advisor will process that request. If students require follow up discussions, they are then able to reach out to the advisor in charge of major changers.



### Paraprofessional Program.

During the 2011-2012 academic year, RCOBUP launched a paraprofessional program, employing two RCOB students to serve as peer advising liaisons (PALS), and one intern from the College of Education Master's in Counseling program. The PALS were tasked with implementing student success initiatives aimed at transfer and continuing students, and the counseling intern was assigned student success initiatives aimed at the first-time-in-college (FTIC) population. This program continues into 2023 with one PAL assigned to the program. These paraprofessionals do the following types of activities:

- staff an outreach table and provide students with RCOB and registration information during early registration;
- call or email all undergraduate RCOB students on probation to inform them that they must make an advising appointment and attend a Learning Center workshop;
- assist at the front desk during early registration, allowing RCOB advisors to conduct appointments continuously;
- email all undergraduate RCOB students reminding them to early register;
- call all RCOB incoming transfer students with a 3.0 GPA who have been admitted for summer and fall, but have not signed up for orientation;
- send a follow-up welcome to all new students registered for fall;
- contact students who attended transfer orientation but did not register;
- call all RCOB students on academic alert, encouraging them to make advising appointments;
- present Academic Success Program workshops;
- assist with undecided student workshops; and
- create and coordinate freshmen finals preparation workshops.

### Freshman Group Advising Sessions.

In fall 2015, RCOBUP began offering group advising sessions for freshman called "Get Advised." These sessions are meant to refresh the students on RCOB requirements, which they learned about at summer orientation, and help them prepare for the upcoming semester while networking with a small group of their peers. Offering this group advising option also allows the advising office to efficiently assist these students and help foster connections. This supports the initiative of advising all first-time-in-college students, in addition to all pre-business students. However, this strategy is not always possible due to inadequate advisor to student ratio. Additional advisor positions were allocated by UNT but have been challenging to fill due to salary limitations. The UNT System Human Resources staff is conducting a new market survey in an attempt to remediate this problem.

### Technology-based Engagement.

UNT is no stranger to the changing needs of college students across the country. To reach our students taking courses at off-site instructional facilities, online or evening courses only, RCOBUP began offering web-based advising services in Fall 2017. This provides access for those students to the same quality, individualized advising services in a convenient format.

Students in the fully online General Business degree in partnership with Coursera are advised virtually. The program was initially intended for first year students with fewer than 30 collegiate hours. The College developed a course rotation to gradually add courses to the platform. We have been able to admit students with up to 45 hours and are now able to admit students with any number of transfer

credits based on their needs and courses in the rotation. These students have an online orientation and a dedicated advisor who engages with the students through phone calls, texts, and email.

Additionally, the RCOBUP partnered with the Registrar's Office to provide a web-based academic planner to all incoming students in fall 2016. This resource allows students to go beyond the generic four-year guides already provided. Students have 24/7 access to create personalized semester-by-semester paths to graduation by taking into account courses already completed. Beginning fall 2017, a web-based advising appointment scheduling system was introduced to students in the RCOB. This system provides just-in-time email and text confirmations and reminders to students. Some group sessions have recorded a nearly 50% improvement in attendance with the implementation of this system. RCOBUP plans to continue to roll out additional features with this tool over the coming months.

### Undergraduate and Graduate Student Support

#### Computer support.

UNT centralized computer labs in FY 2023, so there is no longer a computer lab in the building. However, there is significant computing lab space in the library, located just across the street. The UNT library also has laptop computers that students may check out. The College maintains a virtual desktop environment, allowing all RCOB students to access course software from any computer in any location. In addition, the RCOB also has kiosk stations on the ground floor that are available to anyone at any time and printing stations for doctoral students.

#### Teamwork and tutor rooms.

There are 13 small group study rooms throughout the building. Six are open on a first-come, first-served basis; the others are available by reservation. Academic departments are each assigned a tutor room on the ground floor that they control and operate. The tutor rooms are equipped with computers for instructional purposes. In addition to the open access labs, the College provides tutor labs for students enrolled in courses at the undergraduate and master's levels in Accounting, Finance, and Information Technology and Decision Sciences. These labs are usually open seven days per week and offer individual tutoring for students who need extra assistance in these majors' highly technical courses.

#### Professional Leadership Program (PLP).

The PLP executive mentoring program, which is housed in the RCOB, partners PLP members with top executives for experiential learning. Students shadow their mentors, observe, and often even participate in business transactions, meetings, negotiations, strategic planning sessions, and networking events. Students are matched with mentors who have the same goals and expectations of the relationship and who are in career fields to which the students aspire. PLP seeks mentors who commit to providing constructive feedback; creating safe learning environments; encouraging growth opportunities; offering challenges and contributing positively to the mentees' confidence; teaching by example; and encouraging the exploration of ideas. In addition to mentoring, the program offers weekly class sessions covering business skills and work readiness. A key feature of the program is a partnership with McKinsey. Consultants teach their case analysis method to PLP students, who then prepare a case for judging by the McKinsey team. While the program is open to all majors at the University and is specific to junior, senior and graduate students, business majors are the highest percentage of students the program serves.

### UNT Support

Students have access to a variety of support services aimed at helping them navigate the challenges and demands of their academic and personal lives. Academic support services that play a crucial role in ensuring students' success include resources such as tutoring, study groups, writing centers, and academic advising. These services help students improve their study skills, manage their time effectively, and enhance their understanding of course material.

Additionally, counseling and mental health services are essential in promoting students' emotional well-being, providing a safe space to discuss personal concerns, stress management, and access to professional help when needed. The University supports recreational programs, medical and counseling services, and dietitians. Programs such as art therapy are also available. Services related to financial or legal concerns are available through the University's engagement and support resources. To help provide new students with a foundation to encourage them to explore academic opportunities and to engage with the University and their academic units early, the University sponsors an official welcome called week "First Flight"

Career services assist students in exploring career paths, developing resumes, honing interview skills, and connecting with internship and job opportunities. Health services address students' physical and mental well-being, offering medical care, wellness programs, and health education. Finally, campus-wide resources like disability services, financial aid offices, and multicultural centers ensure that students from all backgrounds receive the necessary support to thrive in their college journey. These diverse support services form a robust network that fosters student success and well-being throughout their college experience.

### G. Brint Ryan College of Business

The College offers a variety of resources for at-risk learners as well. Boot camps and supplemental instruction have been mentioned earlier in this report but there are additional resources in the College designed to help all students, including at-risk learners. The College sponsors more than 20 student organizations and honor societies. Some of these groups are discipline specific while others provide support to specific groups of students and still others are for general engagement and support. Business majors are encouraged to become involved with relevant organizations as a way to network as well as for professional development. Organizations are present for First Flight to allow students to learn about opportunities even before their first day of class and will also set up tables in the atrium periodically to speak with interested students.

### Faculty Teaching Development and Improvement

The University of North Texas and the G. Brint Ryan College of Business provide several options for voluntary faculty development and improvement as well as options to assist those faculty whose performance has indicated a need for improvement. The College has an annual review process prescribed by the University for every faculty member. Chairs meet with the faculty to discuss the review and agree on the workload assignment for the coming year. For tenure-track faculty, the process includes an intensive fourth-year review at which progress toward tenure is assessed. The goal is to ensure that all faculty have guidance and opportunities to make corrections if necessary. Non-tenure-track and tenured faculty also participate in the annual review. Faculty who do not achieve minimum standards in any of teaching, research, or service for two consecutive year will be put on a performance

improvement plan. If they fail to meet the goals of the plan, under state law they can be terminated. However, it is our goal to assist them in regaining good performance.

The Office of Faculty Success at UNT offers more than thirty programs each year to provide support and assistance to faculty members. These include faculty resource groups for several disadvantaged groups. In addition, the University has been a strong advocate for the promotion of inclusion and belonging. In 2020, the University launched its Anti-Bias and Cultural Awareness Program which requires all faculty and academic staff to complete at least one approved event of approximately 90 minutes in length annually. Recognizing the power of mentoring in faculty success, the office sponsors a faculty mentoring program consisting of one-on-one mentoring, cross-disciplinary mentoring teams, and a mentoring grant program that provides financial support for mentoring efforts.

The Office of Faculty Success also hosts several workshops dedicated to supporting faculty through the promotion process and where applicable the tenure process. They also lead a University Writing Group that provides support for faculty members on establishing and maintaining productive writing habits. One of the key components of that is a set of writing retreats offered each semester (fall, spring, and summer). Typically, they offer five to seven retreats dedicated to special topics that provide a foundation for building a writing agenda.

The University also offers faculty development leave to full-time faculty or staff who have served the University for at least six consecutive years since hiring or since returning from a previous leave. The program provides full-time or half-time salary determined by the length of the leave. University policy allows for up to six percent of the faculty to be on development leave at one time and requires faculty to continue in service for one year after the leave. Faculty and administrators may propose leave for research activities, creative projects, or for renewal of skills. Development leave in Fiscal Year 2021 was canceled or postponed due to COVID but the College has had at least one recipient each year with four in FY 2018, two in FY 2019, five in FY 2020, four in FY 2022, two in FY 2023 and one in FY 2024. At the time of this writing, new FY 2024 recipients have not been identified.

Adding to these opportunities, the College started a summer research grant program in 2018. At the time of the last accreditation visit, this program was new. From 2018 through summer 2022, 78 grants have been awarded, totaling \$780,000, with an additional 35 grants funded in summer 2023. Slightly more than three-fourths of the funding has been used by faculty for summer salary and the remainder for travel or other research related expenses such as data collection or the purchase of data.

## Thought Leadership, Engagement, and Societal Impact

The G. Brint Ryan College of Business has made significant societal contributions through its scholarship initiatives. The college's commitment to academic excellence and research has fostered a rich intellectual environment, generating knowledge that directly impacts society. Faculty members' scholarly pursuits have resulted in groundbreaking insights and innovative ideas, advancing various fields within the business realm. By producing rigorous research, the college has informed policy decisions, shaped industry practices, and influenced thought leadership. The scholarship conducted within the RCOB has also nurtured a community of lifelong learners, equipping students with critical thinking skills, ethical values, and a global perspective. As graduates enter the professional world, they carry forward the college's commitment to societal progress, driving innovation, economic growth, and positive change within their respective domains.

### Promoting a Positive Societal Impact

At our college, the pursuit of impactful research is at the forefront of our academic endeavors. We firmly believe in providing ample opportunities and resources to encourage faculty and students to engage in groundbreaking studies that can make a real difference in their respective fields. Grant-writing is actively promoted and supported, with a dedicated office providing guidance and assistance throughout the application process. Moreover, we foster collaborations with other esteemed colleges and universities, as well as industry partners, recognizing the power of collective expertise and diverse perspectives. These collaborations enable us to undertake multidisciplinary research projects that address complex real-world challenges. Emphasizing the publication of research in high-quality journals is a vital aspect of our institution's research culture. By emphasizing rigorous standards and encouraging faculty and students to submit their work to reputable publications, we ensure that our research reaches a wider audience and contributes to the advancement of knowledge in the global academic community.

### Impactful Research Through Collaborations and Targeted Efforts

Prior to the last peer team visit, the college developed and implemented a plan to advance its scholarly impact by targeting funded research opportunities. To do this, the college began to cultivate collaborative relationships with colleagues outside the college as well as outside UNT. Additionally, the College hired two research professors through the McNatt Institute for Logistics. The first was hired in 2016 and the second in 2017. The college added a grant manager in July of 2020, whose role is to help shepherd proposals and awards through the process. She also works with faculty to identify potential funding opportunities and make connections with potential collaborators on fundable research projects. This strategy coincides with a significant increase in proposal submissions during the last five years with the college's faculty collaborating with researchers from six of the University's colleges and schools as well as with colleagues at other institutions.

Table 2: Research Proposals, Awards, and Expenditures

Fiscal Year	Proposals Submitted	Awards	Recognized Expenditures
2018	6	1	\$565,206.73
2019	6	1	\$372,861.62
2020	16	1	\$441,363.64
2021	25	4	\$501,995.91
2022	28	8	\$477,971.70
2023 to date	18	5	\$703,638

Equally as important is that most of the proposals that were awarded as well as those that were not addressed specific topics that would make a societal impact. For instance, among proposals awarded funding, there were projects focusing on cybersecurity and on patient encounters and empowerment in healthcare facilities. While not funded, the diversity and topics of those proposals that were not funded demonstrate the commitment to scholarship that would make a positive social impact. Some examples of the topics found among the proposals not awarded include addressing access to support services by North Texans with aphasia, examinations of agro-terrorism, evaluating health disparities and outcomes, and identifying methodologies for efficient transportation planning,

While grant-funded research has not been common in colleges of business in general, the Ryan College of Business has long recognized the value of this type of research for a variety of reasons. Obviously, it contributes financially to the activities in the college but it can also provide opportunities for impactful training for the students who are part of the project. In addition, projects that receive funding from private foundations and organizations as well as from public funding do so because they are perceived to have an immediate, relevant impact. The funded projects in the Ryan College of Business are no exception.

One example of how RCOB researchers are making an impact is the recent work of a professor of insurance and risk management, Dr. Yu-Luen Ma, who received funding from the Federal Highway Administration to support a collaborative project that evaluated the effectiveness of safe driving plans in saving money for the individual consumers and companies sponsoring the plan. Her team concluded that the use of automotive telemetrics and big data analysis enables insurers to underwrite with greater specificity and accuracy, which can save both the consumer and the company money. But they also concluded that the utilization of behavior-based pricing plans offers incentives, as well as the ability for drivers to select safer times to travel, safer routes, and to make driving choices that would reduce the impact on the environment and increase overall safety through less congestion.

Assistant Professor Laurie Giddens has a history of research funding, including a recent award that focuses on the ways technology is used to facilitate, detect, and disrupt illicit activities online. Her work has focused on various types of criminal activity, including human sex trafficking, the selling of stolen auto parts online, and now the sale of stolen goods in general through online websites.

#### Impactful Research Through an Emphasis on High-Quality Journals

In response to the evolving landscape of academic research and the need for impactful contributions, our college has undertaken a comprehensive revision of its journal list, as recommended by the previous peer team. Recognizing the importance of top-tier journals in disseminating high-quality research, we have placed a greater emphasis on these publications. The revised list reflects our commitment to excellence and ensures that faculty and students have access to the most influential platforms for their work. To further incentivize publishing in these prestigious journals, the college has implemented a financial reward system for faculty members. This initiative acknowledges and values the efforts and achievements of faculty in producing outstanding research that significantly contributes to their respective fields. By aligning our journal list with top-tier publications and providing financial incentives, we aim to foster a culture of excellence and drive impactful research outcomes at our institution.

#### Impactful Research Through Targeted Hiring

One of the benefits of the naming gift is that it provided for a number of endowed chairs across our disciplines. To date, we have hired seven renowned scholars in Taxation, Entrepreneurship, Finance, Logistics, Behavioral Accounting, Artificial Intelligence and Cybersecurity, and Marketing. The Logistics chair has left the University, but a search for a replacement will begin this fall. The gift also created an \$8,000,000 endowment for professorships. Four of these have been awarded at \$1,000,000 each in cybersecurity, entrepreneurship, human resource management, and sport management. This brings the number of filled chairs and professors in the college up to 20 and vacant lines to 9, for a total of 29. At the time of our last visit, we had ten endowed chairs and professorships in the college.

### *Impactful Research ExampleC*

In examining the range of faculty research conducted in the college, it is important to note that the expertise of our faculty extends across a multitude of thematic areas. While we will focus on discussing three specific areas in this context, an analysis of our faculty's research publications over the last five years encompasses numerous disciplines and aligns with various United Nations Sustainable Development Goals (SDGs). Broadly applied, these goals serve as a global blueprint for addressing pressing challenges and fostering sustainable development across the globe. While we delve into a selection of thematic areas that are most popular among our faculty, we acknowledge the vast array of research being undertaken by our faculty, which spans many areas that have an impact on improving life across boundaries.

A review of the intellectual contributions over the previous five years reveals that our faculty are publishing in many areas where their work may have a positive societal impact. The most common areas are health and well-being, industry innovation and infrastructure, quality education, reduced inequality, and gender equality. Often, their work addresses more than one area. Below we provide some highlighted works within these areas.

#### *Good Health and Well-Being*

Several faculty members have published work relating to the application of technology to health and well-being, for better or worse. On the positive side, one publication assesses the relative impact of older adults' use of fitness trackers while on the possible negative side, another evaluates the ways in which consumers are taking an active role in their own health by self-prescribing, a behavior that technology has made possible. Several publications examine the use of technology to assess health disparities, allocate medical resources, and manage patient waiting time among many others. Not surprisingly, faculty in the college published dozens of articles on the impact of COVID-19. In some of these, the impact of the pandemic on purchasing behavior and consumer perceptions is addressed while in others there is a greater focus on its effect on the workplace and workers. In still others, our faculty evaluated data-driven responses to outbreaks and means to reduce their impact. But, it was not just COVID-19 safety our faculty tackled; several publications address driver behaviors such as texting, predicting airline accidents and fatalities, and the use of sports programs to promote health and well-being.

#### *Industry Innovation and Infrastructure*

We also have many examples of the use of innovative designs, new trends, and technology in business. Cybersecurity, data safety, and privacy concerns are common topics of study among our faculty in ITDS especially. Faculty in the college are also assessing the use of technology in logistics and supply chain with the use of drones and traffic forecasting. Management faculty published on the use of artificial intelligence in making hiring decisions. Marketing faculty have published on the use of artificial intelligence in product development and the effect of adopting P2P payment methods on consumer behaviors and perceptions.

#### *Reduced Inequalities*

Faculty across all our departments have published addressing social inequalities. While evaluations of gender differences are the most common there are also publications focusing on race and ethnicity, sexual preference, age, income, veterans, disability, and more. Amidst calls to ensure board diversity, we see many faculty tackling the topic of gender and ethnic diversity of corporate boards and leadership



and the impact that has on everything from risk-taking to financial strategies. Similarly, several faculty have studied the ways that gender and diversity affect entrepreneurship and consumer experiences. Likewise, as the perceptions of gender identification and preference have been discussed more openly, we have seen more scholarship among our faculty on marketing to the LGBTQ+ community as well as on explorations of gender identity on career paths and on perceived leadership effectiveness. Not surprisingly, our faculty have also addressed economic disparity and its impact on everything from home ownership, mortgage delinquency, and the use of microfinancing to provide opportunities for low-income and disenfranchised entrepreneurs across the globe.

### Quality Education

The Ryan College recognizes the value of scholarly inquiry into factors that affect quality education. The work of our faculty in this area is diverse. While several pedagogical publications on business content have been published by our faculty over the last five years, the scholarly contributions to ensuring quality education by our faculty are not limited to that topic. Faculty have also published on the degree to which business schools are providing the education needed in industry with some discussions focusing on soft-skills and preparation for corporate life. Further, several pieces address student satisfaction with online courses as well as with support services in university settings and mentoring. Still others address concerns about operations in educational institutions, including assessment of fraud, the use of incentive programs for faculty, the implementation of information security policies and more.

## Faculty Qualifications and Sufficiency

### Faculty Lines

During fall 2017, the Ryan College of Business had 112 full-time faculty members. By fall 2022, that number had risen to 164 plus two research faculty, and will approach 170 in fall 2023. While a 37% increase in full-time faculty members is impressive, enrollment increased by 54% during that same period. As noted elsewhere in this report, the composition of the student body has changed, with the percentage of the enrollment classified as graduate students increasing by 370%.

At the same time, the proportion of full-time faculty on tenure track lines declined from 77% to just 56%. As faculty on tenured or tenure-track lines have left the University or have taken other positions, the College has replaced several of their positions with lecturer or clinical positions. There are several reasons for this. First, the departed senior faculty often had heavy teaching loads and taught large classes. Their replacements needed to have similar teaching loads to accommodate student demand. While compensation for replacement faculty is often below market for new tenure-track faculty, it is often sufficient to attract outstanding lecturers or clinical faculty members. The college's lecturers and clinical faculty make substantial contributions to teaching at the undergraduate level and in targeted areas in the master's programs. They also support the doctoral program by allowing the tenure-track faculty to carry research loads and devote time to prepare for seminars and direct dissertations. The College recently adopted the position that faculty members on clinical lines should have a small proportion of their workload designated as research. Often, the type of research conducted by these faculty members is more applied or pedagogical, but the college views them and the research in which they engage as beneficial to the college, industry, and disciplines. Therefore, the percentage of faculty classified as Scholarly Academic has remained fairly consistent over time. Nevertheless, the growth,



along with the changing composition of the student body and transformation of faculty lines has made it increasingly difficult to ensure adequate staffing, particularly at the graduate level.

These struggles are further complicated by some changes in location and chosen field of study by the growing enrollments. First, the Frisco campus was in its infancy at the time of the last accreditation visit. For many years, the University and college had limited offerings available in various locations in Frisco but prior to announcing a strategic expansion in Collin County in 2018, the number of courses offered and the number of students served were small. In the spring of 2018, the UNT growth plan was announced when the City of Frisco, the Frisco Economic and Community Development Corporations, and UNT announced plans to build an entirely new campus on 100 acres in the quickly growing Frisco community within Collin County. The University began to strategically identify space that would allow for more courses and a select number of complete degrees to be offered in Collin County.

In January 2023, UNT opened a new building anchoring the Frisco campus where eventually 5000 students will be served. In fall 2018, a total of 26 business students were enrolled exclusively in courses offered in Frisco and another 114 students were taking courses predominantly in Frisco. By Fall 2022, 124 business students were enrolled exclusively and 486 predominantly in Frisco. To accommodate the growth and to stimulate further growth, the college has expanded the number of courses offered in Collin County. In some cases, enrollments in these sections are low compared to those in Denton or online. While the strategy may not be the most efficient, providing a fertile opportunity for growth is important for the success of the endeavor.

Further, to take advantage of the location, the college placed its new Sport Entertainment Management programs on the Frisco campus. Frisco is one of a few U.S. cities with a heavy sports concentration; in this case eight sports organizations and six professional teams. This makes the location the ideal place to situate the undergraduate and graduate programs that train individuals for careers in sport management. Many of the full-time Frisco students are majoring in one of these programs but there are students pursuing other degrees in the college choosing to take their coursework there as well.

In addition, while the college has hired many new faculty members in the past five years, there has been a shift in the composition of the faculty by discipline. Due to large increases in the number of students enrolling in our STEM-designated master's degree programs, we have shifted hiring to ensure that we have adequate coverage for the courses taught in these disciplines.

A table with the names of all budgeted faculty members by rank and tenure status as of AY 2022-23 is included in the Appendix. This table shows the distribution of faculty lines by department, rank, and tenure status in AY 2022-23. The table includes administrative officers such as deans, associate deans, and department chairs as well as faculty with joint appointments as well as two faculty members with full-time administrative appointments outside the college. In some departments, professors and senior associate professors constitute a large proportion of the faculty, creating the potential for a near-term surge in retirements. In other cases, it is clear that a disproportionate number of new hires occurred in one or two departments when compared to five years ago when departments were largely of similar size. The uneven hiring is in response to changes in the enrollment in the college. Specifically, there has been tremendous growth in the faculty in the ITDS department, whose faculty is composed of individuals who are earlier in their careers than the faculties in most of the other departments. The faculty representation in the departments of Accounting, Logistics and Operations Management, and

Marketing is concentrated disproportionately at the full professor level. The composition of the faculty may illustrate some of the potential risks the college faces and for which planning is needed. These concerns are addressed elsewhere in this report in greater detail.

**Table 3: Number of FTE Faculty by Department, Rank, and Tenure Status Lines for Fall 2022**

Rank	College	ACCT	FIREL	ITDS	MGMT	DLOM	MKTG
Professor (T)	46	6	6*	7*	9	8*	10
Associate (T)	24	3	6	4	7*	3	1
Assistant (TT)	35	5	7	12	5	2	4
Visiting Assistant Professor	2			2			
Clinical	26.5	3	3	12	4	2	2.5
Lecturer	30.5	2	5	3	13	4	3.5
Research Faculty	2					2**	
TOTAL	166	19	27	40	38	21	21

\* Includes Dean or Associate Dean or those with administrative appointments outside the college with no or limited teaching responsibilities.

\*\* Research Faculty do not have teaching responsibilities

### Faculty and Staff Diversity

The faculty includes members from many different countries and ethnic groups. Women compose 84% of the staff and one-third of the faculty. Forty percent of RCOB staff are members of racial or ethnic minority groups. Thirty-nine percent of RCOB full-time faculty are members of racial or ethnic minority groups. The College's faculty is slightly more diverse than its peer and aspirant institutions (Table 4). The RCOB reaches out vigorously to women and racial and ethnic minorities when hiring and has attended the annual PhD Project conference to encourage minorities to apply for open positions at UNT. However, when comparing the salaries of RCOB faculty against those at our peer and aspirant institutions, we find that in spite of efforts made and ongoing by UNT to make salaries more competitive, with the exception of our non-tenured full-time faculty, on average, we remain at less than 90% of the average across all disciplines combined. Consequently, the success of efforts to increase diversity among our faculty has been modest. Further, the State of Texas is part of a growing contingent of states that are restricting the degree to which agencies can actively pursue diversification in hiring and promotion practices and at the same time, there has been political support to eliminate tenure in public universities. The college is committed to hiring the most qualified faculty and staff while supporting a goal to create an inclusive environment that is representative of our diverse student body and business community. While the college has never utilized preferential hiring practices on the basis of diversity, some aspects of the current political climate in the state may affect our ability to attract talent across the board but especially among women and ethnic minorities.

Table 4: Percent Full-time Faculty by Ethnicity Compared to Aspirants, Peers, and In-State Competitors

	UNT RCOB	UNT Peer and Aspirant Schools
Percent White	56	57
Percent African American	3	3
Percent Hispanic	2	2
Percent Asian American	18	24
Percent American Indian/Native	1	< 1
Percent Female	29	35

RCOB faculty members are involved in many activities that promote diversity of thought. These range from leading study abroad programs to incorporating global perspectives into their courses. Many faculty members maintain relationships with colleagues in other countries. Perhaps most importantly, faculty governance within RCOB displays wide-ranging diversity, with committees and faculty administrative positions held by people of many gender, racial, and ethnic backgrounds. Overall, RCOB is proud of its efforts to embrace and promote diversity. We believe that our atmosphere provides a welcoming environment for all faculty and staff.

### Faculty Sufficiency and Deployment

The RCOB criteria for determining Participating (P) or Supporting (S) status and for classifying faculty are found in the Appendix. AACSB Table 3-1 reports the P/S status of each person who taught at least one course in the RCOB during the 2022-2023 academic year. It also provides the share of total student credit hours taught by participating faculty during the same period. At the time of the last review, the College had lost several members of its faculty, and due to budget constraints, those lines had not been filled with full-time faculty. Since the last review, the College and each department have focused closely on our faculty sufficiency and deployment, increasing the number of full-time faculty by more than 50%. With the addition of some new lecturers as well as tenured and tenure-track faculty, we are pleased to report that 79% of SCHs earned during the 2022-23 academic year were taught by participating faculty. We did not meet the threshold for participating faculty within our professional development courses and business law courses, but we do not offer degrees in either of those areas. AACSB Table 3-2 provides details on the deployment of faculty by various degree programs. As expected, all SCHs produced in the Doctoral program are by Scholarly Academic faculty members. We have provided breakdowns for faculty sufficiency and deployment by location and teaching modality in the appendix as well.

## Hiring and Recruitment

Recruitment and hiring policies are largely determined at the University level. Hiring is governed by the *UNT Faculty Hiring System Department User's Guide*.<sup>i</sup> The UNT System Human Resources Department is involved throughout the process and provides training and support to ensure fairness in all searches. It ensures that all searches follow university guidelines and meet or exceed all Equal Opportunity Act and Americans with Disability Act requirements. New policies have been adopted to comply with State of Texas restrictions on intentional efforts to attract a diverse workforce. The University no longer collects information about applicant background. As a result, we are no longer able to analyze the degree to which efforts to network positions and attract a diverse applicant pool are successful.

In the RCOB, positions are considered to belong to the College rather than to departments. Thus, when a faculty position is vacated, the department does not automatically retain the position. College-wide needs and strategic directions are considered and incorporated into all personnel decisions. Departments requesting new or replacement faculty are required to align their requests with the RCOB and UNT strategic plans. Given the number of senior faculty approaching retirement, the College's changing mission, and shifting growth patterns, the College expects that the allocation of faculty lines among departments will be critical in determining its future direction. We already see the shifting occur but will need to remain vigilant to ensure that our faculty adequately reflects the dynamic and changing needs of the business community and student body.

## Mentoring

RCOB recognizes that mentoring can contribute significantly to the success of new faculty. Both informally and by policy it encourages the mentoring of junior faculty. The responsibilities of department chairs, mentors, and junior faculty within the College's mentoring policy are described on the College's website. It is common for additional informal mentoring relationships to develop among the faculty, including across disciplines. In fact, the BLB was designed intentionally to promote mentoring and networking relationships across disciplines. Likewise, UNT encourages faculty mentoring by offering university-wide awards and recognition through its Office of Faculty Success. It is notable, though, that the growth of the faculty to meet staffing needs as well as changes brought about by COVID-19, have affected the success of these efforts. First, due to the need for faculty office space, we have eliminated doctoral student offices among the faculty and are assigning some office space to more than one faculty member. Doctoral students have a dedicated area with printer access, carrel space and storage lockers, and adjuncts have a cubicle area for workspace, with available rooms for private student meetings when necessary. Shared offices are assigned on a voluntary basis to faculty whose teaching assignment is primarily at the Frisco campus, or who prefer to do their research work remotely. While we continue to provide space options for everyone, we recognize that these are not ideal for supporting a large, cohesive network for our community.

## Faculty Governance

The College and each department have bylaws that contain faculty governance policies. Typically, the bylaws describe the structure of the units, the rights and responsibilities of the faculty, the duties and terms of officers, and the formation and functions of standing committees. The college and departments have undergraduate, graduate, and doctoral curriculum committees. Departments also have a personnel affairs committee that provides the chair with faculty input on merit and hiring decisions. Departments may have other committees (such as the operations committee and scholarship

committee), and the College has several unique committees (e.g., executive committee, computing, and instructional technology committee, international committee, teaching excellence committee, and library committee). Other matters governed by the charters include curriculum development procedures, grievance procedures, and procedures for amending charters.

#### Faculty evaluation.

All faculty members receive an annual merit evaluation, and each department has its own document containing merit evaluation criteria and procedures. Department chairs initiate the annual evaluations of faculty members. The faculty use FIS to enter and record their accomplishments and activities, which are reviewed annually on a three-year rolling basis. Department chairs evaluate the faculty with input from their respective departmental personnel affairs committee. The evaluation also serves as a basis for the workload assignment for the coming year. The chairs then report the completed evaluations to the dean and make merit recommendations. The dean makes the final decision concerning merit distributions in years when the University establishes a merit pool.

#### Reappointment, tenure and promotion.

University-wide retention, tenure and promotion guidelines are contained in UNT Policy 6.004. The COB *Dean's Guidelines for Reappointment, Tenure and Promotion* are included on the College's website.<sup>ii</sup> Each department has also adopted its own policies governing reappointment, tenure, and promotion, which may be no less stringent than the dean's guidelines. These policies are regularly reviewed and updated as necessary. In particular, we seek to ensure alignment of college and department RPT guidelines, merit policies, workload assignment policies, and bylaws consistent with University policies. Tenure-track faculty members are reviewed for reappointment in conjunction with the annual merit review. Tenure-track faculty receive a more formal review in the fourth year that includes all the steps of the sixth-year tenure and promotion review other than obtaining external letters of evaluation. During the sixth year (unless a different time period has been agreed upon), tenure-track faculty apply for tenure and promotion. Tenure and/or promotion become effective, if granted, at the beginning of year seven. If tenure is denied, the faculty member receives a one-year terminal contract.

Tenured faculty members who seek promotion from associate professor to professor typically apply during the sixth year after promotion to associate professor (although they may apply earlier if their portfolio is particularly strong). The promotion-to-professor procedure is essentially identical to the promotion-to-associate professor procedure except that no terminal contract is given if the individual is not promoted. If unsuccessful, the individual may repeat the application process at any time.

#### Reward system.

Although the University provided some market adjustments to bring UNT RCOB faculty salaries in line with peers it has not been sufficient to reach parity. The lack of merit raises, modest salary increases following promotion, and a strong market for new faculty in the business disciplines have made salary inversion acute within the College. For this reason, as already noted, the College has frequently been forced to replace senior faculty who have vacated positions with lecturers. The University addressed these concerns with a change in the promotion raises, so that they are much more significant going forward, but did not retroactively address those promoted in earlier years. Additionally, the University removed the cap of \$8500 on summer and overload teaching, so that these classes are now compensated at 1/12 of 9-month salary without limit.

At the time of the last review, the College had nine endowed professorships and one chair. During the current review period it has met the endowment requirements to raise the Taylor Professorship in Insurance to a chair and added seven Ryan Endowed Chairs and one Millican Chair as well as eleven professorships, bringing the total endowed chairs and professorships to twenty-nine. Unless an MOU specifies that a professorship or chair is to be awarded on the basis of teaching excellence or service (the College has two such professorships), it is awarded on the basis of excellence in research and teaching. Awards are made by chairs in consultation with the dean.

#### Comments on evolving policy.

After several years of financial instability and vacated faculty and staff positions (including any associated salary savings) reverting to the UNT central administration, the University is once again at a position where those positions and savings may continue to stay within the College. Now, vacant faculty and staff positions, and the salary savings from unfilled lines remain with the Colleges and their departments. Within the RCOB, vacant positions are reallocated as necessary within the College to meet evolving RCOB needs, including the ability to replace faculty and staff who have recently retired or resigned.

## Appendices

### Workload Policy

#### **G. Brint Ryan College of Business Faculty Workload Assignment Guidelines**

##### **I. Assignment**

- a. Department Chairs will assign faculty workloads annually as a part of the annual evaluation process. Assignments should conform to UNT policy 06.027, effective May 5, 2017, or subsequent approved updates or replacements. Chairs should discuss assignments with the faculty member before implementation, typically at the time that performance reviews are completed.
- b. All workload assignments should meet the mission of the institution, the needs of the department and the College, and the fulfillment of the faculty member's role as a member of the UNT community. The assignment should consider the faculty member's ability to progress in rank, where appropriate, and the best use of his/her skills and abilities.
- c. Chairs should reflect workload assignments on a percentage basis, adding to 100% for full-time faculty members, under the assumption of a standard workweek. The College recognizes the peaks and valleys that occur within the academic year, and the fact that distribution of time and effort may vary across the year, but the goal should be that the annual workload average approximates the assigned percentages.
- d. In the event that circumstances change unexpectedly during the year, the Chair may amend the workload assignment, if necessary, in consultation with the faculty member.

##### **II. Allocations**

- a. The College of Business follows the UNT philosophy that one class approximates 10% of annual effort as counted over two long semesters. Class size, preparation and level may affect this number, and allocations may be adjusted accordingly. Teaching loads are commensurate with faculty classification and research assignments.
- b. Full-time faculty members in the College of Business are classified under AACSB standards as participating, meaning that they play a meaningful role in the governance and activities of the College. Therefore, at least some service/administration should be part of the assignment. Using the percentage of time philosophy, a service/administration assignment of ten percent in both long semesters reflects an average of four hours per week across the academic year. Examples of service/administration include curriculum development; participation on Department, College and University committees; thesis and dissertation support; service on national and regional organizations; editorial reviews and board membership; corporate and alumni outreach; direction of a program, center or institute and other activities as discussed with the Chair. Service/administration tasks need not be explicitly assigned as part of the workload assignment, but planned service/administration should be discussed with the Chair to ensure that the time allocation is appropriate.

- c. All tenure-track and clinical faculty members must have a research assignment consistent with their rank and skills. Chairs may discuss a research assignment with lecturers if appropriate.
- d. Some activities may fall into multiple categories. For example, managing a lab or center or serving on doctoral program committees could be considered as teaching, research or service/administration. The faculty member and the Chair should discuss these activities to determine how time is allocated.

### **III. Evaluation**

- a. Faculty performance evaluation stems from the workload assignment. The assignment should be provided to the Department Personnel Affairs Committee (PAC) for use in the evaluation.
- b. We recognize that assignments are made *a priori*, based on a forty-hour week. In practice, actual time spent may not add to the percentages assigned, even if planned tasks and responsibilities were fulfilled. The Chair, in consultation with the faculty member, should consider outcomes when making future workload assignments but should not force an arbitrary percentage time reallocation for work already completed.
- c. Evaluation scores must consider both the quality of outcomes and the percentage of time assigned to generate the work.

### **IV. Process for faculty complaints**

- a. The goal of the workload assignment process is to facilitate a collegial discussion between the Chair and the faculty member. Ideally, the workload/performance conversation should be ongoing.
- b. A faculty member who disagrees with the assignment, after discussion with the Chair, may appeal to the Dean of the College within fourteen calendar days of the finalized assignment. If the complaint is not resolved at this level, the University faculty grievance process would apply.

### **V. Examples of typical assignments**

- a. Lecturers have a standard teaching load of 4-4, or 80% teaching, 20% service/administration.
- b. Clinical faculty have a standard teaching load of 3-3, or 60% teaching, with the remainder of the time divided between research and service/administration. An assignment of 20% research, 20% service/administration is the baseline, but the Chair may make a different allocation after discussing with the faculty member. Clinical faculty must meet the College guidelines for classification as a Scholarly Academic or Scholarly Practitioner as defined in the "Criteria for Establishing Qualifications of Faculty," approved April 13, 2018, or subsequent approved updates or replacements, in order to retain the standard teaching assignment. Failure to do so may result in an increase in teaching and reduction in service for the following year. Failure to regain SA or PA status after a reasonable time period, determined in consultation with the Chair, may result in non-renewal.



- c. Tenure-track faculty in the probationary period have a standard teaching load of 2-2, or 40% teaching, so long as they are making satisfactory progress toward tenure. The remaining time may be allocated between research and service/administration as appropriate to rank. For Assistant Professors in the first three years of the tenure clock, a 5% service/administration and 55% research assignment may be assigned. Service/administration should increase to 10% for the remainder of the probationary period. If the faculty member receives a terminal contract for failure to make progress or successfully achieve tenure, the teaching load may increase to 3-3, or 60% teaching. In this case, the remaining time allocation is assigned by the Chair, with a typical assignment of 20% service/administration and 20% research.
- d. Tenured faculty will have a teaching load based on research output in the three previous years. A typical service assignment for tenured faculty is 20%. The following table provides teaching assignment guidelines:

Category	Definition	Teaching Load
Exceptionally Productive	Regularly publishing in journals on the College's premier list, as specified in the "Dean's Guidelines for Promotion and Tenure," dated April 1, 2023, page 4, or subsequent approved updates or replacements, or comparable funded research.	2-1 (30%)
Highly Productive	Regular stream of high quality or quality publications, as specified in the "Dean's Guidelines for Promotion and Tenure," dated April 1, 2023, page 4, or subsequent approved updates or replacements, (at least two in most recent three years) or comparable funded research	2-2 (40%)
Productive	Regularly publishes and exceeds Scholarly Academic status	3-2 (60%)
Minimally Productive	Regularly publishes and maintains Scholarly Academic or Practitioner Academic status	3-3 (60%)

Tenured faculty who lose Scholarly Academic status must develop a plan to increase research productivity and regain academic qualification.

The allocation between research and service will be assigned by the Chair, in consultation with the faculty member, but in no case should either research or service be less than 10%.

- e. Course reductions with no change in the percentage allocation may be assigned for activities such as coordination of a multi-section course, internship supervision, teaching of very large sections, new course development or other teaching-related activities. Course reductions with a decrease in the teaching percentage and an increase in service may be assigned for activities such as advising, lab supervision, committee participation, student organization advising, recruiting and other service-related activities.

- f. Increases in the standard teaching loads described here should not normally occur except in exigent circumstances, and where possible should be compensated as overload or with a reduction in a subsequent semester.
- g. The normal teaching load for an Associate Dean, Department Chair or Center Director is 1-1 (20%), with the remaining time allocated between research and service/administration depending on responsibilities.
- h. Special situations, such as initial appointments or funded research buyouts may result in a reduction from the standard teaching load.

## Dean's Guidelines for Reappointment, Promotion, and Tenure

### UNIVERSITY OF NORTH TEXAS G. BRINT RYAN COLLEGE OF BUSINESS

#### DEAN'S GUIDELINES FOR REAPPOINTMENT, PROMOTION, AND TENURE

- I. STATEMENT OF PHILOSOPHY
- II. PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR
- III. PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR
- IV. THIRD-YEAR REAPPOINTMENT REVIEW
- V. THE GRANTING OF TENURE
- VI. REAPPOINTMENT AND PROMOTION OF NON-TENURE-TRACK FACULTY
- VII. IMPLEMENTATION OF THE DEAN'S GUIDELINES FOR TENURE AND PROMOTION

## I. STATEMENT OF PHILOSOPHY

The Dean of the G. Brint Ryan College of Business is responsible for recommending to the Provost candidates for reappointment, promotion, and tenure from within the College. The Dean also has a responsibility to candidates for reappointment, promotion, and tenure to evaluate carefully, consistently, and in accordance with guidelines, the quality and extent of their contributions in the areas of teaching, intellectual contributions, and service. Consistent with their role as teachers, candidates for reappointment, promotion, and tenure must present evidence that they have engaged in quality teaching. Consistent with their role as scholars, candidates must present evidence that they have advanced knowledge and/or translated existing knowledge to improve business practice or pedagogy. Consistent with their roles as members of an academic community, they must present evidence that they have practiced good citizenship by providing meaningful service to the communities to which they belong.

Although the Dean relies to a large extent on the evaluations of a candidate by the candidate's chair, departmental reappointment, promotion, and tenure committee, and College reappointment, promotion, and tenure committee, the Dean's assessment of the candidate's level of achievement is an independent evaluation subject to the Dean's own judgment.

### Teaching

The faculty of the G. Brint Ryan College of Business at the University of North Texas prides itself on its reputation for outstanding teaching. Candidates for reappointment, promotion, and tenure must demonstrate dedication to student learning and to continuous improvement of their teaching. Teaching excellence is an essential requirement for promotion and tenure.

### Intellectual Contributions

The faculty of the G. Brint Ryan College of Business at the University of North Texas expects its members to produce intellectual contributions that bring credit to the College and enhance its national reputation. To this end, tenure-track candidates for reappointment, promotion, and tenure should have a coherent stream of research in high-quality journals widely recognized as having relevance to their academic disciplines. Research funding by state or federal agencies, foundations and corporations will be included as a part of this research stream as long as funding flows through UNT.

### Service

The faculty of the G. Brint Ryan College of Business at the University of North Texas expects its members to evince collegiality in the form of service to their departments, the College, the University, and to their professional and business communities. Although service activities may differ widely, the Dean expects candidates to demonstrate a service commitment that increases

with seniority. The service workload should align with the time allocated through the annual workload assignment.

### Articulation with Other Policies

Every faculty member should read carefully and understand thoroughly the University's policies on reappointment, promotion, and tenure as set forth in the University of North Texas *Policy Manual*, 06.004, "Faculty Reappointment, Tenure, Promotion, and Reduced Appointment;" and 06.005, "Non-Tenure Track Faculty Reappointment and Promotion." The same holds true with regard to the policies and guidelines of the G. Brint Ryan College of Business and the department in which the faculty member resides. Faculty members are responsible for seeking clarification of any policies they do not understand.

### Meeting Expectations

Candidates for reappointment, promotion, and tenure should not construe meeting in simple checklist fashion the expectations set forth in these guidelines as guaranteeing a positive recommendation on the part of the Dean. Rather, the Dean will consider the *quality* of a candidate's contributions in the categories of teaching, intellectual contributions, and service severally as well as in whole, with outstanding performance in one category not offsetting minimal performance in another. Reappointment, promotion, and tenure decisions also include broader considerations such as the candidate's reputation in the field, the cogency of the candidate's research agenda, the impact of the candidate's accomplishments on the university and the discipline, and the likelihood of continued performance.

### **Annual Merit Evaluation and Dean's Guidelines for Reappointment, Promotion, and Tenure**

The Dean's guidelines for reappointment, promotion, and tenure are separate and distinct from annual merit evaluations. Although a candidate is expected to have received positive annual merit evaluations during the period under review, annual merit evaluations are based on (1) a three-year rolling window and (2) individualized workload assignments that might emphasize one or two of the categories of teaching, intellectual contributions, and service more heavily in an academic year. Reappointment, promotion, and tenure decisions, on the other hand, are based on a candidate's contributions in each of the categories of teaching, intellectual contributions, and service over a specific three-year, six-year, or, in the case of promotion to professor, possibly longer window. Reappointment, promotion, and tenure decisions also include broader considerations such as the candidate's reputation in the field, the cogency of the candidate's research agenda, the impact of the candidate's accomplishments, and the likelihood of continued performance. Thus, the criteria by which a candidate is judged meritorious in the annual merit review process are not alone sufficient to warrant reappointment, promotion, or tenure.

### Definitions

The following definitions are used throughout this document.

*Must* versus *should* statements. *Must* connotes an imperative, a requirement, or a condition to be achieved with certainty. *Should* connotes what is expected or advisable. Deviations from statements preceded by *should* require an explanation or alternative.

*Instructional development* is the enhancement of the educational value of instructional efforts.

*Intellectual contributions* “are original works intended to advance the theory, practice, and/or teaching of business.”<sup>1</sup> Scrutiny of peers or practitioners is required of all work submitted as an intellectual contribution. Publication in a peer-reviewed journal or funding by a state or federal agency meets this requirement for scrutiny. For other intellectual contributions, the candidate must demonstrate that his or her work has contributed to business education or practice. Examples of such demonstration include frequent citation, required reading or widespread use in college classes or among professionals, and written reviews by experts in the field.

Basic or Discovery Scholarship “is directed toward increasing the knowledge base and the development of theory.”<sup>2</sup>

Applied or Integrative/Application Scholarship “draws from basic research and uses accumulated theories, knowledge, methods, and techniques to solve real-world problems and/or issues associated with practice.”<sup>3</sup>

Teaching and Learning Scholarship “explores the theory and methods of teaching and advances new understandings, insights, content, and methods that impact learning behavior.”<sup>4</sup>

Premier journals are those appearing on the Financial Times 50 List and a select set of journals identified by the RCOB research committee as best in field for disciplines within RCOB not adequately represented in the FT-50. (See Appendix A for criteria and Appendices D and E for current lists.)

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<sup>1</sup>AACSB International, *2020 Guiding Principles and Standards for Business Accreditation* (as revised July 28, 2022), Standard 8, Impact of Scholarship, p. 57.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

*High-Quality Journals* are those rated as A\* on the Australian Business Deans Council (ABDC) list and not on the premier list, or as specifically justified as equivalent in quality in non-business disciplines related to the candidate's field of study.

*Quality Journals* are those rated as A on the Australian Business Deans Council (ABDC) list and not on the premier list, or as specifically justified as equivalent in quality in non-business disciplines related to the candidate's field of study.



## II. PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR

### A. Minimum Criteria for Teaching

1. Evidence of quality teaching: For the period under review, the candidate must present evidence of a consistent level of quality teaching. Good student evaluations of teaching are necessary, but insufficient to meet this requirement. Rather, candidates should present teaching portfolios with appropriate documentation. In addition to an overview of student evaluations of teaching, the portfolio should contain, at a minimum, syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments.)
2. Evidence of instructional development: The candidate should have engaged in instructional development, which might include activities such as the following:
  - a. Course revision or new course development;
  - b. Instructional development grants;
  - c. Supervision of independent study or internships that are not a part of an organized class; and
  - d. Pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.
3. Evidence of service on dissertation committees: the candidate should have served on one or more dissertation committees.

### B. Minimum Criteria for Intellectual Contributions

Published or funded research in the candidate's field constitutes the primary basis for evaluating a candidate's intellectual contributions. The candidate's entire record of research in his or her field shall be considered. The criteria below are based on the premise that we encourage faculty to reach for a high level that increases the visibility and reputation of the College.

1. Evidence of intellectual contributions:

- a. Published research: A candidate generally should have published a body of work that represents a high standard of scholarly achievement. A typical portfolio would contain from five to eight discipline-based journal articles rated as premier, high-quality, or quality. The exact number of published articles required of a candidate will be a function of the quality of the work. Candidates should publish at least one article in a premier journal as defined below. A candidate's published articles and his or her work in progress should evince a clear research agenda.

The College journal policy is based on the following classifications:

- Premier - Journals included in the Financial Times Top 50 list (Appendix D) and a select set of journals identified by the RCOB research committee as best in field for disciplines within RCOB not adequately represented in the FT-50 (Appendix E.)
- High-Quality – Journals rated as A\* on the Australian Business Deans Council (ABDC) list and not on the premier list.
- Quality - Journals rated A on the ABDC list.
- Other - Other refereed publications published by outlets not considered as predatory.

Articles published in a journal on the College's list outside a candidate's discipline, or in a premier or high-quality journal outside the business disciplines may count toward the required number of articles in premier and high-quality journals when all of the following criteria are met:

- the discipline the journal represents reasonably relates to the candidate's discipline or teaching area,
- the article advances the candidate's research agenda,
- the candidate has contributed substantially to the research effort,
- the journal in question is rated as equivalent in quality to the candidate's premier or high-quality discipline journals, based on external measures of impact.

Candidates are strongly encouraged to seek feedback from their department chair and RPTC committee prior to submitting to journals outside the College's list.

- b. Consistent with the University's designation as a Carnegie Tier One University, published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B) may substitute for articles in premier journals, depending on their magnitude and impact. Funded research meeting the Higher Education Research and Development (HERD) criteria (Appendix C) may substitute for articles in quality and high-quality (A or A\*) journals, with classification based on the magnitude and impact of the funding. The College will solicit input from the Division of Research and Innovation and from the department before classifying the

grant's substitutability. A refereed article published as a result of such a grant shall count separately from the receipt of the grant.

- c. Non-published and non-funded research: Intellectual contributions made available for scrutiny by peers and practitioners, but not published, may properly be part of the candidate's record of achievement. This includes proposals submitted for research funding that were not funded. It is, however, the faculty member's responsibility to demonstrate the impact of the contribution to research, business education or practice.
2. Evidence of independent thought and ability: Co-authored work is in the best tradition of the community of scholars. Candidates, however, are expected to demonstrate their ability to conduct research independently or make substantive contributions to joint research projects. In the absence of sole-authored publications or clear lead authorships, department chairs and departmental reappointment, promotion, and tenure committees should assess and comment on a candidate's contributions to joint work.
3. Other intellectual contributions that enhance the credentials of a candidate include papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations, book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. None of the activities described in this paragraph, however, may substitute for the criteria set forth in section 1 above.

#### C. Minimum Criteria for Service

Although junior faculty members should concentrate primarily on teaching and research during their probationary period, they must demonstrate a willingness to engage in service and are expected to take on limited service responsibilities in the later years of the probationary period as specified below.

1. For the period under review, the candidate must render service to the G. Brint Ryan College of Business by serving on College or departmental committees, serving as a program advisor, or by engaging in a similar service capacity.
2. The candidate should be actively involved in his or her departmental doctoral program (e.g., contributing to the preparation and grading of doctoral exams; attending doctoral oral exams, proposal defenses, and dissertation defenses; and serving on dissertation committees [see also II.A.3. above]).

3. The candidate should also demonstrate a willingness to render service to the University, academic professional organizations, or the business community.

D. Minimum Time for Promotion

1. Candidates should spend at least six years in rank as an assistant professor before promotion to associate professor. Promotion before the end of the sixth year of service as an assistant professor will be considered only in cases of truly outstanding and internationally acclaimed performance. These instances will be rare.
2. Candidates with prior service as an assistant professor at other institutions may be reviewed for promotion to associate professor beginning in their sixth year of service in rank, including service at other institutions if such service was credited at the time of the initial appointment.

### III. PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR

The criteria set forth in Part III assume that the candidate has already fulfilled the criteria set forth in Part II. All evidence of accomplishments required in Part III must date from the time of the candidate's first appointment to the rank of associate professor.

#### A. Minimum Criteria for Teaching

1. Evidence of quality teaching: For the period under review, the candidate must present evidence of a consistent level of quality teaching. Good student evaluations of teaching are necessary, but insufficient to meet this requirement. Rather, candidates should present teaching portfolios with appropriate documentation. In addition to an overview of student evaluations of teaching, the portfolio should contain, at a minimum, syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments).
2. Evidence of instructional development: A candidate must have engaged in instructional development as evidenced by one or more of the following:
  - a. course revision or new course development;
  - b. instructional development grants;
  - c. supervision of independent study or internships that are not a part of an organized class; or
  - d. pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.
3. Evidence of service on dissertation committees. The candidate should have served on multiple dissertation committees and, in those disciplines with doctoral programs, chaired dissertation committees.

#### B. Minimum Criteria for Intellectual Contributions

Published or funded research in the candidate's field constitutes the primary basis for evaluating a candidate's intellectual contributions. The candidate's entire record of research in his or her field

shall be considered, with emphasis on works accepted after promotion to Associate Professor including those accepted after the application for tenure was submitted. The criteria below are based on the premise that we encourage faculty to reach for a high level that increases the visibility and reputation of the College.

1. Evidence of intellectual contributions:

- a. Published research: A candidate must have an overall portfolio of publications that has earned the candidate a national reputation for scholarly achievement. Consistent with the University's designation as a Carnegie Tier One University, candidates should aspire to publish in premier journals. A candidate's portfolio of publications should contain multiple articles in journals recognized by the candidate's department as premier, high quality, or quality outlets for discipline-based research. Emphasis should be placed on premier journals and journals recognized by the College as excellent in the candidate's field. At least some of the candidate's work should appear in premier outlets. The exact composition of a successful candidate's portfolio, however, will be a function of the quality of the work. A candidate's published articles and his or her work in progress should evince the continuation of a clear research agenda, although these guidelines recognize that a candidate's research agenda may reasonably develop (change direction, expand, or become more specialized) over time.

The College journal policy is based on the following classifications:

- Premier - Journals included in the Financial Times Top 50 list (Appendix E) and a select set of journals identified by the RCOB research committee as best in field for disciplines within RCOB not adequately represented in the FT-50 (Appendix F.)
- High-Quality – Journals rated as A\* on the Australian Business Deans Council (ABDC) list and not on the premier list.
- Quality - Journals rated A on the ABDC list.
- Other - Other refereed publications published by outlets not considered as predatory (Appendix G).

Articles published in a journal on the College's list outside a candidate's discipline, or in a premier or high-quality journal outside the business disciplines may count toward the required number of articles in premier and high-quality journals when all of the following criteria are met:

- the discipline the journal represents reasonably relates to the candidate's discipline or teaching area,
- the article advances the candidate's research agenda,
- the candidate has contributed substantially to the research effort,
- the journal in question is rated as equivalent in quality to the candidate's premier or high-quality discipline journals, based on external measures of impact.

- b. Consistent with the University's designation as a Carnegie Tier One University, published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B) may substitute for articles in premier journals, depending on their magnitude and impact. Funded research meeting the Higher Education Research and Development (HERD) criteria shall substitute for articles in high quality (A or A\*) journals, with classification based on the magnitude and impact of the funding. The College will solicit input from the Division of Research and Innovation and from the department before classifying the grant's substitutability. A refereed article published as a result of such a grant shall count separately from the receipt of the grant. A refereed article published as a result of such a grant shall count separately from the receipt of the grant.
  - c. Non-published and non-funded research: Intellectual contributions made available for scrutiny by peers and practitioners, but not published, may properly be part of the candidate's record of achievement. This includes proposals submitted for research funding that were not funded. It is, however, the faculty member's responsibility to demonstrate the impact of the contribution to research, business education or practice.
- 2. Evidence of independent thought and ability: Co-authored work is in the best tradition of the community of scholars. Candidates for the rank of professor, however, are expected to demonstrate clearly their ability to conduct research independently or contribute substantively to joint work. In the absence of sole-authored publications or clear lead authorships, the candidate's department chair and departmental reappointment, promotion, and tenure committee must assess and comment on a candidate's contribution to joint work.
  - 3. Other intellectual contributions that enhance the credentials of a candidate include papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations, book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. None of the other activities described in this paragraph, however, may substitute for the criteria set forth in III.B.1 and III.B.2.
  - 4. The candidate must be a full member of the University's graduate faculty.

#### C. Minimum Criteria for Service

- 1. For the period under review, the candidate must have rendered substantive service to the G. Brint Ryan College of Business. This service may include, but is not limited to, chairing College and departmental committees, serving as a program advisor, sponsoring student organizations, and mentoring students.

2. The candidate should be actively involved in his or her departmental doctoral program (e.g., teaching doctoral seminars; contributing to the preparation and grading of doctoral exams; attending doctoral oral exams, proposal defenses, and dissertation defenses; and serving on or chairing dissertation committees [see also III.A.3. above]).
3. The candidate must also have rendered service to the University, professional organizations, and the business community.

D. Minimum Time for Promotion

1. There is no minimum time in rank required for promotion to professor. However, the evaluation of research and service impact will be based primarily on the body of work accumulated since the candidate was promoted to associate professor, therefore some time in rank at associate is necessary.
2. Candidates with prior service as an associate professor at other institutions may be reviewed for promotion to professor with consideration of research accomplished as an associate professor at other institutions. However, substantial consideration will be given to research conducted or accepted while at UNT, and to the pipeline supporting future research.



#### **IV. Midterm Reappointment Review**

All assistant professors on tenure track shall be reviewed for reappointment during the fourth year of the probationary period. The procedure for conducting the reappointment review is set forth in UNT's *Policy Manual*, 06.004. IV.A, "Probationary Periods for Tenure-Track Appointments; and B.2.c.II, Midterm Reappointment Review."

##### **A. Minimum Criteria for Teaching**

1. Evidence of quality teaching: For the period under review, the candidate must present evidence of a consistent level of quality teaching. Good student evaluations of teaching are necessary, but insufficient to meet this requirement. Rather, candidates should present teaching portfolios with appropriate documentation. In addition to an overview of student evaluations of teaching, the portfolio should contain, at a minimum, syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments). A statement from the candidate's faculty mentor discussing performance and progress should also be included in the portfolio.
2. Evidence of instructional development: The candidate should begin to participate in instructional development. We recognize that those entering their fourth year may not have yet had instructional development opportunities at the time they submit their teaching portfolio, but progress toward that objective should be documented. This might include activities such as the following:
  - a. course revision or new course development;
  - b. participation in teaching excellence workshops or seminars;
  - c. service on dissertation committees;
  - d. instructional development grants;
  - e. supervision of independent study or internships that are not a part of an organized class; and
  - f. pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.



## B. Minimum Criteria for Intellectual Contributions

Published or funded research in the candidate's field constitutes the primary basis for evaluating a candidate's intellectual contributions. For midterm reappointment review, articles accepted for publication or under requested revision for second or later review are particularly relevant.

### 1. Evidence of intellectual contributions:

- a. Published research: A candidate must have published or had accepted at least two journal articles, although the exact number of published or accepted articles required of a candidate shall be a function of (1) the quality of the work and (2) the quality and time-to-acceptance of the journals to which the candidate has submitted. Candidates should aspire to publish in premier journals and should have published or had accepted at least one article in a journal that is recognized by the candidate's department as a high quality (A\*) outlet for discipline-based research. A revise and re-submit at a premier journal, for example, might count equally with an acceptance at a lesser journal. Consistent with the University's designation as Carnegie Tier One institution, a candidate's published or accepted work and work in progress should be discipline-based and evince a clear research agenda.
- b. Consistent with the University's designation as a Carnegie Tier One University, published research monographs and externally funded research grants (with Principal Investigator or Co-principal Investigator status) that meet the Texas Higher Education Coordinating Board's definition of Restricted Research (see Appendix B) shall substitute for articles in premier journals. Funded research meeting the Higher Education Research and Development (HERD) criteria shall substitute for articles in high quality (A\*) journals, with classification based on the magnitude and impact of the funding. A refereed article published as a result of such a grant shall count separately from the receipt of the grant.

### 2. Evidence of independent thought and ability: Co-authored work is in the best tradition of the community of scholars. Candidates, however, are expected to demonstrate their ability to conduct research independently or make substantive contributions to joint research projects. In the absence of sole-authored publications or clear lead authorships, department chairs and departmental reappointment, promotion, and tenure committees should assess and comment on a candidate's contribution to joint work.

### 3. Other intellectual contributions that enhance the credentials of a candidate include papers presented at academic meetings, publicly available research working papers, papers presented at faculty research seminars and workshops, professional presentations, book reviews, editorial activities, and service as a research paper discussant or panelist at academic meetings. It is the faculty member's responsibility to demonstrate the impact of the contribution on business education or practice. None of the other activities described in this paragraph, however, may substitute for the criteria set forth in IV.B.1 and IV.B.2.

### C. Minimum Criteria for Service

Although junior faculty members are expected to concentrate primarily on teaching and research during their probationary period, they must demonstrate a willingness to engage in service.

1. For the period under review, the candidate should render service to the College of Business by serving on at least one College or departmental committee or by engaging in a similar service capacity.
2. The candidate should be actively involved in his or her departmental doctoral program (e.g., contributing to the preparation and grading of doctoral exams; attending doctoral oral exams, proposal defenses, and dissertation defenses; and serving on dissertation committees).
3. The candidate might also demonstrate a willingness to render service through involvement on the University committees, in academic professional organizations, or in the business community.

## V. THE GRANTING OF TENURE

Two distinct groups of faculty may apply for tenure: (1) assistant professors completing their six-year probationary period and applying for both tenure and promotion to associate professor and (2) new-hire faculty of any rank with prior experience at other institutions.

1. For assistant professors completing their six-year probationary period, tenure and promotion are normally simultaneous. The criteria for both, accordingly, are the same.
2. New-hire assistant professors without prior experience at the rank of assistant professor at other institutions will have the full six-year probationary period and thus may be reviewed for tenure and promotion during their sixth year of service at the University. A faculty member with prior service at the rank of assistant professor, however, may apply for tenure and promotion when the faculty member's service at the University and his or her prior institution(s) equates to the full probationary period if prior service credit was granted at the time of appointment. Each such new faculty member shall serve a minimum probationary period of no less than one year, except as the President of the University may make an exception and recommend immediate tenure upon hire.
3. A faculty member on a tenure-track appointment may, unless otherwise specified in writing at the time of appointment, choose the unit-level tenure guidelines in effect at the time of initial appointment or the unit-level guidelines at the time when the candidate prepares the tenure dossier.
4. New-hire associate professors and professors with prior experience in rank at other institutions will normally have the full five-year probationary period and thus may be reviewed for tenure during their fifth year of service. A faculty member with prior service as an associate professor or professor, however, may apply for tenure and promotion at any time prior to the expiration of the maximum fifth-year probationary period. Each such new faculty member shall serve a minimum probationary period of no less than one year, except as the President of the University may make an exception and recommend immediate tenure upon hire.
5. The criteria for tenure for new-hire assistant professors with prior experience at other institutions are the same as the criteria for assistant professors completing their six-year probationary period at UNT. The criteria for tenure for associate professors and professors with prior experience at other institutions are the same as the criteria for attainment of the rank they hold, except that such new-hire faculty must provide evidence of continuing productivity since their promotion to associate professor, including since their hire date at UNT.

## **VI. REAPPOINTMENT AND PROMOTION OF NON-TENURE-TRACK FACULTY**

All non-tenure-track faculty shall be reviewed annually for reappointment or continuation of an existing appointment. The procedure for conducting the reappointment review is similar to that for the tenure and promotion review as set forth in UNT's *Policy Manual*, 06.005, "Non-Tenure Track Faculty Reappointment and Promotion."

### **A. Minimum Criteria for Teaching**

1. Evidence of quality teaching: For the period under review, the candidate must present evidence of a consistent level of quality teaching. Good student evaluations of teaching are necessary, but insufficient to meet this requirement. Rather, candidates should present teaching portfolios with appropriate documentation. In addition to an overview of student evaluations of teaching, the portfolio should contain, at a minimum, syllabi that clearly state the learning objectives in the classes the candidate teaches along with examples of the methods the candidate uses to determine if students are meeting the learning objectives (e.g., exams, class assignments). Depending on the assignment, Non-Tenure Track Faculty may also be assigned class coordination, assessment, and/or instructional development responsibilities, which may be measured by activities such as:

- a. course revision or new course development;
- b. instructional development grants;
- c. supervision of independent study or internships that are not a part of an organized class; and
- d. pedagogical publications such as peer reviewed articles about pedagogy, cases with instructional materials, instructional software, textbooks, presentations at professional meetings describing pedagogical innovations, or materials available for scrutiny by peers or practitioners describing the design and implementation of new courses or course materials.

### **B. Minimum Criteria for Service**

- 1. For the period under review, the candidate must have rendered substantive service to the G. Brint Ryan College of Business. This service may include, but is not limited to, serving on College and departmental committees, serving as a program advisor, sponsoring student organizations, and mentoring students.

2. The candidate must also have rendered service to the University, professional organizations, and the business community if included in the annual assignment.

C. Minimum Criteria for Promotion of Lecturers

1. Candidates for promotion from Lecturer to Senior Lecturer must have served at least three (3) consecutive years at the rank of lecturer or have equivalent prior teaching experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for teaching and service. Promotion to the rank of senior lecturer requires evidence of excellence in the domain of teaching and sustained effectiveness in the domain of service. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained effectiveness in the other assigned area.
2. Candidates for promotion from Senior Lecturer to Principal Lecturer must have at least five (5) consecutive years of college-level teaching experience including at least three (3) years at the senior lecturer rank and/or the equivalent professional teaching experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for teaching and service. Promotion to the rank of principal lecturer requires evidence of sustained excellence in the domains of teaching and service. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained excellence in the other assigned area.

D. Minimum Criteria for Promotion of Clinical Faculty

1. Candidates for promotion from Assistant Clinical Professor to Associate Clinical Professor must have served at least five (5) consecutive years in the rank of assistant clinical professor or have equivalent prior relevant experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for teaching, scholarship, and service. Promotion to the rank of associate clinical professor requires evidence of excellence in the primary domain of responsibility and sustained effectiveness in their other workload assignments. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained effectiveness in other assigned areas.
2. Candidates for promotion from Associate Clinical Faculty to Clinical Professor must have served at least eight (8) consecutive years in college-level clinical, professional, or practicum assignments, including at least three (3) years at the associate clinical professor rank, or have equivalent prior relevant experience. Promotion to the rank of clinical professor requires evidence of sustained excellence in the primary domain of responsibility and other workload assignments. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained excellence in the other assigned area.

E. Minimum Criteria for Promotion of Research Faculty

3. Candidates for promotion from Assistant Research Professor to Associate Research Professor must have served at least five (5) consecutive years in the rank of assistant research professor or have equivalent prior relevant experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for scholarship, particularly as it pertains to funded research, and service. Promotion to the rank of associate research professor requires evidence of excellence in the primary domain of responsibility and sustained effectiveness in their other workload assignments. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained effectiveness in other assigned areas.
4. Candidates for promotion from Associate Research Professor to Research Professor must have served at least eight (8) consecutive years in college-level assignments, including at least three (3) years at the associate research professor rank, or have equivalent prior relevant experience. In each of these years, the candidate must have demonstrated excellence based on university and unit criteria for scholarship, particularly as it pertains to funded research, and service. Promotion to the rank of research professor requires evidence of sustained excellence in the primary domain of responsibility and other workload assignments. Excellence or extraordinary quality in any one domain will not compensate for lack of sustained excellence in the other assigned area.



## **VII. IMPLEMENTATION OF THE DEAN'S GUIDELINES FOR TENURE AND PROMOTION**

Applications for tenure and promotion forwarded to the Dean of the G. Brint Ryan College of Business must conform to the requirements of the University of North Texas *Policy Manual*, 06.004, "Faculty Reappointment, Tenure, Promotion, and Reduced Appointment," and 06.005, "Non-Tenure Track Faculty Reappointment and Promotion."

Each year, the Dean of the College shall publish a calendar that contains dates by which applications for reappointment, promotion, and tenure and all supporting documentation must be received by the Dean. Departmental reappointment, promotion, and tenure committees, chairs, and the College's reappointment, promotion, and tenure committee are obligated to meet those deadlines. The Dean, in turn, is obligated to meet the deadlines established by the Provost for the submission of reappointment, promotion, and tenure materials to the Provost's Office.

Consistent with Section V, faculty members whose letters of appointment stipulate timelines for reviews, tenure or promotion different from this policy will be reviewed and evaluated consistent with their letters of appointment. When the RCOB Dean's guidelines for promotion and tenure have changed since the candidate's initial appointment, a candidate for tenure must clearly specify in the dossier the criteria they have elected to follow if different from those currently in force in the G. Brint Ryan College of Business. The candidate has the option to elect the currently in force policy instead of the earlier policy under which they were appointed. This option applies only to the granting of tenure and promotion to Associate. Candidates for promotion to Full Professor must apply under the criteria in force at the time of application for promotion.

APPENDIX A  
JOURNAL LIST PROCEDURE

- A. As specified in Section I, Definitions, Journals are categorized as premier when they appear on the FT-50 list or as an approved addition. Additions are a select set of journals identified by the RCOB research committee as best in field for disciplines within RCOB not adequately represented in the FT-50.
- B. If no journal on the FT-50 list regularly publishes articles related to an RCOB discipline, the department in which the discipline is housed may petition the research committee for the addition of a discipline-related journal.
- C. The department must provide evidence that the journal is considered as best in field for the discipline.
- D. The department must demonstrate that the journal is both impactful and rigorous by providing evidence such as acceptance rates, impact factors, and inclusion on peer or aspirant school lists.
- E. After review of the information provided, if the research committee agrees, the journal will be added to Appendix E and considered as a premier journal.

## APPENDIX B

### Definition of Restricted Research Expenditures

A restricted research expenditure is an expenditure of funds that an external entity has placed limitations on *and* for which the use of the funds qualifies as research and development.

Entities external to an institution that provide research funds include federal, state, or local government agencies; private philanthropic organizations and foundations; industry associations; for-profit businesses; and individuals.

The following examples are intended to illustrate the types of restricted funds:

- When a federal agency provides a grant for a specific purpose, the grant would be considered a restricted fund.
- When a non-profit or community/educational foundation provides a grant for a specific purpose, the grant would be considered a restricted fund.
- A contract from a private sector company would typically be a restricted fund.
- When a donor provides a gift for current expenditure for a specific purpose, or for creation of or addition to an endowment fund, the income from which is for a specific purpose, the funds expended would be considered restricted funds.

Not all restricted funds are restricted for research. An institution could, for example, receive a grant or gift for uses restricted to instruction, training, outreach, or public service.

Many contracts, gifts and grants have multiple goals that might include research, instruction, public service, etc. To qualify as research, the primary purpose of the contract, gift, or grant must be research. Primary purpose will be demonstrated by more than half of the funds having been budgeted for research, or by the sponsor's statement of purpose, or other documented evidence. If the primary purpose is research, expenditures made as a part of that grant, unless explicitly prohibited, qualify as restricted research expenditures. If the primary purpose is not research, none of the expenditures made as a part of that contract, gift or grant qualify as restricted research expenditures. Awards are classified as restricted research awards through the transparency review described in this document.

Only selected state appropriated grant programs having a competitive award process may be considered restricted research (See Appendix A). State appropriations directly to institutions through formula or special item funding do not qualify as restricted research.

As clarification for the types of expenditures that higher education institutions can include within their reported restricted research expenditures, it is required, first, that institutions must determine all costs from awards that have been classified as restricted research awards through generally accepted accounting principles or White House Office of Management and Budget Uniform Guidance to be allowable, allocable, and reasonable. Second, certain expenditures related to any award classified as restricted research are not allowed to be recorded as restricted research expenditures: (a) indirect costs, (b) capital construction, and (c) costs associated with entertainment or any direct individual benefit (See Appendix A, 2.7).<sup>5</sup>

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<sup>5</sup> Texas Higher Education Coordinating Board, *Standards and Accounting Methods for Reporting Research Expenditures*, September 2020, <https://www.highered.texas.gov/our-work/supporting-our-institutions/research-funding-in-texas/restricted-research-expenditures/>

## **APPENDIX C**

### **Definition of HERD Research Awards**

NSF's Higher Education Research and Development (HERD) Research Expenditures counts both PI expenditures from grants and the university's expenditures on research infrastructure.

These include not only federally funded research grants, but also foundation, corporate and donor-sponsored research.

Universities vary but a typical figure would be 60% expenditures from PI and 40% expenditures from the University

University expenditures include investment in startup, research facilities, small grant programs etc.

## APPENDIX D

### Financial Times 50 Journal List

Academy of Management Journal  
Academy of Management Review  
Accounting, Organizations and Society  
Administrative Science Quarterly  
American Economic Review  
Contemporary Accounting Research  
Econometrica  
Entrepreneurship Theory and Practice  
Harvard Business Review  
Human Relations  
Human Resource Management  
Information Systems Research  
Journal of Accounting and Economics  
Journal of Accounting Research  
Journal of Applied Psychology  
Journal of Business Ethics  
Journal of Business Venturing  
Journal of Consumer Psychology  
Journal of Consumer Research  
Journal of Finance  
Journal of Financial and Quantitative Analysis  
Journal of Financial Economics  
Journal of International Business Studies  
Journal of Management  
Journal of Management Information Systems  
Journal of Management Studies

Journal of Marketing  
Journal of Marketing Research  
Journal of Operations Management  
Journal of Political Economy  
Journal of the Academy of Marketing Science  
Management Science  
Manufacturing & Service Operations Management  
Marketing Science  
MIS Quarterly  
Operations Research  
Organization Science  
Organization Studies  
Organizational Behavior and Human Decision Processes  
Production and Operations Management  
Quarterly Journal of Economics  
Research Policy  
Review of Accounting Studies  
Review of Economic Studies  
Review of Finance  
Review of Financial Studies  
Sloan Management Review  
Strategic Entrepreneurship Journal  
Strategic Management Journal  
The Accounting Review

## APPENDIX E

### **Additional Journals Recognized as Premier by the G. Brint Ryan College of Business**

Journal on Computing

Journal of Business Logistics

Journal of Information Systems

Journal of Real Estate Finance and Economics

Journal of Risk and Insurance

Journal of Supply Chain Management

Journal of the American Taxation Association

Journal of Sport Management



## Faculty in Budgeted Lines by Department by Rank

Department	Name	Rank
ACCOUNTING	Madhuri Bandla	Senior Lecturer
	Richard Cazier	Associate Professor
	Jared Eutsler	Associate Professor
	Anne Grieser	Lecturer
	Paul Hutchison	Professor
	Govind Iyer	Professor
	Peggy Jimenez	Clinical Assistant Professor
	Peter Kipp	Assistant Professor
	Jose Lineros	Clinical Assistant Professor
	Blair Marquardt	Assistant Professor
	Allison McLeod	Senior Lecturer
	Lisa McLuckie	Assistant Professor
	Michael Neel	Assistant Professor
	Chad Proell	Professor
	Jesse Robertson	Professor
	Martha Ross	Lecturer
	Pradeep Sapkota	Assistant Professor
	Casey Schwab	Professor
	Ananth Seetharaman	Professor, Dept. Chair
	Nikki Sharma	Lecturer
	Olin Stovall	Clinical Assistant Professor
	Lili Sun	Professor
	Hillary Wang	Lecturer
	Neil Wilner	Associate Professor
FINANCE, REAL ESTATE & LAW	Zinat Alam	Assistant Professor
	Lezgin Ay	Assistant Professor
	John Baen	Professor
	Xun Bian	Assistant Professor
	Nima Ebrahimi	Clinical Assistant Professor
	Dennis Engler	Lecturer
	Mark Evers	Lecturer
	Stuart Gillan	Professor
	Daniel Ham	Lecturer
	Austin Hill-Kleespie	Assistant Professor
	Kimberly Houser	Clinical Assistant Professor
	Yi Ian Liu	Associate Professor
	Yingchun Liu	Associate Professor
	Yu-Luen Ma	Professor

	Tomas Mantecon	Associate Professor
	Marcus Moffitt	Lecturer
	Nga Nguyen	Assistant Professor
	Takeshi Nishikawa	Associate Professor
	Stephen Owen	Assistant Professor
	Nat Pope	Associate Professor
	John Puthenpurackal	Professor, Dept. Chair
	Meredith Rhodes	Assistant Professor
	Niranjan Tripathy	Professor
	Adam Whitten	Lecturer
	Marilyn Wiley	Professor, Dean
	Thomas Williams	Clinical Assistant Professor
	Jianren Xu	Associate Professor
INFORMATION TECHNOLOGY & DECISIONS SCIENCES	Mahdi Ahmadi	Clinical Assistant Professor
	Athena Alimirzaei	Clinical Associate Professor
	Roberto Cavazos	Clinical Associate Professor
	Sourav Chatterjee	Clinical Assistant Professor
	Hoon Seok Choi	Assistant Professor
	Gurpreet Dhillon	Professor
	Michel Fathi	Assistant Professor
	Ling Ge	Assistant Professor
	Anthony Gerth	Clinical Professor
	Laurie Giddens	Assistant Professor
	Donna Glenn	Senior Lecturer
	Scott Hamilton	Clinical Assistant Professor
	LeRoy Hardy	Lecturer
	Foad Hassanmirzaei	Assistant Professor
	Vess Johnson	Assistant Professor
	Joti Kaur	Clinical Assistant Professor
	Dan Jong Kim	Professor
	Chang Koh	Professor
	Onkar Malgonde	Assistant Professor
	Arunachalam Narayanan	Associate Professor
	Obiageli Ogbanufe	Assistant Professor
	James Parrish	Assistant Professor
	Robert Pavur	Professor
	Daniel Peak	Professor
	Ted Peterson	Clinical Assistant Professor
	Dipakkumar Pravin	Clinical Assistant Professor

	Javier Rubio Herrero	Assistant Professor
	Kashif Saeed	Principal Lecturer
	Sameh Shamroukh	Clinical Assistant Professor
	Anna Sidorova	Professor, Dept. Chair
	Justin Smith	Visiting Assistant Professor
	Kane Smith	Assistant Professor
	Nassim Sohaee	Clinical Associate Professor
	Tahmina Sultana	Visiting Assistant Professor
	Hakan Tarakci	Associate Professor
	Russell Torres	Associate Professor
	Anto Verghese	Assistant Professor
	Melody White	Clinical Assistant Professor
	Yu Wu	Associate Professor
LOGISTICS AND OPERATIONS MANAGEMENT	Michael Bomba	Research Associate Professor
	Martin Farris	Professor
	Jonathon Fite	Lecturer
	Steven Gaa	Lecturer
	David Gligor	Professor
	Hanns-Christian Hanebeck	Lecturer
	Timothy Hawkins	Associate Professor
	Seock Hong	Associate Professor
	John Joiner	Principal Lecturer
	Jeremy Kovach	Assistant Professor
	Ila Manuj	Associate Professor
	Suman Niranjana	Assistant Professor
	David Nowicki	Professor
	Jeffrey Ogden	Professor
	Divesh Ojha	Professor
	Terrance Pohlen	Professor. Sr. Associate Dean
	Clinton Purtell	Clinical Assistant Professor
	Wesley Randall	Professor
	Brian Sauser	Professor, Dept. Chair
	Michael Savoie	Clinical Professor
	Lisa Weston	Research Assistant Professor
MANAGEMENT	Danielle Annamalai	Professor
	Anat Barnir	Professor
	Artemis Boulamatsi	Assistant Professor
	Jeffrey Chandler	Assistant Professor
	Kenneth Cory	Clinical Assistant Professor

	Mark Davis	Professor, Dept. Chair
	Tracy Dietz	Associate Professor, Associate Dean
	Derrick D'Souza	Professor
	Nolan Gaffney	Associate Professor
	Mariya Gavrilova Aguilar	Senior Lecturer
	Julie Hancock	Associate Professor
	Bob Heere	Professor
	Robert Insley	Associate Professor
	Samantha Jordan	Assistant Professor
	Virginie Kidwell	Associate Professor
	Michael Killough	Lecturer
	April Kuykendall	Senior Lecturer
	Jeffrey MacCharles	Assistant Professor
	Kelly Mitchell	Lecturer
	Dennis Nasco	Lecturer
	William Ordeman	Lecturer
	Catalin Pavel	Lecturer
	Christopher Penney	Associate Professor
	Rhonda Reger	Professor
	Manjula Salimath	Professor
	Sidney Sexton	Principal Lecturer
	Jeremy Short	Professor
	Sabine Thepaut	Lecturer
	Tammy Vanderleest	Lecturer
	Hoda Vaziri	Assistant Professor
	Matthew Walker	Professor
	Jae Webb	Clinical Assistant Professor
	Erin Welch	Senior Lecturer
	Cathleen Westurn	Lecturer
	Marcus Wolfe	Associate Professor
	Misun Won	Clinical Assistant Professor
MARKETING	Charles Blankson	Professor, Dept. Chair
	Yuna Choe	Assistant Professor
	Jhinuk Chowdhury	Associate Professor
	Gopala Ganesh	Distinguished Professor
	Francisco Guzman	Distinguished Professor
	Joy Houser	Principal Lecturer
	Ross Johnson	Assistant Professor
	Blair Kidwell	Professor
	Ruouo Li	Assistant Professor
	Thuy Nguyen	Clinical Assistant Professor

	Louis Pelton	Professor
	Dexter Purnell	Lecturer
	Priyali Rajagopal	Professor
	James Smith	Clinical Associate Professor
	Timothy Smith	Lecturer
	Nancy Spears	Professor
	Harold Strutton	Professor
	Terrence Suber	Senior Lecturer
	Kenneth Thompson	Professor
	Lidan Xu	Assistant Professor
	Majed Yaghi	Lecturer
NEW COLLEGE	Tina Mims	Lecturer
	Agustin Palao Mendizabal	Clinical Assistant Professor
	Audhesh Paswan	Dean
	Seth Ketron	Clinical Assistant Professor
GRADUATE SCHOOL	Victor Prybutok	Regents Professor

**G. Brint Ryan College of Business**  
**Faculty Workload Assignment Guidelines**

**VI. Assignment**

- a. Department Chairs will assign faculty workloads annually as a part of the annual evaluation process. Assignments should conform to UNT policy 06.027, effective May 5, 2017, or subsequent approved updates or replacements. Chairs should discuss assignments with the faculty member before implementation, typically at the time that performance reviews are completed.
- b. All workload assignments should meet the mission of the institution, the needs of the department and the College, and the fulfillment of the faculty member's role as a member of the UNT community. The assignment should consider the faculty member's ability to progress in rank, where appropriate, and the best use of his/her skills and abilities.
- c. Chairs should reflect workload assignments on a percentage basis, adding to 100% for full-time faculty members, under the assumption of a standard workweek. The College recognizes the peaks and valleys that occur within the academic year, and the fact that distribution of time and effort may vary across the year, but the goal should be that the annual workload average approximates the assigned percentages.
- d. In the event that circumstances change unexpectedly during the year, the Chair may amend the workload assignment, if necessary, in consultation with the faculty member.

**VII. Allocations**

- a. The College of Business follows the UNT philosophy that one class approximates 10% of annual effort as counted over two long semesters. Class size, preparation and level may affect this number, and allocations may be adjusted accordingly. Teaching loads are commensurate with faculty classification and research assignments.
- b. Full-time faculty members in the College of Business are classified under AACSB standards as participating, meaning that they play a meaningful role in the governance and activities of the College. Therefore, at least some service/administration should be part of the assignment. Using the percentage of time philosophy, a service/administration assignment of ten percent in both long semesters reflects an average of four hours per week across the academic year. Examples of service/administration include curriculum development; participation on Department, College and University committees; thesis and dissertation support; service on national and regional organizations; editorial reviews and board membership; corporate and alumni outreach; direction of a program, center or institute and other activities as discussed with the Chair. Service/administration tasks need not be explicitly assigned as part of the workload assignment, but planned service/administration should be discussed with the Chair to ensure that the time allocation is appropriate.
- c. All tenure-track and clinical faculty members must have a research assignment consistent with their rank and skills. Chairs may discuss a research assignment with lecturers if appropriate.

- d. Some activities may fall into multiple categories. For example, managing a lab or center or serving on doctoral program committees could be considered as teaching, research or service/administration. The faculty member and the Chair should discuss these activities to determine how time is allocated.

#### **VIII. Evaluation**

- a. Faculty performance evaluation stems from the workload assignment. The assignment should be provided to the Department Personnel Affairs Committee (PAC) for use in the evaluation.
- b. We recognize that assignments are made *a priori*, based on a forty-hour week. In practice, actual time spent may not add to the percentages assigned, even if planned tasks and responsibilities were fulfilled. The Chair, in consultation with the faculty member, should consider outcomes when making future workload assignments but should not force an arbitrary percentage time reallocation for work already completed.
- c. Evaluation scores must consider both the quality of outcomes and the percentage of time assigned to generate the work.

#### **IX. Process for faculty complaints**

- a. The goal of the workload assignment process is to facilitate a collegial discussion between the Chair and the faculty member. Ideally, the workload/performance conversation should be ongoing.
- b. A faculty member who disagrees with the assignment, after discussion with the Chair, may appeal to the Dean of the College within fourteen calendar days of the finalized assignment. If the complaint is not resolved at this level, the University faculty grievance process would apply.

#### **X. Examples of typical assignments**

- a. Lecturers have a standard teaching load of 4-4, or 80% teaching, 20% service/administration.
- b. Clinical faculty have a standard teaching load of 3-3, or 60% teaching, with the remainder of the time divided between research and service/administration. An assignment of 20% research, 20% service/administration is the baseline, but the Chair may make a different allocation after discussing with the faculty member. Clinical faculty must meet the College guidelines for classification as a Scholarly Academic or Scholarly Practitioner as defined in the "Criteria for Establishing Qualifications of Faculty," approved April 13, 2018, or subsequent approved updates or replacements, in order to retain the standard teaching assignment. Failure to do so may result in an increase in teaching and reduction in service for the following year. Failure to regain SA or PA status after a reasonable time period, determined in consultation with the Chair, may result in non-renewal.
- c. Tenure-track faculty in the probationary period have a standard teaching load of 2-2, or 40% teaching, so long as they are making satisfactory progress toward tenure. The remaining time may be allocated between research and service/administration as appropriate to rank. For Assistant Professors in the first three years of the tenure clock,

a 5% service/administration and 55% research assignment may be assigned. Service/administration should increase to 10% for the remainder of the probationary period. If the faculty member receives a terminal contract for failure to make progress or successfully achieve tenure, the teaching load may increase to 3-3, or 60% teaching. In this case, the remaining time allocation is assigned by the Chair, with a typical assignment of 20% service/administration and 20% research.

- d. Tenured faculty will have a teaching load based on research output in the three previous years. A typical service assignment for tenured faculty is 20%. The following table provides teaching assignment guidelines:

Category	Definition	Teaching Load
Exceptionally Productive	Regularly publishing in journals on the College's premier list, as specified in the "Dean's Guidelines for Promotion and Tenure," dated April 1, 2023, page 4, or subsequent approved updates or replacements, or comparable funded research.	2-1 (30%)
Highly Productive	Regular stream of high quality or quality publications, as specified in the "Dean's Guidelines for Promotion and Tenure," dated April 1, 2023, page 4, or subsequent approved updates or replacements, (at least two in most recent three years) or comparable funded research	2-2 (40%)
Productive	Regularly publishes and exceeds Scholarly Academic status	3-2 (60%)
Minimally Productive	Regularly publishes and maintains Scholarly Academic or Practitioner Academic status	3-3 (60%)

Tenured faculty who lose Scholarly Academic status must develop a plan to increase research productivity and regain academic qualification.

The allocation between research and service will be assigned by the Chair, in consultation with the faculty member, but in no case should either research or service be less than 10%.

- e. Course reductions with no change in the percentage allocation may be assigned for activities such as coordination of a multi-section course, internship supervision, teaching of very large sections, new course development or other teaching-related activities. Course reductions with a decrease in the teaching percentage and an increase in service may be assigned for activities such as advising, lab supervision, committee participation, student organization advising, recruiting and other service-related activities.
- f. Increases in the standard teaching loads described here should not normally occur except in exigent circumstances, and where possible should be compensated as overload or with a reduction in a subsequent semester.



- g. The normal teaching load for an Associate Dean, Department Chair or Center Director is 1-1 (20%), with the remaining time allocated between research and service/administration depending on responsibilities.
- h. Special situations, such as initial appointments or funded research buyouts may result in a reduction from the standard teaching load.

## AACSB Required Tables

### Strategic Initiatives and Expected Sources of Funds

Table 2-1: Strategic Initiatives and Expected Source of Funds for the Next Accreditation Cycle

Strategic Initiatives	Total Estimated Investment	Expected Source of Funds
First in Business student development program	\$5,000,000	Donor funding
Applied Professional Experience requirement for all students	\$500,000 per year	Endowment distribution and instructional fees
Stronger brand and corporate relationships	\$200,000 per year	Donor funding
Increase student retention	\$1,000,000 per year	Instructional fees, central funding, Donor funding

## Faculty Sufficiency and Qualifications

Table 3-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standard 3)<sup>1</sup>

**AACSB Location: Coursera, INET, New College, UNT Denton**  
**Course Prefix: ACCT, BCIS, BLAW, BUSI, DSCI, FINA, LGAV, LSCM, MGMT, MKTG, MSCI, OPSM, REAL, RMIN**  
**Date Range: September 1, 2022 - May 10, 2023**

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) <sup>2</sup>	Supporting Faculty Teaching Productivity (S) <sup>2</sup>		Scholarly Academic (SA) <sup>4</sup>	Practice Academic (PA) <sup>4</sup>	Scholarly Practitioner (SP) <sup>4</sup>	Instructional Practitioner (IP) <sup>4</sup>	Additional (A) <sup>4</sup>	
Accounting					Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐						
Bandla, Madhuri	Accounting	MS, 2006	825 sch		UT				100		practice experience
Cao, Yu	Accounting	PhD		60 sch	UT and SER					10	
Cazier, Richard	Accounting	PhD, 2009	453 sch		UT, MT, DT, RES and SER	100					recent research activity
Chandwani, Sanjeev	Accounting	PhD		84 sch	UT				10		Doc student with recent practical experience
Eutsler, Jared	Accounting	PhD, 2016	165 sch		UT, MT and RES	50					PhD with active research agenda
Grieser, Anne	Accounting	MS, 2012	1224 sch		UT				100		Recent practical exp.
Hossain, Md Enayet <sup>4</sup>	Accounting			138 sch	UT	10					ABD doc student
Hutchison, Paul	Accounting	PhD, 1997	465 sch		UT, MT, DT, RES and SER	100					publishing faculty member
Iyer, Govind	Taxation	PhD, 1994	606 sch		UT, MT, DT, RES and SER	100					Research active faculty member

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Jimenez, Peggy	Accounting	PhD, 2013	588 sch		UT and MT		100				PhD granted in 2013; one recent publication, recent professional experience
Jordan, Jason	Accounting	MAcc, 2011		144 sch	UT				10		masters acct with recent practical experience
Kabutey, Monica <sup>5</sup>	Accounting			141 sch	UT	10					ABD Doc Student
Kim, Hojoong	Accounting	MBA, 2006		141 sch	UT				20		Doc student with recent professional exp.
Kipp, Peter	Accounting	PhD, 2017	447 sch		UT, MT, DT and RES	100					recent PhD; publishing
Kleiner, Kevin	Accounting	MMS, 2020		144 sch	UT				10		Masters degree with recent professional experience listed
Kumar, Akhil	Accounting	PhD, 1986	18 sch		UT, MT, ED and SER		100				Doctorally qualified with extensive, recent practical experience
Linerros, Jose	Accounting	PhD, 2018	849 sch		UT, MT and SER	100					extensive certifications; practical experience and practice related publications; PhD awarded 2018
Marquardt, Blair	Accounting	PhD, 2018	417 sch		UT, MT, DT and RES	100					Recent PhD
McLeod, Allison	Accounting	JD, 1996	1170 sch		UT and MT		100				recent practical experience
McLuckie, Lisa	Accounting	PhD, 2020	573 sch		UT	100					PhD earned 2020
Neel, Michael	Accounting	PhD, 2011	840 sch		UT, MT, DT and RES	100					PhD in 2015; recent publications
Proell, Chad	Accounting	PhD, 2006	48 sch		UT, MT, DT and RES	50					Scholarly active faculty with doctorate.
Radnik, Lydia <sup>8</sup>	Accounting	MS, 1997			UT				0		recent practical experience

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Robertson, Jesse	Accounting	PhD, 2008	330 sch		UT, MT, DT, RES and SER	100					Research active faculty member
Ross, Martha <sup>9</sup>	Accounting	MBA, 1996	1725 sch		UT				100		recent practical exp
Sapkota, Pradeep <sup>11</sup>	Accounting	PhD, 2019	354 sch		UT, MT, DT and RES	100					Recent PhD (2019)
Seetharaman, Ananth <sup>13</sup>	Accounting	PhD, 1991	162 sch		UT, MT, DT, ADM, RES and SER	50					research active, dept chair, experience with AACSB
Sharma, Nikki <sup>14</sup>	Accounting	MSc, 2019		459 sch	UT				48		Master's degree, CPA -- current license; recent work history
Stovall, Olin	Accounting	PhD, 2001	792 sch		UT, MT and RES					100	PhD. Publications, etc. are not within 5 year time frame. Has several publications and previous (>5 years ago) practical experience. Working on SA status has manuscripts near completion.
Sun, Lili	Accounting	PhD, 2004	288 sch		UT, MT, DT, RES and SER	100					research active faculty member
Wang, Hillary	Accounting	MSA, 2015	1305 sch		UT				100		recent practical experience
Wilner, Neil	Accounting	PhD, 1980	435 sch		UT, MT, RES and SER	100					doctorally qualified; two B publications
<b>Total Accounting</b>			14079 sch	1311 sch		1370 (60.1%)	300 (13.2%)	0 (0.0%)	498 (21.9%)	110 (4.8%)	
			P ≥ 60% guideline for AACSB met (91.5%)			SA ≥ 40% guideline for AACSB met (60.1%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (95.2%)					

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Addition al (A) <sup>4</sup>	
Business Communication					Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>						
Insley, Robert	Business Communicat ion	EdD, 1988	927 sch		UT and SER		100				Practical experience and recent conference proceedings, recent journal article on teaching, etc.
Mitchell, Kelly <sup>16</sup>	Business Communicat ion	MBA, 2015		324 sch	UT and SER				25		masters with recent consulting exp
Ordeman, William	Business Communicat ion	PhD	1053 sch		UT	100					Related presentations and professional development, ABD Doc Student
Thepaut, Sabine	Business Communicat ion	MA, 1995	480 sch		UT and SER				100		recent professional development activities and conference participation related to field.
Vanderleest, Tammy <sup>17</sup>	Business Communicat ion	Certifica te, 2021		465 sch	UT				50		currently pursing PhD but not yet ABD, recent practical experience.
Verrelli, Roxanne <sup>18</sup>	Business Communicat ion	MEd, 2017		675 sch	UT				50		professional activities
Total Business Communication			2460 sch	1464 sch		100 (23.5%)	100 (23.5%)	0 (0.0%)	225 (52.9%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (62.7%)			SA ≥ 40% guideline for AACSB not met (23.5%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Business Computer Information Systems					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Amin, M A Shariful <sup>19</sup>	Computer or Managemen			747 sch	UT and RES	10					ABD doc student

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
	Information Systems										
Bernot, Jordan	Computer or Management Information Systems			453 sch	UT					10	doc student; not ABD
Choi, Hoon Seok	Computer or Management Information Systems	PhD, 2015	942 sch		UT, MT, DT and RES	100					phd with recent publications
Dhillon, Gurpreet <sup>20</sup>	Computer or Management Information Systems	PhD, 1995	252 sch		UT, MT, DT and RES	100					tenured professor with doctoral degree and recent publications
Eaves, Tresia	Computer or Management Information Systems	PhD, 2020		354 sch	UT	10					Recent PHD
Ge, Ling <sup>21</sup>	Computer or Management Information Systems	PhD, 2008	789 sch		UT, MT, DT and RES	80					PhD; recent publications
Gerth, Anthony <sup>22</sup>	Computer or Management Information Systems	DBA, 2013	2211 sch		UT, MT, DT and RES		100				books and doctorate
Giddens, Laurie <sup>23</sup>	Computer or Management Information Systems	PhD, 2017	924 sch		UT, MT, DT and RES	100					PhD awarded 2017
Glenn, Donna <sup>24</sup>	Computer or Management Information Systems	EdD, 2010	1701 sch		UT, MT and SER					33	doctorally qualified with practical experience but not enough recently.
Hardy, LeRoy	Computer or Management	MBA, 2021		864 sch	UT				100		MBA IT (4.0 GPA). Recent practical experience.

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsib ilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
	Information Systems										
Hosahalli, Kiran	Computer or Management Information Systems	MBA, 2009		426 sch	UT				10		MBA with recent consulting activity
John, Abraham	Computer or Management Information Systems	MS, 1990		348 sch	UT				10		recent article; recent professional experience
Johnson, Vess <sup>26</sup>	Computer or Management Information Systems	PhD, 2014	297 sch		UT, MT, DT and RES	33					PhD with recent research
Kaur, Joti	Computer or Management Information Systems	PhD, 2022	1134 sch		UT, MT and RES					100	No information provided
Kim, Dan Jong	Computer or Management Information Systems	PhD, 2003	633 sch		UT, MT, DT and RES	100					research active
Koh, Chang	Computer or Management Information Systems	PhD, 1992	1113 sch		UT, MT, DT and RES	100					research active
Lai, Im	Computer or Management Information Systems	MBA, 2014		474 sch	UT	20					ABD doc student
Malgonde, Onkar	Computer or Management Information Systems	PhD, 2018	933 sch		UT, MT, DT and RES	100					PhD awarded 2018.



Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Memarian Esfahani, Sara <sup>28</sup>	Computer or Managemen t Information Systems			72 sch	UT	10					ABD doc student
Mohit, Hossein <sup>29</sup>	Computer or Managemen t Information Systems			1053 sch	UT	10					ABD Doc Student
Ogbanufe, Obiageli	Computer or Managemen t Information Systems	PhD, 2018	795 sch		UT	100					recent PhD awarded
Parrish, James	Computer or Managemen t Information Systems	PhD, 2008	915 sch		UT, MT, DT and RES	100					scholarly active with PhD
Peak, Daniel	Computer or Managemen t Information Systems	PhD, 1994	762 sch		UT, MT, DT, RES, ED and SER	100					research active
Peterson, Ted	Computer or Managemen t Information Systems	PhD, 2022	360 sch		UT	50					PhD awarded 2022.
Pravin, Dipakkumar	Computer or Managemen t Information Systems	PhD, 1998	1410 sch		UT		100				PhD with recent practical exp
Saeed, Kashif <sup>30</sup>	Computer or Managemen t Information Systems	MS, 2002	711 sch		UT and ADM				60		recent professional experience, active certification/license
Sidorova, Anna	Computer or Managemen t Information Systems	PhD, 2002	444 sch		UT, MT, DT, ADM, RES and SER	100					research active faculty

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Smith, Kane	Computer or Managemen t Information Systems	PhD, 2018	585 sch		UT, MT, DT and RES	100					PhD awarded 2018. Recent journal articles.
Sohaee, Nassim <sup>31</sup>	Computer or Managemen t Information Systems	PhD, 2009	540 sch		UT, MT and RES		62				PhD. 1 article and recent practical experience
Srivastava, Smriti <sup>32</sup>	Computer or Managemen t Information Systems			813 sch	UT	10					ABD Doc Student
Sultana, Tahmina	Computer or Managemen t Information Systems	PhD, 2022	1710 sch		UT, MT and RES	100					Ph.D. in Information Systems (2022), UNC Greensboro
White, Melody	Computer or Managemen t Information Systems	PhD, 2022	1797 sch		UT, MT and SER	100					recent phd
Wu, Yu	Computer or Managemen t Information Systems	PhD, 2007	765 sch		UT, MT, DT, RES and SER	100					research active
Total Business Computer Information Systems			21723 sch	5604 sch		1633 (73.6%)	262 (11.8%)	0 (0.0%)	180 (8.1%)	143 (6.4%)	
			P ≥ 60% guideline for AACSB met (79.5%)			SA ≥ 40% guideline for AACSB met (73.6%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (93.6%)					
Business Law/Legal Environment					Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>						
Engler, Dennis	Business Law/ Legal Environment	JD, 1984	1818 sch		UT				100		recent practical experience

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
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Evers, Pamela	Business Law/ Legal Environment	LLM, 1999		183 sch	UT		10				JD with recent industry exp
Fry, Jennifer	Business Law/ Legal Environment	JD, 1986		315 sch	UT				10		recent practical experience
Gallo, Michael	Business Law/ Legal Environment	JD, 1992		216 sch	UT		10				JD with some practical publications, licenses
Houser, Kimberly	Business Law/ Legal Environment	JD, 1997	1011 sch		UT, MT, DT and RES	100					JD with recent research publications
Kenyon- Cordero, Alyssa	Business Law/ Legal Environment	JD, 2018		72 sch	UT	10					JD awarded in 2018
Metcalf, Lance	Business Law/ Legal Environment	JD, 2001		321 sch	UT		10				JD with recent industry exp
Whitten, Adam	Business Law/ Legal Environment	JD, 2012		1929 sch	UT		100				JD; recent practical exp
Total Business Law/Legal Environment			2829 sch	3036 sch		110 (31.4%)	130 (37.1%)	0 (0.0%)	110 (31.4%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB not met (48.2%)			SA ≥ 40% guideline for AACSB not met (31.4%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Data Analytics					Degrees or majors are offered in this discipline ☑ Degrees or majors are not offered in this discipline ☐						
Ahmadi, Mahdi	Data Analytics	PhD, 2015	1644 sch		UT, MT and RES	100					PhD in 2015; recent publications
Alimirzaei, Athena	Quantitative Methods	PhD, 2013	1791 sch		UT, MT and RES					100	No information provided

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
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Cavazos, Roberto	Quantitative Methods	PhD, 1998	1449 sch		UT, MT and RES		100				no information other than education provided. PhD awarded 1998. Has practical exp. through 2018.
Chatterjee, Sourav	Data Analytics	PhD, 2003	1296 sch		UT, MT and SER		100				PhD with a conference presentation. Insufficient for classifying. Does have relevant work experience through 2017.
Fathi, Michel	Quantitative Methods	PhD, 2013	518 sch		UT, MT, DT and RES	100					PhD with recent research experience
Ge, Ling <sup>21</sup>	Quantitative Methods	PhD, 2008	309 sch		UT, MT, DT and RES	20					PhD; recent publications
Glenn, Donna <sup>24</sup>	Quantitative Methods	EdD, 2010	183 sch		UT, MT and SER					33	doctorally qualified with practical experience but not enough recently.
Gulzari, Adeela	Quantitative Methods	PhD		462 sch	UT	10					ABD;
Hamilton, Scott <sup>35</sup>	Data Analytics	DPhil, 2019	2958 sch		UT, MT and RES	100					doctorate awarded 2019
Hassanmirza ei, Foad	Quantitative Methods	PhD, 2016	1158 sch		UT, MT, DT and RES		100				recent PhD; some practical exp.
Johnson, Vess <sup>26</sup>	Quantitative Methods	PhD, 2014	735 sch		UT, MT, DT and RES	67					PhD with recent research
Kumar, Abhijeet <sup>36</sup>	Quantitative Methods			909 sch	UT	10					ABD doc student
Nakhaei, Mofid	Data Analytics	PhD, 2011		177 sch	UT					10	Has PhD but no other information provided
Narayanan, Arunachalam	Quantitative Methods	PhD, 2006	873 sch		UT, MT, DT and RES	100					PhD and publishes regularly in academic journals. 19 journal publications with 11

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
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											proceedings and 4 case studies.
Palao Mendizabal, Agustin <sup>37</sup>	Data Analytics	PhD, 2017	216 sch		UT, MT, ADM and RES	25					PhD with ongoing research, course development and teaching
Paswan, Audhesh <sup>38</sup>	Quantitative Methods	PhD, 1992	45 sch		UT, MT, DT, ADM, RES and SER	10					research active
Patil, Kiran <sup>39</sup>	Data Analytics	PhD, 2023		693 sch	UT	10					abd doc student
Pavur, Robert	Quantitative Methods	PhD, 1981	162 sch		UT, MT, DT, RES and SER	100					research active
Prybutok, Victor <sup>40</sup>	Quantitative Methods	PhD, 1984	21 sch		MT, DT, ADM, RES and SER	0					research active
Rogers, David <sup>41</sup>	Data Analytics	DBA, 2017		327 sch	UT		10				PhD with recent practical exp
Rubio Herrero, Javier	Quantitative Methods	PhD, 2016	345 sch		UT, MT, DT and RES	100					PhD awarded 2016
Saeed, Kashif <sup>30</sup>	Quantitative Methods	MS, 2002	293 sch		UT and ADM				40		recent professional experience, active certification/license
Shamroukh, Sameh	Data Analytics	PhD, 2019	972 sch		UT, MT, DT and RES	100					PhD awarded 2019
Smith, Justin	Quantitative Methods	PhD, 2022		1632 sch	UT and MT	100					PhD awarded 2022
Sohaee, Nassim <sup>31</sup>	Quantitative Methods	PhD, 2009	282 sch		UT, MT and RES		38				PhD. 1 article and recent practical experience
Tarakci, Hakan	Quantitative Methods	PhD, 2004	2643 sch		UT, MT, DT and RES	100					research active

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Torres, Russell	Quantitative Methods	PhD, 2015	663 sch		UT and MT	100					doctorate awarded 2015;
Verghese, Anto	Quantitative Methods	PhD, 2014	732 sch		UT, MT, DT and RES	100					PhD with recent journal articles.
Total Data Analytics			19288 sch	4200 sch		1252 (70.2%)	348 (19.5%)	0 (0.0%)	40 (2.2%)	143 (8.0%)	
			P ≥ 60% guideline for AACSB met (82.1%)			SA ≥ 40% guideline for AACSB met (70.2%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (92.0%)					
Finance					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Alam, Zinat	Finance - incl Banking	PhD, 2010	906 sch		UT, MT, DT and RES	100					PhD 2010. Recent Scholarly publiucations
Ay, Lezgin	Finance - incl Banking	PhD, 2022	573 sch		UT, MT, DT and RES	100					PhD Awarded 2022
Cui, Yachen <sup>42</sup>	Finance - incl Banking			261 sch	UT	10					ABD Doc student
Ebrahimi, Nima	Finance - incl Banking	PhD, 2019	759 sch		UT, MT and RES	100					PhD awarded 2019
Evers, Mark <sup>43</sup>	Finance - incl Banking	PhD, 2020	1161 sch		UT, MT and SER	75					PhD awarded 2020
Gillan, Stuart	Finance - incl Banking	PhD, 1995	75 sch		UT, MT, DT and RES	100					PhD with recent research activity
Ham, Daniel	Finance - incl Banking	MBA, 1994		1443 sch	UT				100		masters with recent experience
Hao, Wei	Finance - incl Banking	PhD, 2010		249 sch	UT		10				PhD with recent industry exp.
He, Yi <sup>47</sup>	Finance - incl Banking			261 sch	UT	10					ABD Doc student

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Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Hill-Kleespie, Austin	Finance - incl Banking	PhD, 2021	303 sch		UT, MT, DT and RES	100					PhD awarded 2021
Kwon, Youngkwang <sup>50</sup>	Finance - incl Banking			153 sch	UT	20					ABD Doc student
Liu, Yi lan	Finance - incl Banking	PhD, 2003	687 sch		UT, MT, DT, RES and SER	100					research active
Liu, Yingchun <sup>51</sup>	Finance - incl Banking	PhD, 2002	564 sch		UT, MT, DT and RES	25					research active
Mantecon, Tomas	Finance - incl Banking	PhD, 2001	492 sch		UT, MT, DT, RES and SER	100					research active
Nguyen, Nga	Finance - incl Banking	PhD, 2013	1128 sch		UT, MT, DT and RES	100					doctorally qualified with recent published research
Nishikawa, Takeshi	Finance - incl Banking	PhD, 2003	600 sch		UT, MT, DT and RES	100					research active; phd
Owen, Stephen	Finance - incl Banking	PhD, 2021	690 sch		UT, MT, DT and RES	100					PhD awarded 2021
Puthenpurac kal, John	Finance - incl Banking	PhD, 2002	150 sch		UT, MT, DT, ADM, RES and SER	100					recent publications
Ragan, David	Finance - incl Banking	BBA, 2003		54 sch	UT			10			recent practical exp
Rhodes, Meredith	Finance - incl Banking	PhD, 2018	474 sch		UT, MT, DT and RES	100					recent PHD
Tandoh, Jacob	Finance - incl Banking			117 sch	UT					10	Doc student. Has not passed comps.

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Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Tripathy, Niranjan	Finance - incl Banking	PhD, 1987	531 sch		ADM, RES and SER	100					doctorally qualified, practical licensing and professional development and service; two recent publications
Wileu, Marilyn K.	Finance – incl Banking	PhD,			ADM, RES, and SER	100					Dean
Williams, Thomas	Finance - incl Banking	PhD, 2009	823 sch		UT					100	Doctorally qualified with 1 publication from 2016
Xu, Jianren <sup>54</sup>	Finance - incl Banking	PhD, 2014	585 sch		UT, MT, DT and RES	75					research active,
Total Finance			10501 sch	2538 sch		1615 (87.5%)	10 (0.5%)	10 (0.5%)	100 (5.4%)	110 (6.0%)	
			P ≥ 60% guideline for AACSB met (80.5%)			SA ≥ 40% guideline for AACSB met (87.5%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (94.0%)					
HR Management					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Annamalai, Danielle <sup>55</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2007	531 sch		UT, MT, DT, RES and SER	100					research active
Boulamatsi, Artemis <sup>57</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2019	171 sch		UT, MT, DT and RES	33					PhD awarded 2019
Christopher, Holley	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2016		150 sch	UT					10	
Davis, Mark	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 1984	180 sch		UT, MT, DT, RES and SER	100					research active



Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Duplessis, Jennifer <sup>59</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2019		159 sch	UT	10					PhD Awarded 2019
Gavrilova Aguilar, Mariya <sup>60</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2016	624 sch		SER		75				some publications and practical exp.
Hancock, Julie <sup>61</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2012	291 sch		UT, MT, DT, RES and SER	75					research active; not sure why the European Journal is not appearing as title in one of the publications but that is where it is published.
Herchen, Julia <sup>62</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2015		177 sch	UT and MT		10				doctorate, recent public service related to field
Jordan, Samantha <sup>64</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2021	261 sch		MT, DT and RES	50					PhD awarded 2021
Kidwell, Virginie <sup>65</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2013	186 sch		UT, MT, DT, RES and SER	75					scholarly active;
Killough, Michael <sup>66</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	EdD, 2013		885 sch	UT		100				EdD awarded in 2013. Recent practical experience.
Kincaid, Paula <sup>67</sup>	HR Mgt - incl Personnel & Ind/Labor Relations			93 sch	UT	10					ABD Doc Student
Kuykendall, April <sup>68</sup>	HR Mgt - incl Personnel &	MBA, 2005	801 sch		UT and SER				32		Masters degree. Related public and professional service; recognized as one of

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	Ind/Labor Relations										UNT outstanding faculty members several times.
Mitchell, Kelly <sup>16</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	MBA, 2015		243 sch	UT and SER				25		masters with recent consulting exp
Nasco, Dennis <sup>70</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2010	1266 sch		UT, MT, DT and RES					100	recent SHRM certification through 2024; some conference presentations; PhD awarded 2010. I see 35 points. Presentations in category F. Certification in category D.
Pavel, Catalin <sup>71</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	DBA, 2020		999 sch	UT	75					DBA awarded 2020
Reger, Rhonda <sup>72</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 1988	18 sch		UT, MT, DT and RES	33					PhD with recent publications.
Salimath, Manjula <sup>73</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2006	369 sch		UT, MT, DT, RES and SER	33					research active
Vaziri, Hoda <sup>74</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2017	237 sch		UT, MT, DT and RES	50					PhD in 2017
Webb, Jae <sup>76</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2023	1050 sch		UT and MT	33					recent phd
Welch, Erin	HR Mgt - incl Personnel &	MBA, 2013	1413 sch		UT				100		practical experience

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	Ind/Labor Relations										
Westurn, Cathleen <sup>77</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	MBA, 2020	258 sch		UT and MT				75		Recent practical experience
Total HR Management			7656 sch	2706 sch		677 (56.2%)	185 (15.4%)	0 (0.0%)	232 (19.3%)	110 (9.1%)	
			P ≥ 60% guideline for AACSB met (73.9%)			SA ≥ 40% guideline for AACSB met (56.2%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (90.9%)					
Insurance					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Berry, Byron <sup>78</sup>	Insurance	JD, 1982		120 sch	UT				20		Doctor of Jurisprudence Certified Public Accountant Practicing Attorney
Evers, Mark <sup>43</sup>	Insurance	PhD, 2020	117 sch		UT, MT and SER	25					PhD awarded 2020
Frost, Nicholas	Insurance	MBA, 2010		54 sch	UT				10		MBA with current practical exp.
Garrett, Grant	Insurance	MA, 2009		69 sch	UT				10		recent professional experience
Ma, Yu-Luen	Insurance	PhD, 1999	444 sch		UT, MT, DT and RES	100					research active;
Pope, Nat	Insurance	PhD, 1999	261 sch		UT, MT, DT and RES		100				PhD with two recent articles and contributions to industry
Xu, Jianren <sup>54</sup>	Insurance	PhD, 2014	201 sch		UT, MT, DT and RES	25					research active,
Total Insurance			1023 sch	243 sch		150 (51.7%)	100 (34.5%)	0 (0.0%)	40 (13.8%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (80.8%)			SA ≥ 40% guideline for AACSB met (51.7%)					

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Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi al (A) <sup>4</sup>	
						SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Management					Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐						
Barnir, Anat	Managemen t	PhD, 1998	609 sch		UT, MT, DT, RES and SER	100					research active
Boulamatsi, Artemis <sup>57</sup>	Managemen t	PhD, 2019	93 sch		UT, MT, DT and RES	67					PhD awarded 2019
Chandler, Jeffrey	Managemen t	PhD, 2019	684 sch		UT, MT, DT and RES	100					Doctorate awarded 2019; research active
Cole, Deli	Managemen t	MBA, 2007		105 sch	UT				10		MBA with industry exp.
Cory, Kenneth	Managemen t	PhD, 1995	1503 sch		UT, MT, RES and SER		100				Doctorate with substantial recent senior executive industry experience.
D'Souza, Derrick	Managemen t	PhD, 1990	378 sch		UT, MT, DT, RES and SER	100					research active
Dietz, Tracy <sup>80</sup>	Managemen t	PhD, 1995	276 sch		UT, MT, DT, ADM, RES and SER	100					administrator with AACSB recent training
Gaffney, Nolan <sup>81</sup>	Managemen t	PhD, 2012	318 sch		UT, MT, DT, RES and SER	100					research active
Gavrilova Aguilar, Mariya <sup>60</sup>	Managemen t	PhD, 2016	240 sch		SER		25				some publications and practical exp.
Hancock, Julie <sup>61</sup>	Managemen t	PhD, 2012	150 sch		UT, MT, DT, RES and SER	25					research active; not sure why the European Journal is not appearing as title in one of

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
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											the publications but that is where it is published.
Herchen, Julia <sup>62</sup>	Managemen t	PhD, 2015		57 sch	UT and MT		10				doctorate, recent public service related to field
Jordan, Samantha <sup>64</sup>	Managemen t	PhD, 2021	138 sch		MT, DT and RES	50					PhD awarded 2021
Kidwell, Virginia <sup>65</sup>	Managemen t	PhD, 2013	228 sch		UT, MT, DT, RES and SER	25					scholarly active;
Kuykendall, April <sup>68</sup>	Managemen t	MBA, 2005	69 sch		UT and SER				65		Masters degree. Related public and professional service; recognized as one of UNT outstanding faculty members several times.
Lawton, Drew	Managemen t	MBA, 1991		54 sch	UT				10		masters with recent practical experience
Milbauer, Douglas <sup>82</sup>	Managemen t	MBA, 2015		165 sch	UT	20					ABD Doc Student
Mitchell, Kelly <sup>16</sup>	Managemen t	MBA, 2015		438 sch	UT and SER				50		masters with recent consulting exp
Neumeyer, Lisa	Managemen t	MBA, 2021		408 sch	UT					30	insufficient information
Paswan, Audhesh <sup>38</sup>	Managemen t	PhD, 1992	108 sch		UT, MT, DT, ADM, RES and SER	20					research active
Pavel, Catalin <sup>71</sup>	Managemen t	DBA, 2020		315 sch	UT	25					DBA awarded 2020
Penney, Christopher	Managemen t	PhD, 2011	639 sch		UT, MT, DT, RES and SER	100					PhD; active in field. recent scholarly publications
Purtell, Clinton <sup>83</sup>	Managemen t	PhD, 2020	438 sch		UT, MT and RES		25				recent practical exp
Reger, Rhonda <sup>72</sup>	Managemen t	PhD, 1988	174 sch		UT, MT, DT and RES	67					PhD with recent publications.

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Salimath, Manjula <sup>73</sup>	Managemen t	PhD, 2006	270 sch		UT, MT, DT, RES and SER	67					research active
Sapkota, Kayla <sup>84</sup>	Managemen t	EdD, 2018		195 sch	UT	10					PhD awarded 2018
Sexton, Sidney	Managemen t	MBA, 1998	1125 sch		UT and SER			100			practical experience and recent publications
Short, Jeremy	Managemen t	PhD, 2000	159 sch		UT, MT, DT, RES and SER	100					recent research activity, PhD
Varghese, Johnson	Managemen t	PhD, 2022		297 sch	UT and MT	10					PhD awarded 2022
Vaziri, Hoda <sup>74</sup>	Managemen t	PhD, 2017	60 sch		UT, MT, DT and RES	50					PhD in 2017
Webb, Jae <sup>76</sup>	Managemen t	PhD, 2023	348 sch		UT and MT	67					recent phd
Wolfe, Marcus	Managemen t	PhD, 2012	330 sch		UT, MT, DT and RES	100					Recent scholarly articles; holds phd
Woods, James	Managemen t	DBA, 2016		345 sch	UT					10	DBA 2016. No experience or other qualifications listed
Total Management			8337 sch	2379 sch		1303 (75.0%)	160 (9.2%)	100 (5.8%)	135 (7.8%)	40 (2.3%)	
			P ≥ 60% guideline for AACSB met (77.8%)			SA ≥ 40% guideline for AACSB met (75.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (97.7%)					
Marketing					Degrees or majors are offered in this discipline ☑ Degrees or majors are not offered in this discipline ☐						
Blankson, Charles	Marketing	PhD, 1999	316 sch		UT, MT, DT, RES and SER	100					research active faculty member
Choe, Yuna	Marketing	PhD, 2021	639 sch		UT, MT, DT and RES	100					PhD awarded 2021

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Chowdhury, Jhinuk	Marketing	PhD, 1990	909 sch		UT and SER		100				Consulting. No recent pubs.
Ganesh, Gopala	Marketing	PhD, 1985	1158 sch		UT, MT, DT, RES and SER	100					PHD; teaching related publications and certifications; recent research activity
Guzman, Francisco	Marketing	PhD, 2005	597 sch		UT, MT, DT, RES and SER	100					research active faculty member
Houser, Joy	Marketing	MBA, 2003	378 sch		UT and SER				100		recent professional service
Johnson, Ross	Marketing	PhD, 2022	477 sch		UT, MT, DT and RES	100					PhD awarded 2022
Ketron, Seth <sup>88</sup>	Marketing	PhD, 2017	27 sch		UT, MT and RES	25					PhD awarded 2017
Kidwell, Blair <sup>89</sup>	Marketing	PhD, 2004	456 sch		UT, MT, DT, RES and SER	100					research active;
Koenig, Adam <sup>90</sup>	Marketing	EdD, 2020		255 sch	UT	20					doctorate awarded 2020
Li, Ruouou	Marketing	PhD, 2022	918 sch		UT, MT, DT and RES	100					PhD awarded 2022
Malik, Aaminah Zaman <sup>91</sup>	Marketing			207 sch	UT	10					ABD Doc Student
Mayo, Amanda	Marketing	MA, 2014		525 sch	UT				10		masters degree with recent experience
Milbauer, Douglas <sup>82</sup>	Marketing	MBA, 2015		291 sch	UT	10					ABD Doc Student
Mims, Tina <sup>93</sup>	Marketing	PhD, 2013	555 sch		UT and RES	50					PhD with recent publications
Nguyen, Thuy	Marketing	PhD, 2015	672 sch		UT and MT		100				

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Paswan, Audhesh <sup>38</sup>	Marketing	PhD, 1992	5 sch		UT, MT, DT, ADM, RES and SER	70					research active
Patil, Kiran <sup>39</sup>	Marketing	PhD, 2023		75 sch	UT	10					abd doc student
Pelton, Louis	Marketing	PhD, 1992	690 sch		UT, MT, DT, RES and SER	100					research active faculty
Plunk, Zachary <sup>94</sup>	Marketing			102 sch	UT	20					ABD Doc Student
Purnell, Dexter <sup>96</sup>	Marketing	DBA, 2017	1065 sch		UT and MT	50					DBA awarded 2017
Rajagopal, Priyali	Marketing	PhD, 2004	456 sch		UT, MT, DT and RES	100					research active PhD
Simon, Vinu	Marketing	DBA, 2019		860 sch	UT	20					DBA awarded 2019.
Smith, James	Marketing	PhD, 2007	555 sch		UT, MT, RES and SER		100				Recent journal articles and service as an editorial review board member. Holds PhD
Smith, Timothy	Marketing	MS, 1995		270 sch	UT					20	High School teacher; math cert; related professional development activities within UNT
Spears, Nancy	Marketing	PhD, 1998	249 sch		UT, MT, DT, RES and SER	100					research active
Storm, Matthew	Marketing	MBA, 2001		93 sch	UT					10	No Information provided
Strutton, Harold	Marketing	PhD, 1990	1722 sch		UT, MT, DT, ADM, RES and SER	100					research active
Suber, Terrence	Marketing	MBA, 1985	790 sch		UT and SER				100		recent public service related to discipline.



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Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi al (A) <sup>4</sup>	
Thompson, Kenneth	Marketing	PhD, 1988	2913 sch		UT, MT, RES and SER	100					books related to practice, recent consulting activity, recent publications (journals)
Vo, Khue <sup>98</sup>	Marketing			663 sch	UT	10					ABD doc student
Xu, Lidan	Marketing	PhD, 2018	366 sch		UT, MT, DT and RES	100					PhD awarded 2018
Yaghi, Majed	Marketing	DBA, 2019	746 sch		UT, MT and DT	100					PhD awarded 2019
Total Marketing			16659 sch	3341 sch		1695 (75.8%)	300 (13.4%)	0 (0.0%)	210 (9.4%)	30 (1.3%)	
			P ≥ 60% guideline for AACSB met (83.3%)			SA ≥ 40% guideline for AACSB met (75.8%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (99.7%)					
Professional Development					Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>						
Aguilar, Christina	Business Education	MS, 2005	336 sch		UT, ADM and SER				100		practicing professional
Akintomide, Adebola	Business Education			258 sch	UT					10	doc student, not yet abd
August, Dolores	Business Education			103 sch						3	no information provided
Bera, Debalina <sup>100</sup>	Computer or Management Information Systems				UT	0					ABD doc student
Boyd, Jennifer	Business Education	MAcc, 2005		162 sch					7		recent industry exp
Ellis, Christine	Business Education	MEd, 2010	346 sch		UT and SER				10		Currently employed as an academic counselor which is an appropriate credential for the courses she teaches.
Glenn, Donna <sup>24</sup>	Computer or Management	EdD, 2010	261 sch		UT, MT and SER					34	doctorally qualified with practical experience but not enough recently.

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
	Information Systems										
Graham, Courtney	Business Education	MS, 2021	141 sch		UT and ADM				3		MASTERS AND RECENT PRACTICAL EXPERIENCE
Hicks, Amy	Business Education	MBA, 2015		316 sch	UT				10		recent practical exp
Hirsch, Brian <sup>103</sup>	Business Education	EdD, 1996	184 sch		UT and SER		100				recent practical experience
Hubbard, Christopher	Business Education	MS, 2020		104 sch	UT					3	masters with limited exp listed (presentation)
Koenig, Adam <sup>90</sup>	Business Education	EdD, 2020		723 sch	UT	60					doctorate awarded 2020
Kuykendall, April <sup>68</sup>	Business Education	MBA, 2005	156 sch		UT and SER				3		Masters degree. Related public and professional service; recognized as one of UNT outstanding faculty members several times.
Lim, Aprille	Business Education			18 sch	UT					3	unknown
Love, Bradford	Computer or Management Information Systems	MBA, 2020		27 sch	UT				3		masters with recent practical exp.
Memarian Esfahani, Sara <sup>28</sup>	Business Education			174 sch	UT	5					ABD doc student
Pandey, Yashica <sup>104</sup>	Business Education			390 sch	UT	10					ABD Doc student
Price, Destiny <sup>105</sup>	Business Education	MSA, 2015	184 sch		UT and ADM				90		recent practical exp
Pullam, Mark	Business Education	EdS, 2013		183 sch	UT				7		practicing professional
Purnell, Dexter <sup>96</sup>	Business Education	DBA, 2017	897 sch		UT and MT	50					DBA awarded 2017
Ross, Ta'Sheena	Business Education	MEd, 2016	214 sch		UT and ADM				100		recent practical exp

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Scales, Monique	Business Education	MA, 2014		80 sch	UT				3		doctoral student; not yet DBA; recent practical exp.
Spath, Sarah	Business Education	MEd, 2021		121 sch	UT				7		Masters with recent practical exp
Storm, Matthew	Business Education	MBA, 2001		39 sch	UT					10	No information provided.
Thomas, Shunta	Business Education			128 sch	UT					7	no information provided
Vanderleest, Tammy <sup>17</sup>	Business Education	Certifica te, 2021		236 sch	UT				10		currently pursuing PhD but not yet ABD, recent practical experience.
Verrelli, Roxanne <sup>18</sup>	Business Education	MEd, 2017		166 sch	UT				7		professional activities
Westurn, Cathleen <sup>77</sup>	Business Education	MBA, 2020	711 sch		UT and MT				25		Recent practical experience
Total Professional Development			3430 sch	3228 sch		125 (18.4%)	100 (14.7%)	0 (0.0%)	385 (56.6%)	70 (10.3%)	
			P ≥ 60% guideline for AACSB not met (51.5%)			SA ≥ 40% guideline for AACSB not met (18.4%) SA + PA + SP + IP ≥ 90% guideline for AACSB not met (89.7%)					
Real Estate					Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐						
Baen, John	Real Estate	PhD, 1982	1026 sch		UT, MT, RES and SER		100				Practical experience
Becker, Christopher	Real Estate	MBA, 2012		39 sch	UT				10		has masters and is certified recent professional experience
Bian, Xun	Real Estate	PhD, 2011	459 sch		UT, MT, DT and RES	100					PhD with recent publications

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Liu, Yingchun <sup>51</sup>	Real Estate	PhD, 2002	207 sch		UT, MT, DT and RES	75					research active
Moffitt, Marcus	Real Estate	MPA, 2011		480 sch	UT				30		practical experience
Total Real Estate			1692 sch	519 sch		175 (55.6%)	100 (31.7%)	0 (0.0%)	40 (12.7%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (76.5%)			SA ≥ 40% guideline for AACSB met (55.6%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Sports Management					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Heere, Bob	Sports Managemen t	PhD, 2005	60 sch		UT, MT, DT, ADM, RES and SER	100					scholarly active faculty member with PhD
MacCharles, Jeffrey	Sports Managemen t	PhD, 2020	84 sch		UT, MT and RES	100					PhD awarded 2020.
Price, Destiny <sup>105</sup>	Sports Managemen t	MSA, 2015	78 sch		UT and ADM				10		recent practical exp
Walker, Matthew	Sports Managemen t	PhD, 2007	132 sch		UT, MT, DT, ADM, RES and ED	100					PhD, recent pubs
Won, Misun	Sports Managemen t	PhD, 2021	174 sch		UT, MT and RES	100					PhD awarded 2021
Total Sports Management			528 sch	0 sch		400 (97.6%)	0 (0.0%)	0 (0.0%)	10 (2.4%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (100.0%)			SA ≥ 40% guideline for AACSB met (97.6%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					

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Supply Chain/Transport/Logistics					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Bomba, Michael <sup>108</sup>	Operations Research	PhD, 2003			RES		100				PHD APPLIED RESEARCH
Diamond, James	Supply Chain/Transport/Logistics	PhD, 1988		288 sch	UT		10				PhD, recent exp, presentations
Ekezie, Uchenna <sup>110</sup>	Supply Chain/Transport/Logistics			30 sch	UT	10					ABD Doc Student
Farris, Martin	Supply Chain/Transport/Logistics	PhD, 1994	219 sch		UT, MT, DT, RES and SER	100					research active faculty member
Fite, Jonathon	Production/Operations Management	MS, 1998	852 sch		UT				100		recent and ongoing practical experience
Gaa, Steven	Supply Chain/Transport/Logistics	PhD, 2010	945 sch		UT		100				doctorate with recent practical exp
Gabaldon Ochoa, Janeth <sup>111</sup>	Supply Chain/Transport/Logistics			261 sch	UT	10					ABD Doc Student
Gligor, David	Supply Chain/Transport/Logistics	PhD, 2013	6 sch		UT, MT, DT and RES	100					research active
Grimaldo, Jose	Supply Chain/	MBA, 2002	210 sch		UT, ADM and SER				100		some pubs and conference proceedings; recent practical experience

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	Transport/ Logistics										
Hanebeck, Hanns- Christian	Supply Chain/ Transport/ Logistics	MBA, 1995	408 sch		UT				100		recent practical experience
Hawkins, Timothy	Supply Chain/ Transport/ Logistics	PhD, 2007	414 sch		UT, MT and DT	100					PhD, recent pubs
Hiatt, Brian	Supply Chain/ Transport/ Logistics	MBA, 2014		696 sch	UT				10		recent practical exp
Hong, Seock	Supply Chain/ Transport/ Logistics	PhD, 2001	219 sch		UT, MT, DT, RES and SER	100					research active faculty
Idug, Yavuz <sup>112</sup>	Supply Chain/ Transport/ Logistics			96 sch	UT	10					ABD doc student
Joiner, John	Supply Chain/ Transport/ Logistics	MS, 1980	279 sch		UT and SER				100		1 publication listed; facilitator for aviation academy
Kincaid, Timothy	Supply Chain/ Transport/ Logistics	EdD, 2010		114 sch	UT		10				PhD with recent practical experience;
Kovach, Jeremy	Supply Chain/ Transport/ Logistics	PhD, 2014	177 sch		UT, MT, DT and RES	100					PhD with recent publications
Kucuk, Carullah	Supply Chain/	PhD, 2020		90 sch	UT	10					PhD awarded in 2020

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	Transport/ Logistics										
Manuj, Ila	Supply Chain/ Transport/ Logistics	PhD, 2007	417 sch		UT, MT, DT, RES and SER	100					research active faculty
Niranjan, Suman	Supply Chain/ Transport/ Logistics	PhD, 2008	462 sch		UT, MT, DT and RES	100					Doctorally qualified with recent publications
Nowicki, David <sup>113</sup>	Supply Chain/ Transport/ Logistics	PhD, 2008	186 sch		UT, MT, DT, ADM, RES and SER	100					research active
Ogden, Jeffrey	Supply Chain/ Transport/ Logistics		138 sch		UT, MT, DT, RES and SER	100					not on schedule for 2016-17; recently awarded PhD
Ojha, Divesh	Supply Chain/ Transport/ Logistics	PhD, 2008	321 sch		UT, MT, DT, RES and SER	100					research active faculty
Pohlen, Terrance	Supply Chain/ Transport/ Logistics	PhD, 1993	252 sch		UT, MT, DT, ADM, RES and SER	100					research active faculty member
Purtell, Clinton <sup>83</sup>	Supply Chain/ Transport/ Logistics	PhD, 2020	273 sch		UT, MT and RES		75				recent practical exp
Rana, Rishabh <sup>114</sup>	Production/ Operations Managemen t			171 sch	UT	10					ABD Doc Student

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Sauser, Brian	Supply Chain/ Transport/ Logistics	PhD, 2005	276 sch		UT, MT, DT, RES and SER	100					research active
Savoie, Michael	Supply Chain/ Transport/ Logistics	PhD, 1991	1311 sch		UT, MT, DT and RES	100					research active PhD
Wahlberg, Bryan	Supply Chain/ Transport/ Logistics	MS, 2010		111 sch	UT				10		recent ongoing practical experience
Weston, Lisa <sup>116</sup>	Operations Research	PhD, 2005			RES		100				PHD, APPLIED RESEARCHER
Total Supply Chain/Transport/Logistics			7365 sch	1857 sch		1350 (62.4%)	395 (18.2%)	0 (0.0%)	420 (19.4%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (79.9%)			SA ≥ 40% guideline for AACSB met (62.4%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Taxation					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Schwab, Casey <sup>117</sup>	Taxation	PhD, 2009	279 sch		UT, MT, DT and RES	100					PhD, research active
Sharma, Nikki <sup>14</sup>	Taxation	MSc, 2019		93 sch	UT				13		Master's degree, CPA -- current license; recent work history
Widmer, Robert	Business Law/ Legal Environment	LLM, 1984		129 sch	UT				10		currently practicing law
Total Taxation			279 sch	222 sch		150 (86.7%)	0 (0.0%)	0 (0.0%)	23 (13.3%)	0 (0.0%)	



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			P ≥ 60% guideline for AACSB not met (55.7%)			SA ≥ 40% guideline for AACSB met (86.7%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Grand Total			117849 sch	32555 sch		12105 (66.8%)	2490 (13.8%)	110 (0.6%)	2648 (14.6%)	756 (4.2%)	
			P ≥ 75% guideline for AACSB met (78.4%)			SA ≥ 40% guideline for AACSB met (66.8%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (95.8%)					
Faculty Sufficiency Indicators <sup>1</sup> :  Overall guideline: P/(P+S) ≥ 75% By discipline, location, delivery mode, or program: P/(P+S) ≥ 60%						Faculty Qualifications Indicators <sup>1</sup> :  SA guideline: SA/(SA + PA + SP + IP + O) ≥ 40% SA + PA + SP + IP guideline: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) ≥ 90%					

1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standard 3. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.
2. The measure of "teaching productivity" must reflect the operations of the business school, e.g. student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications section of the table. Online courses should use the same teaching metric being used for in-person courses and the manner in which this is calculated should be described.
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 non-credit 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 Additional (A). 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 meet the school's criteria for more than one category (e.g. SA and PA), but must be listed in only one category. Doctoral students who have obtained ABD status are normally considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will normally be considered SA or PA (depending on the nature of

the doctoral degree) for 5 years from the date the degree is awarded. The "Additional" 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." A faculty member teaching in more than one discipline may be listed multiple times, but the percent of time devoted to mission should be reflected proportionally in each discipline and not be more than 100 percent. For part-time faculty the expected percentage is less than 100 percent and should reflect the amount of time devoted to the mission. If a school used a full-time equivalent (FTE) human resources system then the FTE may be a reasonable approximation for "percent of time devoted to mission." In the absence of an FTE system, the school should have a rational manner of assigning the percentage to part-time faculty that is agreed to by the Peer Review Team well in advance of the submission of the report.

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<sup>4</sup> Hossain, Md Enayet

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>5</sup> Kabutey, Monica

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>9</sup> Ross, Martha

**Note:** In 2022-2023 had interdisciplinary responsibilities in Accounting.

<sup>11</sup> Sapkota, Pradeep

**Note:** In 2022-2023 had interdisciplinary responsibilities in Accounting.

<sup>13</sup> Seetharaman, Ananth

**Note:** In 2022-2023 had interdisciplinary responsibilities in Taxation.

<sup>14</sup> Sharma, Nikki

**Note:** In 2022-2023 had interdisciplinary responsibilities in Taxation.

<sup>16</sup> Mitchell, Kelly

**Note:** In 2022-2023 had interdisciplinary responsibilities in Business Communication, HR Management, Management.

<sup>17</sup> Vanderleest, Tammy

**Note:** In 2022-2023 had interdisciplinary responsibilities in Business Communication.

<sup>18</sup> Verrelli, Roxanne

**Note:** In 2022-2023 had interdisciplinary responsibilities in Business Communication.

<sup>19</sup> Amin, M A Shariful

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>20</sup> Dhillon, Gurpreet

**Note:** In 2022-2023 had interdisciplinary responsibilities in Business Computer Information Systems.

<sup>21</sup> Ge, Ling

**Note:** In 2022-2023 had interdisciplinary responsibilities in Data Analytics.

<sup>22</sup> Gerth, Anthony

**Note:** In 2022-2023 had interdisciplinary responsibilities in Data Analytics.

<sup>23</sup> Giddens, Laurie

**Note:** In 2022-2023 had interdisciplinary responsibilities in Data Analytics.

<sup>24</sup> Glenn, Donna

**Note:** In 2022-2023 had interdisciplinary responsibilities in Data Analytics, Professional Development.

<sup>26</sup> Johnson, Vess

**Note:** In 2022-2023 had interdisciplinary responsibilities in Business Computer Information Systems.

<sup>28</sup> Memarian Esfahani, Sara

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

**Note:** In 2022-2023 had interdisciplinary responsibilities in Business Computer Information Systems.

<sup>29</sup> Mohit, Hossein

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>30</sup> Saeed, Kashif

**Note:** In 2022-2023 had interdisciplinary responsibilities in Business Computer Information Systems.

<sup>31</sup> Sohaee, Nassim

**Note:** In 2022-2023 had interdisciplinary responsibilities in Data Analytics.

<sup>32</sup> Srivastava, Smriti

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

**Note:** In 2022-2023 had interdisciplinary responsibilities in Business Computer Information Systems.

<sup>35</sup> Hamilton, Scott

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>36</sup> Kumar, Abhijeet

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

**Note:** In 2022-2023 had interdisciplinary responsibilities in Data Analytics.

<sup>37</sup> Palao Mendizabal, Agustin

**Note:** In 2022-2023 had interdisciplinary responsibilities in New College ().

<sup>38</sup> Paswan, Audhesh

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management, Data Analytics and had interdisciplinary responsibilities in New College ().

<sup>39</sup> Patil, Kiran

**Note:** In 2022-2023 had interdisciplinary responsibilities in Marketing, Data Analytics.

<sup>40</sup> Prybutok, Victor

**Note:** In 2022-2023, had a joint appointment and had interdisciplinary responsibilities in University of North Texas ().

<sup>41</sup> Rogers, David

**Note:** In 2022-2023 had interdisciplinary responsibilities in Data Analytics, Business Computer Information Systems.

<sup>42</sup> Cui, Yachen

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>43</sup> Evers, Mark

**Note:** In 2022-2023 had interdisciplinary responsibilities in Insurance.

<sup>47</sup> He, Yi

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>50</sup> Kwon, Youngkwang

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>51</sup> Liu, Yingchun

**Note:** In 2022-2023 had interdisciplinary responsibilities in Real Estate.

<sup>54</sup> Xu, Jianren

**Note:** In 2022-2023 had interdisciplinary responsibilities in Finance.

<sup>55</sup> Annamalai, Danielle

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management.

<sup>57</sup> Boulamatsi, Artemis

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management.

<sup>59</sup> Duplessis, Jennifer

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management.

<sup>60</sup> Gavrilova Aguilar, Mariya

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management.

<sup>61</sup> Hancock, Julie

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management.

<sup>62</sup> Herchen, Julia

**Note:** In 2022-2023 had interdisciplinary responsibilities in HR Management, Professional Development.

<sup>64</sup> Jordan, Samantha

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management.

<sup>65</sup> Kidwell, Virginie

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management.

<sup>66</sup> Killough, Michael

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management.

<sup>67</sup> Kincaid, Paula

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management.

<sup>68</sup> Kuykendall, April

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management, Professional Development.

<sup>70</sup> Nasco, Dennis

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management, Professional Development.

<sup>71</sup> Pavel, Catalin

**Note:** In 2022-2023 had interdisciplinary responsibilities in HR Management.

<sup>72</sup> Reger, Rhonda

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management.

<sup>73</sup> Salimath, Manjula

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management.

<sup>74</sup> Vaziri, Hoda

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management.

<sup>76</sup> Webb, Jae

**Note:** In 2022-2023 had interdisciplinary responsibilities in HR Management.

<sup>77</sup> Westurn, Cathleen

**Note:** In 2022-2023 had interdisciplinary responsibilities in Professional Development.

<sup>78</sup> Berry, Byron

**Note:** In 2022-2023 had interdisciplinary responsibilities in Insurance.

<sup>80</sup> Dietz, Tracy

**Note:** In 2022-2023 had interdisciplinary responsibilities in HR Management.

<sup>81</sup> Gaffney, Nolan

**Note:** In 2022-2023 had interdisciplinary responsibilities in HR Management.

<sup>82</sup> Milbauer, Douglas

**Note:** In 2022-2023 had interdisciplinary responsibilities in Marketing.

<sup>83</sup> Purtell, Clinton

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management.

<sup>84</sup> Sapkota, Kayla

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management.

<sup>88</sup> Ketron, Seth

**Note:** In 2022-2023 had interdisciplinary responsibilities in University of North Texas ().

<sup>89</sup> Kidwell, Blair

**Note:** In 2022-2023 had interdisciplinary responsibilities in Supply Chain/Transport/Logistics.

<sup>90</sup> Koenig, Adam

**Note:** In 2022-2023 had interdisciplinary responsibilities in Supply Chain/Transport/Logistics, Professional Development.

<sup>91</sup> Malik, Aaminah Zaman

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>93</sup> Mims, Tina

**Note:** In 2022-2023, had a joint appointment and had interdisciplinary responsibilities in New College ().

<sup>94</sup> Plunk, Zachary

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>96</sup> Purnell, Dexter

**Note:** In 2022-2023 had interdisciplinary responsibilities in Professional Development.

<sup>98</sup> Vo, Khue

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>103</sup> Hirsch, Brian

**Note:** In 2022-2023, had a joint appointment.

<sup>104</sup> Pandey, Yashica

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>105</sup> Price, Destiny

**Note:** In 2022-2023 had interdisciplinary responsibilities in Marketing, Sports Management.

<sup>107</sup> Boyd, Natalie

**Note:** In 2022-2023 had interdisciplinary responsibilities in Finance.

<sup>108</sup> Bomba, Michael

**Note:** In 2022-2023, did not teach any courses.

<sup>110</sup> Ekezie, Uchenna

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>111</sup> Gabaldon Ochoa, Janeth

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>112</sup> Idug, Yavuz

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>113</sup> Nowicki, David

**Note:** In 2022-2023, had a joint appointment.

<sup>114</sup> Rana, Rishabh

**Note:** AACSB's Maintenance of Accreditation handbook specifies that academic qualification is lost if three years have elapsed since a person completed their most recent graduate comprehensive examination. The person noted here has been included as "Scholarly Academic" on this report as they are marked as such in the system, and do not have a doctoral degree. Consequently, you might consider changing this person to no longer have a qualification of "Scholarly Academic".

<sup>116</sup> Weston, Lisa

**Note:** In 2022-2023, did not teach any courses.

<sup>117</sup> Schwab, Casey

**Note:** In 2022-2023 had interdisciplinary responsibilities in Accounting.

<sup>121</sup> Savod, Michael

**Note:** In 2022-2023 had interdisciplinary responsibilities in College of Education ().

Denton

Table Denton 3-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standard 3)<sup>1</sup>

**AACSB Location: UNT Denton**  
**Course Prefix: ACCT, BCIS, BLAW, BUSI, DSCI, FINA, LGAV, LSCM, MGMT, MKTG, MSCI, OPSM, REAL, RMIN**  
**Date Range: September 1, 2022 - May 10, 2023**

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) <sup>2</sup>	Supporting Faculty Teaching Productivity (S) <sup>2</sup>		Scholarly Academic (SA) <sup>4</sup>	Practice Academic (PA) <sup>4</sup>	Scholarly Practitioner (SP) <sup>4</sup>	Instructional Practitioner (IP) <sup>4</sup>	Additional (A) <sup>4</sup>	
<b>Accounting</b>					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Bandla, Madhuri	Accounting	MS, 2006	825 sch		UT				X		practice experience
Cao, Yu	Accounting	PhD		60 sch	UT and SER					X	
Cazier, Richard	Accounting	PhD, 2009	453 sch		UT, MT, DT, RES and SER	X					recent research activity
Eutsler, Jared	Accounting	PhD, 2016	165 sch		UT, MT and RES	X					PhD with active research agenda
Grieser, Anne	Accounting	MS, 2012	1200 sch		UT				X		Recent practical exp.
Hossain, Md Enayet <sup>5</sup>	Accounting			138 sch	UT	X					ABD doc student
Hutchison, Paul	Accounting	PhD, 1997	465 sch		UT, MT, DT, RES and SER	X					publishing faculty member
Iyer, Govind	Taxation	PhD, 1994	606 sch		UT, MT, DT, RES and SER	X					Research active faculty member
Jimenez, Peggy	Accounting	PhD, 2013	243 sch		UT and MT		X				PhD granted in 2013; one recent publication, recent professional experience



Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Jordan, Jason	Accounting	MAcc, 2011		144 sch	UT				X		masters acct with recent practical experience
Kabutey, Monica <sup>6</sup>	Accounting			141 sch	UT	X					ABD Doc Student
Kipp, Peter	Accounting	PhD, 2017	447 sch		UT, MT, DT and RES	X					recent PhD; publishing
Kumar, Akhil	Accounting	PhD, 1986	18 sch		UT, MT, ED and SER		X				Doctorally qualified with extensive, recent practical experience
Linerós, Jose	Accounting	PhD, 2018	849 sch		UT, MT and SER	X					extensive certifications; practical experience and practice related publications; PhD awarded 2018
Marquardt, Blair	Accounting	PhD, 2018	417 sch		UT, MT, DT and RES	X					Recent PhD
McLeod, Allison	Accounting	JD, 1996	1170 sch		UT and MT		X				recent practical experience
McLuckie, Lisa	Accounting	PhD, 2020	573 sch		UT	X					PhD earned 2020
Neel, Michael	Accounting	PhD, 2011	840 sch		UT, MT, DT and RES	X					PhD in 2015; recent publications
Proell, Chad	Accounting	PhD, 2006	48 sch		UT, MT, DT and RES	X					Scholarly active faculty with doctorate.
Robertson, Jesse	Accounting	PhD, 2008	330 sch		UT, MT, DT, RES and SER	X					Research active faculty member
Ross, Martha <sup>12</sup>	Accounting	MBA, 1996	1725 sch		UT				X		recent practical exp
Sapkota, Pradeep <sup>14</sup>	Accounting	PhD, 2019	354 sch		UT, MT, DT and RES	X					Recent PhD (2019)

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Seetharaman, Ananth <sup>16</sup>	Accounting	PhD, 1991	162 sch		UT, MT, DT, ADM, RES and SER	X					research active, dept chair, experience with AACSB
Sharma, Nikki <sup>17</sup>	Accounting	MSc, 2019		141 sch	UT				X		Master's degree, CPA -- current license; recent work history
Stovall, Olin	Accounting	PhD, 2001	627 sch		UT, MT and RES					X	PhD. Publications, etc. are not within 5 year time frame. Has several publications and previous (>5 years ago) practical experience. Working on SA status has manuscripts near completion.
Sun, Lili	Accounting	PhD, 2004	288 sch		UT, MT, DT, RES and SER	X					research active faculty member
Wang, Hillary	Accounting	MSA, 2015	1296 sch		UT				X		recent practical experience
Wilner, Neil	Accounting	PhD, 1980	21 sch		UT, MT, RES and SER	X					doctorally qualified; two B publications
Total Accounting			13122 sch	624 sch							
			P ≥ 60% guideline for AACSB met (95.5%)								
Business Communication					Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>						
Insley, Robert	Business Communicat ion	EdD, 1988	825 sch		UT and SER		X				Practical experience and recent conference proceedings, recent journal article on teaching, etc.

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additio al (A) <sup>4</sup>	
Ordeman, William	Business Communicat ion	PhD	786 sch		UT	X					Related presentations and professional development, ABD Doc Student
Thepaut, Sabine	Business Communicat ion	MA, 1995	480 sch		UT and SER				X		recent professional development activities and conference participation related to field.
Vanderleest, Tammy <sup>20</sup>	Business Communicat ion	Certifica te, 2021		465 sch	UT				X		currently pursuing PhD but not yet ABD, recent practical experience.
Total Business Communication			2091 sch	465 sch							
			P ≥ 60% guideline for AACSB met (81.8%)								
Business Computer Information Systems					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Amin, M A Shariful <sup>22</sup>	Computer or Managemen t Information Systems			747 sch	UT and RES	X					ABD doc student
Bernot, Jordan	Computer or Managemen t Information Systems			306 sch	UT					X	doc student; not ABD
Choi, Hoon Seok	Computer or Managemen t Information Systems	PhD, 2015	942 sch		UT, MT, DT and RES	X					phd with recent publications
Dhillon, Gurpreet <sup>23</sup>	Computer or Managemen t Information Systems	PhD, 1995	18 sch		UT, MT, DT and RES	X					tenured professor with doctoral degree and recent publications

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Eaves, Tresia	Computer or Managemen t Information Systems	PhD, 2020		117 sch	UT	X					Recent PHD
Ge, Ling <sup>24</sup>	Computer or Managemen t Information Systems	PhD, 2008	306 sch		UT, MT, DT and RES	X					PhD; recent publications
Gerth, Anthony <sup>25</sup>	Computer or Managemen t Information Systems	DBA, 2013	870 sch		UT, MT, DT and RES		X				books and doctorate
Giddens, Laurie <sup>26</sup>	Computer or Managemen t Information Systems	PhD, 2017	510 sch		UT, MT, DT and RES	X					PhD awarded 2017
Hardy, LeRoy	Computer or Managemen t Information Systems	MBA, 2021		864 sch	UT				X		MBA IT (4.0 GPA). Recent practical experience.
Hosahalli, Kiran <sup>29</sup>	Computer or Managemen t Information Systems	MBA, 2009			UT				X		MBA with recent consulting activity
John, Abraham	Computer or Managemen t Information Systems	MS, 1990		348 sch	UT				X		recent article; recent professional experience
Johnson, Vess <sup>30</sup>	Computer or Managemen t Information Systems	PhD, 2014	297 sch		UT, MT, DT and RES	X					PhD with recent research
Kaur, Joti	Computer or Managemen t Information Systems	PhD, 2022	753 sch		UT, MT and RES					X	No information provided

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Kim, Dan Jong	Computer or Managemen t Information Systems	PhD, 2003	249 sch		UT, MT, DT and RES	X					research active
Koh, Chang	Computer or Managemen t Information Systems	PhD, 1992	1113 sch		UT, MT, DT and RES	X					research active
Malgonde, Onkar	Computer or Managemen t Information Systems	PhD, 2018	933 sch		UT, MT, DT and RES	X					PhD awarded 2018.
Memarian Esfahani, Sara <sup>33</sup>	Computer or Managemen t Information Systems			72 sch	UT	X					ABD doc student
Mohit, Hossein <sup>34</sup>	Computer or Managemen t Information Systems			618 sch	UT	X					ABD Doc Student
Ogbanufe, Obiageli	Computer or Managemen t Information Systems	PhD, 2018	795 sch		UT	X					recent PhD awarded
Parrish, James	Computer or Managemen t Information Systems	PhD, 2008	915 sch		UT, MT, DT and RES	X					scholarly active with PhD
Peak, Daniel	Computer or Managemen t Information Systems	PhD, 1994	762 sch		UT, MT, DT, RES, ED and SER	X					research active
Pravin, Dipakkumar	Computer or Managemen t Information Systems	PhD, 1998	495 sch		UT		X				PhD with recent practical exp

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Saeed, Kashif <sup>36</sup>	Computer or Managemen t Information Systems	MS, 2002	711 sch		UT and ADM				X		recent professional experience, active certification/license
Sidorova, Anna	Computer or Managemen t Information Systems	PhD, 2002	444 sch		UT, MT, DT, ADM, RES and SER	X					research active faculty
Smith, Kane	Computer or Managemen t Information Systems	PhD, 2018	585 sch		UT, MT, DT and RES	X					PhD awarded 2018. Recent journal articles.
Sohaee, Nassim <sup>37</sup>	Computer or Managemen t Information Systems	PhD, 2009	540 sch		UT, MT and RES		X				PhD. 1 article and recent practical experience
Srivastava, Smriti <sup>38</sup>	Computer or Managemen t Information Systems			813 sch	UT	X					ABD Doc Student
Sultana, Tahmina	Computer or Managemen t Information Systems	PhD, 2022	1710 sch		UT, MT and RES	X					Ph.D. in Information Systems (2022), UNC Greensboro
White, Melody	Computer or Managemen t Information Systems	PhD, 2022	1167 sch		UT, MT and SER	X					recent phd
Wu, Yu	Computer or Managemen t Information Systems	PhD, 2007	765 sch		UT, MT, DT, RES and SER	X					research active
<b>Total Business Computer Information Systems</b>			14880 sch	3885 sch							

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsib ilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Addition al (A) <sup>4</sup>	
			P ≥ 60% guideline for AACSB met (79.3%)								
Business Law/Legal Environment					Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>						
Engler, Dennis	Business Law/ Legal Environment	JD, 1984	1818 sch		UT				X		recent practical experience
Evers, Pamela	Business Law/ Legal Environment	LLM, 1999		183 sch	UT		X				JD with recent industry exp
Fry, Jennifer	Business Law/ Legal Environment	JD, 1986		315 sch	UT				X		recent practical experience
Houser, Kimberly	Business Law/ Legal Environment	JD, 1997	120 sch		UT, MT, DT and RES	X					JD with recent research publications
Kenyon- Cordero, Alyssa	Business Law/ Legal Environment	JD, 2018		72 sch	UT	X					JD awarded in 2018
Metcalf, Lance	Business Law/ Legal Environment	JD, 2001		321 sch	UT		X				JD with recent industry exp
Whitten, Adam	Business Law/ Legal Environment	JD, 2012		1929 sch	UT		X				JD; recent practical exp
Total Business Law/Legal Environment			1938 sch	2820 sch							
			P ≥ 60% guideline for AACSB not met (40.7%)								

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Addition al (A) <sup>4</sup>	
Data Analytics					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Ahmadi, Mahdi	Data Analytics	PhD, 2015	1212 sch		UT, MT and RES	X					PhD in 2015; recent publications
Alimirzaei, Athena	Quantitative Methods	PhD, 2013	204 sch		UT, MT and RES					X	No information provided
Cavazos, Roberto	Quantitative Methods	PhD, 1998	480 sch		UT, MT and RES		X				no information other than education provided. PhD awarded 1998. Has practical exp. through 2018.
Chatterjee, Sourav	Data Analytics	PhD, 2003	678 sch		UT, MT and SER		X				PhD with a conference presentation. Insufficient for classifying. Does have relevant work experience through 2017.
Fathi, Michel	Quantitative Methods	PhD, 2013	128 sch		UT, MT, DT and RES	X					PhD with recent research experience
Ge, Ling <sup>24</sup>	Quantitative Methods	PhD, 2008	309 sch		UT, MT, DT and RES	X					PhD; recent publications
Glenn, Donna <sup>27</sup>	Quantitative Methods	EdD, 2010	129 sch		UT, MT and SER					X	doctorally qualified with practical experience but not enough recently.
Gulzari, Adeela	Quantitative Methods	PhD		462 sch	UT	X					ABD;
Hamilton, Scott <sup>42</sup>	Data Analytics	DPhil, 2019	2058 sch		UT, MT and RES	X					doctorate awarded 2019
Hassanmirzaei, Foad	Quantitative Methods	PhD, 2016	243 sch		UT, MT, DT and RES		X				recent PhD; some practical exp.
Johnson, Vess <sup>30</sup>	Quantitative Methods	PhD, 2014	54 sch		UT, MT, DT and RES	X					PhD with recent research



Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Kumar, Abhijeet <sup>43</sup>	Quantitative Methods			909 sch	UT	X					ABD doc student
Narayanan, Arunachalam	Quantitative Methods	PhD, 2006	300 sch		UT, MT, DT and RES	X					PhD and publishes regularly in academic journals. 19 journal publications with 11 proceedings and 4 case studies.
Paswan, Audhesh <sup>46</sup>	Quantitative Methods	PhD, 1992	45 sch		UT, MT, DT, ADM, RES and SER	X					research active
Patil, Kiran <sup>47</sup>	Data Analytics	PhD, 2023		519 sch	UT	X					abd doc student
Pavur, Robert	Quantitative Methods	PhD, 1981	162 sch		UT, MT, DT, RES and SER	X					research active
Prybutok, Victor <sup>48</sup>	Quantitative Methods	PhD, 1984	21 sch		MT, DT, ADM, RES and SER	X					research active
Rubio Herrero, Javier	Quantitative Methods	PhD, 2016	309 sch		UT, MT, DT and RES	X					PhD awarded 2016
Saeed, Kashif <sup>36</sup>	Quantitative Methods	MS, 2002	293 sch		UT and ADM				X		recent professional experience, active certification/license
Shamroukh, Sameh	Data Analytics	PhD, 2019	972 sch		UT, MT, DT and RES	X					PhD awarded 2019
Smith, Justin	Quantitative Methods	PhD, 2022		1272 sch	UT and MT	X					PhD awarded 2022
Sohaee, Nassim <sup>37</sup>	Quantitative Methods	PhD, 2009	135 sch		UT, MT and RES		X				PhD. 1 article and recent practical experience
Torres, Russell	Quantitative Methods	PhD, 2015	330 sch		UT and MT	X					doctorate awarded 2015;

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsib ilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Verghese, Anto	Quantitative Methods	PhD, 2014	441 sch		UT, MT, DT and RES	X					PhD with recent journal articles.
Total Data Analytics			8503 sch	3162 sch							
			P ≥ 60% guideline for AACSB met (72.9%)								
Finance											
Alam, Zinat	Finance - incl Banking	PhD, 2010	276 sch		UT, MT, DT and RES	X					PhD 2010. Recent Scholarly publiucations
Ay, Lezgin	Finance - incl Banking	PhD, 2022	573 sch		UT, MT, DT and RES	X					PhD Awarded 2022
Cui, Yachen <sup>51</sup>	Finance - incl Banking			261 sch	UT	X					ABD Doc student
Ebrahimi, Nima	Finance - incl Banking	PhD, 2019	693 sch		UT, MT and RES	X					PhD awarded 2019
Evers, Mark <sup>52</sup>	Finance - incl Banking	PhD, 2020	240 sch		UT, MT and SER	X					PhD awarded 2020
Gillan, Stuart	Finance - incl Banking	PhD, 1995	75 sch		UT, MT, DT and RES	X					PhD with recent research activity
Ham, Daniel	Finance - incl Banking	MBA, 1994		1398 sch	UT				X		masters with recent experience
He, Yi <sup>57</sup>	Finance - incl Banking			261 sch	UT	X					ABD Doc student
Hill-Kleespie, Austin	Finance - incl Banking	PhD, 2021	303 sch		UT, MT, DT and RES	X					PhD awarded 2021
Kwon, Youngkwang <sup>60</sup>	Finance - incl Banking			153 sch	UT	X					ABD Doc student

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Liu, Yi lan	Finance - incl Banking	PhD, 2003	528 sch		UT, MT, DT, RES and SER	X					research active
Mantecon, Tomas	Finance - incl Banking	PhD, 2001	69 sch		UT, MT, DT, RES and SER	X					research active
Nguyen, Nga	Finance - incl Banking	PhD, 2013	531 sch		UT, MT, DT and RES	X					doctorally qualified with recent published research
Nishikawa, Takeshi	Finance - incl Banking	PhD, 2003	249 sch		UT, MT, DT and RES	X					research active; phd
Owen, Stephen	Finance - incl Banking	PhD, 2021	690 sch		UT, MT, DT and RES	X					PhD awarded 2021
Puthenpurac kal, John	Finance - incl Banking	PhD, 2002	150 sch		UT, MT, DT, ADM, RES and SER	X					recent publications
Ragan, David	Finance - incl Banking	BBA, 2003		54 sch	UT			X			recent practical exp
Rhodes, Meredith	Finance - incl Banking	PhD, 2018	306 sch		UT, MT, DT and RES	X					recent PHD
Tandoh, Jacob	Finance - incl Banking			117 sch	UT					X	Doc student. Has not passed comps.
Tripathy, Niranjan	Finance - incl Banking	PhD, 1987	447 sch		ADM, RES and SER	X					doctorally qualified, practical licensing and professional development and service; two recent publications
Williams, Thomas	Finance - incl Banking	PhD, 2009	232 sch		UT					X	Doctorally qualified with 1 publication from 2016
Xu, Jianren <sup>64</sup>	Finance - incl Banking	PhD, 2014	315 sch		UT, MT, DT and RES	X					research active,

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) <sup>2</sup>	Supporting Faculty Teaching Productivity (S) <sup>2</sup>		Scholarly Academic (SA) <sup>4</sup>	Practice Academic (PA) <sup>4</sup>	Scholarly Practitioner (SP) <sup>4</sup>	Instructional Practitioner (IP) <sup>4</sup>	Additional (A) <sup>4</sup>	
Total Finance			5677 sch	2244 sch							
			P ≥ 60% guideline for AACSB met (71.7%)								
HR Management					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Boulamatsi, Artemis <sup>67</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2019	93 sch		UT, MT, DT and RES	X					PhD awarded 2019
Gavrilova Aguilar, Mariya <sup>72</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2016	279 sch		SER		X				some publications and practical exp.
Kidwell, Virginie <sup>77</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2013	21 sch		UT, MT, DT, RES and SER	X					scholarly active;
Kuykendall, April <sup>80</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	MBA, 2005	246 sch		UT and SER				X		Masters degree. Related public and professional service; recognized as one of UNT outstanding faculty members several times.
Pavel, Catalin <sup>83</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	DBA, 2020		285 sch	UT	X					DBA awarded 2020
Reger, Rhonda <sup>84</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 1988	18 sch		UT, MT, DT and RES	X					PhD with recent publications.
Webb, Jae <sup>88</sup>	HR Mgt - incl Personnel &	PhD, 2023	630 sch		UT and MT	X					recent phd

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi al (A) <sup>4</sup>	
	Ind/Labor Relations										
Welch, Erin	HR Mgt - incl Personnel & Ind/Labor Relations	MBA, 2013	486 sch		UT				X		practical experience
Total HR Management			1773 sch	285 sch							
			P ≥ 60% guideline for AACSB met (86.2%)								
Insurance					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Berry, Byron <sup>90</sup>	Insurance	JD, 1982		120 sch	UT				X		Doctor of Jurisprudence Certified Public Accountant Practicing Attorney
Evers, Mark <sup>52</sup>	Insurance	PhD, 2020	117 sch		UT, MT and SER	X					PhD awarded 2020
Frost, Nicholas	Insurance	MBA, 2010		54 sch	UT				X		MBA with current practical exp.
Garrett, Grant	Insurance	MA, 2009		69 sch	UT				X		recent professional experience
Ma, Yu-Luen	Insurance	PhD, 1999	219 sch		UT, MT, DT and RES	X					research active;
Pope, Nat	Insurance	PhD, 1999	261 sch		UT, MT, DT and RES		X				PhD with two recent articles and contributions to industry
Xu, Jianren <sup>64</sup>	Insurance	PhD, 2014	201 sch		UT, MT, DT and RES	X					research active,
Total Insurance			798 sch	243 sch							
			P ≥ 60% guideline for AACSB met (76.7%)								

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi al (A) <sup>4</sup>	
Management					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Chandler, Jeffrey	Managemen t	PhD, 2019	222 sch		UT, MT, DT and RES	X					Doctorate awarded 2019; research active
Cory, Kenneth	Managemen t	PhD, 1995	1503 sch		UT, MT, RES and SER		X				Doctorate with substantial recent senior executive industry experience.
D'Souza, Derrick	Managemen t	PhD, 1990	54 sch		UT, MT, DT, RES and SER	X					research active
Gavrilova Aguilar, Mariya <sup>72</sup>	Managemen t	PhD, 2016	81 sch		SER		X				some publications and practical exp.
Jordan, Samantha <sup>76</sup>	Managemen t	PhD, 2021	18 sch		MT, DT and RES	X					PhD awarded 2021
Kuykendall, April <sup>80</sup>	Managemen t	MBA, 2005	36 sch		UT and SER				X		Masters degree. Related public and professional service; recognized as one of UNT outstanding faculty members several times.
Lawton, Drew	Managemen t	MBA, 1991		54 sch	UT				X		masters with recent practical experience
Paswan, Audhesh <sup>46</sup>	Managemen t	PhD, 1992	108 sch		UT, MT, DT, ADM, RES and SER	X					research active
Reger, Rhonda <sup>84</sup>	Managemen t	PhD, 1988	27 sch		UT, MT, DT and RES	X					PhD with recent publications.
Sexton, Sidney	Managemen t	MBA, 1998	936 sch		UT and SER			X			practical experience and recent publications
Short, Jeremy	Managemen t	PhD, 2000	159 sch		UT, MT, DT, RES and SER	X					recent research activity, PhD

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
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Vaziri, Hoda <sup>86</sup>	Managemen t	PhD, 2017	60 sch		UT, MT, DT and RES	X					PhD in 2017
Webb, Jae <sup>88</sup>	Managemen t	PhD, 2023	135 sch		UT and MT	X					recent phd
Wolfe, Marcus	Managemen t	PhD, 2012	330 sch		UT, MT, DT and RES	X					Recent scholarly articles; holds phd
Total Management			3669 sch	54 sch							
			P ≥ 60% guideline for AACSB met (98.5%)								
Marketing					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Blankson, Charles	Marketing	PhD, 1999	154 sch		UT, MT, DT, RES and SER	X					research active faculty member
Choe, Yuna	Marketing	PhD, 2021	288 sch		UT, MT, DT and RES	X					PhD awarded 2021
Chowdhury, Jhinuk	Marketing	PhD, 1990	909 sch		UT and SER		X				Consulting. No recent pubs.
Guzman, Francisco	Marketing	PhD, 2005	597 sch		UT, MT, DT, RES and SER	X					research active faculty member
Houser, Joy	Marketing	MBA, 2003	216 sch		UT and SER				X		recent professional service
Johnson, Ross	Marketing	PhD, 2022	477 sch		UT, MT, DT and RES	X					PhD awarded 2022
Kidwell, Blair <sup>108</sup>	Marketing	PhD, 2004	39 sch		UT, MT, DT, RES and SER	X					research active;

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Koenig, Adam <sup>109</sup>	Marketing	EdD, 2020		255 sch	UT	X					doctorate awarded 2020
Li, Ruouu	Marketing	PhD, 2022	384 sch		UT, MT, DT and RES	X					PhD awarded 2022
Malik, Aaminah Zaman <sup>110</sup>	Marketing			207 sch	UT	X					ABD Doc Student
Mayo, Amanda	Marketing	MA, 2014		525 sch	UT				X		masters degree with recent experience
Nguyen, Thuy	Marketing	PhD, 2015	423 sch		UT and MT		X				
Paswan, Audhesh <sup>46</sup>	Marketing	PhD, 1992	5 sch		UT, MT, DT, ADM, RES and SER	X					research active
Pelton, Louis	Marketing	PhD, 1992	618 sch		UT, MT, DT, RES and SER	X					research active faculty
Purnell, Dexter <sup>115</sup>	Marketing	DBA, 2017	285 sch		UT and MT	X					DBA awarded 2017
Rajagopal, Priyali	Marketing	PhD, 2004	153 sch		UT, MT, DT and RES	X					research active PhD
Simon, Vinu	Marketing	DBA, 2019		569 sch	UT	X					DBA awarded 2019.
Smith, James	Marketing	PhD, 2007	15 sch		UT, MT, RES and SER		X				Recent journal articles and service as an editorial review board member. Holds PhD
Strutton, Harold	Marketing	PhD, 1990	1173 sch		UT, MT, DT, ADM, RES and SER	X					research active
Suber, Terrence	Marketing	MBA, 1985	645 sch		UT and SER				X		recent public service related to discipline.



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Xu, Lidan	Marketing	PhD, 2018	366 sch		UT, MT, DT and RES	X					PhD awarded 2018
Yaghi, Majed	Marketing	DBA, 2019	564 sch		UT, MT and DT	X					PhD awarded 2019
Total Marketing			7311 sch	1556 sch							
			P ≥ 60% guideline for AACSB met (82.5%)								
Professional Development					Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>						
August, Dolores	Business Education			103 sch						X	no information provided
Ellis, Christine	Business Education	MEd, 2010	346 sch		UT and SER				X		Currently employed as an academic counselor which is an appropriate credential for the courses she teaches.
Hicks, Amy	Business Education	MBA, 2015		316 sch	UT				X		recent practical exp
Hirsch, Brian <sup>129</sup>	Business Education	EdD, 1996	184 sch		UT and SER		X				recent practical experience
Hubbard, Christopher	Business Education	MS, 2020		104 sch	UT					X	masters with limited exp listed (presentation)
Koenig, Adam <sup>109</sup>	Business Education	EdD, 2020		711 sch	UT	X					doctorate awarded 2020
Kuykendall, April <sup>80</sup>	Business Education	MBA, 2005	156 sch		UT and SER				X		Masters degree. Related public and professional service; recognized as one of UNT outstanding faculty members several times.
Price, Destiny <sup>133</sup>	Business Education	MSA, 2015	184 sch		UT and ADM				X		recent practical exp
Pullam, Mark	Business Education	EdS, 2013		183 sch	UT				X		practicing professional

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Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Ross, Ta'Sheena	Business Education	MEd, 2016	181 sch		UT and ADM				X		recent practical exp
Scales, Monique	Business Education	MA, 2014		80 sch	UT				X		doctoral student; not yet DBA; recent practical exp.
Spath, Sarah	Business Education	MEd, 2021		121 sch	UT				X		Masters with recent practical exp
Thomas, Shunta	Business Education			128 sch	UT					X	no information provided
Vanderleest, Tammy <sup>20</sup>	Business Education	Certifica te, 2021		236 sch	UT				X		currently pursuing PhD but not yet ABD, recent practical experience.
Westurn, Cathleen <sup>89</sup>	Business Education	MBA, 2020	237 sch		UT and MT				X		Recent practical experience
Total Professional Development			1288 sch	1982 sch							
			P ≥ 60% guideline for AACSB not met (39.4%)								
Real Estate					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Baen, John	Real Estate	PhD, 1982	1026 sch		UT, MT, RES and SER		X				Practical experience
Becker, Christopher	Real Estate	MBA, 2012		39 sch	UT				X		has masters and is certified recent professional experience
Bian, Xun	Real Estate	PhD, 2011	459 sch		UT, MT, DT and RES	X					PhD with recent publications
Liu, Yingchun <sup>61</sup>	Real Estate	PhD, 2002	207 sch		UT, MT, DT and RES	X					research active

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsib ilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additio al (A) <sup>4</sup>	
Moffitt, Marcus	Real Estate	MPA, 2011		402 sch	UT				30		practical experience
Total Real Estate			1692 sch	441 sch							
			P ≥ 60% guideline for AACSB met (79.3%)			X					
Sports Management					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Walker, Matthew	Sports Managemen t	PhD, 2007	36 sch		UT, MT, DT, ADM, RES and ED	X					PhD, recent pubs
Total Sports Management			36 sch	0 sch						0 (0.0%)	
			P ≥ 60% guideline for AACSB met (100.0%)								
Supply Chain/Transport/Logistics					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Farris, Martin	Supply Chain/ Transport/ Logistics	PhD, 1994	48 sch		UT, MT, DT, RES and SER	X					research active faculty member
Fite, Jonathon	Production/ Operations Managemen t	MS, 1998	852 sch		UT				X		recent and ongoing practical experience
Gaa, Steven	Supply Chain/ Transport/ Logistics	PhD, 2010	501 sch		UT		X				doctorate with recent practical exp
Gabaldon Ochoa, Janeth <sup>143</sup>	Supply Chain/			261 sch	UT	X					ABD Doc Student

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Addition al (A) <sup>4</sup>	
	Transport/ Logistics										
Gligor, David	Supply Chain/ Transport/ Logistics	PhD, 2013	6 sch		UT, MT, DT and RES	X					research active
Grimaldo, Jose	Supply Chain/ Transport/ Logistics	MBA, 2002	99 sch		UT, ADM and SER				X		some pubs and conference proceedings; recent practical experience
Hanebeck, Hanns- Christian	Supply Chain/ Transport/ Logistics	MBA, 1995	21 sch		UT				X		recent practical experience
Hawkins, Timothy	Supply Chain/ Transport/ Logistics	PhD, 2007	222 sch		UT, MT and DT	X					PhD, recent pubs
Hong, Seock	Supply Chain/ Transport/ Logistics	PhD, 2001	219 sch		UT, MT, DT, RES and SER	X					research active faculty
Joiner, John	Supply Chain/ Transport/ Logistics	MS, 1980	279 sch		UT and SER				X		1 publication listed; facilitator for aviation academy
Kincaid, Timothy	Supply Chain/ Transport/ Logistics	EdD, 2010		114 sch	UT		X				PhD with recent practical experience;
Kovach, Jeremy	Supply Chain/ Transport/ Logistics	PhD, 2014	69 sch		UT, MT, DT and RES	X					PhD with recent publications

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Manuj, Ila	Supply Chain/ Transport/ Logistics	PhD, 2007	417 sch		UT, MT, DT, RES and SER	X					research active faculty
Niranjan, Suman	Supply Chain/ Transport/ Logistics	PhD, 2008	390 sch		UT, MT, DT and RES	X					Doctorally qualified with recent publications
Nowicki, David <sup>147</sup>	Supply Chain/ Transport/ Logistics	PhD, 2008	138 sch		UT, MT, DT, ADM, RES and SER	X					research active
Ojha, Divesh	Supply Chain/ Transport/ Logistics	PhD, 2008	321 sch		UT, MT, DT, RES and SER	X					research active faculty
Pohlen, Terrance	Supply Chain/ Transport/ Logistics	PhD, 1993	252 sch		UT, MT, DT, ADM, RES and SER	X					research active faculty member
Rana, Rishabh <sup>149</sup>	Production/ Operations Managemen t			171 sch	UT	X					ABD Doc Student
Sauser, Brian	Supply Chain/ Transport/ Logistics	PhD, 2005	255 sch		UT, MT, DT, RES and SER	X					research active
Savoie, Michael	Supply Chain/ Transport/ Logistics	PhD, 1991	327 sch		UT, MT, DT and RES	X					research active PhD
Wahlberg, Bryan	Supply Chain/ Transport/ Logistics	MS, 2010		111 sch	UT				X		recent ongoing practical experience

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Weston, Lisa <sup>151</sup>	Operations Research	PhD, 2005			RES		X				PHD, APPLIED RESEARCHER
Total Supply Chain/Transport/Logistics			4416 sch	657 sch							
			P ≥ 60% guideline for AACSB met (87.0%)								
Taxation					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Schwab, Casey <sup>152</sup>	Taxation	PhD, 2009	279 sch		UT, MT, DT and RES	X					PhD, research active
Sharma, Nikki <sup>17</sup>	Taxation	MSc, 2019		93 sch	UT				X		Master's degree, CPA -- current license; recent work history
Widmer, Robert	Business Law/ Legal Environment	LLM, 1984		129 sch	UT				X		currently practicing law
Total Taxation			279 sch	222 sch							
			P ≥ 60% guideline for AACSB not met (55.7%)								
Grand Total			67473 sch	18640 sch							
			P ≥ 75% guideline for AACSB met (78.4%)								
Faculty Sufficiency Indicators <sup>1</sup> :  Overall guideline: P/(P+S) ≥ 75% By discipline, location, delivery mode, or program: P/(P+S) ≥ 60%											

1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standard 3. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.
  2. The measure of "teaching productivity" must reflect the operations of the business school, e.g. student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications section of the table. Online courses should use the same teaching metric being used for in-person courses and the manner in which this is calculated should be described.
  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 non-credit 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 Additional (A). 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 meet the school's criteria for more than one category (e.g. SA and PA), but must be listed in only one category. Doctoral students who have obtained ABD status are normally considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will normally be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Additional" 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." A faculty member teaching in more than one discipline may be listed multiple times, but the percent of time devoted to mission should be reflected proportionally in each discipline and not be more than 100 percent. For part-time faculty the expected percentage is less than 100 percent and should reflect the amount of time devoted to the mission. If a school used a full-time equivalent (FTE) human resources system then the FTE may be a reasonable approximation for "percent of time devoted to mission." In the absence of an FTE system, the school should have a rational manner of assigning the percentage to part-time faculty that is agreed to by the Peer Review Team well in advance of the submission of the report.
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Table New College 3-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standard 3)<sup>1</sup>

**AACSB Location: New College**  
**Course Prefix: ACCT, BCIS, BLAW, BUSI, DSCI, FINA, LGAV, LSCM, MGMT, MKTG, MSCI, OPSM, REAL, RMIN**  
**Date Range: September 1, 2022 - May 31, 2023**

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) <sup>2</sup>	Supporting Faculty Teaching Productivity (S) <sup>2</sup>		Scholarly Academic (SA) <sup>4</sup>	Practice Academic (PA) <sup>4</sup>	Scholarly Practitioner (SP) <sup>4</sup>	Instructional Practitioner (IP) <sup>4</sup>	Additional (A) <sup>4</sup>	
Accounting					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Chandwani, Sanjeev	Accounting	PhD		84 sch	UT				X		Doc student with recent practical experience
Kim, Hojoong	Accounting	MBA, 2006		141 sch	UT				X		Doc student with recent professional exp.
Kleiner, Kevin	Accounting	MMS, 2020		144 sch	UT				X		Masters degree with recent professional experience listed
Sharma, Nikki <sup>32</sup>	Accounting	MSc, 2019		318 sch	UT				X		Master's degree, CPA -- current license; recent work history
Wang, Hillary <sup>36</sup>	Accounting	MSA, 2015			UT				X		recent practical experience
Wilner, Neil	Accounting	PhD, 1980	147 sch		UT, MT, RES and SER	X					doctorally qualified; two B publications
Total Accounting			147 sch	687 sch							
			P ≥ 60% guideline for AACSB not met (17.6%)								



Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi al (A) <sup>4</sup>	
Business Communication					Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>						
Verrelli, Roxanne <sup>42</sup>	Business Communicat ion	MEd, 2017		408 sch	UT				X		professional activities
Total Business Communication			0 sch	408 sch							
			P ≥ 60% guideline for AACSB not met (0.0%)								
Business Computer Information Systems					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Hosahalli, Kiran	Computer or Managemen t Information Systems	MBA, 2009		426 sch	UT				X		MBA with recent consulting activity
Total Business Computer Information Systems			0 sch	426 sch							
			P ≥ 60% guideline for AACSB not met (0.0%)								
Business Law/Legal Environment					Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>						
Gallo, Michael	Business Law/ Legal Environment	JD, 1992		216 sch	UT		X				JD with some practical publications, licenses
Houser, Kimberly	Business Law/ Legal Environment	JD, 1997	294 sch		UT, MT, DT and RES	X					JD with recent research publications

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Addition al (A) <sup>4</sup>	
Total Business Law/Legal Environment			294 sch	216 sch							
			P ≥ 60% guideline for AACSB not met (57.6%)								
Data Analytics					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Fathi, Michel	Quantitative Methods	PhD, 2013	21 sch		UT, MT, DT and RES	X					PhD with recent research experience
Glenn, Donna <sup>51</sup>	Quantitative Methods	EdD, 2010	54 sch		UT, MT and SER					X	doctorally qualified with practical experience but not enough recently.
Johnson, Vess <sup>55</sup>	Quantitative Methods	PhD, 2014	171 sch		UT, MT, DT and RES	X					PhD with recent research
Nakhaei, Mofid	Data Analytics	PhD, 2011		177 sch	UT					X	Has PhD but no other information provided
Palao Mendizabal, Agustin <sup>94</sup>	Data Analytics	PhD, 2017	216 sch		UT, MT, ADM and RES	X					PhD with ongoing research, course development and teaching
Patil, Kiran <sup>96</sup>	Data Analytics	PhD, 2023		174 sch	UT	X					abd doc student
Rogers, David <sup>99</sup>	Data Analytics	DBA, 2017		90 sch	UT		X				PhD with recent practical exp
Rubio Herrero, Javier	Quantitative Methods	PhD, 2016	36 sch		UT, MT, DT and RES	X					PhD awarded 2016
Smith, Justin	Quantitative Methods	PhD, 2022		117 sch	UT and MT	X					PhD awarded 2022
Total Data Analytics			498 sch	558 sch							

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsib ilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
			P ≥ 60% guideline for AACSB not met (47.2%)								
Finance					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Ebrahimi, Nima	Finance - incl Banking	PhD, 2019	66 sch		UT, MT and RES	X					PhD awarded 2019
Ham, Daniel	Finance - incl Banking	MBA, 1994		45 sch	UT				X		masters with recent experience
Hao, Wei	Finance - incl Banking	PhD, 2010		249 sch	UT		X				PhD with recent industry exp.
Nishikawa, Takeshi	Finance - incl Banking	PhD, 2003	351 sch		UT, MT, DT and RES	X					research active; phd
Total Finance			417 sch	294 sch							
			P ≥ 60% guideline for AACSB not met (58.6%)								
HR Management					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Duplessis, Jennifer <sup>137</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2019		159 sch	UT	X					PhD Awarded 2019
Herchen, Julia <sup>140</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2015		177 sch	UT and MT		X				doctorate, recent public service related to field
Killough, Michael <sup>144</sup>	HR Mgt - incl Personnel &	EdD, 2013		402 sch	UT		X				EdD awarded in 2013. Recent practical experience.

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsib ilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
	Ind/Labor Relations										
Pavel, Catalin <sup>149</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	DBA, 2020		264 sch	UT	X					DBA awarded 2020
Westurn, Cathleen <sup>156</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	MBA, 2020	60 sch		UT and MT				X		Recent practical experience
Total HR Management			60 sch	1002 sch							
			P ≥ 60% guideline for AACSB not met (5.6%)								
Management											
Herchen, Julia <sup>140</sup>	Managemen t	PhD, 2015		57 sch	UT and MT		X				doctorate, recent public service related to field
Kidwell, Virginie <sup>143</sup>	Managemen t	PhD, 2013	108 sch		UT, MT, DT, RES and SER	X					scholarly active;
Kuykendall, April <sup>146</sup>	Managemen t	MBA, 2005	33 sch		UT and SER				X		Masters degree. Related public and professional service; recognized as one of UNT outstanding faculty members several times.
Pavel, Catalin <sup>149</sup>	Managemen t	DBA, 2020		165 sch	UT	X					DBA awarded 2020
Purtell, Clinton <sup>174</sup>	Managemen t	PhD, 2020	438 sch		UT, MT and RES		X				recent practical exp
Total Management			579 sch	222 sch							
			P ≥ 60% guideline for AACSB met (72.3%)								

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsib ilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
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Marketing					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Choe, Yuna	Marketing	PhD, 2021	36 sch		UT, MT, DT and RES	X					PhD awarded 2021
Ganesh, Gopala	Marketing	PhD, 1985	63 sch		UT, MT, DT, RES and SER	X					PHD; teaching related publications and certifications; recent research activity
Houser, Joy	Marketing	MBA, 2003	15 sch		UT and SER				X		recent professional service
Ketron, Seth <sup>188</sup>	Marketing	PhD, 2017	27 sch		UT, MT and RES	X					PhD awarded 2017
Mims, Tina <sup>195</sup>	Marketing	PhD, 2013	555 sch		UT and RES	X					PhD with recent publications
Patil, Kiran <sup>96</sup>	Marketing	PhD, 2023		75 sch	UT	X					abd doc student
Plunk, Zachary <sup>198</sup>	Marketing			102 sch	UT	X					ABD Doc Student
Purnell, Dexter <sup>200</sup>	Marketing	DBA, 2017	66 sch		UT and MT	X					DBA awarded 2017
Simon, Vinu	Marketing	DBA, 2019		57 sch	UT	X					DBA awarded 2019.
Smith, James	Marketing	PhD, 2007	258 sch		UT, MT, RES and SER		X				Recent journal articles and service as an editorial review board member. Holds PhD
Storm, Matthew	Marketing	MBA, 2001		93 sch						x	No information provided
Suber, Terrence	Marketing	MBA, 1985	145 sch		UT and SER				X		recent public service related to discipline.
Yaghi, Majed	Marketing	DBA, 2019	182 sch		UT, MT and DT	X					PhD awarded 2019
Total Marketing			1347 sch	327 sch							

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsib ilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi al (A) <sup>4</sup>	
			P ≥ 60% guideline for AACSB met (80.5%)								
Professional Development					Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>						
Graham, Courtney	Business Education	MS, 2021	141 sch		UT and ADM				X		MASTERS AND RECENT PRACTICAL EXPERIENCE
Ross, Ta'Sheena	Business Education	MEd, 2016	33 sch		UT and ADM				X		recent practical exp
Storm, Matthew	Business Education	MBA, 2001		39 sch	UT					X	No information provided.
Verrelli, Roxanne <sup>42</sup>	Business Education	MEd, 2017		166 sch	UT				X		professional activities
Westurn, Cathleen <sup>156</sup>	Business Education	MBA, 2020	114 sch		UT and MT				X		Recent practical experience
Total Professional Development			288 sch	205 sch							
			P ≥ 60% guideline for AACSB not met (58.4%)								
Sports Management					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Heere, Bob	Sports Managemen t	PhD, 2005	60 sch		UT, MT, DT, ADM, RES and SER	X					scholarly active faculty member with PhD
MacCharles, Jeffrey	Sports Managemen t	PhD, 2020	84 sch		UT, MT and RES	X					PhD awarded 2020.
Price, Destiny <sup>224</sup>	Sports Managemen t	MSA, 2015	78 sch		UT and ADM				X		recent practical exp

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsib ilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additio al (A) <sup>4</sup>	
Walker, Matthew	Sports Managemen t	PhD, 2007	96 sch		UT, MT, DT, ADM, RES and ED	X					PhD, recent pubs
Won, Misun	Sports Managemen t	PhD, 2021	147 sch		UT, MT and RES	X					PhD awarded 2021
Total Sports Management			465 sch	0 sch							
			P ≥ 60% guideline for AACSB met (100.0%)								
Supply Chain/Transport/Logistics					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Ekezie, Uchenna <sup>237</sup>	Supply Chain/ Transport/ Logistics			30 sch	UT	X					ABD Doc Student
Farris, Martin	Supply Chain/ Transport/ Logistics	PhD, 1994	87 sch		UT, MT, DT, RES and SER	X					research active faculty member
Gaa, Steven	Supply Chain/ Transport/ Logistics	PhD, 2010	111 sch		UT		X				doctorate with recent practical exp
Grimaldo, Jose	Supply Chain/ Transport/ Logistics	MBA, 2002	111 sch		UT, ADM and SER				X		some pubs and conference proceedings; recent practical experience
Hanebeck, Hanns- Christian	Supply Chain/ Transport/ Logistics	MBA, 1995	210 sch		UT				X		recent practical experience

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsib ilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Idug, Yavuz <sup>244</sup>	Supply Chain/ Transport/ Logistics			24 sch	UT	X					ABD doc student
Ogden, Jeffrey	Supply Chain/ Transport/ Logistics		138 sch		UT, MT, DT, RES and SER	X					not on schedule for 2016-17; recently awarded PhD
Purtell, Clinton <sup>174</sup>	Supply Chain/ Transport/ Logistics	PhD, 2020	72 sch		UT, MT and RES		X				recent practical exp
Sauser, Brian	Supply Chain/ Transport/ Logistics	PhD, 2005	3 sch		UT, MT, DT, RES and SER	X					research active
Total Supply Chain/Transport/Logistics			732 sch	54 sch							
			P ≥ 60% guideline for AACSB met (93.1%)								
Grand Total			4827 sch	4489 sch							
			P ≥ 75% guideline for AACSB not met (51.8%)								
Faculty Sufficiency Indicators <sup>1</sup> :											
Overall guideline: P/(P+S) ≥ 75% By discipline, location, delivery mode, or program: P/(P+S) ≥ 60%											

1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standard 3. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission



of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.

2. The measure of "teaching productivity" must reflect the operations of the business school, e.g. student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications section of the table. Online courses should use the same teaching metric being used for in-person courses and the manner in which this is calculated should be described.
  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 non-credit 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 Additional (A). 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 meet the school's criteria for more than one category (e.g. SA and PA), but must be listed in only one category. Doctoral students who have obtained ABD status are normally considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will normally be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Additional" 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." A faculty member teaching in more than one discipline may be listed multiple times, but the percent of time devoted to mission should be reflected proportionally in each discipline and not be more than 100 percent. For part-time faculty the expected percentage is less than 100 percent and should reflect the amount of time devoted to the mission. If a school used a full-time equivalent (FTE) human resources system then the FTE may be a reasonable approximation for "percent of time devoted to mission." In the absence of an FTE system, the school should have a rational manner of assigning the percentage to part-time faculty that is agreed to by the Peer Review Team well in advance of the submission of the report.
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INET

Table INET 3-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standard 3)<sup>1</sup>

**AACSB Location: INET**  
**Course Prefix: ACCT, BCIS, BLAW, BUSI, DSCI, FINA, LGAV, LSCM, MGMT, MKTG, MSCI, OPSM, REAL, RMIN**  
**Date Range: September 1, 2022 - May 31, 2023**

Faculty Portfolio			Faculty Sufficiency Related to Teaching (c.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) <sup>2</sup>	Supporting Faculty Teaching Productivity (S) <sup>2</sup>		Scholarly Academic (SA) <sup>4</sup>	Practice Academic (PA) <sup>4</sup>	Scholarly Practitioner (SP) <sup>4</sup>	Instructional Practitioner (IP) <sup>4</sup>	Additional (A) <sup>4</sup>	
Accounting					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Jimenez, Peggy	Accounting	PhD, 2013	345 sch		UT and MT		X				PhD granted in 2013; one recent publication, recent professional experience
Stovall, Olin	Accounting	PhD, 2001	165 sch		UT, MT and RES					X	PhD. Publications, etc. are not within 5 year time frame. Has several publications and previous (>5 years ago) practical experience. Working on SA status has manuscripts near completion.
Wilner, Neil	Accounting	PhD, 1980	267 sch		UT, MT, RES and SER	X					doctorally qualified; two B publications
Total Accounting			777 sch	0 sch							
			P ≥ 60% guideline for AACSB met (100.0%)								

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi al (A) <sup>4</sup>	
Business Communication					Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>						
Insley, Robert	Business Communicat ion	EdD, 1988	102 sch		UT and SER		X				Practical experience and recent conference proceedings, recent journal article on teaching, etc.
Mitchell, Kelly <sup>37</sup>	Business Communicat ion	MBA, 2015		324 sch	UT and SER				X		masters with recent consulting exp
Ordeman, William	Business Communicat ion	PhD	267 sch		UT	X					Related presentations and professional development, ABD Doc Student
Verrelli, Roxanne <sup>40</sup>	Business Communicat ion	MEd, 2017		267 sch	UT				X		professional activities
Total Business Communication			369 sch	591 sch							
			P ≥ 60% guideline for AACSB not met (38.4%)								
Business Computer Information Systems					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Bernot, Jordan	Computer or Managemen t Information Systems			147 sch	UT					X	doc student; not ABD
Dhillon, Gurpreet <sup>43</sup>	Computer or Managemen t Information Systems	PhD, 1995	234 sch		UT, MT, DT and RES	X					tenured professor with doctoral degree and recent publications
Eaves, Tresia	Computer or Managemen	PhD, 2020		237 sch	UT	X					Recent PHD

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
	t Information Systems										
Ge, Ling <sup>44</sup>	Computer or Managemen t Information Systems	PhD, 2008	483 sch		UT, MT, DT and RES	X					PhD; recent publications
Gerth, Anthony <sup>45</sup>	Computer or Managemen t Information Systems	DBA, 2013	1341 sch		UT, MT, DT and RES		X				books and doctorate
Giddens, Laurie <sup>46</sup>	Computer or Managemen t Information Systems	PhD, 2017	414 sch		UT, MT, DT and RES	X					PhD awarded 2017
Glenn, Donna <sup>47</sup>	Computer or Managemen t Information Systems	EdD, 2010	1659 sch		UT, MT and SER					X	doctorally qualified with practical experience but not enough recently.
Kaur, Joti	Computer or Managemen t Information Systems	PhD, 2022	381 sch		UT, MT and RES					X	No information provided
Kim, Dan Jong	Computer or Managemen t Information Systems	PhD, 2003	384 sch		UT, MT, DT and RES	X					research active
Lai, Im	Computer or Managemen t Information Systems	MBA, 2014		474 sch	UT	X					ABD doc student
Mohit, Hosseini <sup>57</sup>	Computer or Managemen t Information Systems			435 sch	UT	X					ABD Doc Student
Peterson, Ted	Computer or Managemen	PhD, 2022	360 sch		UT	X					PhD awarded 2022.

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
	t Information Systems										
Pravin, Dipakkumar	Computer or Managemen t Information Systems	PhD, 1998	915 sch		UT		X				PhD with recent practical exp
White, Melody	Computer or Managemen t Information Systems	PhD, 2022	630 sch		UT, MT and SER	X					recent phd
Total Business Computer Information Systems			6801 sch	1293 sch							
			P ≥ 60% guideline for AACSB met (84.0%)								
Business Law/Legal Environment					Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>						
Houser, Kimberly	Business Law/ Legal Environment	JD, 1997	597 sch		UT, MT, DT and RES	X					JD with recent research publications
Total Business Law/Legal Environment			597 sch	0 sch							
			P ≥ 60% guideline for AACSB met (100.0%)								
Data Analytics					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Ahmadi, Mahdi	Data Analytics	PhD, 2015	432 sch		UT, MT and RES	X					PhD in 2015; recent publications
Alimirzaei, Athena	Quantitative Methods	PhD, 2013	1587 sch		UT, MT and RES					X	No information provided

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Cavazos, Roberto	Quantitative Methods	PhD, 1998	969 sch		UT, MT and RES		X				no information other than education provided. PhD awarded 1998. Has practical exp. through 2018.
Chatterjee, Sourav	Data Analytics	PhD, 2003	618 sch		UT, MT and SER		X				PhD with a conference presentation. Insufficient for classifying. Does have relevant work experience through 2017.
Fathi, Michel	Quantitative Methods	PhD, 2013	369 sch		UT, MT, DT and RES	X					PhD with recent research experience
Hamilton, Scott <sup>78</sup>	Data Analytics	DPhil, 2019	900 sch		UT, MT and RES	X					doctorate awarded 2019
Hassanmirza ei, Foad	Quantitative Methods	PhD, 2016	915 sch		UT, MT, DT and RES		X				recent PhD; some practical exp.
Johnson, Vess <sup>52</sup>	Quantitative Methods	PhD, 2014	510 sch		UT, MT, DT and RES	X					PhD with recent research
Narayanan, Arunachalam	Quantitative Methods	PhD, 2006	573 sch		UT, MT, DT and RES	X					PhD and publishes regularly in academic journals. 19 journal publications with 11 proceedings and 4 case studies.
Rogers, David <sup>86</sup>	Data Analytics	DBA, 2017		237 sch	UT		X				PhD with recent practical exp
Smith, Justin	Quantitative Methods	PhD, 2022		243 sch	UT and MT	X					PhD awarded 2022
Sohaee, Nassim <sup>64</sup>	Quantitative Methods	PhD, 2009	147 sch		UT, MT and RES		X				PhD. 1 article and recent practical experience
Tarakci, Hakan	Quantitative Methods	PhD, 2004	2643 sch		UT, MT, DT and RES	X					research active
Torres, Russell	Quantitative Methods	PhD, 2015	333 sch		UT and MT	X					doctorate awarded 2015;

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Verghese, Anto	Quantitative Methods	PhD, 2014	291 sch		UT, MT, DT and RES	X					PhD with recent journal articles.
Total Data Analytics			10287 sch	480 sch							
			P ≥ 60% guideline for AACSB met (95.5%)								
Finance					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Alam, Zinat	Finance - incl Banking	PhD, 2010	630 sch		UT, MT, DT and RES	X					PhD 2010. Recent Scholarly publiucations
Evers, Mark <sup>92</sup>	Finance - incl Banking	PhD, 2020	921 sch		UT, MT and SER	X					PhD awarded 2020
Liu, Yi lan	Finance - incl Banking	PhD, 2003	159 sch		UT, MT, DT, RES and SER	X					research active
Liu, Yingchun <sup>104</sup>	Finance - incl Banking	PhD, 2002	564 sch		UT, MT, DT and RES	X					research active
Mantecon, Tomas	Finance - incl Banking	PhD, 2001	423 sch		UT, MT, DT, RES and SER	X					research active
Nguyen, Nga	Finance - incl Banking	PhD, 2013	597 sch		UT, MT, DT and RES	X					doctorally qualified with recent published research
Rhodes, Meredith	Finance - incl Banking	PhD, 2018	168 sch		UT, MT, DT and RES	X					recent PHD
Tripathy, Niranjan	Finance - incl Banking	PhD, 1987	84 sch		ADM, RES and SER	X					doctorally qualified, practical licensing and professional development and service; two recent publications

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi al (A) <sup>4</sup>	
Williams, Thomas	Finance - incl Banking	PhD, 2009	591 sch		UT					X	Doctorally qualified with 1 publication from 2016
Xu, Jianren <sup>112</sup>	Finance - incl Banking	PhD, 2014	270 sch		UT, MT, DT and RES	X					research active,
Total Finance			4407 sch	0 sch							
			P ≥ 60% guideline for AACSB met (100.0%)								
HR Management					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Annamalai, Danielle <sup>113</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2007	531 sch		UT, MT, DT, RES and SER	X					research active
Boulamatsi, Artemis <sup>115</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2019	78 sch		UT, MT, DT and RES	X					PhD awarded 2019
Christopher, Holley	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2016		150 sch	UT					X	
Davis, Mark	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 1984	180 sch		UT, MT, DT, RES and SER	X					research active
Gavrilova Aguilar, Mariya <sup>118</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2016	345 sch		SER		X				some publications and practical exp.
Hancock, Julie <sup>119</sup>	HR Mgt - incl Personnel &	PhD, 2012	291 sch		UT, MT, DT, RES and SER	X					research active; not sure why the European Journal is not appearing as title in one of



Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
	Ind/Labor Relations										the publications but that is where it is published.
Jordan, Samantha <sup>122</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2021	261 sch		MT, DT and RES	X					PhD awarded 2021
Kidwell, Virginie <sup>123</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2013	165 sch		UT, MT, DT, RES and SER	X					scholarly active;
Killough, Michael <sup>124</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	EdD, 2013		483 sch	UT		X				EdD awarded in 2013. Recent practical experience.
Kincaid, Paula <sup>125</sup>	HR Mgt - incl Personnel & Ind/Labor Relations			93 sch	UT	X					ABD Doc Student
Kuykendall, April <sup>126</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	MBA, 2005	555 sch		UT and SER				X		Masters degree. Related public and professional service; recognized as one of UNT outstanding faculty members several times.
Mitchell, Kelly <sup>37</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	MBA, 2015		243 sch	UT and SER				X		masters with recent consulting exp
Pavel, Catalin <sup>129</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	DBA, 2020		450 sch	UT	X					DBA awarded 2020
Salimath, Manjula <sup>131</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2006	369 sch		UT, MT, DT, RES and SER	X					research active

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsib ilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Vaziri, Hoda <sup>132</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2017	237 sch		UT, MT, DT and RES	X					PhD in 2017
Webb, Jae <sup>134</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2023	420 sch		UT and MT	X					recent phd
Welch, Erin	HR Mgt - incl Personnel & Ind/Labor Relations	MBA, 2013	927 sch		UT				X		practical experience
Westurn, Cathleen <sup>135</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	MBA, 2020	198 sch		UT and MT				X		Recent practical experience
Total HR Management			4557 sch	1419 sch							
			P ≥ 60% guideline for AACSB met (76.3%)								
Insurance					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Ma, Yu-Luen	Insurance	PhD, 1999	225 sch		UT, MT, DT and RES	X					research active;
Total Insurance			225 sch	0 sch							
			P ≥ 60% guideline for AACSB met (100.0%)								

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi al (A) <sup>4</sup>	
Management					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Barnir, Anat	Managemen t	PhD, 1998	609 sch		UT, MT, DT, RES and SER	X					research active
Boulamatsi, Artemis <sup>115</sup>	Managemen t	PhD, 2019	93 sch		UT, MT, DT and RES	X					PhD awarded 2019
Chandler, Jeffrey	Managemen t	PhD, 2019	462 sch		UT, MT, DT and RES	X					Doctorate awarded 2019; research active
Cole, Deli	Managemen t	MBA, 2007		105 sch	UT				X		MBA with industry exp.
D'Souza, Derrick	Managemen t	PhD, 1990	324 sch		UT, MT, DT, RES and SER	X					research active
Dietz, Tracy <sup>142</sup>	Managemen t	PhD, 1995	276 sch		UT, MT, DT, ADM, RES and SER	X					administrator with AACSB recent training
Gaffney, Nolan <sup>143</sup>	Managemen t	PhD, 2012	318 sch		UT, MT, DT, RES and SER	X					research active
Gavrilova Aguilar, Mariya <sup>118</sup>	Managemen t	PhD, 2016	159 sch		SER		X				some publications and practical exp.
Hancock, Julie <sup>119</sup>	Managemen t	PhD, 2012	150 sch		UT, MT, DT, RES and SER	X					research active; not sure why the European Journal is not appearing as title in one of the publications but that is where it is published.
Jordan, Samantha <sup>122</sup>	Managemen t	PhD, 2021	120 sch		MT, DT and RES	X					PhD awarded 2021

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Kidwell, Virginia <sup>123</sup>	Managemen t	PhD, 2013	120 sch		UT, MT, DT, RES and SER	X					scholarly active;
Milbauer, Douglas <sup>145</sup>	Managemen t	MBA, 2015		165 sch	UT	X					ABD Doc Student
Mitchell, Kelly <sup>37</sup>	Managemen t	MBA, 2015		438 sch	UT and SER				X		masters with recent consulting exp
Neumeyer, Lisa	Managemen t	MBA, 2021		408 sch	UT					X	insufficient information
Pavel, Catalin <sup>129</sup>	Managemen t	DBA, 2020		150 sch	UT	X					DBA awarded 2020
Penney, Christopher	Managemen t	PhD, 2011	639 sch		UT, MT, DT, RES and SER	X					PhD; active in field. recent scholarly publications
Reger, Rhonda <sup>130</sup>	Managemen t	PhD, 1988	147 sch		UT, MT, DT and RES	X					PhD with recent publications.
Salimath, Manjula <sup>131</sup>	Managemen t	PhD, 2006	270 sch		UT, MT, DT, RES and SER	X					research active
Sapkota, Kayla <sup>147</sup>	Managemen t	EdD, 2018		195 sch	UT	X					PhD awarded 2018
Sexton, Sidney	Managemen t	MBA, 1998	189 sch		UT and SER			X			practical experience and recent publications
Varghese, Johnson	Managemen t	PhD, 2022		297 sch	UT and MT	X					PhD awarded 2022
Webb, Jae <sup>134</sup>	Managemen t	PhD, 2023	213 sch		UT and MT	X					recent phd
Woods, James	Managemen t	DBA, 2016		345 sch	UT					X	DBA 2016. No experience or other qualifications listed
<b>Total Management</b>			4089 sch	2103 sch							
			P ≥ 60% guideline for AACSB met (66.0%)								

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi al (A) <sup>4</sup>	
Marketing					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Blankson, Charles	Marketing	PhD, 1999	162 sch		UT, MT, DT, RES and SER	X					research active faculty member
Choe, Yuna	Marketing	PhD, 2021	315 sch		UT, MT, DT and RES	X					PhD awarded 2021
Ganesh, Gopala	Marketing	PhD, 1985	1095 sch		UT, MT, DT, RES and SER	X					PHD; teaching related publications and certifications; recent research activity
Kidwell, Blair <sup>158</sup>	Marketing	PhD, 2004	417 sch		UT, MT, DT, RES and SER	X					research active;
Li, Ruouou	Marketing	PhD, 2022	534 sch		UT, MT, DT and RES	X					PhD awarded 2022
Milbauer, Douglas <sup>145</sup>	Marketing	MBA, 2015		291 sch	UT	X					ABD Doc Student
Nguyen, Thuy	Marketing	PhD, 2015	249 sch		UT and MT		X				
Pelton, Louis	Marketing	PhD, 1992	72 sch		UT, MT, DT, RES and SER	X					research active faculty
Purnell, Dexter <sup>166</sup>	Marketing	DBA, 2017	450 sch		UT and MT	X					DBA awarded 2017
Rajagopal, Priyali	Marketing	PhD, 2004	303 sch		UT, MT, DT and RES	X					research active PhD
Simon, Vinu	Marketing	DBA, 2019		234 sch	UT	X					DBA awarded 2019.
Smith, James	Marketing	PhD, 2007	282 sch		UT, MT, RES and SER		X				Recent journal articles and service as an editorial review board member. Holds PhD

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Smith, Timothy	Marketing	MS, 1995		270 sch	UT					X	High School teacher; math cert; related professional development activities within UNT
Spears, Nancy	Marketing	PhD, 1998	249 sch		UT, MT, DT, RES and SER	X					research active
Strutton, Harold	Marketing	PhD, 1990	549 sch		UT, MT, DT, ADM, RES and SER	X					research active
Thompson, Kenneth	Marketing	PhD, 1988	2913 sch		UT, MT, RES and SER	X					books related to practice, recent consulting activity, recent publications (journals)
Vo, Khue <sup>169</sup>	Marketing			663 sch	UT	X					ABD doc student
Total Marketing			7590 sch	1458 sch							
			P ≥ 60% guideline for AACSB met (83.9%)								
Professional Development					Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>						
Aguilar, Christina	Business Education	MS, 2005	336 sch		UT, ADM and SER				X		practicing professional
Akintomide, Adebola	Business Education			258 sch	UT					X	doc student, not yet abd
Boyd, Jennifer	Business Education	MAcc, 2005		162 sch					X		recent industry exp
Glenn, Donna <sup>47</sup>	Computer or Managemen t Information Systems	EdD, 2010	261 sch		UT, MT and SER					X	doctorally qualified with practical experience but not enough recently.
Lim, Aprille	Business Education			18 sch	UT					X	Unknown

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
Love, Bradford	Computer or Managemen t Information Systems	MBA, 2020		27 sch	UT				X		masters with recent practical exp.
Memarian Esfahani, Sara <sup>56</sup>	Business Education			174 sch	UT	X					ABD doc student
Pandey, Yashica <sup>181</sup>	Business Education			390 sch	UT	X					ABD Doc student
Purnell, Dexter <sup>166</sup>	Business Education	DBA, 2017	723 sch		UT and MT	X					DBA awarded 2017
Westurn, Cathleen <sup>135</sup>	Business Education	MBA, 2020	360 sch		UT and MT				X		Recent practical experience
Total Professional Development			1680 sch	1029 sch							
			P ≥ 60% guideline for AACSB met (62.0%)								
Sports Management					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Won, Misun	Sports Managemen t	PhD, 2021	27 sch		UT, MT and RES	X					PhD awarded 2021
Total Sports Management			27 sch	0 sch							
			P ≥ 60% guideline for AACSB met (100.0%)								
Supply Chain/Transport/Logistics					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Diamond, James	Supply Chain/	PhD, 1988		288 sch	UT		X				PhD, recent exp, presentations

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
	Transport/ Logistics										
Farris, Martin	Supply Chain/ Transport/ Logistics	PhD, 1994	84 sch		UT, MT, DT, RES and SER	X					research active faculty member
Hanebeck, Hanns- Christian	Supply Chain/ Transport/ Logistics	MBA, 1995	177 sch		UT				X		recent practical experience
Hawkins, Timothy	Supply Chain/ Transport/ Logistics	PhD, 2007	192 sch		UT, MT and DT	X					PhD, recent pubs
Hiatt, Brian	Supply Chain/ Transport/ Logistics	MBA, 2014		696 sch	UT				X		recent practical exp
Idug, Yavuz <sup>205</sup>	Supply Chain/ Transport/ Logistics			72 sch	UT	X					ABD doc student
Kovach, Jeremy	Supply Chain/ Transport/ Logistics	PhD, 2014	108 sch		UT, MT, DT and RES	X					PhD with recent publications
Kucuk, Carullah	Supply Chain/ Transport/ Logistics	PhD, 2020		90 sch	UT	X					PhD awarded in 2020
Niranjan, Suman	Supply Chain/ Transport/ Logistics	PhD, 2008	72 sch		UT, MT, DT and RES	X					Doctorally qualified with recent publications
Nowicki, David <sup>209</sup>	Supply Chain/ Logistics	PhD, 2008	48 sch		UT, MT, DT, ADM,	X					research active



Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) <sup>2</sup>	Supporting Faculty Teaching Productivity (S) <sup>2</sup>		Scholarly Academic (SA) <sup>4</sup>	Practice Academic (PA) <sup>4</sup>	Scholarly Practitioner (SP) <sup>4</sup>	Instructional Practitioner (IP) <sup>4</sup>	Additional (A) <sup>4</sup>	
	Transport/Logistics				RES and SER						
Purtell, Clinton <sup>146</sup>	Supply Chain/Transport/Logistics	PhD, 2020	201 sch		UT, MT and RES		X				recent practical exp
Sausser, Brian	Supply Chain/Transport/Logistics	PhD, 2005	18 sch		UT, MT, DT, RES and SER	X					research active
Savoie, Michael	Supply Chain/Transport/Logistics	PhD, 1991	984 sch		UT, MT, DT and RES	X					research active PhD
Total Supply Chain/Transport/Logistics			1884 sch	1146 sch							
			P ≥ 60% guideline for AACSB met (62.2%)								
Grand Total			43290 sch	9519 sch							
			P ≥ 75% guideline for AACSB met (82.0%)								
Faculty Sufficiency Indicators <sup>1</sup> :  Overall guideline: P/(P+S) ≥ 75% By discipline, location, delivery mode, or program: P/(P+S) ≥ 60%											

1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standard 3. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List **all** faculty contributing to the mission of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty

members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.

2. The measure of "teaching productivity" must reflect the operations of the business school, e.g. student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications section of the table. Online courses should use the same teaching metric being used for in-person courses and the manner in which this is calculated should be described.
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 non-credit 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 Additional (A). 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 meet the school's criteria for more than one category (e.g. SA and PA), but must be listed in only one category. Doctoral students who have obtained ABD status are normally considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will normally be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Additional" 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." A faculty member teaching in more than one discipline may be listed multiple times, but the percent of time devoted to mission should be reflected proportionally in each discipline and not be more than 100 percent. For part-time faculty the expected percentage is less than 100 percent and should reflect the amount of time devoted to the mission. If a school used a full-time equivalent (FTE) human resources system then the FTE may be a reasonable approximation for "percent of time devoted to mission." In the absence of an FTE system, the school should have a rational manner of assigning the percentage to part-time faculty that is agreed to by the Peer Review Team well in advance of the submission of the report.

## Coursera

Table Coursera 3-1: FACULTY SUFFICIENCY AND QUALIFICATIONS SUMMARY FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS (RE: Standard 3)<sup>1</sup>

**AACSB Location: Coursera**  
**Course Prefix: ACCT, BCIS, BLAW, BUSI, DSCI, FINA, LGAV, LSCM, MGMT, MKTG, MSCI, OPSM, REAL, RMIN**  
**Date Range: September 1, 2022 - May 31, 2023**

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) <sup>2</sup>	Supporting Faculty Teaching Productivity (S) <sup>2</sup>		Scholarly Academic (SA) <sup>4</sup>	Practice Academic (PA) <sup>4</sup>	Scholarly Practitioner (SP) <sup>4</sup>	Instructional Practitioner (IP) <sup>4</sup>	Additional (A) <sup>4</sup>	
Accounting					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Grieser, Anne	Accounting	MS, 2012	24 sch		UT				100		Recent practical exp.
Wang, Hillary	Accounting	MSA, 2015	9 sch		UT				100		recent practical experience
Total Accounting			33 sch	0 sch		1370 (60.1%)	300 (13.2%)	0 (0.0%)	498 (21.9%)	110 (4.8%)	
			P ≥ 60% guideline for AACSB met (100.0%)			SA ≥ 40% guideline for AACSB met (60.1%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (95.2%)					
Business Computer Information Systems					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Glenn, Donna <sup>53</sup>	Computer or Management Information Systems	EdD, 2010	42 sch		UT, MT and SER					33	doctorally qualified with practical experience but not enough recently.
Total Business Computer Information Systems			42 sch	0 sch		1633 (73.6%)	262 (11.8%)	0 (0.0%)	180 (8.1%)	143 (6.4%)	
			P ≥ 60% guideline for AACSB met (100.0%)			SA ≥ 40% guideline for AACSB met (73.6%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (93.6%)					

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Professional Responsibilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P) <sup>2</sup>	Supporting Faculty Teaching Productivity (S) <sup>2</sup>		Scholarly Academic (SA) <sup>4</sup>	Practice Academic (PA) <sup>4</sup>	Scholarly Practitioner (SP) <sup>4</sup>	Instructional Practitioner (IP) <sup>4</sup>	Additional (A) <sup>4</sup>	
HR Management					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Nasco, Dennis <sup>161</sup>	HR Mgt - incl Personnel & Ind/Labor Relations	PhD, 2010	1266 sch		UT, MT, DT and RES					100	recent SHRM certification through 2024; some conference presentations; PhD awarded 2010. I see 35 points. Presentations in category F. Certification in category D.
Total HR Management			1266 sch	0 sch		677 (56.2%)	185 (15.4%)	0 (0.0%)	232 (19.3%)	110 (9.1%)	
			P ≥ 60% guideline for AACSB met (100.0%)			SA ≥ 40% guideline for AACSB met (56.2%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (90.9%)					
Marketing					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Houser, Joy	Marketing	MBA, 2003	147 sch		UT and SER				100		recent professional service
Purnell, Dexter <sup>215</sup>	Marketing	DBA, 2017	264 sch		UT and MT	50					DBA awarded 2017
Total Marketing			411 sch	0 sch		1685 (76.1%)	300 (13.5%)	0 (0.0%)	210 (9.5%)	20 (0.9%)	
			P ≥ 60% guideline for AACSB met (100.0%)			SA ≥ 40% guideline for AACSB met (76.1%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (99.1%)					
Professional Development					Degrees or majors are offered in this discipline <input type="checkbox"/> Degrees or majors are not offered in this discipline <input checked="" type="checkbox"/>						
Purnell, Dexter <sup>215</sup>	Business Education	DBA, 2017	174 sch		UT and MT	50					DBA awarded 2017
Total Professional Development			174 sch	0 sch		65 (10.5%)	100 (16.1%)	0 (0.0%)	385 (62.1%)	70 (11.3%)	

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)		Normal Profession al Responsi bilities <sup>3</sup>	Faculty Qualifications With Respect to Percent of Time Devoted to Mission <sup>5</sup>					Brief Description of Basis for Qualification
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Particip ating Faculty Teachin g Producti vity (P) <sup>2</sup>	Supporti ng Faculty Teachin g Producti vity (S) <sup>2</sup>		Scholarl y Academi c (SA) <sup>4</sup>	Practice Academi c (PA) <sup>4</sup>	Scholarl y Practitio ner (SP) <sup>4</sup>	Instructi onal Practitio ner (IP) <sup>4</sup>	Additi onal (A) <sup>4</sup>	
			P ≥ 60% guideline for AACSB met (100.0%)			SA ≥ 40% guideline for AACSB not met (10.5%) SA + PA + SP + IP ≥ 90% guideline for AACSB not met (88.7%)					
Supply Chain/Transport/Logistics					Degrees or majors are offered in this discipline <input checked="" type="checkbox"/> Degrees or majors are not offered in this discipline <input type="checkbox"/>						
Gaa, Steven	Supply Chain/ Transport/ Logistics	PhD, 2010	333 sch		UT		100				doctorate with recent practical exp
Total Supply Chain/Transport/Logistics			333 sch	0 sch		1390 (63.0%)	395 (17.9%)	0 (0.0%)	420 (19.0%)	0 (0.0%)	
			P ≥ 60% guideline for AACSB met (100.0%)			SA ≥ 40% guideline for AACSB met (63.0%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Grand Total			2259 sch	0 sch		12075 (66.8%)	2490 (13.8%)	110 (0.6%)	2648 (14.7%)	746 (4.1%)	
			P ≥ 75% guideline for AACSB met (100.0%)			SA ≥ 40% guideline for AACSB met (66.8%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (95.9%)					
Faculty Sufficiency Indicators <sup>1</sup> :  Overall guideline: P/(P+S) ≥ 75% By discipline, location, delivery mode, or program: P/(P+S) ≥ 60%						Faculty Qualifications Indicators <sup>1</sup> :  SA guideline: SA/(SA + PA + SP + IP + O) ≥ 40% SA + PA + SP + IP guideline: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) ≥ 90%					

1. This summary information is useful in assisting the peer review team in its initial assessment of alignment with Standard 3. The summary information allows the team to effectively focus its in-depth review of individual faculty vitae or other documents supporting the conclusions presented in the table. List all faculty contributing to the mission of the school including participating and supporting faculty, graduate students who have formal teaching responsibilities, and administrators holding faculty rank. For faculty not engaged in teaching, leave columns 4 and 5 (Faculty Sufficiency) blank. Faculty who left during the time frame represented in the table should not be included. Faculty members who joined the school for any part of the time frame are to be included. The school must explain the "normal academic year" format/schedule. Peer review teams may request documentation for additional years; for individual terms; or by programs, location, delivery mode, and/or discipline.

2. The measure of "teaching productivity" must reflect the operations of the business school, e.g. student credit hours (SCHs), European Credit Transfer Units (ECTUs), contact hours, individual courses, modules, or other designations that are appropriately indicative of the teaching contributions of each faculty member. Concurrence of the metric must be reached with the peer review team early in the review process. If a faculty member has no teaching responsibilities, he or she must be listed and reflected in the qualifications section of the table. Online courses should use the same teaching metric being used for in-person courses and the manner in which this is calculated should be described.
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 non-credit 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 Additional (A). 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 meet the school's criteria for more than one category (e.g. SA and PA), but must be listed in only one category. Doctoral students who have obtained ABD status are normally considered SA or PA (depending on the nature of the doctoral degree) for 3 years. Faculty who have earned a doctoral degree will normally be considered SA or PA (depending on the nature of the doctoral degree) for 5 years from the date the degree is awarded. The "Additional" 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." A faculty member teaching in more than one discipline may be listed multiple times, but the percent of time devoted to mission should be reflected proportionally in each discipline and not be more than 100 percent. For part-time faculty the expected percentage is less than 100 percent and should reflect the amount of time devoted to the mission. If a school used a full-time equivalent (FTE) human resources system then the FTE may be a reasonable approximation for "percent of time devoted to mission." In the absence of an FTE system, the school should have a rational manner of assigning the percentage to part-time faculty that is agreed to by the Peer Review Team well in advance of the submission of the report.

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<sup>53</sup> Glenn, Donna

**Note:** In 2022-2023 had interdisciplinary responsibilities in Data Analytics, Professional Development.

<sup>161</sup> Nasco, Dennis

**Note:** In 2022-2023 had interdisciplinary responsibilities in Management, Professional Development.

<sup>215</sup> Purnell, Dexter

**Note:** In 2022-2023 had interdisciplinary responsibilities in Professional Development.

## Deployment of Faculty by Qualification Status

Table 3-2: Deployment of Faculty by Qualification Status in Support of Degree Programs for the Most Recently Completed Regular Academic Year<sup>1</sup>

**AACSB Location: Coursera, INET, New College, UNT Denton**  
**Course Prefix: ACCT, BCIS, BLAW, BUSI, DSCI, FINA, LGAV, LSCM, LTEC, MGMT, MKTG, MSCI, OPSM, REAL, RMIN**  
**Date Range: September 1, 2022 - May 10, 2023**

Degree Program	Faculty percent of teaching by program and degree level (measured by student credit hours)					Total %
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Additional (A) %	
ACCT MS	60.29%	8.64%	0%	18.01%	13.05%	100%
ATAX MS	82.3%	0%	0%	17.7%	0%	100%
Bachelor's	54.03%	14.05%	1.02%	22.39%	8.51%	100%
BUAN MS*	0%	0%	0%	0%	0%	0%
Doctoral	100%	0%	0%	0%	0%	100%
FNAN MS**	0%	0%	0%	0%	0%	0%
INSY MS	60.04%	25.94%	0%	14.02%	0%	100%
MBA	74.16%	19.57%	0%	1.1%	5.17%	100%

\* All Courses in the BUAN MS are included in the MBA.

\*\* All Courses in the FNAN MS are included in the MBA.

## Denton

Table Denton 3-2: Deployment of Faculty by Qualification Status in Support of Degree Programs for the Most Recently Completed Regular Academic Year<sup>1</sup>

**AACSB Location: UNT Denton**  
**Course Prefix: ACCT, BCIS, BLAW, BUSI, DSCI, FINA, LGAV, LSCM, LTEC, MGMT, MKTG, MSCI, OPSM, REAL, RMIN**  
**Date Range: September 1, 2022 - May 10, 2023**

Faculty percent of teaching by program and degree level (measured by student credit hours)						
Degree Program	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Additional (A) %	Total %
ACCT MS	60.29%	8.64%	0%	18.01%	13.05%	100%
ATAX MS	78.28%	0%	0%	21.72%	0%	100%
Bachelor's	55.32%	15.03%	1.45%	25.66%	2.54%	100%
BUAN MS	0%	0%	0%	0%	0%	0%
Doctoral	100%	0%	0%	0%	0%	100%
FNAN MS	0%	0%	0%	0%	0%	0%
INSY MS	67.68%	11.43%	0%	20.89%	0%	100%
MBA	66.13%	22.47%	0%	2.33%	9.07%	100%

## Frisco

Table New College 3- 2: Deployment of Faculty by Qualification Status in Support of Degree Programs for the Most Recently Completed Regular Academic Year<sup>1</sup>

**AACSB Location: New College**  
**Course Prefix: ACCT, BCIS, BLAW, BUSI, DSCI, FINA, LGAV, LSCM, LTEC, MGMT, MKTG, MSCI, OPSM, REAL, RMIN**  
**Date Range: September 1, 2022 - May 10, 2023**

Faculty percent of teaching by program and degree level (measured by student credit hours)						
Degree Program	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Additional (A) %	Total %
Bachelor's	40.62%	23.01%	0%	32.08%	4.29%	100%
MBA	82.16%	5.58%	0%	5.58%	6.69%	100%



## INET

Table INET 3-2: Deployment of Faculty by Qualification Status in Support of Degree Programs for the Most Recently Completed Regular Academic Year<sup>1</sup>

**AACSB Location: INET**

**Course Prefix: ACCT, BCIS, BLAW, BUSI, DSCI, FINA, LGAV, LSCM, LTEC, MGMT, MKTG, MSCI, OPSM, REAL, RMIN**

**Date Range: September 1, 2022 - May 10, 2023**

Faculty percent of teaching by program and degree level (measured by student credit hours)						
Degree Program	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Additional (A) %	Total %
ACCT MS	0%	0%	0%	0%	0%	0%
ATAX MS	100%	0%	0%	0%	0%	100%
Bachelor's	60.71%	10.11%	0.55%	14.51%	14.12%	100%
BUAN MS	0%	0%	0%	0%	0%	0%
Doctoral	100%	0%	0%	0%	0%	100%
FNAN MS	0%	0%	0%	0%	0%	0%
INSY MS	44.44%	55.56%	0%	0%	0%	100%
MBA	73.42%	17.99%	0%	0%	8.6%	100%

## Coursera

Table Coursera 3-2: Deployment of Faculty by Qualification Status in Support of Degree Programs for the Most Recently Completed Regular Academic Year<sup>1</sup>

**AACSB Location: Coursera**

**Course Prefix: ACCT, BCIS, BLAW, BUSI, DSCI, FINA, LGAV, LSCM, MGMT, MKTG, MSCI, OPSM, REAL, RMIN**

**Date Range: September 1, 2022 - May 5, 2023**

Faculty percent of teaching by program and degree level (measured by student credit hours)						
Degree Program	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Additional (A) %	Total %
Bachelor's	11.01%	8.37%	0%	5.1%	75.53%	100%

## Intellectual Contributions

Table 8- 1: Intellectual Contributions (9/1/2018 – 7/10/2023)

Part A: Five-Year Summary of Intellectual Contributions										
Aggregate and summarize data by discipline.	Portfolio of Intellectual Contributions				Types of Intellectual Contributions				Percentages of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-reviewed journal articles	Additional peer- or editorial-reviewed intellectual contributions	All other intellectual contributions	Total	Percent of Participating Faculty Producing ICs	Percent of total Full Time Equivalent (FTE) faculty producing ICs
<b>Accounting</b>	64.83	10.5	7	82.33	33.33	22	27	82.33	77.3%	67.6%
<b>Business Communication</b>	1.33	0	6	7.33	1.33	0	6	7.33	66.7%	69.2%
<b>Business Computer Information Systems</b>	185.92	52.22	12	250.13	61.33	96.98	91.82	250.13	90.0%	83.9%
<b>Business Law/Legal Environment</b>	22	5	2	29	6	5	18	29	50.0%	20.8%
<b>Data Analytics</b>	237.5	114.03	8	359.53	114.33	69.6	175.6	359.53	94.7%	90.8%
<b>Finance</b>	45.33	11	5	61.33	32.33	13	16	61.33	94.1%	82.0%
<b>HR Management</b>	147.17	7	14.5	168.67	47.33	49.83	71.5	168.67	86.7%	86.5%
<b>Insurance</b>	48.5	0	3	51.5	10	28.5	13	51.5	100.0%	100.0%
<b>Management</b>	82.33	48	8.5	138.83	38.67	34.17	66	138.83	100.0%	83.3%
<b>Marketing</b>	291.5	34.5	42	368	112	60	196	368	91.3%	80.0%
<b>Professional Development</b>	6.17	2.17	0	8.33	2.08	5.25	1	8.33	0.0%	10.6%

<b>Real Estate</b>	9	2	0	11	8	0	3	11	100.0%	61.5%
<b>Sports Management</b>	33	8	0	41	20	11	10	41	100.0%	100.0%
<b>Supply Chain/Transport/Logistics</b>	135.5	196.75	17	349.25	92.75	63.67	192.83	349.25	90.5%	89.8%
<b>Taxation</b>	7.33	0	0	7.33	7.33	0	0	7.33	66.7%	66.7%
<b>Uncategorized Discipline</b>	3.08	0.33	0	3.42	1.17	2	0.25	3.42		50.0%
<b>Total</b>	1320.5	491.5	125	1937	588	461	888	1937	<b>86.0%</b>	<b>75.3%</b>

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

*Provide a description of how the portfolio of intellectual contributions by faculty and by units within the school, where appropriate, align with mission, strategies, and expected outcomes.*

The Ryan College of Business has a well-rounded mission with strategic priorities that contribute to excellence across scholarship, teaching, and service to the community. As such, we value scholarly contributions that have theoretical as well as applied value. We also encourage our faculty to contribute to the pedagogical literature in business education.

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

*Identify the qualitative and quantitative measures of quality used by the school and apply these measures to analyze and evaluate the portfolio of intellectual contributions.*

As a Carnegie R1 institution, we strive for our faculty to produce a portfolio of publications that includes a notable number of publications in the top journals in business. To encourage that, we have developed a reward system for publishing in prestigious journals. During the most recent 5-year period, our faculty have produced 30 UTD journal articles, more than 5 dozen FT50 articles, and nearly 130 ABDC A\* articles.

### **Part D: Impact of Intellectual Contributions**

*(i) Analyze the impact of the portfolio of intellectual contributions on the theory, practice, and/or teaching of business, including qualitative and quantitative evidence.*

*(ii) Provide exemplars of the societal impact of the school's intellectual contributions.*

Intellectual contributions of our faculty and graduate students make an impact to theory, practice, and in teaching. We have provided greater detail in the narrative about the areas of contribution and on impact. However, an examination of the reported contributions finds that our faculty are often publishing across the spectrum with notable contributions to theory but also in the area of pedagogy. Some examples of pedagogical inquiry include an examination of the use of client-centered projects on soft skill development among students, using problem-based learning to improve undergraduate quantitative skills, and the role of socialization and self-evaluation to connect with incoming business students. Several of our faculty published cases with instructional materials or contributed by publishing textbooks or chapters in books. One example of this is the publication of a book on financial analysis in Python and another on strategic management. Others made significant contributions through efforts to impact business operations. Examples of this include materials designed to ensure core competencies among cybersecurity specialists and a book targeted toward CIOs to help them transition into that role as well as a legal guide for businesses using social media.

### **Evaluation Criteria for Participating and Supporting Faculty**

Participating faculty members are hired to teach for the duration of a nine-month academic year as full-time or part-time, tenured, tenure-track, or non-tenure track faculty, including executive lecturers, lecturers, or visiting lecturers. In addition, participating faculty members actively engage in the activities of the department, college, and/or university in matters beyond direct teaching responsibilities. These activities include, but are not limited to:

- Academic and/or career advising.
- Sponsorship of student organizations.
- Membership on departmental, college, and/or university level committees.
- New course or curriculum development or revision.
- Involvement in fundraising for the department, college, or university.
- Attendance at departmental and college level faculty meetings.
- Promotion of and participation in programs of the department, college, and university such as Study Abroad, the Professional Leadership Program, etc.
- Active participation in research for publication in academic or teaching publications that bring recognition to the department, college, or university.
- Application for and/or receipt of internal or external grants to support research and/or teaching activities.
- Other related service to the department, college, and/or university, such as participation in commencement activities, recognition programs, etc.

Supporting faculty members do not participate in the intellectual or operational life of the university beyond the fulfillment of teaching responsibilities. Such faculty members are generally employed as needed as adjunct instructors for one term, without expectation of continued employment for the entire academic year or beyond.



## Criteria for Establishing Qualifications of Faculty (SP/IP/SA/PA)

### Background

The UNT College of Business mission statement places its greatest emphasis on basic (discovery) research; however, applied scholarship and teaching and learning scholarship are also highly valued. The College of Business' qualification standards reflect its desire to meet both academic and state goals by identifying a broad array of activities that move faculty members toward qualification.

[AACSB International Standard 15](#) addresses faculty qualifications. It requires that:

The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.

According to [AACSB International standards](#), "sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time."

### Adoption of Criteria

For the purpose of determining whether a school satisfies Standard 15, each school is required to adopt criteria for classifying all faculty members, regardless of other classifications, as one of the following: "Scholarly Academics (SA)," "Practice Academics (PA)," "Scholarly Practitioner (SP)," "Instructional Practitioner (IP)," or "other." This document articulates the criteria adopted by the University of North Texas College of Business for categorizing faculty members in this manner.

The criteria set out here are designed to ensure that the COB can fulfill its mission by providing overall high quality and continuous improvement in all our academic programs. All faculty members in the UNT COB have a responsibility to maintain their intellectual capital thereby contributing to the achievement of the University's and College's missions. *These criteria, however, represent a "baseline" and maintenance of qualifications according to these criteria does not necessarily signify performance levels required for continuation of employment, renewal of contract, satisfactory annual performance evaluation, or grant of tenure or promotion.* Faculty members should review relevant university, college and departmental policies and guidelines to determine expectations and requirements for these other purposes.

The criteria for evaluating faculty qualifications, as adopted by the UNT College of Business and in accordance with AACSB Standard 15 follow. For each of the four qualification classifications, the criteria identify the initial credentials necessary, as well as the level and types of engagement necessary to maintain that qualification over time. For the purpose of establishing explicit standards for maintenance of qualifications, a "Point Value Table" has been included which lists the various types of relevant activities and categorizes those activities by type (academic or professional engagement) and importance, with higher point values assigned to higher value activities.

## Scholarly Academics (SA)

Scholarly Academic status normally applies to faculty members who meet both the Initial Qualification standards and have maintained currency and relevance through scholarship and related. *It should be emphasized that the College of Business expects all tenured and tenure track faculty members to strive to maintain the SA status rather than PA or any of the other Qualification types.*

**Initial Qualification** -- Faculty members who satisfy one of the following criteria will be qualified as Scholarly Academics:

Faculty members who hold a [doctoral degree](#) in the area in which they teach, for a period of five years following the degree award.

A doctoral degree in Business Administration and in the area of their primary teaching responsibilities.

A doctoral degree in Business Administration that is not in their primary area of teaching responsibilities with development activities that directly relate to the teaching field, including intellectual contributions, professional participation, consulting or other professional development activities that relate to their primary area of teaching responsibilities.

A doctoral degree outside of Business Administration but related to their primary area of teaching responsibilities, or a graduate degree in law, or professional development activities that relate to the primary area of teaching responsibilities.

A doctoral degree outside of Business Administration with either significant professional development activities that support the teaching field, including additional coursework in the teaching field, or professional development activities that include intellectual contributions, work experience, participation in professional or academic meetings, consulting, or other related professional development activities.

A specialized graduate degree in taxation, or a combination of a graduate degree in law and accounting focused on taxation.

Doctoral students who have completed all but their dissertation (ABD) in their program of study, for a period of three years beyond their most recently completed graduate comprehensive examination or other milestone that put the student in the dissertation stage.

Faculty members who hold a doctoral degree in an area other than the area in which they teach may be qualified, but may need supplemental preparation or other credentials. For these faculty members, a current research record in the teaching field will be accepted as satisfactory evidence of academic qualifications.

**Maintenance of Status as a Scholarly Academic:** Maintaining status as a Scholarly Academic involves ongoing, sustained, and substantive academic engagement activities of the types shown in Groups A, B and C of the attached Point Value Table, with a primary emphasis on the production of peer reviewed journal articles.



At the UNT College of Business, to maintain Scholarly Academic status, faculty members must publish at least 2 peer-reviewed journal articles during the previous five year period. They must engage in activities that total a minimum of 60 points in the previous five years, using the point scale from the Point Value Table below. Of the required 60 points:

A minimum of 40 points must be derived from the publishing of peer reviewed journal articles or being funded on a research grant<sup>iii</sup> as listed in Group A.

Remaining points may be derived from any of the activities listed in Groups A, B or C.

## Practice Academic (PA)

Practice Academic status applies to faculty members that augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, and other forms of professional engagement, based on the faculty members' earlier work as an SA faculty member.

**Initial Qualification** -- Faculty members in the College of Business who meet both of the following conditions will be qualified as a Practice Academics:

Hold a [doctoral degree](#) in the area in which they teach, or otherwise met the requirements to qualify as a SA at one time, and

Substantial engagement in professional development and other professional activities that is clearly linked to the field in which they will teach.

**Maintenance of status as a Practice Academic:** Maintaining status as a Practice Academic may involve a variety of professional engagement activities involving ongoing, sustained and substantial interaction with business and industry, related to the field in which the faculty member is teaching, of the types listed in Groups D, E and F of the Point Value Table. These activities may be supplemented with academic engagement activities of the types listed in Groups A, B and C.

At the UNT College of Business, to maintain PA status, faculty members must engage in activities that total a minimum of 50 points in the previous five years, using the point scale from the Point Value Table below. Of the required 50 points:

A minimum of 30 points must be derived from professional engagement activities listed in Groups D, E, or F or from the production of intellectual contributions that are contributions to practice.

The remaining points may come from any of the activities listed in any of the categories on the Point Value Table.

## Scholarly Practitioner (SP)

Scholarly Practitioner status applies to faculty members who hold both an academic degree in a field related to their teaching as well as substantial professional experience, in terms of duration and level of

responsibility. While a scholarly practitioner generally does not hold a doctoral degree, they sustain currency and relevancy through significant academic or scholarly engagement in their field of teaching.

**Initial Qualification** -- Faculty members in the College of Business who meet all of the following conditions will be qualified as Scholarly Practitioners:

An advanced degree (typically a Master's) in business or a business related discipline, related to the area in which they teach; and

Substantial professional experience, in terms of duration (at least 5 years) and level of responsibility, in a business or other enterprise operated in accord with business management principles; and

The faculty member has engaged in significant academic engagement activities related to their field of teaching over the previous 5 years.

**Maintenance of Status as a Scholarly Practitioner:** Maintaining status as a Scholarly Practitioner involves ongoing, sustained, and substantive academic engagement activities of the types described in Groups A, B and C of the Point Value Table.

At the UNT College of Business, to maintain SP status, faculty members must engage in activities that total a minimum of 50 points in the previous five years, using the point scale from the Point Value Table below. Of the required 50 points:

A minimum of 30 points must be derived from intellectual contributions of the types listed in Groups A or B of the Point Value Table.

The remaining 20 points may be derived from any of the activities listed in the Point Value Table.

## Instructional Practitioner (IP)

Instructional Practitioner status applies to faculty members who hold both an academic degree in a field related to their teaching, as well as substantial professional experience. Instructional Practitioners sustain their currency and relevancy through continued work as a business professional or through professional engagement activities related to their professional background and their field of teaching.

**Initial Qualification** -- Faculty members in the College of Business who meet all of the following conditions will be qualified as Instructional Practitioners:

An advanced degree (typically a Master's) in business or a business related discipline, related to the area in which they teach; and

Substantial professional experience, in terms of duration (at least 5 years) and level of responsibility, in a business or other enterprise operated in accord with business management principles.

**Maintenance of Status as an Instructional Practitioner:** Maintaining status as an Instructional Practitioner involves ongoing, sustained, and substantive professional engagement activities, primarily of the types listed in Groups D, E, and F of the Point Value Table.

At the UNT College of Business, to maintain IP status, faculty members must engage in activities that total a minimum of 50 points in the previous five years, using the point scale from the Point Value Table below. Of the required 50 points,

A minimum of 30 points must be derived from professional engagement activities of the types listed in Groups D, E, or F of the Point Value Table.

The remaining 20 points may be derived from any of the activities listed in the Point Value Table.

## Academic and Professional Engagement

### Point Value Table for Maintenance of Qualifications

	Points	Activity
GROUP A Academic Engagement		
	30	Peer reviewed journal article in the College of Business A/A+ list or in a journal designated as an A or A* in the Australian Business Dean's Council list. <sup>iv</sup>
	30	Receipt of for a research project, overseen by the UNT Office of Grants and Contracts. .
	20	Peer reviewed in a journal designated as a B in the Australian Business Dean's Council list. <sup>v</sup>
	10	Other peer reviewed journal articles (typically listed in Cabell's or other major directory of peer reviewed journals).
GROUP B Academic Engagement	10	<p>Other <a href="#">scholarly publications</a>:<sup>vi</sup> (peered reviewed and publicly available)</p> <p>Research Monographs, scholarly books, chapters in scholarly books, textbooks, or a practitioner periodical, publications in trade journals</p> <p>Authoring a significant part of a major public policy analysis conducted through or on behalf of the University</p> <p>Conducting a significant part of a funded research project including major contribution to a final written report or product</p> <p>Peer-reviewed proceedings from scholarly meetings</p>

	5	<p>Other <a href="#">intellectual contributions</a><sup>vii</sup> (publicly available and available for scrutiny by peers)</p> <p>Papers presented at academic or professional meetings, non-peer-reviewed proceedings, publicly available research working papers, papers presented at faculty research seminars, in-house journals, book reviews, written cases with instructional materials, instructional software, and other published instructional materials</p> <p>Authorship of a minor report, or a minor portion of a report, resulting from sponsored research</p> <p>Relevant active editorship with an academic journal (per issue)</p> <p>Relevant active service on editorial boards or committees of an academic journal (per year)</p>
GROUP C Academic Engagement	5	<p>Leadership or other significant participation in recognized academic societies and associations (per year)</p> <p>Significant research award</p> <p>Discipline based invited presentation to national or regional audience of business academics or practitioners</p> <p>Authorship of a grant proposal other than those covered in Group A</p> <p>Development - for each 5 hours spent attending sessions at academic conference(s) or at seminar sessions providing discipline-related professional development</p> <p>Reviewing activity for Journal or Conference/Meeting</p> <p>Authoring a regular column or book review that appears in an academic/scholarly related newsletter or publication that utilizes disciplinary expertise and appears in at least 3 issues</p>

GROUP D Professional Engagement	20	<p>Consulting - For each 40 hours of discipline-related private consulting</p> <p>Faculty Internship - for each four week period working (paid or unpaid) full-time for a business on a discipline-related project.</p> <p>Delivery of Executive Education Program - For every 4 hours spent delivering a continuing education session or seminar that has been certified for credit by a professional or industry or trade group</p> <p>Continued professional (non-academic) work in the discipline – for each 6 months in which the faculty member is employed at least .25 FTE (including ownership of a business with substantial annual revenues)</p> <p>Obtaining new professional certification or licensure, requiring annual academic coursework or continuing education that is related to the area of teaching responsibility</p> <p>Pedagogical or practitioner research published in trade or professional journal that is related to the area of teaching responsibility</p> <p>Receipt of funding to conduct a practice related research project.</p>
GROUP E Professional Engagement	10	<p>Participation in professional events focused on business, management or related issues</p> <p>For each year served as a member of a board of directors for a for-profit business or a substantial not-for-profit organization</p> <p>Publishing of a discipline-related newsletter or sequence of reports that attract a regional subscription base or regional industry distribution</p> <p>Leadership role in a professional organization focused on business, management or related issues</p> <p>Other significant activities that require substantial interaction with business or other organizational leaders</p> <p>Presentation at a national or regional trade or professional meeting related to the area of teaching responsibility</p>

GROUP F Professional Engagement	5	<p>Relevant active editorship with a professional or business (practitioner) journal or trade publication (per year)</p> <p>Relevant active service on editorial boards or committees of a professional journal or other business or trade publication for (per year)</p> <p>Professional Development - for each 5 hours spent attending sessions at academic or professional conference(s) or at seminar sessions providing discipline-related professional development</p> <p>For each hour of presentation time devoted to the delivery of an invited presentation or training session on a topic relevant to the faculty member's discipline, to business, trade groups, government or non-profit groups</p> <p>Authoring a regular newspaper column that utilizes disciplinary expertise and appears in at least 5 issues</p> <p>Serving as an expert witness in cases related to the area of teaching responsibility</p>
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<sup>iii</sup> Peer reviewed journal articles are intellectual contributions that have appeared in journal article form and were reviewed by academic and practitioner colleagues. Peer reviewed journal articles are typically articles published in academic journals listed in one of [Cabell's Directories of Publishing Opportunities](#) or a similar type of academic directory. If the publication is not listed in a Cabell's Directory, it is the faculty member's responsibility to provide documentation of the review process.

<sup>iv</sup> These journals are widely recognized as top journals in a discipline. Their status must be documented by published studies of journal rankings. To encourage cross-disciplinary collaboration, faculty will be credited for articles published in the elite top tier journals of another discipline in the College, as well as their own.

<sup>v</sup> Targeted high quality journals are journals so designated by the faculty in each discipline within the College because the journals fit the University/College/Departmental mission and are widely recognized as quality journals. Faculty members in each discipline can nominate journals and make a case for their inclusion in the list. To be included a majority of the faculty members in the discipline must agree. To encourage cross-disciplinary collaboration, faculty will be credited for articles published in the targeted high quality journals of another discipline in the College, as well as their own.

<sup>vi</sup> A "scholarly publication" is an intellectual contribution that meets the following requirements: (1) it was subjected to a documented formal peer or editorial review process; and (2) it is readily available for public scrutiny in a library or through an on-line retrieval service (not self-published).

<sup>vii</sup> Intellectual contributions are publically available for scrutiny by academic peers or practitioners, i.e., proprietary and confidential research and consulting reports do not qualify as intellectual contributions.





# Strategic Plan

2017-  
2022





Dean Marilyn Wiley  
UNT College of  
Business

# DEAN’S VISION FOR 2017-2022


Since 1942, the College of Business at the University of North Texas has been preparing students for success in business and public service. We continue to be recognized as a leader in business education and scholarship. We accomplish these goals by recognizing and practicing the core values and mission of the College in our everyday teaching, mentoring and scholarship.

We prepare our students for success by imparting the technical and practical knowledge and expertise essential to their fields of study. In addition, we teach them to be critical thinkers, unstructured problem-solvers, and good communicators who appreciate the changing demands of the corporate community. With a broad range of undergraduate and graduate programs, flexible class schedules, career services and co-curricular opportunities, we engage our students through enhanced learning experiences.

As we reach the end of the first quintile of the 21st century and the landscape of the global business environment continues to change, it is crucial that we continue to adapt the way we educate. Disruptive advances such as mobile internet, automation of knowledge work, cloud technology, advanced robotics, autonomous vehicles, next-generation genomics, energy storage, 3D printing, advanced materials, renewable energy and advanced petroleum exploration and recovery will likely change the way we live, work and play (McKinsey Institute, 2013). New terms such as block chain, bitcoin and value co-creation become common parlance, and previously unimagined careers begin to emerge.

As a knowledge-based organization, we must prepare our students to succeed in this dynamic and exciting economy of the future. We have identified eight strategic priorities to address these challenges, build new knowledge, and better prepare our students to be contributing members of this exciting business environment. We build on our history to decide our future, and proactively adapt within our disciplines to lead in business education and research, so that our graduates leave with the knowledge, character and qualifications to succeed.

With state-of-the-art facilities and a continued commitment to academic excellence, **Business Leadership Starts Here** at the University of North Texas.

With UNT pride,  
  
Marilyn K. Wiley  
Dean of the College of Business



# UNIVERSITY OF NORTH TEXAS

## COLLEGE OF BUSINESS VALUES

### INTEGRITY

Demonstrated by honesty, sincerity and trustworthiness.

### FAIRNESS

Demonstrated by objectivity and equity.

### COURTESY

Demonstrated by respectfulness and civility.

### TRANSPARENCY

Demonstrated by openness.

### COMMUNITY

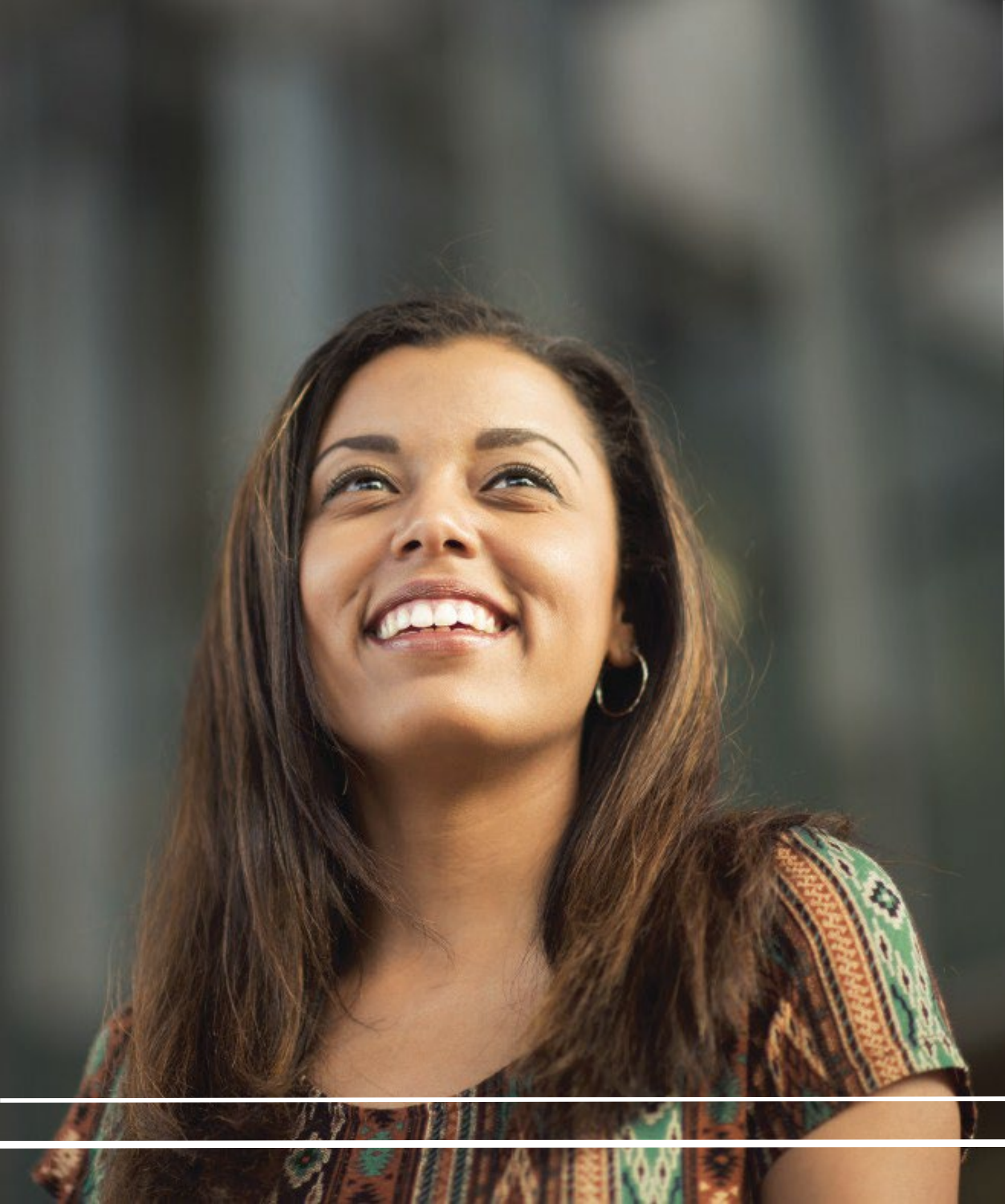
Demonstrated by an appreciation and inclusion of diverse backgrounds and perspectives, solicitation of stakeholder input and the practice of participatory decision making.

### INNOVATION

Demonstrated by advancements in curricula, research and approaches to problem solving.







# UNIVERSITY OF NORTH TEXAS COLLEGE OF BUSINESS

## MISSION

To prepare tomorrow's business leaders in an intellectually stimulating and collegial community through high-quality teaching, research and service.

## VISION

To be an agile institution and to transcend national and international standards of excellence in research and education.

## ETHICS STATEMENT

The College of Business is committed to the highest ethical and professional standards of conduct as an integral part of its mission of preparing tomorrow's business leaders. We recognize that the faculty and staff of the College of Business serve as role models for our students and for the greater business community. Thus, we expect our faculty, staff, and students to adhere to a standard of behavior that encompasses our core values.

## WHOM DO WE SERVE?

We serve a highly diverse population of upwardly mobile students from the North Texas region and beyond.



# STRATEGIC PRIORITIES

## EMPOWERING STUDENTS

To provide students with the knowledge to succeed in their chosen field and ensure the development of skills in problem solving, ethical decision- making, communications, teamwork and leadership.

I

## QUALITY STUDENTS

To attract and develop outstanding students who are dedicated to intellectual excellence.

V

## INTELLECTUAL CAPITAL

To produce primarily basic research that supports applied and pedagogical inquiry.

II

## EXCEPTIONAL FACULTY AND STAFF

To attract, nurture, and retain faculty and staff dedicated to education, scholarship and the mission, vision and values of the UNT College of Business.

VI

## RESOURCE ADVANTAGE

To actively pursue and secure external funding opportunities.

III

## GOOD CITIZENSHIP

To engage in service to the College, University, professional fields, the State of Texas and the communities we serve.

VII

## TECHNOLOGY-DRIVEN LEARNING

To continuously integrate technology throughout the College of Business to support undergraduate and graduate programs, research and service.

IV

## LEARNING FROM HISTORY

To provide opportunities for continued involvement, education and professional growth of alumni.

VIII



STRATEGIC PRIORITY I

EMPOWERING STUDENTS

*To provide students with the knowledge to succeed in their chosen field and ensure the development of skills in problem solving, ethical decision making, communications, teamwork, and leadership.*

Our primary focus as an educational organization is to build knowledge, expertise and professionalism in our students to give them a competitive advantage. In addition to technical and content knowledge, we seek to impart problem solving, ethical decision-making, communication, teamwork and leadership skills.

INITIATIVE I

Revise required business communication course (BUSI 3660) to enhance written and oral communication capability and require student to demonstrate these capabilities.

INITIATIVE II

Introduce and require three one hour (BUSI 1200, 2200 and 2300) professionalism sequence courses incorporating critical thinking/root cause analysis and professional development.

Dr. Dan Kim, Information Technology and Decision Sciences professor, was awarded more than \$1.19 million from the National Science Foundation as a co-principal investigator to improve cybersecurity learning and leadership through an integrated, multidisciplinary program



INITIATIVE III

Incorporate instruction in ethics in every degree and review assessment to ensure coverage.

INITIATIVE IV

Improve career services experience for employers and students, including preparation, communication and quality of events.

INITIATIVE V

Evaluate, enhance and streamline Masters level program portfolio.

INITIATIVE VI

Develop a strategy for meeting the needs of satellite campuses in an effective and efficient manner.

INITIATIVE VII

Explore feasibility and strategy for an Executive/Professional Doctoral program.

INITIATIVE VIII

Incorporate professionalism & career development into all aspects of student experience.

INITIATIVE IX

Create global awareness and cross-cultural understanding through instruction and practice.



STRATEGIC PRIORITY II

INTELLECTUAL CAPITAL

*To produce primarily basic research that supports applied and pedagogical inquiry.*

At the University of North Texas College of Business, we not only disseminate knowledge through teaching, we also develop new knowledge. Without this crucial activity, we will be lose our relevance as the world changes. Knowledge creation and synthesis are the fuel for future growth and the foundation for excellence in education.

INITIATIVE I

Revise promotion and tenure and merit guidelines to better articulate and incorporate research excellence, including both journal publications and externally funded research.

INITIATIVE II

Review journal list annually to insure impact and rigor.

INITIATIVE III

Revise workload assignments to more closely align with new merit and promotion and tenure guidelines.

INITIATIVE IV

Provide greater research support, including seed grants and other resources, with defined outcomes and expectations.

INITIATIVE V

Annually examine the adequacy of resources, such as library and electronic databases, and demonstrate link to research outcomes and classrooms.



Housed within the Jim McNatt Institute for Logistics Research, the Complex Logistics Systems Laboratory is providing unique technology capability for students and faculty at UNT.

INITIATIVE VI

Encourage and fund external research speakers in every discipline.

INITIATIVE VII

Identify research targets to qualify for external funds and provide support for successful submissions.



STRATEGIC PRIORITY III

RESOURCE ADVANTAGE

To actively pursue and secure external funding opportunities.

Achieving our educational and research goals in a competitive environment requires resources. Tuition and enrollment-based state funding provide a floor, but are limited and inflexible. External funding is a significant need that we address through the following initiatives.

INITIATIVE I

Use College IDC to support funded research activities.

INITIATIVE II

Require faculty members to complete PIVOT registration to qualify for supplemental travel. This incentive ensures that they will be notified of externally funded research opportunities in their area of expertise.

INITIATIVE III

Develop structure to recognize funded research in the merit process.

INITIATIVE IV

Identify and obtain approval to recruit impact hires in each of the academic disciplines represented in the College.

INITIATIVE V

Conduct focus groups to help identify and connect faculty with common research areas that align with funding.

INITIATIVE VI

Encourage faculty engaged in funded research to convert research results into publications; encourage faculty who are acknowledged as experts in their field to seek external funding. Promote the concept that funded research and journal publications are synergistic activities.

INITIATIVE VII

Continuously identify and develop a pipeline of funding sources including alumni and corporate donors as part of development effort. Engage with potential and current donors so that they visualize and realize the impact of their gifts.

Insurance Council of Texas  
Education Foundation Check  
Presentation, 2017





STRATEGIC PRIORITY IV

TECHNOLOGY-DRIVEN LEARNING

*To continuously integrate technology throughout UNT CoB to support undergraduate and graduate programs, research, and service.*

Technology is pervasive and constantly evolving. It affects how we live, learn and work. These initiatives ensure that we reach a technologically adept market effectively, and use technology strategically to enhance educational delivery and work efficiently.

INITIATIVE I

Develop specific recommendations for applying blended instructional platforms to increase enrollments and capacity utilization in the College.

INITIATIVE II

Develop and implement a pilot course for using technology for interactive classes at multiple locations.

INITIATIVE III

Develop a technology strategy, plan and vision for the College of Business.

INITIATIVE IV

Improve and maintain the College of Business website.



The Trading Room at UNT facilitates finance education and research through experiential learning.



STRATEGIC PRIORITY V

QUALITY STUDENTS

*To attract and develop outstanding students who are dedicated to intellectual excellence.*

While we educate everyone who seeks knowledge, we also strive to attract outstanding students. They help raise the bar and push all of us – faculty, staff and their fellow students – to do better. To achieve Strategic Priority V, the College of Business has embarked on the following initiatives.

INITIATIVE I

Create an inventory of existing scholarships, and determine the most effective use and award cycle.

INITIATIVE II

Actively pursue “Ph.D. Project” and other diversity recruiting initiatives.

INITIATIVE III

Encourage faculty to work with students (both undergraduate and graduate) on research projects.

INITIATIVE IV

Enhance advising, especially at the Masters level.

INITIATIVE V

Hire an undergraduate student recruiter to specifically target and recruit high-achieving students to the College.

INITIATIVE VI

Build faculty, student and alumni participation in student mentoring.

INITIATIVE VII

Increase the number of students and faculty participating in study abroad.

INITIATIVE VIII

Increase the number of students participating in for-credit internships.



Sonja Hightower, a first-year doctoral student and former lecturer in the UNT College of Business Department of Accounting, is the first person to be honored as a Grant Thornton Doctoral Fellow in Accounting.

STRATEGIC PRIORITY VI

EXCEPTIONAL FACULTY AND STAFF

*To attract, nurture, and retain faculty and staff dedicated to education, scholarship and the mission, vision and values of UNT College of Business.*

We create value by supporting and empowering students through knowledge and skills resources. We also create new knowledge through research. To excel in these two core charges, we must attract, nurture and retain good, dedicated and caring faculty and staff. To achieve Strategic Priority VI, we have committed to the following initiatives.

INITIATIVE I

Develop programs for faculty and staff development, including training and professional mentorship.

INITIATIVE II

Develop programs to increase faculty and staff engagement and participation in the activities of the College.

INITIATIVE III

Develop and conduct team-building initiatives.

INITIATIVE IV

Nurture greater interaction between staff and faculty.

INITIATIVE V

Engage chairs as first-line leadership.

INITIATIVE VI

Identify opportunities for impact hires.

INITIATIVE VII

Develop resources to attract and retain faculty, including endowed chairs, professorships, grants and awards.

INITIATIVE VIII

Build intellectual capital by taking a portfolio approach to faculty hiring and deployment and emphasizing areas of excellence.



Dr. Ananth Seetharaman  
Inaguaral Don & Donna Millican  
Chair of the Department of  
Accounting



STRATEGIC PRIORITY VII

GOOD CITIZENSHIP

*To engage in service to the College, University, professional fields, the State of Texas and the communities we serve.*

As a major research university, we are obligated to support our community and our region. These initiatives encourage and demonstrate leadership through service.

INITIATIVE I

Build a faculty expertise directory with a specific purpose of identifying areas of excellence and engaging different community stakeholders.

INITIATIVE II

Find opportunities to host at least one professional or academic conference every other year.

INITIATIVE III

Build an executive education and development program including both standardized and customized programs.

INITIATIVE IV

Encourage faculty and staff to volunteer within the community and serve on boards.

INITIATIVE V

Develop strong global partnerships that benefit students and faculty.

STRATEGIC PRIORITY VIII

LEARNING FROM HISTORY

*To provide opportunities for continued involvement, education, and professional growth of alumni.*

We embrace the future by learning from our past. Through the experiences of our alumni, we enhance the opportunities for our current students. When we connect with our alumni and bring them back, we celebrate their success, improve our curriculum through their feedback and support, and build our brand.

INITIATIVE I

Continue with initiatives and platforms where faculty can interact with alumni, and increase faculty participation by empowering chairs to assign attendees for key events.

INITIATIVE II

Continue to expand initiatives to bring alumni to Cob and UNT for continuing education, enhanced learning, and networking.

INITIATIVE III

Develop and continue to refine an accurate alumni database.

INITIATIVE IV

Identify and develop alumni-COB interaction forums as part of development initiatives.



Telea Stafford (’03 M.B.A.), president and brand strategy director, Phenixx Marketing and Media, LLC.

## OUR VISION:

To be an agile institution and to transcend national and international standards of excellence in research and education.