KELCE COLLEGE OF BUSINESS
Pittsburg State University

MINUTES
Kelce Leadership Council
Room #121 and via Zoom
June 20, 2023

Attendance: In Person: Din Cortes, Chelsey Decker, Paul Grimes, Holly Kent, Mimi Morrison
Via Zoom: Alex Binder (Hays), Lynn Murray (Paraguay)

I.   Administrative
   a.   System
      1.   KBOR approved 5% tuition increase (PMBA included)
         a.   Chelsey will make sure PMBA web pages are updated with new tuition information
      2.   KBOR approved President Shipp's AA (Associate of Arts) plan; will begin this fall with currently enrolled students; a plan will be developed to award degree retroactively to those who qualify but have dropped out of school in the past
      3.   New proposed plan for Program Review process – see handout
         a.   Has not been formally adopted by the board yet
         b.   New elements of documentation will be required by programs
         c.   Dr. Grimes and Dr. Binder will review new guidelines and communicate with faculty in order to protect programs vulnerable under new rules
         d.   First programs to be reviewed under the new system will be flagged based on data collected and managed at the board level
   b.   Campus
      1.   No University Leadership Team meetings held since Commencement Week – no updates
      2.   Only one Deans Meeting with the Provost since Commencement Week
         i.   Judy Smetana appointed COT Interim Dean
         ii.   Discussion of integrating new Economic Development VP's initiatives with Academic Affairs – proposal offered to partner with Shawn to further the Micropolitan Center initiative. Shawn's office has received $4M in state appropriations split between the Reading Center and STEM programs
            a.   Proposals made to have 3 positions attached to the BERC that would be split financially with Economic Development/Block 22. This would be a joint venture between them and Kelce.
            b.   Working on the details involved with this type of joint venture; e.g. reporting and supervision issues – who has oversight and responsibility?
            c.   KLT discussed BERC's need to have autonomy under the Kelce College – need to maintain academic integrity
            d.   Would need more personnel over time to grow the center's outreach, especially someone to aid in administering projects as envisioned by Shawn
      3.   Gorilla Rising Project – still working on property rights for bank building lot; theater board has agreed to work with university
         a.   Theater board vote – met with Rick Webb to discuss working with the university on the building project
         b.   Trying to work with bank to secure property rights to the corner lot
      4.   New Student Affairs VP interviews this week; 5 candidates!
         a.   Dean's are interviewing candidates at 5 separate after/before hours events
         b.   Five Days/Five Candidates (Sunday through Thursday)

c. College
   1. Silas Bowler our AP rep visited campus May 23rd - met with Doug and Howard concerning tuition and future university/corporate sponsorship initiative; and with Aaron in International Programs – also met with Gregor in University Marketing regarding web and social media
   2. Paul, Din, and Chelsey met with Community Health leadership about MBA partnerships; excellent meeting with Community Health; will help market heath care emphasis to employees; Chelsey will produce and deliver onsite recruitment information sessions later this summer

II.   University Catalog – review and approve copy; Holly needs to turn in our edits today
   a. Will ask to review before catalog after our edits are incorporated; numerous formatting and updates needed throughout
   b. Dean Grimes provided updated information on faculty departures/promotions/new hires/etc. for the catalog

III.   Kelce Personnel –
   a. Melissa Weed onboard as new Internship Coordinator
   b. Howard has approved our hiring plan; need to keep moving
      1. Accounting – okay with plan to keep tenure earning position and reformat MPAcc
         a. Search committee to replace Dr. Presley discussion – needs to include all Accounting faculty including instructors; discussed process for selecting co-chairs for committee
      2. Management – Quantitative Analysis or Data Analytics – need to finalize curricular updates in this area prior to hiring
         a. Data visualization appears to be an important area according to input received to date; Dr. Binder will be sending out survey to faculty for additional ideas
         b. Want to hire by Fall 2024 – will hold up on search until we know how courses will be reformatted and structured (by end of fall and open search spring 2024)
      3. Executive in Residence – initial steps underway to hire for Spring '24 – Dr. Murray is chairing committee and has reached out to potential candidate interested in position – need to write position description and will begin search from there
      4. Accounting/Finance non-tenure earning line; need to start process; start date?
         a. Original plan was for a start date of spring 2024
         b. Will ask accounting faculty and finance faculty to serve on search committee; Dr. Binder will serve on committee
      5. Entrepreneurship; part of proposal to VP Naccarato; may be able to restructure responsibilities
         a. will hold off on search until we have a firm agreement with Shawn
   c. Office swaps and relocations – Alex – need to determine office for Phillip Frank, Sang Lee is moving to Dr. Khan's old office (201D), Kay Kim is moving to 211C, Dacia Clark's office (201E) may be available; discussed future needs

IV.   AACSB Accreditation Checklist
   a. Dean Grimes deep into writing CIR
      1. Help needed from Alex on societal impact and risk mediation narratives
      2. AOL insert and report needed from Din and Mary Jo
      3. Table 3-1 Completed – see handout; all ratios met except for International Business qualifications; will be able to explain and present phase out proposal
      4. Need to complete other required tables
      5. Need to construct Google Scholar citation analysis
      6. Distributed college expenditures table to be used in report (2018-2023)
   c. Peer Review Team visit date, **November 5th throughout 7th**

V.   Current "to do" items:
   a. Hold summer virtual meeting of KBOA; – agenda items? Need to send "hold the date" soon
   b. Computer labs consolidation and relocation of CIS specialty lab; will occur in July
   c. Plan for Fall opening college-wide meeting
      1. Present formal proposal to phase out IB BBA and conduct vote

VI. Administrative Updates
   a. ADGSB – Cortes – finishing up AOL report; leaving for Taiwan and Paraguay; back in Pittsburg on 8/14 (back briefly from July 10-14)
   b. ADMIN – Mimi – no report
   c. ADUSB – Murray – looking for a larger classroom for Gorilla Gateway course in the fall (more than 100 new first year business majors pre-enrolled already); will be back in town by next Friday
   d. DGBP – Decker – 70 students were dropped for non-payment from the 23SU session; Financial Aid issues sorted out with help from the Registrar; Melinda Roelfs and Chelsey called every student in the class to apologize and let them know what was going on; need to set up meeting with AP, Financial Assistance, Registrar,and Chelsey to make sure this doesn't happen again – problem was with the enrollment app, students must "verify" their enrollment in order to trigger payment of financial aid. Meeting with Paula Baker regarding the health care course she will teach in the spring. Discussed ordering tumblers - $10-11 per tumbler. Discussed Enactus and needing possible new advisor for the group. Chelsey does not have time to continue as advisor. Dr. Grimes will put out a call for a new Enactus advisor.
   e. DSRE – Melissa is doing an awesome job so far; Holly is meeting with students and working on how to follow-up with them; no longer using HOLDS on student accounts; new process in place for students to sign their admission to Kelce paperwork; will be discussing graduate assistant work loads with Chelsey.
   f. FC – Binder – no updates

VII. Adjourn – 11:15 am

Program Review Framework

a. Purpose of Academic Program Review

    i. Ensure that state university makes appropriate adjustments based on student demand, capacity of programs, employment demand, student return on investment, and costs;

    ii. Assign responsibility for regular academic program review to institutions and make process responsive and meaningful;

    iii. Identify opportunities for program growth as well as for program elimination;

    iv. Strengthen system as a whole by providing KBOR-coordinated consultation for program development, alignment, and collaborations;

    v. Simplify and align reporting burden so it better addresses needs for academic program review from campuses, KBOR, and external stakeholders;

    vi. Provide stories Regents and State officials need in clear ways that can be messaged beyond KBOR to support higher education in Kansas;

    vii. Recognize and celebrate success of institutions, programs, faculty/staff, <u>and students</u>; and

    viii. Demonstrate alignment with the Board's Strategic Plan.

b. Regular Academic Program Review Policies and Procedures for AY 25-28

    i. Each university shall establish and publish clearly defined policies and procedures to review all its academic degree programs.

    ii. At minimum, university academic program review policies and procedures must analyze and assess:

        (1) Market demand for the program;

        (2) Student demand, student accessibility, and student return on investment;

        (3) Centrality of the program to fulfilling the mission and the role of the institution;

        (4) The quality of the program as assessed by its curriculum and impact on students;

        (5) The service the program provides to the discipline, the university, and beyond; and

        (6) The program's cost-effectiveness.

c. Regular Academic Program Review Report for AY 25-28

    i. The documentation from each university during its review year shall include:

        (1) A copy of the state university's academic program review policies and procedures;. and

        (2) The information detailed in the academic program review guidance sheet (see page three), most of which will be provided by Board staff.

    ii. A verbal report from each university during its academic program review year shall include:

        (1) A description of the academic program review process; and

        (2) Examples of how the academic program review process was successful and where opportunities for improvement exist.

d. Regular Academic Program Review Cycle AY 25-28

    i. Effective AY 25, the following academic program review cycle shall apply:

        (1) Year One: The University of Kansas and Kansas State University submits the required academic program review report and presents the report to the Board.

        (2) Year Two: Wichita State University submits the required academic program review report and presents the report to the Board.

        (3) Year Three: Emporia State University, Fort Hays State University, and Pittsburg State University submits the academic program review report and presents the report to the Board.

        (4) Year Four: The Board of Academic Affairs Standing Committee will evaluate the effectiveness of the academic program review system.

        (5) One year after its regular review, the university will provide an update on the status of each action phase-out plan, merger plan, or action plan.

e. Academic Program Review for AY 24 (See the Visual on Page Four)

    i. Preliminary Analysis

        (1) In Summer 2023, Board staff will identify all undergraduate programs that are more than five-years old that do not meet the threshold on two or more of the metrics below:

            (a) Student Demand: 25 or more junior and senior majors (four-year average);

            (b) Degree Production: 10 or more graduates (four-year average);

            (c) Talent Pipeline: 51% or more of graduates working in the region after graduation (four-year average); and

            (d) Student Return on Investment: 2022 Five-Year Post-Graduation Median Salary $38,050 or more (280% or more of 2022 poverty level).

        (2) For any program identified in e.i.(1)(a-d), when undergraduate program duplication exists, Board staff will provide market-share data from Kansas public and private universities. An example of market-share data for one mock undergraduate degree progam is linked here.

    ii. Identifying the Undergraduate Programs for Review

        (1) At the September 20, 2023 Board of Academic Affairs Standing Committee (BAASC) meeting, BAASC shall:

            (a) review the list of undergraduate programs and the corresponding data identified in e.i.(1)(a-d) and when applicable, any market share data as detailed in e.i.(2);

            (b) remove an undergraduate program(s) from the list of programs identified in e.i.(1)(a-d) in which it has determined the program data do not pose significant concerns and has established that the program provides a mission-critical function; and

            (c) officially codify the list of undergraduate programs that will be reviewed by each state university in AY 24.

    iii. Reviewing the Undergraduate Programs on Campus and Issuing a Recommendation

        (1) For each undergraduate program on the academic program review list codified by BAASC, by March 21, 2024, each state university shall submit a written recommendation to Board staff to:

            (a) phase out the undergraduate program and detail a plan to reinvest the resources from the phased-out program into other academic programs and/or services (phase-out plan);

            (b) merge the undergraduate program in a manner that generates substantive cost savings (merger plan); or

            (c) place the undergraduate program on an action plan and review and monitor the program for no longer than three years (action plan).

    iv. Reviewing the Recommendation and Making a Final Decision

        (1) In late Spring 2024:

            (a) BAASC shall review each recommendation to place an undergraduate program on a phase-out plan, a merger plan, or an action plan and advise the Board on potential actions regarding each recommendation; and

            (b) The Board shall make the final determination on whether the undergraduate program is placed on a phase-out plan, a merger plan, or an action plan.

Academic Program Review Guidance Sheet (AY 25-28)

1. Aligning Program Review Metrics with the Strategic Plan

Families		
Will Include Data for Each Major		
Affordability	**Success**	**Completion**
Percentage of Full-Time Junior and Senior Majors that Enrolled in at Least 30 Hours Per Year or Graduated (Board Staff will provide)	Number of Junior and Senior Majors, Masters Majors, and Doctoral Majors to Gauge Student Demand (Board Staff will provide)	Number of Undergraduate Completions, Masters Completions, and Doctoral Completions (Board Staff will provide)
Maximum Number of Transfer Credit Hours that Apply Toward the Baccalaureate Program from Two-Year Colleges (University provides a list of courses and total hours)[1]	Undergraduate Median Wage Data 5 Years After Graduation to Measure Student Return on Investment (Board Staff will provide)	Junior Graduation Rate[2] (Board Staff will provide)

| Businesses	
Talent Pipeline	**Meeting Workforce Needs**
Percentage of Undergraduate Degree Completers Employed in the Region Within One Year for Each Major (Board Staff will provide)	Each State University provides a brief narrative articulating how multiple programs meet critical Kansas economic needs through workforce development and/or research.

---

[1] It is understood that the maximum number of transfer credit hours from two-year colleges that apply toward the baccalaureate degree will vary among programs. This is intended to understand common practices and differences among programs.

[2] Percentage of full-time undergraduate junior majors in the Fall of a given year that graduated within three years with a baccalaureate degree in the same major (e.g., Fall 2020 psychology juniors who graduated with a baccalaureate degree in psychology by Spring 2023).

Academic Program Review for AY 24

Preliminary Analysis

In Summer 2023, Board staff will identify all undergraduate programs that are more than five-years old that do not meet the threshold on two or more of the metrics below:
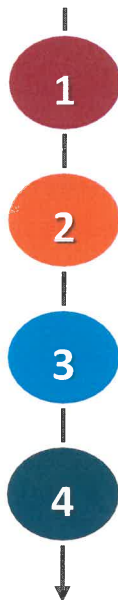
1 Student Demand
25 or More Junior and Senior Majors (4-Year Average)

2 Degree Production
10 or more Graduates (4-Year Average)

3 Talent Pipeline
Of the Students Who Graduated, 51% or More are Employed in the Region within One Year (4-Year Average)

4 Student Return on Investment for Baccalaureate Degree
2022 Five-Year Post-Graduation Median Salary is $38,052 or more (280% or more of 2022 poverty level)

Market-Share Data

For each program identified above, when undergraduate program duplication exists, Board staff will provide market-share data from Kansas public and private universities. An example of market-share data for one mock undergraduate degree progam is linked here.

Identifying the Programs for Review

At the September 20, 2023 Board of Academic Affairs Standing Committee (BAASC) meeting, BAASC shall:
- review the list of undergraduate programs and the corresponding data identified above and when applicable, any market share data;
- remove an undergraduate program(s) from the list of programs identified above in which it has determined the program data do not pose significant concerns and has established that the program provides a mission-critical function; and
- officially codify the list of undergraduate programs that will be reviewed by each state university in AY 24.

Reviewing the Programs on Campus and Issuing a Recommendation

For each undergraduate program on the academic program review list codified by BAASC, by March 21, 2024, each state university shall submit a written recommendation to Board staff to:
- phase out the undergraduate program and detail a plan to reinvest the resources from the phased out program into other academic programs and/or services (phase-out plan);
- merge the undergraduate program in a manner that generates substantive savings (merger plan); or
- place the undergraduate program on an action plan and review and monitor the program for no longer than three years (action plan).

Reviewing the Recommendation and Making a Final Decision

In late Spring 2024, BAASC shall review each recommendation to place a program on a phase-out plan, a merger plan, or an action plan and advise the Board on potential actions regarding each recommendation. The Board shall make the final determination on whether the program is placed on a phase-out plan, a merger plan, or an action plan.

Proposed Program Cover Sheet: Provided by Board Staff

Effective Fall 2023, the four components detailed herein will compliment a progam propoal for baccalurate and master-level programs. The program proposal form will not change. This information, which will will be included as a cover sheet, will be be provided from Lightcast.

1. Market-Share Figures

If a proposed program creates or increases existing degree program duplication in baccalaureate or master-level programs, the name of each public university with a like program and the number of completers it produces will be included.   Additionally, when applicable, the number of completers that are produced in like programs at Kansas private universities will also be provided. Here is an example:

Number of Baccalaureate Widget Making Completers by Year Kansas Public and Private Universities With Market-Share (MS) Figure						
State University	2018	2019	2020	2021	Total	4-Year MS
University of Kansas	19.00	24.00	29.00	25.00	97.00	24%
Wichita State University	17.00	15.00	15.00	17.00	64.00	16%
Kansas State University	7.00	17.00	14.00	8.00	46.00	11%
Emporia State University	2.00	9.00	3.00	18.00	32.00	8%
Washburn University	9.00	6.00	7.00	6.00	28.00	7%
Benedictine College	9.00	2.00	7.00	10.00	28.00	7%
Friends University	10.00	4.00	8.00	3.00	25.00	6%
Bethel College	3.00	2.00	4.00	3.00	12.00	3%
Fort Hays State University	5.00	1.00	2.00	2.00	10.00	2%
Ottawa University	3.00	1.00	4.00	1.00	9.00	2%
Pittsburg State University	1.00	2.00	4.00	2.00	9.00	2%
Kansas Wesleyan University	0.00	1.00	6.00	1.00	8.00	2%
Bethany College	3.00	4.00	1.00	0.00	8.00	2%
Central Christian College of Kansas	1.00	2.00	3.00	1.00	7.00	2%
Sterling CollegeSterling College	1.00	3.00	2.00	0.00	6.00	1%
MidAmerica Nazarene University	3.00	0.00	3.00	0.00	6.00	1%
Tabor College	0.00	2.00	2.00	1.00	5.00	1%
McPherson College	2.00	1.00	1.00	1.00	5.00	1%
Baker University	1.00	0.00	0.00	2.00	3.00	1%
Southwestern College	0.00	1.00	1.00	1.00	3.00	1%

2. State and National Projections For Employment Linked to the Proposed Degree Program

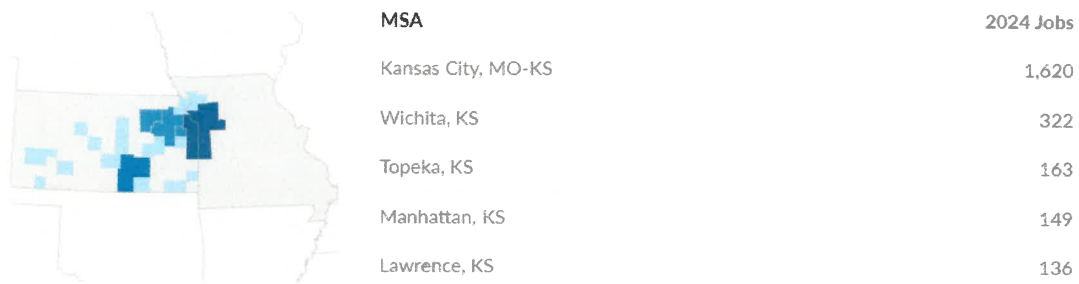Regional Employment Is Lower Than the National Average

An average area of this size typically has 3,211* jobs, while there are 2,008 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.
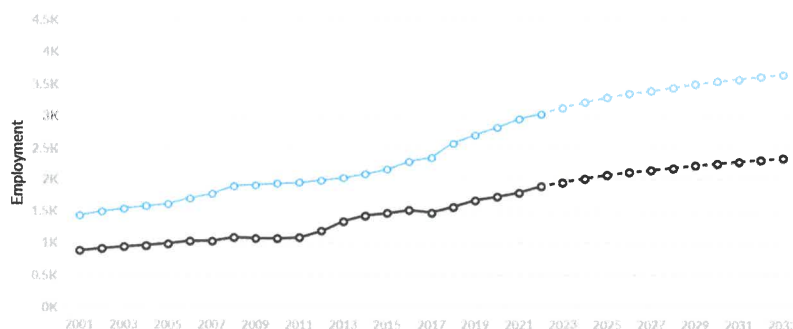
Region	2024 Jobs	2026 Jobs	Change	% Change
Kansas	2,008	2,106	98	4.9%
National Average	3,211	3,347	135	4.2%

3. Kansas Geographical Information on Empolyment Linked to the Degree Program Proposal

Regional Breakdown

MSA	2024 Jobs
Kansas City, MO-KS	1,620
Wichita, KS	322
Topeka, KS	163
Manhattan, KS	149
Lawrence, KS	136

4. Regional and National Employment Wage Information Linked to the Degree Program Proposal

Regional Compensation is the Same Cost as the Nation

For Substance Abuse, Behavioral Disorder, and Mental Health Counselors, the 2021 median wage in Kansas is $48,339, while the national median wage is $48,526.

Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Additional (A)[4]	Brief Description of Basis for Qualification
Accounting					Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐						
BALL, DOUGLAS	Accounting	MBA, 1992		1	UT				12.5		MBA, CPA / Continuing professional employment - CFO / Corporate executive experience / Professional service / Board member
GOEDEKE, MARY	Accounting	JD, 2004 LLM, 2005	11		UT, MT, RES and SER	100					J.D. and L.L.M in Taxation / 3 PRJs / Multiple Professional Certifications / Non-profit Board Service
O'BRYAN, DAVID	Accounting	Ph D, 1992	8		UT, MT, RES and SER	100					PhD in field / 4 PRJs / 1 Conference Proceedings / 2 Paper Presentations / Multiple Professional Certifications
PRESLEY, THERESA	Accounting	Ph D, 2010	9		UT, MT, RES and SER	100					PhD in field / 5 PRJs / Conference presentations
WEAVER, DAVID	Accounting	MA, 2013	8		UT, MT, RES and SER				100		Masters in Field / Professional Experience / Professional Board Service / Economic Development Activities
YARICK, GAIL	Accounting	Ph D, 2017	8		UT, MT, RES and SER	100					PhD in field / Professional Certification (CPA) / 3 PRJs / 2 Conference Presentation / 4 Works in Progress
ZORNES, STEPHEN	Accounting	MBA, 2014	12		UT, MT, RES and SER				100		MBA-Accounting / Professional Certification (CPA) / Five plus years of professional experience / Continued Professional Employment
Total Accounting			56	1		400 (65.3%)	0 (0.0%)	0 (0.0%)	212.5 (34.7%)	0 (0.0%)	
P ≥ 60% guideline for AACSB met (98.25%)					*Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☒*	*SA ≥ 40% guideline for AACSB met (65.3%)*	*SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)*				
Business Law											
BROOKSHER, JAMIE	Business Law/ Legal Environment	JD, 2007	5	1	UT, MT, RES and SER		50				J.D. in teaching field / Professional license / Continuing professional practice

Faculty Members' Name	Faculty Portfolio Specialty Field	Highest Degree, Year Earned	Faculty Sufficiency Related to Teaching		Normal Professional Responsibilities[3]	Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					Brief Description of Basis for Qualification
			Participating Faculty Teaching Productivity (P)[2] (e.g., SCH, ECTS, contact hours)	Supporting Faculty Teaching Productivity (S)[2]		Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Additional (A)[4]	
FOGLIASSO, CHRISTINE	Business Law/Legal Environment	JD, 1979	3	0	UT, MT, RES and SER	100					J.D. 6 PRJs in past five years Conference proceeding in past five years 1 paper presentation in past five years (Note: Phased Retirement)
Total Business Law			8	0		100 (66.7%)	50 (33.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	
			P ≥ 60% guideline met for AACSB met (100.0%)			SA ≥ 40% guideline for AACSB met (66.7%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Computer Information Systems					Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐						
CHOI, JAE	Computer or Management Information Systems	Ph D, 2009	6		UT, MT, RES and SER	100					PhD in field 12 PRJs 1 Conference Presentation 5 Works in Progress
CUMMINGS, MAEVE	Computer or Management Information Systems	Ph D, 1992	2		UT, MT, ADM, RES and SER					25	Ph.D. in field Peer Reviewed Journal Article Multiple textbook revisions and book chapters Professional conference proceedings (Note: Retired December 2022)
KUEFLER, JOHN	Computer or Management Information Systems	MBA, 2014		3	UT				37.5		MBA Continuing professional employment Multiple Professional certifications Professional service and presentations
NEWCOMB, DAVID [1]	Computer or Management Information Systems	MS, 1972		3	UT				37.5		Masters Full-time professional employment in industry more than five years Board Membership Certifications
SHA, WEI	Computer or Management Information Systems	Ph D, 2005	9		UT, MT, RES and SER	100					PhD in field 2 PRJs 2 Conference Proceedings 5 Presentations
SIKOLIA, DAVID	Computer or Management Information Systems	Ph D, 2013	8		UT, MT, RES and SER	100					PhD in field 2 PRJs 2 Works in Progress
STRONG, DWIGHT	Computer or Management Information Systems	MBA, 1995	9		UT and RES				100		Masters in field Certificate Business Consulting Non-Profit Advisory Board
Total Computer Information Systems			34	6		300 (60.0%)	0 (0.0%)	0 (0.0%)	175 (35.0%)	25 (5.0%)	
			P ≥ 60% guideline for AACSB met (85.0%)			SA ≥ 40% guideline for AACSB met (66.7%) SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Additional (A)[4]	Brief Description of Basis for Qualification
Economics											
BINDER, ALEXANDER	Economics/ Managerial Economics	Ph D, 2016	6		UT, MT, ADM, RES and SER	100					PhD in field (2016) / 4 PRJs in past five years / 5 presentations
DAVIDSSON, MICHAEL	Economics/ Managerial Economics	Ph D, 2012	7		UT, MT, RES and SER		100				Ph.D. in field / Numerous authored professional publications / Numerous professional services provided / Consulting for Business and Non-profits
GRIMES, PAUL	Economics/ Managerial Economics	Ph D, 1984	1		UT, MT, ADM, RES and SER	100					Ph.D. in field / Multiple PRJs and other publications / Multiple presentations / Multiple Other ICs
LAL, ANIL	Economics/ Managerial Economics	Ph D, 1995	8		UT, MT, RES and SER	100					PhD in field / 2 PRJs in past five years / 1 Conference paper presentation in past five years / Multiple works in progress
MCKINNIS, MICHAEL	Economics/ Managerial Economics	MBA, 1998	8		UT, RES and SER				100		MBA / Service on Non-profit Board / Consulting for Businesses / 2 Professional Certifications
Total Economics			30	0		300 (60.0%)	100 (20.0%)	0 (0.0%)	100 (20.0%)	0 (0.0%)	
P ≥ 60% guideline for AACSB met (100.0%)					Degrees or majors are offered in this discipline ☒						
					Degrees or majors are not offered in this discipline ☐						
						SA ≥ 40% guideline for AACSB met (60.0%)					
						SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)					
Finance					Degrees or majors are offered in this discipline ☒						
					Degrees or majors are not offered in this discipline ☐						
KIM, KEUNYOUNG	Finance - incl Banking	Ph D, 2021	6		UT, MT, RES and SER	100					New PhD in field / 1 PRJ
SHUM, CONNIE	Finance - incl Banking	DBA, 1988	6		UT, MT, RES and SER		100				DBA in field / 9 PRJs in last 5 years / 4 Conference Proceedings / 3 Presentations / 3 Professional Certifications
SWEEZY, KATIE	Finance - incl Banking	MS, 2009		1	UT				25		M.S. / Continuing professional experience / Professional service
WOODWARD, LAWRENCE	Finance - incl Banking	Ph D, 1994	6		UT, MT, RES and SER	100					PhD in field / 2 PRJs / 1 Conference Presentation / 2 Works in Progress

Faculty Member's Name	Faculty Portfolio: Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity $(P)^2$	Supporting Faculty Teaching Productivity $(S)^2$	Normal Professional Responsibilities[3]	Scholarly Academic $(SA)^4$	Practice Academic $(PA)^4$	Scholarly Practitioner $(SP)^4$	Instructional Practitioner $(IP)^4$	Additional $(A)^4$	Brief Description of Basis for Qualification
			(e.g., SCH, ECTS, contact hours)			*Faculty Sufficiency Related to Teaching*		*Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]*			
WEAVER, DAVID	Finance - incl Banking	MA, 2013	2	1	UT, MT, RES and SER				100		Masters / Professional Experience / Professional Board Service / Economic Development Activities
Total Finance			20	1		300 (70.6%)	0 (0.0%)	0 (0.0%)	125 (29.4%)	0 (0.0%)	P ≥ 60% guideline for AACSB met (95.2%); SA ≥ 40% guideline for AACSB met (70.6%); SA + PA + SP + IP ≥ 90% guideline for AACSB met (100.0%)
International Business						Degrees or majors are offered in this discipline ☒ / Degrees or majors are not offered in this discipline ☐					
CORTES, BIENVENIDO	International Business	Ph D, 1987	2		UT, MT, ADM, RES and SER		100				Ph.D. in field / Peer reviewed journal article / Conference presentations / Non-profit board member / Public service projects / Administrative duties
KHAN, ABDUL	International Business	Ph D, 2018	5		UT, MT, RES and SER	62.5					4 PRJs / 1 Conference Presentation
MOLITORIS, INNA	International Business	Ph D, 2013		2	MT					25	Ph.D in Leadership / Book Chapter / Eight Proceedings / Multiple Conference Presentations
ROELFS, MELINDA	International Business	MBA, 1995		1	UT				12.5		Masters in International Business / Continuing professional employment / Professional service
Total International Business			7	3		62.5 (31.25%)	100 (%)	0 (0.0%)	12.5 (6.25%)	25 (12.5%)	P ≥ 60% guideline for AACSB met (70.0%); SA ≥ 40% guideline for AACSB not met (31.25%); SA + PA ≥ 40% guideline for AACSB met; SA + PA + SP + IP ≥ 90% guideline for AACSB not met (87.5%)
Management						Degrees or majors are offered in this discipline ☒ / Degrees or majors are not offered in this discipline ☐					
BAACK, DONALD	Management	Ph D, 1987	1	1	UT	8.33					Ph.D / 2 PRJs / Multiple Textbook revisions / Multiple Presentations (Professor Emeritus)
CARDENAS, EMILIA	Management	MBA, 2019		1	UT				12.5		MBA / Multiple certifications / Continuing managerial employment / (Note: Course taught in Paraguay)

Faculty Member's Name	Faculty Portfolio		Faculty Sufficiency Related to Teaching			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					Brief Description of Basis for Qualification
	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Additional (A)[4]	
CLARK, DACIA	Management	MBA, 2017	1		UT				12.5		MBA Continuing managerial employment Multiple Certifications Professional service
CRAYS, TAMMY	Management	MBA, 2004		2	UT				25		MBA Continuing professional employment Professional service
DECKER, CHELSEY	Management	MS, 2021	2		UT, MT, ADM and SER					25	M.S. 2 years professional employment Pre-ABD Doctoral student
DREILING, LORI SCOTT	Management	MS, 2015		2	UT				25		MBA Continuing executive experience Professional service
DELLASEGA, ANTHONY	Management	MBA, 1991		2	UT				25		MBA Executive professional experience Maintenance of professional certification Professional service
HOGARD, DAVID	Management	MBA, 1995		1	UT, ADM and SER				12.5		MBA Continuing Professional Employment Professional Service Public service (City Council) Non-profit Board Member
HORNER, STEPHEN	Management	Ph D, 2006	6		UT, MT, RES and SER	100					PhD in field 7 PRJs in past five years 5 conference paper presentations in past five years
JOHNSON, MARK[2]	Management	EDD, 1993		1	UT and MT		12.5				Ed.D. in teaching field Book author Multiple Certifications Consulting Public Speaking Workshops and Professional Development Courses
KENT, HOLLY	Management	MBA, 2001	2		UT				25		MBA Continuing professional employment Non-profit Board Officer
LEE, CHOONG	Management	Ph D, 1988	6		UT, MT, RES and SER	100					Ph.D. in field 3 PRJs Multiple Other Intellectual Contributions Advisor and Consultant (International)
LEE, SANG-HEUI	Management	Ph D, 2010	6		UT, MT, RES and SER	100					PhD in field 1 PRJ 3 Paper Presentations PRJ Editor in Chief International outreach
LORIMER, BRIAN	Management	MBA, 2010		1	UT				12.5		MBA Continuing Professional Employment

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Additional (A)[4]	Brief Description of Basis for Qualification
MACELI, KRISTEN	Management	Ph D, 2008	4		UT, MT, RES and SER	50					Ph.D. / 2 PRJs / 2 Conference Proceedings / 9 Presentations / 3 Works in Progress
NAE, EUN YOUNG	Management	Ph D, 2022	6		UT, MT, RES and SER	100					New PhD in field / 4 PRJs / 1 Conference Presentation
NANCE, MARY	Management	MBA, 1993	5		UT, MT, RES and SER			50			MBA / Professional Experience / 1 Conference Presentation / Multiple Professional Certifications
PATERNI, MELISSA	Management	MS, 2011	4		UT				50		M.B.A. / CEO (President of Pitsco) / Advancement, and engagement / Community service
PAUL, SHIPRA	Management	MBA, 2000	8		UT, RES and SER			100			MBA, MS Economics / Multiple Intellectual Contributions / Pittsburg Micropolitian Area Economic Profile
SMETANA, JUDY[3]	Management	Ph D, 2006		1	MT	12.5					Ph.D. in field / 4 PRJs / Book Chapter / Conference presentations
SWEZEY, KATIE	Management	MS, 2009		3	UT				25		M.S. / Continuing professional experience / Professional service
TREIBER, DUSTIN	Management	MBA, 2021		1	UT					12.5	MBA / Continuing Professional Employment
WACHTER, MARY	Management	MBA, 1983	5		UT, RES and SER			50			MBA in field / 1 PRJ / Professional Certification / 1 Conference Presentation
WEED, MELISSA	Management	MS, 2022		3	UT				37.5		M.S. in Management / Entrepreneurship Certificate / Business Owner & CEO
Total Management			54	18		470.83 (48.50%)	12.5 (1.29%)	200 (20.60%)	250 (25.75%)	37.5 (3.86%)	
		P ≥ 60% guideline for AACSB met (75.0%)				Degrees or majors are offered in this discipline ☒ Degrees or majors are not offered in this discipline ☐					
						SA + PA + SP + IP ≥ 90% guideline for AACSB met (96.1%) SA ≥ 40% guideline for AACSB met (48.5%)					
Marketing											
KHAN, ABDUL	Marketing	Ph D, 2018	2		UT, MT, RES and SER	37.5					4 PRJs / 1 Conference Presentation

Faculty Portfolio			Faculty Sufficiency Related to Teaching (e.g., SCH, ECTS, contact hours)			Faculty Qualifications With Respect to Percent of Time Devoted to Mission[5]					
Faculty Member's Name	Specialty Field	Highest Degree, Year Earned	Participating Faculty Teaching Productivity (P)[2]	Supporting Faculty Teaching Productivity (S)[2]	Normal Professional Responsibilities[3]	Scholarly Academic (SA)[4]	Practice Academic (PA)[4]	Scholarly Practitioner (SP)[4]	Instructional Practitioner (IP)[4]	Additional (A)[4]	Brief Description of Basis for Qualification
DALECKI, LINDEN[4]	Marketing	Ph.D. 2008	3		UT, MT, RES and SER	100					Ph.D. / 2 PRJs / 6 Other Intellectual Contributions / Works in Progress (Book Chapters)
MACELI, KRISTEN	Marketing	Ph.D. 2008	4		UT, MT, RES and SER	50					Ph.D. / 2 PRJs / 2 Conference Proceedings / 9 Presentations / 3 Works in Progress
MONSOUR, EIAN	Marketing	MBA, 2022		1	UT					12.5	MBA Candidate / Graduate Teaching Assistant
MURRAY, LYNN	Marketing	Ph.D. 2007	7		UT, MT, ADM, RES and SER		100				Ph.D. in field / 1 PRJ in last five years Presentations
NANCE, MARY	Marketing	MBA, 1993	6		UT, MT, RES and SER			50			MBA in field / Professional Experience / 1 Conference Presentation / Multiple Professional Certifications
WACHTER, MARY	Marketing	MBA, 1983	5		UT, RES and SER			50			MBA in field / 1 PRJ / Professional Certification / 1 Conference Presentation
Total Marketing			27	1		187.5 (46.85%)	100 (25.0%)	100 (25.0%)	0 (0.0%)	12.5 (3.15%)	
			P ≥ 60% guideline for AACSB met (96.4%)			SA ≥ 40% guideline for AACSB met (46.85%)		SA + PA + SP + IP ≥ 90% guideline for AACSB met (96.85%)			
Grand Total			88.72%	11.28%		56.43(%)	9.65(%)	7.98(%)	23.28(%)	2.66(%)	
			P ≥ 75% guideline for AACSB met (88.72%)			SA ≥ 40% guideline for AACSB met (56.43%)		SA + PA + SP + IP ≥ 90% guideline for AACSB met (97.34%)			

Faculty Sufficiency Indicators[1]:

Overall guideline: P/(P+S) ≥ 75%
By discipline, location, delivery mode, or program: P/(P+S) ≥ 60%

Faculty Qualifications Indicators[1]:

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. 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.

[1] NEWCOMB, DAVID
Note: In 2022-2023 had interdisciplinary responsibilities in College of Arts & Science ().

[2] JOHNSON, MARK
Note: In 2022-2023 had interdisciplinary responsibilities in College of Technology ().

[3] SMETANA, JUDY
Note: In 2022-2023 had interdisciplinary responsibilities in College of Technology ().

[4] DALECKI, LINDEN
Note: In 2022-2023, was on Sabbatical.