POLICIES FOR FACULTY MANAGEMENT
McIntire School of Commerce
“Our Tradition Is Innovation”

This section of the Accreditation Maintenance report addresses the McIntire School’s Policies for Faculty Management and is organized as follows:

- Goal of Faculty Management - Excellence
- Faculty Management in the McIntire School of Commerce
  - ARPT Process and the ARPT Document
  - Annual Faculty Review Process
- Faculty Management in Academic Areas
  - Accounting Area - Faculty Management
  - Finance Area - Faculty Management
  - International Business Area - Faculty Management
  - Information Technology Area - Faculty Management
  - Management Area - Faculty Management
  - Marketing Area - Faculty Management
- Table - Summary of Faculty
- Table - Faculty Sufficiency and Qualifications
- Faculty Contributions (attached as separate MS Word files)
  - Contributions to Learning and Pedagogical Research
  - Contributions to Practice
  - Contributions to Discipline-Based Scholarship

Goal of Faculty Management - Excellence
The overarching goal of the faculty management policies in the McIntire School of Commerce is the pursuit of excellence. Through its faculty management policies, the School seeks to enhance excellence in teaching, in research, and in service.

Excellence in Teaching
The dedication of the McIntire faculty to developing students with the insight and tools for world-class leadership emerges from McIntire’s commitment to rigorous research and from a longstanding heritage of student-centered learning that brings the best of both theory and practice to the McIntire classroom.
Continuous curriculum innovation fuels the School's excellence in teaching and helps make the concepts and skills taught to McIntire students relevant for immediate, real-world application. An example of this innovation is the Integrated Core Experience (ICE), in which McIntire faculty members from different disciplines team-teach cross-functional business topics with an emphasis on the holistic, interdependent nature of business practice. Business leaders are invited to participate in the classroom and collaborate with faculty on case research. Other examples include distance-learning initiatives in McIntire’s graduate programs, which disseminate core concepts as well as facilitate virtual teamwork, and the faculty's adoption of web-based instructional technologies that allow for easier and ongoing interaction with students outside of class.

McIntire's passion for teaching is shown by the University-wide teaching awards received by its faculty. Acknowledged as outstanding teachers, McIntire faculty members have been recipients of the prestigious All-University Teaching Award, the Alumni Board of Trustees Teaching Award, the Alumni Association Distinguished Professor Award, and the University Seminars Outstanding Teaching Award.

- All-University Teaching Award:
  1992-1993, James J. Dowd, Jr. (Now on faculty at IMD International, Switzerland)
  1993-1994, Susan E. Perry, Professor of Commerce
  2001-2002, Barbara H. Wixom, Associate Professor of Commerce

- Alumni Board of Trustees Teaching Award:
  1983, John H. Lindgren, Jr., Consumer Bankers Association Professor of Commerce
  1987, Sandra L. Schmidt (Professor Emeritus of Commerce)

- Alumni Association Distinguished Professor Award:
  1991, Robert Trent (Professor Emeritus of Commerce)
  1992, Sandra L. Schmidt (Professor Emeritus of Commerce)

- University Seminars (USEMs) Outstanding Teaching Award:
  2002, R. Brad Brown, Associate Professor of Commerce

The faculty also maintains a standing committee on teaching, the teaching development committee, dedicated to offering opportunities for continuous improvement in teaching. In the last year or two, the committee has conducted several workshops on teaching critical thinking and this year is focused on identifying and sharing best practices in teaching.

**Excellence in Research**

Vital to any business school’s mission in today’s complex, fast-paced business climate is the advancement of knowledge through innovative and rigorous research. McIntire faculty members engage in cutting-edge research across academic and practitioner realms. Enclosed with this report is a section on Faculty Contributions delineating contributions to learning and pedagogical research, contributions to practice, and contributions to discipline-based scholarship.
McIntire faculty members are recipients of regional and national awards for their research. They serve as members of editorial review boards and as editors of leading journals in their fields. In addition, they are invited regularly to present their research at academic and practitioner conferences, at other universities, at business schools, and at corporate settings worldwide.

McIntire also maintains a standing committee devoted to developing research excellence. The seminars and workshops offered by this committee range from brownbag presentations on current research interests of McIntire or other UVA faculty (from Darden or the College), to guest presentations by researchers from other institutions (recent presenters have come from Stanford and Dartmouth, among others), to workshops on specific research topics (e.g., measurement issues).

The McIntire School has four centers that continually build intellectual capital through the funding of research and the presentation of programs on pioneering knowledge and business practices. Each center is established independently, typically when a corporation or an organization generously donates funds to the McIntire School to foster further study in a specific functional area. The centers’ programs particularly serve as forums in which faculty, students, alumni, and other professionals can build and exchange knowledge.

Collectively, the McIntire School’s centers are essential institutions that stimulate and support much of McIntire’s knowledge creation and dissemination regarding important business issues. They provide a forum in which faculty, students, alumni, and professionals can exchange ideas and learn from each other. The centers influence the classroom, faculty research, and student ambitions and interests.

Individually, the centers represent those academic and professional areas in which McIntire desires to build its reputation for teaching and research excellence. They focus on the business issues around which the McIntire School is developing its expertise and its programs. As the centers develop, they give a strategic identity to the McIntire School. The Centers include: the Center for Growth Enterprises, the Center for the Management of Information Technology, the PricewaterhouseCoopers Center for Innovation in Professional Services, and the McIntire Center for Financial Innovation. (These centers are described earlier in this report.)

**Excellence in Service**

Service to the McIntire School, to the University of Virginia, to the academy, to the community, and to business and the professions is a hallmark of the McIntire School’s faculty. McIntire School faculty serve as editors of major journals; on editorial review boards; in governance positions of professional associations; as conference program chairs for major professional associations; on numerous national boards, committees and commissions; on boards, committees and commissions in the Commonwealth of Virginia and in the local community; and on numerous University of Virginia commissions, committees, and task forces.
Faculty Management in the McIntire School of Commerce

The McIntire School of Commerce employs a collegial faculty management process. The faculty report to the Dean through Area Coordinators and the Senior Associate Dean. The School’s annual review process, described in the Appointment, Reappointment, Promotion and Tenure (ARPT) document and presented in its entirety on the following pages, is at the heart of McIntire School’s faculty management process.
ARPT Document
The McIntire School’s Appointment, Reappointment, Promotion and Tenure (ARPT) document is presented below. The document was last revised on January 29, 2003.

APPOINTMENT, REAPPOINTMENT, PROMOTION AND TENURE
McIntire School of Commerce
University of Virginia

I. PREAMBLE
As a division of the University of Virginia, the McIntire School of Commerce is dedicated to achieving the University's objectives with respect to teaching, research, and service. The McIntire School is a professional school engaged in the creation and dissemination of knowledge that significantly influences the ideas and actions of business leaders, students, and scholars.

The School offers the B.S. in Commerce, the M.S. in Accounting, and the M.S. in Management of Information Technology degrees. The undergraduate program is regarded as the core program, with the two graduate programs providing opportunities for academic and professional specialization. The curriculum focuses on studying and integrating the fundamental disciplines underlying the management of complex organizations in a global business environment. These disciplines include accounting, finance, information technology, international business, management, and marketing.

Important attributes of the McIntire School include its national and international prominence, professional orientation, global perspective, innovative technology, and integrated achievement of high quality teaching, research, and service. The School believes that its reputation is best enhanced by the collective efforts of its faculty.

II. FACULTY RESPONSIBILITIES AND PERFORMANCE STANDARDS
Initial guidance is provided by the Provost’s Promotion and Tenure Policy of the University of Virginia dated April 2, and effective July 1, 1996.

The McIntire School encourages its faculty to:
- Pursue a coherent and synergistic portfolio of teaching, research, and service activities as they progress through the academic ranks;
- Engage in activities that maintain and enhance the educational and research programs of the School;
- Build their intellectual capital enabling a high level of individual contribution in the future;
- Commit a portion of their energies to the service of the University, the community, and the profession;
- Achieve a balance in teaching, research, and service as they progress through the academic ranks, recognizing that the allocation of time and effort among these areas may change based on the needs of the School and the interests of the individual.
The tenured faculty of the McIntire School consider candidates for appointment or promotion to associate professor with tenure, and they provide recommendations to the Dean. The tenured full professors of the McIntire School consider candidates for appointment or promotion to full professor with tenure, and they provide recommendations to the Dean. Based on these recommendations and the Dean’s own review of each case, the Dean makes recommendations to the Provost in accordance with the Provost’s Promotion and Tenure Policy.

The recommendations of the McIntire School’s faculty and the Dean are based on the needs of the McIntire School, as well as the achievements and the performance of the faculty member. This performance is determined by the following criteria.

A. Teaching: The standards are:

- For appointment as assistant professor without tenure: Strong potential for excellence in teaching.
- For reappointment as assistant professor without tenure: Strong evidence of long-term potential for excellence in teaching.
- For promotion to associate professor with tenure: Excellent performance in teaching, strong evidence of long-term potential for excellence in teaching, and strong evidence of leadership potential in educational programs.
- For promotion to professor with tenure: Sustained excellent performance in teaching, strong evidence of long-term potential for excellence in teaching, and strong evidence of leadership in educational programs.
- Faculty are expected to:
  - Be knowledgeable and current in their discipline;
  - Be well prepared and organized for class;
  - Be effective in presentation;
  - Be available to students outside of the classroom for discussion and explanation;
  - Be available to supervise group projects, individual projects, and independent study courses;
  - Be available to students for academic counseling and advice;
  - Create courses, course materials, and pedagogy that are current and innovative;
  - Adopt relevant technology that improves both content and process;
  - Participate on program and curriculum development committees;
  - Demonstrate the ability to teach a broad spectrum of courses within their discipline;
  - Demonstrate the ability to teach third-year, fourth-year, and graduate courses; and
  - Contribute to the teaching mission of the School.

Commentary:
McIntire faculty are expected to be excellent teachers that add significant value to their students and their colleagues. Collegiality is a critical input to the overall
teaching and program development process. Attributes of collegiality include cooperation, dedication to learning and education, responsiveness, and the willingness to work for a common cause. The collective judgment of a faculty member’s colleagues provides a reasonable indicator of collegiality.

A faculty member’s commitment to teaching may extend to executive education. A faculty member’s performance in executive education is considered in the comprehensive evaluation of teaching.

The creation and publication of field-based case studies of actual business problems and their solutions is considered a significant contribution to the teaching mission of the School.

Teaching performance is assessed through:
- Standardized course surveys that provide information on content, presentation, organization, clarity of objectives, and relevance;
- Publication of high quality textbooks, professional books, teaching materials, cases, computer software, and pedagogical studies;
- Curriculum and course development, coordination, and innovation; and
- Classroom observation by tenured faculty.

**B. Research**

The standards are:
- For appointment as assistant professor without tenure: Strong potential for excellence in research and publication.
- For reappointment as assistant professor without tenure: Strong evidence of long-term potential for excellence in research and publication.
- For promotion to associate professor with tenure: Excellent performance in research and publication, strong evidence of long-term potential for excellence in research and publication, and strong evidence of leadership potential in research and publication.
- For promotion to professor with tenure: Sustained excellent performance in research and publication, strong evidence of long-term potential for excellence in research and publication, and strong evidence of leadership in research and publication.
- Faculty are expected to:
  - Develop a long-term, rigorous research program that builds intellectual capital;
  - Publish high quality articles in premier refereed journals, both scholarly and practitioner;
  - Present papers and reports at leading academic meetings, professional meetings, and research seminars held at McIntire and other universities;
  - Publish proceedings papers, monographs, and scholarly books; and
  - Prepare and circulate working papers.
Commentary:
Research, either theoretical or applied, is an essential input to high quality teaching. A faculty member’s participation in the research process helps to stimulate critical thinking, to maintain relevance, and to integrate new and established perspectives, all of which are important to the development of the McIntire curriculum.

Research ability and achievement is demonstrated by presenting and publishing research in high quality outlets. The definition of "research" is broad and includes basic, applied, theoretical, and empirical methods and approaches. The creation and publication of major, field-based case studies in case journals is considered a legitimate research activity. Research output always should give evidence of "intellectual inquiry" and creative endeavor.

Research should enhance instruction, foster scholarship, advance knowledge, discover innovative solutions to business problems, facilitate dissemination of new information to practitioners in the faculty member's discipline, and increase the visibility and prestige of the faculty, the School, and the University in the academic, business, professional, and governmental communities.

Collaborative or joint research among the faculty, both within and across disciplines, is encouraged. Collaboration often enhances the quality and relevance of research. Collegiality is a critical input to the overall research process of the School. In addition to actual research partnerships, faculty should read and critique the work of their colleagues, mentor less experienced researchers, and participate in developmental research seminars. The collective judgment of a faculty member’s colleagues provides a reasonable indicator of collegiality.

Research performance is assessed through:
- Reviews by tenured McIntire faculty;
- Reviews by academic peers external to the University;
- The number and quality of publications;
- The extent to which publications are cited, reprinted, or translated;
- The interest generated by publications;
- The extent to which the views of the faculty member are sought and used by other organizations; and
- The practical application and acceptance of a faculty member's ideas in the business community.

C. Service: The standards are:
- For appointment as assistant professor without tenure: Strong potential for substantial service contributions.
- For reappointment as assistant professor without tenure: Strong evidence of long-term potential for substantial service contributions.
For promotion to associate professor with tenure: Substantial service contributions, strong evidence of long-term potential for substantial service contributions, and strong evidence of leadership potential in service.

For promotion to professor with tenure: Sustained and substantial service contributions, strong evidence of long-term potential for substantial service contributions, and strong evidence of potential for leadership in service.

Faculty members are expected to:

- Render service to the McIntire School and the University;
- Render service to the community and organizations outside the University;
- Render service to the profession; and
- Render service to various constituencies at a progressively higher and broader level.

Commentary:
Faculty should engage in service activities that support and respond to the needs of the School, the University, the community, and the profession. These activities include leadership and administrative positions, committee memberships, editorial and reviewing responsibilities, mentoring, and teaching courses outside of an immediate interest area. A willingness to assume these duties and to maintain flexibility is important to the operation of the School. Priority should be given to activities rendered on behalf of the University and its components with the exception of significant public service to government or professional associations. The type and quantity of service activities often change as a faculty member progresses through the ranks.

Collegiality is demonstrated through service involvement. Attributes of collegiality include cooperativeness, dedication to learning and education, responsiveness, and willingness to work for a common cause. The collective judgment of a faculty member’s colleagues provides a reasonable indicator of collegiality.

Service performance is assessed through:

- Leadership and administrative positions in the School or University;
- Committee work for the School or University;
- Service to the business community, professional organizations, or government;
- Speeches or lectures given outside of the University associated with the faculty member's academic area of expertise; and
- Advising student organizations.

III. ADMINISTRATIVE GUIDELINES

A. Time in Rank
Normally, a candidate for the rank of assistant professor holding an appropriate doctoral degree receives a three-year appointment. If the appointment is made
prior to the completion of the doctoral degree, a candidate receives a one-year appointment and is expected to complete the degree by August 31st of the next year. A candidate who fails to complete the degree by this date is not reappointed.

Normally, a candidate is reviewed for reappointment in the third year of an initial assistant professor appointment. If reappointed, the candidate normally receives another three-year appointment. If a candidate joins the faculty prior to completion of the doctoral degree and received a one-year appointment, this year counts toward the three-year period. In some cases, a candidate may receive an initial reappointment of one or two years, and then the candidate is reconsidered for another two-year or one-year reappointment. The total of these reappointment terms cannot exceed three years.

Normally, a candidate is reviewed for promotion and tenure in the sixth year of an assistant professor appointment. Decisions made in the sixth year or earlier shall be in compliance with appropriate University policy. If a candidate joins the faculty prior to completion of the doctoral degree and received a one-year appointment, this year counts toward the six-year period. A candidate may be considered only once for promotion to associate professor with tenure.

Normally, a candidate for full professor is eligible for consideration after serving five years as an associate professor with tenure.

A non-tenured, full-time faculty member may not hold a tenure-track position beyond seven continuous years. If approved in writing pursuant to the Provost’s Promotion and Tenure Policy, a leave of absence is excluded from this seven-year period. An individual employed for a definite term of years is exempt from this limit through a mutual agreement that employment is not in a tenure track position.

Normally, a direct appointment to the rank of associate professor is made without tenure. If a direct appointment to the rank of associate professor with tenure is contemplated, it must be considered by the tenured faculty and the Dean. After careful consideration by the full professors and the Dean, a direct appointment to the rank of full professor may be made with tenure. In both cases, the standards for promotion that apply to the rank are used to consider the appointment.

B. Appointment, Reappointment, Promotion, and Tenure (ARPT) Process

1. Candidate Review Materials
The candidate submits the materials to the Dean’s Office by September 1st.

a. External Review Materials
The University and School require external review letters for promotion and/or tenure. External review letters are not required for reappointments. The candidate submits the following materials for the external review:
• A list of the names and addresses of eight to ten individuals who are qualified to review the candidate’s research, publications, and professional achievements. External reviewers are experts in the candidate’s discipline and area of research contribution. At a minimum, they hold the rank for which the candidate is under consideration. Preferably, external reviewers are senior scholars who represent prestigious universities. The candidate submits a brief biographical sketch of each potential reviewer. The list does not normally include the candidate’s dissertation chair. The final reviewer list is selected from the candidate’s list and an independent list compiled by the candidate’s Subcommittee. At least four external reviewers are selected from the candidate list.

• A current curriculum vitae that is mailed to each external reviewer.

• A research statement that includes a self-analysis of the candidate’s current research and publication record and future plans. This research statement is mailed to each external reviewer.

• Five examples of research and publication. One of these examples may be a working paper or paper under review. These publications are mailed to each external reviewer.

b. Internal Review Materials
For the internal review, the candidate submits the following materials organized in a binder. If the candidate is under consideration for promotion to full professor, the Subcommittee focuses on contributions and achievements in teaching, research, and service since promotion to associate professor. The candidate should recognize this emphasis in the preparation of internal review materials.

• The candidate submits a current curriculum vitae.

• The candidate submits teaching review materials. This review lists McIntire School courses taught each semester since the candidate’s appointment at the current rank. It includes the candidate’s copies of McIntire student evaluations, preceded by a summary of the student evaluations as follows:

<table>
<thead>
<tr>
<th>Sem.</th>
<th>Course</th>
<th># Students</th>
<th># Students in class</th>
<th>Instructor Course</th>
<th>Area</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student responding</td>
<td>rating</td>
<td>rating</td>
<td>rating</td>
</tr>
</tbody>
</table>

If available, the review lists the candidate’s teaching evaluations in executive education, with descriptions of the programs and audiences. The review also includes any teaching materials, cases, innovations, textbooks, and software developed by the candidate. Finally, the review includes the candidate’s discussion of teaching contributions and intentions regarding course/curriculum development.

• The candidate submits research and publication review materials. This review contains a copy of all articles and scholarly books published and conference papers presented. The review includes a written self-analysis of the candidate’s
major research themes or topics, describing the candidate’s contributions in each area. This discussion clearly traces the intellectual development of the candidate’s published work and proposed research, demonstrating the evolution of a working paper into subsequent stages and future plans. This review also lists all external research grants received by the candidate, indicating the amount of funding, research contributions, and publications.

- The candidate submits service review materials. This review lists the candidate’s service activities for the McIntire School, the University, the community, business groups, and professional associations. It includes leadership and administrative positions, committee assignments, and special projects. The review describes briefly the candidate’s contributions to the service activity. For a University committee, the review indicates the purpose of the committee, the number of meetings during an academic year, and the candidate’s specific contributions. The review also indicates professional service to journals and conferences, including serving as a reviewer, referee, panel participant, session chair, etc.

- The candidate submits a summary of future plans for teaching, research, and service.

2. Area Report
   
   a. Area Report Procedure

   For reappointment, promotion, and/or tenure cases, faculty from the candidate’s area submit a report to the Subcommittee, the Chair of the Faculty ARPT Committee, and the Dean with their assessment of the candidate’s performance in teaching, research, and service. The report also contains a recommendation on the candidate’s reappointment, promotion, and/or tenure and the vote of the area faculty. The area deliberations and report are based on the materials contained in the candidate’s internal review materials and copies of the candidate’s last three annual reviews.

   The Area Coordinator is responsible for the deliberations and the preparation of the area report. With the exception of the area report submitted as described above, all area deliberations are confidential. The candidate does not receive a copy of the area report.

   An individual faculty member in the area may write a separate letter to the Subcommittee regarding the qualifications of a candidate. Untenured faculty have the option of participating in this process, but they are not required to do so.

   b. Area Report Outline

   The area report contains the following sections:
i. Brief introduction.

ii. Summary of area review: Analysis of candidate’s performance in teaching, including the area’s vote on the candidate’s performance relative to criteria; analysis of candidate’s performance in research and publication, including the area’s vote on the candidate’s performance relative to criteria; analysis of candidate’s performance in service, including the area’s vote on candidate’s performance relative to criteria; assessment of candidate’s collegiality.

iii. Area recommendation on candidate’s reappointment, promotion, and/or tenure, including the vote of the area faculty.

iv. General summary and conclusions.

3. The ARPT Subcommittee

The ARPT Subcommittee is appointed for all reappointment, promotion, and/or tenure cases. The Subcommittee consists of four faculty members that conduct a thorough analysis of the candidate’s record. Key aspects of the Subcommittee’s activities are outlined as follows:

a. Subcommittee Membership

The Subcommittee is appointed by the Dean, after consultation with the Senior Associate Dean, the Chair of the Faculty ARPT Committee, and the candidate’s Area Coordinator. A separate Subcommittee is formed for each candidate. Each Subcommittee consists of two tenured faculty from the candidate’s area and two tenured faculty from outside of the candidate’s area. One of the Subcommittee members from outside the candidate’s area is appointed as Subcommittee Chair. Subcommittee members for full professor candidates are tenured full professors.

b. Subcommittee Responsibilities

- The Subcommittee identifies external reviewers of the candidate’s record. Reviewers are experts in the candidate’s discipline and area of research contribution. At a minimum, they hold the rank for which the candidate is under consideration. Preferably, external reviewers are senior scholars who represent prestigious universities. They should be able to assess the quality, quantity, and impact of the candidate’s research. Four of the eight names are drawn from the candidate’s list of external reviewers. Normally, external reviewers should not be the candidate’s mentor or dissertation chair. The Subcommittee calls potential external reviewers to determine their willingness to review the candidate’s record in a timely fashion. (A copy of the text of the letter sent to external reviewers is provided below at the end of this section of the report.)

- Subcommittee members visit the candidate’s classes and observe the candidate’s teaching. Subcommittee members observe the
candidate’s teaching effectiveness by evaluating the content of the class material and the presentation style of the candidate.

- The Subcommittee receives the external review letters and the area reports by October 15th.

- The Subcommittee carefully reviews the candidate’s internal review materials, the area report, peer teaching evaluations, letters from external reviewers, copies of the candidate’s last three annual reviews, and other information including unsolicited letters. (The McIntire School’s annual faculty review process and the Annual Report document are presented below in the next section of this report.) The Subcommittee also discusses the candidate’s performance with the Senior Associate Dean, the Associate Dean for Graduate Programs, and the Associate Dean for the B.S. in Commerce Program.

- Based on this comprehensive and in-depth analysis, the Subcommittee prepares a report on the candidate’s teaching, research, and service. This report indicates Subcommittee conclusions regarding the candidate’s performance relative to the standards for teaching, research and service. The report also includes the Subcommittee recommendation with respect to reappointment, promotion, and/or tenure. The Subcommittee submits the report to the Chair of the Faculty ARPT Committee by November 15th.

- The Dean’s Office maintains the candidate’s internal review materials and a confidential file on the candidate that includes the Subcommittee report, area report, peer teaching evaluations, annual reports from last three years, and letters from the external reviewers. All faculty may review the candidate’s internal review materials. The confidential file is available to all tenured faculty for cases involving promotion to associate professor with tenure and to all full professors for cases involving promotion to full professor. The candidate does not have access to the confidential file. These files are available to the faculty on November 15th from the Dean’s Administrative Assistant. Faculty read the files in a designated conference room.

- The Subcommittee Chair summarizes the report at the ARPT faculty meeting.

4. The Faculty ARPT Committee
The Faculty ARPT Committee serves as an advisory committee to the Dean. This Committee considers faculty members for appointment to associate professor with
tenure, appointment to full professor with tenure, reappointment to assistant professor without tenure, reappointment to associate professor with tenure, promotion to associate professor with tenure, and promotion to full professor.

The Faculty ARPT Committee is comprised of all full-time tenured faculty members in the McIntire School of Commerce. All members of the Committee participate in the deliberations and vote on candidates for appointment to associate professor with tenure, reappointment to assistant professor without tenure, reappointment to associate professor with tenure, and promotion to associate professor with tenure. Only full professors on the committee participate in the deliberations and vote on candidates for appointment to full professor with tenure and promotion to full professor. The Dean appoints the Chair of the Faculty ARPT Committee.

The Faculty ARPT Committee meets on or before December 15th. The vote on each candidate is a secret ballot. Each faculty member signs the ballot. The faculty member indicates the appropriate response with respect to four items:

- Exceeds, Meets, or Below teaching standards
- Exceeds, Meets, or Below research standards
- Exceeds, Meets, or Below service standards
- Recommendation For or Against standards for appointment, reappointment, promotion, and/or tenure

Sample Letter to External Reviewers:

Dear Professor _____________:

Assistant Professor/Associate Professor ___________ is under consideration for promotion to Associate Professor with tenure/Full Professor at the McIntire School of Commerce at the University of Virginia. A critical part of the evaluation process involves external reviews of the candidate’s research and publication record by a select number of respected scholars. The faculty of the McIntire School requests your participation in this process. We would greatly appreciate a summary of your independent judgment of the candidate’s record through a letter addressed to me as Chair of the Faculty Committee.

To facilitate your evaluation, I enclose a current curriculum vitae, the candidate’s research and publication statement, and samples of Assistant Professor/Associate Professor ___________’s work. Because the McIntire School of Commerce prides itself on excellence in teaching, I also enclose a summary of the candidate’s teaching evaluations.

We are interested in your opinion regarding the contribution of the candidate’s work and its impact on the field and profession. Please assess both the quality
and quantity of the candidate’s published research. Because organizational standards vary widely, please make your evaluation based on the standards in your discipline and relative to faculty in the candidate’s cohort with similar time in the profession.

Your comments will be used by the faculty promotion and tenure committees of the McIntire School of Commerce and the University of Virginia. They will not be disclosed to the candidate or others, except with your written consent or as legally required.

Please provide your evaluation by October 15, xxxx. In addition, we need a copy of your curriculum vitae which is summarized for the University’s Promotion and Tenure Committee.

We appreciate your time and, in particular, your judgment on this important matter. We know that your participation represents an additional activity in a demanding schedule. If you have any questions, please call me at (434) xxx-xxxx. Thank you very much, and we look forward to receiving your evaluation.

Sincerely,

Chair
Faculty Committee on Promotion and Tenure

Enclosures
Annual Faculty Review Process
Each spring, the McIntire School of Commerce conducts an extensive review of all faculty members. The annual review focuses on all dimensions of a faculty member’s research, teaching, and service responsibilities. It is an important part of a continuous career development and evaluation program. The results of this process are used for a variety of human resource decisions including workloads, salaries, and input to reappointment/promotion/tenure decisions. The process also plays a critical role in establishing faculty expectations and norms, developing programs and curricula, promoting internal communications and coordination, facilitating mentor relationships, and identifying potential research, teaching, and service synergies.

During January of each year, all faculty members prepare a review file. The review covers activities over the previous two years. Below is a copy of the Annual Report document listing all the materials required for the annual review. Teaching and research are equally important parts of the review process. Teaching receives a tremendous amount of attention. A summary of key items from the student course evaluations for each course is included in the review file. Faculty also list and discuss their involvement in programs and curriculum development. In addition to listing a summary of publications, papers under review, and work-in-progress, faculty are required to submit two or three examples of recent written work so that their colleagues may read and understand their writing activities. The review materials include a listing of area, program, School, University, and external service responsibilities and achievements.

In addition to a list of activities, faculty members provide a self-analysis of their strengths and weaknesses and a discussion of their actual performance versus the plans and goals that they developed during the previous year’s annual review. They describe their teaching, research, and service plans for the year, and then they set specific goals for the year. These plans and goals are the substance of subsequent discussions, and they are essential both to individual career development and to balancing the entire portfolio of activities within the McIntire School. After the review files are prepared by all faculty and submitted to their Area Coordinators, each file is made available to all area faculty for their examination. Area faculty are encouraged to study the review files as preparation for area peer review meetings.

The area peer-review meetings are held in February and March. Five meetings are held, one for each of the five areas within the McIntire School (Accounting, Finance, Information Technology, Management and Marketing). All faculty in each area attend. In addition, the Dean and Senior Associate Dean attend all five meetings. At these meetings, each faculty member, regardless of rank, leaves the room during which the group discusses his or her performance carefully. A significant amount of time is spent on all aspects of a faculty member’s performance. Then, the discussion turns to an analysis of the faculty member’s plans and goals. This discussion allows the faculty to share their knowledge about a colleague’s activities with others in the area. Topics may include the impact of a research stream, teaching deficiencies, and trajectory toward promotion/tenure/reappointment. Clearly, these meetings are not only a great opportunity
to evaluate performance, but to help each faculty member set goals and make plans based on the feedback of his or her peers. Once again, the meetings also are a powerful forum in which to set norms and expectations for the entire group. The Area Coordinator, the Senior Associate Dean, and the Dean take extensive notes on the discussion of each faculty member.

At the conclusion of these meetings, each Area Coordinator and the Senior Associate Dean meet to discuss each faculty member in the area. Notes taken at the peer review meeting are summarized into a written feedback document that is given to both the faculty member and placed in the faculty member's personnel file. The Area Coordinator, the Senior Associate Dean, and Dean then meet with each faculty member to discuss the feedback on research, teaching, and service and to make plans for the next year or two. Much of the discussion focuses on ways in which the faculty member’s colleagues and the School can help the faculty member to realize goals and achieve success. Research opportunities and interests are discussed, teaching assignments and improvements are planned, and service commitments are outlined. The discussion may lead to a revision of the faculty member’s plans and goals based on a shared agreement among all parties. This discussion takes at least 30 minutes to one hour, but it is often the beginning of a series of discussions among the faculty member, the Area Coordinator, the Senior Associate Dean, and/or the Dean on the topics that are raised.

The McIntire School takes great pride in its annual review process for all faculty. It is a major reason for our strong teaching exhibited in all programs, our outstanding applied research, and our high impact contributions on a wide variety of service activities. Each year, the process continues to evolve and improve. Although the process takes substantial time, effort, and commitment, it is a major factor in building our culture that values personal development, teamwork, and balanced excellence on all dimensions.

Presented below is the Annual Report document that is completed by each McIntire School faculty member:
Name: 
Rank: 
Years in Present Rank: 
Date of First Appointment in McIntire: 
Joint Appointments (if any): 

I. ACTIVITY SUMMARY 
Please summarize your teaching, research, and service activities from January 2001 through December 2002.

TEACHING 
1. Course evaluation form: 

<table>
<thead>
<tr>
<th>Course # and Name</th>
<th>Semester</th>
<th># of Grades Awarded</th>
<th>% of New Material</th>
<th>Instructor Rating</th>
<th>Average Instructor Rating for Course</th>
<th>Average Instructor Rating for Area</th>
<th>Average Instructor Rating for School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Executive programs: 

<table>
<thead>
<tr>
<th>Program</th>
<th># of Students</th>
<th>Hours</th>
<th>Topics</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Cases: 
Please identify whether cases were primarily based on field research or secondary sources:

4. Graduate student involvement: 
Ph.D. - Please list students and type of involvement: 

M.S. - Please list students and type of involvement: 

5. Textbooks: 
Please list textbooks written during the review period and provide full citation:

6. Teaching awards and honors:
7. Faculty development activities:

8. Other teaching-related activities:

**RESEARCH** (Please give full citation, where appropriate, including co-authors.)

1. **Refereed journal articles.** (Please identify primary audience as academic or practitioner.):

2. **Refereed conference proceedings:**

3. **Books and monographs.** (Please identify primary audience as academic or practitioner.):

4. **Papers under review and working papers:**

5. **Editorial and reviewing activities:**

6. **Research awards and grants:**

7. **Presentations and other involvement at scholarly conferences:**

8. **Other research-related publications and activities:**

**UNIVERSITY AND PROFESSIONAL SERVICE ACTIVITIES**

1. **Service and administration for professional associations:**

2. **Service, speaking, and other activities for alumni and business groups:**

3. **University or McIntire School administration:**

4. **University or McIntire School committees:**

5. **Placement, alumni relations, and recruiting activities:**

6. **Other service-related activities:**

II. **SELF-ASSESSMENT OF ACTIVITIES**

Briefly compare your actual performance for 2001-2002 against your specific goals and plans, and assess your strengths and areas for improvement.


IV. **INDIVIDUAL GOALS FOR 2003**
1. **TEACHING GOALS**
   
a) **Degree Programs:**

   b) **Executive Programs:**

2. **RESEARCH AND PUBLICATIONS GOALS**

3. **UNIVERSITY AND PROFESSIONAL SERVICE GOALS**

V. **CONSULTING ACTIVITIES**

   Name: _______________________________

   **External Consulting** - e.g. teaching of management/executive education programs
   *(The University has no interest in the amount of compensation faculty members receive from external consulting, but each vice president and provost acting through the deans is accountable for the amount of time that faculty devote to outside activities...Therefore faculty members are required to report annually the sources and extent of their consulting activities. 1994 UVA Faculty Handbook, Pg. 33.)*

   **SPRING - January 16 to May 31, 2002**
   Source: Contact Teaching Hours*: Consulting Days:

   **SUMMER - June 1 to August 31, 2002**
   Source: Contact Teaching Hours*: Consulting Days:

   **FALL – September 1, 2002 to January 15, 2003**
   Source: Contact Teaching Hours*: Consulting Days:

   **Internal Consulting** - i.e. approved = Overload

   **SPRING - January 16 to May 31, 2002**
   Source: Contact Teaching Hours*: Consulting Days:

   **SUMMER - June 1 to August 31, 2002**
   Source: Contact Teaching Hours*: Consulting Days:

   **FALL – September 1, 2002 to January 15, 2003**
   Source: Contact Teaching Hours*: Consulting Days:

For the periods January 16, 2002 to January 15, 2003, my consulting activities have been in compliance with the University of Virginia's Policy on Consulting. (See 1994 UVA Faculty Handbook, pp.33-34.)

   Signed: _______________________________
Faculty Management in Academic Areas

The faculty management processes in the McIntire School’s academic areas complement the School-wide collegial faculty management. Presented below are the area faculty management processes, with particular focus on faculty recruitment, faculty retention, and faculty development activities over the past five years.

Accounting Area - Faculty Management

• Recruitment
  • During the past five years, the Accounting Area hired one tenure-track faculty member: Roger D. Martin, Ph.D., University of Texas at Austin, who joined us in the summer of 2003. Roger was hired because of his established record of teaching excellence at both Michigan State University and Indiana University and his research and publication record. (To date, Roger has published in The Accounting Review, Journal of Accounting Research, Auditing: a Journal of Practice and Theory, and Journal of International Accounting, Auditing, and Taxation.) Assistant Professor Martin fills the vacancy created by the retirement of Professor David Croll and will teach the intermediate accounting sequences of courses in the undergraduate program and in the Ernst & Young Your Master Plan program.
  
  • The Accounting Area also hired a visiting professor, Patrick Wilkie, Ph.D., University of Michigan, to teach the intermediate accounting sequence of courses for the 2002-2003 academic year. Professor Wilkie is an Associate Professor at George Mason University.

• Retention
  • During the past five years, one faculty member (Paul Walker) was promoted to Associate Professor with tenure, and two faculty members (David Maloney and Susan Perry) were promoted to Professor.
  
  • Assistant Professor Tony Catanach left the McIntire School to join the accounting faculty at Villanova University in Philadelphia. Professor Catanach’s reason for leaving was personal in that Villanova also offered his wife (Professor Shelley-Rhoades Catanach) a tenure-track position on the Villanova accounting faculty.
  
  • Professor David Croll retired in December 2002 after 31 years as a member of the accounting faculty.

• Faculty Development
  • The Accounting Area participates actively in the thorough annual review process detailed elsewhere in this document.
• Accounting faculty members develop an awareness of each member’s research interests and activities through research seminars, written research proposals, and informal interactions.

• Accounting faculty members attend teaching workshops on topics such as critical thinking, team teaching, and team-based projects.

• Several Accounting faculty members routinely interact with the accounting and finance faculties at the Darden School and are involved in research projects with co-authors at Darden and other universities.

• Accounting faculty members apply for and receive summer funding for both research and pedagogical projects.

• Accounting faculty members routinely attend and present papers at top academic conferences in the United States and abroad.

• Most of the Accounting faculty members are active members of professional societies (Virginia Society of CPAs, AICPA, etc.), and many faculty members have on-going professional relationships with national and international accounting firms.

Finance Area - Faculty Management
• Recruitment:
  • Since 1998, the Finance faculty hired two tenured faculty members. The emphasis in hiring is to bring in highly respected and visible researchers who also possess strong teaching records and an interest in mentoring extant and future Finance Area members. The new hires are:
    • 2002: William Wilhelm (Ph.D. Louisiana State University, most recently at Boston College and Oxford University)
    • 2003: Rajesh Aggarwal (Ph.D. Harvard University, most recently at Dartmouth College)

  • Professors Wilhelm and Aggarwal publish predominantly in the top finance journals, notably the *Journal of Finance* and the *Journal of Financial Economics*. With the hiring of these individuals, the Area’s overall research record improved dramatically, and the trajectory for the area is strongly upward. In addition, hiring these new colleagues opened up additional opportunities for faculty development, as outlined below.

• Retention
  • Over the past 5 years, no faculty members left the Finance Area. The Area culture fosters collegiality and offers support, developmental opportunities, and constructive feedback for all colleagues.
• Two faculty members received tenure: Patrick Dennis (hired in 1996) received tenure in 2002; Gayle Erwin (hired in 1993) received tenure in 1999.

• Faculty Development
  • The Area participates wholeheartedly in the School’s detailed annual review process, which, while evaluative, is primarily developmental in nature.

  • Area retreats are used to discuss and plan for individual and Area planning and development issues. For example, in the spring of 2003, a lengthy Area retreat resulted in a critical examination and update of the curriculum. As a result of this retreat, the Area devised ways to increase the flexibility of course offerings, while simultaneously allowing faculty to teach more in their areas of expertise and in more concentrated blocks of time, freeing up additional blocks of time for research.

  • Finance Area faculty members participate extensively in academic research seminars with colleagues from the Darden School and UVA Economics Department. The addition of two senior colleagues increased the Area’s research visibility and attracted a number of the top researchers in our field to the seminar series. In addition, the frequency of the seminars increased dramatically with their hiring.

  • The Center for Innovation in Financial Services and the Center for Growth Enterprises support both academic and practitioner speakers and symposia to give a balanced perspective on current key topics of the discipline.

  • Class scheduling for junior faculty and heavily research-oriented faculty is done with an objective of providing these faculty with long blocks of time for research coupled with intensive teaching periods.

  • Finance Area faculty members routinely attend and present papers at top conferences in the U.S. and abroad.

  • Finance Area faculty members apply for and receive summer funding for both research and pedagogical projects.

  • Finance Area faculty participate in both school-wide and University-wide workshops designed to cultivate excellence in teaching.

  • A number of Finance Area faculty team-teach with colleagues from other disciplines, fostering excellent opportunities for cross-disciplinary conversation, learning, and research.
International Business Area - Faculty Management

Although students have an opportunity to concentrate in International Business, the McIntire School has no faculty area of International Business. Rather, faculty members who teach international-oriented courses do so from within their academic areas.

IT Area - Faculty Management

- **Recruitment**
  - Since 1998, the IT faculty underwent significant growth and transformation in terms of faculty. The overall emphasis on the management of IT as a core focus for the Area was well established through an aggressive faculty recruiting process developed by the Area and the School. Since 1997, the IT area hired five new faculty:
    - 1998: **Barb Wixom** (Ph.D. University of Georgia)
    - 2001: **Michael Morris** (Ph.D. Indiana University, most recently at Air Force Institute of Technology) and **Peter Todd** (Ph.D. British Columbia, most recently at University of Houston)
    - 2002: **Stefano Grazioli** (Ph.D. University of Minnesota, most recently at University of Texas, Austin)
    - 2003: **Clay Looney** (Ph.D. Washington State University)
  - The emphasis in recruitment and hiring was to bring in research-oriented faculty with demonstrated excellence in the classroom. Hiring focused on faculty having a broad focus in the management of information technology who also possess the combination of technical expertise and practical experience to support the undergraduate concentration and executive-oriented Master of Science in the Management of IT.
  - During this time, the School and IT Area built an extremely successful executive-oriented Master of Science in the Management of IT. The program grew in the past five years from 35 students to over 85 students in two sections.
  - This focus led to McIntire becoming the 16th most productive IT research group worldwide 1999-2001 [www.kelley.iu.edu/ardennis/rankings](http://www.kelley.iu.edu/ardennis/rankings). This is the first time the School’s IT Area appeared in the top 20 in research rankings.

- **Retention**
  - Over the past 5 years, three faculty members left UVA from the IT Area. Of the two junior colleagues who left, one did not fit well with McIntire’s research and teaching objectives and wanted to be at a teaching-oriented institution closer to his family. The other junior colleague did not receive tenure. A third colleague in the operations area decided to leave academia.
  - Among the areas recent junior hires, Barb Wixom recently received tenure and Michael Morris will be reviewed early for tenure in Fall 2003.
• **Faculty Development**
  - In addition to the School’s detailed annual review process, the Area Coordinator meets regularly with untenured faculty to discuss research programs and progress.
  - Area retreats are used to discuss and plan for individual and Area planning and development issues.
  - The Area’s Center for the Management of Information Technology uses its corporate partners to keep faculty connected with IT practice.
  - Class scheduling for junior faculty is done with an objective of providing these faculty with long blocks of time for research coupled with intensive teaching periods. For example, in the past year, each of our three assistant professors had the equivalent of either the fall or spring semester without traditional teaching responsibilities.

**Management Area - Faculty Management**

• **Recruitment**: In the past five years, the Management Area hired 9 new people:
  - In Organizational Behavior:
    - 2000 - **Mary Jo Hatch**, Professor, Ph.D., Stanford University
    - 2000 - **Thomas Bateman**, Professor, Ph.D., Indiana University
    - 2002 - **Rob Cross**, Assistant Professor, Ph.D., Boston University
  - In Strategy:
    - 2003 - **Ira Harris**, Assistant Professor, General Faculty. Ph.D., University of Texas
  - In Communication:
    - 1998 - **Lynn Hamilton**, Assistant Professor, General Faculty. MBA, MFA, University of Virginia.
    - 2000 - **Elizabeth Gray**, Lecturer, General Faculty. Ph.D., University of Virginia. (Departed May 2003 to return to New Zealand)
    - 2002 - **Marcia Pentz-Harris**, Lecturer, General Faculty. MA, M.Ed., ABD, University of Virginia.
    - 2003 - **Janette Martin**, Assistant Professor, General Faculty. Ph.D., Bowling Green State University (replacing Elizabeth Gray)
  - In Consulting and Entrepreneurship:
    - 1999: **Elizabeth Thurston**, Assistant Professor, General Faculty. Ph.D., University of Virginia

• The tenured and tenure-track faculty were hired based on demonstrated teaching excellence and established track records of research and publication. In recent years, members of the management area have published in all of the top academic journals (e.g., *Academy of Management Journal, Academy of Management Review, Administrative Science Quarterly, Strategic Management Journal, Organization Science, Management Science, and Journal of Applied Psychology*)
and top practitioner journals (e.g., *Academy of Management Executive, California Management Review, Harvard Business Review, Organizational Dynamics, Sloan Management Review*).

- The non-tenure track faculty members also have publication records, but they were hired primarily for their teaching skills and to build curricula in communication (required of all commerce majors), consulting, and entrepreneurship. The curricula and teaching in these areas are considerably strengthened, to the point of being very important competencies.

- **Retention**
  - In the past five years one faculty member (Elizabeth Gray) left the Management Area due to a requirement that she return to her home country after three years in the U.S. Another faculty member (Martha Maznevski) left for a position in Europe and another (Stewart Malone) left for a position in industry.
  - One Management Area faculty member received tenure this year.
  - Retention is achieved in large part to a culture of collegiality and community that values both research and teaching and that successfully accommodates individual differences in professional interests and contributions to the School.

- **Faculty Development**
  - The Management Area participates actively in the thorough annual review process detailed elsewhere in this document. This review process is partly and necessarily evaluative, but the overriding feature of the process is developmental.
  - Much of the Management curriculum is team-taught, and faculty members learn from each other through this process.
  - Through research seminars, written research proposals, goal setting, and informal mechanisms, Management Area faculty members learn of each other’s research interests and help one another develop projects.
  - Management Area faculty members teach and attend occasional teaching workshops on topics such as critical thinking, team teaching, and team-based projects.
  - Many faculty members have cross-disciplinary interests, across business fields and the liberal arts. These interests engender a culture of integration, a role for the Area that contributes to the development of the School more broadly and faculty members in particular.
  - Management Area faculty members apply for and receive summer funding for both research and pedagogical projects.
  - Management Area faculty members routinely attend and present papers at top conferences in the U.S. and abroad.
  - Management Area faculty members are personally committed to each other: for example, three faculty members (2 tenure track and 1 tenured) met weekly for almost two years to share specific plans and goals, primarily for moving research projects along, and hold each other accountable for goal attainment.
Marketing Area - Faculty Management

- **Recruitment**: In the past five years, the Marketing Area hired seven tenure-track individuals. These include:
  - **Trey Maxham**, Ph.D., Louisiana State University, hired in 1999
  - **Chris Pullig**, Ph.D., Louisiana State University, hired in 2000 (departed voluntarily in 2003 for a position closer to his family in Texas)
  - **David Mick**, Ph.D., Indiana University, hired in 2000
  - **Jim Burroughs**, Ph.D., University of Wisconsin, hired in 2000
  - **Rick Netemeyer**, Ph.D., University of South Carolina, hired in 2001
  - **Carrie Heilman**, Ph.D., Purdue University, hired in 2003
  - In the same past five-year period, the Marketing Area hired three non-tenure-track faculty colleagues. Two of these individuals (**Carolyn Simmons** and **Susan Broniarczyk**) were hired as visiting professors that might be considered for permanent positions when such positions came available. The other faculty hire (**Lucien Bass**) is a retired executive, hired primarily for his teaching skills and to build a curriculum in negotiations.

- **Retention**
  - In the past five years, one tenure-track faculty member (Chris Pullig) left the Marketing Area voluntarily to return closer to his family in Texas, another (Leslie Cole) left to join her husband stationed with the military in Europe, and another (Vonda Powell) left seeking a position at a smaller institution.
  - Several Marketing Area faculty members retired including John Gwin, Ray Haas, Bernard Morin, and Sandra Schmidt.
  - One of the visiting professors (Carolyn Simmons) left for another position
  - Two faculty members received tenure in this period
  - Three faculty members received renewed contracts
  - Retention is achieved through the support given to research-oriented faculty and to the collegial environment in the School and the Area.

Faculty Development

- The Marketing Area participates actively in School’s annual review process. Additionally, faculty colleagues in the Area appraise each other of their activities throughout each year and assist each other in research and teaching. Faculty members share their research interests and help each other in research through participation in the School’s research seminars as well as attend teaching workshops.
- Marketing faculty apply for and receive summer funding for both research and pedagogical projects and routinely attend and present papers at major academic conferences.
- As with other academic areas, the senior members of the Marketing faculty visit junior member’s classrooms and provide direction and encouragement for improving classroom performance.
## Table 12: Summary of Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Highest Degree</th>
<th>% of Faculty Duties</th>
<th>Participating</th>
<th>Supporting</th>
<th>Academically Qualified</th>
<th>Professionally Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting Area</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broome, O. Whitfield</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carter, William</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jones, Sally</td>
<td>Professor (Area Coordinator)</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LaRue, David</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lathan, Malcolm</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maloney, David</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin, Roger</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perry, Susan</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scott, Richard</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shenkir, William</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walker, Paul</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheeler, John</td>
<td>Assistant Professor, GF</td>
<td>J.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Finance Area</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggarwal, Rajesh</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atchison, Michael</td>
<td>Professor (Associate Dean, Undergraduate Program)</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bills, Michael</td>
<td>Lecturer, GF (Visiting Scholar)</td>
<td>M.B.A.</td>
<td>50%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonding, Karin</td>
<td>Lecturer, GF</td>
<td>CFA</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DeMong, Richard</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dennis, Patrick</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erwin, Gayle</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Griffin, John</td>
<td>Lecturer, GF (Visiting Scholar)</td>
<td>M.B.A.</td>
<td>50%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kemp, Robert</td>
<td>Professor</td>
<td>D.B.A.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kochard, Lawrence</td>
<td>Lecturer, GF</td>
<td>Ph.D.</td>
<td>50%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marston, Felicia</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overstreet, George</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pettit, Laurence</td>
<td>Professor</td>
<td>D.B.A.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Webb, Robert</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, Mark</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilhelm, William</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Information Technology Area</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggarwal, Sheri</td>
<td>Lecturer, GF</td>
<td>Ph.D.</td>
<td>50%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awad, Elias</td>
<td>Professor</td>
<td>D.B.A.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gasman, Cynthia</td>
<td>Assistant Professor, GF</td>
<td>Ph.D.</td>
<td>50%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grazioi, Stefano</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looney, Clayton</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meier, Eric</td>
<td>Lecturer, GF (CTO)</td>
<td>M.S.</td>
<td>20%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morris, Michael</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nelson, Ryan</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smith, David</td>
<td>Professor</td>
<td>D.B.A.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smith, R. Randall</td>
<td>Lecturer, GF (CTO, Darden)</td>
<td>M.S.</td>
<td>10%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Todd, Peter</td>
<td>Professor (Associate Dean, Graduate Program &amp; Area Coordinator)</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wixom, Barbara Haley</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------</td>
<td>---------------------</td>
<td>-------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Akin, Gib</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bateman, Thomas</td>
<td>Professor (Area Coordinator)</td>
<td>D.B.A.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brown, Brad</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross, Robert</td>
<td>Assistant Professor</td>
<td>D.B.A.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harris, Ira</td>
<td>Assistant Professor, GF</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hatch, Mary Jo</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>King, Adelaide Wilcox</td>
<td>Associate Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snyder, Neil</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurston, Elizabeth</td>
<td>Assistant Professor, GF</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whitener, Ellen</td>
<td>Professor (Senior Associate Dean)</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wilkerson, William</td>
<td>Associate Professor, GF</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zeithaml, Carl</td>
<td>Professor (Dean)</td>
<td>D.B.A.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Marketing Area</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bass, Lucien</td>
<td>Lecturer, GF</td>
<td>M.B.A.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broniarczyk, Susan</td>
<td>Visiting Associate Prof.</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burroughs, James</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heilman, Carrie</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kehoe, William</td>
<td>Professor</td>
<td>D.B.A.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keshin, Eric</td>
<td>Lecturer, GF (Visiting Scholar)</td>
<td>B.S.</td>
<td>50%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leonard, Rebecca</td>
<td>Lecturer, GF (Assistant Dean, Student Services)</td>
<td>M.B.A.</td>
<td>50%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lindgren, John</td>
<td>Professor (Area Coordinator)</td>
<td>D.B.A.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maxham, James</td>
<td>Assistant Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mick, David</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netemeyer, Richard</td>
<td>Professor</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Communication Faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamilton, Lynn</td>
<td>Assistant Professor, GF</td>
<td>M.B.A. &amp; M.F.A.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin, Janette</td>
<td>Assistant Professor, GF</td>
<td>Ph.D.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pentz-Harris, Marcia</td>
<td>Lecturer, GF</td>
<td>M.A.</td>
<td>100%</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 13: Analysis of Faculty Sufficiency and Qualifications

<table>
<thead>
<tr>
<th>Faculty Status</th>
<th>Academically Qualified</th>
<th>Professionally Qualified</th>
<th>Other Faculty Members</th>
<th>Actual Results AACS1 Standards 9 &amp; 10</th>
<th>Expectations AACS1 Standard 9 &amp; 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating Faculty (A)</td>
<td>A1 57</td>
<td>A2 2</td>
<td>A3 0</td>
<td>(A1+A2+A3) (C+D+E) 59/66 = 89.4%</td>
<td>Standard ≥75% Overall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Standard ≥75% Overall</td>
<td>McIntire School 59/66=89.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Standard ≥60% By Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accounting: 12/12 = 100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Finance: 12/16 = 75%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Info Technology: 11/12 = 91.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Management: 11/12 = 91.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Marketing: 9/11 = 81.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Communication Faculty: 3/3 = 100%</td>
<td></td>
</tr>
<tr>
<td>Supporting Faculty (B)</td>
<td>B1 1</td>
<td>B2 6</td>
<td>B3 0</td>
<td>(C) 58/66 = 87.9%</td>
<td>Standard ≥50%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>McIntire School 58/66 = 87.9%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>C = (A1+B1) 58</td>
<td>D = (A2+B2) 8</td>
<td>E = (A3+B3) 0</td>
<td>(C+D+E) 66/66 = 100%</td>
<td>Standard ≥90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>McIntire School 66/66 = 100%</td>
<td></td>
</tr>
</tbody>
</table>