

TABLE 9-1
SUMMARY OF FACULTY SUFFICIENCY IN DISCIPLINE AND SCHOOL
(RE: STANDARD 9 - USING STUDENT CREDIT HOURS)
Fall Semester 2008

| Name ¹ | Participating or Supporting (P or S) | Amount of teaching if P (blank if S) ² | Amount of teaching if S (blank if P) ² | |
|---------------------------------------|--------------------------------------|---|---|-----------------------------------|
| Accounting | | | | |
| Barra (Jones), Roberta | P | 240 | | |
| Johnson, Gene | P | 141 | | |
| Leonard, Barbara | P | 0 | | $P_A / (P_A + S_A)$ must be > 60% |
| TOTAL ACCOUNTING | | 381 | 0 | 1.00 |
| Legal & Social Environment | | | | |
| Ask, Carol | P | 156 | | $P_A / (P_A + S_A)$ must be > 60% |
| TOTAL LEGAL & SOCIAL ENVIRONMENT | | 156 | 0 | 1.00 |
| Finance | | | | |
| Jalbert, Terrance | P | 177 | | |
| TOTAL FINANCE | | 177 | 0 | $P_A / (P_A + S_A)$ must be > 60% |
| Management | | | | |
| Burke, Kelly | P | 12 | | |
| Calton, Jerry | P | 174 | | |
| DePillis, Emmeline | P | 237 | | |
| DeWitt, Thomas | P | 66 | | |
| Furumo, Kim | P | 159 | | |
| Hennessey, Harry | P | 123 | | |
| Martin, Drew | P | 120 | | |
| Pahinui (Shand), Chelle | P | 99 | | |
| Poore, Michael | S | | 93 | $P_A / (P_A + S_A)$ must be > 60% |
| TOTAL MANAGEMENT | | 978 | 93 | 0.91 |
| Marketing | | | | |
| DeWitt, Thomas | P | 87 | | |
| Martin, Drew | P | 111 | | $P_A / (P_A + S_A)$ must be > 60% |

| | | | | |
|--------------------------|---|------|----|-----------------------------------|
| TOTAL MARKETING | | 198 | 0 | 1.00 |
| MIS/QBA | | | | |
| Burke, Kelly | P | 189 | | |
| Furumo, Kimberly | P | 54 | | |
| Hora, Stephen | P | 105 | | $P_A / (P_A + S_A)$ must be > 60% |
| TOTAL MIS/QBA | | 348 | 0 | 1.00 |
| Tourism | | | | |
| Pahinui (Shand), Chelle | P | 90 | | $P_A / (P_A + S_A)$ must be > 60% |
| TOTAL TOURISM | | 90 | 0 | 1.00 |
| | | | | $P_T / (P_T + S_T)$ must be > 75% |
| OVERALL TOTAL FOR SCHOOL | | 2328 | 93 | 0.96 |

1 Faculty should be listed by academic discipline as defined in the organizational structure that is used by the school. The organizational structure should be clear to the Peer Review Team. 2 The measure of amount of teaching must reflect the operations of the school, and this metric must have the concurrence of the Peer Review Team, e.g. student credit hours, contact hours, individual courses, modules or other designation that is appropriately indicative of amount of teaching contribution. Concurrence on the measurement process should be reached with the Peer Review Team early in the review process. In this example, “student credit hours” (sch) is used as the metric.

**TABLE 10-1: SUMMARY OF FACULTY QUALIFICATION, INTELLECTUAL CONTRIBUTIONS
AND PROFESSIONAL RESPONSIBILITIES Fall 2008
(RE: Standards 2 & 10)¹**

| Name ² | Highest Earned Degree & Year | Date of First Appointment to School | Percent of Time Dedicated to the School's Mission ³ | Acad Qual ⁴ | Prof Qual ⁴ | Other ⁴ | Number of Contributions during the last five years ⁷ | | | | | | Normal Professional Responsibilities ⁶ |
|---------------------------------------|------------------------------|-------------------------------------|--|------------------------|------------------------|--------------------|---|-----|---|-----|--|-----|---|
| | | | | | | | Learning & Pedagogical Scholarship ⁵ | | Discipline-Based Scholarship ⁵ | | Contributions to Practice ⁵ | | |
| | | | | | | | PRJ | OIC | PRJ | OIC | PRJ | OIC | |
| Accounting | | | | | | | | | | | | | |
| Barra, Roberta | Ph.D. 1996 | Fall 2006 | 100 | X | | | | 2 | 6 | 6 | | 2 | UG, RES, SER |
| Johnson, Gene | Ph.D. 1986 | Fall 2007 | 100 | X | | | 2 | 1 | 1 | | | | UG, RES, SER |
| Leonard, Barbara | Ph.D. 1991 | Fall 2002 | On Leave | X | | | 1 | 1 | 1 | 2 | 1 | | UG, RES, SER |
| Legal & Social Environment | | | | | | | | | | | | | |
| Ask, Carol | J.D. 1981 | Summer 1985 | 50 | | | X | | | | | | | UG |
| Finance | | | | | | | | | | | | | |
| Jalbert, Terrance | Ph.D. 1996 | Fall 1996 | 100 | X | | | 2 | | 23 | 18 | | | UG, RES, SER |
| Management | | | | | | | | | | | | | |
| Burke, Kelly | Ph.D. 1994 | Fall 1999 | 25 | X | | | | | | | | | Reported under MIS/QBA |
| Calton, Jerry | Ph.D. 1970 | Fall 1986 | 100 | X | | | | 5 | 3 | 10 | | | UG, RES, SER |
| DePillis, Emmeline | Ph.D. 1998 | Fall 1997 | 100 | X | | | | | | 8 | 5 | | UG, RES, SER |
| DeWitt, Thomas | Ph.D. 2004 | Fall 2007 | 25 | X | | | | | | | | | Reported under Marketing |
| Furumo, Kim | Ph.D. 2005 | Fall 2005 | 50 | X | | | | | | | | | Reported under MIS/QBA |

| Name ² | Highest Earned Degree & Year | Date of First Appointment to School | Percent of Time Dedicated to the School's Mission ³ | Acad Qual ⁴ | Prof Qual ⁴ | Other ⁴ | Number of Contributions during the last five years ⁷ | | | | | | Normal Professional Responsibilities ⁶ |
|-------------------|------------------------------|-------------------------------------|--|------------------------|------------------------|--------------------|---|-----|---|-----|--|-----|---|
| | | | | | | | Learning & Pedagogical Scholarship ⁵ | | Discipline-Based Scholarship ⁵ | | Contributions to Practice ⁵ | | |
| | | | | | | | PRJ | OIC | PRJ | OIC | PRJ | OIC | |
| Hennessey, Harry | Ph.D. 1980 | Fall 1989 | 100 | | | X | | 1 | | 1 | | 5 | ADM, UG, RES, SER |
| Martin, Drew | Ph.D. 1996 | Fall 2004 | 25 | X | | | | | | | | | Reported under Marketing |
| Pahinui, Chelle | M.B.A. 2001 | Fall 2001 | 25 | | X | | | | | | | | UG |
| Poore, Michael | M.B.A. 1987 | Fall 2003 | 25 | | X | | | | | | | | UG |
| Marketing | | | | | | | | | | | | | |
| DeWitt, Thomas | Ph.D. 2004 | Fall 2007 | 75 | X | | | | | 2 | 3 | | 2 | UG, RES, SER |
| Martin, Drew | Ph.D. 1996 | Fall 2004 | 75 | X | | | | | 9 | 7 | | | UG, RES, SER |
| MIS/QBA | | | | | | | | | | | | | |
| Burke, Kelly | Ph.D. 1994 | Fall 1999 | 75 | X | | | | | 1 | 3 | 1 | | UG, RES, SER |
| Furumo, Kimberly | Ph.D. 2005 | Fall 2005 | 50 | X | | | | | 8 | 12 | | | UG, RES, SER |
| Hora, Stephen | D.B.A. 1977 | Fall 1985 | 100 | X | | | | | 6 | 1 | | | UG, RES, SER |
| Tourism | | | | | | | | | | | | | |
| Shand, Chelle | M.B.A. 2001 | Fall 2001 | 25 | | X | | | | | | | | UG |

1 Information in this table, supplemented by information in individual faculty members' vitae, is useful in making judgments relative to:

- Standard 2: The pattern of types of intellectual contributions will indicate whether "the portfolio of intellectual contributions reflects the mission of the school and includes contributions from a substantial cross-section of the faculty in each discipline."
- Standard 10: The table as a whole will assist the judgment of whether "The faculty has, and maintains, intellectual qualification and current expertise to accomplish the mission..."

2 Faculty should be listed alphabetically by discipline. Administrators who hold faculty rank and directly support the school's mission should be included relative to their percent of time devoted to the mission including administrative duties. If a faculty member serves more than one discipline, list the individual only once under the primary discipline to which the individual is assigned and where his/her performance evaluation is conducted. Provide a footnote explaining the nature of the interdisciplinary responsibilities of the individual. Graduate students who have teaching responsibilities should be included in accordance with the guidance provided in Standard 10.

3 This column should show the percent of total time devoted to teaching, research, and/or other assignment represented by the faculty member's contribution to the school's overall mission during the period of evaluation (i.e., the year of the self-evaluation report or other filing with AACSB International). Reasons for less than 100% might include part-time employment, shared appointment with another academic unit, or other assignments that make the faculty member partially unavailable to the school.

4 Faculty members may be academically qualified (AQ), professionally qualified (PQ), AQ and PQ, or other. Indicate by placing "YES" in the appropriate column(s) or by leaving columns blank. Individual vitae should be provided to support this table. The "Other" category should be used for those individuals holding a faculty title but whose qualifications do not meet the criteria for academically and/or professionally qualified. A faculty member should be counted only once for use in Table 10-2 even if the individual is AQ and PQ.

5 The number of intellectual contributions should be listed in these columns. The peer reviewed journal columns marked "PRJ" should enumerate all of those intellectual contributions that have appeared in journal article form reviewed by academic and practitioner colleagues. The other intellectual contributions columns marked "OIC" should enumerate all other intellectual contributions regardless of the form of the contributions, including (but not limited to) research monographs, scholarly books, chapters in scholarly books, textbooks, proceedings from scholarly meetings, papers presented at academic or professional meetings, publicly available research working papers, papers presented at faculty research seminars, publications in trade journals, in-house journals, book reviews, written cases with instructional materials, instructional software, and other publicly available materials describing the design and implementation of new curricula or courses. Generally, intellectual contributions will exist in a publicly written form and will be available for scrutiny by academic peers and professionals, i.e., proprietary and confidential research and consulting reports do not qualify as intellectual contributions.

6. Indicate the normal professional responsibilities the faculty member is expected to perform, e.g., (UG for undergraduate teaching; GR for graduate teaching; UG/GR for teaching at both levels; ADM for administration; RES for research; NCR for non-credit teaching; SER for service and outreach activities) A faculty member may have more than one category assigned.

7. The summary of intellectual contributions should cover a five year period starting with the most recent information and going back for a period of five years in total.

8. Tables that present the percentages relating to participating/supporting faculty and AQ/PQ faculty should be presented for the two most recently completed academic terms (semesters or quarters) at a minimum. The peer review team has the right to request the information for additional time periods.

TABLE 10-2: CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY Fall 2005
(RE: Standard 10)1

TABLE 10-2. CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY Fall 2008
(RE: Standard 10)1

| NAME | QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL-PQ OTHER-O) (FROM TABLE 10-1) | AQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1) | PQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1) | OTHER ² FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1) | QUALIFICATION RATIOS PER STD 10 |
|---|--|--|--|--|---------------------------------------|
| Accounting | | | | | |
| Barra (Jones), Roberta | AQ | 100% | | | |
| Johnson, Gene | AQ | 100% | | | |
| Leonard, Barbara | AQ | 0% | | | |
| | | | | | |
| TOTAL ACCOUNTING | | 200% | 0% | 0% | 100% 100% |
| | | | | | |
| Legal & Social Environment | | | | | |
| Ask, Carol | O | | | 50% | |
| | | | | | |
| TOTAL LEGAL & SOCIAL ENVIRONMENT | | 0% | 0% | 50% | 0% 0% |
| | | | | | |
| Finance | | | | | |
| Jalbert, Terrance | AQ | 100% | | | |
| | | | | | |
| TOTAL FINANCE | | 100% | 0% | 0% | 100% 100% |
| | | | | | |
| Management | | | | | |
| Burke, Kelly | AQ | 25% | | | |
| Calton, Jerry | AQ | 100% | | | |
| DePillis, Emmeline | AQ | 100% | | | |
| DeWitt, Thomas | AQ | 25% | | | |
| Furumo, Kim | AQ | 50% | | | |
| Hennessey, Harry | O | | | 100% | |
| Martin, Drew | AQ | 25% | | | |

TABLE 10-2: CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY Fall 2005
(RE: Standard 10)1

| NAME | QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL-PQ OTHER-O) (FROM TABLE 10-1) | AQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1) | PQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1) | OTHER ² FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1) | QUALIFICATION RATIOS PER STD 10 |
|-------------------------|--|--|--|--|---------------------------------------|
| Pahinui, Chelle | PQ | | 25% | | |
| Poore, Michael | PQ | | 25% | | |
| | | | | | |
| TOTAL MANAGEMENT | | 325% | 50% | 100% | 68% 79% |
| | | | | | |
| Marketing | | | | | |
| DeWitt, Thomas | AQ | 75% | | | |
| Martin, Drew | AQ | 75% | | | |
| | | | | | |
| TOTAL MARKETING | | 150% | 0% | 0% | 100% 100% |
| | | | | | |
| MIS/QBA | | | | | |
| Burke, Kelly | AQ | 75% | | | |
| Furumo, Kimberly | AQ | 50% | | | |
| Hora, Stephen | AQ | 100% | | | |
| | | | | | |
| TOTAL MIS/QBA | | 225% | 0% | 0% | 100% 100% |
| | | | | | |
| Tourism | | | | | |
| Shand, Chelle | PQ | | 25% | | |
| | | | | | |
| TOTAL TOURISM | | 0% | 25% | 0% | 0% 100% |
| | | | | | |
| TOTAL FOR SCHOOL | | 1000% | 50% | 150% | 83% 88% |

TABLE 10-2: CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY Fall 2005
(RE: Standard 10)1

| NAME | QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL-PQ OTHER-O) (FROM TABLE 10-1) | AQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1) | PQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1) | OTHER ² FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1) | QUALIFICATION RATIOS PER STD 10 |
|------|--|--|--|--|---------------------------------------|
|------|--|--|--|--|---------------------------------------|

NOTES: TABLE 10-2 addresses the ratios described in Standard 10 regarding deployment of academically and professionally qualified faculty. It should be developed for the peer review team to confirm that qualified faculty resources are distributed across each academic discipline (e.g. accounting, finance, marketing, etc.). The objective thresholds increase for graduate programs. Standard 10 ratios are not intended to be static metrics but are intended to set minimum thresholds for deployment of qualified faculty consistent with mission. A mission that includes graduate programs should result in higher levels of coverage than the minimums established in Standard 10.

1. The metric used is the “percent of time devoted to mission” as derived from TABLE 10-1.

2. The “Other” category should be used for those individuals holding a faculty title but whose qualifications do not meet the definitions for academically or professionally qualified.