



WEBER STATE UNIVERSITY

Goddard School of Business & Economics



Faculty Qualifications Guidelines **Initial and Sustained Faculty Qualification Status**

Approved by the faculty on November 4, 2014

1 Overview

AACSB International Standard 15 requires that schools maintain and deploy a mix of participating and supporting faculty to achieve high-quality outcomes consistent with the school's mission. The blend of faculty who are Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), and Instructional Practitioners (IP) described below is to be appropriately distributed across all programs, disciplines, locations, and delivery modes consistent with the school's mission, outcomes, and strategies.

1.1 Scholarly Academics (SA)

Scholarly Academics (SA) – In order to qualify for SA, a faculty member will normally have a PhD (or ABD with prospect of timely completion) or terminal degree related to their area of teaching (e.g., JD for business law or ethics; LLM in Taxation). Within the most recent five-year period, the SA faculty member must also have two peer-reviewed journal (PRJ) articles, law review journal articles (LRJ), scholarly books (SB), or other intellectual contributions (OIC) with a positive impact rating, plus one other OIC.

1.2 Practice Academics (PA)

Practice Academics (PA) – In order to qualify for PA, a faculty member will normally have a PhD (or ABD with prospect of timely completion) or terminal degree related to their area of teaching (e.g., JD for business law or ethics; LLM in Taxation). In order to be considered as PA, the faculty member must also demonstrate substantial and sustained experience in the field. The threshold for meeting the experience requirement for PA exceeds the requirement for Instructional Practitioners (IP). Within the most recent five-year period, in addition to the experience requirement described above, the faculty member will demonstrate a minimum of three different professional activities.

1.3 Scholarly Practitioners (SP)

Scholarly Practitioners (SP) – In order to qualify for SP, a faculty member will normally have a master’s degree related to their area of teaching. This category is reserved for those who would normally be qualified as an Instructional Practitioner, but have engaged in scholarly activity at a level expected of a faculty member categorized as SA.

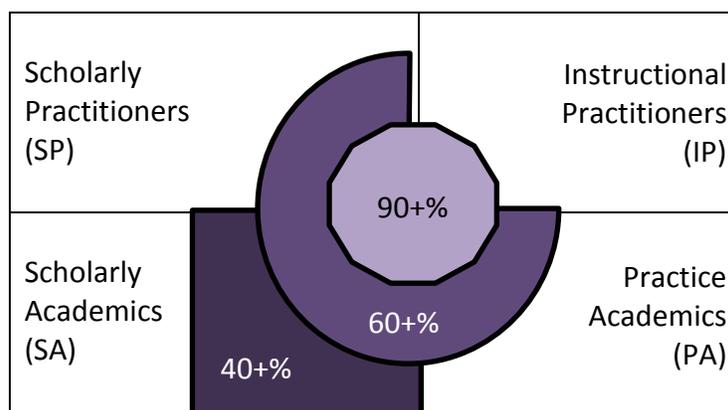
1.4 Instructional Practitioners (IP)

Instructional Practitioners (IP) – In order to qualify for IP, a faculty member will normally have a master’s degree related to their area of teaching. Within the most recent five-year period, the IP faculty member will demonstrate currency in their field as evidenced by any three different professional activities. In rare circumstances faculty may be deployed who have a bachelor’s degree in their field of teaching with significant experience and regional/national/international prominence. The level of teaching assignment will be consistent with the breadth and depth of experience.

1.5 Deployment Mix of Faculty Resources

The initial classification of a faculty member is determined at the time of hiring, but sustained academic and/or professional engagement is necessary over time to maintain that status. At least 90 percent of the faculty resources deployed are Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), or Instructional Practitioners (IP). At least 40 percent of faculty resources deployed are Scholarly Academics (SA). At least 60 percent of faculty resources deployed are Scholarly Academics (SA), Practice Academics (PA), or Scholarly Practitioners (SP).

Table 1.1 – AACSB’s Required Allocation of Deployed Faculty Resources



1.6 Moving Between Categories

To move from one category to another category, the faculty member must meet the criteria for both categories and receive approval from the faculty member's Department Chair and Dean.

2 **Faculty Classification Tracks**

The Goddard School has developed three separate tracks relating to expectations of academic and professional engagement that reflect its commitment to the diversity of its faculty members. The tracks have been designed to assist the Goddard School in achieving its instructional needs and fulfilling its mission, while maintaining efficient deployment of faculty resources.

Participating and Supporting Goddard School faculty are classified into one of three tracks typically at time of hire. Each track articulates expectations for the normal teaching load, sustained academic and/or professional engagement, and normal service activities. Performance expectations are noted in the context of a rolling five-year period. Exceptions to the assigned track may be made on a case-by-case basis; however, those cases must be addressed following a formal review and approval by the appropriate department chair and dean and are short-term in duration.

2.1 Academic Engagement Track

This track is for faculty members who balance their efforts in teaching and research. Typically, the teaching expectation in this track is six (6) courses per academic year {30 courses during a five-year period}. Performance expectations within the most recent five-year period include evidence of effective teaching and an appropriate level of service. SA and SP faculty members must also have two peer-reviewed journal (PRJ) publications, law review journal (LRJ) articles, or scholarly books (SB), or other intellectual contributions (OIC) with a positive impact rating, plus one other OIC.

2.2 Practitioner Engagement Track

This track is for faculty members who balance their efforts in teaching and practice. Typically, the teaching expectation in this track is six (6) courses for PA per academic year {30 courses during a five-year period} and eight (8) courses for IP per academic year {40 courses during a five-year period}. Performance expectations within the most recent five-year period include evidence of effective teaching and an appropriate level of service. PA faculty members must have sustained and substantial experience. PA and IP faculty members must have engaged in three or more professional activities.

2.3 Administrative Track

Goddard School Administrators below the rank of dean are normally expected to meet the initial qualifications for their faculty qualification categories. However, their five-year window

currency requirement is reduced by one, as follows. For SA and SP, the requirement is 1 PRJ/SB/OICIR and 1 OIC. Administrators with the rank of dean or above are considered PA. For PA and IP, two professional activities are required. Moreover, participation in AACSB conferences and seminars related directly to their areas of administrative responsibility (e.g., Assessment Conference for one responsible for Assurance of Learning, the Accounting Accreditation Conference for the accounting chair and MAcc/MTax director) are appropriate OICs.

When a faculty member has completed her or his administrative assignment, the faculty member will be expected to transition back to her or his track prior to the administrative assignment. If at the time of transition the faculty member does not meet requirements for the track he or she was on prior to the administrative assignment, then the faculty member will be allowed a 12-month period to meet the expectations of the prior track. In the case of a Dean or higher administrative appointment the allowance will be 36 months.

The following table summarizes the requirements needed to “meet expectations” during any given five-year period in which a faculty member remains on any of the three tracks. If a faculty member changes tracks, specific requirements needed to “meet expectations” will be determined by agreement among the faculty member, her or his respective Department Chair and Dean.

Table 2.1 – Requirements to “Meet Expectations” in Classifications Tracks During the Most Recent Five-Year Period

Five-Year Classification Tracks				
	Practitioner Engagement	Academic Engagement	Administrative	
Entry Qualification	PA or IP	SA or SP	SA or SP	PA or IP
Effective Teaching*	Yes	Yes	Yes	Yes
Quality Service*	For PA	Yes	Yes	Yes
Annual Teaching Load	6 (PA)/8(IP)	6	4	4(PA)/6 (IP)
PRJ/SB/OICIR**	0	2	1	0
Other Intellectual Contributions (OIC)	0	1	2	0
Learning/Professional Development Activities	3	0	0	2
For SA, PA faculty with terminal degree outside teaching field***	2 professional activities in teaching field	1 of the above PRJ, SB, OICIR must be in teaching field; 1 OIC in teaching field		2 professional activities in teaching field

* Verified during annual reviews using criteria set forth in WSU’s Policy and Procedures Manual, 8-11.

** Peer-Reviewed Journal Articles; Scholarly Books; Other Intellectual Contribution with Impact Rating

*** See Goddard School policy on faculty status with terminal degree outside teaching field

3 Definitions and Descriptions of Qualifications and Appropriate Academic and Professional Engagement Activities

AACSB International Standards clearly articulate the need for schools to demonstrate that a substantial cross-section of faculty members are current in their field of teaching. Specifically, schools are required to maintain a roster of qualified teaching faculty. AACSB International generally defines “qualified” as a combination of *appropriate academic credentials plus evidence of currency in the teaching field*.

3.1 Criteria – Academic Engagement Faculty

Academic engagement qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities. The track designation determines the minimum criteria to maintain SA and SP qualifications (listed in Section 2 of this document).

The Goddard School faculty have defined the nature and the focus of the three types of intellectual contributions described in the AACSB International Standards. The three forms of intellectual contributions are as follows: learning and pedagogical research, contributions to practice (i.e., applied research), and discipline-based scholarship (i.e., basic research). According to AACSB International Standard 2, “the three forms of intellectual contributions are not intended to narrow the scope of the research mission of a business school.” The Goddard School confirms this statement and intellectual contributions which are cross-disciplinary in scope are also appropriate outcomes for faculty scholarly activity and are consistent with the mission of the Goddard School and the spirit and intent of the Standards.

According to AACSB International Standard 2, “generally, intellectual contributions should meet two tests: exist in public written form, and have been subject to scrutiny by academic peers or practitioners prior to publication.” The Goddard School defines the following groups of intellectual contributions: peer-reviewed journal (PRJ) articles, law review journals (LRJ) articles, scholarly books (SB), and other intellectual contributions (OIC).

Peer-Reviewed Journal Articles and Law Review Journal Articles

The Goddard School recognizes that peer-reviewed journal articles and law review journal articles are the default standard for satisfying the requirement that faculty members engage in “intellectual contributions.” The Goddard School also affirms that intellectual contributions are defined as “original works that advance theory, practice and/or teaching in business, and are scholarly in the sense that they are based on generally accepted research principles, are validated by peers, and disseminated to appropriate audiences” (see AACSB Standard 2).

The Goddard School recognizes that in some instances value can be demonstrated in other ways. Some disciplines may have commonly accepted practices of publishing outside of peer-reviewed journals and the Goddard School recognizes these publications may have equal value to peer-review articles, so long as they meet the criteria articulated in Standard 2.

Scholarly Book

As a general principle, a scholarly book may qualify as a comparable substitute for a peer-reviewed journal article in determining a faculty member's SA status. A scholarly book: (1) is an original work that advances theory, practice and/or teaching in the author's discipline, (2) has been reviewed and vetted in some way by one's peers based on generally accepted research principles, (3) is directed at an audience of peer scholars or practitioners, and (4) has been disseminated to appropriate audiences.

Other Intellectual Contribution

- Book chapters
- Non-peer reviewed articles
- Textbooks
- Textbook chapters
- Academic/Professional meeting proceedings
- Presentations at scholarly and professional meetings
- Presentations at research seminars
- Publications in professional/trade journals and in-house journals
- Book reviews
- Written cases within instructional material
- Widely used instructional software
- Publicly available assessment material or course development material
- Relevant, active editorships with academic journals or other business publications
- Service on editorial boards or committees
- Leadership positions in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc.
- Development and presentation of professional education activities or executive education programs
- Substantive roles and participation in academic associations
- Competitive research awards received
- Cases (not peer-reviewed)
- Other teaching materials
- Other intellectual contributions selected by the Goddard School

3.2 Criteria – Professional Engagement Faculty

Professional engagement qualification requires a combination of relevant academic preparation and appropriate professional engagement activities. The track designation determines the minimum criteria to maintain PA and IP status (listed in Section 2 of this document). Appropriate types of activities that can demonstrate maintenance of PA and IP status include, but are not limited to:

- Presentations at professional association meetings or seminars
- Significant paid/unpaid training or consulting activities utilizing disciplinary expertise
- Consulting activities that are material in terms of time and substance

- Service on board of directors
- Membership and attendance at professional association development meetings
- Significant participation in business professional associations and societies
- Utilization of professional competence in legal proceedings
- Significant and active role in a private or public organization
- Maintaining professional certifications
- Participation in professional events that focus on the practice of business
- Participation in activities that place faculty in direct contact with organizational leaders
- Faculty internships
- Successful completion of continuing professional education courses
- Other activities intended to sustain and enhance one's professional credentials
- Development and presentation of executive education programs
- Any intellectual contribution listed for Scholarly Academic Status

Qualifying professional engagement activities must be significant and relevant to the teaching field. Professional development activities must be documented and provided to the Department Chair or Program Director and Dean annually (by September 1) in the form of an updated resume. For part-time participating and supporting faculty, if the dean disapproves of the designation of IP status then those faculty members will not be allowed to teach required courses in the Goddard School. Status may be regained for IP faculty following a review no earlier than six months from the previous review.

3.3 Review Process

In all cases of determining faculty qualifications the initial determination will be made by the dean's office. If a faculty member disagrees with the determination of the Office of the Dean, the faculty member may submit an appeal to the Office of the Dean and a final determination will be made by the Goddard School faculty members of the Goddard School Rank and Tenure Committee.

3.4 Re-establishing Expired Qualifications

The Goddard School is committed to providing participating faculty members development oversight and opportunities if qualifications have expired. Faculty members who have not maintained their SA, SP, IP or PA qualification must submit, in consultation with their Department Chair and Dean, a written plan for regaining qualified status within one year following the date in which qualifications expired. The Dean will review and consult with the Department Chair prior to approval. The plan is not to include an increase in the number of expected courses in the faculty member's track but may include a redeployment of faculty resources to different courses.

Progress towards the approved plan is essential and will be evaluated by the Department Chair and Dean annually. Participating faculty members with expired qualifications will be unable to teach overload courses. And they are not likely to receive merit and retention salary

improvements for the academic year their qualifications were not maintained.

If those faculty members continue to make unsatisfactory progress within six months of expiration of qualifications, they will be unable to teach in the graduate program, unable to teach overload courses, and unable to teach in the summer term. They will instead be expected to focus their professional activities towards re-establishing their qualification status as quickly as possible.

If after 18 months, the faculty member has not satisfactorily met the requirements of the approved development plan, the Department Chair and the Dean in consultation with the Provost will recommend further intervention measures.

In all instances, requirements set forth in AACSB Standard 2 must be complied with.