

## **FAQs on the Research Incentive Program August 2009**

### **What is the objective of the Research Incentive Program?**

The objective of the Research Incentive Program (RIP) is to providing incentives for (a) the production of faculty research in peer-reviewed journal publications and (b) the pursuit of higher-quality peer-reviewed journals for consideration of manuscripts.

### **Is the RIP a part of an overarching Goddard School goal?**

Yes. A continued Goddard School Strategic Goal is to “promote faculty vitality to support mission.” To accomplish the mission, it is imperative that the Goddard School maintain its prestigious AACSB accreditation in both business and accounting.

As AACSB Standard 10 clearly states *“All faculty members are expected to demonstrate activities that maintain the currency and relevancy of their instruction.”* Also, as rationalized in a recent AACSB White Paper on academically-qualified (AQ) faculty, *“Logically, since the basic academic preparation for AQ status is normally a research doctorate, the AQ faculty is the most qualified to produce intellectual contributions.”* Furthermore, the most recent revision includes language indicating that *“The portfolio of intellectual contributions is expected to include a significant proportion of peer reviewed journal articles.”* (Standard 2)

It is therefore critical that all tenured, tenure-track, and contract faculty who entered as AQ engage in scholarly activity which maintains the academic qualifications.

By focusing on publicly available peer-reviewed journals, the RIP rewards academically-qualified (AQ) faculty who pursue peer-reviewed academic journal outlets for their intellectual contributions as evidence of maintaining the currency of their AQ status. Thus, the RIP is an incentive program which is supportive of the goal to promote faculty vitality.

### **Why is the focus of the RIP on peer-reviewed journals?**

The Five-Year Maintenance Report for AACSB Maintenance of Accreditation requires institutions to report intellectual contributions of every faculty member. Those contributions are reported as either (a) peer-reviewed journals (PRJ) or (b) other intellectual contributions (OIC).

The Goddard School faculty approved a policy in December 2005 which categorizes intellectual contributions (“Guidelines for Categorizing Intellectual Contributions”) as either contributions-to-practice, learning and pedagogical research, or discipline-based scholarship. Within each of these categories, the contributions are defined as either (a) peer-reviewed journal publications/scholarly books or (b) other intellectual contributions. The RIP process and reward structure is consistent with these guidelines for categorizing scholarly activity and the appropriate emphasis on peer-reviewed journal publications.

### **Does the RIP reward the production of scholarly books?**

Because the predominant scholarly production in the Goddard School has been in peer-reviewed journals, the RIP currently rewards peer-reviewed journal activity. It also does not extend to scholarly books, book chapters, or edited books.

### **Is compensation for scholarly activity through the RIP a “rubber-stamp” process?**

No. Every submission for compensation undergoes a two-step process which is designed to (a) verify that the journal does indeed require that submitted manuscripts undergo a peer review process and (b) assemble information which can be used as verification for external review teams. To meet the quality assurance expectation

on scholarly activity, it is important to remember that the RIP is an *incentive program* and not a *bonus compensation program*. It therefore must clearly identify a process which can be verified by a review.

**If there is uncertainty on whether a journal outlet is peer-reviewed and would qualify for the RIP, what is the best way to handle this?**

The Coordinator of Faculty Planning and Qualification Development is available to assist faculty with pre-submission verification. The Coordinator may be contacted when determining the appropriate outlets prior to submission.

**Would professionally-qualified faculty be eligible for compensation through the RIP?**

Yes, if the pursued journal outlets were peer-reviewed. For the professionally-qualified (PQ) faculty who were PQ upon entry to the Goddard School, the peer-reviewed process of the journal may be done by either academics or by practitioners in the field. If a faculty member entered as either AQ or both AQ and PQ, the expectation is that the faculty member maintains the AQ status first by pursuing the appropriate peer-reviewed journals.

**Since faculty scholarship doesn't exactly correspond to academic calendars, is consideration given to activity that carries over to another year?**

Yes. Any activity in the prior academic year is eligible for any phases of the program in the subsequent academic year. The maximum payment to a faculty member in a given academic year is \$6,000 and the maximum payment that can be connected to one manuscript is \$6,000.

**Why is there a "premium phase?"**

AACSB Standard 10 and subsequent interpretive materials require that schools develop and implement criteria by which AQ/PQ status is granted and maintained. The criteria should be consistent with the school's mission and should address (among other items) "quality standards required of each activity and how quality is assured." The RIP's submission, acceptance, and quality premium phases addresses this requirement.

**Does a faculty member have to always submit to "safe harbor" journals?**

No, but it is the decision of the faculty member as to whether s/he wishes to pursue this criteria on all submissions of manuscripts. Based on the input of the departments via the department chairs, the Goddard School would consider an acceptance in a journal with a lower acceptance rate and a journal that has a blind referee process resulting in referee reports to be a "quality journal." Therefore, it is appropriate to offer a benefit to a faculty member who pursues publications in journals which may be more difficult to achieve an acceptance.

**If a department does not develop a list of "safe harbor" journals would I still be eligible to receive the quality premium?**

Yes. If a department does not develop a master list of journals and identify "safe harbor" journals the Dean's Office will evaluate the article based on criteria such as (1) external rankings of the journal, (2) review process including the content-related reviewer comments, (3) acceptance rates, and (4) mission appropriateness. The advantage of a "safe harbor" list is that there will be no ambiguity as to whether the article receives the quality stipend.

**If I publish an article not included on the master journal list am I eligible for the RIP stipends?**

Yes, so long as the article meets the standards listed in the RIP. The article is also eligible for the quality stipend through a similar process that is followed if a department does not create a "safe harbor" list.

**If I publish an article outside my area of teaching can I still receive a RIP stipend?**

In order to receive any RIP stipend the published article must represent an activity that maintains the currency and relevancy in the author's area of instruction (see above). For a faculty member with a terminal degree in the area of teaching this can be broadly interpreted. However, for a faculty member with a terminal degree outside the area of teaching the link between the article content and teaching area is more important.