

JOHN B. GODDARD  
— SCHOOL OF —  
BUSINESS & ECONOMICS



**Faculty Qualifications Guidelines**  
**Entry and Maintenance of Academic and Professional Qualification Status**  
*(Revised in February 2011 and Approved by the Faculty April 8, 2011)*

**1 Overview**

AACSB International Standard 10 requires that the programs maintain a mix of academically qualified and professionally qualified faculty to accomplish our mission. At least 50 percent of the faculty must be academically qualified and at least 90 percent of the faculty must be either academically or professionally qualified in the aggregate and within programs. The initial classification of a faculty member is determined at the time of hiring, but continuous activities are then necessary to maintain that status.

In accordance with AACSB International Standards, the John B. Goddard School of Business & Economics (Goddard School) must maintain a faculty that is qualified (academically and professionally) and sufficient (participating and supporting) to achieve its mission. The Goddard School has developed three separate tracks relating to expectations of scholarship that reflect its commitment to the diversity of its faculty members. Each track is defined in more detail in Section 2 below. 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. We are primarily committed to teaching and scholarship. Service, while essential to our institution's culture of faculty governance, is a lesser priority.

**1.1 Academically Qualified (AQ) Faculty**

An AQ faculty member is someone who has academic preparation in the teaching area(s) and the capacity to perform research. While there are several ways to qualify upon entry, our AQ faculty is composed primarily of individuals with either a doctoral, law, or master's of taxation degree (Ph.D., DBA, JD, MTAX) in the area of teaching responsibilities. Faculty members with a non-business doctoral degree (e.g., computer science) plus peer-reviewed publications in the area of teaching responsibilities are also AQ.

Faculty members who obtain either a doctoral, law, or master's of taxation degree will be considered AQ for a period of five years from the official date of earning their degree. A faculty member can still qualify as AQ without a doctorate for a three-year period after attaining ABD

status. All tenured and tenure-track faculty with qualifications considered AQ on entry to the Goddard School are expected to remain AQ. Faculty members hired as AQ will not be considered professionally qualified by the Goddard School if they did not satisfy the professional criteria at time of entry to the Goddard School, or are not involved in constant learning activities to maintain currency (see Section 3.2 below).

## 1.2 Professionally Qualified (PQ) Faculty

A PQ faculty member is one who normally has a master's, law, or doctorate degree in a field related to the area of teaching assignment plus several years of significant meaningful experience at time of hire. A PQ faculty member may also have a master's, law, or doctorate degree and a substantial professional certification/license (e.g., CFA, SPHR, CPA) in the field of teaching at time of hire.

The definition of "significant meaningful experience" varies depending on the level and type of courses taught by the individual. Since we assign our PQ faculty primarily to freshmen and sophomore courses and to courses designed to introduce business terminology and concepts, the level of professional experience required is not as high as it would be for programs using PQ faculty to teach more advanced courses.

In rare circumstances, faculty members with a bachelor's degree in their field of teaching with at least 20 years of corroborating experiences and significant regional/national/international prominence will be considered PQ. The level of teaching assignment will be consistent with the breadth and depth of experience. No more than 2 percent of total faculty in the Goddard School can fall into this category.

## **2 Faculty Classification Tracks**

Full-time Participating (see *Guidelines for Participating and Supporting Faculty*) Goddard School faculty are classified into one of three tracks typically at time of hire. Each track articulates expectations for the normal teaching load, the production of intellectual contributions/learning activities, 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 Master Teacher Track

This track is for faculty members whose talents and primary interests are in teaching and instructional development. Normally, full-time PQ faculty will be assigned to this track. Faculty in this track will typically teach eight (8) classes per academic year {forty classes over a five-year period}. To meet expectations in this track, the faculty member must demonstrate effective teaching and engage in an appropriate level of service. A faculty member in this track is also required to maintain currency in their teaching assignments by engaging in at least three learning/professional development activities during the most recent five-year period.

Appropriate activities are listed in Section 3.2 of this document and the combination of activities must be sufficient relative to the courses taught (i.e., lower level, upper level, graduate). In lieu of one learning activity, the faculty member may publish one peer-reviewed journal (PRJ) article for a total of one PRJ and two learning activities in the most recent five-year period.

The Master Teacher Track is not normally available to faculty who entered as AQ in the Research Track, however in rare circumstances, AQ faculty may request to be assigned to this track. No more than 5 percent of the full-time participating AQ faculty may be assigned to this track. To be eligible, the faculty member must agree to undergo a peer review of teaching prior to the assignment. The faculty member must earn the rating of “excellent” as defined by WSU’s *Policy and Procedures Manual*, Section 8-11, and must complete a well-articulated self-assessment and Faculty Development Plan (see Section 4 of this document). Once reviewed and approved by the faculty member’s Department Chair, Associate Dean for Faculty Development, and Dean, a faculty member in this track is required to demonstrate performance in scholarship by having one PRJ article and two other intellectual contributions (OIC) that relate to teaching/pedagogy in the most recent five-year period. Appropriate scholarly activities are listed in Section 3.1 of this document. In lieu of the other two intellectual contributions, the faculty member may publish one additional peer-reviewed journal article for a total of two PRJ articles in the most recent five-year period.

## 2.2 Research 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 include evidence of effective teaching and an appropriate level of service. To meet the research expectations in this track, the faculty member must engage in scholarship activities which lead to publications in peer-reviewed journals (PRJ). A faculty member on the research track is required to have two PRJ articles and at least one other scholarly intellectual contribution (OIC) in the most recent five-year period. Appropriate scholarly activities are listed in Section 3.1 of this document. In lieu of one other scholarly intellectual contribution, the faculty member may publish one additional peer-reviewed journal article for a total of three PRJ articles in the most recent five-year period.

## 2.3 Administrative Track

This track is for AQ faculty members who have accepted a significant administrative assignment in the Goddard School. Typically, the teaching expectation in this track is four (4) courses per academic year {20 courses during a five-year period}. Performance expectations include evidence of effective teaching and significant service to the institution. To meet the research expectations in this track, the faculty member must engage in scholarship activities which lead to publications in peer-reviewed journals (PRJ). A faculty member on the Administrative Track is required to have one PRJ article and at least two other scholarly intellectual contributions (OIC) in the most recent five-year period. Appropriate scholarly activities are listed in Section 3.1 of this document. In lieu of the two other scholarly intellectual contributions, the faculty member

may publish one additional peer-reviewed journal article for a total of two PRJ articles in the most recent five-year period.

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 is required to complete a Faculty Development Plan (see Section 4) and will be allowed a 12 month period to meet the expectations of the prior track.

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, Associate Dean for Faculty Development, and Dean.

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

Five-Year Classification Tracks				
	Master Teacher		Research	Administrative
Entry Qualification	PQ	AQ	AQ	AQ
Effective Teaching*	Yes		Yes	Yes
Quality Service*	Yes		Yes	Yes
Number of Courses	40		30	20
Peer-Reviewed Journal Articles	0	1	2	1
Other Intellectual Contributions	0	2	1	2
Learning/Professional Development Activities	3	0	0	0

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

### **3 Definitions and Descriptions of Qualifications and Appropriate Research and Learning 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 – AQ Faculty

Academic 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 academic 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 and are found in the Goddard School document “*Guidelines for the Categorization of Intellectual Contributions.*” 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 two groups of intellectual contributions: peer-reviewed journal (PRJ) articles and other intellectual contributions (OIC).

A peer-reviewed journal (PRJ) article is an intellectual contribution which (a) appears in public in “journal article form,” (b) has been reviewed by either academic or practitioner colleagues prior to publication, and (c) underwent a review process that was transparent, independent, and provided critical but constructive feedback (Standard 2). The Goddard School agrees that critical and constructive feedback from the peer review process may be provided by either journal editors or reviewers.

Other intellectual contributions (OIC) are those which are scholarly in nature and include:

- Research monographs
- Scholarly books
- Book chapters
- Textbooks
- Textbook chapters
- Refereed 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

### 3.2 Criteria – PQ Faculty

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

- Presentations at professional association meetings or seminars
- Significant paid/unpaid training or consulting activities utilizing disciplinary expertise
- Service on board of directors
- Membership and attendance at professional association development meetings
- Successful completion of continuing professional education courses
- Utilization of professional competence in legal proceedings
- Significant and active role in an on-going business concern
- Maintaining professional certifications
- Other activities intended to sustain and enhance one's professional credentials
- Any intellectual contribution activity listed for AQ faculty

Qualifying learning/professional development activities must be significant and relevant to the teaching field. Professional development activities must be documented and provided to the Department Chair and Dean annually (by September 1) in the form of an updated resume. A team comprised of Department Chairs and Associate Dean for Faculty Development will review and evaluate the activities to maintain the PQ status. For part-time participating and supporting faculty, if the team disapproves of the designation of PQ status then those faculty members will not be allowed to teach required courses in the Goddard School. Status may be regained for PQ faculty following a review no earlier than six months from the previous review.

### 3.3 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 academic or professional qualification must submit, in consultation with their Department Chair and Associate Dean for Faculty Development, 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 and Associate Dean for Faculty Development 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 Associate Dean for Faculty Development annually. Participating faculty members with expired qualifications will be unable to teach overload courses. They are also 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.

#### **4 Faculty Development Plan**

See "Faculty Development Plan."