



WEBER STATE UNIVERSITY

Goddard School of Business & Economics

Faculty Qualifications Guidelines

As approved November 20, 2025

I. Overview

AACSB Business Accreditation Standard 3 requires accredited business schools to maintain and strategically deploy “sufficient participating and supporting faculty who collectively demonstrate significant academic and professional engagement that, in turn, supports 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. Otherwise, faculty members are classified as Additional Faculty (A).

Per AACSB Business Accreditation Standard 3.2, these four categories represent the ways in which a faculty member’s initial academic training and ongoing scholarly activities or professional experiences can combine to make him/her qualified. There is no presumption that one type of qualification is “better” than another, although it is expected that the School’s portfolio of faculty meets certain AACSB distribution requirements, as explained below.

Faculty qualification depends on two variables. First, faculty become initially qualified to teach either through initial academic preparation or through initial professional preparation. To be qualified as either SA or PA, one must normally have earned a PhD, DBA, LLM, MST, JD, or other terminal degree. Following AACSB Business Accreditation Standard 3.2, “Additional terminal degrees may also be appropriate for SA status when the degree is closely related to the field of teaching and the faculty member sustains currency through scholarly activities in that field consistent with this standard.” Explanation to Standard 3 further notes that it is possible for faculty members to be classified as SA or PA without a terminal degree as long as the faculty member is “engaged in sustained, substantive academic and/or professional engagement activities to support their currency and relevancy in their field of teaching and their contributions to other mission components.” Initial qualification for SP and IP faculty is normally an appropriate master’s degree plus substantial (in terms of both duration and level of responsibility) professional experience.

Second, qualified faculty must ensure the currency and relevancy of their knowledge through ongoing, sustained, and substantive academic activities and/or professional engagement activities related to their field of teaching, depending on the qualification category. The SA designation requires sustained, recent academic engagement; SP requires sustained, recent academic and/or professional engagement; and the PA and IP designations require sustained, recent professional engagement.

Lead-up to Implementation: To transition from the previous to the current document, a three year interim period will run until July 1, 2028, during which SA status will be maintained on a 2+4 basis, with at least one PRJ in a scopus-indexed journal (or equivalent based on Table 2) or better. To account for the six-year period of review, PA and IP faculty will be expected to have six professional engagement activities.

II. Faculty Qualifications, Sufficiency, and Metrics

1.0 Faculty Qualifications: Refers to one of four categories designated to demonstrate current and relevant intellectual capital or professional engagement in the area of teaching to support the school's mission and related activities.

1.1 Scholarly Academics (SA) – The initial preparation in order to qualify for SA is normally a PhD related to area of teaching, DBA related to area of teaching, LLM and/or MST for those teaching taxation, JD for those teaching courses related to law or aspects related to the legal environment of business (e.g. ethics, business and society, etc.), or other terminal degree when the degree is closely related to the faculty member's field of teaching and the faculty member sustains currency through scholarly activities in that field. The less related the terminal degree is to a faculty member's field of teaching, the more important it is for that faculty member to demonstrate sustained, substantive academic and/or professional engagement to support currency and relevancy in their field of teaching and contributions to other mission components.

Two other methods of holding SA status are also available, per AACSB Business Accreditation Standard 3. First, faculty who have obtained ABD status in an appropriate doctoral degree program, with prospect of timely completion, are considered SA for three years from the date of earning ABD status. Second, faculty who earn appropriate terminal degrees are considered SA for six years from the date the terminal degree was earned.

SA faculty sustain currency and relevancy through scholarship and activities related to their field of teaching, consistent with the faculty member's assigned duties and mission of the school. These academic engagement activities are outlined and differentiated in Table 2. Thresholds for maintaining SA status are outlined in Table 1.

1.2 Practice Academics (PA) - The initial preparation in order to qualify for PA is normally a PhD related to area of teaching, DBA related to area of teaching, LLM and/or MST for those teaching taxation, JD for those teaching courses related to law or aspects related to the legal environment of business (e.g. ethics, sustainability business and society, etc.), or other terminal degree when the degree is closely related to the faculty member's field of teaching

and the faculty member sustains currency through scholarly activities in that field. The less related the terminal degree is to a faculty member's field of teaching, the more important it is for that faculty member to demonstrate sustained, substantive academic and/or professional engagement to support currency and relevancy in their field of teaching and contributions to other mission components.

PA faculty sustain currency and relevancy through professional engagement and activities related to their field of teaching, consistent with the faculty member's assigned duties and mission of the school. These professional engagement activities are outlined and differentiated in Table 3. Thresholds for maintaining PA status are outlined in Table 1.

1.3 Scholarly Practitioners (SP) – The initial preparation in order to qualify for SP is normally a master's degree related to the area of teaching.

SP faculty sustain currency and relevancy through scholarship and activities related to their field of teaching, consistent with the faculty member's assigned duties and mission of the school. These academic engagement activities are outlined and differentiated in Table 2. Thresholds for maintaining SA status are outlined in Table 1.

1.4 Instructional Practitioners (IP) – The initial preparation in order to qualify for IP is normally a master's degree related to the area of teaching.

IP faculty sustain currency and relevancy through professional engagement and activities related to their field of teaching, consistent with the faculty member's assigned duties and mission of the school. These professional engagement activities are outlined and differentiated in Table 3. Thresholds for maintaining IP status are outlined in Table 1.

1.5 Additional (A) – Faculty who do not meet the school's criteria for SA, PA, SP, or IP.

Additional (A) faculty are generally foreseen to be of two types:

- 1) Part-time or full-time faculty members who, while lacking the usual master's or terminal degree related to the field of teaching, hold significant professional experience that qualifies them to teach certain courses in the curriculum. Examples may include a part-time adjunct instructor or a part-time or full-time executive-in-residence;
- 2) Faculty members who have not sustained currency and relevancy through scholarly and/or professional engagement related to their field of teaching. This is generally seen to be a temporary circumstance, wherein such persons are subject to a faculty development plan as described in section IV. 4.0.

Executive-in-residence: individuals may be hired whose professional experience qualifies them to teach certain classes in the curriculum and/or in other ways contribute uniquely to the school. Individuals in executive-in-residence type roles may be classified as Additional, SA, PA, SP or IP depending on their qualifications and situations. Such individuals' teaching loads may be negotiated with and determined by the Dean.

2.0 School Metrics for Determining Faculty Qualifications

Qualified status is maintained by meeting certain standards in relation to three types of engagement activities: (1) peer-reviewed journal articles, (2) other intellectual contributions, and (3) professional engagement activity. Various activities are grouped into one of these categories and assigned points according to the relative merit and relevance of the activity, in terms of the school's mission. Table 1 shows the minimum number of points required in each type of engagement activity, over the most recent six-year time period, to maintain qualified status.

Table 1: Minimum Points Required to Maintain Qualified Status by Faculty Category (Rolling 6-Year Time Period)

| I. Academic Engagement | SA | PA (T) | PA | SP | IP |
|-------------------------------------|------------|------------|------------|------------|------------|
| A. Peer-Reviewed Journal Articles | 12* | left blank | left blank | 6 | left blank |
| B. Other Intellectual Contributions | left blank | left blank | left blank | left blank | left blank |
| Total Academic Engagement | 12 | left blank | left blank | 8 | left blank |
| II. Professional Engagement | left blank | 12 | 8 | left blank | 8 |
| Total Activity Points | 24 | 24** | 14 | 12 | 12 |
| Normal Full-time Teaching Load | 3-3 or 3-4 | 4-4 | 4-4 | 4-4 | 4-4 |

*Full-time SA faculty who achieve at least 16 points in the Peer-Reviewed Journal Articles category, in the most recent 6-year time period, will be scheduled for a 3-3 teaching load. Those who achieve the minimum 12 points in the Peer-Reviewed Journal Articles category will maintain their SA status and will be scheduled to teach a 3-4 teaching load. In lieu of an additional course and at the Dean's and Department Chair's discretion, a significant service project may be assigned (totaling 100~150 hours) that advances the mission of the department/school, in addition to regular service activities.

**Full-time Tenured PA faculty will be scheduled to teach a 4-4 teaching load. At the Dean's and Department Chair's discretion, a course release may be assigned for a significant service project (totaling 100~150 hours) that advances the mission of the department/school, in addition to regular service activities.

Table 2, Part I is derived from Table 1 in the Goddard School Research Support Program (RSP)'s Policy Document. To maintain consistency, changes made to Table 1 in the RSP document should also be implemented and reflected in Table 2 of this Faculty Qualifications Document.

| Table 2 Academic Engagement Activities (AEA) | Activity Points |
|--|------------------------|
| I. Peer Reviewed Journal and Law Review Articles | left blank |
| ABDC Rank: A*; SSCI/SCIE w/ SJR Indicator ≥ 5.00 ; USNWR #1~20 flagship law reviews | 20 per article |
| ABDC Rank: A; SSCI/SCIE w/ SJR Indicator 2.00~4.99; USNWR #21~50 flagship law reviews and #1~20 specialty law reviews | 16 per article |
| ABDC Rank: B; SSCI/SCIE w/ SJR Indicator 1.00~1.99; USNWR #51~100 flagship law review and #21~50 specialty law reviews | 12 per article |
| ABDC Rank: C; SSCIE/SCIE w/ SJR Indicator 0.50~0.99; USNWR #101~150 flagship law review and #51~100 specialty law reviews | 8 per article |
| Other Scopus-indexed Journals; Other SSCI/ SCIE-indexed Journals; Other USNWR-listed law schools' law reviews | 4 per article |
| Other non-predatory journals | 2 per article |
| Scholarly Books (sole or joint authorship)* | 4 -12 per book |
| Chapters in scholarly books and handbooks* | 2 - 4 per chapter |
| <i>Point Augmentation Through Targeted Alignment with GSBE Mission for PRJ and PRJ-Equivalent Articles</i> | left blank |
| Education, Local Community/Economic Development, and/or Sustainability (see Appendix 1)*** | +2 per item |
| Student co-authorship (excluding publication in journals or books targeted at student researchers) | +1 per item |
| II. Other Intellectual Contributions | left blank |
| Academic/Professional Conferences Presentations | 1 point |
| If leading, major associations, including their regional and subfield conferences, e.g. Academy of Management or Western Academy of Management (+1 point additional) | left blank |
| If full paper proceedings published (+1 point additional) | left blank |
| Conference Discussant and/or Session Organizer (excluding Session Chair role) | 1 point |

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|---|--|
| Competitive research awards* | 2 - 4 per award |
| Professional/practitioner-oriented book* | 4 - 10 per book |
| Textbooks, first edition (sole or joint-authorship) | left blank |
| If published by national leading publisher | 10 per text |
| If published by other publisher | 4 per text |
| Major revisions/updates of textbooks and chapters | 1 - 2 per revision |
| Publications widely disseminated by recognized organizations or publishers (e.g. book reviews, trade journal articles, written cases with instructional materials, but not to include self-published or repository materials) | 2 per publication |
| Invited research presentation | left blank |
| Academic | 2 per presentation |
| Professional (e.g. Chambers of Commerce, Trade Groups, Professional Societies or other Business Associations) | 1 per presentation |
| Editorship of academic/professional publication | left blank |
| If ABDC, SSCI, SCIE journal | 4 per year |
| If other non-predatory journal | 2 per year |
| Service on journal editorial boards | left blank |
| If ABDC, SSCI, SCIE journal | 2 per year |
| If other non-predatory journal | 1 per year |
| Refereeing academic papers (capped at 2 points total per year) | left blank |
| If ABDC, SSCI, SCIE journal | 1 per paper |
| If other non-predatory journal | 0.5 per paper |
| External research grants** | 2 - 6 points |
| National or local media appearance (video, audio and/or print) that draws on faculty member's expertise | 0.5 per appearance (capped at 2 points per year) |
| Service on organizational committees for relevant academic conferences or seminars* | 1 - 4 points per conference |

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|--|----------------------|
| <p>Leading, major academic associations, including their regional and subfield conferences: As conference or program chair (4 points) As track chair or organizing committee member (2 points)</p> | left blank |
| <p>Other academic associations: As conference or program chair (2 points) As track chair or organizing committee member (1 point)</p> | left blank |
| <p>On-Campus presentations (e.g. GSBE Research Seminar, Teaching and Learning Forum, Panel Discussions, etc.)</p> | 0.5 per presentation |
| <p>Leadership positions in recognized academic societies and associations</p> | |
| <p>Leading, major academic associations, including their regional and subfield divisions (e.g. president, vice-president, secretary, division chair).</p> | 2 points per year |
| <p>Other academic associations (e.g. president, vice-president, secretary, division chair)</p> | 1 point per year |
| <p><i>Point Augmentation Through Targeted Alignment with GSBE Mission for Other Intellectual Contributions</i></p> | left blank |
| <p>Education, Local Community/Economic Development, and/or Sustainability (see Appendix 1)***</p> | +1 per item |
| <p>Student co-authorship and/or co-presentership at national or regional conference (excluding conferences targeted at student researchers)</p> | +1 per item |

*Points will be negotiated with your department chair and dean based on the prominence and impact of the publisher, organization or conference.

**Points for external research grants are negotiated with your department chair and dean, and are based on the size of the grant as well as the potential for impact through the use of student collaboration and/or adoption by industry or policy makers.

*** For point augmentation, Education refers to work that advances the scholarship and/or practice of teaching in fields related to GSBE mission. Local Community Development / Local Economic Development refers to work concerning WSU's service region and/or Utah more broadly; it does not apply to development of communities, workforces or economies in other regions or countries. Sustainability refers to work that has its primary focus or major theme focus on sustainability; work with less sustainability focus does not qualify.

| Table 3 Professional Engagement Activities | Activity Points |
|---|--|
| Presentation at professional conferences | left blank |
| National Organization | 2 |
| State/Regional Organization | 1 |
| Local Organization | 0.5 |
| Professional/Practitioner Oriented Publications | left blank |
| Professional/practitioner-oriented book* | 4 - 10 per book |
| Leading, major professional society's primary publications | 2 per item |
| Other professional publications* | 0.5 - 1 per item |
| Consulting activities that are material in terms of field of expertise, time, and substance (paid) | 1 point/25 hours (capped at 2 points per year) |
| Consulting activities that are material in terms of field of expertise, time, and substance (pro-bono) | 1 point/25 hours (capped at 4 points per year) |
| Faculty internships and externships <ul style="list-style-type: none"> • Full or ¾ time: 2 points/semester • ½ time: 1 point/semester | Capped at 4 points per year |
| Development and/or presentation of executive education programs | 1 point/10 hours (capped at 2 points per year) |
| Sustained professional work supporting qualified status (adjunct faculty only) | 1 point/50 hours |
| Significant responsibilities in professional standard-setting bodies, or policy-setting bodies | 1 point/10 hours (capped at 2 points per year) |
| Relevant, active, and significant service on boards of directors with demonstrated contributions | 1 point/10 hours (capped at 2 points per year) |
| Documented continuing professional education experiences | 1 point/10 hours (capped at 2 points per year) |

| | |
|---|--|
| Earning recognized/prominent/high-level professional certifications or licensure (initial or recertification) in the relevant teaching discipline | 1 point per certification or recertification (capped at 2 points per year) |
| Participation in other significant professional engagement activities not listed here as approved by department chair | 1 point/10 hours (capped at 2 points per year) |
| Mission-aligned community/stakeholder-related grants (e.g. Talent Ready Utah)* | 1 - 4 points |

*Points will be negotiated with your department chair and dean based on the prominence and impact of the publisher, organization or conference.

3.0 Sufficiency and Deployment

AACSB requires schools to maintain and deploy a sufficient number of faculty to ensure quality outcomes across the range of degree programs it offers to achieve the components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. A school adopts and applies criteria for documenting faculty members as “participating” or “supporting” that are consistent with its mission.

Participating Faculty: Faculty who actively and deeply engage in the activities of the school in matters beyond direct teaching responsibilities. Normally, participating faculty members are ongoing members of the faculty, whether their appointments are full-time or part-time, whether their positions with the school are considered their principal employment, and whether the school has tenure policies. Moreover, part-time faculty (e.g., adjunct faculty) who support the mission of GSBE outside of their teaching roles will be considered as participating. Previous examples of such support include serving on committees and advisory boards, advising student clubs and organizations, and similar activities.

Supporting Faculty: Supporting faculty members do not normally participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities.

3.1 Deployment

Per AACSB Business Accreditation Standard 3.2 (Faculty Qualifications), the Goddard School recognizes that AACSB normally requires that the deployment of faculty satisfies the following requirements (as percentages of faculty resources):

- Normally, a minimum of 40 percent of a school’s faculty resources are SA and 90 percent are SA+PA+SP+IP at the global level (i.e., across the entire accredited unit) and in disciplines defined by the school in alignment with degrees or majors.

- The ratio of SA faculty at the discipline level may be less than the 40 percent minimum if the school makes appointments to drive new, innovative, or interdisciplinary initiatives.
- In disciplines where the school does not offer any degree programs or majors, the 40 percent SA ratio is not expected as a norm since those faculty would be supporting other degree programs.

AACSB Business Accreditation Standard 3.1's Basis for Judgment provides: "Normally, participating faculty members will deliver at least 75 percent of the school's teaching globally (i.e., across the entire accredited unit); participating faculty members will deliver at least 60 percent of the teaching within each discipline, regardless of whether the school has a degree, major, concentration, etc., in the discipline."

3.2 Moving Between Categories

The category under which a faculty member is qualified is expected to be stable and long-term, reflecting a general direction from which the faculty member approaches their responsibilities. Faculty contemplating a move from one category to another category must have prior discussion and written approval from the faculty member's department chair and dean and must meet the criteria for both the current category and the new category. Similarly, discussion of movements between categories may be prompted by the respective department chair or dean. Such events are expected to occur infrequently for a given faculty member.

4.0 Faculty Qualification Guidelines for Faculty with Administrative Assignments

Goddard School Administrators below the rank of dean are normally expected to meet the initial qualifications for their faculty qualification categories. For the purposes of faculty qualification, administrators include the dean, associate dean, department chairs, and graduate program directors.

Faculty with multi-year administrative or quasi-administrative appointments outside the college may, when appropriate, be designated as administrators for faculty qualifications purposes if the length and magnitude of their service are substantially similar to those of in-college administrators. Examples include, but are not limited to, faculty with multi-year consecutive appointments as Faculty Senate Chair or directors of organizations (e.g., Honors Program, the Office of Undergraduate Research, the Center for Community-Engaged Learning, etc.). A committee comprised of the dean, associate dean and all department chairs will consider requests from such faculty to be classified as administrators for faculty qualification purposes.

For these faculty-administrators, the six-year window sustained engagement requirements are reduced, as follows.

- For SA, half of the required points shown in Table 1 for SA
- For PA, half of the required points shown in Table 1 for PA
- For SP, half of the required points shown in Table 1 for SP
- For IP, half of the required points shown in Table 1 for IP

Administrators holding the rank of dean or higher are normally considered PA or IP due to their professional job duties during their administrative assignment. Such administrators who qualify for other categories may opt for those designations instead.

When a faculty member has completed their administrative assignment, the faculty member will be expected to transition back, over an appropriate period of time, to their prior appointed faculty qualification category. A grace period will be granted up to three years, matching the length of time in the prior administrative assignment. During that grace period, the faculty member will retain their administrative faculty qualification. At the conclusion of the grace period, they are expected to have transitioned back to qualified status in their prior appointed category. In the case of administrators holding the rank of dean or higher who are transitioning from PA to SA status, their window of sustained engagement requirements may be met with a proportionate share of PA and SA engagement activities.

III. Equivalency of Intellectual Contributions.

This section provides clarification of some terms and issues referred to in the preceding sections

Peer-reviewed journal articles (PRJ) are the typical intellectual-contribution currency for measuring scholarly faculty qualifications. The Goddard School recognizes that peer-reviewed 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. Further, intellectual contributions may have the potential to address issues of importance to broader society. The contributions are scholarly in the sense that they are based on generally accepted academic research principles and are disseminated to appropriate audiences.” (see AACSB Business Accreditation Standard 8).

Given the college’s Master of Taxation program and desire to employ LL.M. faculty, as well as the college’s curricular requirements for business law and business ethics, whose academic preparation tends toward publication in LRJs, to teach in that program, it is appropriate to include Law Review Journal (LRJ) articles as equivalent to PRJs in the Goddard School. This is entirely consistent with the definition of “Peer-reviewed journal articles” offered in the definitions section of AACSB Business Accreditation Standard 8 which provides that “Publications in law reviews may be included in this category.”

Similarly, scholarly books and chapters published by reputable presses have substantial value as publications. As a general principle, a scholarly book (SB) 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. The Goddard School includes such scholarly books (SB) and chapters as equivalent to PRJs.

In summary, PRJ, LRJ, SB and SB chapters are viewed as PRJ equivalents for faculty qualification purposes.

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 8. Faculty who wish to count such publications are encouraged to suggest appropriate changes to these Guidelines to the dean for consideration by the full faculty.

IV. Review Processes

This section provides information on the review and appeal process for faculty qualifications, the process for re-establishing expired qualifications, and annual reviews of faculty qualification guidelines.

1.0 Review and Appeal 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.

2.0 Exceptional Work or Activities

For all qualification categories, the faculty recognizes that faculty might, in relatively rare circumstances, create work or participate in activities that support their qualifications, but do not appear on the list. In such cases, the faculty member must petition the dean for an exception and provide appropriate documentation so that a decision can be made. A committee consisting of the dean, associate dean and all department chairs will determine whether and how the work or activity counts toward faculty qualifications.

3.0 Extraordinary Circumstances and Request for Extension

Faculty may find themselves in extraordinary circumstances for which they have limited time, training, planning or resources to mitigate the impact of their circumstances. Examples include natural disasters, family distress, health conditions, a pandemic like COVID-19, etc. An extraordinary circumstance may hinder a faculty member's ability to maintain faculty qualifications. Under such circumstances, the faculty member may petition the Dean to extend the required time period to meet faculty qualifications by submitting a "Request for Extension" before expiration of the qualification. This request should include a written plan for the faculty to become qualified within one year following the date in which qualifications would typically expire unless the Dean determines that the extraordinary circumstances warrant additional extension time. For faculty-wide events, such as a pandemic or other event that affects many faculty, the Dean may authorize an extension on behalf of all participating and supporting faculty members. Further, the Goddard School, in conjunction

with Weber State University, will deploy necessary resources to mitigate the effects of extraordinary circumstances.

4.0 Re-establishing Expired Qualifications

Newly hired tenure-track faculty members who lack qualification or whose qualifications have expired will follow the normal review process outlined in PPM 8-11. Tenured faculty members who have not maintained their faculty qualification will undergo a post-tenure review upon falling out of status. The Goddard School relies on faculty annual reports to monitor whether faculty members maintain status; therefore, if a faculty member falls out of status, this determination will be made as of December 31.

The Goddard School is committed to providing development oversight and opportunities if a participating faculty member's qualification expires. Faculty members must submit within two months of falling out of status (determined as of December 31), in consultation with their Department Chair and Dean, a written development plan for regaining qualified status. This plan will be implemented during the timeframe leading up to the post-tenure review. Pursuant to GSBE's Post-Tenure Review Policy, a faculty member's materials are due in November with reviews conducted in December. If the faculty member has not re-established qualified status by the post-tenure review, resulting in an unsatisfactory rating in scholarship, the faculty member will develop a remediation plan pursuant to GSBE's Post-Tenure Review Policy.

For tenured faculty members, under extenuating circumstances, the Dean has discretion to extend the timeframe for up to an additional two years between when a faculty member falls out of status and when they must undergo a post-tenure review. However, such extension cannot extend beyond the faculty member's existing post-tenure review timeline established by the Post-Tenure Review Policy.

5.0 On-going Review of Faculty Qualifications Guidelines

The Goddard School's executive council shall review this document every three years, unless legislative, accrediting or university policy requires changes in the interim. The review may include a survey of faculty qualifications guidelines at peer and aspirant schools, as well as other considerations. Changes to this document must be ratified by a majority vote of the faculty.

APPENDIX 1. Aspects Eligible for Point Augmentation Through Targeted Alignment with GSBE Mission

| Aspect | GSBE Mission/Strategy | WSU Strategic Plan Amplified 2.0 | UN Sustainable Development Goals |
|--|---|--|---|
| Education (Scholarship of Teaching & Learning / Pedagogical Innovation) | Values - Learning | (Implied in number of graduates, programs) | #4 Quality Education |
| Local Community/ Local Economic Development | Values – Community Social Impact - Community | Community Development Workforce Development Economic Development | #8 Decent Work and Economic Growth SDGs, generally |
| Sustainability | Social Impact - Sustainability | Sustainability | #12 Responsible Consumption and Production SDGs, generally |