



**WEBER STATE UNIVERSITY**

Goddard School of Business & Economics



## **Faculty Qualifications Guidelines**

*Approved by the faculty on September 20, 2018*

### **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.

These four categories represent four ways that a faculty member's initial academic training or preparation and recent work experiences can combine to make him/her qualified. There is no presumption that one type of qualification is "better" than another, although it is important that the School's portfolio of faculty meets certain AACSB distribution requirements, as explained in section 2 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 Ph.D., L.L.M., Master of Taxation, J.D., or other terminal degree. Alternatively, 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 of their knowledge through sustained academic engagement or sustained professional engagement, 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.

The following sections clarify the guidelines for each of the four faculty qualification categories for faculty who do not have administrative duties.

## 1.1 Scholarly Academics (SA)

Scholarly Academics (SA) – The initial preparation in order to qualify for SA is normally a PhD or other appropriate terminal degree related to their area of teaching (e.g., JD for teaching business law or ethics; LLM or an MTAX or a combination of JD plus MACC for teaching Taxation). In order to demonstrate sustained engagement, 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), or scholarly books (SB) , plus three OICs. Alternatively, three PRJ/LRJ/SB publications with no OICs is sufficient to maintain SA status.

Appropriate academic OICs for maintaining SA status include, but are not limited to, the following:

- Publications that are not PRJ/LRJ/SBs, such as books, book chapters, textbooks, textbook chapters, written cases with instructional materials, academic/professional meeting proceedings, book reviews, publications in trade journals, etc.
- Service on organizational committees for relevant academic conferences or seminars
- Presenting, chairing a session, or formally discussing a paper at a relevant academic conference or seminar (brown-bag presentations at WSU and elsewhere count)
- Active participation and/or leadership positions in recognized academic societies and associations
- Relevant, active editorships with academic journals or other business publication
- Service on editorial boards or committees
- Research awards, academic fellow status, invited presentations, etc.
- Blog posts or other media publications or activities that require the faculty's expertise
- Significant grant applications
- Reviewing manuscripts or serving as a referee for reputable journals or conferences

Two other methods of holding SA status are also available, per Standard 15. First, faculty who have obtained ABD status in an appropriate doctoral degree program are considered SA for three years from the date of earning ABD status. Second, faculty who earn appropriate terminal degrees are considered SA for five years from the date the terminal degree was earned.

The college recognizes that faculty will produce a mix of discipline-based, applied, and teaching and learning scholarship. The college values all types of scholarly contributions, although applied publications are likely to be most common, followed by teaching/learning pieces. No distinction is made among these three categories for the purposes of counting PRJ/LRJ/SBs. Furthermore, the college encourages interdisciplinary scholarship and counts such scholarship as appropriate for its faculty.

Faculty with terminal degrees outside their teaching fields are required to produce scholarship that relates directly to the teaching area. Normally, one PRJ/LRJ/SB dealing directly with the field of study, as opposed to pedagogy, will be considered sufficient evidence of “sustained, substantive academic” engagement for purposes of meeting this higher standard.

## 1.2 Practice Academics (PA)

Practice Academics (PA) - The initial preparation in order to qualify for PA is normally a PhD or other appropriate terminal degree related to their area of teaching (e.g., JD for teaching business law or ethics; LLM or an MTAX or a combination of JD plus MACC for teaching Taxation). In order to demonstrate sustained engagement, within the most recent five-year period, the faculty member will demonstrate a minimum of five professional engagement activities (PEA). Activities that occur annually may be counted once each year.

Appropriate Professional Engagement Activities (PEA) for maintaining PA status include, but are not limited to, the following:

- Consulting activities that are material in terms of time and substance
- Faculty internships and externships
- Development and presentation of executive education programs
- Sustained professional work supporting qualified status
- Significant participation in business professional associations, professional standard-setting bodies, or policy-setting bodies
- Practice-oriented intellectual contributions
- Completing referee reports for a PRJ or LRJ
- Successful application for significant external grants
- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business or other organizational leaders
- Maintaining professional certifications in the teaching discipline

### 1.3 Scholarly Practitioners (SP)

Scholarly Practitioners (SP) – The initial preparation in order to qualify for SP is normally a master's degree related to the area of teaching. In order to demonstrate sustained engagement, within the most recent five-year period, the faculty member will demonstrate a minimum of five academic or professional engagement activities (APEA). Normally, at least one of the activities counted must be a PRJ/LRJ/SB. Activities that occur annually may be counted once each year. Alternatively, three PRJ/LRJ/SB publications with no OICs is sufficient to maintain SP status.

Appropriate Academic and Professional Engagement Activities (APEA) for maintaining SP status include, but are not limited to, the following:

- PRJ/LRJ/SB
- Publications that are not PRJ/LRJ/SBs, such as books, book chapters, textbooks, textbook chapters, written cases with instructional materials, academic/professional meeting proceedings, book reviews, publications in trade journals, etc.
- Development and presentation of continuing professional education activities or executive education programs

- Relevant, active editorship with academic, professional or other business/management publications
- Service on editorial boards or committees
- Service on organizational committees for relevant academic conferences or seminars
- Presenting, chairing a session, or formally discussing a paper at a relevant academic conference or seminar (brown-bag presentations at WSU and elsewhere count)
- Active participation and/or leadership positions in recognized academic societies and associations
- Relevant, active editorships with academic journals or other business publication
- Service on editorial boards or committees
- Research awards, academic fellow status, invited presentations, etc.
- Significant participation in academic associations, professional standard-setting bodies, or policy-making bodies
- Blog posts or other media publications or activities that require the faculty's expertise
- Significant grant applications
- Reviewing manuscripts or serving as a referee for reputable journals or conferences

#### 1.4 Instructional Practitioners (IP)

Instructional Practitioners (IP) – The initial preparation in order to qualify for IP is normally a master's degree related to the area of teaching. In order to demonstrate sustained engagement, within the most recent five-year period, the faculty member will demonstrate a minimum of five professional engagement activities (PEA). Activities that occur annually may be counted once each year.

Appropriate Professional Engagement Activities (PEA) for maintaining IP status include, but are not limited to, the following:

- Consulting activities that are material in terms of time and substance
- Faculty internships and externships
- Development and presentation of executive education programs
- Sustained professional work supporting qualified status
- Significant participation in business professional associations, professional standard-setting bodies, or policy-setting bodies
- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Maintaining professional certifications in the teaching discipline
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business or other organizational leaders

In summary, the Goddard School guidelines for faculty qualifications for faculty are as follows:

- For SA, two PRJ/LRJ/SB plus three OICs OR three PRJ/LRJ/SB with no OICs
- For PA, five PEAs
- For SP, one PRJ/LRJ/SB plus four APEA
- For IP, five PEAs

### 1.5 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.

### 1.6 Deployment Mix of Faculty Resources

The Goddard School recognizes that AACSB normally requires that the deployment of faculty satisfies EACH of the following three requirements (as percentages of faculty resources):

- $SA \geq 40\%$
- $SA + PA + SP \geq 60\%$
- $SA + PA + SP + IP \geq 90\%$

Given the School's three master's programs, a higher SA threshold is normally expected. Therefore, the School expects that the first condition's threshold be increased to

- $SA \geq 50\%$

The other two thresholds remain as above.

### 1.7 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 his/her responsibilities. To move from one category to another category, the faculty member must meet the criteria for the new category and receive prior written approval from the faculty member's department chair and dean. Such events are expected to occur infrequently for a given faculty member.

## **2 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, graduate program directors, and center 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, directors of organizations such as the Honors Program, the Office of Undergraduate Research, or the Center for Community-Engaged Learning. 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 five-year window sustained engagement requirements are reduced, as follows.

For SA, one PRJ/LRJ/SB plus two OIC

For PA, three PEAs

For SP, one PRJ/LRJ/SB plus two APEA

For IP, three PEAs

An administrator holding the rank of dean or higher are normally considered PA due to their job duties during their administrative appointments. However, administrators who qualify for other categories may opt for those designations instead.

When a faculty member has completed her or his administrative assignment, the faculty member will be expected to transition over an appropriate period of time to an appropriate faculty-level qualification as described in section 1 above. However, for faculty who have served at least three consecutive academic years in administrative roles, a three-year grace period in which the transitioning faculty member continues to qualify under the administrative expectations shall apply. During that grace period, the faculty member continues to be qualified so long as he/she meets the administrative expectations. For returning administrators with six or more consecutive years of administrative service, the grace period is five years.

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

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

#### **3.1 Equivalency of PRJs, LRJs and SBs**

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 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).

Given the college’s Master of Taxation program and desire to employ LLM 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. Similarly, scholarly books 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 or law review 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 college includes such scholarly books (SB) as equivalent to PRJs and LRJs.

This PRJ/LRJ/SB equivalency is completely consistent with AACSB 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).

In summary, a PRJ, an LRJ and an SB are viewed and counted equally 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 2. 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.

### 3.2 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.

### 3.3 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 an appropriate 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 the faculty member must normally teach, 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 not be permitted to teach overload courses, nor may they receive merit and/or retention salary improvements for the academic year in which their qualifications were not maintained.

If those faculty members continue to make unsatisfactory progress within six months of expiration of qualifications or the completion of the development plan (whichever is later), they will not be allowed to teach in the graduate program, to teach overload courses, and/or to teach in the summer term for overload pay. They will instead be expected to focus their 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.

### 3.4 Annual Review of Faculty Qualifications Guidelines

*The Goddard School's Strategic Planning Committee shall review this document each fall semester. The review shall 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.*