



Standards for Faculty Sufficiency & Faculty Qualifications

This document provides the Walker College of Business definitions for Academically Qualified (AQ) and Professional Qualified (PQ) faculty status and for Participating and Supporting faculty status. These standards do not directly address promotion and tenure procedures, annual performance expectations, merit rewards policy, or overall workload expectations. Those items are specifically addressed in the *Guidelines for Faculty Performance Appraisal and Workload Assignment* document. These *Standards for Faculty Sufficiency & Faculty Qualifications* are complementary to the *Guidelines for Faculty Performance Appraisal and Workload Assignment*, but not a substitute for them.

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I. Introduction

As noted in the Mission Statement for the Walker College of Business,

The mission of the John A. Walker College of Business is to offer high quality educational experiences preparing our students for life-long learning and leadership responsibilities in a dynamic, global environment. To accomplish this, our focus is on instructional excellence, complemented by diverse research and service activities that contribute to progress in the business discipline and the broader community.

One of the most important factors in being able to achieve our mission is for the college to have and maintain an active, engaged, and highly-qualified faculty. Only with broad-based and skilled faculty involvement that is focused on continual improvement will the college reach the level of success that is desired.

This concept is reinforced in the accreditation standards of the Association to Advance Collegiate Schools of Business (AACSB), as stated in their *Eligibility Procedures and Standards for Business Accreditation*. The standards highlight two key aspects of expectations for business schools and their faculty:

- 1) Faculty resources should be sufficient. Part of that is obviously related to having an adequate number of faculty members in the appropriate areas of need. Equally important however, is the idea that there needs to be substantial faculty engagement in college matters beyond direct teaching assignments – engagement across a broad array of faculty development, research, and service activities that are integral to the college mission.
- 2) Faculty should possess adequate qualifications to be able to perform their duties at a level consistent with what is needed to achieve the mission of the college. The qualifications are related both to initial training, education, and experience, as well as to the continuation of maintaining currency of one's skills and knowledge.

This document defines the standards related to Faculty Sufficiency and Faculty Qualifications for the Walker College of Business. In particular, it defines the expectations for Participating and Supporting faculty members and for Academically Qualified and Professionally Qualified status for faculty members.

It must be noted that this document is complementary to the *Guidelines for Faculty Performance Appraisal and Workload Assignment*, not a substitute for that document. The *Guidelines* document provides the broader framework for overall performance expectations, promotion and tenure procedures, merit rewards policy, and workload expectations. This document simply provides the rationale and definitions for the items noted above.

II. Faculty Sufficiency

The AACSB accreditation standard that relates to faculty sufficiency is Standard 9, which states:

The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, majors, areas of emphasis, and locations have the opportunity to receive instruction from appropriately qualified faculty.

In further describing the standard and how its attainment is judged, Standard 9 notes that, normally, **participating faculty members will deliver at least 75 percent of the total business school's teaching and at least 60 percent of the teaching in each degree program and in each discipline.** Faculty members not classified as participating faculty members are referred to as supporting faculty members.

Defining Participating and Supporting Faculty

A **participating faculty member** actively engages in the activities of the college in matters beyond direct teaching responsibilities, including service and/or research activities that help the school achieve its mission.

A **supporting faculty member** only engages in direct teaching responsibilities (preparing, teaching, grading, and holding office hours) and there is not an expectation to be involved in other activities of the college.

The AACSB accreditation standards expand the discussion related to participating and supporting faculty members with the following:

A **participating** faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research, and service commitments. The faculty member may participate in the governance of the school, and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising, and representing the school on institutional committees. The school considers the faculty member to be a long-term member of the faculty regardless of whether or not the appointment is of a full-time or part-time nature, regardless of whether or not the position with the school is considered the faculty member's principal employment, and regardless of whether or not the school has tenure policies. The individual may be eligible for, and participate in, faculty development activities and take non-teaching assignments for such activities as advising as appropriate to the faculty role as defined at the school.

A **supporting** faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement rights on faculty issues, have membership on faculty committees, nor is the individual assigned responsibilities beyond direct teaching functions (i.e., classroom and office hours). A supporting faculty member's appointment is normally exclusively teaching responsibilities and is normally *ad hoc* appointment, for one term or one academic year at a time without the expectation of continuation.

Normal Expectations For Walker College of Business Faculty Members

- ◆ Tenured and tenure-track faculty members are expected to fall into the category of participating faculty members, as they are all expected to be involved in helping to achieve the college mission via teaching, research and service efforts.
- ◆ Normally, full-time non-tenure track faculty members are expected to fall into the category of participating faculty members, as they will usually be expected to participate in some college activities beyond just teaching.
- ◆ Normally, part-time non-tenure track faculty members are expected to fall into the category of supporting faculty members, as they are usually only expected to fulfill direct teaching responsibilities.

Regardless of the normal expectations outlined above, the determination of a faculty member's status as **participating** or **supporting** will be based upon an annual review of the actual level of involvement of each faculty member. The following list, though not exhaustive, provides examples of activities that would be evidence of involvement of participating faculty members:

Examples of Participating Faculty Activities and Involvement

- ◆ Instructional Activities Beyond Direct Teaching Responsibilities
 - Attend teaching/pedagogy workshops or seminars
 - Participate in other faculty development events or activities
 - Write and publish teaching materials (books, chapters, cases, instructional software, etc.)
 - Design and develop new curriculum and courses
 - Participate in study abroad trips/courses in a faculty leadership role
 - Participate in assessment activities
 - Serve as an honors thesis director or provide independent/individual study opportunities for students
- ◆ Research Activities
 - Conduct academic research
 - Participate in funded research and/or grant activities
 - Make presentations at academic/professional meetings
 - Publish in academic or professional journals
 - Publish in proceedings from scholarly meetings
- ◆ Service Activities
 - Serve on department, college or university committees

- Serve in an administrative or supervisory role within the department, college or university
- Serve as a faculty advisor to official student organizations
- Regularly attend and actively participate in departmental meetings and activities
- Provide student advising services
- Participate in academic or professional organizations related to one's field
- Serve as a journal editor or manuscript reviewer for journals related to one's field
- Attend academic or professional meetings related to one's field

III. Faculty Qualifications

Academically Qualified and Professionally Qualified Status

The primary AACSB accreditation standard that relates to faculty qualifications is Standard 10, which states:

The faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission and to assure that this occurs, the school has a clearly defined process to evaluate individual faculty member's contributions to the school's mission.

In further describing the standard and how its attainment is judged, Standard 10 notes that, **at least 50 percent of faculty resources are academically qualified and that at least 90 percent of faculty resources are either academically or professionally qualified**. Also, qualified faculty resources should be distributed across programs and disciplines consistent with the school's mission.

While Standard 10 offers guidance with regard to the definition of academically qualified and professionally qualified faculty, it is the responsibility of each college to develop specific criteria, consistent with its mission, for the classification of faculty as academically or professionally qualified. Following is the criteria established for the Walker College of Business.

Academically Qualified Faculty

Being academically qualified requires a combination of original academic preparation augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities; that is, activities that allow the maintenance of academically qualified status.

Original Academic Preparation

A faculty member must meet one of the following descriptions of original academic preparation to be considered academically qualified (AQ):

- 1) A doctoral degree in the field in which the individual teaches.
(This includes a Juris Doctor (J.D.) degree for teaching business law courses.)
- 2) A doctoral degree in business that is outside of the individual's primary field of teaching, but with sufficient additional academic and/or professional preparation for the individual's instructional responsibilities.
- 3) A doctoral degree outside of business, but primary teaching responsibilities that incorporate the area of academic preparation, and with sufficient academic and/or professional preparation for the individual's instructional responsibilities.
- 4) A doctoral degree outside of business and primary teaching responsibilities that do not incorporate the area of academic preparation, but with sufficient academic and/or professional preparation for the individual's instructional responsibilities.

- 5) A specialized graduate degree in taxation. Individuals with a graduate degree in taxation or a combination of graduate degrees in law and accounting will be considered academically qualified to teach taxation.
- 6) Substantial specialized graduate coursework in the field of primary teaching responsibility, but no research doctoral degree. Most commonly, this would cover individuals currently pursuing a business doctoral degree in the area of their instructional responsibilities, while they are at the ABD stage. This condition would justify initial academically qualified status for no more than three years following the completion of doctoral comprehensive examinations.

For individuals with doctoral degrees (business or non-business) that differ from their primary field of teaching, and thus fall into categories 2, 3 or 4 above, the greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation to be considered sufficient to be classified as academically qualified.

Having successfully met the requirements for an initial academically qualified designation under items 1-5 above, a faculty member automatically retains such designation for a period of five years past the year of degree completion. Meeting initial academically qualified status under item 6 above is automatically maintained for only a three year period.

Maintenance of Academically Qualified Status

The business world changes very rapidly and faculty members must be involved in continuous development, learning, and the generation of intellectual contributions throughout their careers to stay current. Maintaining one's status as academically qualified (AQ) beyond the initial period of original academic preparation is determined by evidence of the continued learning activities and intellectual contributions of each faculty member.

A faculty member that meets the original academic preparation guidelines for being academically qualified will maintain academically qualified status if, over the most recent five-year period, he or she has completed at least four (4) academic maintenance activities, of which at least two (2) must be quality publications.

Faculty members that regularly teach graduate courses will be expected to be academically qualified at a level above the minimum standard.

Definition of Quality Publications

- 1) Quality publications are, most commonly, journal articles that are subjected to a documented peer and/or editorial review process, and are publicly available in a written form (either physically or electronically).
- 2) There are, however, several other forms of written intellectual contributions that will also be viewed as quality publications. These items include:

- a) Publishing the second, or higher, edition of a textbook (or, evidence that a first edition has been widely accepted by other schools);
 - b) Publishing a scholarly/research book that is widely distributed and recognized;
 - c) Writing an invited article for a nationally-recognized academic or practitioner journal;
 - d) Completion of a publicly available research report from a significant funded grant proposal (minimum grant of \$10,000).
 - e) Publishing a chapter in a peer-reviewed scholarly book.
- 3) It is assumed that journals listed in Cabell's *Directory of Publishing Opportunities* have been subjected to a documented formal review process. If the publication outlet is not listed in Cabell's, it is the author's responsibility to provide documentation of the outlet's review process.

Definition of Academic Maintenance Activities

Academic maintenance activities are activities, experiences and/or contributions that help to maintain one's intellectual currency and one's preparation for current teaching responsibilities.

These activities or items include:

- 1) Quality publications, as defined in the previous section
- 2) Published proceedings from scholarly meetings
- 3) Published supplemental textbook materials such as test banks, study guides, etc.
- 4) Research monographs
- 5) Presentations of papers at academic or professional meetings
- 6) Presentations of papers at faculty research seminars
- 7) Published book reviews
- 8) Publications in trade journals
- 9) Published popular press book
- 10) Publicly available research working papers
- 11) Written cases with instructional materials
- 12) Development of instructional software
- 13) Complete a substantial faculty internship in a professional work environment.
- 14) Deliver invited professional speeches for regional or national professional organizations to sizable audiences. A minimum of 4 such speaking engagements is required to count as one maintenance activity.
- 15) Create and deliver executive education seminars or continuing education sessions of significance that are well attended
- 16) Obtain a new professional certification that is relevant to the faculty member's field
- 17) Completion of a publicly available research report from a funded grant proposal
- 18) Completion of a significant consulting activity that produces a verifiable document or product
- 19) Serve in an administrative role at the department, college, or university level in which the administrative duties performed are related to the faculty member's field. The administrative role must be equivalent to at least a quarter-time assignment.
- 20) Complete significant development activities that are administrative in focus, related to one's leadership roles and responsibilities, and supportive of the college mission
- 21) Attend seminars or classes to earn continuing education (CE) credits at a level to maintain a professional certification relevant to one's teaching field. Maintaining relevant

professional certification over a five-year period counts as one academic maintenance activity.

- 22) Attend significant seminars or classes related to one's instructional field in order to expand one's knowledge base and to maintain one's currency and relevance.

Consideration of Other Situations

Any situation that does not meet the guidelines described above may be considered by the College of Business Executive Committee. The Executive Committee must agree that the nature, quality, and appropriateness of other intellectual contributions are sufficiently strong to allow deviations from the basic maintenance standard. Supporting documentation of the Executive Committee's review process is required.

Professionally Qualified Faculty

Being professionally qualified requires a combination of original academic and professional qualification augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities; that is, activities that allow the maintenance of professionally qualified status.

Original Academic and Professional Qualification

A faculty member is considered to have appropriate original academic and professional qualifications to be considered professionally qualified (PQ) if s/he satisfies the following requirements:

- 1) A Master's degree (or higher) in the business field of the faculty member's instructional responsibilities, or a Master's degree (or higher) and a minimum of 18 graduate hours in the faculty member's area of instruction; and
- 2) Professional experience relevant to the faculty member's instructional responsibilities. To be sufficient, the experience must consist of either:
 - a) at least 5 years of professional experience, with experience at a level higher than an entry-level position, or
 - b) at least 3 years of professional experience, and a certification or professional license from a recognized national/international organization or from appropriate government authorities in the field, with experience at a level higher than an entry-level position.

The professional work experience should have ended no more than 5 years prior to the time of originally being hired to teach.

Maintenance of Professionally Qualified Status

A faculty member who meets the original qualifications for professionally qualified status will automatically remain PQ as long as their most recent full-time work experience occurred within the previous five years. Thereafter, maintaining one's status as being professionally qualified

requires evidence of professional development and/or activities that support one's currency and relevance in their field.

A faculty member will maintain professionally qualified status if he or she successfully undertakes and/or achieves a minimum of two (2) professional maintenance activities of significance in the most recent five-year period, such as, but not limited to, the following;

- 1) Engage in significant consulting activities or employment (including self-employment) that is related to the faculty member's instructional field. Such activities/employment should utilize at least 400 hours within a year and be a significant contributor to one's annual income (not a "hobby" business).
- 2) Undertake a faculty internship in a professional work environment that lasts at least 400 hours. The internship would typically include specific projects to complete and/or substantial responsibilities to execute.
- 3) Serve as a member of a board of directors that has substantial duties and meets on at least a quarterly basis. Aspects of the directorship should be relevant to the faculty member's instructional field.
- 4) Obtain a new professional certification that is relevant to the faculty member's field.
- 5) Deliver invited professional speeches for regional or national professional organizations to sizable audiences. A minimum of 4 such speaking engagements is required to count as one professional maintenance activity.
- 6) Create and/or deliver executive education seminars or continuing education sessions of significance that are well attended.
- 7) Publish any of the following:
 - a. a professional or academic journal article that is subjected to a documented peer and/or editorial review process, and publicly available in a written form;
 - b. a text book, professional or scholarly book, case study with instructional notes, instructional software, or a popular press book that achieves national distribution;
 - c. an invited article for a nationally-recognized academic or practitioner journal; or
 - d. supplemental textbook materials such as test banks, study guides, etc.
- 8) Completion of a publicly available research report from a significant funded grant proposal (minimum grant of \$10,000).
- 9) Serve in an administrative role at the department, college, or university level in which the administrative duties performed are related to the faculty member's field. The administrative role must be equivalent to at least a quarter-time assignment.
- 10) Attend seminars or classes related to one's instructional field in order to expand one's knowledge base and to maintain one's currency and relevance. A minimum of 100 hours of contact time is required to count as one professional maintenance activity.
- 11) Attend seminars or classes to earn continuing education (CE) credits at a level to maintain a professional certification relevant to one's teaching field. Maintaining relevant professional certification over a five-year period counts as one professional maintenance activity.

Definitions & Further Considerations

- 1) Professional maintenance activities from items 1-8 above can be duplicated in different years. For example, significant consulting activities in each of two consecutive years can

count as two (2) professional maintenance activities. However, items 9-11 can only be counted once during a five year period.

- 2) Although efforts have been made to quantify the descriptions of professional maintenance activities where it is thought to be feasible, several of the items specify that an activity, or some component of it, should be “significant,” “substantial,” or “sizable.” Where there are uncertainties or disagreements in the interpretation of such items, the College of Business Executive Committee must agree that the nature, quality, and appropriateness of the individual’s activities are sufficiently strong as to count as a professional maintenance activity. Supporting documentation of an individual’s activity and the Executive Committee’s review process is required.
- 3) Faculty members that have the appropriate educational background, but do not fully meet the professional work experience component of the original PQ, can achieve initial professionally qualified status by completing a minimum of four (4) professional maintenance activities noted above, within a five-year period. At least 3 of the 4 maintenance activities must be from items 1-8. Thereafter, they would be able to maintain PQ status according to the normal maintenance process described above.