

# Graduate Faculty Status Policy For College of Business

Graduate faculty status within the College of Business will be guided by our accrediting body's, "The Association for the Advancement of Collegiate Schools of Business" (AACSB), definition of faculty sufficiency.

Under the current guidelines, a faculty member is classified as active (non-other) by a combination of academic preparation and sustained engagement activities. These active classifications are SP, IP, SA, and PA and are shown in the table below.

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
<b>Initial academic preparation and professional experience</b>	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

If a faculty member cannot be classified as one of the above four designations, that faculty member will be denoted as "Other". Each of these classifications considers only contributions made during the most recent five year period. Also, an ABD is considered **SA** for a period of three years and a new Ph.D. is considered **SA** for a period of five years.

Therefore, the policy of the COB concerning graduate faculty status is:

- 1) For all new faculty that are designated **SA** due to their recent completion of a terminal degree, the Graduate Programs Committee will request Regular Graduate Faculty Status;
- 2) For all instructors hired ABD, the Graduate Programs Committee will request Temporary Graduate Faculty Status for a period of 3 years;
- 3) For all adjuncts that are classified as either **SP or IP**, the Graduate Programs Committee will request Graduate Faculty Status annually;
- 4) For all faculty holding Regular Graduate Faculty Status and classified as either **SP, IP, SA, or PA** from the previous review year, the Graduate Programs Committee will request an additional appointment for 5 years.
- 5) For all faculty holding Regular Graduate Faculty Status and classified as **OTHER**, the Graduate Programs Committee will request that person be removed from membership of the Graduate Faculty and the COB will no longer assign that person to graduate level courses.

## Definitions

— **Scholarly Academics (SA)** sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined below.

— **Practice Academics (PA)** sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined below.

— **Scholarly Practitioners (SP)** sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined below.

— **Instructional Practitioners (IP)** sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below. IP status is sustained as outlined below.

- Initial academic preparation is assessed by earned degrees and other academic credentials. Initial professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.
- Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.
- Academic engagement reflects faculty scholarly development activities that support integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies.
- Professional engagement reflects faculty practice-oriented development activities that support integration of relevant, current practice of business and management consistent with the school's mission, expected outcomes, and supporting strategies.
- Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the school's mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components.
  
- Normally, a doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for SA and PA status, and there must be ongoing, sustained, and substantive academic and/or professional engagement activities supporting SA and PA status. Individuals with a graduate degree in law will be considered SA or PA for teaching business law and legal environment of business, subject to ongoing, sustained, and substantive academic and/or professional engagement activities demonstrating currency and relevance related to the teaching field.
- Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered SA or PA to teach taxation subject to continued, sustained academic and professional engagement that demonstrates relevance and currency in the field of teaching.

- If individuals have doctoral degrees that are less foundational disciplined-based research-oriented or if their highest degrees are not doctorates, then they must demonstrate higher levels of sustained, substantive academic and/or professional engagement activities to support their currency and relevance in their fields of teaching and their contributions to other mission components. The burden of proof is on the school to make its case for SA or PA status in such cases. AACSB expects that there will be only a limited number of cases in which individuals without doctoral degrees also have SA or PA status.
- Academic and professional engagement activities must be substantive and sustained at levels that support currency and relevance for the school's mission, expected outcomes, and strategies. Engagement can result from the work of a single faculty member, collaborations between and among multiple faculty, or collaborations between faculty and other scholars and/or practitioners.

### Sustaining Classification

- Normally, faculty members may undertake a variety of academic engagement activities linked to the theory of business and management to support maintenance of **SA status**. A non-exhaustive list of academic engagement activities may include the following:
  1. **Intellectual contributions** are original works intended to advance the theory, practice, and/or teaching of business and management. They are scholarly in the sense that they are based on generally accepted research principles, are validated by peers and disseminated to appropriate audiences. Intellectual contributions are a foundation for innovation. Validation of the quality of intellectual contributions includes the traditional academic or professional pre-publication peer review, but may encompass other forms of validation, such as online post-publication peer reviews, ratings, surveys of users, etc. Impact of these intellectual contributions is required to be documented. This impact is the advancement of theory, practice, and/or teaching of business and management through intellectual contributions. Impact is concerned with the difference made or innovations fostered by intellectual contributions—e.g., what has been changed, accomplished, or improved.
  2. Relevant, active editorships with academic journals or other business publications and service on editorial boards and committees.
  3. Validation of SA status through leadership positions, participation in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc.
- Normally, faculty may undertake a variety of professional engagement activities to interact with business and management practice to support maintenance of **PA status**. A non-exhaustive list of professional engagement activities may include the following:
  1. Consulting activities that are material in terms of time and substance
  2. Faculty internships
  3. Development and presentation of executive education programs
  4. Sustained professional work supporting qualified status
  5. Significant participation in business professional associations
  6. Practice-oriented intellectual contributions as detailed above
  7. Relevant, active service on boards of directors
  8. Documented continuing professional education experiences
  9. Participation in professional events that focus on the practice of business, management, and related issues
  10. Participation in other activities that place faculty in direct contact with business or other organizational leaders

- Normally, at the time that a school hires an **IP or SP** faculty member, that faculty member's professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach. IP and SP faculty members also have master's degrees in disciplines related to their fields of teaching.
  
- For sustained **SP status**, a non-exhaustive list of academic and professional engagement activities may include the following:
  1. Relevant scholarship outcomes as documented above
  2. Relevant, active editorships with academic, professional, or other business/management publications
  3. Service on editorial boards or committees
  4. Validation of SP status through leadership positions in recognized academic societies, research awards, academic fellow status, invited presentations, etc.
  5. Development and presentation of continuing professional education activities or executive education programs
  6. Substantive roles and participation in academic associations
  
- For sustained **IP status**, a non-exhaustive list of professional engagement activities and interactions may include the following:
  1. Consulting activities that are material in terms of time and substance
  2. Faculty internships
  3. Development and presentation of executive education programs
  4. Sustained professional work supporting IP status
  5. Significant participation in business professional associations and societies
  6. Relevant, active service on boards of directors
  7. Documented continuing professional education experiences
  8. Documented professional certifications in the area of teaching
  9. Participation in professional events that focus on the practice of business, management, and related issues
  10. Participation in other activities that place faculty in direct contact with business and other organizational leaders
  
- The school's blend of SA, PA, SP, and IP faculty members in support of degree programs, locations, and disciplines and other mission components must result from a strategic choice and be consistent with the school's mission, expected outcomes, and strategies.
- Normally, at least 40 percent of faculty resources are Scholarly Academics (SA).
- Normally, at least 60 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), or Scholarly Practitioners (SP).
- The school ensures students in all programs, disciplines, locations, and delivery modes are supported by high-quality learning experiences delivered or directed by an appropriate blend of qualified faculty that is strategically deployed and supported by an effective learning infrastructure. For example, schools with research doctoral and research master's degree programs are expected to have higher percentages of SA and PA faculty, maintain a strong focus on SA faculty, and place high emphasis on faculty who possess research doctoral degrees and who undertake scholarly activities to maintain SA status. Schools that emphasize practice-oriented degrees may have a more balanced approach to the distribution of SA, PA, SP, IP, and other faculty members, subject to the limitations in the stated guidance and criteria that place high emphasis on a balance of theory and practice.