



# WEBER STATE UNIVERSITY

Goddard School of Business & Economics

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## Faculty Qualifications Guidelines

*Approved by the faculty on November 11, 2022*

### I. Overview

AACSB Business Accreditation Standard 3 requires accredited business schools to maintain and strategically deploy “a mix of 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.

Per AACSB Business Accreditation Standard 3.2, 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 expected 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 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.

## II. Faculty Qualifications and Deployment of Faculty Resources

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

### 1. Definitions and Criteria (per AACSB's "2020 Guiding Principles and Standards for Business Accreditation")

**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.

**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.

**Faculty Qualifications:** Refers to one of five categories designated to demonstrate current and relevant intellectual capital or professional engagement in the area of teaching to support the schools mission and related activities. Categories for specifying faculty are described in sections 1.1 through 1.5.

#### 1.1 Scholarly Academics (SA)

**Scholarly Academics (SA)** – The initial preparation in order to qualify for SA is normally a PhD, DBA, LLM, MST, JD, or other terminal degree related to their area of teaching as defined in the overview. 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 Other Intellectual Contributions (OICs).

Appropriate 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 3. 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. 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 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 as defined in the overview. 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, classified based on impact to the professional community:

### Professional Engagement Activities—Professional Impact

- Consulting activities that are material in terms of time and substance
- Faculty internships and externships
- Development of executive education programs
- 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
- Relevant, active, and significant service on boards of directors with demonstrated contributions
- 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

Professional Engagement Activities—Scholarly Impact

- Peer-reviewed journal articles, law review journal articles, or scholarly books
- Completing referee reports for practicing or academic journals or intellectual contributions
- Successful application for significant external grants

At least four of the PEAs for a PA qualified faculty member must come from first list of Professional Engagement Activities with professional impact.

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 or practitioner-related journals. Activities that occur annually may be counted once each year.

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

- PRJ/LRJ/SB or practitioner-related journals
- 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 of continuing professional education activities
- Presentation of continuing professional education activities
- Development of executive education programs
- Presentation of 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 of executive education programs
- 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

#### 1.5 Additional Faculty (A)

**Additional faculty (A)** are faculty who do not meet the school's criteria for SA, PA, SP, or IP.

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

- For SA, two PRJ/LRJ/SB plus three OICs
- For PA, five PEAs, at least four of which come from the list of Professional Engagement Activities—Professional Impact
- For SP, one PRJ/LRJ/SB plus four APEAs
- For IP, five PEAs

## 2. Deployment Mix of Faculty Resources

### 2.1 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.

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%

## 2.2 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. 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.

## 2.3 Faculty Sufficiency for Delivery of Teaching

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.

## 3. 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 (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 five-year window sustained engagement requirements are reduced, as follows.

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

For PA, three PEAs

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

For IP, three PEAs

Administrators 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 their 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 II above. However, for faculty who have served at least three consecutive academic years in administrative roles, a grace period will be granted consisting of a reasonable amount of time to regain currency, where the transition would normally not exceed three years. During that grace period, the faculty member continues to be qualified so long as they meet the administrative expectations. For returning deans, provosts, or higher-level administrative appointments with six or more consecutive years of administrative service, the transitioning period would normally not exceed five years.

### **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 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. 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 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. 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 Business Accreditation Standard 8, "peer-reviewed intellectual contributions are those that are subject to the scrutiny and evaluation of others who have recognized subject matter expertise in the same field, normally with a similar competence to those who are producing the outputs." The Goddard School defines the following groups of intellectual contributions: peer-reviewed journal (PRJ) articles, law review journals (LRJ) articles, scholarly books (SB), and additional 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 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. 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. 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. 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. 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 initial qualification must submit, in consultation with their Department Chair and Dean, a written plan for regaining qualified status within 18 months 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 toward the approved plan is essential and will be evaluated by the Department Chair and Dean annually. Participating faculty members who have not maintained their initial classification 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 initial 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 24 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.

#### 5. Annual Review of Faculty Qualifications Guidelines

The Goddard School Council shall review this document every other year. 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.