

**POLICIES FOR DETERMINATION OF
I. PARTICIPATING AND SUPPORTING FACULTY AND
II. FACULTY QUALIFICATIONS AND ENGAGEMENT**

Fogelman College of Business & Economics

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The Fogelman College of Business & Economics is committed to providing a quality education for students in all its academic programs, which include degrees at the bachelor's, master's, and doctoral level. To fulfill its mission, the College must maintain a highly qualified faculty that brings diverse academic interests, educational backgrounds, and professional experiences to its instructional program.¹ College resources must include faculty members who engage in scholarly research that extends the discipline, communicate research findings to the academic and professional communities, understand the linkages between theory and practice, and are aware of best practices in the current business environment.

Consistent with its mission, the College is committed to maintaining accreditation of its academic programs by AACSB International which requires that a school have sufficient faculty resources, both quantitative and qualitative, to effectively carry out its mission, as described in the AACSB accreditation standards referenced below:

- Standard 2: The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management. [INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION] (p. 16)
- Standard 5: The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. [FACULTY SUFFICIENCY AND DEPLOYMENT] (p. 25)
- Standard 15. The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies. [FACULTY QUALIFICATIONS AND ENGAGEMENT] (p. 39)

Qualified faculty status applies to faculty members who sustain intellectual capital in their field of teaching, demonstrating currency and relevance of intellectual capital to support the school's expected outcomes, including teaching, scholarship, and other mission components. The critical factor in determining whether faculty members bring current and relevant information is the alignment of their engagement activities with their primary teaching responsibilities and with the overall mission, expected outcomes, and strategies of the school.

¹ The term "faculty" in this document includes anyone who is assigned to teach a course in the College (tenured, tenure-track, temporary, part-time, or doctoral teaching assistant).

The Fogelman College has developed guidelines, described below, that define the criteria for the classification of faculty and the process by which these designations are achieved and maintained. It is incumbent upon the faculty member to demonstrate that he or she meets the criteria for any designation of status. It should be noted that this document is complementary to the Fogelman College Faculty Roles & Rewards Document that provides the broader framework for overall faculty workload and performance expectations, tenure and promotion policies and process, and merit rewards.

I. PARTICIPATING AND SUPPORTING FACULTY

In assessing the sufficiency of faculty resources, the AACSB distinguishes between “Participating” and “Supporting” faculty members. Participating faculty members are those who are actively and deeply engaged in the activities of the school beyond direct teaching responsibilities. Such activities could include school governance, policy making, research activities, course development, program design, instructional delivery systems, academic and career advising, committee service, directing extracurricular activities, supervision of internships, assessment and assurance of learning, student organization advising, faculty development activities, or service in academic organizations. Whether they are full-time or part-time faculty members, they will be considered participating faculty members if they regularly engage in three or more of the above activities on an annual basis and are considered to be long-term members of the faculty.

Faculty members who do not meet the criteria above are considered to be supporting faculty members. They typically do not participate in the intellectual or operational life of the school beyond the performance of teaching responsibilities. Normally, supporting faculty members are appointed for teaching roles on an ad hoc basis, for one term or an academic year without expectation of continuation of employment.

Expectations of Standards for Deployment of Participating and Supporting Faculty

- Participating faculty members normally will deliver at least 75 percent of the school’s annual teaching as measured by credit hours.
- Participating faculty members normally will deliver at least 60 percent of the teaching in each discipline, each academic program, location, and delivery mode.
- Participating faculty are distributed across programs, disciplines, locations, and delivery modes consistent with the school’s mission.

II. CATEGORIES OF QUALIFIED FACULTY STATUS

Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of knowledge in support of the school’s mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement. The categories of qualified faculty are the designations of “Scholarly Academics,” “Practice Academics,” “Scholarly Practitioners,” and “Instructional Practitioners,” as described below. Those individuals who do not meet the criteria for any of these categories will be classified as “Other.” In addition, the school must have processes in place for the evaluation of a faculty member’s contributions to the school’s mission (Standard 6). Regardless of their category, all faculty members are expected to maintain their competence in their specializations and demonstrate that they are current in their field of teaching through relevant continuing professional development activities.

Scholarly Academic (SA) Faculty

SA faculty are academically-trained faculty who sustain currency and relevance through scholarship and related activities. The designation of a faculty member as SA requires a combination of original academic preparation augmented by academic engagement that maintains or establishes preparation for current teaching responsibilities.

Initial Qualifications. SA faculty members must meet one of the following criteria:

1. Hold a doctoral degree in the area in which they teach that is intended to produce scholars capable of creating original scholarly contributions. Normally, SA status is granted to newly hired faculty members who earned research doctorates within five years preceding an AACSB review. Individuals with a graduate degree in law will be considered SA to teach business law and legal environment of business. Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered SA to teach taxation.
2. Hold a doctoral degree in a business field that is not the primary teaching area or hold a doctorate outside of business that incorporates the teaching area and have maintained active involvement in the areas of teaching responsibility through writing, participation in professional meetings, or related activities. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need to demonstrate sustained academic and/or professional engagement related to the teaching area.
3. A doctoral degree outside of business and primary teaching responsibilities that do not incorporate the area of academic preparation. Those meeting this condition could be considered SA only with supplemental preparation that could include additional coursework or personal study sufficient to provide a basis for effective participation in the teaching, intellectual contribution, and service sought by the College. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need to demonstrate sustained academic and/or professional engagement related to the teaching area.
4. Substantial specialized course work in the field of primary teaching responsibilities, but no research doctoral degree. Such a faculty member might have a specialized master's degree in business-related field and have completed some coursework in a business doctoral program, a non-research doctoral degree, or currently may be a student in a business doctoral program. These individuals are considered SA, but their number is limited in each discipline, and they are subject to a 10 percent limit of total faculty resources. An exception to the 10 percent limit is granted for graduate business students in research doctoral programs who have completed all degree requirements but the dissertation (ABD). For such students, SA status will apply for not more than three years from the date that ABD status was achieved.

Maintenance of Qualifications. SA status is sustained by maintaining currency and relevance through academic engagement activities linked to the theory of business and management. Intellectual contributions can take the form of basic or discovery scholarship, applied or integration/application scholarship, and teaching and learning scholarship. Intellectual contributions should typically exist in public form and have been subject to scrutiny by academic peers or practitioners prior to publication. Consistent with the emphasis on faculty cooperation and collaboration expressed in the Faculty Roles and Rewards Document, in general, coauthors of a work will receive full and equal credit.

Faculty members normally are judged to have reached an appropriate level of qualifying contributions to maintain SA status if within the past five years they have:

- A. at least three publications in peer-reviewed journals ranked A+, A, or B (one can be scholarly book), or
- B. at least two publications in peer-reviewed journals ranked A+, A, or B (one can be scholarly book) and at least two additional items from the list of qualifying activities below.

Examples of qualifying activities:

- Textbook
- Research monograph

- Chapter in a peer-reviewed scholarly book
- Publication in an unranked peer-reviewed journal
- Peer-reviewed proceeding at an academic conference
- Peer-reviewed paper presentation at an academic conference
- Publication in a prestigious, non-peer reviewed outlet
- Extramural research grant
- Extramural research award
- Editor or associate editor of an academic journal
- Editorial board member of a peer-reviewed academic journal
- Chair, program chair, or proceedings editor of an academic conference
- Election or appointment to a leadership position in recognized academic association
- Paper presentation at an extramural research seminar
- Completion of publicly available research report from funded grant
- Academic fellow status
- Invited article in a recognized peer-reviewed academic journal
- Invited paper at a prestigious academic conference
- Production of peer-reviewed case with instructional materials
- Publication of textbook supplement (e.g., test bank, instructor's manual, solutions manual)
- Production of widely adopted instructional software
- Development of publicly available report describing the design and implementation of new curricula or courses
- Guest editor of an academic journal

Practice Academic (PA) Faculty

PA faculty are academically trained faculty who sustain currency and relevance through professional experience, interaction, and relevant activities that involve substantial linkages to practice. The designation of a faculty member as PA requires a combination of original academic preparation (usually a research doctorate, as described above in SA qualifications) augmented by professional engagement that maintains or establishes preparation for current teaching responsibilities.

Initial Qualifications. PA faculty members must have met the initial qualifications of the SA faculty described above. PA status cannot be granted to faculty members who have earned a discipline-related doctorate within the last five years, but it can be granted to a newly hired faculty member whose doctorate is more than five years old and whose activities meet the requirements for maintenance of PA qualifications as described below.

Maintenance of Qualifications. PA faculty members augment their initial preparation as academic scholars with development activities that relate to business practice and are based on the faculty member's earlier work as an SA faculty member. Faculty members are normally judged to have reached an appropriate level of qualifying contributions for PA status if within the past five years they have:

- at least two publications in peer-reviewed journals, or
- at least one publication in a peer-reviewed journal and at least two additional items from the list of qualifying activities below.

Examples of qualifying activities:

- Consulting activity related to the instructional field that is material in time and substance
- Faculty internship related to the instructional field
- Peer-reviewed paper presentation at a professional conference
- Non peer-reviewed article for a nationally recognized professional journal
- Editor or associate editor of a professional journal

- Editorial board member of a peer-reviewed professional journal
- Development and presentation of an executive education program
- Significant participation in a business professional association
- Relevant, active service on a board of directors
- Leadership position in recognized professional society or association
- Documented continuing professional education experience
- Acquisition or maintenance of professional certification or licensure
- Service as an expert witness in a field related to the teaching area
- Service in a major administrative role in the department, college, or university related to the instructional area
- Managerial position driving strategic change at department, college, or university level
- Service on an AACSB peer-review team
- Participation in other activities that place faculty in direct contact with business or other organizational leaders

Scholarly Practitioner (SP) Faculty

SP faculty are professionally experienced faculty who sustain currency primarily through scholarship and related activities. The designation of a faculty member as SP requires a combination of original academic preparation augmented by subsequent, ongoing academic engagement activities that maintain or establish preparation for current teaching responsibilities.

Initial Qualifications. SP faculty members must normally hold at least a master's degree in a field related to the area of teaching and substantial professional experience relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of hiring. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need to demonstrate sustained academic engagement related to the teaching area. Typically, SP status applies to practitioner faculty members who augment their experience with engagement activities that involved substantial scholarly activities in their fields of teaching, as outlined below.

Maintenance of Qualifications. SP status is sustained through continued professional experience, engagement, or interaction and scholarship related to one's professional background and experience. Faculty development activities can include the production of intellectual contributions and other professional engagement activities. Faculty members normally are judged to have reached an appropriate level of qualifying activities to maintain SP status if within the past five years if they have:

- A. at least two publications in peer-reviewed journals (one can be scholarly book), or
- B. at least one publication in a peer-reviewed journal (can be scholarly book) and at least two additional items from the list of qualifying activities.

Examples of qualifying activities:

- Textbook
- Research monograph
- Chapter in a peer-reviewed scholarly book
- Peer-reviewed proceedings at an academic conference
- Peer-reviewed paper at an academic conference
- Publication in a prestigious, non peer-reviewed outlet
- Extramural research grant
- Extramural research award
- Paper presentation at an extramural research seminar
- Completion of a publicly available research report from funded grant

- Completing doctoral-level coursework in a field related to the teaching area
- Reviewer for a peer-reviewed academic journal
- Production of peer-reviewed case with instructional materials
- Publication of textbook supplement (e.g., test bank, instructor's manual, solutions manual)
- Production of widely used instructional software
- Service in an academic role in a significant conference and/or organization
- Development of publicly available material describing the design and implementation of new curricula or courses

Instructional Practitioner (IP) Faculty

IP faculty are professionally experienced faculty who sustain currency primarily through engagement activities that involve substantial linkages to practice. The designation of a faculty member as IP requires a combination of original academic preparation augmented by subsequent, ongoing professional development activities linked to practice that maintain or establish preparation for current teaching responsibilities.

Initial Qualifications. IP faculty members must normally hold at least a master's degree in a field related to the area of teaching and substantial professional experience relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of hiring. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need to demonstrate sustained professional engagement related to the teaching area.

Maintenance of Qualifications. Faculty engagement activities can include the production of intellectual contributions, professional experience, consulting, and other professional development activities. IP status is sustained through continued professional engagement that can include experience, interaction, and scholarship related to one's professional discipline. Faculty members normally are judged to have reached an appropriate level of qualifying activities to maintain IP status if within the past five years if they have at least three items from the list below.

Examples of qualifying activities:

- Continued professional work supporting IP status for not less than 20 hours per week
- Consulting activity that is material in time and substance
- Development and presentation of executive education or continuing education program
- Significant participation in a professional business association or society
- Relevant, active service on a board of directors
- Acquisition or maintenance of professional certification or licensure
- Documented continuing professional education experience
- Leadership in a recognized professional society or association
- Professional book related to the teaching area
- Article in a professional publication
- Paper at a professional conference
- Service as a contributor to or editor of a professional publication related to the teaching area
- Serving as expert witness in a field related to the teaching area
- 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

Expectations of Standards for Deployment of SA, PA, SP, and IP Faculty

- The school's blend of SA, PA, SP, and IP faculty members in support of degree programs, locations, 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 90 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), or Instructional Practitioners (IP).
- Normally, at least 40 percent (FCBE target of 50 percent) 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).
- In the aggregate, qualifications in the school's portfolio of participating and supporting faculty members are sufficient to support high-quality performance in all activities in support of the school's mission, expected outcomes, and strategies.
- The school ensures that 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.

Criteria for Faculty with Administrative Responsibilities

The criteria for granting and maintaining SA or PA status for those faculty members who hold significant administrative assignments (dean, associate deans, department head/chairs, center directors, etc.) can reflect development activities that support their administrative roles (e.g., service on accreditation review committees, strategic planning activities, scholarship related to academic administration, leadership in academic policy groups, participation in AACSB conferences/seminars, etc.). Academic administrators who continue to be active scholars may also qualify for SA or PA status on the same grounds as other faculty members.

Process for Determination of Faculty Status

The Department Chair and Dean will determine the status of each faculty member according to the guidelines herein. The designation of the status of a faculty member will be established at the time of initial appointment and reviewed during the annual performance evaluation process based on information contained in the annual Faculty Evaluation Report and supporting documents.

Relation to Faculty Rank and Other Faculty Status Designations

The requirements described above for achieving and maintaining SA, PA, SP, or IP status are different from those required to achieve promotion in rank and/or tenure in the Fogelman College. Also, these criteria do not represent qualifications for Graduate Faculty, Doctoral Faculty, or Doctoral Mentor status. The University Faculty Handbook and the College Faculty Roles and Rewards Document define the qualifications for these classifications.