

FACULTY SUFFICIENCY & QUALIFICATIONS

The Tarleton State University College of Business has adopted the following definitions and criteria to determine the qualifications designation of each faculty member in accordance with the AACSB (Advance Collegiate Schools of Business) accreditation standards. These were developed and updated by the COB (College of Business) Qualifications Committee and are consistent with the College of Business mission, vision, and goals.

1. Introduction and Overview

1.1. Faculty Sufficiency

The AACSB International accreditation standard that relates to faculty sufficiency is Standard 5, which states:

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 (AACSB 2013).

AACSB guidance regarding Standard 5 notes that, normally, participating faculty members will deliver at least 75% of the total business school's teaching and at least 60% 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.

Standard 5 provides the following definitions for participating and supporting faculty members:

Committee/Task Force Members:		Recent Notes:	
<ul style="list-style-type: none"> • Dr. Jake Heller: Chair • Dr. Joseph H. Schuessler: Ex-Officio • Dr. Nina Rogers • Dr. Will Senn • Dr. David Cavazos 		<p>2023-04-28: Removed Journal reviewer as secondary intellectual contribution due to AACSB's stance on this as a service component only and the Provost's office also seeing it as a service requirement.</p> <p>2022-09-30: Removed reference to "or Professional Activity" from item 3.2 consistent with faculty vote; removed references to "Administration" and "COBA" reflecting college's name change, and updated committee members.</p>	
Date Approved:	2023-04-28	Effective Date:	2023-04-28
Version:	1.3	Next Scheduled Review:	2028-04-28

A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, 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 responsible for academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing an extracurricular activity, providing academic and career advising, and representing the school on institutional committees.

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, membership on faculty committees, or assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours). Normally, a supporting faculty member's appointment is on an ad hoc basis—for one term or one academic year without the expectation of continuation—and is exclusively for teaching responsibilities.

1.2. Faculty Qualifications

The AACSB International accreditation standard that relates to faculty sufficiency is Standard 15, which states:

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 (AACSB 2013).

AACSB guidance regarding Standard 15 notes that normally:

- (a) at least 90% of faculty resources are Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP) or Instructional Practitioners (IP);
- (b) at least 40% of faculty resources are SA; and
- (c) at least 60% of faculty resources are SA, PA, or SP.

It also indicates that normally 10% or fewer individuals without doctoral degrees will hold SA or PA status.

AACSB provides the following guidance useful in developing a school's policy to enable Standard 15:

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....

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.

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.

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....

2 Qualifications and Maintenance Expectations for Participating and Supporting Faculty

Participating faculty members actively engage in activities of the college in matters that go beyond direct teaching responsibilities, including policy and procedural decisions, advising, assessment of assurance of learning, research, and service. Alternatively, *supporting faculty members* engage in direct teaching responsibilities (preparing, teaching, grading, and holding office hours) with little or no expectation of involvement in other activities of the college.

AACSB Standard 5 requires the school to maintain sufficient, qualified faculty to meet its

mission. Depending upon their responsibilities, faculty must be either designated Participating Faculty or Supporting Faculty.

Participating Faculty are those who participate in activities beyond their classes' instruction. All full-time continuing faculty designated as Participating Faculty, regardless of rank, are expected to provide effective meaningful instruction, engage in course/curricular decisions, advise students, conduct research, complete service assignments, and have a voice in relevant policy decisions. In addition, adjunct faculty and part-time faculty members who engage in course/curricular decisions and take part in faculty meetings for those purposes are designated Participating Faculty.

Supporting Faculty are those who are assigned to instructional responsibilities without any expectations for involvement in course/curricular decision-making, research, or service activities.

The following list, though not exhaustive, provides examples of activities that would be evidence of involvement of participating faculty members:

1. Instructional Activities Beyond Direct Teaching Responsibilities
 - a. Attending teaching/pedagogy workshops or seminars
 - b. Participating in other faculty development events or activities
 - c. Creating and/or publishing teaching materials
 - d. Participating in study abroad trips/courses in a faculty leadership role
 - e. Developing a new course
2. Scholarly Activities
 - a. Participating in funded research and/or grant activities
 - b. Making presentations at academic/professional meetings
 - c. Publishing in academic or professional journals
 - d. Publishing in proceedings from scholarly meetings
3. Service Activities
 - a. Serving on department, college, or university committees
 - b. Serving as a faculty advisor to recognized student organizations
 - c. Serving as an advisor during student registration periods
 - d. Regularly attending and actively participating in departmental meetings and activities
 - e. Regularly attending and actively participating in college meetings and activities
 - f. Participating in academic or professional organizations related to one's field
 - g. Attending academic or professional meetings related to one's field
 - h. Serving as a manuscript reviewer for journals related to one's field

3. Qualifications and Maintenance Expectations for Scholarly Academic and Practice Academic Faculty

Being qualified as scholarly academic (SA) or practice academic (PA) requires *initial academic preparation* augmented by subsequent activities that *maintain* or establish preparation for current teaching responsibilities (*i.e.*, activities that allow the maintenance of scholarly academic or practice academic qualified status).

3.1. Initial Academic Preparation

To qualify as scholarly academic faculty, faculty must have an appropriate terminal degree. To qualify as practice academic faculty, faculty must hold a terminal degree in their field of teaching.

Faculty who have earned a doctoral degree will be considered SA for 5 years from the date the degree is awarded. Doctoral students who have achieved All But Dissertation (ABD) status (with dissertation research proposal having been approved) will be considered SA for a maximum of 3 years from the date that ABD status is achieved.

3.2. Maintenance of Scholarly Academic Faculty Status

Maintaining SA-qualified status beyond initial academic preparation requires demonstration of continual learning activities and intellectual contributions.

A faculty member that meets the initial academic preparation for being SA-qualified will maintain the designated qualified status if, over the *most recent five-year period*, he or she has completed at least the following:

- Two peer-reviewed journal publications (PRJs) and
- One Additional Primary Intellectual Contribution

Each PRJ (peer reviewed journal publications) must be published in a Cabell's listed journal or other widely circulated database.

Administrators returning to faculty positions are provided with a window for transitioning from the qualification expectations for administrators to those expected of full-time faculty members. The length of the transition window is equal to the amount of time the faculty member has been in the administrative position, to a maximum five-year transition window.

At the end of the transition period, the faculty member should meet the same requirements as all non-administrative faculty for his or her qualification.

Any increase in maintenance requirements will require an appropriate phase-in period of no less than three years and will be in line with the magnitude of the change.

3.3. Maintenance of Practice Academic Faculty Status

Persons who may have been SAs (Scholarly Academics) for many years, or even some shorter tenure, may naturally aspire to shift their career focus more toward using academic knowledge, whether generated by themselves, or others, in a more practice-oriented direction. They take their knowledge and insight and apply what they know for the betterment of the community; businesses or other organizations; or of the academic community. This normal

evolution should be encouraged within the bounds of the need for a certain proportion of SA qualified individuals. In the case where more SA qualified persons are needed, it should normally be expected that more junior faculty members would be encouraged to retain SA status. Note that a person who fits into the Practice Academic (PA) status is not a failed Scholarly Academic (SA). Rather, the PA status should be viewed as a normal and healthy career progression within a university setting.

A faculty member that meets the initial academic preparation for being PA qualified will maintain the designated qualified status if, over the *most recent five-year period*, he or she has maintained currency in their field by completing three professional activities as described in the Professional Body of Work.

Administrators returning to faculty positions are provided with a window for transitioning from the qualification expectations for administrators to those expected of full-time faculty members. The length of the transition window is equal to the amount of time the faculty member has been in the administrative position, up to a maximum five-year transition window. At the end of the transition period, the faculty member should meet the same requirements as all non-administrative faculty for their qualification.

Any increase in maintenance requirements will require an appropriate phase-in period of no less than three years and will be in line with the magnitude of the change.

4. Qualifications and Maintenance Expectations for Scholarly Practitioner and Instructional Practitioner Faculty

Being qualified as scholarly practitioner (SP) or instructional practitioner (IP) requires *initial academic preparation* augmented by subsequent activities that *maintain* or establish preparation for current teaching responsibilities (*i.e.*, activities that allow the maintenance of scholarly practitioner or instructional practitioner qualified status).

SP faculty will have initially qualified as IP with a master's degree in teaching. Normally, IP status is granted to newly hired faculty members who join the faculty with significant professional experience and a master's degree related to their field of teaching.

4.1. Maintenance of Scholarly Practitioner Faculty Status

Maintaining SP qualified status beyond initial academic preparation requires demonstration of continued professional experience, engagement, or interaction and scholarship related to professional background and experience.

A faculty member that meets the initial preparation for being SP-qualified will maintain the designated qualified status if, over the *most recent five-year period*, he or she has completed at least the following:

- One Primary Intellectual Contribution,
- One Professional Activity, and

- One of the following:
 - One additional Intellectual Contribution, or
 - One additional Professional Activity

Administrators returning to faculty positions are provided with a window for transitioning from the qualification expectations for administrators to those expected of full-time faculty members. The length of the transition window is equal to the amount of time the faculty member has been in the administrative position, to a maximum five-year transition window.

At the end of the transition period, the faculty member should meet the same requirements as all non-administrative faculty for his or her qualification.

Any increase in maintenance requirements will require an appropriate phase-in period of no less than three years and will be in line with the magnitude of the change.

4.2. Maintenance of Instructional Practitioner Faculty Status

Maintaining IP qualified status beyond initial academic preparation requires demonstration of continued professional experience and engagement related to professional background and experience.

A faculty member that meets the initial preparation for being IP-qualified will maintain the designated qualified status if, over the *most recent five-year period*, he or she has maintained currency in his or her field by completing at least three professional activities meeting the criteria described in the Professional Body of Work.

Administrators returning to faculty positions are provided with a window for transitioning from the qualification expectations for administrators to those expected of full-time faculty members. The length of the transition window is equal to the amount of time the faculty member has been in the administrative position, up to a maximum five-year transition window. At the end of the transition period, the faculty member should meet the same requirements as all non-administrative faculty for their qualification.

Any increase in maintenance requirements will require an appropriate phase-in period of no less than three years and will be in line with the magnitude of the change.

5. Professional Body of Work

Professional Body of Work is a significant combination of professional activities contributing major impact to the profession within the past five years that embodies a substantial and sustainable effort like the dedicated effort of a professional in the field. A sample of professional activities is listed below.

Major impact is defined as one or more activities in the field that:

- a) enhance the practitioner's learning and teaching
- b) make an innovative contribution to the field

- c) demonstrate a sustained engagement in the field
- d) involve a prominent level of organizational engagement

It is incumbent upon the faculty member to demonstrate the significance of his or her impact towards the Professional Body of Work.

6. Intellectual Contributions

Intellectual Contributions include the following:

Primary

- Peer-reviewed publications
- Research monographs
- Peer-reviewed conference paper presentations at top-tier conferences
- Peer-reviewed conference workshop presentations at top-tier conferences
- Scholarly research-based books (first edition or major revision)
- Textbook (first edition or major revision)
- Chapter in a scholarly book (first edition)
- Editorships-in-Chief of scholarly journals
- Publications in top-tier trade journals
- Popular press books and articles in field
- Program chair at a national or international conference
- Principal or co-principal investigator for an externally funded grant of \$50,000 or more

Secondary

- Peer-reviewed conference papers
- Peer-reviewed conference workshop presentations
- Chapter author
- Publications in trade journals
- Published book reviews
- Published cases with instructional materials (non-peer reviewed)
- Journal editorial staff
- Popular press book or article in field
- Editor/reviewer of an academic conference proceedings
- Publicly available materials describing the design and implementation of new curricula or courses
- Other *invited* research presentations/writings
- Textbook chapters or teaching modules (first edition or revision)
- Textbooks (revision)
- Associate editorships of scholarly journals
- Editorial board memberships
- Successful competitive research grant proposal awards from major national or

international agencies

- Track chair at a national or international conference
- Scholarly contribution with an undergraduate or graduate student that results in a measurable outcome

Because conference presentations are important to the functioning of the academic community at large, the faculty recognizes their importance as intellectual contributions. In most cases, presentations at academic conferences are intended to prepare research for publication, most conference presentations are considered as intellectual contributions, but not primary intellectual contributions.

In some cases, though, a conference presentation merits consideration as a primary intellectual contribution. In general, this consideration is to be given to presentations at only the highest quality conferences, the crème de la crème. Specifically, top-tier conferences are those that are:

- highly selective in accepting papers for presentation,
- whose presentations lead directly to published articles in top-tier journals,
- that are attended by researchers from top-tier schools, and/or
- sponsored by top-tier academic journals.

For a non-exhaustible list of top-tier conferences, please see Section 9. It is not possible to provide an all-inclusive list of top-tier conferences. Faculty members discover new conferences in their fields of interest, and new conferences develop over time. A mechanism for adding such conferences is needed. Any three faculty members in a discipline may petition for the inclusion or removal of a conference in the listing of top-tier conferences. With the approval of the Departmental chair, such additions and deletions will then be submitted for a COB vote. Affected lists will be revised accordingly.

All contributions must be related to business disciplines.

A teaching faculty member serving in a significant administrative role (Dean, Associate Dean, Department Head, Center Director, etc.) may count that role as one primary scholarly contribution or professional activity

7. Professional Activities

Professional activities include the following:

- Consulting
- Professional certification that applies to teaching field
- Software development based on use and availability
- Operating a business
- Board membership with decision making or advisory responsibility
- Practical experience in field

- Public office
- Professional continuing education
- Discipline specific community service
- Professional organization officer
- Completed additional graduate work in teaching field
- Participation in professional development programs in field
- Creating and/or delivering an executive education seminar for a business organization or discipline-based professional group

A teaching faculty member serving in a significant administrative role (Dean, Associate Dean, Department Head, Center Director, etc.) may count that role as one primary scholarly contribution or professional activity.

& Guidance for Reporting Intellectual Contributions

Basic or Discovery Scholarship contributions generate and communicate new knowledge and understanding and/or development of new methods. Contributions in this category are normally intended to impact the theory, knowledge, and/or practice of business and management.

Applied or Integration/Application Scholarship contributions synthesize new understandings or interpretations of knowledge or technology; develop innovative technologies, processes, tools, or uses; and/or refine, develop, or advance new methods based on existing knowledge. Contributions in this category are normally intended to impact the practice of business and management.

Teaching and Learning Scholarship contributions develop and advance new understandings, insights, and teaching content and methods that impact learning behavior. Contributions in this category are normally intended to impact the teaching of business and management.