

Attachment A
Faculty Qualifications and Engagement Criteria
College of Business and Technology
Western Illinois University
Spring 2018

College Mission Statement

The College of Business & Technology (CBT) prepares students for professional careers and life-long learning in a globalized economy. We provide an innovative and applied education in business and technology that fosters the highest level of academic standards, integrity and ethics among our constituents.

I. Introduction

The purpose of this document is to communicate the standards for qualifying the College of Business and Technology's faculty in one of the four categories as set forth in AACSB Standard 15. In addition, the standards for classifying the College of Business and Technology's faculty as participating or supporting members are stated in this document. The main objective is to guide our continuous improvement by enhancing the qualifications of the faculty in a manner that is reflective of the mission of the college and the university.

AACSB Standard 15 establishes four categories into which faculty, including those who hold administrative appointments (e.g., chairs, directors, and deans), are classified that represent the various combinations of their initial academic and professional preparation as well as their sustained academic and professional engagement activities. These categories are displayed in the chart below.

Each faculty member's classification is documented with current vitae regardless of the type of appointment (i.e. full-time, part-time, etc.), title, or other characteristics. It is the responsibility of the faculty member to provide current vitae and other evidence as necessary to support his or her classification in one of the four categories and for his or her classification as a participating or supporting member of the faculty.

Sustained Engagement Activities

Academic
(Research/Scholarly) Applied/Practice

**Initial
Academic
Preparation
and
Professional
Experience**

Professional experience,
substantial in duration and
level of responsibility

Doctoral degree

Scholarly Practitioners (SP)	Instructional Practitioners (IP)
Scholarly Academics (SA)	Practice Academics (PA)

(Table from AACSB Standard 15)

The definitions of these categories from AACSB Standard 15 are as follows:

— **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.

Faculty members who do not meet the qualifications for any of the four categories will be classified as Other Qualified (OQ) faculty. Those faculty members who are OQ must still demonstrate that currency in their primary teaching area has been maintained during the most recent five year period. It is the responsibility of faculty members who do not meet the academic or professional standards to make the case and provide evidence that they have maintained currency in their teaching area.

II. Scholarly Academics (SA)

To meet the criteria for the Scholarly Academic (SA) category, faculty members must meet the following requirements for both the initial academic preparation and the sustained academic engagement activities.¹

A. Initial academic preparation

Satisfactory evidence of original academic preparation and degree completion includes:

1. A doctoral degree from an accredited program in the area in which the individual teaches.
2. A doctoral degree from an accredited program in a related area coupled with *prima facie* evidence of a current research record in the teaching field.
3. A doctoral degree from an accredited program in another area coupled with evidence of supplemental preparation in the teaching field and *prima facie* evidence of a current research record in the teaching field.
4. A doctoral candidate (ABD status) actively enrolled in an accredited program in the area in which the individual teaches who has passed his or her comprehensive examination or has a dissertation proposal accepted within the last three years.
5. A Juris Doctorate from an accredited program for an individual teaching in the area of business law and legal environment.
6. A specialized graduate degree (such as a MAcc) in the area of accounting or taxation coupled with a Juris Doctorate for an individual teaching in the area of accounting and taxation.
7. Substantial specialized coursework in the field of primary teaching responsibilities with *prima facie* evidence of a current research record in the teaching field, but no research doctoral degree and not classified in one of the six above categories.

Faculty members in categories 2, 3, and 7 from the above list must demonstrate a higher level of sustained academic and/or professional engagement in order to be qualified as Scholarly Academic. Such engagement activities may include production of scholarship, service on editorial boards, attainment or maintenance of professional licenses or certifications relevant to the teaching area, or other equivalent activities. The burden is on the faculty member to show that these activities represent sustained and substantive engagement with the discipline in a manner consistent with the mission of the college. The Accreditation Committee shall review the documentation associated with these activities and provide a recommendation to the CBT Dean as to whether the activities meet the requirement for the Scholarly Academic category.

¹ Faculty who have completed the doctoral degree within the last five years do not need to meet the requirement for sustained academic engagement activities. Faculty completing the doctoral degree are deemed to have met the standard for SA for a period of five years after the date of degree completion.

B. Sustained Academic Engagement Activities

In order to remain qualified in the category of Scholarly Academic, faculty members are expected to meet the following requirements.

Within the last five years, faculty members in the SA category must

1. Publish two articles in peer-reviewed journals.
2. Produce three “other intellectual contributions,” examples of which are listed below.

In extraordinary circumstances, exceptions to the above standard can be considered. A faculty member seeking to equate “other intellectual contribution” with a peer-reviewed journal article must make the case for his or her position. Similarly, faculty members seeking to have a peer-reviewed journal article receive double weighting (count as two peer-reviewed publications) must make the case that the article makes a significant contribution to the literature in his or her primary field or teaching area. Requests for exceptions should be accompanied by documentation of the significance of the contribution and will be reviewed by the Accreditation Committee which will make a recommendation to the Dean.

Each year, the Department Chair will review the documentation of these peer-reviewed articles and other intellectual contributions as part of the Professional Achievement Award process (PAA). The Chair will then make a recommendation to the Dean as to which faculty are deemed to have met the criteria for this category.

Examples of “other intellectual contributions” include but are not limited to:

- Research monographs
- Scholarly books
- Chapters in scholarly books
- Textbooks (new or major revisions)
- Proceedings from scholarly meetings
- Presentations at academic or professional meetings
- Publications in trade journals
- Book reviews
- Published cases with instructional materials
- Technical reports related to funded research projects
- Instructional software that is widely used
- Publicly available materials describing the design and implementation of new curricula or courses
- External or internal grants (peer-reviewed)
- Serving as an editor for a peer-reviewed publication
- Invited research talks at other colleges or universities
- Serving as an officer in a recognized academic society or association
- Receiving an award for research (e.g., “best paper” award, fellowships, etc.)

Each research work may only count in one category of these “other intellectual contributions.”

III. Practice Academics (PA)

To meet the criteria for the Practice Academics (PA) category, faculty members must meet the following requirements for both the initial academic preparation and the sustained professional engagement activities.

A. Initial Academic Preparation

The requirements for initial academic preparation for the Practice Academics (PA) category are the same as those for the SA category.

B. Additional Requirements

At some point in the faculty member's academic career the individual will have met the sustainment requirements for a SA. In addition, the faculty member must demonstrate sustained currency and relevance through professional engagement, interaction, and relevant activities. A faculty member can do this by meeting the sustaining requirements for at least two, as defined in the next section of this document.

C. Sustained Professional Engagement Activities

As set forth in AACSB Standard 15, faculty members in the PA category are expected to engage in activities augmenting their initial preparation as academic scholars with significant linkages to practice, consulting, or other forms of professional engagement. Accordingly, faculty members qualified in the PA category will document their significant engagement in more than one of the following activities during the previous five years.

- Consulting or other practice related activities totaling 100 hours or more during the five-year period
- Developing and presenting executive education programs
- Leadership participation in business professional organizations related to the faculty member's teaching area.
- Practice oriented intellectual contributions resulting in a significant impact on the public or the profession as detailed in AACSB Standard 2
- Active service on boards of directors relevant to the primary teaching area
- Participation in professional events that focus on the practice of business, management, and related issues
- Obtaining or maintaining professional certifications or licenses
- Invited professional public speaking
- Sabbatical leave focused on professional development
- Other activities that place faculty in direct contact with business or other organizational leaders, such as serving as an internship coordinator or director of student practice orient projects.
- A leadership position in the CBT or university requiring at least 50% of the faculty member's workload. Examples would include but are not limited to Dean, Associate Dean, and Department Chair.
- Continuing professional education in the faculty member's teaching area

Because significant impact is frequently associated with focused effort in a particular area, it may be appropriate for a faculty member in the PA category to focus their efforts primarily on a particular activity. Nevertheless, it is expected that engagement will occur in more than one activity.

Activities in this category must be documented and the documentation submitted to the Department Chair as part of the annual PAA process along with a brief narrative of how these activities have produced a significant impact on the client, the public, or the faculty member's ability to remain current and relevant in their primary teaching area. The Chair will review the documentation of these activities and produce a recommendation to the Dean of those faculty deemed to have met the criteria.

IV. Scholarly Practitioners (SP)

To meet the criteria for the Scholarly Practitioners (SP) category, faculty members must meet the following requirements for both the initial academic and professional preparation and the sustained academic engagement activities.

A. Initial Academic and Professional Preparation

1. Academic

Ordinarily, the initial academic preparation required of faculty members in the SP category is a non-terminal graduate degree from an accredited program in the area in which the individual teaches (e.g., an MBA degree). Exceptions may be made in the following cases.

A non-terminal graduate degree from an accredited program in a subject area related to the teaching area coupled with *prima facie* evidence of a current research record in the area directly related to the faculty member's teaching field that is significant in both duration and responsibilities.

A non-terminal graduate degree from an accredited program in another area coupled with professional certification appropriate to the faculty member's teaching field.

Requests for these and any other exceptions will be reviewed for approval by the Quality Management Committee of the College of Business Technology which will make a recommendation to the Dean.

2. Professional

Relevant professional preparation consists of working in governmental or private sector positions employing the faculty member's expertise at a level commensurate with the faculty member's teaching responsibilities. This professional preparation is expected to take place prior to the date of hire and be related to the teaching area. The expectation is that faculty teaching at the 100-200 level will document three years of professional experience, and faculty teaching at the 300 level and above will document five years of professional experience and professional certification where appropriate.

Faculty members without this level of professional preparation prior to date of hire may be deemed to have met these criteria by documenting significant professional experiences undertaken since the date of hire. Such engagement with the profession must be documented to have a significant impact on the client, the business community, or the faculty member's ability to remain current and relevant in their primary teaching area. The engagement must take place over a period of at least three years and be of a breadth and depth which is commensurate with the faculty member's teaching responsibility. Examples of such activities would include significant consulting experiences, professional certification or licensure, faculty internships, significant experience as the owner or manager of a business, or other appropriate engagement activities. The burden is on the faculty member to make the case that such professional engagements meet the standard. Documentation will be reviewed by the Chair as part of the annual PAA process for recommendation to the Dean.

B. Sustained Academic Engagement Activities

Faculty members seeking qualification in the SP category should augment their initial academic and professional preparation with engagement in scholarly and academic endeavors. The ultimate objective is that faculty members in the SP category should become active producers of academic scholarship to include peer-reviewed journal articles. To that end, the criteria for academic engagement are as follows:

One peer-reviewed journal article and two "other intellectual contributions"

Or,

Four "other intellectual contributions"

The types of activities which qualify as "other intellectual contributions" are the same as those specified in the criteria for the SA category.

V. Instructional Practitioners (IP)

To meet the criteria for the Instructional Practitioners (IP) category, faculty members must meet the following requirements for both the initial academic and professional preparation and the sustained professional engagement activities.

A. Initial Academic and Professional Preparation

The requirements for initial academic and professional preparation are the same as those for the SP category detailed above.

B. Sustained Professional Engagement Activities

Faculty members qualified in the IP category are expected to maintain currency of their initial academic and professional preparation by engaging in significant activities which engage them with the business community. Accordingly, faculty members qualified in the IP

category will document their engagement in more than one of the following activities during the previous five years.

- Consulting or other practice related activities totaling 100 hours or more during the five-year period
- Developing and presenting executive education programs
- Significant participation in business professional organizations
- Practice oriented intellectual contributions resulting in a significant impact on the public or the profession as detailed in AACSB Standard 2
- Active service on boards of directors relevant to the primary teaching area
- Participation in professional events that focus on the practice of business, management, and related issues
- Obtaining or maintaining professional certifications or licenses
- Invited professional public speaking
- Sabbatical leave focused on professional development
- Other activities that place faculty in direct contact with business or other organizational leaders, such as serving as an internship coordinator or director of student practice orient projects.
- Continuing professional education in the faculty member's teaching area

Because significant impact is frequently associated with focused effort in a particular area, it may be appropriate for a faculty member in the IP category to focus their efforts primarily on a particular activity. Nevertheless, it is expected that engagement will occur in more than one of these areas.

VI. Implementation

Faculty members will keep a record of their intellectual contributions and professional engagement activities over the previous five-year period and report these to the College of Business and Technology Dean each year. Along with this record, faculty will report the category in which they seek to be qualified along with a brief narrative of the significance of their engagement activities (PA, SP, IP, and OQ categories only). Once collected, the documentation will be given to the Chair for review. The Chair will then give a recommendation to the Dean as to the category of qualifications for each faculty member. The Chair or Dean may ask for clarification or additional documentation from faculty members if necessary to determine their qualification status. Faculty with questions about whether certain activities would count toward these qualifications should consult with their Chair, who in turn should consult with the Dean.

VII. Transitioning Administrator

An administrator returning to faculty positions receives a window for transitioning from a PA qualification or meeting the sustainment requirements for the SA qualification. The length of the transition window is equal to the amount of time the faculty member has been in the administrative position. The transition window will be at least two years in length and no more than five years. During the transition window, a PA administrator will remain classified as PA until he or she meets the SA requirements. An administrator classified as SA will remain classified SA until the transition window closes. At the end of the transition period, the faculty member should meet the same requirements as all non-administrative faculty for his or her particular qualification.

VIII. Participating and Supporting Faculty

Faculty who are designated as participating faculty members are those who participate in faculty governance, service, and/or engage in significant interaction with students in extra-curricular learning environments such as student organizational meetings, tutoring sessions, etc. Adjunct faculty participation will be evaluated on a relative basis reflecting their teaching assignment.

Faculty who do not participate in faculty governance or do not engage in significant interaction with students in extra-curricular learning environments, yet maintain contractually mandated office hours and interaction with students outside of the classroom will be classified as supporting faculty members.

It is the individual faculty member's responsibility to make the case and provide evidence supporting his or her claim to be classified as either participating or supporting faculty members.

Approved by the Business Faculty May 2018