



J. Whitney Bunting College of Business and Technology

## **AACSB Operational Definitions of Participating and Supporting Faculty**

### **Approved by CoBT Faculty – April 29, 2022**

Faculty members in The J. Whitney Bunting College of Business and Technology are classified as either participating or supporting based on the following operation definitions. The definitions are based on AACSB Standard 3 – Faculty and Professional Staff Resources – from 2020 Guiding Principles and Standards for Business Accreditation, as revised July 1, 2021.

#### **Priority of Activities**

Both the College and the University place highest priority on teaching-related activities. Thus, regardless of classification, faculty members must deliver high-quality classroom instruction.

Faculty members value each category of scholarship - learning and pedagogical, discipline-based, and applied - and recognize the importance of research in accomplishing the mission of the College. The relative balance of contributions in each of the three categories of research (e.g., applied) are described earlier in this document.

Although external service, such as work on community boards, is an important activity and is highly encouraged across the University, service activities are not ranked above teaching and research within the College.

The relative weights of these activities reflect our shared values. The percentages, as used in the Department Chair's Annual Evaluation of Faculty Performance, are: Teaching – 50%, Research – 35%, Service 10%, and Professional Growth and Development – 5%.

#### **Quality Standards & Frequency of Activities**

The processes to ensure high-quality instruction include student evaluations of the classroom teaching of all faculty members each semester and annual reviews by department chairs of all faculty members in each department. Untenured faculty members are reviewed annually by tenured faculty in each department.

Standards for the quality of scholarly achievement are specified in the College's Promotion and Tenure Document (published separately), which describes expectations regarding production of peer-reviewed journal articles as well as other intellectual contributions. In addition, the types of scholarship and the expected frequency of that scholarship are defined earlier in this document. Finally, the College's Workload Document (published separately) specifies the types and quantities of research productivity that enable faculty to modify their teaching load.

#### **Guidelines for Sufficiency of Participating Faculty**

In accordance with AACSB Standard 3.1, participating faculty members deliver at least:

- 75% of the college's annual teaching
- 60% of the teaching within each discipline

### **Participating Faculty Members<sup>1</sup>**

Participating faculty members carry forward the mission by a variety of activities. “A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities...The school considers participating faculty members to be ongoing members of the faculty.”

At Georgia College, the following activities enable a faculty member to attain participating status:

- Engage in curriculum development, course development and delivery, assessment of learning outcomes for courses and programs, maintain regular office hours, and other activities that support the instructional goals of the College
- Participate in governance activities such as faculty meetings within the faculty member’s department, the College, and the University
- Serve on various committees within the department, College, and University
- Maintain academic qualifications through scholarly activities
- Advise students regarding careers and/or student organizations
- Engage in faculty development activities that improve teaching and research competencies
- Complete discipline-related or other external service

### **Supporting Faculty Members<sup>2</sup>**

Supporting faculty members in the College, typically considered part-time instructors, primarily focus on carrying out teaching responsibilities, such as classroom coverage and office hours. Normally supporting faculty members do not engage in non-teaching activities such as advising or committee service, and they are not normally expected to produce scholarship.

Supporting faculty members receive instructional support such as sample syllabi, projects, and exams as well as feedback from student teaching evaluations. They receive the same infrastructure support as participating faculty (e.g., computer, e-mail account, and office space when available). They also have opportunities to participate in on and off-campus training. Senior faculty members mentor supporting faculty regarding course content and classroom management.

At a minimum, supporting faculty must maintain IP faculty qualifications status.



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<sup>1</sup> 3.1 page 27 in 2020 Guiding Principles and Standards for Business Accreditation

<sup>2</sup> 3.1 page 27 in 2020 Guiding Principles and Standards for Business Accreditation.