



J. WHITNEY BUNTING COLLEGE OF BUSINESS & TECHNOLOGY

GEORGIA COLLEGE & STATE UNIVERSITY

Faculty Qualifications Policy

Approved by CoBT Faculty – April 7, 2023

Preface:

The mission of the J. Whitney Bunting College of Business and Technology is to develop agile business professionals and socially responsible citizen leaders who embrace intellectual inquiry through critical and analytical thinking, quantitative reasoning, technical competence, and effective communication, while building upon the attributes of a public liberal arts education. The following faculty qualification definitions reflect our public liberal arts mission and our shared values for the teacher-scholar model.

The working definitions of Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP) and Additional (A) are based on AACSB 2020 Standard 3.1¹ (“The school maintains and strategically deploys sufficient 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”) and 3.2² (“Faculty are qualified through initial academic or professional preparation and sustain currency and relevancy appropriate to their classification, as follows: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Otherwise, faculty members are classified as Additional Faculty”).

Additionally, AACSB prescribes in Standard 8.1³ that, “One important type of intellectual contribution is the publication of high-quality peer-reviewed journal articles. The production of peer review journal articles is a key way in which faculty maintain currency and expertise in their field. Thus, all schools are expected to have some high-quality peer-reviewed journal articles in their portfolio of intellectual contributions. The type of peer review journal articles should be aligned with their school’s mission. Schools with primarily teaching missions may produce more high-quality applied and pedagogical research, while schools offering research master’s and doctoral degrees are expected to produce a greater percentage of high-quality basic research.”

Per Standard 3.2⁴, “*Faculty qualifications status* refers to one of four categories designated to demonstrate current and relevant intellectual capital or professional engagement in the area of teaching to support the school’s mission and related activities. Categories for specifying faculty qualifications are based on both the initial academic preparation or professional experience, and sustained academic and professional engagement within the area of teaching as follows:

- *Scholarly Academics (SA)* are faculty who have normally attained a terminal degree in a field related to the area of teaching and who sustain currency and relevancy through scholarship and activities related to the field of teaching.
- *Practice Academics (PA)* are faculty who have normally attained a terminal degree in a field related to the area of teaching and who sustain currency and relevancy through professional engagement, interaction, and activities related to the field of teaching.

¹ 3.1 page 27 in 2020 Guiding Principles and Standards for Business Accreditation

(<https://www.aacsb.edu/educators/accreditation/business-accreditation/aacsb-business-accreditation-standards>)

² 3.2 page 27 in 2020 Guiding Principles and Standards for Business Accreditation

³ 8.1 page 52 in 2020 Guiding Principles and Standards for Business Accreditation

⁴ 3.2 pages 27-28 in 2020 Guiding Principles and Standards for Business Accreditation

- *Scholarly Practitioners (SP)* are faculty who have normally attained a master’s degree related to the field of teaching; have professional experience substantial in duration and responsibility at the time of hire; and who sustain currency and relevancy through scholarship related to their professional background and experience in their field of teaching.
- *Instructional Practitioners (IP)* are faculty who have normally attained a master’s degree related to the field of teaching; have professional experience substantial in duration and responsibility at the time of hire; and who sustain currency and relevancy through continued professional experience and engagement related to their professional background and experience in their field of teaching.
- *Additional Faculty (A)* are faculty who do not meet the school’s criteria for SA, PA, SP, or IP.”

All faculty members within the College are expected to maintain qualified faculty status within their field of teaching and to support continuous improvement efforts. Given our mission, faculty scholarship emphasizes contributions to practice, and learning and pedagogical scholarship.

Per AACSB Standard 3.2⁵, 40% of our faculty resources must maintain SA status and 90% at SA+PA+SP+IP at the global level (i.e., across the College of Business and Technology) **and** within disciplines. This will be calculated each year on a rolling five-year period and specifically in the year of reaccreditation review. In disciplines where we do not offer any degree programs or majors, the 40% SA ratio is not expected as a norm since those faculty would be supporting other degree programs. “Additional” Faculty (A) should not exceed 10% of our overall faculty or within each discipline.

Overview of Faculty Qualifications:

<i>Initial academic preparation and professional experience</i>	Academic (Research/Scholarly)	Applied/Practice
Terminal Degree	Scholarly Academics (SA)	Practitioner Academics (PA)
	FTE Faculty = [3 PRJs + 1 AEA Tier 1 or 2] or [2 PRJs + 2 AEA Tier 1] Chair/Associate Dean = [1 PRJ] or [4 AEA Tier 1 or Tier 2] Dean = [1 PRJ] or [2 AEA Tier 1 or Tier 2]	FTE Faculty = [1 PRJ + 3 PEAs] or [5 PEAs] Chair/Associate Dean = [1 PRJ + 1 PEA] or [3 PEAs] Dean = 2 PEAs
Minimum of a Master’s degree; professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	FTE Faculty = 2 AEA Tier 1 or 2 and sustained engagement in 1 PEA	FTE Faculty = sustained engagement in 3 PEAs

Specific Guidance:

Scholarly Academic (SA) Faculty Members

(1) Faculty members are SA if they:

- Hold a terminal degree in, or related to, their field in which they teach⁶, **AND either**
- Have published (sole or co-authored) during the five-year review period at least three peer reviewed journal (PRJ) articles in the CoBT Journal List (ABDC or Inclusion list) on topics related to their field of

⁵ 3.2 page 35 in 2020 Guiding Principles and Standards for Business Accreditation

⁶ **NOTE:** Faculty members teaching outside their area of academic preparation need a record of scholarship in their field of teaching, and supplemental preparation (e.g., additional course work, certification(s), or full-time internship, apprenticeship, or practicum) in their field of teaching, to be SA or PA.

- teaching, and have sustained and substantive participation in at least one Tier 1 or Tier 2 academic engagement activities to maintain currency in their field of teaching during that same period; **OR**
- c) Have published (sole or co-authored) during the five-year review period at least two peer reviewed journal (PRJ) articles in the CoBT Journal List (ABDC or Inclusion list) on topics related to their field of teaching, and have sustained and substantive participation in at least two Tier 1 academic engagement activities to maintain currency in their field of teaching during that same period.
- (2) Newly hired faculty are SA for five years after being awarded a doctoral degree in the field in which they teach.
- (3) The **Chairs** and **Associate Dean**⁷ who were SA at the time of administrative appointment must maintain SA status if they have either (1) published during the five-year review period one PRJ article in the CoBT Journal List (ABDC + Inclusion list) on topics related to their field of teaching **OR** (2) have sustained and substantive participation in at least four Tier 1 or Tier 2 academic engagement activities to maintain currency in their field of teaching during that same period.
- (4) The **Dean** who was SA at the time of administrative appointment must maintain SA status if they have either (1) published during the five-year review period one PRJ article in the CoBT Journal List (ABDC or Inclusion list) on topics related to their field of teaching **OR** (2) have sustained and substantive participation in at least two Tier 1 or Tier 2 academic engagement activities to maintain currency in their field of teaching during that same period.

Practice Academic (PA) Faculty Members⁸

- (1) Faculty members are PA if they:
- Hold a terminal degree in, or related to, their field in which they teach⁹, **AND either**
 - Have published (sole or co-authored) during the five-year review period at least one peer reviewed journal (PRJ) articles in the CoBT Journal List (ABDC or Inclusion list) on topics related to their field of teaching, and have sustained and substantive participation in at least three Practitioner Engagement Activities (PEAs) to maintain currency in their field of teaching during that same period; **OR**
 - Have sustained and substantive participation in at least five PEAs to maintain currency in their field of teaching during that same period.
 - Within the first two years of the five-year AACSB review period, faculty must indicate to their Chair if they desire to put forth a practice-related agenda that will support their efforts to achieve and maintain PA status.** A faculty qualification designation should be intentional rather than an afterthought. If a tenured faculty member has not declared a deliberate path toward PA (with planned activities), then the Chair will assume they are seeking to achieve or maintain SA qualification status.
- (2) The **Chairs** and **Associate Dean** who were PA at the time of administrative appointment must maintain PA status if they either:
- Have published (sole or co-authored) during the five-year review period at least one peer reviewed journal (PRJ) articles in the CoBT Journal List (ABDC or Inclusion list) on topics related to their field of teaching, and have sustained and substantive participation in at least one PEA; **OR**
 - Have sustained and substantive participation in at least three PEAs in that same period.

⁷ Per AACSB Standard 3.2⁷, academic leaders who hold faculty rank should meet appropriate expectations for faculty qualifications. In particular, “criteria for such administrators should consider the weight relative to the individual’s administrative role.”

⁸ “While schools may choose to include a publication requirement in their own faculty qualification criteria, Standard 3 does not require a PA faculty member to publish” (p. 14, 2020 Interpretive Guidance <https://www.aacsb.edu/educators/accreditation/business-accreditation/aacsb-business-accreditation-standards>).

⁹ **NOTE:** Faculty members teaching outside their area of academic preparation need a record of scholarship in their field of teaching, and supplemental preparation (e.g., additional course work, certification(s), or full-time internship, apprenticeship, or practicum) in their field of teaching, to be SA.

- (3) The **Dean** who was PA at the time of administrative appointment must maintain PA status if they have sustained and substantive participation in at least two PEAs.

Scholarly Practitioner (SP) Faculty Members

Faculty members in the college are SP if they have:

- a) A minimum of a master's degree in an area related to the field of teaching, **AND**
- b) At the time of hire, professional experience that is current, substantial in terms of duration and level of responsibility, and related to their field of teaching, **AND**
- c) Have during the five-year review period sustained and substantive participation in at least two AEs (Tier 1 or 2) and at least one PEA.

Instructional Practitioner (IP) Faculty Members

Faculty members in the college are IP if they have:

- a) A minimum of a master's degree in an area related to the field of teaching, **AND**
- b) At the time of hire, professional experience that is current, substantial in terms of duration and level of responsibility, and related to their field of teaching, **AND**
- c) Have during the five-year review period sustained and substantive participation in at least three PEAs.

Review and Determination of Qualifications:

The quality of the scholarship is guided by the *College of Business and Technology Journal List*. The impact of scholarship and associated measures are detailed in the *College of Business and Technology Impact & Thought Leadership Policy*. Both documents may be found online¹⁰.

Individual faculty members make a case for why they should appear in a specific category. The review of faculty qualifications takes place on an annual basis. ***Department chairs confirm faculty member qualifications each year during the annual performance review; this is reported to the Associate Dean by or before March 1.***

As part of the annual review of each faculty member's portfolio of teaching, research, and service, they must provide evidence of the quality and impact of activities in each category. Department chairs confirm the quality and impact of the activities each year during the annual performance review as it relates to progress to achieve or maintain the respective qualifications status per the faculty intentions. A faculty member who has maintained SA or PA status for the annual review (considering productivity in the five-year rolling period) is at least fully acceptable in the research category on the annual review.

Faculty are expected to be SA to apply for tenure and/or promotion.

Activities:

The following is not an exhaustive list of activities; **faculty may make the case to their Department Chair to add additional activities as part of their annual review.** The Chair, in consultation with the Department tenured faculty, Associate Dean, and Dean, will decide on inclusion based on the merits of the quality and impact of the activities. These are weighted equally within each category as they build our faculty portfolio through professional development directly related to the college's mission that affirm applied learning, and intellectual outputs that balance contributions to practice and learning/pedagogical research.

¹⁰ <https://www.gcsu.edu/business/information-faculty>

Tier 1 Academic Engagement Activities (AEAs)

- Peer-reviewed journal article (ABDC or CoBT Inclusion List)
- publication of an academic or practitioner book in the teaching area
- creation and publication of a tutorial (i.e., like Lynda)
- publication of research monographs
- refereed publication of case for classroom teaching in a research journal
- paper presentations or published proceedings at academic meetings
- editorship or associate editorship for an academic journal (ABDC or Inclusion List)
- editorial board service for an academic journal (ABDC or Inclusion List)
- Program Chair for an entire conference
- external grant awards that support the mission of the college
- new professional certifications in teaching area
- mentorship of student research that results in a presentation at a conference or workshop

Tier 2 Academic Engagement Activities (AEAs)

- research seminar presentations
- non-peer reviewed published case study with teaching notes on a discipline-related topic
- invited presentations
- reviewer for a journal (ABDC or Inclusion List)
- reviewer for a conference
- elected or appointed officer or board member for a regional, national, or international academic organization
- significant participation in academic organizations or associations (e.g., membership on a committee, task force, or other voluntary service activity for the academic organization)
- authored articles in newspapers
- interviews for media broadcasts

Practitioner Engagement Activities (PEAs)

- consulting activities that are material in terms of time and substance
- mentorship of student consulting activities
- article, books or manuals for practitioner audiences
- faculty externships/professional development seminars
- development and presentation of executive education programs
- sustained professional work
- significant participation in business professional associations, professional standard-setting bodies, or policymaking bodies
- relevant and active service on boards
- participation in events and activities that directly engage the faculty member with organizations
- mentorship of community-based engagement teaching and learning experience

