



Standards for Faculty Sufficiency & Faculty Qualifications

This document provides the Walker College of Business definitions for Participating and Supporting faculty status, defines minimum standards for qualified Academic and Practitioner faculty, and defines quality academic journal articles. These standards do not directly address promotion and tenure procedures, annual performance expectations, merit rewards policy, or overall workload expectations. Those items are specifically addressed in the *Faculty Personnel Guidelines* document. These *Standards for Faculty Sufficiency & Faculty Qualifications* are complementary to the *Faculty Personnel Guidelines*, but not a substitute for them.

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I. Introduction

AACSB-International accreditation standards require that accredited business schools be able to demonstrate that their faculty members are academically qualified and current in their fields of teaching responsibility and that a substantial cross-section of the business school's faculty are engaged in research consistent with the school's mission and strategic goals. AACSB also requires accredited business schools to adopt an explicit policy, process, and criteria for determining whether or not individual faculty members are classified as academically qualified and current in their fields. This document is designed to satisfy that requirement and define foundational requirements for the Walker College of Business. Individual departmental policies may include additional requirements beyond the college requirements.

As noted in the first sentence of the Mission Statement for the Walker College of Business (WCOB),

Our mission is to deliver transformational educational experiences that prepare and inspire students to be ethical, innovative, and engaged business leaders who positively impact our community, both locally and globally.

The second sentence of the Mission Statement recognizes that an active, engaged, innovative, and highly-qualified faculty is an essential factor in achieving our mission.

Dedicated to instructional excellence, our faculty is also actively engaged in scholarship in practice, theory and pedagogy, and service activities that make possible these transformational educational experiences and serve to benefit the business discipline and the broader community.

The WCOB vision statement describes strategic directions and aspirations of the college.

We aspire to be a national leader in business education that emphasizes experiential learning, interdisciplinary collaboration, social engagement, and value driven innovation to address complex issues and help co-create a more sustainable world. In doing so, we seek to develop students who adapt well to and are resilient in an ever changing world.

The WCOB strategic plan further elaborates on the vision of interdisciplinary collaboration by our faculty in four of the five goals.

Part of Goal #1 states *we look to leverage interdisciplinary perspectives to understand interdependencies and to heighten our ability to continuously improve.*”

Part of Goal #2 states “*we will encourage research collaboration across departments, campus, and other institutions.*

Part of Goal #3 states *we seek to narrow the gap (between business education and business practice) by building tighter collaborations with industry to cooperatively build knowledge, develop talent, and enhance readiness.*

Part of Goal #4 states *we will better align faculty and staff rewards, recognition, and incentives to our mission and vision.*

The emphasis on highly qualified faculty is reinforced throughout the accreditation standards adopted by the Association to Advance Collegiate Schools of Business (AACSB) in 2013 and revised July, 1, 2018 with an effective date of January 1, 2019. For example:

- 1) Standard 2 requires the college to produce . . . *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.*
- 2) Standard 5 requires the college to maintain and deploy *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.*
- 3) Standard 15 requires the college to maintain and strategically deploy *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.*

This document defines the standards related to Faculty Sufficiency and Faculty Qualifications for the Walker College of Business. In particular, it defines the expectations for Participating and Supporting faculty members and it defines the minimum qualifications for Academic (Scholarly Academic and Practice Academic) and Practitioner (Scholarship Practitioner and Instructional Practitioner) faculty members.

It must be noted that this document is complementary to the *Faculty Personnel Guidelines*, and is not a substitute for that document. The *Guidelines* document provides the broader framework for overall performance expectations, promotion and tenure procedures, merit rewards policy, and workload expectations. This document simply provides the rationale and definitions for the items noted above.

II. Faculty Sufficiency

The AACSB 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.

In further describing the standard and how its attainment is judged, Standard 5 notes that, normally, **participating faculty members will deliver at least 75 percent of the school's teaching and at least 60 percent of the teaching in each discipline, academic program, and location and delivery mode.** Faculty members not classified as participating faculty members are referred to as supporting faculty members.

Defining Participating and Supporting Faculty

A **participating faculty member** actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities, including policy decisions, advising, research, and service commitments.

A **supporting faculty member** engages only in the direct performance of teaching responsibilities (preparing, teaching, grading, and holding office hours) and there is not an expectation to be involved in other activities of the college.

The AACSB accreditation standards expand the discussion related to participating and supporting faculty members with the following:

A **participating** faculty member actively 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. Normally, the school considers participating faculty members to be long-term members of the faculty regardless of whether or not their appointments are of a full-time or part-time nature, whether or not their position with the school is considered the faculty member's principal employment, and whether or not the school has tenure policies. The individual may be eligible for, and participate in, faculty development activities and take non-teaching assignments, such as advising, as appropriate to the faculty role the school has defined.

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.

Normal Expectations for Walker College of Business Faculty Members

- Tenured and tenure-track faculty members are expected to fall into the category of participating faculty members, since they are all expected to be involved in helping to achieve the college mission via teaching, research and service efforts.
- Normally, full-time non-tenure track faculty members are expected to fall into the category of participating faculty members, since they will usually be expected to participate in some college activities beyond just teaching.
- Normally, part-time non-tenure track faculty members are expected to fall into the category of supporting faculty members, since they are usually only expected to fulfill direct teaching responsibilities.

Regardless of the normal expectations outlined above, the determination of a faculty member's status as **participating** or **supporting** will be based upon an annual review of the actual level of involvement of each faculty member. The following list, though not exhaustive, provides examples of activities that would be evidence of involvement of participating faculty members.

Examples of Participating Faculty Activities and Involvement

- Instructional Activities Beyond Direct Teaching Responsibilities:
 - Attend teaching/pedagogy workshops or seminars
 - Participate in other faculty development events or activities
 - Write and publish teaching materials (books, chapters, cases, instructional software, etc.)
 - Design and develop new curriculum and courses
 - Participate in study abroad trips/courses in a faculty leadership role
 - Participate in assessment activities
 - Serve as an honors thesis director or provide independent/individual study opportunities for students
- Research Activities:
 - Conduct original academic research
 - Participate in funded research and/or grant activities
 - Make presentations at academic/professional meetings
 - Publish in academic or professional journals
 - Publish in proceedings from scholarly meetings
- Service Activities:
 - Serve on department, college or university committees
 - Serve in an administrative or supervisory role within the department, college or university
 - Serve as a faculty advisor to official student organizations
 - Regularly attend and actively participate in departmental meetings and activities
 - Provide student advising services
 - Participate in academic or professional organizations related to one's field
 - Serve as a journal editor or manuscript reviewer for journals related to one's field
 - Attend academic or professional meetings related to one's field

III. Faculty Qualifications

The primary AACSB accreditation standard that relates to faculty qualifications 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.

Standard 15 further states:

Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support 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 as described below.

	Sustained Engagement Activities		
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Research doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

The WCOB’s criteria for each of the qualified faculty status categories (SA, IP, SP, and PA) are described below.

Scholarly Academic (SA)

Original Preparation for SA qualification

A faculty member must meet one of the following descriptions of original academic preparation to be considered SA:

- 1) A doctoral degree in the field in which the individual teaches.
(This includes a Juris Doctor (J.D.) degree for teaching business law courses.)
- 2) A doctoral degree in business that is outside of the individual’s primary field of teaching, but with sufficient additional academic and/or professional preparation for the individual’s instructional responsibilities.
- 3) A doctoral degree outside of business, but primary teaching responsibilities that incorporate the area of academic preparation, and with sufficient academic and/or professional preparation for the individual’s instructional responsibilities.
- 4) A doctoral degree outside of business and primary teaching responsibilities that do not incorporate the area of academic preparation, but with sufficient academic and/or professional preparation for the individual’s instructional responsibilities.
- 5) A specialized graduate degree in taxation. Individuals with a graduate degree in taxation or a combination of graduate degrees in law and accounting will be considered qualified to teach taxation.
- 6) Substantial specialized graduate coursework in the field of primary teaching responsibility, but no research doctoral degree. Most commonly, this would cover individuals currently pursuing a business doctoral degree in the area of their instructional responsibilities, while they are at the ABD stage.

For individuals with doctoral degrees (business or non-business) that differ from their primary field of teaching, and thus fall into categories 2, 3 or 4 above, The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation to be considered sufficient to be classified as SA.

Having successfully met the requirements for an initial SA designation under items 1-5 above, a faculty member automatically retains such designation for a period of five years past the year of degree completion. Meeting initial SA status under item 6 above is automatically maintained for only a three year period.

Maintenance of SA qualification

A faculty member who meets the original preparation for the Scholarly Academic (SA) qualification will maintain SA status if, over the most recent five-year period, he or she has completed at least three (3) quality journal articles or the equivalent¹, OR at least two (2) quality journal articles or the equivalent plus two (2) Engagement (Academic (AE) or Professional (PE)) activities, described on pages 8 and 9.

Definition of a Quality Journal Article

A Quality Peer Reviewed Journal Article is one

1. That is subjected to a documented peer and/or editorial review process.
2. That impacts the theory, practice, and/or teaching of business.
3. Published in an outlet that is widely disseminated and publicly available in a written form (either physically or electronically).
4. That appears in journals listed in [Cabells Whitelist](#) or [The Australian Business Deans' Council Journal Ratings List \(ABDC\)](#), both of which have subjected journals to a documented formal review. (*Cabells Whitelist* is available to faculty through the ASU Library. The *ABDC* list is available on the web.)
5. That does not appear in a journal meeting predatory criteria such as [Cabells Blacklist criteria](#).

Notes:

1. Since the college encourages broad, mission related, interdisciplinary collaboration, some quality journals and journals in emerging fields may not appear on the ABDC or Cabells Whitelists. Departmental committees who maintain the departmental policies, may approve additional quality journals in their department not included Cabells Whitelist or the ABDC lists as long as criteria 1, 2, 3, and 5 are still met. In all cases of exception, it is the author's responsibility to provide evidence of the journal's review process, and present proposals to their departmental committee.
2. The number of authors on a paper is not relevant to academic qualification consideration. If a faculty member's name is on an article, it is assumed that she/he made a significant contribution. Adding authors who made little or no contribution to the article is a breach of academic integrity.
3. A "working paper series" published by a department, for example, is not an acceptable outlet by definition.
4. The college does not endorse any particular journal ranking resources or publications but recommends faculty take these into consideration in planning for promotion and tenure decisions. These [AACSB Resources](#) may have useful references.

Instructional Practitioner (IP)

Original Preparation for IP qualification

A faculty member is considered to have appropriate original preparation for IP status if he or she satisfies the following requirements:

- 1) A Master's degree (or higher) in the business field of the faculty member's instructional responsibilities, or a Master's degree (or higher) and a minimum of 18 graduate hours in the faculty member's area of instruction; and
- 2) Normally, at the time of hire, an IP faculty member has professional experience that is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach. The less related the faculty member's initial professional experience is to the field of teaching or the longer the time since the relevant experience occurred, the higher the expectation is for that faculty member to demonstrate sustained academic and/or professional engagement related to the field of teaching in order to maintain professional qualifications. To be sufficient, the experience must consist of either:
 - a) at least 5 years of full-time professional experience, with experience at a level higher than an entry-level position, or
 - b) at least 3 years of full-time professional experience, and a certification or professional license from a recognized national/international organization or from appropriate government authorities in the field, with experience at a level higher than an entry-level position.

Maintenance of IP qualification

A faculty member who continues to engage in full-time professional employment relevant to his/her instructional responsibilities automatically maintains IP status. Otherwise, a faculty member who meets the original preparation for the Instructional Practitioner (IP) qualification will maintain IP status if, over the most recent five-year period, he or she has completed at least three (3) Engagement (PE or AE) activities.

Scholarly Practitioner (SP)

Original preparation for the SP category is identical to that of the IP category.

A faculty member with IP preparation can attain SP status if, over the most recent five-year period, he or she has completed at least four (4) activities, of which at least one (1) must be a peer-reviewed journal article (PRJ) or the equivalent, at least one (1) must be a Professional Engagement (PE) activity, and the remaining two (2)+ can be any combination of PRJs, PEs, or AEs.

Practice Academic (PA)

Deployment of faculty is a strategic decision. A faculty member who meets the original preparation for the Scholarly Academic (SA) qualification may, in limited cases, be considered for PA status. The process of reclassification from SA to PA begins with a consultation between the faculty member and the Department Chair, in which the faculty member's professional record and the needs of the department and college are considered. If the faculty member and

Department Chair agree that reclassification to PA status is in the interest of both the faculty member and the Department, the Department Chair should submit a request for redeployment to the Dean. The ultimate decision rests with the Dean, in consultation with the College of Business Executive Committee. Faculty members eligible for consideration are those who have attained tenure in the WCOB and who are actively engaged in the professional business community at a significantly high level of impact and engagement.

For teaching faculty, PA status requires, over the most recent five-year period, a significantly high level of impact and engagement with the professional business community and a total of at least four (4) activities, of which at least one (1) must be a peer-reviewed journal article (PRJ) or the equivalent, and at least three (3) must be Professional Engagement (PE) activities.

For non-teaching faculty (typically full-time administrators), PA status requires at least four (4) Professional Engagement (PE) activities at a significantly high level of impact and/or engagement.

Full-time administrators automatically retain their PA designation for a period of between one and five years beyond the final year of full-time administrative service, based upon the number of years of full-time administrative service. One year of PA status post-administrative service is granted for each year of full-time administrative service, up to a maximum of five years.

NOTE: Faculty members who regularly teach graduate courses will be expected to exceed the minimum standards above. Faculty must hold qualified faculty status (SA, IP, SP, or PA) in order to teach graduate level courses.

Academic Engagement (AE) Activities Include²:

1. Completion of a publicly available research report from a funded grant proposal
2. Published chapter in a peer-reviewed scholarly book
3. Non peer-reviewed article for a nationally-recognized academic or practitioner journal
4. Presentation of a paper at an academic meeting
5. Published proceedings from a scholarly meeting³
6. Published textbook
7. Publication of textbook supplement (e.g., solutions manual, test bank, instructors manual)
8. Research monograph
9. Presentations of papers at external (non-ASU) faculty research seminars
10. Widely adopted written cases with instructional materials
11. Development of widely adopted instructional software
12. Editorship with an academic journal
13. Service on the editorial board of an academic journal
14. Election or appointment to a leadership position in an academic society or association
15. External (to ASU) research award (e.g., Best Paper Award)
16. Serve on an external grant review team
17. Significant course development/redesign

Professional Engagement (PE) Activities Include⁴:

1. Consulting activities related to the faculty member's instructional field that are material in terms of time and substance
2. Deliver invited professional speeches for regional or national professional organizations to sizable audiences; a minimum of 4 such speaking engagements is required to count as one engagement activity
3. Presentations of papers at regional or national professional meetings
4. Publications in trade journals
5. Non peer-reviewed article for a nationally-recognized practitioner journal
6. Full-time faculty internship in a professional work environment related to the faculty member's instructional field
7. Development and presentation of executive education programs
8. Sustained professional work experience in the instructor's teaching field
9. Significant participation in business professional associations and societies
10. Relevant, active service on boards of directors
11. Documented continuing education relevant to the instructor's professional discipline
12. Earning a (new) professional certification in the instructor's area of teaching
13. Serve in an administrative role at the department, college, or university level in which the administrative duties performed are related to the faculty member's field; The administrative role must be equivalent to at least a quarter-time assignment
14. Serve on an AACSB peer review

Consideration of Other Situations

- On rare occasions, other academic or professional engagement activities not described in the above sections may be considered to count as AEs or PEs by the Dean, in consultation with the College of Business Executive Committee. The Executive Committee must agree that the nature, quality, and appropriateness of the activity are sufficiently strong to allow deviations from the sections above. Supporting documentation of the Executive Committee's review process is required.

¹ Scholarly books can serve as equivalents, with their weighting determined on a case-by-case basis by the Dean or the Dean's designee, in consultation with the Executive Committee.

² Each AE item can be repeated and counted as an activity each time, except that one year of service counts as one engagement activity for each of AE items 11, 12, and 13.

³ A single paper presented at an academic meeting (AE #4) and also published in the proceedings of that meeting (AE #5) counts as a single (one) engagement activity.

⁴ Each PE item can be repeated and counted as an activity each time, except that one year of service counts as one engagement activity for each of PE items 1, 7, 8, 9, 10, 11, and 13.