

OPERATIONAL DEFINITIONS OF ACADEMICALLY QUALIFIED AND PROFESSIONALLY QUALIFIED FACULTY

RATIONALE

AACSB accreditation standards clearly articulate the need for schools to demonstrate that faculty are current in their field of teaching. In Standard #10, which addresses faculty qualifications, we read the following:

10: The faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission and to assure that this occurs, the school has a clearly defined process to evaluate individual faculty member's contributions to the school's mission. [FACULTY QUALIFICATIONS]

Further, the annotated standards give this advice for implementing methods to encourage and maintain scholarship and academic standards:

Specification and Demonstration of Intellectual Contributions

The mission statement or associated documents includes a definition of the intellectual contributions appropriate to the mission. This definition may be made in terms of content, or in terms of audience, or both. For example, it might read: "The school will support management practice through the production of articles and tools for managers." Or, it might read: "The school will lead management thought through basic scholarly research that contributes original knowledge and theory in management disciplines." Or it might read: "The faculty's scholarship will be a mix of management practice-related advances and pedagogical research."

Portfolio of Faculty Contributions

A generalized categorization of intellectual contributions includes contributions to learning and pedagogical research, contributions to practice, and discipline-based scholarship. Institutions customize these contributions, indicate their relative importance, and add additional responsibilities in their mission statements. The portfolio of faculty contributions must fit with the prioritized mix of activities as stated in the mission statement and demanded by the degree programs and other activities supported by the school. While not every faculty member must contribute in each of the three categories, the aggregate faculty must provide sufficient development in the past five years. The school's mission determines the appropriate balance of activity among the three types of contribution. The portfolio of faculty contributions should reflect that balance.

The school's mission or supporting materials, including stated policies, should clearly indicate the nature and focus of the intellectual contributions that are expected from its faculty. Three types of intellectual contributions are described below and the actual portfolio may include all three types; however, the school's mission and array of degree programs should influence the school's policies and the mix of actual intellectual contributions that are produced:

- **Learning and pedagogical research** contributions influence the teaching-learning activities of the school. Preparation of new materials for use in courses, creation of teaching aids, and research on pedagogy all qualify as Learning and pedagogical research contributions.
- **Contributions to practice** (often referred to as applied research) influence professional practice in the faculty member's field. Articles in practice-oriented journals, creation and delivery of executive education courses, development of discipline-based practice tools, and published reports on consulting all qualify as Contributions to practice.
- **Discipline-based scholarship** (often referred to as basic research) contributions add to the theory or knowledge base of the faculty member's field. Published research results

and theoretical innovation qualify as Discipline-based scholarship contributions.

The three forms of intellectual contributions outlined above (learning and pedagogical research, contributions to practice, and discipline-based scholarship) are not intended to narrow the scope of the research mission of a business school. Many of the major issues that are the subject of faculty inquiry and subsequent intellectual contributions require cross-disciplinary approaches and perspectives. Intellectual contributions that are cross-disciplinary in scope are appropriate outcomes for faculty scholarly activity and are consistent with the spirit and intent of this standard.

Schools should have clear policies that state expectations to guide faculty in the successful production of a portfolio of intellectual contributions that are consistent with the school's mission and insures that a "substantial cross section of the faculty in each discipline" is producing intellectual contributions. Generally, intellectual contributions should meet two tests:

1. Exist in public written form, and
2. Have been subject to scrutiny by academic peers or practitioners prior to publication.

The policies that guide the development of intellectual contributions should clearly specify:

- The expected targets or outcomes of the activity;
- The priority and value of different forms of intellectual contributions consistent with the school's mission and strategic management processes;
- Clear expectations regarding quality of the intellectual contributions and how quality is assured (e.g. specific target journals or outlets, selectivity requirements, etc); and
- The quantity and frequency of outcomes expected over the AACSB review period.

Guidance to ensure that intellectual contributions reported to AACSB include peer reviewed discipline-based scholarship, contributions to practice, and/or learning and pedagogical research are produced by a substantial cross-section of the faculty in each discipline consistent with the school's mission. The portfolio of intellectual contributions is expected to include a significant proportion of peer reviewed journal articles and/or scholarly books, research monographs, or sections/chapters of such publications that are also subject to a peer review process described below.

Peer review is defined as a process of independent review prior to publication of a faculty member's work by an editorial board/committee widely acknowledged as possessing expertise in the field. The peer review should be independent; provide for critical but constructive feedback; demonstrate a mastery and expertise of the subject matter; and be undertaken through a transparent process notwithstanding that the individuals involved may be anonymous. Such a review ensures the work is subjected to the expected "scrutiny by academic peers or practitioners prior to publication." Peer review is one important way in which the individual and institution can demonstrate overall quality of intellectual contributions.

The portfolio of intellectual contributions should reflect the mission of the school. The relative emphasis on the different forms of intellectual contributions (discipline-based scholarship, contributions to practice, and/or learning and pedagogical research) will also vary with the array and level of degree programs offered.

Examples of outcomes can include, but are not limited to:

- Peer reviewed journal articles (discipline based scholarship, contributions to practice, and/or learning and pedagogical research);
- Research monographs;
- Scholarly books;
- Chapters in scholarly books;

- Textbooks;
- Proceedings from scholarly meetings;
- Papers presented at academic or professional meetings;
- Faculty research seminars;
- 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.

Over time, the policies should be subject to review and demonstrate a commitment to continuous improvement.

GUIDING PRINCIPLES

As faculty, we are expected to be teacher/scholars. Roosevelt University Faculty are expected to teach 9 hours per semester under normal circumstances with some release time for special assignments or positions. The statements below are the guiding policies for how teaching and research are valued at Roosevelt University Walter E Heller College of Business Administration.

Roosevelt University faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it. To this end they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry or their dedication to the highest standards of education for all students in the program.

THE ROLE OF RESEARCH

All Roosevelt faculty members are responsible for their development as scholars, especially as this development helps to challenge the minds of students in the important issues in faculty members' fields of study and in students' lives.

Scholarship may be defined as an activity that involves continuing immersion in the literature and ideas in a discipline resulting in steady development of one's own intellectual fullness.

Scholarship often gives rise to research and creative work that involves original thinking within or across disciplinary boundaries – usually resulting in published works or public performances.

In addition to traditional forms of research and scholarship, Roosevelt University recognizes as scholarship the value of applied research, grant writing, and scholarship that derives from partnerships with community members and community organizations where disciplinary expertise is brought to bear in collaborative efforts to address community problems and issues. When such endeavors are to be considered in evaluating a faculty member's scholarly

performance, it is expected that the project will have a record of evaluation by external reviewers or processes.

As scholars, faculty members produce intellectual contributions, which are a function of three main activities: thinking, writing, and speaking. Measuring the impact of these activities is certainly inexact, but required nonetheless.

One principle that could be applied to intellectual contributions is the perceived quality of the faculty member's activity or accomplishment. In the case of writing, the quality of the manuscript could be assessed by the rigor and structure of the review process that leads to publication.

Measuring the impact of thinking and speaking is more difficult. One way to look at this would be to use a "market-based" approach: Who values what the faculty member thinks or says? From this perspective, we can introduce the notion of third party validation as a means of assessing the current knowledge, skills, and/or abilities of a faculty member. In addition we can track the number of citations of a work to indicate its relative importance in the field.

The extent to which the business community or others in the academy seek the faculty member's expertise is a reasonable surrogate for evidence of the faculty member's relevancy. Thus, a guiding principle should be the value - both intrinsic and extrinsic - that external stakeholders place on a faculty member's talent. This fits with our experiential learning based mission that requires faculty to be research-oriented with relevant business experience.

Providing evidence of the impact of intellectual contributions then becomes a function of the quality of the contribution and/or third party validation. These two guiding principles lead to the following definitions of activities that faculty should pursue to remain qualified.

DEFINITION OF ACADEMICALLY QUALIFIED

A faculty member¹ in the Walter E. Heller College of Business Administration will be considered **academically** qualified (AQ) provided s/he meets the following minimum conditions:

possesses a doctoral degree in (or related to) the field in which s/he is teaching; and has completed a combination of 3 quality publications and/or OICs over the past 5 years.

Exceptions:

- (i) Faculty members who are ABD will be considered AQ if they are completing their first year of service in CBA.
- (ii) Faculty members who have received a terminal degree in the discipline in which they teach within the last 3 years will be considered AQ.

QUALITY PUBLICATIONS PEER-REVIEWED JOURNAL AND OTHER INTELLECTUAL CONTRIBUTIONS (PRJ AND OIC)

A quality publication is a Peer-reviewed journal article (PRJ) that:

1. was subjected to a documented formal review process;
2. included a peer or editorial review; and
3. is readily available for public scrutiny in a library or through an on-line retrieval

service.

Considerations:

a. The publication outlet must be one that is traditionally subscribed to by a college library or one that is available on-line. A "working paper series" published by a department, for example, is not an acceptable outlet.

b. It is assumed that articles appearing in journals listed in Cabell's *Directory of Publishing Opportunities* have been subjected to a documented formal review process. If the publication outlet is not listed in Cabell's, it is the author's responsibility to document the outlet's manuscript review process.

c. Co-authorship of an article is considered a quality publication. If a faculty member's name is on an article, it is assumed s/he made a significant contribution. Adding authors who made little or no contribution to the article is a breach of academic integrity.

Generally Other Intellectual Contributions will exist in a publicly written form and will be available for scrutiny by academic peers and professionals, i.e., proprietary and confidential research and consulting reports do not qualify as intellectual contributions.

Examples of Other Intellectual Contributions for academic qualification (AQ) include, but are not limited to the following:

1. chapters in scholarly books, book reviews in quality journals, proceedings from scholarly meetings, papers presented at academic or professional meetings, publicly available research working papers, papers presented at faculty research seminars, publications in trade journals, in-house journals, written case with instructional materials, instructional software, and other publicly available materials describing the design and implementation of new curricula or courses.
2. major editorial responsibilities such as editor, editor-in-chief or executive editor of a journal, practitioner periodical, or newsletter.
3. publishing the second (or higher) edition of a textbook. (Or, evidence that the first edition of the textbook has been widely adopted by peer schools.)
4. writing an invited article for an academic journal or a nationally-known practitioner periodical.
5. Publishing a scholarly book with evidence of readership beyond vanity press offerings of fewer than 100 sales.
6. Scholarly monographs published in quality journals or libraries and publicly available for review
7. presentation of research papers at academic or professional meetings that have a formal review process.
8. a funded grant proposal from a major funding agency or course development work.

Considerations:

a. Editing the *Proceedings* for a meeting may (or may not) be considered a major editorial responsibility, even if the faculty member is invited to do so.

b. Serving as one of (perhaps) several editors on an editorial review board or serving

as a referee for a journal may (or may not) be considered a major editorial responsibility.

- c. Writing a book chapter may (or may not) qualify as a validating experience, depending on the stature of the book publisher and/or the impact of the book.

DEFINITION OF PROFESSIONALLY QUALIFIED

A faculty member¹ in the College of Business Administration will be considered **professionally qualified (PQ)** provided s/he meets the following minimum conditions:

1. possesses at least a masters degree in business (or a related masters degree)

AND

- is currently working full-time (or almost full-time) in business with significant job responsibilities related to the field in which s/he is teaching

OR

- has completed 1 quality publication in a practitioner focused outlet over the past 5 years,

OR

- has completed at least 2 validating professional experiences over the past 5 years.

Exceptions:

- (i) Faculty members who are not currently working in business, but retired from a full-time position in business within the last 5 years will be considered PQ.
- (ii) Business people with doctoral degrees who transition from careers in industry to teaching positions in the CBA will be considered PQ and may continue to pursue PQ status after the 5-year window.

¹ "Faculty member" means anyone who is assigned to teach a CBA class, regardless of contract status (tenured, tenure track, temporary instructor, part-time instructor, visiting, non-tenure track, etc.).

A Validating Experience is an activity or accomplishment that is considered to add value to an independent third-party. Typically, the third-party has "purchased" the talent or expertise of a faculty member, either literally or by selecting the faculty member to perform a highly valued function.

The rationale for a validating experience is that a faculty member possesses a certain degree of current knowledge, skill, or ability that is sought after by the business community or by others in academe.

Examples of validating experiences for professional qualification (PQ) include, but are not limited to the following:

1. creating and/or delivering executive education seminars that are fully subscribed.
2. maintaining an active consulting practice with evidence of multiple clients.
3. serving as a member of a board of directors for a for-profit business.
4. writing an invited article for a nationally-known practitioner periodical.
5. writing a popular press book (such as *Good to Great*) that achieves national (or international) distribution.
6. obtaining new (and appropriate) professional certification

7. delivering speeches around the country to businesspeople through a contractual arrangement with a speaker's bureau.
8. a faculty internship where a faculty member works full-time for a company for a minimum period of time (at least 5 weeks) and is given a project to complete or set of responsibilities to execute.
9. authoring reports (from sponsored research) that are widely disseminated.
10. publishing (and sustaining the publication of) a newsletter, book reviews, or sequence of reports that attracts a robust subscription base.
11. operating or owning a profitable business with substantial annual revenues.
12. Work on a pro bono basis can be included but must be fully documented and evidence of the significance of the work must be provided.

Considerations:

- A key litmus test is the duration of time that the activity takes. A faculty internship or client engagement should involve continuous work in the company, not a once-a-week meeting with middle managers, for example.
- Maintaining professional certifications by accumulating the requisite number of continuing education units does not qualify as a validating experience. It does not pass the test of an independent third-party "purchasing" the talent or expertise of the faculty member. If, by accumulating CEUs (and maintaining certification), the faculty member subsequently engages in an activity sought by a third party, then it is that subsequent activity that may qualify as a validating experience.
- A key litmus test is the sustainability of the activity. Being invited to give a keynote address at a convention is admirable, but one such speech may not be sufficient as a validating experience.
- A consulting practice needs to be a regular, ongoing activity that involves many clients and, hopefully, many repeat clients. Doing consulting on an ad hoc basis is not sufficient to qualify for a validating experience. Pro Bono consulting can be sufficient with enough evidence of meeting the requirements of ongoing and repeat clientele.
- Operating a business does not mean operating a picture framing business out of one's garage, for example. The business should be a major contributor to one's annual income, not a hobby.

GOALS FOR ACADEMIC AND PROFESSIONAL QUALIFICATIONS:

Our stated goal is to have 65% AQ in order to build a faculty that is theoretically-grounded in the MBA and undergraduate programs. In addition, we have a goal of 20% of the faculty qualified as both AQ and PQ in order to achieve our vision and mission of providing excellent practical education for our undergraduate and graduate students.