

**College of Business**  
**Western Carolina University**  
**Policy on Classification of Qualified Faculty**  
**Implemented 2014-15**  
**Revised Fall 2018, Fall 2020 and Fall 2021**

## **I. Introduction**

AACSB-International accreditation standards require that accredited business schools be able to demonstrate that their faculty members are both academically prepared and current in their fields of teaching responsibility and that a substantial cross-section of the business school's faculty are engaged in research. AACSB also requires accredited business schools to adopt an explicit policy and process for determining whether or not individual faculty members are educationally prepared and current in their fields. This document is designed to satisfy that requirement, and is separate from the departmental Collegial Review Document (CRD), which may specify other activities that can be considered for the purpose of collegial review. Qualifications for faculty are driven by accreditation standards in the context of the mission of the college.

## **II. Mission of College of Business**

The mission of the College of Business is central to a determination as to whether or not a Faculty Member is Qualified. The College's mission is as follows:

*Western Carolina University's College of Business is a leader among schools of business in graduating baccalaureate and master's degree students primarily from the lower Appalachians and the Carolina Piedmont who are Business Ready® to meet the needs of industries, markets, and institutions.*

As indicated by the Mission Statement, the faculty of the College of Business aspires to produce students who are *Business Ready®* to meet the needs of local businesses and to assist in economic and community development in the lower Appalachian and the Carolina Piedmont region. To be *Business Ready®*, graduates must be able to make decisions based on theory augmented by practical experience and engagement activities. To reach this level of preparation, students must be instructed, guided, and mentored by Faculty Members who have a solid grounding in the theory of their chosen field, as well as faculty who have experience in applying this theory in industry. Thus, Qualified and Engaged Faculty Members are integral to meeting the mission of the College.

## **III. Appropriate Types of Intellectual Contributions:**

The faculty recognizes four types of faculty Intellectual Contributions, which include Intellectual Contributions within the framework introduced by Boyer, and thus is consistent with both the mission of the College of Business and of Western Carolina University:

1. **Discipline-based Scholarship (i.e. Scholarship of Discovery)**, which is basic research and contributes to the theory or knowledge base of the Faculty Member's chosen field
2. **Contributions to the Practice (i.e., Scholarship of Integration)**, which is applied research and is written to influence professional practice in the Faculty Member's field
3. **Engagement (i.e., Scholarship of Application)** includes the melding of theory and practice and is scholarship to address issues such as how the university can address societal problems.
4. **Learning and pedagogical research (i.e., Scholarship of Teaching)**, which includes contributions written to influence the teaching-learning activities of the school, including the scholarship of teaching and learning, as well as preparation of new and dynamic teaching materials for use in the classroom.

Intellectual Contributions in each of these four areas support the mission of the College and the University. Although it is expected that Qualified Faculty Members will primarily engage in contributions to the practice and learning and pedagogical research, such Faculty Members are also encouraged to engage in discipline-based scholarship. Conversely, although Qualified Faculty Members may prefer to contribute to the practice, they are encouraged to also conduct discipline-based scholarship and pedagogical research. As innovators and the creators of the Business Ready® concept, the faculty recognizes that collaboration between Qualified Faculty Members and across disciplines is likely to produce an environment in which students can excel and become professionals. Therefore, the Faculty does not have an expressed preference for one type of scholarship over the others and encourages collaboration on Intellectual Contributions that broaden their individual experiences. In addition, because the Faculty wishes to produce an environment in which students can transform into professionals, the faculty values members who mentor students individually through internships, joint publications, joint research projects, competitions, or otherwise give students opportunities to learn through engaging in professional activities.

#### **IV. Qualifications**

##### *A. Overview in The Context of AACSB Standards*

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 or initial professional experience. Typically initial qualification will extend for five years. Qualifications are maintained through sustained academic and professional engagement. Maintenance of engagement qualifications are also evaluated based on a five year window. Normally, a doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for SA and PA status. As part of the hiring process, relevant benchmarks are weighed to determine if a candidate's doctoral degree emphasizes advanced foundational discipline-based research and is appropriate initial academic preparation for SA and PA status. There also must be ongoing, sustained, and substantive academic and/or professional engagement activities supporting SA and PA status.<sup>1</sup> The critical factor in determining whether or not faculty members bring current and relevant information is the alignment of their engagement activities with their primary teaching responsibilities and with the overall mission, expected outcomes and strategies of the school.

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<sup>1</sup> Individuals with a graduate degree in law will be considered SA or PA for teaching business law and legal environment of business, subject to ongoing, sustained, and substantive academic and/or professional engagement activities demonstrating currency and relevance related to the teaching field. Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered SA or PA to teach taxation subject to continued, sustained academic and professional engagement that demonstrates relevance and currency in the field of teaching.

<i>Initial Academic Preparation &amp; Professional Experience</i>	<b>Academic (Research/Scholarly)</b>	<b>Applied/Practice</b>
<b>Professional Experience, Substantial in Duration &amp; Level of Responsibility</b>	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
<b>Doctoral Degree</b>	Scholarly Academics (SA)	Practicing Academics (PA)

B. Definitions

The following definitions and criteria are consistent with the College’s mission for the classification of faculty according to initial academic preparation, professional experience, ongoing scholarship, and ongoing professional engagement.

**Scholarly Academics** sustain currency and relevance through scholarship and related activities. A non-exhaustive list of academic engagement activities may include the following:

- Scholarly activities leading to the production of scholarship outcomes as documented in Standards 3 and 8
- Relevant, active editorships with academic journals or other business publications
- Validation of SA status through leadership positions, participation in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc.

**A Scholarly Academic<sup>2</sup>** is defined as a faculty member who:

Possesses a Doctoral Degree or equivalent terminal degree, in (or related to) the field in which he or she is teaching; and

- a. Maintains the intellectual qualifications and current expertise necessary to accomplish the mission of the College of Business as demonstrated by:
  - The publication of at least 2 peer reviewed journal articles (or law review) over the past five years; plus
  - The publication of an additional peer reviewed journal article (or law review) over the past five years; or
  - The completion of three or more academic activities, teaching/instructional activities or practice community activities as defined in *Section C, the majority of which are academic- or teaching-focused.*

**Scholarly Practitioners** sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience.

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<sup>2</sup> A Faculty Member who is ABD is considered a Scholarly Academic during the first 3 years of service in the College of Business. Faculty members who possess a doctoral degree in a non-business discipline and have successfully completed an AACSB-endorsed Post-Doctoral Bridge to Business program (or its equivalent) are Scholarly Academics for the 5-year period after completion of the program, as are graduates who complete PhD programs.

**A Scholarly Practitioner** is defined as a faculty member who:

- a. Possesses a Master's Degree in (or related to) the field in which he or she is teaching with at least eighteen (18) hours of graduate credit in an area related to the course(s) being taught; and
- b. Maintains the intellectual qualifications and current expertise necessary to accomplish the mission of the College of Business as demonstrated by:
  - The publication of at least 1 peer reviewed journal article (or law review) over the past five years; plus
    - The publication of an additional peer reviewed journal article (or law review) over the past five years; or
    - The completion over the past five years of three or more academic activities, teaching/instructional activities or practice/community activities as defined in *Section C*, *the majority of which are practitioner- or teaching-focused*.

**Practicing Academics** sustain currency and relevance through professional engagement, interaction, and relevant activities. A non-exhaustive list of professional engagement activities may include the following:

- Consulting activities that are material in terms of time and substance
- Faculty internships/externships
- Development and presentation of professional or executive education programs
- Sustained professional work supporting qualified status
- Significant participation in business professional associations
- Practice-oriented intellectual contributions detailed in Standard 3
- Relevant, active service on boards of directors
- Other substantial and relevant professional activities may complement such engagements activities, such as:
  - Documented continuing professional education experiences
  - Participation in professional events that focus on the practice of business, management, and related issues
  - Participation in other activities that place faculty in direct contact with business or other organizational leaders

**A Practicing Academic** is defined as a faculty member who:

- a. Possesses a Doctoral Degree or equivalent terminal degree, in (or related to) the field in which he or she is teaching; and
- b. Maintains the intellectual qualifications and current expertise necessary to accomplish the mission of the College of Business as demonstrated by:
  - The completion over the past five years of three or more practice/community activities as defined in Section C; ***and***
  - The publication of at least 1 peer reviewed journal article (or law review) over the past five years; plus
    - The completion over the past five year of three or more academic activities, teaching/instructional activities or practice/community activities as defined in *Section C*, *the majority of which are academic- or teaching-focused*; or
    - The publication of an additional peer reviewed journal article (or law review) over the past 5 years.

**Instructional Practitioners** sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience.

**An Instructional Practitioner** is defined as a faculty member who:

- a. Possesses the minimum of a Master's Degree in (or related to) the field in which he or she is teaching with at least eighteen (18) hours of graduate credit in an area related to the course(s) being taught; and
- b. Maintains the intellectual qualifications and current expertise necessary to accomplish the mission of the College of Business as demonstrated by:
  - Full-time employment with substantial responsibility in the area of teaching; or
  - The completion over the past five years of six or more academic activities, teaching/instructional activities or practice/community activities as defined in *Section C. The majority of these activities should be practice-focused.*

Normally, at the time that a school hires an IP or PA faculty member, that faculty member's professional experience 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.

### C. Activities: Quality and Impact

The expectation is that faculty members will publish in quality peer reviewed journals (or law reviews) and quality editorially reviewed journals. A Quality Article is:

- Subjected to a documented formal review process such as peer or editorial review; and
- Published in a publication outlet that is traditionally subscribed to by a college library or one that is available on-line or is otherwise available for public scrutiny.
  - 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.
  - It is assumed that articles appearing in journals listed in *The Australian Business Deans' Council Journal Ratings List (ABDC)* have been subjected to a documented review process.
  - If the publication outlet is not listed, it is the author's responsibility to document the outlet's manuscript review process.
  - 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.
  - A "working paper series" published by a department, for example, is not an acceptable outlet by definition.

The validation of the accomplishments/impact of intellectual contribution outcomes may be reflected in:

- Peer recognition of the originality, scope, and/or significance of new knowledge.
- The applicability and benefits of the new knowledge to the theory, practice, and/or teaching of business and management.
- The usefulness and/or originality of new or different understandings, applications, and insights resulting from the creative work.
- The breadth, value, and persistence of the use and impact of the creative work.

- The originality and significance of the creative work to learning, including the depth and duration of usefulness.
- Research awards and recognition (e.g., selection as a fellow of an academic society).
- Adoptions and citations of the creative work, including its impact on the creative work of others.
- Evidence in the work of leadership and team-based contributions to the advancement of knowledge.
- Alignment of the work with mission, expected outcomes, and strategies.

The value of faculty scholarship and engagement is to inform teaching and learning, advance knowledge of theory, keep faculty aware and involved in issues of current interest, and improve aspects of management practice; therefore it is important to recognize the measurable impact of faculty scholarship and engagement. In tandem with Boyer's conceptualization of the mission of the Academy, colleges and schools of business must be responsible and accountable to their communities, particularly in light of stiffer competition and scarcer resources. In the present competitive global economy, universities, particularly regional comprehensive institutions, are expected to be an integral part of economic development in their local and regional communities.

The AACSB Impact of Research Task Force (2008) recognized the importance of the impact of scholarship and recommended that the AACSB "encourage and support efforts to create incentives for greater diversity in institutional missions and faculty intellectual contributions. It also suggested "developing faculty models that support 'translational' research by clinical scholars who understand and interact with business to test and refine results from basic research and help to define problems of mutual interest." Such engaged scholarship will impact the country's competitiveness positively, as many scholars believe that regional based enterprises will be the economic drivers of the twenty-first century, and campuses can be the "staging grounds for action."<sup>3</sup> Boyer's Model, at its core, values the *impact* of scholarship not only on the advancement of the discipline, but also on the service to community and on the educational experiences of the students. The AACSB *Report on the Impact of Research* also observed that "[I]f the real value of faculty scholarship is to inform teaching and learning, advance knowledge of theory, keep faculty aware and involved in issues of current interest, and improve aspects of management practice, then the focus should be on assessing the measurable "impact" of faculty scholarship in these areas." Another AACSB thought leadership paper, *Business and Business Schools: A Partnership for the Future* (2006) reported that the business community supported enhancing the relevance of business school research to the problems that confront the business community, and urged more collaboration between academia and business.

Therefore, the College Faculty are mindful of the context of scholarship activities and their impact. It is the faculty member's responsibility to document impact in the faculty database. In light of our mission, scholarship impact appropriately may be measured by this non-exhaustive list of activities with Academic, Teaching/Instructional and Practice/Community Impact:

### **Academic Activities**

- Quality publications in peer-review journals as listed in Cabell's *Directory of Publishing Opportunities* or the *Australian Business Deans' Council Journal Ratings List* or other recognized indices with documentation of the publication's review process
- Active editorships with academic journals or other relevant business publications
- Elections or appointments to leadership positions in academic and/or professional associations and societies
- Recognitions for research (e.g., Best Paper Award), Fellow Status in an academic society, and other recognition by professional and/or academic societies for intellectual contribution outcomes

<sup>3</sup> Ernest Boyer, *The Scholarship of Engagement*, J. PUB. SERV. & OUTREACH, Spring 1996, at 20.

- Competitive grants external to WCU awarded
- Presentation of invited or refereed scholarship at research conferences, scholarly programs, or international, national, or regional research forums
- Articles in edited professional or trade journals subjected to a documented formal review process and generally available for public scrutiny
- Articles published in the refereed proceedings of international, national or regional meetings
- Academic books or texts, including chapters in academic books or texts
- External reviewer for grants or for promotion and tenure at another university
- Externally reviewed academic Boyer artifacts that do not fall into other categories of intellectual contributions

### **Teaching/Instructional Activities**

- Textbooks, teaching manuals, etc., that are widely adopted (by number of editions, number of downloads, number of views, use in teaching, sales volume, etc.)
- Refereed publications that focus on research methods and teaching
- Research-based learning projects with companies, institutions, and/or non-profit organizations
- Instructional software (by number of programs developed, number of users, etc.)
- Case study development (by number of studies developed, number of users, etc.)
- Mentorship of student research reflected in the number of student papers produced under faculty supervision that lead to publications or formal presentations at academic or professional conferences
- Documented improvements in learning outcomes that result from teaching innovations that incorporate research methods from learning/pedagogical research projects
- On a five-year rolling basis, professional license related to the area of teaching, recognized professional certification related to teaching, or graduate course work in the discipline taught
- Mentorship of students in recognized educational competitions, or other supervision of opportunities for students to learn through engaging in professional activities
- Externally reviewed teaching/instructional Boyer artifacts that do not fall into other categories of intellectual contributions

### **Practice/Community Activities**

- Media contributions of a substantial nature (e.g., number, distribution, and effect)
- Requests from the practice community to utilize faculty expertise for consulting projects, broadcast forums, researcher-practitioner meetings, faculty/student consulting projects, etc.
- Publications in practitioner journals or other venues aimed directly at improving business expertise and practice
- Consulting reports for which remuneration is provided
- Research income from various external sources such as industry and community/governmental agencies to support individual and collaborative research activities
- Case studies based on research that has led to solutions to business problems
- Adoption of new practices or operational approaches as a result of faculty scholarship
- Presentations and workshops for business and management professionals in professional development seminars, public meetings, etc.
- Invitations for faculty to serve as experts on policy formulation, witnesses at legislative hearings, members of special interest groups/roundtables, etc.
- Tools/methods/processes/systems analyzed or developed for companies or nonprofit organizations
- Memberships on boards of directors of corporate and non-profit organizations

- Significant involvement in operation of a business related to the faculty member's teaching field;
- Externally reviewed practice/community Boyer artifacts that do not fall into other categories of intellectual contributions

Preparation & Professional Experience	Activities – Research/Scholarly	Activities – Applied/Practice
<p>Doctoral Degree</p>	<p><u>Scholarly Academics (SA)</u></p> <p>Possesses a doctoral degree or equivalent terminal degree in (or related to) the field in which he/she is teaching and maintains the intellectual qualifications and current expertise necessary to accomplish the mission of the College of Business as demonstrated by:</p> <ul style="list-style-type: none"> <li>• The publication of at least 2 peer reviewed journal articles (or law reviews) over the past 5 years plus: <ul style="list-style-type: none"> <li>○ The publication over the past 5 years of an additional peer reviewed journal article (or law review); or</li> <li>○ The completion over the past 5 years of 3 or more academic activities, teaching/instructional activities or practice/community activities as defined in <i>Section C</i>.</li> </ul> </li> </ul>	<p><u>Practice Academics (PA)</u></p> <p>Possesses a doctoral degree or equivalent terminal degree in (or related to) the field in which he/she is teaching and maintains the intellectual qualifications and current expertise necessary to accomplish the mission of the College of Business as demonstrated by:</p> <ul style="list-style-type: none"> <li>• The completion over the past 5 years of 3 or more practice/community activities as defined in <i>Section C</i>; <b>and</b></li> <li>• The publication of at least 1 peer reviewed journal article (or law review) over the past 5 years; plus: <ul style="list-style-type: none"> <li>○ The publication over the past 5 years of an additional peer reviewed journal article (or law review); or</li> <li>○ The completion over the past 5 years of 3 or more academic activities, teaching/instructional activities or practice/community activities as defined in <i>Section C</i>.</li> </ul> </li> </ul>
<p>Master’s Degree + Professional Experience (substantial in duration and level of responsibility)</p>	<p><u>Scholarly Practitioners (SP)</u></p> <p>Possesses a master’s degree in (or related to) the field in which he/she is teaching with at least 18 hours of graduate credit in an area related to the course(s) being taught and maintains the intellectual qualifications and current expertise necessary to accomplish the mission of the College of Business as demonstrated by:</p> <ul style="list-style-type: none"> <li>• The publication of at least 1 peer reviewed journal article (or law review) over the past 5 years; plus: <ul style="list-style-type: none"> <li>○ The publication of an additional peer reviewed journal article (or law review) over the past 5 years; or</li> <li>○ The completion over the past 5 years of 3 or more academic activities, teaching/instructional activities or practice/community activities as defined in <i>Section C</i>.</li> </ul> </li> </ul>	<p><u>Instructional Practitioners (IP)</u></p> <p>Possesses a master’s degree in (or related to) the field in which he/she is teaching with at least 18 hours of graduate credit in an area related to the course(s) being taught and maintains the intellectual qualifications and current expertise necessary to accomplish the mission of the College of Business as demonstrated by:</p> <ul style="list-style-type: none"> <li>• Full-time employment with substantial responsibility in the area of teaching; or</li> <li>• The completion over the past 5 years of 6 or more academic activities, teaching/instructional activities or practice/community activities as defined in <i>Section C</i>.</li> </ul>