

# School of Business Francis Marion University Operational Definitions of Faculty Qualifications and Engagements

## I. Background

Standard 15, from the AACSB accreditation standards addresses faculty qualification as

“The school maintains and strategically deploys participating and supporting faculty that collectively and individually **demonstrate significant academic and professional engagement** sustaining intellectual capital necessary to support high quality outcomes consistent with the **school’s mission and strategies.** “

Also,

“Initial academic preparation is assessed by earned degrees and other academic credentials. Initial professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.

Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevancy in the field of teaching) of a faculty member over time.”

The standard then discusses “qualified faculty status” which applies to faculty members that sustain intellectual capital in their field of teaching and demonstrate that the relevance and currency of their intellectual contributions to support the school’s missions, expected outcomes and strategies.

The standard then requires schools to categorize qualified faculty into four categories (Scholarly Academics, Practice Academics, Scholarly Practitioners and Instructional Practitioners) that are based on initial academic preparation, initial professional experience and sustained academic and/or professional engagement.

		<b>Sustained engagement activities</b>	
		Academic (Research/Scholarly)	Applied/Practice
<b>Initial academic preparation and professional experience</b>	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

The standard provides guidance and urges each school to be true to its own particular situation and mission by developing and implementing criteria that indicate how the school is meeting the “spirit and intent of the standard”.

## II. Guiding Principles

The Francis Marion University School of Business mission and objectives are the guiding principles for developing criteria for the hiring and the maintenance of faculty that collectively and individually demonstrate significant academic and professional engagement to provide high quality outcomes.

### **Mission Statement**

Accredited at both the graduate and undergraduate levels, the School of Business at Francis Marion University **has a mission of teaching, research, and service**. Nearly our entire faculty holds a doctorate in the area in which they teach. Our small classroom environment promotes interaction among students and faculty. **We teach students to think logically, communicate effectively, develop an understanding and appreciation of the global business environment, and be guided by high ethical standards. Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions.** Our internship program and placement efforts actively assist students in finding meaningful jobs. **Our faculty conducts research and service activities that enhance the region's economic and industrial development.** Most of our undergraduate students major in management, marketing, accounting, finance, business economics, management information systems, or general business and earn a Bachelor of Business Administration degree. Other School of Business students major in economics and receive a

Bachelor of Arts of Bachelor of Science degree. Our graduate students receive a Master of Business Administration degree. The School of Business seeks students locally and globally of all ages and ethnic backgrounds and serves them in a friendly, considerate manner.

## **Objectives**

Within the mission, the School of Business recognizes three primary objectives:

1. Teaching: To provide, through a comprehensive program, broad educational experiences sufficient to prepare students for meaningful and responsive leadership roles in private and/or public institutions.
2. Research: To conduct research appropriate to support the teaching mission of the school and University.
3. Service: To sponsor and conduct service activities that enhances the community's economic and industrial development.

Derived from our mission statement , these objectives serve as the three guiding principles for intellectual contributions in the areas of teaching, research and service. Based on the categories of qualifying faculty, different faculty members will be encouraged to pursue different mixture of activities.

### III. Activities Which Demonstrate Relevance And Currency Of Intellectual Contributions That Support The FMU School Of Business Mission And Objectives.

	<b>Objective 1: Teaching</b> To provide, through a comprehensive program, broad educational experiences sufficient to prepare students for meaningful and responsive leadership roles in private and/or public institutions.	<b>Objective 2: Research</b> To conduct research appropriate to support the teaching mission of the school and University.	<b>Objective 3: Service</b> To sponsor and conduct service activities that enhances the community's economic and industrial development.
<b>A</b>	<ul style="list-style-type: none"> <li>• Faculty led independent student projects which lead to original work</li> <li>• Faculty led student projects where there is a substantial organizational involvement</li> </ul>	Publication of: <ul style="list-style-type: none"> <li>• Peer reviewed journal article</li> <li>• Peer reviewed Scholarly book</li> <li>• Peer reviewed Scholarly book chapter</li> <li>• Text Book</li> </ul>	<ul style="list-style-type: none"> <li>• Working in an area related to their teaching</li> <li>• Faculty Internships</li> <li>• Operating or owning a business</li> <li>• Obtaining and maintaining appropriate professional certification</li> <li>• Consulting</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>• New Program Development</li> <li>• Creating and Developing Instructional Software</li> <li>• Faculty led experiential learning for students</li> </ul>	<ul style="list-style-type: none"> <li>• Conference Proceedings</li> <li>• Grants from a major funding agency</li> <li>• Economic impact study</li> <li>• Editorial responsibilities of an academic journal</li> <li>• Papers presented at academic meetings</li> <li>• Association officer, section track officer for a conference</li> <li>• Publishing a sequence of reports</li> </ul>	<ul style="list-style-type: none"> <li>• Education and Training for Organizations</li> <li>• Corporate Surveys and Research Sponsored by corporate or government entity</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Migration of courses to online</li> <li>• Innovation in pedagogical methodology</li> <li>• Reviewing textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Grant from agencies affiliated with Francis Marion University</li> <li>• Papers published in non-peer reviewed journals</li> <li>• Participation in academic meeting</li> <li>• Attending discipline based professional development seminars or workshops.</li> <li>• Reviewing Journal Articles</li> </ul>	<ul style="list-style-type: none"> <li>• Expert Witness</li> <li>• Writing an invited article for practitioner periodical</li> <li>• Presentations to professional groups</li> <li>• Member of a board of directors</li> <li>• Writing a popular press book that achieves national or international distribution</li> <li>• Delivering speeches to business people through a contractual arrangement with a speaker's bureau</li> <li>• Writing a popular press book that achieves national distribution</li> <li>• Delivering speeches to business people</li> </ul>

*\*See Appendix for details*

## **IV. Initial Academic Preparation**

### **Scholarly Academic and Practice Academic**

The individual should hold a doctoral degree from an AACSB accredited institution in a field in which the individual teaches.

#### **Exceptions:**

- i. If the institution is not AACSB accredited, then evidence should be presented to justify that the program is comparable to an AACSB accredited institution in preparing a scholar in rigorous study with strong research skills.
- ii. The individual may hold a doctoral degree from an AACSB accredited institution in a field which is not the individual's primary teaching field. In this instance, evidence should be presented regarding academic study, professional training, or experience in the teaching field as being sufficient.
- iii. In limited instances, the individual may hold a doctoral degree in a field outside business where the field of study incorporates the area in which the individual would teach.
- iv. The individual may have substantial specialized coursework in the teaching field but not have completed the doctoral degree. In ordinary circumstances, completion of the degree is expected within two years.

### **Scholarly Practitioners and Instructional Practitioners**

The individual should have a master's degree or advanced certification in the area he/she is hired to teach.

- i. If the institution is not AACSB accredited, then evidence should be presented to justify that the program is comparable to an AACSB accredited institution in preparing a scholar in rigorous study with strong research skills at the masters level.
- ii. The individual may hold a master's degree from an AACSB accredited institution in a field which is not the individual's primary teaching field. In this instance, evidence should be presented regarding academic study, professional training, or experience in the teaching field as being sufficient.
- iii. In limited instances, the individual may hold a master's degree in a field outside business where the field of study incorporates the area in which the individual would teach.

## V. Sustained Engagement Activities

The individuals need to sustain their qualification in a continuous basis over a five year period. To ascertain an individual's activities to continuously sustain their qualifications the following guidelines are provided.

### Scholarly Academic

Undergraduate Faculty: Four contributions in support of the SOB objectives.

Specifically, for the Undergraduate Scholarly Academic to sustain their qualifications the individual must support the **SOB objective Research: To conduct research appropriate to support the teaching mission of the school and University with**

- At least one *research* contribution from Category A
- At least one *research* contribution from Category B or above

Graduate Faculty: Six contributions in support of the SOB objectives

Specifically, for the Graduate Scholarly Academic to sustain their qualifications the individual must support the **SOB objective Research: To conduct research appropriate to support the teaching mission of the school and University with**

- At least one *research* contribution from Category A
- At least two *research* contributions from Category B or above

Note: In calculating these six contributions, peer reviewed articles, scholarly book chapters and books beyond the first two counts as two each.

### Exceptions:

- Faculty members who are ABD will be considered Scholarly Academic if they are completing within the first two years of service in the School of Business
- Faculty members who have received a terminal degree in the discipline which they teach within the last 5 years will be considered Scholarly Academics

### Practice Academics

Four contributions in support of the SOB objectives.

Specifically, for the Practice Academic to sustain their qualifications the individual must support the **SOB objective Teaching: To provide, through a comprehensive program, broad educational experiences sufficient to prepare students for meaningful and responsive leadership roles in private and/or public institutions with**

- At least one *teaching* contribution from Category A

- At least one *teaching* contribution from Category B or above

must support **the SOB objective Research: To conduct research appropriate to support the teaching mission of the school and University with**

- At least one *research* contribution from Category B or above

### Exceptions:

- i. Faculty members who have received a terminal degree in the discipline which they teach before the last 5 years but have been in the industry in the last 5 years will be considered Practice Academics
- ii. The Dean of the School of Business is automatically considered an Practicing Academic

### Scholarly Practitioners

Four contributions in support of the SOB objectives.

Specifically, for the Scholarly Practitioner to sustain their qualifications the individual must support the **SOB objective Research: To conduct research appropriate to support the teaching mission of the school and University with**

- At least two *research* contributions from Category B or above

must support the **SOB objective Teaching: To provide, through a comprehensive program, broad educational experiences sufficient to prepare students for meaningful and responsive leadership roles in private and/or public institutions with**

- At least one *teaching* contribution from Category B or above

### Exceptions:

- i. None

### Instructional Practitioner

Four contributions in support of the SOB objectives

Specifically, for the Instructional Practitioner to sustain their qualifications the individual must support the **SOB objective Service: To sponsor and conduct service activities that enhance the community's economic and industrial development**

- with at least two *service* contributions from Category A

must support the **SOB objective Teaching: To provide, through a comprehensive program, broad educational experiences sufficient to prepare students for meaningful and responsive leadership roles in private and/or public institutions with**

- At least one *teaching* contribution from Category B or above

**Exceptions:**

- i. None

## **VI. Transition from one category to the other**

### **From Scholarly Academic to Practice Academic**

A faculty member with a terminal degree in his or her area of expertise who has been a Scholarly Academic can move into a Practice Academic if

1. They are no longer tenured or tenure track but are under contract  
or
2. When a tenured faculty member makes major contribution towards the teaching objectives in the School of Business Mission especially towards Teaching Objectives A and Student led experiential learning, the coordinator in consultation with the faculty can make a recommendation to move the faculty from Scholarly Academic to Practice Academic. The Dean of the School of Business reviews the recommendation and makes the final decision. All tenure track faculty members who have not been tenured have to be Scholarly Academic.

### **From Practice Academic to Scholarly Academic**

When a faculty member with a terminal degree in his or her area of expertise who has been a Practice Academic makes major contributions to the research objectives particularly Research Objectives A he or she may request the coordinator to be moved to Scholarly Academic status after providing sufficient evidence. The coordinator then makes a recommendation to the Dean of the School of Business who makes the final decision.

### **From Instructional Practitioner to Scholarly Practitioner**

Instructional Practitioners are to be encouraged to pursue Research objectives with the intention of moving them to Scholarly Practitioners in the long run. When a faculty member who is currently an instructional practitioner makes major contributions to the research objectives especially research objectives B or above, he or she can request the coordinator to be moved to a scholarly practitioner after providing sufficient evidence of scholarly research activity to meet the goals of a scholarly practitioner. The coordinator then makes a recommendation to the Dean of the School of Business who makes the final decision.



## **VII. Appendix**

*The categories and ranking described below can be changed provided that the faculty member provides sufficient documentation and makes a case to the Dean for the change. For example, if a faculty member has a major NSF grant for a large amount of money for research, that would be a legitimate case for moving the grant from Research B category to Research A category.*

### **Objective 1 - Teaching**

To provide, through a comprehensive program, broad educational experiences sufficient to prepare students for meaningful and responsive leadership roles in private and/or public institutions.

#### **Category A**

1. Faculty led independent student projects which lead to original work
2. Faculty led student projects where there is substantial corporate involvement

#### **Considerations:**

- i. Faculty led independent student projects should have documented work in the form of a report or thesis at the end of the semester or year.
- ii. Faculty led student projects with corporate involvement should include a final presentation or paper report submitted to the company involved

#### **Category B**

1. New Program Development
2. Creating and Developing Instructional Software
3. Creating and delivering executive education seminars that are fully subscribed

#### **Considerations:**

- i. Creating and developing instructional software will be considered if it is deemed to be substantial.

#### **Category C**

1. Migration of course online
2. Innovation in pedagogical methodology
3. Reviewing textbooks

#### **Considerations:**

N/A

### **Objective 2 - Research**

To conduct research appropriate to support the teaching mission of the school and University.

## **Category A**

1. A journal article that:
  - 1.1. was subject to a documented formal review process
  - 1.2. included a peer or editorial review and
  - 1.3. is readily available for public scrutiny in a library or through an online retrieval service
2. Scholarly Books and/or Scholarly Book Chapters
  - 2.1. was subject to a documented formal review process
  - 2.2. included a peer or editorial review and
  - 2.3. is readily available for public scrutiny in a library or through an online retrieval service
3. Text Books in the field related to the individual's area of teaching
  - 3.1. First or New Edition
  - 3.2. Chapter in book
  - 3.3. Study Guide

### **Considerations:**

- i. The publication outlet must be one that is traditionally subscribed to by a college library or one that is available on-line.
- ii. 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.

## **Category B**

1. A conference proceedings that:
  - 1.1. was subject to a documented formal review process
  - 1.2. was peer reviewed
  - 1.3. is an academic conference in the area of the faculty members teaching interest
2. A major grant proposal from an external funding agency
3. Economic impact study
4. Major editorial responsibilities of an academic journal
5. Papers presented at academic meetings
6. Association officer, section track officer for a conference
7. Publishing a sequence of reports

### **Considerations:**

- i. It is assumed that a major external grant proposal is not part of a grant from agencies affiliated to Francis Marion University

- ii. Author of unpublished study [economic impact, business effects, legal briefs etc.] available locally. If the study is proprietary and is not available in a public forum, the faculty member is to prepare and include with the annual report of professional contributions a half-page summary of the scope of the study, including the general findings but without disclosing the identity of the client or any confidential information.
- iii. Faculty led independent student projects should have documented work in the form of a report or thesis at the end of the semester or year.
- iv. Publishing a sequence of reports which could be legal briefs, case studies or other work related to the persons area of research and teaching

### **Category C**

- 1. Papers presented at meetings without proceedings
- 2. Papers published in non-peer reviewed journals
- 3. Grant from agencies affiliated with Francis Marion University
- 4. Corporate Surveys
- 5. Participation in academic meeting --- moderator, discussant, program committee
- 6. Association officer, section track officer for a conference
- 7. Attending discipline based professional development seminars or workshops.
- 8. Discipline based editorial board service
- 9. Published book review in the individual's area of teaching
- 10. Reviewing Journal Articles

### **Considerations:**

N/A

### **Objective 3 - Service**

To sponsor and conduct service activities that enhances the community's economic and industrial development.

### **Category A**

- 1. Working full time in industry in an area related to their teaching
- 2. Obtaining and maintaining (and appropriate) professional certification
- 3. A faculty internship where a faculty member works full time for a company for a minimum period of time (say, at least one month) and is given a project to complete or set of responsibilities to execute
- 4. Operating or owning a profitable business with substantial annual revenues

### **Considerations:**

- i. Work experience is current (within last 5 years) and can be directly linked to the area being taught

- ii. Faculty internships should involve continuous, daily work for the company.
- iii. Profits from operating and/or owning a business should represent a major contribution to one's annual income
- iv. Obtaining and maintaining appropriate professional certification

### **Category B**

- 1. Maintaining an active consulting practice with evidence of multiple major clients
- 2. Development and execution an education and training programs for organizations
- 3. Corporate surveys and research sponsored by corporate or government entity

### **Considerations:**

- i. A consulting practice needs to be 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
- ii. Authoring reports and Publishing newsletters could be the result of working with one of the Centers in the School of Business

### **Category C**

- 1. Being an expert witness in a court of law, deposition, or in front of a legislative body
- 2. Writing an invited article for a nationally known practitioner periodical
- 3. Serving as member of a board of directors for a for-profit business
- 4. Writing a popular press book that achieves national or international distribution
- 5. Delivering speeches to business people through a contractual arrangement with a speaker's bureau
- 6. Authoring reports (from sponsored research) that are widely disseminated
- 7. Publishing (and sustaining the publication of) a newsletter or sequence of reports that attracts a robust subscription base

### **Considerations:**

- i. All admissible publications must pertain to one's field of instruction