

COB FACULTY QUALIFICATION AND ENGAGEMENT STANDARDS POLICY FOR ADHERENCE TO 2020 AACSB STANDARDS

Approved by the Faculty Assembly March 25, 2022

The categories developed by AACSB to classify faculty, inclusive of those holding administrative appointments (deans, chairs, directors, etc.), deployed by the college, along with AACSB definitions for each, are:

Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates.

Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member.

Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving some scholarly activities related to their fields of teaching.

Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience and/or the practice of teaching. Normally, IP status is granted to newly hired faculty members with a mix of professional and instructional experiences.

Faculty qualification is for an academic year (combined fall and spring terms) and is not semester specific. Faculty qualification in place at the start of an academic year carries for the full year, but if a faculty member qualifies for a higher status during the year, such as with a new publication, a status adjustment for the full year is warranted. The majority of faculty teach a combination of masters and bachelors courses; our default SA qualifications were developed for this faculty grouping. There are two variations to the standard SA qualifications, one for those who teach doctoral courses (doctoral variant) and another for faculty who only teach Bachelor's-level courses (undergraduate variant). Logically, faculty with doctoral instructional responsibilities require a higher level of intellectual contributions than those who teach undergraduates only. Though the standard SA criteria are applicable to the majority of faculty, the variants apply if teaching assignments in the academic year warrant them.

AACSB recognizes the importance of administrative duties to the ethical, effective, and efficient operation of academic programs. Individuals holding faculty status and also executing full-time administrative duties (e.g. Dean, Associate/Assistant Dean, Chair, Program Director, etc.) have significant managerial duties supporting the College mission. AACSB permits the administrative efforts to be recognized as part of the faculty qualification criteria but recognizes a fundamental level of scholarly production should be maintained for administrators to maintain SA status. At FAU, in addition to the administrative faculty duties, the undergraduate variant level (see p. 3) of scholarly engagement must be met to maintain SA faculty status while serving in an administrative role. The balanced approach, combining primary administrative duties and some scholarly production, encourages individuals to pursue administrative responsibilities in the College while also maintaining a basic level of academic engagement. After leaving an administrative role, a faculty member has three years to meet the appropriate sustained engagement and qualification criteria outlined in the following section.

SCHOLARLY ACADEMICS (SA) AND PRACTICE ACADEMICS (PA)

Initial Preparation for SA and PA

Faculty members holding a doctorate in their primary teaching field, or a Juris Doctorate for faculty members who teach business law/ethics/policy, have satisfied the initial academic preparation criteria for SA/PA status.

Faculty members holding a business doctorate that is outside of their primary teaching field shall be considered to have met the initial academic preparation criteria for SA/PA status provided they exhibit evidence of active involvement in the teaching area through activities such as authorship, participation in professional meetings, or related activities devoted to the teaching area.

Faculty members who hold a doctoral degree outside of business, but whose primary teaching responsibilities fall within their area of academic preparation will be considered to have met the initial academic preparation criteria for SA/PA status if they demonstrate evidence of active involvement in the area of teaching responsibility through activities such as authorship, participation in professional meetings, or related activities. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation in the form of professional development linked to the teaching area.

Faculty members who possess specialized graduate degrees in taxation or a combination of graduate degrees in law and accounting will be considered to have met the SA initial academic preparation criteria to teach taxation courses. Faculty members who have specialized masters degrees in communication, English, or related disciplines, will be considered to have met the SA/PA initial preparation criteria to teach business communication courses.

Faculty members who have finished an AACSB approved post-doctoral bridge program will have satisfied the SA/PA initial preparation criteria for five years after program completion.

Faculty members who are graduate students in a business doctoral field who have attained “ABD” status (by successfully passing the qualifying exam and entering doctoral candidacy) have met the SA initial academic preparation criteria. Per AACSB guidelines, SA status is limited to three years after entering doctoral candidacy.

Sustained Engagement Activities for SA and PA

Scholarly Academics (SA)

The SA qualification for most faculty (those who teach masters-level courses or a mix of masters and undergraduate courses in an academic year) requires at least three scholarly publications or activities from appendix categories A or B, a minimum of two must be refereed scholarly journal articles (Appendix category A.1) within the most recent five years. This grouping (undergraduate and masters-level teaching) encompasses the majority of the College’s faculty. Masters programs within the College are professional-focused; we do not offer research masters degrees (typically requiring an original scholarship thesis). Though AACSB standards require a minimum of 40% of faculty resources to be SA, as a doctoral granting institution with high research activity (R2), we strive for at least 60% of our instructional faculty deployment to be SA for the entire College and within each discipline. Other faculty segments (such as by campus, delivery mode, etc.) will meet or exceed AACSB faculty deployment guidance of 40% SA.

Doctoral variant (applicable to faculty who teach a doctoral course in an academic year) – instructors in this category are charged with developing new scholars; faculty of this group are expected to achieve the highest level of scholarly production in the College. To maintain SA status, faculty providing doctoral instruction must publish either a Financial Times 50 or Academic Journal Guide of The Chartered Association of Business Schools (AJG)

4* article, OR at least four scholarly publications or activities from Appendix categories A or B, a minimum of two must be unique, refereed scholarly journal articles (category A.1) within the most recent five calendar years. At least one article must be in an AJG 3 or greater journal, or in an Australian Business Dean's Council (ABDC) A or A* journal.

Undergraduate variant (applicable to faculty who only teach undergraduate courses in an academic year or faculty with significant administrative roles in an academic year) – faculty in this category are typically charged with offering undergraduate foundation or service courses, or bachelors-level specialized, applied courses related to the majors/programs of the College. To maintain SA status in this variant category, faculty must either publish one refereed scholarly journal article (category A.1), or complete at least three activities from appendix categories A, B, or C (scholarly publications, scholarly activities, professional publications, or professional activities) within the most recent five calendar years.

Practicing Academics (PA)

Practice academic status requires engagement in a total of at least four activities from categories A, B, C, D, and/or E within the most recent five calendar years.

SCHOLARLY PRACTITIONERS (SP) AND INSTRUCTIONAL PRACTITIONERS (IP) **Initial Preparation for SP and IP**

In most circumstances, for SP and IP status, a faculty member must have, at a minimum, a master's degree in a field related to the faculty member's teaching area or any master's degree and significant preparation related to the teaching area through coursework or professional experience. For initial SP status, a new faculty member must have a master's degree and at least one published, refereed scholarly or trade article in the last five years. For IP status, a new faculty member must have five (or more) years of recent professional experience, or a related and currently valid professional licensure or certification, or any three items from the Appendix. There are two methods to obtain initial IP status. **Method one** is achieved through professional skills and experience, with the attainment of licensure or certification (e.g. CPA, CFP) by governmental agency or professional association directly related to teaching responsibilities, or five years of related professional experience (within the prior ten years), combined with a master's degree. **Method two** is attained through education, by earning a master's degree related to the subject area of instruction with additional engagement and/or pedagogical training (validated by three items from the Appendix). These criteria provide current relevancy in the field of practice and/or instruction. The initial SP or IP status applies to the first year of hire, after which sustained engagement activities must be met to maintain the credential.

Sustained Engagement Activities for SP and IP

Scholarly Practitioners (SP)

To maintain SP status, faculty members must publish one refereed scholarly journal article (Category A.1), AND have completed/published at least two additional scholarly publications or activities in category A or B within the most recent five calendar years.

Instructional Practitioners (IP)

To maintain IP status, faculty members must engage in at least four activities listed in categories A, B, C, D, and/or E within the most recent five calendar years.

Appendix – Faculty Publication and Professional/Scholarly Activities

*Note: Repeated instances of each activity count separately towards meeting status maintenance requirements, except those noted by the *, which are limited to one occurrence.*

Category A – Scholarly Publication Activities

1. Publication of a refereed article in a scholarly journal related to instructional portfolio, course portfolio, or academic programs of the College.
2. Publication of an instructional case study, or instructional simulation software.
3. Publication of a chapter, or original material in a scholarly book.
4. Publication of an academic monograph or textbook where the content of the work comes predominantly from other contributors (e.g. edited books with multiple sections, a compilation of articles, multi-authored textbooks, or multi-authored academic reports or collections).
5. Publication of a second edition (or greater) of a textbook in the field.
6. Publication of a book review in a scholarly journal.

*The following “scholarly publication activities” count as two activities towards maintenance requirements due to the intensive development necessary for highest quality research (counting as two is not applicable to faculty qualified under the **doctoral variant** as that status requires a minimum of two distinct peer reviewed publications and additional intellectual contributions to demonstrate extensive, high quality scholarly engagement):*

7. An article (Appendix Category A.1) published in a journal in the Academic Journal Guide of the Chartered Association of Business Schools (AJG) at a level 3 or greater OR within the Australian Business Dean’s Council (ABDC) A or A* publication classifications.
8. Publication of a first edition textbook in the field, or the first edition of a scholarly book where the faculty member is the writer of the book’s original content.

Category B – Significant Scholarly Activities

1. Inclusion of a paper at a regional, national, or international conference program or proceedings related to the individual’s instructional portfolio, course portfolio, or academic programs of the College.
2. Giving an invited scholarly talk or a scholarly keynote speech at a regionally, nationally, or internationally recognized organization/event.
3. Serving as a member of the editorial board for an academic journal within one’s field.
4. Serving in a top leadership position (with substantial scholarly responsibility) of a regionally, nationally, or internationally recognized academic society, or scholarly association.
5. Receipt of a minimum \$25,000 externally funded grant.
6. Receipt of a Fulbright scholarship/appointment.
7. Development or maintenance of datasets of interest to the public that are connected to, or informative to ongoing scholarly research.

Following “significant scholarly activities” count as two activities towards meeting status maintenance requirements due to their intensive nature:

8. Serving as program or track chair in a nationally or internationally recognized academic conference.

9. Serving as the editor or associate editor for a nationally or internationally recognized academic journal within one's field.

Category C – Professional and Practice Publication Activities

1. Publication of a chapter in a book, an article (including refereed article), or other publicly available manuscript aimed at professionals, practitioners, businesspeople, policymakers, or the public.
2. Publication of a publically available report, essay, second (or greater) edition of a book, or other intellectual contribution for the general public, businesses, a professional or charitable organization, or governmental body.
3. Acquisition of a patent.

Following “professional and practice publication activity” counts as two activities towards meeting status maintenance requirements due to its intensive nature:

4. Publication of the first edition of a book aimed at professionals, practitioners, businesspeople, or policy makers.

Category D – Professional Leadership Activities

1. Delivering a formal presentation at a regionally, nationally, or internationally recognized event for professionals, policymakers, or businesspeople.
2. Developing or presenting instructional materials for professional education programs.
3. Serving on the board or in an advisory role to a company, charitable organization, or other group with work related to the College's mission.
4. Serving in a top leadership role with substantial authority and responsibility for a professional organization within one's field.
5. Providing regular and substantial consulting services requiring expertise in the field.

Following “professional and practice publication activity” counts as two activities towards meeting status maintenance requirements due to its intensive nature:

6. Maintenance (or attainment) of professional certification or licensure within one's field.
7. Serving as an editor of a professional journal.

Category E – Other Professional Engagement Activities

1. Documented, current (within the last five years), sustained professional work related to the College's academic portfolio.*
2. Documented participation in a significant continuing/professional education event related to the College's mission (up to four hours counts as one).
3. Documented participation in a significant professional development activity related to pedagogy, research, service, or student learning outcomes (up to four hours counts as one).
4. Participation in a faculty internship.*
5. Publishing a book review in a trade, or general readership publication/outlet.
6. Participation in other activities that place faculty in contact with business or organizational leaders.*
7. Attending an academic or professional conference in an area related to the College's mission, instructional, or research portfolio.*

8. Significant media mention/exposure, e.g. broadcast or published interview with major distribution/exposure, or substantial part of a news or media story attributed to a faculty member on a topic related to the College's mission, instructional, or research portfolio.*

FACULTY SUFFICIENCY – ENGAGEMENT STANDARDS (NON-INSTRUCTIONAL)

Participating and Supporting Faculty Classification Criteria

A **participating faculty member** has an ongoing relationship with the College and has regularly assigned duties that help the College achieve its mission beyond assigned teaching duties and include instructional, research and/or service activities. By their distribution of effort, most full-time faculty will be participating, but in rare instances, some may be supporting. A **supporting faculty member** only engages in direct teaching-related activities: preparing, teaching, grading and holding office hours.

Instructional activities of a participating faculty member may include faculty development, publishing books and developing other pedagogical materials in the field, and program development. Examples of research activities of a participating faculty member include conducting and presenting academic research and participating in academic associations and meetings. A participating faculty member may perform service activities that include advising students and student organizations, participating in academic or professional associations, participating in the governance and curriculum development in the department, college or university, or profession, and providing service to the community as a representative of the College in the discipline. Additional, specific examples appear below.

Examples of Participating Faculty Activities:

Undertake faculty development

Participate in teaching and/or learning workshops (pedagogy and student learning outcomes)

Attend other professional or academic workshops or development activities

Integrate what Faculty know (academic knowledge and relevant work experience) into a framework for teaching

Continued development through sabbaticals

Participate in other development activities

Publish books, publically available content, and other pedagogical materials

Write and publish a textbook

Write and publish a scholarly book

Publish publically available reports, essays, or materials related to the College's course portfolio or mission

Provide service to the University, academic community, or profession

Involvement in faculty governance

Serve in an administrative role within the college such as department chair, associate dean, etc.

Work on University, College and Department committees and other advisory groups

Participate in Department and College meetings

Participate in Commencement or other academic events outside of the classroom

Provide input for academic program or course delivery and improvement (including assessment)

Mentor or advise students (external to organized classes)

Participate in service to the College, University, academic, or professional organizations

Provide community service as a representative of the College

Work on government funded projects

Participate in State of Florida initiatives

Contribute to local government efforts

Involvement with the local business, professional, and civic community