



Romain College of Business

Faculty Qualifications and Engagement Policy

**Initially Approved
November 29, 2016**

**Updated
November 15, 2019**



Contents

1. Scholarly Academics (SA).....	3
SA Initial Appointment.....	3
SA Status Maintenance.....	4
2. Practice Academics (PA)	4
PA Initial Appointment.....	4
PA Status Maintenance.....	5
3. Scholarly Practitioners (SP).....	6
SP Initial Appointment	6
SP Status Maintenance	6
4. Instructional Practitioners (IP).....	8
IP Initial Appointment.....	8
IP Status Maintenance	9
5. Other and At-Risk Designations.....	10
6. Transitioning Between Categories	10
7. Faculty Qualifications for Chairs and Administrators.....	11

Faculty Qualifications and Engagement Policy

Romain College of Business (RCOB) University of Southern Indiana

Our mission is to place the student at the center of our College's educational activities, both inside and outside the classroom. We are committed to offering a value-driven business education that provides personalized attention, enhances lifelong learning, values creativity and innovation, ensures an interactive learning experience, and nurtures social responsibility and integrity.

This, in part, will be accomplished by faculty who are actively involved in scholarship and professional engagement that bring current, relevant knowledge and practice to the curriculum.

To ensure alignment with our mission, the RCOB takes a portfolio approach to both our scholarly works and engagement activities.

Our portfolio approach within the RCOB allows us to:

- Provide incentives for both quality scholarship and quality engagement across our faculty
- Balance the disparate levels of scholarship and engagement across the various faculty qualification categories
- Acknowledge diversity in how our faculty approach and carry out their scholarly and engagement efforts
- Demonstrate faculty qualifications, relevancy, and currency in accordance with AACSB Standard 15
- Embrace and encourage the variety of scholarly and engagement efforts undertaken by our faculty
- Encourage our faculty to connect their scholarly and engagement efforts to the classroom
- Be mindful of the efforts of our colleagues and to collectively encourage a culture of continuing development
- Enhance the reputation of the College and its faculty through the enumeration of the quality and impact of our faculty works

Faculty credentials are evaluated annually over a rolling 5-year period to confirm quality assurance according to Standard 15 in the AACSB Guidelines. (See table below.)

Standard 15

Faculty Qualifications and Engagement

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience SA+PA+SP+IP≥90% SA+PA+SP≥60% SA≥40%	Significant professional experience	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

1. Scholarly Academics (SA)

“Scholarly Academics (SA) – sustain currency and relevance through scholarship and related activities.”

SA Initial Appointment

SA status granted by Academic Preparation (at initial appointment):

- A.** Has earned a **Doctoral Degree** in a business area related to the primary field of teaching, when the degree is earned less than five years before the date of hire, or
- B.** Has earned a **Doctoral Degree** in a non-business field that is augmented by substantial academic and professional engagements in a business area directly related to the primary field of teaching, when the degree is earned less than five years before the date of hire AND the professional engagements are also conducted within the last five years, or
- C.** Has earned **ABD Status** in a business area related to the primary field of teaching within the past three years, or
- D.** Has earned the appropriate academic qualifications in the following areas typically taught with business programs:
 - a. Individuals with a graduate degree in law (J.D. from an accredited law school) qualify if teaching business law and/or legal environment of business
 - b. Individuals with a graduate degree in taxation or appropriate combination of graduate degrees in law and accounting qualify if teaching taxation

- E. Has at least two (2) peer-reviewed journal articles within the prior five years for faculty members who earned their Doctoral Degrees more than five years before the date of hire, or
- F. Has graduated from an AACSB accredited Post-Doctoral Bridge to Business Program within the last five years
(<http://www.aacsb.edu/events/bridgeprograms/bridgetobusiness/about>)

SA Status Maintenance

A faculty member in the Romain College of Business may be qualified as an SA if the person has **both** the academic preparation found under the initial appointment criteria for an SA faculty member and the sustained academic and professional engagement activity criteria noted below.

Maintenance of SA Status requires:

- A. **At least two (2) or more of the total scholarly products MUST be peer-reviewed journal articles¹ with documented impact over the last five years.**
- B. **At least two (2) additional scholarly products with documented impact over the last five years.** Examples of scholarly products include, but are not limited to:
 - a. Peer-reviewed journal articles²
 - b. Scholarly book (including new textbook)
 - c. Publications in conference proceedings³
 - d. Presentations at academic or professional meetings⁴
 - e. Chapters in a book
 - f. Monographs
 - g. Instructional software
 - h. Non-peer reviewed journal articles
 - i. Referee Reports

2. Practice Academics (PA)

“Practice Academics (PA) – sustain currency and relevance through professional engagement, interaction and relevant activities.”

PA Initial Appointment

PA status granted by Academic Preparation (at initial appointment):

¹ It is highly discouraged to have too many peer-reviewed articles in the same journal.

² See footnote 1.

³ A faculty member may not double count conference proceedings and presentations

⁴ See footnote 2.

- A. A **Doctoral Degree** in a business area related to the primary field of teaching, earned more than five years ago, or
- B. A **Doctoral Degree** in a non-business field that is augmented by substantial academic and professional engagements in a business area directly related to the primary field of teaching, earned more than five years ago, or
- C. Appropriate academic qualifications earned more than five years ago in the following areas typically taught with business programs:
 - a. Individuals with a graduate degree in law (J.D. from an accredited law school) if teaching business law and/or legal environment of business
 - b. Individuals with a graduate degree in taxation or appropriate combination of graduate degrees in law and accounting if teaching taxation
- D. Graduated from an AACSB accredited Post-Doctoral Bridge to Business Program more than five years ago
 (<http://www.aacsb.edu/events/bridgeprograms/bridgetobusiness/about>)

PA Status Maintenance

A faculty member in the Romain College of Business is qualified as a PA if the person has the academic preparation found above under initial appointment criteria for a PA faculty member and the sustained academic and professional engagement activity criteria noted below AND MUST have a written plan approved by both their department chair and the Dean outlining activities that support the achievement and maintenance of PA status.

Maintenance of PA Status requires:

- A. **A total of five (5) professional engagement activities** over the last five years that reflect significant interaction or involvement with business and management practice and are related to the primary field of teaching.

Examples of professional engagement activities include, but are not limited to:

- a. Consulting activities that are material in terms of both time and substance (90 or more hours per year)
- b. Faculty internships
- c. Sustained professional work related to the area of the faculty member's discipline
- d. Significant participation in business professional associations and societies
- e. Relevant (to discipline), active service on boards of directors
- f. Documented continuing professional education experiences
- g. Documented professional certification in the area of teaching
- h. Active participation in professional events or activities related to faculty member's discipline that place the faculty in direct contact with business and other organizational leaders
- i. Practice-oriented and other intellectual contributions related to faculty member's discipline

PA Faculty are expected to engage in quality teaching, professional engagement, and service. Significant levels of community or student engagement that extend beyond the classroom, support the RCOB mission and vision, and raise the visibility of RCOB may qualify for a course reduction.

3. Scholarly Practitioners (SP)

“**Scholarly Practitioners (SP)** -- sustained currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience.”

SP Initial Appointment

SP status granted by Academic Preparation, Professional Experience, and Scholarship (at initial appointment):

- A. Academic Preparation
 - a. An earned **Master's Degree** – in a business area related to the primary field of teaching, or
 - b. An earned **Master's of Business Administration Degree** – that is augmented by substantial academic and professional engagements in a business area directly related to the primary field of teaching, or
 - c. An earned **Master's Degree** – in a non-business field along with a minimum of 18 graduate credit hours completed in the primary field directly related to the teaching - that is also augmented by substantial academic and professional engagements in a business area directly related to the primary field of teaching
- B. Professional Experience
 - a. Have a record of significant relevant professional experience in three of the last five years linked to the primary field of teaching
- C. Scholarship
 - a. At least one (1) peer-reviewed journal article over the last five years

SP Status Maintenance

A faculty member in the Romain College of Business is qualified as an SP if the person has **both** the academic preparation found above under initial appointment criteria for an SP faculty member and the sustained academic and professional engagement activity criteria noted below:

Maintenance of SP Status requires:

- A. **At least one (1) scholarly peer-reviewed journal article with documented impact over the last five years**

AND

- B. At least one (1) additional scholarly product with documented impact over the last five years.** Examples of scholarly products and activities include, but are not limited to:
- i. Peer-reviewed journal articles⁵
 - ii. Scholarly book (including new textbook)
 - iii. Publications in conference proceedings⁶
 - iv. Presentations at academic or professional meetings⁷
 - v. Chapters in a book
 - vi. Monographs
 - vii. Instructional software
 - viii. Non-peer reviewed journal articles
 - ix. Referee Reports

OR

- C. At least one (1) additional professional engagement activity with documented impact over the last five years.** Examples of professional engagement activities include, but are not limited to:
- i. Consulting activities that are material in terms of both time and substance (90 or more hours per year)
 - ii. Faculty internships
 - iii. Sustained professional work related to the area of the faculty member's discipline
 - iv. Significant participation in business professional associations and societies
 - v. Relevant (to discipline), active service on boards of directors
 - vi. Documented continuing professional education experiences
 - vii. Documented professional certification in the area of teaching
 - viii. Active participation in professional events or activities that place the faculty in direct contact with business and other organizational leaders
 - ix. Participation in RCOB activities related to the area of teaching as assigned by the Dean

SP Faculty are expected to engage in quality teaching, research and professional engagement, and service. Significant levels of community or student engagement that extend beyond the classroom, support the RCOB mission and vision, and raise the visibility of RCOB may qualify for a course reduction.

⁵ See footnote 1.

⁶ See footnote 2.

⁷ See footnote 2.

4. Instructional Practitioners (IP)

“Instructional Practitioners (IP) – sustained currency and relevance through continued professional experience and engagement related to their professional background and experience.”

IP Initial Appointment

IP status at the time of appointment granted by Initial Academic Preparation and Professional Experience (at initial appointment):

A. Academic Preparation

- a. An earned **Master's Degree** – in a business area directly related to the primary field of teaching, or
- b. An earned **Master's of Business Administration Degree** – that is augmented by substantial academic and professional engagements in a business area directly related to the primary field of teaching, or
- c. An earned **Master's Degree** – in a non-business field along with a minimum of 18 graduate credit hours completed in the primary field directly related to the teaching - that is also augmented by substantial academic and professional engagements in a business area directly related to the primary field of teaching.

B. Professional Experience

- i. Have a record of **significant relevant professional experience** in three of the last five years linked to the primary field of teaching.

OR

- ii. Possess two of the following:
 - (a) Current professional certification in field
 - (b) Scholarly product with documented impact over the last five years. Examples of scholarly products include, but are not limited to:
 - (i) Peer-reviewed journal articles⁸
 - (ii) Scholarly book (including new textbook)
 - (iii) Publications in conference proceedings⁹
 - (iv) Presentations at academic or professional meetings¹⁰
 - (v) Chapters in a book
 - (vi) Monographs
 - (vii) Instructional software
 - (viii) Non-peer reviewed journal articles
 - (ix) Referee Reports

⁸ See footnote 1.

⁹ See footnote 2.

¹⁰ See footnote 2.

- (x) Recent record of professional engagement. Examples of professional engagement include, but are not limited to:
 - 1. Consulting
 - 2. Faculty internships
 - 3. Continuing professional education
 - a. including completion of graduate courses in a relevant discipline, but
 - b. excluding CPEs required to maintain certification
 - 4. Meaningful service in a professional association

IP Status Maintenance

A faculty member in the Romain College of Business may be considered qualified as an IP if the person has **both** the academic preparation found above under initial appointment criteria for a IP faculty member and the sustained academic and professional engagement activity criteria noted below.

Maintenance of IP requires:

- A. At least (3) professional and academic engagement activities (see below) over the last five years that reflect significant interaction with business and management practice and are directly related to the primary field of teaching.** Examples of professional and academic engagement activities include, but are not limited to:
 - a. Consulting activities that are material in terms of both time and substance (90 or more hours per year)
 - b. Faculty internships
 - c. Sustained professional work related to the area of the faculty member's discipline
 - d. Significant participation in business professional associations and societies
 - e. Relevant (to discipline), active service on boards of directors
 - f. Documented continuing professional education experiences
 - g. Documented professional certification in the area of teaching
 - h. Active participation in professional events or activities that place the faculty in direct contact with business and other organizational leaders
 - i. Participation in RCOB activities related to the area of teaching as assigned by the Dean

IP Faculty are expected to engage in quality teaching, professional engagement, and service. Significant levels of community or student engagement that extend beyond the classroom, support the RCOB mission and vision, and raise the visibility of RCOB may qualify for a course reduction.

5. Other and At-Risk Designations

Faculty members with research doctorates who do not meet the minimum qualifications of either SA or PA faculty will be classified as Other. Faculty with Master's level qualifications who do not meet the minimum qualifications of either SP or IP will also be classified as Other.

If a faculty member is in danger of losing his/her faculty qualification status within the next two years **without further achievement**, then a faculty member falls into the At-Risk Designation. There are no penalties for falling into the At-Risk designation; however, the Dean and department chair will request a faculty development plan to be on file with the faculty member's action plan to assure he/she will not fall into the Other status. An example of At-Risk status might look like this: An SA faculty member had three publications in 2016. However, it is 2019 and no further publications have been achieved. That faculty member will fall into the Other category in 2021.

If a tenured faculty member becomes Other, he/she must consult with the department chair to create a professional development plan that addresses the scholarship or practice skills needed to re-attain full faculty qualifications (SA or PA). In addition, he/she forfeits the opportunity to pursue additional compensation granting assignments within the College. These assignments include but are not limited to: teaching in the MBA program, overload compensation, summer teaching, study abroad, and coordinator/director positions within the College. Those assignments may be reinstated, if available, as soon as the Other status is converted to SA or PA. A tenured SA faculty member designated as Other may be assigned two additional courses or sections per academic year. The teaching assignment may be reduced to the 3/3 status in the semester following the re-attainment of SA or PA status.

If an instructor or contract professor with rank who holds PA, SP, or IP status falls into the Other status, he/she is at risk of nonrenewal. He/she must consult with the department chair to create a professional development plan that addresses the scholarship or professional activities needed to re-attain full faculty qualifications (PA, SP or IP). In addition, he/she forfeits the opportunity to pursue additional compensation granting assignments within the College. These assignments include but are not limited to: overload compensation, summer teaching, study abroad, and coordinator/director positions within the university. Those assignments may be reinstated, if available, as soon as the Other status is converted to PA, SP, or IP.

6. Transitioning Between Categories

Though current AACSB standards allow faculty to transition between qualification categories over time as his/her career profile changes, any transition between categories must be consistent with the strategic direction of the department and College. For example, an SA full professor who develops a consulting practice may transition from SA to PA as long as the consulting experiences are consistent with the teaching discipline and the department's needs are met with the transition. Any faculty member wishing to transition to a different

qualification category must collaborate with his/her department chair to develop a transition plan which details the intellectual and professional experiences that will be completed to justify the newly qualified status. The department chair and Dean must approve the transition plan as movement between categories may impact the overall standards compliance of the College. In general, movement from IP or SP to PA or SA is not consistent with our goals or AACSB's guidelines.

7. Faculty Qualifications for Chairs and Administrators

Academic Chairs or Administrators are expected to maintain their faculty qualifications. An SA faculty member serving as a chair or administrator is subject to the following SA maintenance policy:

- A. A minimum of one peer-reviewed journal article with documented impact within the last five years in a discipline related to the person's teaching assignment within the RCOB and/or related to the administrative scope of the position; a scholarly book may be substituted for an article provided that it is related to the discipline for which the author is academically qualified; and,
- B. At least one additional intellectual contribution within the last five years. Examples of scholarly products include, but are not limited to:
 - a. Peer-reviewed journal articles
 - b. Scholarly book (including new textbook)
 - c. Publications in conference proceedings
 - d. Presentations at academic or professional meetings
 - e. Chapters in a book
 - f. Monographs
 - g. Instructional software
 - h. Non-peer reviewed journal articles
 - i. Referee Reports

Any administrator returning to full-time faculty status who does not meet the Faculty Qualifications Guidelines must prepare a mutually agreed upon professional development plan in conjunction with his/her Department Chair that outlines a progression of work through intellectual contributions or practice. An approved development plan and positive results from the annual review process will allow the former administrator to retain qualified status for up to two years.