

**Lugtert College of Business**  
**FACULTY SUFFICIENCY AND QUALIFICATIONS GUIDELINES AND RESEARCH QUALITY AND IMPACT**  
**METRICS**

**Introduction**

This document supports the LCOB's efforts to maintain alignment with AACSB International Accreditation Standards 3 and 8. It provides guidance to faculty members regarding their responsibilities to maintain their relevancy and currency in their respective fields in order to support high quality classroom experiences, contribute to the advancement of knowledge of theory, practice, and teaching/pedagogy of business, and to support the LCOB's mission. Guidance is also provided relative to those activities that are necessary for faculty members to be "participating" faculty members in the LCOB consistent with AACSB standards.

The term "Faculty Sufficiency" means the majority of the LCOB faculty members are actively engaged in the life of the College through their teaching, engagement with students and external constituencies, service activities, research, etc. AACSB standards expect that no less than 75% of all teaching is conducted by "participating" faculty. Faculty members not judged to be participating are "supporting" faculty who only teach. "Faculty Qualifications" means all faculty members maintain currency and relevance in their respective field(s) to support their classroom responsibilities, scholarship, and the LCOB's broader mission.

A review of faculty sufficiency and qualifications is conducted and documented annually using information maintained in Digital Measures. Faculty sufficiency and faculty qualifications guidelines in this document are effective August 7, 2015. Journal quality metrics that were in effect prior to August 7, 2015 will be used when considering faculty activities prior to that date. Faculty activities after August 7, 2015 will be evaluated using the metrics in this document.

**Faculty Sufficiency:  
General Guidelines and Framework**

Each faculty member, full and part-time, will be classified as either “participating” or “supporting.” To be considered “participating,” a faculty member, regardless of title or full or part-time status, must demonstrate annual engagement activities beyond the primary classroom teaching responsibilities. A faculty member must satisfy at least 3 of the following in each academic year to be considered participating:

1. Serves on department, school, or university committees
2. Has administrative responsibility such as director, chair, dean, etc.
3. Actively pursues a research agenda consistent with AACSB classification and LCOB mission
4. Conducts community/university service activities consistent with the LCOB mission
5. Participates in LCOB study abroad trips/courses in a faculty leadership role
6. Serves as a faculty advisor for student organizations
7. Effectively advises students on an ongoing basis – e.g. supervises internships
8. Mentors junior faculty
9. Other documented activities will be considered, but the faculty member must demonstrate it qualifies as a participating activity

Faculty members not significantly engaged in the above activities and solely focused on teaching specific classes will be classified as “supporting.”

## **LCOB Faculty Qualifications for AACSB General Guidelines and Framework**

The following are general guidelines related to “Faculty Qualifications:”

- Regardless of formal title, tenure track status, or other formal relationship with the Lutgert College of Business, each faculty member must demonstrate annually appropriate initial qualifications and sustained, substantive faculty engagement activities to demonstrate they are a “Scholarly Academic” (SA), “Practice Academic” (PA), “Instructional Practitioner” (IP), or “Scholarly Practitioner” (SP). Faculty members who do not meet the baseline expectations for one of these categories will be designated as “additional” for purposes of this analysis and AACSB reporting purposes.
- This “Faculty Qualifications” document establishes a baseline of expectations. To support the LCOB mission and in the spirit of continuous improvement, each faculty member should strive to exceed these baseline expectations.
- Additional expectations are articulated in separate documents for faculty members who are eligible for promotion.
- The initial “Faculty Qualification” is established at the time of hiring by the LCOB based on earned academic credentials and may also include, depending on the category, an assessment of other academic and professional experience that form the basis of the employment decision.
- Sustained “Faculty Qualifications” status will be based on each faculty member’s annual presentation of evidence of sustained, substantive faculty engagement/development activities that demonstrate currency and relevancy in his/her field of teaching and to support other aspects of the mission and strategic management plan. In addition, each faculty member is responsible for the timely, annual presentation of appropriate evidence supporting “Faculty Qualification” status in accordance with these policies. To support this assessment process, the faculty must maintain in Digital Measures current vitae and information reflecting all key engagement activities supporting the spirit and intent of this document.
- Faculty development/engagement activities that demonstrate currency must be clearly linked to each faculty member’s academic/professional discipline. Activities judged not aligned with this expectation do not support “Faculty Qualification” expectations as outlined in this document.

### **Faculty Deployment Plan**

The Lutgert College of Business is committed to excellence and success in mission achievement and to long-term alignment with AACSB accreditation standards. To fulfill these expectations, the LCOB is committed to maintaining faculty resources that exceed AACSB minimum expectations reflecting its undergraduate and graduate degree offerings. To this end, the long-term goal is to maintain a highly qualified faculty with SA, PA, IP, and SP qualifications consistent with the following model:

Scholarly Academic: 60 - 75%  
Practice academic: 5%-15%  
Instructional Practitioner: 5%-20%  
Scholarly Practitioner: 5%-20%

## **Guidelines for “Scholarly Academic” and “Practice Academic” Status**

### **Initial Qualifications:**

Normally, at the time of hiring, Scholarly and Practice Academic (SA & PA) status is based on:

1. A doctoral degree emphasizing advanced foundational discipline-based research. An assessment of the doctoral degree is based on the substance and content of the aggregate learning experience that led to the awarding of the degree and is not based solely on the degree title, e.g. Ph.D., DBA, etc.
2. For positions granted more senior faculty titles beyond assistant professor, the first condition must be met and, in addition, there must be evidence, at the time of hiring, demonstrating ongoing, sustained, and substantive academic and/or professional engagement activities supporting SA consistent with expectations outlined in the following sections.
3. Academic degrees aligned with the special cases as provided for in AACSB’s 2013 standards for faculty members teaching business law and legal environment of business and taxation meet the conditions of initial academic preparation.
4. If the doctoral degree is not in the field of teaching, the faculty member must demonstrate at the time of hiring higher levels of sustained, substantive academic and/or professional engagement activities to demonstrate their currency and relevancy in the teaching field for which the person is being hired. The more distinctive the doctoral degree is from the expected field of teaching requires a higher level of engagement activities that supports qualifications in the field of teaching.
5. Doctoral students who have obtained ABD status are considered SA for a period of three years after becoming ABD. A faculty member will be considered SA for a period of five years after the date the degree is awarded.

### **Sustaining SA Status<sup>1</sup>**

SA status must be maintained through substantive, sustained intellectual contributions in support of the teaching discipline, including:

1. Two quality peer-reviewed<sup>2</sup> journal publications (PRJs), within the most recent five year period in accordance with quality guidelines outlined below; and

---

<sup>1</sup>Definitions and classification standards for scholarship, intellectual contributions, etc. are effective as of 8/6/2015. Scholarship or activities acceptable for AQ/PQ under prior guidelines will be applied to years prior to that for classifying faculty as SA, SP, IP or PA.

<sup>2</sup> LCOB adheres to the AACSB definition of peer review as “...a process of independent review prior to publication of a faculty member’s work by an editorial board/committee widely acknowledged as possessing expertise in the field. The peer review should be independent; provide for critical but constructive feedback; demonstrate a mastery and expertise of the subject matter; and be undertaken through a transparent process notwithstanding that the individuals involved may be anonymous. Such a review ensures the work is subjected to the expected scrutiny by academic peers or practitioners prior to publication. ”

2. Evidence of a minimum of four additional complementary activities within the most recent rolling five-year period.
3. Alternatively to completing #1 and #2, a faculty member may publish three quality PRJs within the most recent five year period in accordance with quality guidelines outlined below.

#### Complementary Activities:

- First edition of widely adopted textbooks or scholarly book with demonstrated impact (under most circumstances, this will count as 2 complementary activities);
- Active editorships with academic or professional journals or service on editorial boards;
- Leadership positions and participation in academic societies and associations or academic conferences;
- Research awards, academic fellow status, or invited presentations;
- Receipt of external grant proposal;
- Reviewer for peer-reviewed journal, academic conference, or professional publishing company;
- Conference proceedings or presentations as well as other peer reviewed ICs;
- Publications in non-predatory scholarly outlets not consistent with the quality guidelines below;
- Other validating factors may be presented, but the burden of proof is on the faculty member to support the basis for the validating experience.

Faculty whose terminal degrees were granted within the most recent five-year period are considered SA based on the currency of their degree.

Faculty who do not maintain SA status may earn PA status. If faculty requirements to sustain PA status are not met, the faculty member will be classified as “additional”. Faculty returning to academic appointments after administrative appointments will be given provisional SA status for four years or the length of their administrative appointment, whichever is less. At the end of that period they are expected to meet all criteria for SA status to maintain SA status.

#### **Sustaining PA Status**

To maintain PA status, faculty are expected to be professionally engaged on a regular basis. These professional engagement activities, demonstrated over the most recent rolling five-year period, should include:

Required:

1. Four substantive complementary professional engagement activities (or substantial, meaningful, and continuous employment) over each five-year review period.

If the PA supporting faculty member is not currently substantially employed in the professional area of their teaching or academic administration, then the faculty member must have a minimum of five complementary activities over the rolling five-year time period.

**Complementary Activities:**

- Consulting activities that are material in terms of time and substance and consistent with the area of teaching.
- Professional or community service requiring professional expertise in the faculty member's discipline.
- Faculty internships that are material in terms of time and substance and linked to the faculty member's teaching field.
- Practice-oriented journal article publication.
- Substantive development and successful delivery of executive education and/or continuing professional education programs linked to the faculty member's teaching field.
- Relevant, active service on boards of directors consistent with the faculty member's teaching field.
- Sustained professional engagement through significant leadership or participation in business professional associations.
- Subject matter expert; invited testimony.
- Report prepared for government agencies or other organizations.
- Documented other professional engagement activities that demonstrate substantive events that focus on the practice of business, management, and related issues.
- Sustained success in publishing leading, widely adopted, multi-edition textbooks and/or instructional support materials or other practice-oriented intellectual contributions.
- Active professional certification or license in teaching area.
- Other complementary activities may be presented, but the burden of proof is on the faculty member to support the basis for the validating experience.

**Guidelines for "Instructional Practitioner" and  
"Scholarly Practitioner" Status**

AACSB Standards support the concept that a "high quality business school" is one that brings together through its faculty a blend of academic and professional perspectives enhancing and supporting student learning of both theory and practice of business and management. Therefore, IP and SP faculty are recruited based on their professional experiences and not necessarily based on their academic background.

**Initial IP/SP Qualifications**

The general guidelines are:

- Normally, faculty members hired based on their professional background and experience to serve on the faculty will be initially classified as IP. If they meet the publication standards listed under "Maintaining SP Status", they may be classified as SP.

- Normally, IP status at the time of hiring will be based on: (1) the candidate having a master's degree related to the field in which he/she will be teaching; and (2) professional experience that is significant in duration and level of responsibility that is a reasonable substitute for a doctorate as described earlier providing a foundation for successful classroom teaching.
- The degree or extent of professional experience may vary depending on the level of teaching to which the IP faculty member is expected to be assigned (e.g., for teaching an introductory class, the experience may be shorter than teaching a senior level or graduate advanced class). However, the minimum professional experience must be no less than 3 years and judged to be significant in "duration and level of responsibilities" and related to the teaching field.
- Once IP status is established, it will be granted for 5 years. However, there must be clear evidence in accordance with the guidelines given below of substantive, sustained professional engagement activities supporting the teaching field to sustain IP status beyond the initial 5-year window.

### **Sustaining IP Status**

To sustain IP status, demonstration and documentation of substantive and sustained professional engagement activities are expected. If the IP faculty member is not currently substantially employed in the professional area of their teaching, then the faculty member must have a minimum of four complementary activities over the rolling five-year time period:

#### **Complementary Activities:**

- Consulting activities that are material in terms of time and substance and consistent with the area of teaching.
- Faculty internships.
- Significant participation in business professional associations and societies.
- Development and presentation of executive education and/or continuing education programs.
- Documented continuing professional education experiences.
- Sustained professional engagement through significant leadership or participation in business professional associations.
- Active professional certification or license in teaching area.
- See the other engagement activities listed above for the PA.
- Other validating factors may be presented, but the burden of proof is on the faculty member to support the basis for the validating experience.

### **Sustaining SP Status**

To maintain SP status, demonstration and documentation of substantive and sustained engagement activities as follows during the most recent rolling five-year period must be presented:

#### **Required:**

- Two peer reviewed journal publications or the equivalent, in accordance with quality guidelines outlined below; and
- Four substantive complementary activities, either academic or professional.

- Alternatively to completing #1 and #2, a faculty member may publish three quality PRJs within the most recent five year period in accordance with quality guidelines outlined below.

**Complementary Activities:**

- Relevant, active editorships with professional and/or academic journals or other business publications.
- Service on editorial boards or committees.
- Successful delivery of executive/continuing education programs based on the research and publications as well as professional experience.
- Publications in non-predatory scholarly outlets not consistent with the quality guidelines below;
- See the other engagement activities listed above for the SA and the SP.

The discussion of quality indicators for peer review journals and program proceedings/presentations apply to the SP status as well.

**LCOB Research Quality and Impact Metrics**

**Quality Guidance**

AACSB standards require business schools to provide guidance on quality of research outcomes and document evidence of impact from the faculty research. To ensure quality, faculty member’s scholarly outcomes should be focused on placements in high quality journals and leading academic/professional events.

Publications are required to be in journals ranked at least “C” or the equivalent (see chart below) on at least one of the following lists: Australian Business Deans’ Council (ABDC) Journal Quality list, Journal Citation Reports (JCR), or Association of Business Schools (ABS) journal quality list, or supporting data from Cabell’s:

ABDC	JCR	ABS	Cabell’s Journalytics
A*	Q1	Grade 4*	Supplementary data
A	Q1	Grade 4	Supplementary data
B	Q2	Grade 3	Supplementary data
C	Q3	Grade 2	Supplementary data

In addition to ranking on these lists, the journal must not be a “pay to publish” or “predatory” journal. For work published in outlets not recognized as noted above, faculty may reference information obtained from supplementary sources such as Cabell’s Journalytics, the publisher’s (e.g., Sage or Routledge) official website for the journal, or official communication from the journal’s senior editor. The faculty member must document journal quality by providing to the department chair as much of the following information as is available or necessary: ranking on a reputable and widely recognized index, acceptance rate, impact factor, circulation, existence of a substantive review process (which includes providing reviewer/editor comments and revisions made in response to those comments), and composition and affiliations of the editorial board.

## **Impact Metrics**

AACSB standards require documentation of how faculty scholarship outcomes have impact, i.e. make a difference. The LCOB must demonstrate that the scholarly work of the faculty is “making a difference” on the theory, practice, and teaching/pedagogy for management/business in light of the college’s mission and strategic plan. Impact may result from single research outcomes or from a body of work that represents a number of research and publication outcomes or may occur outside of the AACSB 5-year review cycle.

Possible “impact metrics” may include the following (this is not an exhaustive list):

- Translation of scholarly work into executive/professional educational programming that is highly successful with multiple offerings, high demand, etc.
- Translation of scholarly work into student projects, service-learning, and other experiential learning activities that supports and enhances the success of businesses, not-for-profits, etc.
- Citation of scholarly work by other scholars through recognition in their work.
- Invited conference presentations or delivery of research seminars at other institutions.
- Contributions to policy development at the local, regional, provincial/state, or national level.
- Clear documentation of impact on practices in business.
- Wide use of educational materials by other business schools resulting in publication of multiple editions of the teaching/pedagogy materials, including translation of the materials into other languages.
- Grants or research projects funded based on the research.
- Significant leadership role in academic and/or professional associations based on the research.
- Subject matter expert at national or international level (includes citations in the popular press, interviews).
- Successful, material consulting engagements that result from translation of the research work into applications for business, etc.

LCOB faculty will document impact of intellectual contributions in Digital Measures on the screen describing the publication, and annually include it in the Digital Measures Impact narrative when applicable.