

FACULTY SUFFICIENCY/QUALIFICATIONS GUIDELINES AND RESEARCH QUALITY/IMPACT METRICS

Introduction

Mission

Through market-responsive academic programs and impactful teaching and scholarship, Louisiana Tech University's College of Business graduates business and academic leaders who are innovative, entrepreneurially minded, and analytically and technologically skilled for a globally competitive marketplace.

Vision

The College of Business aspires to be a national leader in undergraduate, masters and doctoral business education and the recognized engine of economic growth in North Louisiana.

The success of achieving the mission and vision of the College of Business is founded on four key factors: (1) admission and support of outstanding, highly qualified students; (2) deployment of a sufficient number of highly qualified faculty who demonstrate, based on their academic and professional engagement, activities that are current and relevant in their respective fields and deploy pedagogical strategies that support active, engaged student learning; (3) a well-designed, integrated curricula that bring the students and faculty together in a systematic and interactive fashion to successfully deliver high performing student learning outcomes, professional competencies, and preparation for professional and personal success; and (4) adequate and sustaining resources for improving quality consistent with the mission of the College of Business. Each of these key factors link to our mission and strategic plan and is supported by appropriate and effective policies and procedures that ensure excellence is achieved in support of the overall mission.

This document provides guidelines to address one aspect of these four key factors, faculty sufficiency and qualifications, as well as provide guidance on research quality and impact. This document supports the Louisiana Tech's College of Business in its efforts to demonstrate alignment with AACSB International Accreditation Standard 5 and Standard 15. It provides guidance to our faculty 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 other key aspects of the College of Business's mission. Guidance is also provided relative to those activities that are necessary for faculty members to be "participating" faculty members in the College of Business, consistent with AACSB standards.

The term "Faculty Sufficiency" means the College of Business deploys the majority of its faculty members who are actively engaged in the life of the College of Business at Tech through their teaching, engagement with students and external constituencies, service activities, and research. AACSB standards expect that no less than 75% of all teaching (60% in each discipline, location, program, and/or delivery mode) is to be conducted by "participating" faculty. Faculty members not judged to be participating are "supporting" faculty who only teach and nothing else. The philosophical basis is that a quality business school is one that deploys a strong, significantly engaged, "participating," faculty to support its mission.

The term “Faculty Qualifications” means:

To be current and relevant in each faculty member’s respective field or fields in support of their classroom responsibilities and to support the College of Business mission in its broadest context.

Annually, an assessment of faculty sufficiency status and qualifications is conducted and documented. Faculty sufficiency status is based on an adequate level of faculty engagement activities as outlined below. Faculty qualifications must be based on (1) initial academic preparation and/or professional experience and (2) sustained, substantive academic and/or professional engagement activities that ensure each faculty member is current and relevant in his/her field of expertise. Initial academic qualifications imply an academic degree or degrees. The initial academic qualification may be enhanced or complemented by relevant professional and/or academic experience. The initial faculty qualification is established at the time of hiring by the College of Business. After this point, each faculty member must demonstrate sustained high levels of substantive academic and/or professional engagement activities demonstrating on an annual basis currency and relevancy in his/her field to support high quality classroom teaching, successful research outcomes, and to support the mission of the College of Business as well as demonstrate support for “participating” or “supporting” status.

To meet expectations regarding deployment of highly qualified, engaged faculty to support the mission of the College of Business and its supporting strategic goals and objectives, this document provides each faculty member with baseline expectations to support maintenance and enhancement of “Faculty Sufficiency” and “Faculty Qualifications” status consistent with AACSB standards.

Faculty Sufficiency:

General Guidelines and Framework

Each faculty member, full and part-time, must be classified as either “participating” or “supporting.” An objective assessment of the deployment of sufficient “participating” faculty is a component of every AACSB review. As noted above, “participating” faculty must deliver no less than 75% of the teaching for the College of Business as a whole and no less than 60% in each discipline, program, location, and/or delivery mode. To be considered “participating,” faculty member regardless of title, tenure or tenure-track status, full or part-time must demonstrate annual engagement activities beyond the primary classroom teaching responsibilities.

Participating faculty should annually engage in at least two listed activities within each of the three categories (teaching, research, service) below:

- **Teaching Activities and Involvement Beyond Direct Teaching Responsibilities:**

1. Attend teaching/pedagogical workshops
2. Participate in other faculty development events or activities
3. Design and develop new curriculum and/or courses
4. Participate in study abroad trips/courses in a faculty leadership role
5. Participate in outcomes assessment activities (required)

6. Provide independent/individual study opportunities for students
 7. Serve as a faculty mentor for students business plans competition
- Research Activities:
 1. Conduct original research on the behalf of the business school
 2. Participate in funded research and/or grant activities
 3. Make presentations at academic/professional meetings
 4. Publish in academic and/or professional journals
 5. Publish in proceedings from scholarly meeting
 - Service Activities:
 1. Serve on a department, school, or university committees (required)
 2. Serve in an administrative role within the department, school, or university
 3. Serve as a faculty advisor for student organizations
 4. Regularly attend and actively participate in department, school, or university meetings and activities
 5. Effectively advise students (required)
 6. Participate in academic or professional organizations related to one's field
 7. Serve as a journal editor or manuscript reviewer for journals related to one's field
 8. Participate in other approved service related activities

Faculty members not engaged in an appropriate array of the above activities who are solely focused on teaching specific classes will be classified as “supporting.”

Supporting faculty are expected to focus on teaching responsibilities, provide office hours, and maintain academic and professional qualifications.

Faculty Qualifications:

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 College of Business each faculty member must demonstrate annually appropriate initial qualifications and continuing sustained, substantive faculty engagement activities to demonstrate they are classified in one of the following four categories: “Scholarly

Academic” (SA), “Practice Academic” (PA), “Instructional Practitioner” (IP), or “Scholarly Practitioner” (SP).

-Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. SA status is granted to faculty members who earned their terminal doctorate degree in a field consistent and appropriate to their teaching assignment.

-Practice Academics (PA) status is applied to faculty members who augment their initial preparation as Scholarly Academics with development and engagement activities that involve substantive linkages to practice, consulting and other forms of professional engagement.

-Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience.

-Scholarly Practitioners (SP) status is applied to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.

- Faculty members judged not to meet the baseline expectations for one of these categories will be designated as “Other” for purposes of this analysis and AACSB reporting purposes.
- This “Faculty Qualifications” document establishes a baseline of expectations. For faculty members who are in the tenure-seeking process and/or are eligible for promotion within the policies of the College of Business, additional expectations are articulated in separate policies for those purposes.
- The initial “Faculty Qualification” is established at the time of hiring by the Louisiana Tech University and the College of Business 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. Any decision of the initial “Faculty Qualification” of any faculty member will apply for the first five years of the faculty member’s service to the College of Business. However, if there is a lack of substantive, sustained faculty engagement/development activities during the initial five-year period, the initial “Faculty Qualification” status will be lost.
- Sustained “Faculty Qualification” 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. The evidence presented must demonstrate alignment with the spirit and intent of this document and AACSB Business Accreditation Standard 15. In addition, each faculty member is responsible for the timely, annual presentation of appropriate evidence supporting

“Faculty Qualification” status in accordance with these policies. In presenting this evidence, each faculty member attests to the accuracy and integrity of the information presented in accordance with the values and academic integrity policies of Louisiana Tech University and the College of Business. To support this assessment process, faculty must maintain current vitae reflecting all key engagement activities supporting the spirit and intent of this document.

- This document establishes a baseline of expectations. To support the College of Business mission and its focus on excellence and in the spirit of continuous improvement, each faculty member should strive to exceed these baseline expectations.
- Faculty development/engagement activities that demonstrate currency must be clearly linked to each faculty member’s academic/professional field and his/her teaching responsibilities. Activities judged not aligned with this expectation do not support “Faculty Qualification” expectations as outlined in this document.

Faculty Deployment Plan

The College of Business at Louisiana Tech University is committed to excellence and success in mission achievement and to long-term alignment with AACSB accreditation standards. To fulfill these expectations, the College of Business must have a highly qualified faculty to support all aspects of the mission and strategic management plan. Furthermore, College of Business is committed to maintaining faculty resources that exceed AACSB minimum expectations reflecting its undergraduate and graduate degree, including the doctoral program, offerings. To this end, the long-term is a strategic decision that maintains a highly qualified faculty with SA, PA, IP, and SP qualifications consistent with the following model:

SA: 70-75%

PA: 10-15%

IP/SP: 10-15%

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

Initial Qualifications:

Normally, at the time of hiring, SA status is based on:

- A doctoral degree emphasizing advanced foundational discipline-based research. An assessment of the doctoral degree must be 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.
- For positions granted senior faculty titles beyond assistant professor, the first condition must be met and, in addition, there must be evidence, at the time of hiring, demonstrated ongoing, sustained, and substantive academic and/or professional engagement activities supporting SA consistent with expectations outlined in the following sections.

- PA status may be earned after a substantive period of success in support of SA status. PA status is based on a foundation of success as a SA faculty member establishing a substantive, successful scholarly record that can be converted and translated into successful levels of professional engagement with business or other organizational practitioners as outlined below.
- Academic degrees (e.g., Juris Doctorate, graduate degree in taxation, or an appropriate combination of graduate degrees in law and accounting) aligned with the special cases as provided for in AACSB standards for faculty members teaching business law/legal environment of business and taxation meet the conditions of initial academic preparation criteria for Scholarly Academic classification..
- 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 transitional engagement activities that supports qualifications in the field of teaching.

Sustaining SA Status

SA status must be maintained through substantive, sustained success in publishing quality peer review journal articles (PRJs) in support of the teaching field and are dominantly reflective of and consistent with the following guidelines: For faculty teaching in the doctoral program, the minimum number expected over the 5-year rolling period is one A+ publication plus one or more A or B publications; Two or more A level peer reviewed publications; Or one A level publication plus two or more B level or higher publications. In addition, two validating activities must be included in support of the faculty member's IC portfolio. For faculty teaching in other degree programs (i.e., undergraduate, masters) the minimum number of PRJs (B or higher) is at least one over the rolling 5-year time period. Two validating activities must be included in the portfolio as well.

Validating Factors may include the following:

1. Active editorships with academic and/or professional journals;
2. Service on editorial boards or committees;
3. Leadership positions and participation in academic societies and associations or academic conferences;
4. Research awards, academic fellow status, or invited presentations;
5. Receipt of externally funded, competitive research grant;
6. Reviewer for peer-reviewed journal, academic conference, or professional publishing company;
7. Conference proceedings or presentations;
8. Other validating factors may be presented, but the burden of proof is on the faculty member to support the basis for the validating experience.

The faculty deployment plan for the College of Business is based on a goal of sustaining total faculty resources consistently comprised of SA faculty members that is no less than 70 to 75% of total faculty resources.

Sustaining PA Status

As noted earlier, a faculty member who has a sustained, successful record supporting SA status as detailed above may evolve his/her academic/professional engagement activities in support of currency and relevancy to support PA status. Moving to PA status must be approved through appropriate College of Business processes. To earn and sustain PA status, academic/professional engagement activities must evolve to be dominantly reflective of the following required activities: One (1) practice or applied quality peer reviewed journal articles over the rolling five year period; and two (2) or more substantive validating/complementary professional engagement activities over each rolling five-year review period.

Validating/Complementary Activities may include:

1. Consulting activities that are material in terms of time and substance and linked to the faculty member's teaching field.
2. Professional or community service requiring professional expertise.
3. Faculty internships that are material in terms of time and substance and linked to the faculty member's teaching field.
4. Substantive development and successful delivery of executive education and/or continuing professional education programs linked to the faculty member's teaching field.
5. Relevant, active service on boards of directors consistent with the faculty member's teaching field.
6. Sustained professional engagement through significant leadership or participation in business professional associations.
7. Subject matter expert; invited testimony.
8. Report prepared for government agencies or other organizations.
9. Documented other professional engagement activities that demonstrate substantive events that focus on the practice of business, management, and related issues.
10. Sustained success in publishing leading, widely adopted, multi-edition textbooks and/or instructional support materials; other practice-oriented ICs.
11. Professional certification or license in teaching area.

Maintenance of SA and PA status is essential to be aligned with AACSB standards; therefore, faculty qualifications overall must demonstrate a sustained alignment with the expectation that $SA + PA + SP \geq 80\%$. The business unit's goal is to substantively exceed the 70% threshold to ensure long-term alignment with AACSB expectations and to support the mission and strategic plan given graduate programs at the doctoral and master's levels are key components of the mission.

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, the IP and SP faculty members are key avenues for bringing a “practice” perspective to support the academic programs of the College of Business by having faculty members who are recruited based on their professional experiences and not necessarily based on their academic background. Thus the IP and SP faculty qualification categories are addressed in AACSB accreditation standards.

Initial IP 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.
- 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 directly linked to the teaching field 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 5 years and judged to be significant in “duration and level of responsibilities” and related to the teaching field.
- Once IP status is established, it is 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.
- For an IP faculty member to evolve to a SP faculty member, professional and academic engagement activities must demonstrate outcomes as outlined below.

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 employed in the professional area of teaching, then the faculty member must have a minimum of 5 professional engagement activities (for part-time IP faculty, item 2 below meets this expectation if work is directly related to the teaching field) over the rolling five-year time period as reflected in the following list:

1. Consulting activities that are material in terms of time and substance and consistent with the area of teaching.

2. Relevant, continued professional work consistent with the basis for being hired as a faculty member.
3. Relevant, active participation on boards of directors.
4. Faculty internships.
5. Significant participation in business professional associations and societies.
6. Development and presentation of executive education and/or continuing education programs.
7. Documented continuing professional education experiences.
8. Documented and sustained professional certifications in the area of teaching.
9. Documented other professional engagement activities that demonstrate substantive events that focus on the practice of business, management, and related issues aligned with the area of teaching.
10. See the other engagement activities listed above for the PA.

Sustaining SP Status

For an IP faculty member to evolve to SP status, demonstration and documentation of substantive and sustained engagement activities (in rank order) that are dominantly reflective of the following must be presented:

Required:

1. Three peer reviewed journal publications focused on professional and/or academic journals linked to the field of teaching, and
2. Two substantive validating activities, either academic or professional.

Validating/Complementary Activities:

1. Relevant, active editorships with professional and/or academic journals or other business publications.
2. Service on editorial boards or committees.
3. Successful delivery of executive/continuing education programs based on the research and publications as well as professional experience.
4. See the other engagement activities listed above for the SA and SP.

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

Defining Intellectual Contributions

The College of Business defines intellectual contributions in accordance with AACSB standards as outcomes that are available for public review and have been subject to a peer review process conducted by professional/academic experts prior to publication. Intellectual contributions may include:

- Articles published in peer reviewed journals
- Published research monographs
- Publication of scholarly or research-based books
- Awarded competitive, peer-reviewed grants
- Articles published in refereed proceedings of national or regional meetings
- Chapters published in books
- Cases published in peer reviewed case journals
- Widely used cases that are publicly available
- Publicly available instructional software
- Presentations of invited or refereed papers at conferences
- Presentations at professional meetings
- Articles published in trade or professional journals
- Presentation of applied research study or case
- Submission of an external, competitive peer-reviewed grant proposal
- Publicly available documentation of a significant pedagogical development
- Publicly available study guide, textbook support materials, or case notes
- Publicly available research working paper
- Articles published in a un-refereed journal
- Presentation at faculty research seminars or PD seminars

Research Quality and Impact Metrics

Quality

AACSB standards require business schools to provide guidance on quality of research outcomes and document evidence of impact from the faculty research and publications successes. To ensure quality, faculty member's scholarly outcomes should be focused on placements in high quality journals and leading, highly recognized academic/professional events consistent with the mission of the College.

Under the direction and in coordination of the Colleges' HR Committee each academic area has developed a list of highly recognized journals reflecting appropriate outlets for faculty research. The lists, reviewed/updated every 5 years, are sub-divided in A+, A, and B categories based on quality. The quality of each journal is justified on the basis of broad recognition as a relevant journal supported by a valid peer review and/or editorial review board process in accordance with AACSB standards; journal acceptance rates; and other journal recognitions. Finally, we benchmark quality against our peer schools, aspirant schools, the Australian Dean's journal list, and the Financial Times journal list.

Faculty members who have publications in journals or other outlets that do not appear in a journals list must provide evidence supporting the quality of the placement and school policies should provide a process for reviewing these cases. In such cases, the case for quality must address at a minimum, a description of the review process, the editorial board, how long the journal has existed, and any other evidence of journal quality.

Impact Metrics

AACSB standards require documentation of how faculty scholarship outcomes have impact, i.e. make a difference, based on our mission and strategic management. The College of Business demonstrates that the scholarly work of the faculty is "making a difference" on theory, practice, and/or teaching/pedagogy for management/business by means of the following "impact" metrics:

- PRJ quality
- Citations/downloads
- Widespread adoption of scholarly books
- Editorships and editorial board memberships
- Journal and conference reviews
- Key appointments to professional organizations
- Conference paper awards
- Academic conference presentations or panels
- Grants received
- Subject matter expert at national or international level.

- Successful, material consulting engagements that result from translation of the research work into applications for business, etc.
- National/International awards based on the research.
- 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.

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