

Marshall University Lewis College of Business Faculty Qualifications Guidelines

(Approved by faculty of LCOB November 18, 2015)**

1 Overview: Initial and Sustained Faculty Qualifications Status

AACSB International Standard 15 (2015) requires that schools maintain and deploy a mix of participating and supporting faculty to achieve high-quality outcomes consistent with the school's mission. The blend of faculty who are Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), and Instructional Practitioners (IP) described below is to be appropriately distributed across all programs, disciplines, locations, and delivery modes. Qualified faculty will display ongoing and evident contributions that provide meaningful impact. Impact is best defined as the way faculty research helps a school achieve its mission (Polimeni, Burke and Thelen 2013). Faculty are encouraged to incorporate alignment of their activities with the college's mission, outcomes, and strategies. This document is subject to review at least once every three years.

1.1 Faculty Classification Tracks

The Lewis College of Business (LCOB) has developed three separate tracks (academic, practitioner or administrative track) relating to expectations of academic and professional engagement that reflect its commitment to the diversity of its faculty members. The tracks have been designed to assist the LCOB in achieving its instructional needs and fulfilling its mission, while maintaining efficient deployment of faculty resources.

Faculty are first classified as participating or supporting. Participating faculty members engage in mission-driven college activities beyond direct teaching. The LCOB considers a participating faculty member to be a long-term member of the faculty regardless of whether the appointment is of a full-time or part-time nature, and regardless of whether the position with the school is the faculty member's principal employment. Generally, faculty who have continuing and contract appointments, as well as some adjunct faculty, are participating faculty because of their professional obligations beyond direct teaching. While not all appointments include responsibilities beyond teaching, an academic will be a "participating" faculty member if they are substantively involved in any of the following activities beyond classroom instruction and office hours.

- Attendance at department, program, center, college, faculty, or university meetings, including, for example, college faculty meetings.
- Participation in a curriculum-related activity, such as curriculum reviews and updates, or gathering and analysis of assessment data.
- Service on a department, college, or university group or project.
- Participation in an activity that contributes to the mission of the college.
- Provision of learning support to students above that required as part of direct teaching requirements.
- Participation in a department, program, center, college, faculty, or university student-focused activity such as student competitions or student organizations.
- Preparation and delivery of instruction in non-degree education sponsored by the college, such as executive education.
- Involvement in training and development activities at the college or university level.

Supporting faculty members mostly engage in direct teaching, with little or no engagement in mission-driven college activities as described above.

Participating and supporting LCOB faculty are classified into one of three tracks typically at time of hire. Each track articulates expectations for the normal teaching load, as well as for academic and/or professional engagement activities. Performance expectations are noted in the context of a rolling five-year period. Exceptions to the requirements of the assigned track may be made on a case-by-case basis; however, those cases must be addressed following a formal review and approval by the appropriate division head and dean and are short-term in duration.

1.1.1 Academic Engagement Track (SA and SP)

This track is for faculty members who balance their efforts in teaching and research. For SA faculty, the teaching expectation in this track is six (6) courses per academic year {30 courses during a five-year period}. For SP faculty, the teaching expectation in this track is eight (8) courses per academic year {40 courses during a five-year period}. The scholarship requirement for SA and SP faculty will consist of academic engagement activities that include journal publications, as well as additional validating activities.

If a faculty member loses SA status because of failure to meet the minimum requirements, the faculty member is classified as “Additional” and is required to submit an Improvement Plan, to be included as a part of their Marshall University Annual Report Planning Page. The tenured faculty member will be allowed a 12-month period from the initial date of assuming “Additional” status to execute the Improvement Plan. The Improvement Plan must include a detailed timeline of tasks that will be completed over the 12-month period and must be verified and approved by the faculty member’s division head.

A tenured faculty member must make satisfactory progress in the 12-month period in completing the tasks outlined in the Improvement Plan to maintain a teaching load of 3 courses per semester. The faculty member’s division head must verify satisfactory progress in the Improvement Plan. The Improvement Plan implementation and teaching load of untenured faculty who lose SA status will be determined at the discretion of the Division Head, Dean, Provost, and President.

1.1.2 Practitioner Engagement Track (PA and IP)

This track is for faculty members who balance their efforts in teaching and practice. Typically, the teaching expectation in this track is six (6) courses for PA per academic year {30 courses during a five-year period} and eight (8) courses for IP per academic year {40 courses during a five-year period}. The scholarship requirement for PA faculty will consist of academic engagement activities that include journal publications, as well as professional engagement activities that include “substantive and sustained practice or consulting activities.” By contrast, the scholarship requirement for IP faculty will consist of academic and professional engagement activities that does not necessarily include journal publications, as well as professional engagement activities that include “substantive and sustained practice or consulting activities.”

1.1.3 Administrative Track

LCOB Administrators below the rank of dean are normally expected to meet the initial qualifications for their faculty qualification categories. However, their five-year window currency requirement is reduced by two points, as follows. For SA, the requirement is 4 Academic Engagement Points with 2 coming from a journal article. For PA, the requirement is 4 Academic or Professional Engagement Points with at least two coming from substantive and sustained practice or consulting activities. Administrators with the rank of dean or above that hold a PhD are considered PA. Administrators with the rank of dean or above that do not hold a PhD are considered IP. Moreover, participation in AACSB conferences and seminars related directly to their areas of administrative responsibility (e.g., Assessment Conference for one responsible for

Assurance of Learning and the Accounting Accreditation Conference for the accounting chair) are appropriate validating activities.

When a faculty member has completed her or his administrative assignment, the faculty member will be expected to transition back to her or his track prior to the administrative assignment. If at the time of transition, the faculty member does not meet requirements for the track he or she was on prior to the administrative assignment, then the faculty member will be allowed a 24-month period to meet the expectations of the prior track. In the case of a Dean or higher administrative appointment, the allowance will be 36 months. During the transition period, the faculty member retains the faculty classification that he/she held during their administrative appointment.

1.2 Faculty Classifications

1.2.1 Scholarly Academics (SA)

Scholarly Academics (SA) – In order to qualify for SA status, a faculty member will normally have a PhD (or ABD with prospect of timely completion) or terminal degree related to their area of teaching (e.g., JD for business law or ethics; LLM in Taxation). Faculty members who earned their doctoral degree within the last 5 years or have received ABD status within the last three years will be automatically granted SA status. For others, within the most recent five-year period, the SA faculty member must have at least 6 Academic Engagement points with a minimum of 4 points from journal publications and at least two other validating activities.

Note: SAs can only earn points from the Academic Engagement list. However, validating activities can be drawn from either the Academic Engagement list or the Professional Engagement list.

1.2.2 Practice Academics (PA)

Practice Academics (PA) – In order to qualify for PA status a faculty member will normally have a PhD (or ABD with prospect of timely completion) or terminal degree related to their area of teaching (e.g., JD for business law or ethics; LLM in Taxation). In order to be considered as PA, the faculty member must also demonstrate substantial and sustained experience in the field, generally, at least 7 years. The threshold for meeting the experience requirement for PA exceeds the requirement for Instructional Practitioners (IP).

A total of 6 or more Academic or Professional Engagement points are required for PA status, with at least 3 points from Professional Engagement and at least 2 of the 3 Professional Engagement points from “substantive and sustained practice or consulting activities” (indicated in section 4.2). Additionally, within three years of hire (and rolling five-year windows thereafter), the faculty member will have (and maintain) at least two Academic Engagement points from journal publications.

1.2.3 Scholarly Practitioners (SP)

Scholarly Practitioners (SP) – In order to qualify for SP status a faculty member will normally have a master’s degree related to their area of teaching. Additionally, the faculty member must demonstrate substantial and sustained experience in the field, generally, at least 5 years. This category is reserved for those who would normally be qualified as an Instructional Practitioner, but have engaged in scholarly activities. Within the most recent five-year period, the SP faculty member must have 6 or more Academic or Professional Engagement points with a minimum of 2 points from journal publications and at least two validating activities.

1.2.4 Instructional Practitioners (IP)

Instructional Practitioners (IP) – In order to qualify for IP status a faculty member will normally have a master’s degree related to their area of teaching. Additionally, the faculty member must demonstrate substantial and sustained experience in the field, generally, at least 5 years. Within the most recent five-year period, the IP faculty member will demonstrate currency in their field as evidenced by a total of 6 or more Academic or Professional Engagement points. At least one of those points must come from “substantive and sustained practice or consulting activities” (indicated in section 4.2).

1.2.5 Additional

Faculty members who do not meet expectations for any of the above categories will be classified as Additional.

2 Transition between Faculty Classifications

If a faculty member changes classifications, specific requirements needed to “meet expectations” will be determined by agreement among the faculty member, her or his respective Division Head and Dean.

2.1 Scholarly Academic to Practice Academic (SA to PA)

PA status may be earned after a substantive period of success in support of SA status. In this situation, 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 organizations. Moving to PA status must be approved through appropriate LCOB processes. To earn and sustain PA status, academic/professional engagement activities must evolve to be dominantly reflective of the following required activities: (1) practice or applied quality peer reviewed journal article over the rolling five-year period; and (2) two or more points from substantive and sustained practice or consulting activities.

2.2 Instructional Practitioner to Scholarly Practitioner (IP to SP)

For an IP faculty member to evolve to SP status he or she must demonstrate and provide documentation of substantive and sustained engagement activities that are dominantly focused on the production of quality intellectual contributions and related validating activities. For SP status, the faculty member must produce at least two points from journal publications over the rolling five-year period and two (2) validating activities.

3 Publication Classification Process

The Research & Scholarly Activities Committee, a standing committee in the Lewis College of Business, is tasked with the additional duty to ensure the fair and just classification of faculty journal publications and thus, to ensure accurate reporting as it relates to faculty qualifications. Specifically, the Research & Scholarly Activities Committee will address journal publication issues of mission alignment and journal validation. Specific guidelines will be provided by the committee.

3.1 Evaluating Impact: Mission Alignment

The LCOB provides business education instruction in the broad areas of Accounting, Economics, Finance, International Business, Legal Environment, Management, Management Information Systems and Marketing. Therefore, it is expected that much of the scholarly output of the College faculty will be in

these related disciplines. Additionally, the LCOB is mission driven, and as our mission emphasizes teaching and practice, peer-reviewed journal articles that demonstrate alignment with our mission will be assessed one additional point. Examples of articles considered to be mission aligned include articles that contribute to advancement in the practice of the disciplines and those that offer paths to improving the effectiveness of teaching. An article that simply includes a section about the practical implications of the subject matter does not meet the criteria to be assessed an additional point. Further, suggesting that the topic being researched is the topic one teaches is not sufficient evidence to earn an additional point.

The Research & Scholarly Activities Committee will evaluate journal publications to determine if they are aligned with the mission of the LCOB. Factors considered in this evaluation will include article content and journal placement.

Journal publications having teaching or practice content, as determined by the Research & Scholarly Activities Committee, will be assessed one additional point. Faculty who want their articles evaluated for mission alignment should submit the manuscript, a request form and a one page explanation of how the article aligns with the mission of the LCOB (see section 3.1).

4 Academic and Professional Engagement Points

Publications occurring before November 2015, when this document was adopted, will be grandfathered in under the old point system unless the faculty member requests their publications fall under the new system.

4.1 Academic Engagement

- Journal Publication* (JP):

The LCOB follows the Australian Business Deans Council (ABDC) journal quality list to assign points for journal publications. This list was created by Australian and New Zealand business academicians and categorizes journals into 4 categories – A*, A, B, C to signify journal quality. Many AACSB accredited business schools, including LCOB peer schools, have adopted the ABDC list. The 2019 ABDC list, which is the current version of the list, followed an extensive review conducted by expert panels and assessed journals relating to business and taxation law; economics; finance including actuarial studies; information systems; management, commercial services and transport and logistics; marketing and tourism; and other areas. It endorses 2,692 journals. The LCOB awards points to each ABDC category as follows:

A* = 6 points

A = 4 points

B = 3 points

C = 2 points

Non-ABDC = 1 point

- Non-ABDC journals only count for a three-year transitional period starting July 1, 2020 and ending June 30, 2023.
- Non-ABDC journals only include non-predatory journals. A list of predatory journals is maintained by the Department Chairs.
- Non-ABDC journals are similar to journals on Tier 4 of the previous LCOB journal list in effect from November 18, 2015, until June 30, 2020.

Any previous submissions, under review manuscripts, and publications before the ABDC adoption date are grandfathered (counted) under the LCOB homegrown list tiering system that was in effect from November 18, 2015, until June 30, 2020.

The ABDC list gets updated about once every three years. Faculty can choose which version of ABDC list they want their manuscript to be considered. This option is available if either the submission or publication date happened during an ABDC update.

A high-quality journal may not be listed on the ABDC journal list in some rare instances. The attached, “Application for Inclusion and Tier Classification of Journals” form allows LCOB faculty members who publish in a high-quality journal that is not listed on the ABDC list to request the journal be counted according to an ABDC tier (A*, A, B, or C) (see attached form). The request should be made to the Research & Scholarly Activities Committee that will recommend to the dean. The dean has final approval. A list of these approved journals will be published on the college’s website.

- Other Intellectual Contributions (ICs) worth 2 points each include:
 - Author of a scholarly book with significant circulation
 - An external grant in the amount of \$2000 or more
- Other externally validated ICs worth 1 point each include:
 1. A case
 2. A book chapter
 3. Development of an instructional software
 4. A paper/poster presentation at an international, national, or regional conference or a conference proceeding (Cannot count this if the journal publication is counted)
 5. Book or journal editor or current member of an editorial board
 6. A non-peer reviewed intellectual publication not counted above
 7. Individualized invitation to participate in a research conference
 8. Appointment as research scholar in an outside university
 9. A technical report
 10. An external grant less than \$2000

4.2 Professional Engagement

- Substantive and Sustained Practice or Consulting Activities:
 1. Creation and delivery of a professional education seminar (1 point per seminar)
 2. Leadership position in a professional organization (1 point per position)
 3. Consulting or active professional activity (150 hour minimum per year) (1 point per year maximum)
 4. Member of an Advisory Board or a Board of Directors (1 point per Board)
- **Other professional contributions worth 1 point each:**
 1. Session chair, panel member, or presentation at a professional conference
 2. Appointment or invitation to serve as a referee for a peer reviewed journal (1 point maximum)
 3. Continuous maintenance of active professional certification (1 point per certification; 2 points

maximum)

4. Extensive professional training (at least 15 hours) beyond certification requirements, as determined by the division head and verified by the Dean's office (1 point maximum)
5. Serving as an expert witness
6. Being named Researcher of the Year in the LCOB

4.3 Validating Activities

Any Professional or Academic Engagement activities above the minimum requirement can be considered validating activities. There are other validating activities that do not accrue points. Some examples of validating activities assessed zero points include:

1. Attendance at a professional or academic conference/workshop
2. Presentation to a local or regional professional organization
3. Earning Best Paper at a conference
4. Brown Bag lunch presentation
5. Submitted (but not accepted) journal publication

*Note: The 5-year window for a JP begins at either the acceptance date or publication date (author's choice).

**Updated July 8, 2021, to include Journal List Policy (Policy No. LCOB-1), to add the definitions of Participating and Supporting faculty, to change the name of Other faculty to Additional faculty, and to change the name of the Continuous Improvement Committee to the Research & Scholarly Activities Committee.

Application for Inclusion and Tier Classification of Journals
 Brad D. Smith Schools of Business, Marshall University

Please submit the completed form along with any supporting documents or evidence to the Research & Scholarly Activities Committee.

Applicant name	
Discipline	
Journal name	
Journal web address	
Journal publisher name	
Journal ISSN	
Article title	
Date of acceptance publication if applicable	
Is the journal blind peer reviewed? (Yes/No)	
Is it a new journal? (Yes/No) If yes, include data first published.	
Is it double-blind peer-reviewed? (Yes/No)	
H index (include source)	
Scientific journal ranking (SJR): https://www.scimagojr.com/journalrank.php	
Journal impact factor (include source)	
SSCI citation count	
Journal acceptance rate (include source)	
List other institutions (Carnegie R2 classification or above) that accept the journal. Include name of the institution and tier classification.	
Additional comments	

Summary of Faculty Qualifications Requirements

Scholarly Academics (SA)	Practice Academics (PA)
<p><i>Requirements for initial qualification:</i></p> <ul style="list-style-type: none"> - Ph.D. or terminal degree in last 5 years or ABD in last 3 years OR - Ph.D. or terminal degree and meeting the maintenance requirements below <p><i>Requirements for maintaining SA status:*</i></p> <ul style="list-style-type: none"> - Minimum 6 academic engagement points with minimum 4 points from journal publications. - Minimum of two additional validating activities. 	<p><i>Requirements for initial qualification:</i></p> <ul style="list-style-type: none"> - Ph.D. or terminal degree - At least 7 years of experience <p><i>Requirements for maintaining PA status:*</i></p> <ul style="list-style-type: none"> - Minimum 6 academic or professional engagement points with a minimum of 3 points from professional engagement with 2 of 3 points from “substantive and sustained practice or consulting activities.” - Within 3 years of hire (and rolling 5-year windows thereafter) the faculty member must obtain (and maintain) a minimum of 2 points from journal publications.
Scholarly Practitioners (SP)	Instructional Practitioners (IP)
<p><i>Requirements for initial qualification:</i></p> <ul style="list-style-type: none"> - Master’s degree - At least 5 years of experience <p><i>Requirements for maintaining SP status:*</i></p> <ul style="list-style-type: none"> - Minimum 6 academic or professional engagement points with minimum 2 points from journal publications. - Minimum of two additional validating activities. 	<p><i>Requirements for initial qualification:</i></p> <ul style="list-style-type: none"> - Master’s degree - At least 5 years of experience <p><i>Requirements for maintaining IP status:*</i></p> <ul style="list-style-type: none"> - Minimum 6 academic or professional engagement points with minimum 1 point from “substantive and sustained practice or consulting activities.”
<p>Additional</p> <p>Faculty members who do not meet expectations for any of the above categories will be classified as Additional.</p>	

**Unless otherwise stated, qualifications are required on a rolling five-year window.*