

**RAMAPO COLLEGE OF NEW JERSEY
THE ANISFIELD SCHOOL OF BUSINESS**

Operational Definitions of Qualified Faculty Revision Approved by Unit Council 9/2/15

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Note: All page references in the following definitions (AACSB p. __) are to the AACSB Eligibility Procedures and Accreditation Standards for Business Accreditation: Innovation, Impact, Engagement, adopted April 8, 2013 with most Recent Update: July 1, 2018.

ASB Faculty Qualifications and Engagement

Introduction

AACSB New Standard #15 on Faculty Qualifications and Engagement states: *The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies. (AACSB p.42).* AACSB New Standard #2 on Intellectual Contributions, Impact, and Alignment with Mission states: *The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management. (AACSB p.18).* The operational criteria for ASB faculty qualified as Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP) and Instructional Practitioners (IP) that follow reflect the intent of these standards. The combination of initial academic preparation and professional experience and ongoing scholarly and professional engagement determine whether a faculty member is qualified in one of these four categories. Faculty members can sustain qualifications through a variety of efforts including production of intellectual contributions, professional development, and current professional activities. All faculty members are expected to demonstrate activities that sustain the currency and relevance of their instruction in alignment with their primary teaching responsibilities and in support of ASB's mission.

Guidelines for Applying the Definitions

AACSB categorizes intellectual contributions as follows (AACSB p.18):

- ***Teaching and learning scholarship*** that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. *Intellectual contributions in this category are normally intended to **impact the teaching and/or pedagogy of business.***
- ***Applied or Integration/application scholarship*** that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. *Intellectual contributions in this category are normally intended to **contribute to and impact the practice of business.***
- ***Basic or discovery scholarship*** that generates and communicates new knowledge and understanding and/or development of new methods. *Intellectual contributions in this category are normally intended to **impact the theory or knowledge of business.***

While not every faculty member needs to contribute in each of these three areas, the school's portfolio of contributions needs to have a balance reflecting the school's mission, and each area must be represented in the portfolio. (AACSB p.19).

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Various opportunities to be academically and professionally engaged for the purpose of sustaining qualified status are detailed below for each category. **Intellectual contributions and activities are expected to enhance the faculty member's academic instruction and be in the faculty member's primary area of business teaching.**

Interdisciplinary outcomes should be aligned with the mission of the school (AACSB p.20). It is the responsibility of every faculty member each year to cite his or her accomplishments within each of the groups and to provide complete documentation for each citation, **including evidence of impact**, where applicable.

The listings below are not intended to be all inclusive. All faculty entries, whether listed in this document or suggested for consideration by an individual faculty member, will be reviewed for appropriateness by the faculty member's convener and the Dean or designated representative.

The requirement for determining the validity of a citation will include its scope and the amount of effort required by the faculty member, which must be substantive and sustained. For instance, a faculty member who is on an editorial review board of a journal but is not asked to do any work in that capacity during a particular year should not cite that activity or expect it to be credited. Likewise, a member of the board of a business or professional organization should be able to demonstrate substantial involvement in the strategic planning and decision-making activities of that board.

Definition of Faculty Qualified as Scholarly Academics (SA) and Practice Academics (PA)

Both original academic preparation (degree completion) and subsequent activities that maintain or establish preparation for current teaching responsibilities will be required to establish a faculty member as an SA or PA (AACSB p.43):

1. Original academic preparation: a doctoral degree in a business field;

Exceptions:

- a. Faculty members who are ABD may be considered qualified as a Scholarly Academic. **This status will apply for no more than three years beyond their most recently completed graduate comprehensive examination** (AACSB p. 44)
- b. Faculty members with a newly received doctoral degree will be considered qualified as either SA or PA. **To maintain this status, they must demonstrate substantial annual progress toward meeting, within a five year period, the standards set forth for maintaining SA/PA qualification.** An example of such progress would be developing their dissertation into at least one article submitted to a peer reviewed journal within that timeframe.
- c. Faculty members with a Juris Doctor degree, and who meet the standards set forth for maintaining SA or PA will be considered qualified as SA or PA to teach business law and the legal environment of business (AACSB p.44).
- d. Faculty members with a graduate degree in taxation, or a combination of graduate degrees in law and accounting, and who meet the standards set forth in point 2 of the definition below, will be considered qualified as SA or PA to teach taxation (AACSB p.44).

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2. **Subsequent activities for Scholarly Academic:** Participating faculty members may sustain SA status by meeting one of the following two measures during the most recent five year period. All SA participating faculty will have at least 2 peer reviewed journal articles within the most recent five year period.
- **At least three (3) “SA/A” level intellectual contributions from among the following, with at least 2 of them being peer reviewed journal articles:**
 - a. Peer reviewed article in a peer reviewed journal*
 - b. Peer reviewed chapter in peer reviewed scholarly book
 - c. Peer reviewed case published in peer reviewed journal*
 - d. First edition or substantial revision to a peer or editorially reviewed scholarly book or textbook

OR

- **At least five (5) intellectual contributions or scholarly activities including two (2) peer reviewed journal articles and at least three (3) distinct** “SA/B” level activities from among the following***:**
 - i. Presentation of a peer reviewed paper at a meeting of an academic association
 - ii. Publication in a peer reviewed proceedings from a meeting of an academic association
 - iii. Article in an editorially reviewed academic journal
 - iv. Chapter in an editorially reviewed book
 - v. Book review published in a journal
 - vi. Active editor and/or editorial board/committee service for relevant academic journal and/or other business publication
 - vii. Leadership position in academic association or society (e.g. serving on a board, as a track chair, or holding a title evidencing responsibility for those performing intellectual activities in this list.)
 - viii. Documented reviewer of new textbook or revised edition
 - ix. Blind peer reviewer/referee for peer reviewed journal
 - x. Blind peer reviewer/referee of fully written paper presentations/proceedings for academic conference
 - xi. Significant participation in academic associations in substantive roles
 - xii. Sustained professional work supporting qualified status, including senior administrative roles such as dean

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*It is assumed that peer-reviewed articles or cases published in journals listed in one of Cabell's Directories of Publishing Opportunities have been subjected to a documented formal review process. If the journal is not listed in Cabell's, it is the author's responsibility to document the journal's review process.

Self-published or "vanity press" books are not appropriate contributions.

**For example, cannot count a paper presentation and the same paper published in the proceedings of the conference.

***For continuing activities, such as consulting, sustained professional work and being a member of an editorial board or board of directors, each year may be considered a separate activity.

3. **Subsequent activities for Practice Academic:** Participating faculty members may sustain PA status by meeting the following measure during the most recent five year period: **At least seven (7) distinct ** intellectual contributions or professional activities*** of the type listed below including at least one (1) from “PA/A” level** (Note: additional PA/A contributions are each equivalent to 3 PA/B contributions):
- **“PA/A” level includes:**
 - a. Peer reviewed article in a peer reviewed journal*
 - b. Peer reviewed chapter in peer reviewed scholarly book
 - c. Peer reviewed case published in peer reviewed journal*
 - d. First edition or substantial revision to a peer or editorially reviewed scholarly book or textbook
 - e. Article in an editorially reviewed academic journal
 - f. Chapter in an editorially reviewed book
 - g. Article in an editorially reviewed trade journal or business publication aimed at improving management expertise and practice
 - **“PA/B” level includes:**
 - i. Presentation of a peer reviewed paper at a meeting of an academic association
 - ii. Publication in a peer reviewed proceedings from a meeting of an academic association
 - iii. A book review published in a journal
 - iv. Active editor and/or editorial board/committee service for relevant academic journal and/or other business publication
 - v. Leadership position in academic association or society (e.g. serving on a board, as a track chair, or holding a title evidencing responsibility for those performing intellectual activities in this list.)
 - vi. Documented reviewer of a new textbook or revised edition
 - vii. Blind peer reviewer/referee for peer reviewed journal
 - viii. Blind peer reviewer/referee of fully written paper presentations/proceedings for academic conference
 - ix. Significant participation in academic associations in substantive roles
 - x. Consulting activities that are material in terms of time and substance
 - xi. Faculty internship (where a faculty member works full-time for a business for at least four-weeks and completes a project or a significant assignment)

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- xii. Sustained professional work supporting qualified status, including senior administrative roles such as dean
- xiii. Significant participation in business professional associations
- xiv. Relevant, active service on boards of directors of corporate and non-profit organizations
- xv. Documented continuing professional education experiences
- xvi. Participation in professional events that focus on the practice of business, management and related issues; and other activities that place faculty in direct contact with business or other organizational leaders
- xvii. Invited speaker or panelist at a meeting of an academic or professional organization
- xviii. Requests from the practice community for faculty expertise for consulting projects, broadcast forums, researcher-practitioner meetings, faculty/student consulting projects, etc.
- xix. Presentations and workshops for business and management professionals
- xx. Invitations to serve as experts on policy formulation, witnesses at legislative hearings, special interest groups/roundtables, etc.
- xxi. Developing and presenting continuing professional education activities or executive education programs
- xxii. Annual activities required to maintain professional certification (including CEU's).

*It is assumed that peer-reviewed articles or cases published in journals listed in one of Cabell's Directories of Publishing Opportunities have been subjected to a documented formal review process. If the journal is not listed in Cabell's, it is the author's responsibility to document the journal's review process.

Self-published or "vanity press" books are not appropriate contributions.

**For example, one cannot count a paper presentation at a conference and the same paper published in the proceedings of the conference.

***For continuing activities, such as consulting, sustained professional work and being a member of an editorial board or board of directors, each year may be considered a separate activity.

Definition of Faculty Qualified as Scholarly Practitioners (SP) and Instructional Practitioners (IP)

Both relevant academic preparation and relevant professional experience will be required to establish a faculty member qualified as an SP or IP (AACSB p.45). A faculty member may sustain his/her SP or IP qualifications through a combination of ongoing professional activity and the production of intellectual contributions, normally:

1. **Original qualifications:** A master's degree in the field related to the area of teaching assignment and professional experience relevant to the faculty member's teaching assignment, significant in duration (minimum of five years work experience in a business or professional enterprise or public service organization) and level of responsibility (must have risen to leadership position or be a recognized expert in a functional area), and current at the time of hiring (in the last five years prior to hire as faculty). (AACSB p.46); **and**

2. **Subsequent activities for Scholarly Practitioner:** Participating faculty members may maintain their SP status by meeting one of the following two measures during the most recent five year period:
- **At least three (3) “SP/A” level intellectual contributions from among the following:**
 - a. Peer reviewed article in a peer reviewed journal*
 - b. Peer reviewed chapter in peer reviewed scholarly book
 - c. Peer reviewed case published in peer reviewed journal*
 - d. First edition or substantial revision to a peer or editorially reviewed scholarly book or textbook
 - e. Article in an editorially reviewed academic journal
 - f. Chapter in an editorially reviewed book

OR

- **At least five (5) intellectual contributions or scholarly activities including two (2) “SP/A” level as described above and at least three (3) distinct** “SP/B” level from among***:**
 - i. Presentation of a peer reviewed paper at a meeting of an academic association
 - ii. Publication in a peer reviewed proceedings from a meeting of an academic association
 - iii. Book review published in a journal
 - iv. Active editor and/or editorial board/committee service for relevant academic journal and/or other business publication
 - v. Leadership position in academic association or society (e.g. serving on a board, as a track chair, or holding a title evidencing responsibility for those performing intellectual activities in this list.)
 - vi. Documented reviewer of new textbook or revised edition
 - i. Blind peer reviewer/referee for peer reviewed journal
 - ii. Blind peer reviewer/referee of fully written paper presentations/proceedings for academic conference
 - iii. Developing and presenting continuing professional education activities or executive education programs
 - iv. Significant participation in academic associations in substantive roles
 - v. Sustained professional work supporting qualified status, including senior administrative roles such as dean

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*It is assumed that peer-reviewed articles or cases published in journals listed in one of Cabell's Directories of Publishing Opportunities have been subjected to a documented formal review process. If the journal is not listed in Cabell's, it is the author's responsibility to document the journal's review process.

Self-published or "vanity press" books are not appropriate contributions.

**For example, one cannot count a paper presentation at a conference and the same paper published in the proceedings of the conference.

***For continuing activities, such as consulting, sustained professional work and being a member of an editorial board or board of directors, each year may be considered a separate activity.

- 3. Subsequent activities for Instructional Practitioner:** Participating faculty members may maintain their IP status by meeting the following measure during the most recent five year period: **At least ten (10) “IP/A” level intellectual contributions* or professional activities** from among:**
- i. Article in a peer reviewed professional journal or an editorially reviewed trade journal or business publication aimed at improving management expertise and practice or teaching/pedagogy (counts as three IP/A)
 - ii. Consulting activities that are material in terms of time and substance
 - iii. Faculty internship (where a faculty member works full-time for a business for at least four-weeks and completes a project or a significant assignment)
 - iv. Sustained professional work supporting qualified status, including senior administrative roles such as dean
 - v. Significant participation in business professional associations
 - vi. Relevant, active service on boards of directors of corporate and non-profit organizations
 - vii. Documented continuing professional education experiences
 - viii. Participation in professional events that focus on the practice of business, management and related issues; and other activities that place faculty in direct contact with business or other organizational leaders
 - ix. Invited speaker or panelist at a meeting of an academic or professional organization
 - x. Requests from the practice community for faculty expertise for consulting projects, broadcast forums, researcher-practitioner meetings, faculty/student consulting projects, etc.
 - xi. Presentations and workshops for business and management professionals
 - xii. Invitations to serve as experts on policy formulation, witnesses at legislative hearings, special interest groups/roundtables, etc.
 - xiii. Developing and presenting continuing professional education activities or executive education programs
 - xiv. Annual activities required to maintain professional certification (including CEU's)

* PA/A Journal articles count as three activities for IP members. PA/B activities i-ix each count as one IP/A activity.

**For continuing activities, such as consulting, sustained professional work and being a member of an editorial board or board of directors, each year may be considered a separate activity.

4. **Subsequent activities for Supporting Faculty Members** (e.g. Adjuncts):
Supporting faculty members will maintain their SA, PA, SP or IP status by meeting one of the following two criteria:
- Continued full-time employment in a field related to their area of teaching. (Applies to PA and IP only)
 - At least three (3) intellectual contributions or professional activities* from the applicable lists for SA, PA, SP or IP in the most recent five year period

*For continuing activities, such as consulting, sustained professional work and being a member of an editorial board or board of directors, each year may be considered a separate activity.

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Some examples of research products and activities which would **not** be counted towards faculty qualifications include:

- Working papers
- In-house presentations at faculty research seminars
- Newspaper editorials/letters
- Attendance at in-house seminars
- Activities for local community service or religious organizations
- On-campus service (Faculty Senate, committees, etc.)

The foregoing examples and other similar activities are all worthwhile and valuable contributions to Ramapo College and its local community. However, maintenance of one's faculty qualification for purposes of AACSB requires intellectual contributions and professional activities of the nature cited in detailed listings above.