

Gonzaga University

School of Business Administration

Requirements for Faculty Qualification

The Gonzaga University School of Business Administration seeks to hire, develop, and deploy highly qualified faculty members which support its institutional mission. In this work, the School is guided by the standards of the Association to Advance Collegiate Schools of Business (AACSB).

Specifically, Standard 15, which addresses faculty qualifications and engagement, notes, “Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the school's mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement.... The critical factor in determining whether faculty members bring current and relevant information is the alignment of their engagement activities with their primary teaching responsibilities and with the overall mission, expected outcomes, and strategies of the school. Schools should develop specific policies to provide criteria by which qualifications status is granted and maintained. These criteria should address the following:

- The combinations of academic preparation and professional experience required of faculty at the time of hiring, as well as the types of academic and professional development activities required of faculty after they have been hired in order for them to sustain their qualification status.
- How it assigns priority and value to different continuing academic and professional engagement activities; how such assignments support its portfolio of SA, PA, SP, and IP faculty; and how this portfolio of faculty supports its mission, expected outcomes, and strategies.
- The qualitative standards it requires for various, specified development activities and illustrates the ways that it assures the quality of these activities.
- The depth, breadth, and sustainability of academic and professional engagement (linked to reasonable outcomes) that faculty members are expected to undertake within the typical five-year AACSB review cycle in order to maintain their qualification status.”

Scholarly Academics

Per the AACSB, “Scholarly Academics sustain currency and relevance through scholarship and related activities.” To qualify as a Scholarly Academic, a faculty member in the School of Business Administration must possess a doctoral or equivalent terminal degree in (or related to) the field in which she or he teaches and have earned a minimum of 10 points over the past five years from activities in the areas below. Up to 3 of the 10 points can be earned by engaging in activities described in the Practice Academics (PA) area, but a faculty member may not earn more than 1 point per year per activity from items in the PA list.

Level 1 (4 points each)*

1. Publication of a peer-reviewed journal article in business or economics. Publications outside of these areas are acceptable if the candidate can link such publications to business or his/her established area of research within business. (Listed in Cabell’s Directory or evidence of peer-reviewed status provided.)

Level 2 (3 points each)*

1. Publication of peer-reviewed journal articles on pedagogy or teaching.
2. Publication of peer-reviewed journal articles in University mission-related areas.
3. Authoring a textbook, published by a recognized professional publishing house, in business or related areas.
4. Authoring a book, published by a recognized professional publishing house, in business or related areas (other than textbooks).
5. Publication of editorially-reviewed scholarly work (e.g. book chapters, journal articles, scholarly monographs) in business or related areas, where the editor is a subject matter expert.

Level 3 (2 points each)

1. Editorial board position within business or related areas.
2. Obtaining a grant or other funding from a major funding agency as a Principal Investigator for scholarly activity within business or related areas.

Level 4 (1 point each)

1. Publication of a full paper in conference proceedings.
2. Presentation by the faculty member of his/her peer-reviewed scholarly work at regional, national or international conferences.
3. Non-peer-reviewed publication or presentation within business or University mission-related areas to professional groups or other scholars within business or related areas.
4. Invited publication or presentation in University mission-related areas.
5. Consulting work within business or related areas.

Administrative Appointments

A faculty member serving as an Associate Dean or Program Director will receive 1 point per year of service in recognition of the significant time demands associated with these roles. Faculty members serving as Discipline Leads will receive .5 point per year of service. Faculty

* Each solo-authored work in Levels 1 and 2 will receive 1 additional point.

members serving in other significant university administrative roles may receive .5 to 1 point per year of service, as approved by the Dean.

Practice Academics

Per the AACSB, “Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members’ earlier work as an SA faculty member.” To qualify as a Practice Academic, a faculty member in the School of Business Administration must possess a doctoral degree or equivalent terminal degree in (or related to) the field in which she or he is teaching and have earned a minimum of 4 points over the past five years from activities in the levels outlined under Scholarly Academics (excluding administrative points) **and** at least 4 points from the following list (1 point each, may earn no more than 1 point per year per activity item):

1. Achieve and/or maintain professional licensure
2. Earn at least 15 hours of continuing education per academic year within discipline
3. Hold a faculty internship, fellow, or visiting practitioner role with an external organization
4. Maintain significant managerial responsibilities in an outside business
5. Serve as a board member of a for-profit and/or not-for-profit organization
6. Organize and direct a discipline-related workshop or seminar for practitioners
7. Serve as an expert witness
8. Develop instructional software
9. Review a discipline-related textbook
10. Give at least two technical talks to third-party organizations
11. Serve as a member of an AACSB Peer Review Team

*Activities also appearing in the Scholarly Academic activities cannot be double-counted.

Scholarly Practitioners

Per the AACSB, “Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.” To qualify as a Scholarly Practitioner, a faculty member in the School of Business Administration must possess a master’s degree in business and have completed have earned a minimum of 10 points over the past five years from activities in the categories outlined under Scholarly Academics.

Instructional Practitioners

Per the AACSB, "Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below.” To qualify as an Instructional Practitioner, a faculty member in the School of Business Administration must possess a master’s degree in business and:

a) be currently working full-time (or almost full-time) in business with job responsibilities related to the field in which s/he is teaching,

or

b) have earned a minimum of 4 points over the past five years from activities in the following list (1 point each, may earn no more than 2 points from each activity):

1. Complete coursework towards a masters’ or qualifying degree in discipline
2. Achieve and/or maintain professional licensure
3. Earn at least 15 hours of continuing education per academic year within discipline
4. Hold a faculty internship, fellow, or visiting practitioner role with an external organization
5. Maintain significant managerial responsibilities in an outside business
6. Serve as a board member of a for-profit and/or not-for-profit organization
7. Organize and direct a discipline-related workshop or seminar for practitioners
8. Serve as an expert witness
9. Develop instructional software
10. Review a discipline-related textbook
11. Give at least two technical talks to third-party organizations
12. Publish an article in a discipline-relevant trade journal
13. Author a popular business press book that achieves national or international distribution, published by a professional publishing house
14. Perform consulting work that is material in terms of time and substance
12. Actively participate in relevant community business organizations

13. Hold a significant administrative/leadership appointment within the institution. If that occurs, points will be awarded as described in the “Administrative Appointments” area for Scholarly Academics.

Notes

Scholarly Academics

1. Faculty members who are ABD are SA if they are completing their first two years of service in the School of Business.
2. Faculty members who have received a terminal degree in the discipline in which they teach are SA within the 5-year period after receiving the degree.