AACSB Standard 15 describes four categories of faculty qualifications. These four are: Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP). The GFCB is committed to meeting the guideline that our instructional faculty, at both the departmental and college level, must be at least 40% SA; at least 60% SA, PA, or SP; and 90% SA, PA, SP, or IP.


Standard 2 addresses the impact of intellectual contributions and their alignment with the college’s mission. Intellectual contributions may be identified as one of the following three types: basic or discovery, applied or integration/application, and teaching and learning. Further, the impact of intellectual contributions regards the “difference made or innovations fostered” by ones research. Thus, faculty must be able to document the impact of their research. Given this expectation, all faculty are encouraged to provide a measure of impact when listing publications in Digital Measures. The impact may be documented in many different ways including but not limited to: journal readership, journal/conference ranking, journal impact factors, journal acceptance rates, citations to the work, visits to or downloads from electronic sites.


**SUMMARY DESCRIPTION OF CATEGORIES**

Scholarly Academic (SA): A faculty member with a research doctorate degree related to the teaching discipline who is engaged in discipline-based research. In general, a 3-3 teaching load is expected.

Practice Academic (PA): A faculty member with a doctoral degree in a business-related field who sustains relationships with business via consulting or other professional engagement activities. In general, a 4-4 teaching load is expected.

Scholarly Practitioner (SP): A faculty member with significant practice-based experience who also engages in substantial discipline-based scholarly activity. In general, a 3-3 teaching load is expected.

Instructional Practitioner (IP): A faculty member who draws from previous and current professional experience to teach subjects in his or her expertise. In general, a 4-4 teaching load is expected.
SCHOLARLY ACADEMIC
A faculty member in the Gordon Ford College of Business is considered qualified as Scholarly Academic (SAQ) if the person:

- Has an earned doctorate in a business or other discipline related to the person’s teaching assignment as reviewed and approved by the tenured and tenure track faculty of the department within the GFCB and
- Demonstrates relevance through intellectual contributions in scholarly research with documented impact.

A newly appointed doctoral faculty member will be considered SAQ for up to five years after degree completion. A faculty member who is admitted to doctoral candidacy and completing the dissertation of the degree (ABD) is considered academically qualified for up to three years after becoming ABD regardless of job status and the institution of employment. When the ABD faculty member completes the doctoral degree while on faculty, the person will be considered SAQ for up to five years after degree completion.

Maintenance of SAQ Status
To maintain the SAQ status, the faculty member will produce:

- A minimum of two peer-reviewed journal articles with documented impact within the last five years in a discipline related to the person’s teaching assignment within the GFCB; one scholarly book may be substituted for an article provided that it is related to the discipline for which the author is academically qualified; and,
- At least two additional intellectual contributions within the last five years which may include, but are not limited to the following:
  - Refereed or non-refereed journal articles
  - Scholarly books
  - Chapters in scholarly books
  - Paper presentations at academic or professional meetings*
  - Regional, national, or international proceedings*
  - Published cases
  - Instructional software
  - Achieve professional licensure or certification
  - Journal editorships
  - Referee for a peer-reviewed journal

*You may not double count proceedings and presentations.
PRACTICE ACADEMIC

A faculty member in the Gordon Ford College of Business is considered qualified as Practice Academic (PAQ) if the person:

• Has an earned doctorate in a business or other discipline related to the person’s teaching assignment within the GFCB and
• Demonstrates relevance through sustained relationships with business via consulting or other significant professional, technical, or managerial experiences in the teaching discipline.

A newly appointed doctoral faculty member will be considered PAQ if the individual demonstrates at least five years of consulting or other professional engagement activities in the teaching assignment discipline. A PAQ faculty member will be expected to demonstrate the continued relevance of his or her knowledge and capabilities in the discipline related to the teaching assignment.

Maintenance of PAQ Status
To maintain the PAQ designation, the faculty member must demonstrate continued competency on an annual basis in the discipline related to the teaching assignment by having no less than one activity from section A or three from Section B. The activities in Section A and Section B are not exhaustive and the faculty member may petition the Department Chair and the Dean’s Office for consideration of additional activities.

Section A
• Consulting activities that are material in terms of time and substance (90 or more hours per year). Full time faculty who accumulate their 90 or more hours of consulting time during the academic year must have approved WKU Outside Employment Approval Forms on file.
• Significant responsibilities/ownership of an outside business relevant to area of teaching (The ownership of a consulting practice requires the necessary consulting hours.)
• An article in a peer-reviewed journal or books and articles in practitioner journals

Section B
• Relevant active service as a board member in for-profit and/or not-for-profit organizations
• Achieve professional licensure or certification
• Development and presentation of executive education programs
• Significant participation in business professional associations
• Faculty internships
• Media hits related to area of teaching
• Documented continuing professional education experiences
• Participation in professional events that focus on the practice of business, management, and related issues
• Participation in other activities that place faculty in direct contact with business or other organizational leaders
• Attending and completing executive education programs in the teaching discipline
• Attending and actively participating in professional meetings and conferences in the teaching discipline

A PAQ faculty member will be reviewed annually to ensure that the qualification is maintained through the completion of appropriate professional development activities.
SCHOLARLY PRACTITIONER
A faculty member in the Gordon Ford College of Business is considered qualified as Scholarly Practitioner (SPQ) if the person:

- Has an earned masters degree in a business or other discipline related to the person’s teaching assignment within the GFCB and
- Has significant professional, technical, or managerial experience in the discipline related to the teaching assignment; at a minimum, significant experience is interpreted as at least five years of duties and responsibilities at the exempt level (according to FLSA standards) and
- Engages in substantial scholarly research with documented impact in the teaching discipline.

Maintenance of SPQ Status
To maintain the SPQ status, the faculty member will produce:

- A minimum of one peer-reviewed journal article with documented impact within the last five years in a discipline related to the person’s teaching assignment within the GFCB; one scholarly book may be substituted for an article provided that it is related to the discipline for which the author is academically qualified; and,
- At least two additional intellectual contributions within the last five years which may include, but are not limited to the following:
  - Refereed or non-refereed journal articles
  - Scholarly books
  - Chapters in scholarly books
  - Paper presentations at academic or professional meetings*
  - Regional, national, or international proceedings*
  - Published cases
  - Instructional software
  - Achieve professional licensure or certification
  - Journal editorships
  - Referee for a peer-reviewed journal; and
- Working, consulting, training, presenting seminars, etc., at relevant business organizations; or
- Attending and actively participating in professional meetings and conferences in the teaching discipline, or
- Attending and completing executive education programs in the teaching discipline.

*You may not double count proceedings and presentations.
INSTRUCTIONAL PRACTITIONER
A faculty member in the Gordon Ford College of Business is considered qualified as Instructional Practitioner (IPQ) if the person:

- Has an earned masters degree in a business or other discipline related to the person’s teaching assignment within the GFCB and
- Has significant professional, technical, or managerial experience in the discipline related to the teaching assignment; at a minimum, significant experience is interpreted as at least five years of duties and responsibilities at the exempt level (according to FLSA standards).

Maintenance of IPQ Status
Full-time employment in a professional position in the area of teaching is sufficient criteria for part-time faculty to maintain his/her IPQ status. Other part-time faculty and all full-time faculty may maintain IPQ status having no less than one activity from Section A or 3 activities from Section B. The activities in Section A and Section B are not exhaustive and the faculty member may petition the Department Chair and the Dean’s Office for consideration of additional activities.

Section A
- Consulting activities consistent with the teaching discipline that are material in terms of time and substance (90 or more hours per year). Full time faculty who accumulate their 90 or more hours of consulting time during the academic year must have approved WKU Outside Employment Approval Forms on file.
- Significant responsibilities/ownership of an outside business (relevant to area of teaching)
- Normal length article in a peer-reviewed journal or books and articles in practitioner journals related to the teaching assignment

Section B
- Relevant active service as a board member
- Achieve professional licensure or certification
- Development and presentation of executive education programs
- Significant participation in business professional associations
- Faculty internships
- Media hits related to area of teaching
- Documented continuing professional education experiences
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business or other organizational leaders
- Attending and completing executive education programs in the teaching discipline
- Attending and actively participating in professional meetings and conferences in the teaching discipline
TRANSITIONING BETWEEN CATEGORIES
Though current AACSB standards allow faculty to transition between qualification categories over time as his/her career profile changes, any transition between categories must be consistent with the strategic direction of the department and college. For example, an SAQ full professor who develops a consulting practice may transition from SA to PA as long as the consulting experiences are consistent with the teaching discipline and the department’s needs are met with the transition. Any faculty member wishing to transition to a different qualification category must collaborate with his/her department chair to develop a transition plan which details the intellectual and professional experiences that will be completed to justify the newly qualified status. The department chair and the Dean must approve the transition plan as movement between categories may impact the overall standards compliance of the college.

AT RISK AND OTHER CLASSIFICATIONS
Each faculty member has a rolling 5-year period during which time faculty qualification status will be determined. As an example: January 1, 2009 – December 31, 2013 is a 5 year time frame over which faculty will be evaluated based upon their intellectual contributions and or professional activities in the discipline. Each year, the department chair will report each faculty member’s progress in maintaining his/her qualified status as a component of the Annual Faculty Appraisal process. The department chair will annually communicate the designation/status to the faculty member and to the Dean of the GFCB. Aggregate information regarding each respective department’s Qualified status will be communicated without identifying faculty member’s names to the GFCB accreditation committee as an information item.

There are three different outcomes for all faculty: Qualified, Qualified-At Risk, and Other. The “Other” designation suggests the faculty member has not maintained the qualifications deemed appropriate by the GFCB. The SAQ-At Risk and SPQ-At Risk designations indicate that while the faculty member is currently meeting the standards, he/she has intellectual contributions that will roll off within the next two years and would cause the Qualified status to convert to Other. The PAQ-At Risk and IPQ-At Risk designations indicate that while the faculty member is currently meeting the standards, he/she has not made sufficient progress in maintaining qualifications during the most recent review period. The Qualified-At Risk designation is intended to ensure the faculty member is aware of his/her current standing and is planning appropriately for future academic success. All faculty members with an At Risk designation must complete a professional development plan in conjunction the department chair.

Consider the annual review period to be a calendar year. Your department chair would use a timeline like that described to determine your Qualified, Qualified-At Risk, and Other designation. See the table below as an example for determining SAQ-At Risk.

<table>
<thead>
<tr>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>No activity</td>
<td>Peer review publication</td>
<td>2 conference presentations</td>
<td>No activity</td>
<td>Peer review publication</td>
<td>No activity</td>
</tr>
</tbody>
</table>

The person described above would have been SAQ-At Risk on January 1, 2013 because the 2009 peer review publication would roll off in less than two years. If there were no publications in 2013, the faculty member would continue to be SAQ-At Risk on January 1, 2014 because of the expiration of the 2009 peer review publication and the 2010 conference presentations. As described in the table below, if no further activities are attributed to 2014, the person would be designated an “Other” on January 1, 2015.

<table>
<thead>
<tr>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer review publication</td>
<td>2 conference presentations</td>
<td>No activity</td>
<td>Peer review publication</td>
<td>No activity</td>
<td>No activity</td>
</tr>
</tbody>
</table>
Similarly, a full-time IPQ faculty member is eligible for the At Risk designation. Because IPQ faculty are expected to maintain his/her qualifications on an annual basis, any break in sufficient activity for a period of one year would result in At-Risk designation.

<table>
<thead>
<tr>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 hours of relevant consulting</td>
<td>90 hours of relevant consulting</td>
<td>90 hours of relevant consulting</td>
<td>• &lt;90 hours of relevant consulting • participating in relevant conference • achieve professional certification</td>
<td>&lt;90 hours of relevant consulting</td>
<td>• &lt;90 hours of relevant consulting • documented professional education • participation in appropriate professional events</td>
</tr>
</tbody>
</table>

The person described above would be IPQ-At Risk on January 1, 2013 because there were insufficient activities in 2012. However, the table shows that the necessary activities were completed in 2013 so that the faculty member would re-attain IPQ status on January 1, 2014. If the faculty member has two years of not meeting the necessary professional activities as shown in the table below, then he/she would convert to “Other”.

<table>
<thead>
<tr>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 hours of relevant consulting</td>
<td>90 hours of relevant consulting</td>
<td>90 hours of relevant consulting</td>
<td>• &lt;90 hours of relevant consulting • participating in relevant conference • achieve professional certification</td>
<td>&lt;90 hours of relevant consulting</td>
<td>No activity</td>
</tr>
</tbody>
</table>

If a tenured faculty member becomes Other, he/she must consult with the department chair to create a professional development plan that addresses the scholarship or practice skills needed to re-attain full faculty qualifications. In addition he/she forfeits the opportunity to pursue additional compensation granting assignments within the college. These assignments include but are not limited to: teaching PMBA, overloads, summer, and winter; and coordinator/director positions within the university. Those assignments may be reinstated as soon as the Other status is converted to Qualified. A tenured faculty member designated as Other will be assigned two additional courses or sections per academic year. The teaching assignment may be reduced to the 3/3 or 4/4 status in the semester following the re-attainment of Qualified status. NOTE: The Other designation does not exclude the faculty member from being selected for a GFCB Summer Research Grant. Note that for full-time faculty, regardless of tenure eligibility, all faculty must have an At Risk period prior to converting to Other status.