



Guidelines for Graduate Faculty Qualifications

I. Rationale

The AACSB standards provide a general framework for the Woodbury School of Business (WSB) operational definitions of *scholarly academics* (SA), *scholarly practitioners* (SP), *practice academics* (PA), and *instructional practitioners* (IP) faculty. The standards clearly articulate that faculty need to demonstrate currency in their discipline and field of teaching. These four categories align closely with UVU's Policy 655 4.2.1 graduate faculty full member, 4.2.2 graduate faculty associate member, and 4.2.3 graduate faculty professional member.

In accordance with UVU policy 655 4.2.1, all faculty teaching in WSB graduate programs must maintain the qualifications of at least one of these 4 categories: Graduate Faculty Full Member (scholarly academics), Faculty Associate Member (practice academics, and Graduate Faculty Professional Member (scholarly practitioners, or instructional practitioners).

II. Definition of Graduate Faculty Full Member

A faculty member in the WSB is considered GFFM when he/she

1. has earned a doctoral degree¹ in or related to the field in which he or she is teaching; and
2. has completed at least two quality publications² over the past five years; and
3. has participated in at least three validating experiences³ during the past five years.
4. has produced a record of effective teaching within their discipline.
5. is actively engaged in service at the department, school, and university level

Exception:

1. Faculty members will be considered GFFM for five years following the completion of a doctorate degree, regardless of their meeting items 2 and 3 above.

¹ A doctorate degree for this purpose includes a Ph.D., Ed.D., D.B.A., and J.D.

² Two publications in five years is not sufficient to be recommended for tenure and promotion. Establishment and maintenance of SA is for accreditation purposes only.

³ See Table 2

III. Definition of Graduate Faculty Associate Member (PA)

A faculty member in the WSB is considered GFAM under the following conditions. He/she

1. has earned a doctoral degree⁴ in or related to the field in which he or she is teaching; and
2. participates in professional engagement activities as suggested in table 3.
3. has produced a record of effective teaching within their discipline
4. Faculty members who are ABD will be considered GFAM for three years following their successful completion of comprehensive examinations.

IV. Definition of Graduate Faculty Professional Member (SP & IP)

A faculty member in the WSB is considered a GFPM under the following conditions. He/she

1. possesses “at least a Masters degree (or equivalent qualification) in a discipline or field related to the area of teaching responsibilities;” and
2. possesses “professional experience at the time of hiring that is significant in duration and level of responsibility and consistent with the area of teaching responsibilities;” and
3. has participated in at least four professional engagement activities (Table 3)⁵ during the past four years, to reflect 4-year employment contracts.
4. has produced a record of effective teaching within their discipline

V. Intellectual Capital

It is the responsibility of all graduate faculty members to maintain their intellectual capital to support the mission Graduate faculty must also obtain and maintain academic or professional qualifications as a function of both original academic preparation and subsequent activities that maintain or establish preparation for current teaching responsibilities; and regardless of their specialty, work experience, or graduate preparation, graduate faculty members need to maintain their competence through efforts to learn about their specialty and how it is applied in practice.

Faculty teaching in graduate programs in the WSB, must meet, and strive to exceed, the qualifications presented in this document to support 1) the UVU Woodbury School of

⁴ A doctorate degree for this purpose includes a Ph.D., Ed.D., D.B.A., and J.D.

⁵ Many ideas regarding validating experience requirements and language were adapted from the 2005 “Operational Definitions” document from Georgia Southern University (see p. 6). This document was provided as a good example by AACSB.

Business vision of being a leader in student development, entrepreneurship, global involvement, and innovative teaching; and 2) its current mission, stated as follows:

The Woodbury School of Business provides an education that is built on

Quality instruction and student involvement
Faculty and student scholarship
Community outreach and engaged learning
Integration and application of knowledge
Social, ethical, cultural, and global literacy

VI. Explanation of Quality Publications and Academic Validating Activities

Quality Publication: A quality publication is a journal article that 1) was subjected to a documented formal review process; 2) included a peer or editorial review; and 3) is readily available for public scrutiny in a library or through an online retrieval service.⁶

Considerations:

1. The publication outlet must be one that is traditionally subscribed to by a college library or one that is available online. For example, a “working paper series” published by a department is not an acceptable outlet.
2. If a faculty members publish in a journal that is not listed in Cabell’s *Directory of Publishing Opportunities*, the author will need to provide documentation of the journal’s manuscript review process.
3. If a faculty member is listed as a co-author on an article (no matter the author order), it is assumed he/she has contributed significantly enough to count toward receiving an academically qualified status.

Validating Experiences: Validating Experiences for WSB faculty is an activity or accomplishment that is considered to add value to the discipline for other scholars, researchers, practitioners, and/or students. These experiences are the continuous professional development activities necessary to stay current. Faculty members should discuss any plans with their department chair to ensure each activity be considered as such an experience toward qualifications. For GFFM faculty these experiences could include (but are not limited to) the list provided in Table 2.

In general, faculty should document multiple activities over the proceeding five year period and should complete and report a number of relevant activities each year. All faculty members should have a portfolio of activities that continue to develop the competence, professionalism, knowledge, and skills expected for assigned areas of teaching.

⁶ Ideas and phrases from this section have been modeled after the GSU operational definition document (p. 3).

Table 1: Summary of Descriptions of GFFM Faculty (AACSB)⁷

1	<p>Doctoral degree in a business field and in area of primary teaching responsibilities:</p> <ul style="list-style-type: none"> • Degree directly related to teaching field • Development activities directly relate to teaching field and demonstrate active involvement in area of teaching to include intellectual contributions, participation in professional or academic meetings, consulting, other professional development activities
2	<p>Doctoral degree in a business field but not in area of primary teaching responsibilities:</p> <ul style="list-style-type: none"> • Degree indirectly relates to teaching field • Development activities directly relate to teaching field and demonstrate active involvement in area of teaching to include intellectual contributions, participation in professional or academic meetings, consulting, other professional development activities
3	<p>Doctoral degree outside of business but area of academic preparation incorporates teaching responsibilities:</p> <ul style="list-style-type: none"> • Degree outside of business field but relates to teaching field • Development activities directly relate to teaching field and demonstrate active involvement in area of teaching to include intellectual contributions, participation in professional or academic meetings, consulting, other professional development activities
4	<p>Doctoral degree outside of business and primary teaching responsibilities do not incorporate area of academic preparation:</p> <ul style="list-style-type: none"> • Must have additional coursework in teaching field • Development activities must directly relate to teaching field and demonstrate active involvement in area of teaching to include intellectual contributions, participation in professional or academic meetings, consulting, other professional development activities • Burden of proof is on the school to make its case
5	<p>Specialized graduate degree in taxation (applies to taxation programs only):</p> <ul style="list-style-type: none"> • In taxation or combination of graduate degree in law and accounting focused on taxation • Development activities directly relate to teaching field and demonstrate active involvement in area of teaching to include intellectual contributions, participation in professional or academic meetings, consulting, other professional development activities • Are a specialized resource to support taxation programs <p>Masters of tax is considered a terminal degree within the accounting discipline</p>

⁷ Adapted from Table 1: Summary of Descriptions of Academically Qualified Faculty per AACSB International Standard 10 in AACSB International (2006), Deploying academically qualified faculty: An interpretation of AACSB standards (pp. 5-8).

Table 2: Examples of Academic Validating Experiences

<ul style="list-style-type: none">• Active participation in approved professional associations and meetings• Articles in peer-reviewed journals• Articles in professional or trade journals or magazines• Articles published in proceedings of scholarly meetings• Chapters in books (scholarly, professional, text, or trade)• Conducting faculty research seminars for peers• Create or significantly modify instructional software• Creation and delivery of executive education courses• Development of discipline-based practice tools• Full-time faculty internships• Invited articles for academic journals or practitioner periodicals• Leadership in a approved professional organization• Major editorial responsibilities (such as editor-in-chief or executive editor) of a journal or practitioner periodical• Major editorial responsibilities for a scholarly conference proceeding• New professional certification that applies to teaching and/or research discipline• Outreach or consulting activity related to primary teaching area• Papers presented at research seminars• Papers presented at scholarly meetings• Participation in continuous professional education programs• Proposing and receiving a major grant• Publicly available materials describing the design and implementation of new curricula or courses• Publicly available technical reports for organizational projects and consulting• Published cases with instructional materials• Research monographs or teaching manuals• Reviews of scholarly, professional, trade, or popular books• Scholarly, professional, trade, or text books• Significant contributions to trade journals/magazines authored by others• Significant presentations at trade meetings• Technical reports related to funded research projects• Attending approved professional organization conference• Creating and/or delivering executive education seminars that are fully subscribed
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*This list is not intended to be an exhaustive list of contributions and experiences. Other self-developed activities may also be appropriate.

Table 3: Examples Professional Engagement Activities

<ul style="list-style-type: none">• Maintaining an active consulting practice with evidence of multiple major clients• Maintaining an active legal practice• Maintaining an active accounting service• Operating or owning a profitable business (for part-time instructors)• Others if deemed appropriate by the faculty member and his or her department chair
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- Publishing and maintaining a newsletter or series of reports that attracts a solid subscription base.
- Serving as a member of a board of directors for a for-profit business

*This list is not intended to be an exhaustive list of contributions and experiences. Other self-developed activities may also be appropriate.