

Operational Definitions of Qualified Faculty
University of Montana School of Business Administration
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The University of Montana's School of Business Administration is a collegial learning community dedicated to the **teaching, exploration, and application of the knowledge and skills** necessary to succeed in a competitive marketplace. *(emphasis added)*

Background: The SoBA mission statement recognizes the importance of innovation and experiential approaches in the classroom, as well as research. The following policies on faculty qualifications are intended to support the SoBA mission and ensure a collective faculty who "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 Business Standard 2013, Standard 15).

Caveats: The following policies are in no way intended to substitute for a unit's standards for promotion and tenure or the relevant portion of the CBA.

Academic Faculty (SA and PA)

Faculty will be considered scholarly academic (SA) or practicing academic (PA) if both of the following conditions are met:

- Completed appropriate academic training, which is the same for SA and PA
- Conducted sufficient activities to maintain currency in the teaching field, which vary for SA and PA

Appropriate Academic Training – Generally, SA and PA faculty should hold a doctoral degree in the field related to that in which s/he is teaching. Exceptions are:

1. Those holding a doctoral degree in an area other than the area in which they teach should have received adequate supplemental preparation in the teaching field and/or have a current research record in the teaching field.
2. Those holding a specialized master degree in taxation or a combination of graduate accounting and law degrees are considered academically trained with respect to teaching taxation courses.

Scholarly Academic Faculty (SA) -- Maintaining Currency -- SA faculty are expected to maintain currency in their teaching fields by undertaking academic engagement activities linked to the theory of business and management relevant to development for the faculty member. Such activities are separated into three categories: peer reviewed publications¹, other intellectual contributions, and other scholarly engagement. To be considered SA, faculty must have completed the following activities within a five-year rolling period (see Appendix):

- Author² two peer reviewed publications , or
- Author one peer reviewed publication and two other intellectual contributions, or
- Author one peer reviewed publication and one other intellectual contribution, and engage in one academic engagement activity.

Exceptions – faculty are automatically considered to be scholarly academics for five years after earning their doctoral degree or for three years after attaining ABD status.

¹ Peer reviewed publications are those that (1) are subject to a formal, documented review process, (2) include a peer or editorial review, and (3) are readily available for public scrutiny through a library or through an on-line retrieval service. Publications topics include results of learning and pedagogical research, contributions to practice, and results of discipline-based scholarship. Peer reviewed publications include journal articles, textbooks, and educational software that meet review criteria described above.

² "Author" refers to sole or co-authorships

Practice Academic (PA) – Maintaining Currency -- PA faculty are expected to maintain currency in their teaching fields by significant engagement with the professional community and producing intellectual contributions. To be considered PA, faculty must have completed the following activities within a five-year rolling period (see Appendix):

- Engaged in at least two professional engagement activities , and
 - Author one peer reviewed publication, or
 - Author one other intellectual contribution.

Practitioner Faculty (SP and IP)

Faculty will be considered scholarly practitioner (SP) or instructional practitioner (IP) if all of the following conditions are met:

- Completed appropriate academic training
- Obtained recent, professional work experience of sufficient duration at the time of hire
- Conducted sufficient activities to remain current in the teaching field

Appropriate Academic Training -- Generally, SP and IP faculty should hold a master degree in business or a specialized master degree (or higher) in the field in which s/he is teaching. Exceptions can be made for faculty without master degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master degree qualifications.

Recent, Professional Work Experience – At the time of hiring, practitioner faculty will have at least three years of recent, relevant professional work experience at an appropriately high level if teaching undergraduate classes or at least five years of recent, relevant professional work experience at an appropriately high level if teaching graduate classes. Work experience is considered relevant if it relates to the teaching field.

Scholarly Practitioner (SP) -- Maintaining Currency -- SP faculty are expected to maintain currency in their teaching fields by conducting activities that foster quality development for the faculty member, part of which is through producing intellectual contributions. To be considered SP, faculty must have completed the following activities within a five-year rolling period (see Appendix):

- Author one peer reviewed publication , or
- Author two other intellectual contributions, or
- Author one other intellectual contribution and complete one academic engagement activity.

Instructional Practitioner (IP) – Maintaining Currency -- IP faculty are expected to maintain currency in their teaching fields by significant engagement with the professional community. To be considered IP, faculty must have completed the following activities within a five-year rolling period (see Appendix):

- Engage in sustained professional work at a managerial level or higher, or
- Operate an organization on a full-time basis, or
- Complete three professional engagement activities.

Exceptions – faculty are automatically considered instructional practitioners for five years from their hire date if they meet the appropriate academic training and recent, relevant work experience criteria.

Appendix

This appendix lists activities that are typically considered acceptable as those that faculty can undertake to maintain currency in their teaching fields. Other activities may qualify as ones that maintain currency, but the faculty member must document and make the case for these unlisted activities, and they must be approved by the Dean.

Other Intellectual Contributions

- Chapter in a book with significant stature within and/or impact on the field
- Pedagogical cases in textbooks or pedagogical supplements (assumes process includes a peer review)
- Software that is adopted for use by a third party
- Grant received from a major funding agency
- Invited article in a nationally recognized journal
- Research report (from sponsored research) where results are widely disseminated
- Research monograph
- Presenting a research paper at a peer-reviewed academic meeting with a selective program
- Professional meeting presentation on a topic related to an administrative role (administrators only)

Academic Engagement Activities

- Serve as editor, active associate editor, or active member of an editorial board for a scholarly journal, having reviewed numerous full manuscripts in the editorial capacity
- Program chair for a major research conference that involves review of and decisions on numerous full manuscripts
- Leadership position in academic, research-focused societies and associations
- Research awards
- Academic or professional meeting proceedings or presentation (not fitting in OIC category)
- Invited scholarly presentations at other institutions
- Invited membership on long-term academic or professional panels based on a faculty member's expertise

Professional Engagement Activities

- Development of professional or executive education
- Service on the board of directors of a for-profit entity
- Service on the board of directors of a non-profit entity, where such service requires significant involvement
- Consulting activities that are material in terms of time and substance
- Significant participation in a business professional organization
- Faculty internship of at least four weeks on a full-time basis in an organization
- Invited presentation or speech at an executive education or professional conference where the attendees are practicing professionals
- Outreach activities that require significant contact with practicing professionals
- New professional certification relevant to the teaching field
- Professional training program that presents new/current information that is relevant to the teaching field and is at least three days in duration (excludes pedagogy-focused conferences/training).
- Documented continuing professional education
- AACSB or related conferences or workshops with an administrative focus (administrators only)
- Invited membership on long-term academic or professional panels based on a faculty member's expertise

Pathways to Maintaining Currency

| | SA | | | PA | | SP | | | IP | |
|-----------|----|---|---|----|---|----|---|---|----|---|
| PRPs | 2 | 1 | 1 | 1 | | 1 | | | | |
| OICs | | 2 | 1 | | 1 | | 2 | 1 | | |
| AEAs | | | 1 | | | | | 1 | | |
| PEAs | | | | 2 | 2 | | | | | 3 |
| Prof Work | | | | | | | | | 1 | |

PRP = peer reviewed publication

OIC = other intellectual contribution

AEA = academic engagement activities

PEA = professional engagement activities