

GRAMBLING STATE UNIVERSITY

GRAMBLING, LOUISIANA 71245

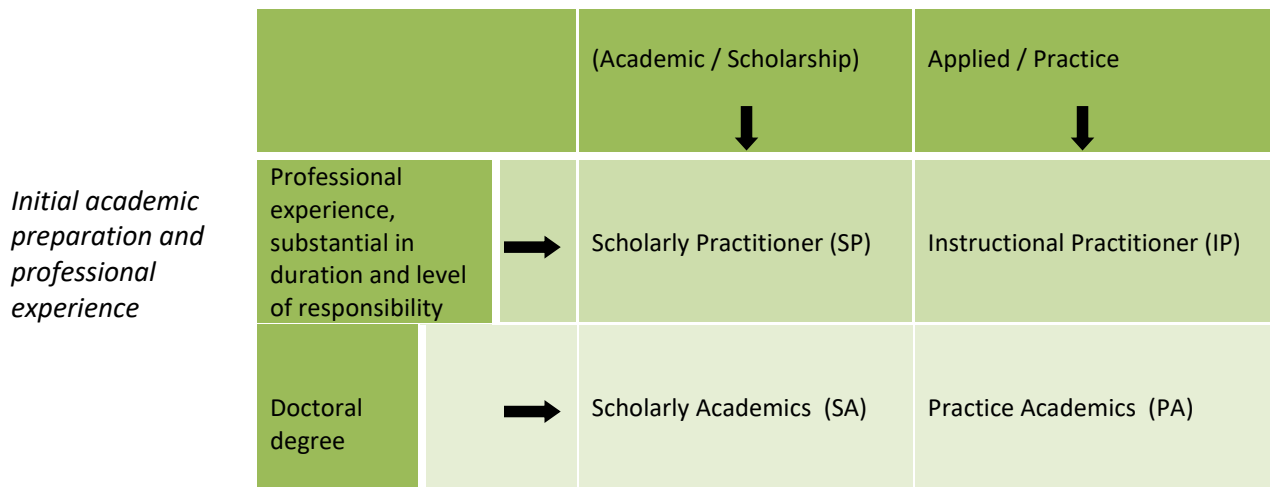
COLLEGE OF BUSINESS

THE POLICY FOR FACULTY QUALIFICATION AND ENGAGEMENT

2015 – 2019

In accordance with the AACSB Standard 15 and in agreement with faculty members of the College of Business at Grambling State University, this document represents the policy for faculty qualification and engagement, reflecting the mission of the college and the university. The following model, adapted from AACSB Standard 15, is used in detailing all aspects of the policy:

Sustained Engagement Activities



Reference: Adapted from the AACSB International Standard 15, 2018.

The document reflects the College of Business faculty composition as of Spring 2015, as well as the scope of the engagement activities of the faculty members, through Fall 2019.

THE MISSION STATEMENT, THE LIST AND SCOPE OF MISSION-LINKED ENGAGEMENT ACTIVITIES OF THE COLLEGE OF BUSINESS FACULTY, WITH ASSIGNED WEIGHT (POINTS)

College Of Business mission statement

The mission of the College of Business is to educate and nurture students to become technically competent, socially and ethically conscious, and culturally sensitive in a dynamic global

business environment as lifelong learners. The College is committed to teaching, research and service. The College also upholds the tradition of the University by being faithful to its historical commitment of educating students from diverse backgrounds and levels of preparation.

Grambling State University definition of intellectual contribution

According to the Grambling State University (GSU) 2019 faculty handbook, page 16, research and scholarly activities include:

- Research articles published in refereed journal.
- Books, book chapters, monographs published by a trade publisher or learned society.
- Refereed presentations at professional conferences.
- Invited presentations at international, national, or regional professional conferences.
- Invited presentations, workshops, etc. at an accredited higher education institution other than Grambling State University.
- Products of creative scholarly activity such as plays, music, paintings, sculpture, choreography, etc., staged by a recognized production company, orchestra, gallery, or dance company.
- Grants written and submitted for external funding: funded.
- Grants written and submitted for external funding: unfunded.

College of Business intellectual contribution linkage to the mission

The linkage of the intellectual contribution to the College of Business (COB) mission translates into *nurturing* (collaborative and mentoring relationship among faculty and students), research (Learning & pedagogical, Basic and Applied) and other intellectual contribution activities (service learning, professional development, grant activities, etc.), with emphasis on mentoring and collaboration among faculty and students. Co-authorship on research publications is encouraged. Overall, the COB intellectual contribution supports and encourages research with emphasis on quality and peer-reviewed publications; and creates an environment in which practitioners and students are engaged as collaborators.

COB DEFINITION OF FACULTY CLASSIFICATION (SA, PA, SP, IP AND O)

The University-wide SACSCOC accreditation requirement for faculty appointment

A COB faculty member must show on his or her transcript of academic record that he or she has appropriate academic preparation (at least 18 graduate credit hours) in the area of his or her teaching assignments, based on SACSCOC guidelines.

Initial academic preparation for Scholarly Academics (SA)

A faculty member is considered to have initial academic preparation for Scholarly Academics (SA), at the time of hire, if he or she fits into the following categories:

- A research-based terminal degree in the area in which he or she teaches.
- The research-based terminal degree's date is before the review period.
- A COB approved portfolio of scholarly intellectual contributions in his or her teaching area at the time of hire.

A faculty member who is a Doctoral student (ABD) within the last three years and a faculty member who recently received his or her research doctorate “within the last five years prior to the (accreditation) review dates” (Ref: Standard 15, 2018, page 48) may automatically qualify for SA classification.

Maintenance of the SA Status

An SA faculty member must have at the minimum the following intellectual contributions within the review period to retain an SA status or re-classified as an SA:

Two Peer-reviewed academic journal article publications, preferably on teaching and learning that is co-authored by student(s) and/or faculty.

OR

Author or co-author(s) of an original or new edition of a scholarly book in his or her teaching area (including textbook, edited book, or reference book).

OR

*One Peer-reviewed academic journal article publication, preferably on teaching and learning that is co-authored by student(s) and/or faculty **AND** two other intellectual contributions in the teaching area from the following list:*

- Editorial-reviewed Journal article publication, preferably on teaching and learning that is co-authored by student(s) and/or faculty.
- Peer-reviewed academic/professional meeting proceedings article publication, preferably on teaching and learning that is co-authored by student(s) and/or faculty.
- Peer-reviewed academic/professional meeting presentation, preferably on teaching and learning that is co-authored by student(s) and/or faculty.
- Competitive research awards received.
- Author or co-author(s) of original/new edition of scholarly book(s) in his or her teaching area (including textbook, edited book, or reference book).
- Published case study.
- Professional practice standards, or Public policy.

IC type selected by COB and approved by the Dean and Department Heads

- Editor/Board member of a peer-reviewed/editorial Journal/Conference Proceedings.
- Organized peer-reviewed Conference(s)/Professional meeting(s).
- Served as program/session chair of a peer-reviewed international academic conference, which involves manuscripts review and organization of presenters for the program/session.
- Served as discussant of a peer-reviewed international academic conference, which requires in dept preparation and presentation at the level of a conference paper presenter.
- Presentation at the College of Business in-house research Colloquium.
- Grants written and submitted for external funding: funded.

Initial academic preparation for Practice Academics (PA)

A faculty member is considered to have initial academic preparation for Practice Academics (PA), at the time of hire, if he or she fits into the following categories:

- A research-based terminal degree in the area in which he or she teaches.
- An experienced faculty member who, at time of hire, lacks the status of an SA but has a portfolio of contribution to practice type intellectual contribution (Professional engagement, articles in practice-oriented publications, creation and delivery of executive courses/workshops, online course designs, development of discipline-based practice tools, service learning projects, consulting, etc.) in his or her teaching field.

An individual whose research-based terminal degree is in other disciplines, outside the teaching assignments, may also qualify for the initial academic preparation in PA provided his or her research focus and teaching assignments are related to a Business discipline. Examples are Ph.D. in Agricultural Economics, Mathematics, Economics, Statistics, Computer Science and Ed.D (Technology Instruction). Other research-based terminal degrees in other disciplines may be evaluated by the Dean of the COB and accepted on case by case basis. Also, appropriate terminal degrees in Law (J. D. or L. L. M.) is appropriate for Business Law (Legal Environment of Business) teaching assignments.

Maintenance of the PA Status

A PA faculty member must have at the minimum *any three* of the following intellectual contributions within the review period to retain a PA status or re-classified as a PA:

- **IC type selected by COB and approved by the Dean and Department Heads**
- Completion of a business project.
- Grants written and submitted for external funding: funded.

- Faculty professional certification/re-certification.
- Lead, design, or deliver a business, educational or professional seminar, or workshop.
- Performed volunteer professional service to the community in the area of teaching assignment.
- Faculty internship.
- Documented independent consulting in the teaching area.
- Member of board of directors of an organization.
- Completed a supervised service learning project with student(s).

Initial academic preparation for Scholarly Practitioner (SP)

A faculty member is considered to have initial academic preparation for Scholarly Practitioners (SP), at the time of hire, if he or she fits into the following categories:

- A Masters degree in the area in which he or she teaches.
- A COB approved portfolio of scholarly intellectual contributions in his or her teaching area at the time of hire.

Maintenance of the SP Status

An SP faculty member must have at the minimum the following intellectual contributions within the review period to retain an SP status or re-classified as an SP:

One Peer-reviewed academic journal article publications, preferably on teaching and learning that is co-authored by student(s) and/or faculty.

OR

Any three other intellectual contributions in the teaching area from the following list:

IC type selected by COB and approved by the Dean and Department Heads

- Peer-reviewed academic/professional meeting presentation, preferably on teaching and learning that is co-authored by student(s) and/or faculty.
- Publications in trade journal(s) related to area of discipline.
- Publications in non-peer-review academic/professional conference proceedings related to area of discipline.
- Presentation at the College of Business in-house research Colloquium.
- Organized/lead/design and/or deliver non-peer-review educational /professional seminar/symposium/workshop.
- Discussant at an academic/professional conference.
- Attended College of Business sponsored seasonal professional-academic development workshop on teaching and learning.
- Reviewed articles for peer-review journal/academic conference proceedings.
- Published software apps/Web applications.

- Published instructional material in the area of discipline.
- Published book reviews in the area of discipline.
- Chapter(s) in scholarly books in the area of discipline.
- Performed volunteered professional service to the community in the area of discipline.

Initial academic preparation for Instructional Practitioner (IP)

A faculty member is considered to have initial academic preparation for Instructional Practitioner (IP), at the time of hire, if he or she fits into the following categories:

- A Masters degree in a field related to his or her teaching assignments with reasonable period of professional experience.
- A portfolio of contribution to practice type intellectual contribution (Professional engagement, creation and delivery of professional workshops, online course designs, development of discipline-based practice tools, service learning projects, consulting, etc.) at the time of his or her hire.

Maintenance of the IP Status

A IP faculty member must have at the minimum *any three* of the following intellectual contributions within the review period to retain a IP status or re-classified as an IP:

IC type selected by COB and approved by the Dean and Department Heads

- Holding of a management position (e. g. manager/CEO).
- Continuing work experience in his or her teaching area.
- Engaged in consulting work that provides continuing development in the area of teaching.
- Membership in professional Organization(s).
- Faculty professional certification/re-certification.
- Grants written and submitted for external funding: not funded.

Initial academic preparation for Others (O)

These are COB faculty members who do not meet the criteria for classification in SA, PA, SP and IP. In some cases, an individual with a Bachelor's degree is considered qualified if the professional experience at the time of hiring is of such depth, duration, sophistication, and complexity, that lack of the Master's degree is overcome (Ref: Standard 15, 2018, page 48). An example is BBA, BA or BS in Accountancy, with CPA Certification and five years professional experience in the field of accounting. Another example is a Network Specialist or a Web Master,

with a Bachelor's degree, technical certification and/or five years of experience may be considered to have initial academic preparation for an O. Such individuals are assigned to teach the specific subject areas they have experience in.

Maintenance of the O status.

The O COB faculty members are encouraged to participate in types of intellectual contributions that will enhance innovation, engagement and have impact on the area of their teaching assignment.

All COB faculty members are encouraged to participate in all the listed intellectual activities.

Conditions controlling aspects of intellectual contribution

The number of publications must not include a duplicated count for co-authored publications (Ref: Standard 2, 2018, page 21).

Sabbatical leave is important for faculty development. Any faculty member on sabbatical is identified as a current employee of the COB.

A Faculty member teaching in more than one discipline may be listed multiple times, but the percent of time devoted to mission should be equal to the percent of time devoted to the discipline.

Reclassification of the College of Business faculty members

At the end of the COB annual faculty evaluation exercise, every faculty member will be classified or re-classified into SA, PA, SP, IP and O, as presented in the next chart, subject to the Dean's approval. The Promotion and Tenure Committee in the College of Business will do the classification annually or at the time of hire.

Maintenance of faculty qualifications

COB aspires to maintain the faculty resource benchmarks of AACSB International Standard 15, 2018 illustrated by the following table:

Faculty Qualifications	AACSB benchmark
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SA	> 40%
SA+PA+SP	> 60%
SA+PA+SP+IP	> 90%

GSU COB Faculty Duty Policy

COB faculty consists of tenure track (**Full, Associate and Assistant Professors**) and non-tenure track (**Instructor, Lecturer I, Lecturer II and Lecturer III**) full and part time faculty members. All full-time faculty members are expected to divide their employment time and are evaluated annually based on teaching (50%), research (30%) and service (20%). The employment time of a part-timer is devoted to teaching, only. Full-time teaching is 8 courses per academic year. Thus teaching one course is equivalent to $(50/8)\% = 6.25\%$ FTE (Full-Time-Equivalence). Normally, a part-time faculty member teaches 2 courses per academic year, which is equivalent to 12.50% FTE. Full-Time is 100%FTE (teaching (50%), research (30%) and service (20%)) (2019 Grambling State University Faculty Handbook, page 135).

COB Administrators (ADM), like Full-Time faculty members, are expected to do Teaching (UT), Research (RES) and Service (SER).

Acknowledgment:

This is an update of the Faculty Qualification and Engagement policy that was used for the COB AACSB International 2010 – 2014 reaffirmation review. Some ideas were borrowed from many examples found on the Internet and tailored to the guidelines in the 2018 revised AACSB International Standards.

Approved by the College of Business Faculty members and included in the COB Faculty Handbook.

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