

## Criteria for Faculty Qualifications and Classification

### **Qualifications for SA / PA / SP / IP**

*Approved by the Barton School faculty in  
Spring 2015 and Amended in Fall 2018*

**I. Faculty Categories.** Barton School of Business faculty members are categorized according to their initial academic preparation and professional experience, and, to their sustained academic and professional engagement activities. As detailed in AACSB Standard 15, four categories are used to classify faculty, inclusive of those holding administrative appointments of 50% or more, deployed by the college. Faculty holding administrative appointments will not be required to maintain the same levels of currency and relevance for the first seven years of their administrative appointments. For the purposes of these criteria, administrative faculty should be classified within the category that best describes their academic preparation, professional experience, academic engagement, and professional engagement characteristics prior to becoming an administrator. If a faculty member remains in an administrative role for seven years and at the end of that seven-year period no longer meets the requirements of their applicable category, the faculty member will have five years to become requalified. If an administrator goes back to a full-time faculty position prior to serving in an administrative role for seven years, they should be classified in the same category that they held prior to going into administration. As with a newly-minted PhD, this individual will be considered to be qualified in this category for five years from when they re-entered full-time faculty status.<sup>1</sup>

**Scholarly Academics (SA)** sustain currency and relevance through scholarship and related activities. SA status is granted to faculty members who earned their terminal doctorate degree in a field consistent and appropriate to their teaching assignment.

**Practice Academics (PA)** sustain currency and relevance through professional engagement, interaction, and relevant activities. PA status is applied to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, and other forms of professional engagement.

**Scholarly Practitioners (SP)** sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. SP status is applied to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.

**Instructional Practitioners (IP)** sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience.

Faculty members who do not meet the definitions for these four categories, as outlined below, will be classified as **Other Qualified (OQ)** faculty.

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<sup>1</sup> When the policy is implemented in FY2020, current administrators with over 7 years of administrative service will have 5 years to requalify for their classification. Current administrators with less than 7 years of administrative service will have the remainder of the 7-year window from when they started their administrative appointment plus the 5 years to requalify.

**II. Scholarly Academics (SA).** To be classified as a Scholarly Academic, faculty members must satisfy *both* the initial academic preparation criteria and the sustained engagement criteria over the previous five years.

**A. Initial Academic Preparation.** The following criteria are used as the basis of judgment for determining if a faculty member meets the initial academic preparation criteria for the Scholarly Academic classification:

Faculty members holding a research-based doctorate in their primary teaching field, or a Juris Doctorate for faculty members who teach business law, shall be considered to have satisfied the initial academic preparation criteria for SA status.

Faculty members holding a research-based business doctorate that is outside of their primary teaching field shall be considered to have met the initial academic preparation criteria for SA status provided they exhibit evidence of active involvement in the teaching area through activities such as authorship, participation in professional meetings, or related activities devoted to the teaching area.

Faculty members who hold a doctoral degree outside of business (business is interpreted to include the field of economics), but whose primary teaching responsibilities fall within their area of academic preparation will be considered to have met the initial academic preparation criteria for SA status if they demonstrate evidence of active involvement in the area of teaching responsibility through activities such as authorship, participation in professional meetings, or related activities. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation in the form of professional development linked to the teaching area.

Faculty members who hold a doctoral degree outside of business, but whose primary teaching responsibilities do not fall within their area of academic preparation will be considered to have met the initial academic preparation criteria for SA status if they have completed additional graduate coursework or professional development sufficient enough to provide a basis for participation in the mix of teaching, intellectual contribution, and service required by the college. Recognized professional certifications or licenses may be used to demonstrate training and expertise in a primary teaching field.

Faculty members who possess a specialized graduate degree in taxation or a combination of graduate degrees in law and accounting will be considered to have met the SA initial academic preparation criteria to teach taxation courses.

Faculty members who are graduate students in a research-based, business (including economics) doctoral field who had attained "ABD" status when hired by the Barton School of Business will be considered to have met the SA initial academic preparation criteria for no more than three academic years beyond the date of hire.

Faculty members completing a doctoral degree in their primary area of teaching will be considered to have met the initial academic preparation criteria for SA for five years from the date the degree is received.

**B. Sustained Academic Engagement Activities.** The following criteria are used as the basis of judgment for determining if a faculty member meets the sustained engagement activities criteria for the Scholarly Academic classification:

*Research Proficiency.* Over the previous five years, Scholarly Academics must publish a minimum of two (2) peer-reviewed journal articles in widely recognized academic journals relevant to the mission of the

Barton School of Business. (Acceptable academic journals include those indexed by leading bibliographic sources, are frequently cited, and are readily available to researchers through major academic libraries and the internet. Normally, conference proceedings, non-peer-reviewed journals, and vanity press titles are not acceptable for this criterion.) One book, published by a leading academic press with significant national or international distribution, may substitute for one peer-reviewed journal article. Receipt of a peer-reviewed, funded grant that supports the Barton School of Business may substitute for one peer-reviewed journal.

*Academic Engagement Proficiency.* Over the previous five years, Scholarly Academics must maintain active academic engagement as evidenced by the production of a minimum of two (2) intellectual contributions such as:

1. Peer-reviewed or invited conference presentation\*
2. Publication of a conference proceedings paper or abstract\*
3. Publication of an original article in a non-peer-reviewed journal or periodical
4. Publication of an original article in an edited volume published by an academic press
5. Publication or revision of a book directly related to the mission of the Barton School of Business
6. Publication of an authored or edited volume published by an academic press
7. Publication of original research in an open source, non-peer-reviewed, electronic journal
8. Publication of a business case study by an academic press
9. Service as an editor, associate editor, guest editor, editorial board member, or reviewer of an established academic journal or periodical
10. Publication of a book review in an academic or practitioners' journal
11. Submission of a grant proposal to a peer reviewed funding agency.
12. Receipt or renewal of a professional certification that enhances the classroom and research
13. Service as an officer for an academic association or scholarly organization
14. Production of other scholastic or creative works and/or other activities that further the mission of the college and are approved by the Barton School Executive Committee

\*The same research paper cannot be counted more than once within the *Academic Engagement Proficiency* category. However, a research paper counted towards the *Academic Engagement Proficiency* category can also be used to fulfill the *Research Proficiency* requirements.

**III. Practice Academics (PA).** To be classified as a Practice Academic, faculty members must satisfy *both* the initial academic preparation criteria and the sustained engagement criteria over the previous five years.

**A. Initial Academic Preparation.** Normally, the doctoral degree requirements for Practice Academics are the same as those outlined in Section II. A. for Scholarly Academics. Exceptions to these criteria may be made on a case-by-case basis as evaluated by the Barton School Executive Committee relative to the college mission and overall university needs.

**B. Sustained Professional Engagement Activities.** Evidence of sustained professional engagement for Practice Academics should include *significant* activities in a minimum of *two (2) different* engagement categories during the most recent five-year period. Acceptable categories of activities include:

1. Consulting projects and activities
2. Faculty internships
3. Development and presentation of executive education programs [e.g., Center for Management

Development (CMD) programs]

4. Sustained professional work
5. Participation in business professional associations and societies
6. Practice-oriented intellectual contributions as discussed in Standard 2
7. Active service on corporate, government, or non-profit boards
8. Production and delivery of professional development activities
9. Consultation or research for economic development agencies
10. Regular maintenance or acquisition of professional certifications and/or licenses
11. Invited professional public speaking
12. Participation in other activities that place faculty in direct contact with business and/or other organizational leaders

Engagement activities must be documented and readily verifiable by the Barton School Executive Committee. To be considered as part of a Practice Academic portfolio, engagement activities must be reported on the faculty members' annual performance documents and included within the Sedona information system.

To be considered *significant*, a faculty member must demonstrate either (1) the sum of all professional engagement activities conducted by the faculty member comprise no less than 10 percent of that faculty member's workload or (2) the faculty member's professional engagement activities result in a documented substantial impact on the client, the public, or the faculty member.

**IV. Scholarly Practitioners (SP).** To be classified as a Scholarly Practitioner, faculty members must satisfy *both* the initial academic and professional preparation criteria and the sustained engagement criteria over the previous five years.

**A. Initial Academic and Professional Preparation.** Faculty members classified as Scholarly Practitioners must meet minimum standards in both academic and professional preparation prior to employment.

*Academic Preparation.* Faculty members holding Scholarly Practitioner status will have obtained a terminal or non-terminal graduate degree in business or their primary field of teaching. This advanced academic preparation is defined as an earned MBA, appropriate master's degree or another appropriate professional graduate degree relevant to the mission of the Barton School of Business. In limited cases, faculty members without an earned master's degree may serve as Scholarly Practitioners if the depth, duration, sophistication, and complexity of their professional experience at the time of hire outweigh their lack of a graduate degree. Such cases must further the mission of the college and be validated by the Barton School Executive Committee.

*Professional Preparation.* Scholarly Practitioners will demonstrate significant professional achievements relevant to their primary teaching area prior to their date of hire. Significant professional achievements are defined as professional full-time employment at a level of responsibility and duration appropriate for the course(s) that the faculty members are assigned to teach. This employment may include working in industry, business, government or education for a period of three years for introductory undergraduate courses, four years for upper level undergraduate courses, and five years for master's courses. Normally, Scholarly Practitioners will have managerial and executive level experiences that enhance their teaching and other contributions to the college.

**B. Sustained Academic Engagement Activities.** Over the previous five years, Scholarly Practitioners must maintain active academic engagement as evidenced by the production of a minimum of two (2) academic contributions such as:

1. Publication of an article in a peer-reviewed academic journal
2. Peer-reviewed or invited conference presentation\*
3. Publication of a conference proceedings paper or abstract\*
4. Publication of an original article in a non-peer-reviewed journal or periodical
5. Publication of an original article in an edited volume published by an academic press
6. Publication or revision of a book directly related to the mission of the Barton School of Business
7. Publication of an authored or edited volume published by an academic press
8. Publication of original research in an open source, non-peer-reviewed, electronic journal
9. Publication of a business case study by an academic press
10. Service as an editor, associate editor, guest editor, editorial board member, or reviewer of an established academic journal or periodical
11. Publication of a book review in an academic or practitioners' journal
12. Receipt of a peer-reviewed funded grant that supports the Barton School of Business
13. Receipt or renewal of a professional certification that enhances the classroom and research
14. Service as an officer for an academic association or scholarly organization
15. Production of other scholastic or creative works and/or other activities that further the mission of the college and are approved by the Barton School Executive Committee

\*The same research paper cannot be counted more than once within the conference presentation and/or conference proceedings portions of the *Sustained Academic Engagement Activities* category. However, a research paper counted as either a conference presentation or conference proceedings can also be counted as a publication in the peer-reviewed academic journal portion of the category.

**V. Instructional Practitioners (IP).** To be classified as an Instructional Practitioner, faculty members must satisfy *both* the initial academic and professional preparation criteria and the sustained engagement criteria over the previous five years.

**A. Initial Academic and Professional Preparation.** Faculty members classified as Instructional Practitioners must meet minimum standards in both academic and professional preparation prior to employment.

*Academic Preparation.* Faculty members holding Instructional Practitioner status will have obtained a terminal or non-terminal graduate degree in business or their primary field of teaching. This advanced academic preparation is defined as an earned MBA, appropriate master's degree or another appropriate professional graduate degree relevant to the mission of the Barton School of Business. In limited cases, faculty members without an earned master's degree may serve as Instructional Practitioners if the depth, duration, sophistication, and complexity of their professional experience at the time of hire outweigh their lack of a graduate degree. Such cases must further the mission of the college and be validated by the Barton School Executive Committee.

*Professional Preparation.* Instructional Practitioners will demonstrate significant professional achievements *and/or* publicly recognized professional expertise relevant to their primary teaching area prior to their date of hire.

Significant professional achievements are defined as professional full-time employment at a level of responsibility and duration appropriate for the course(s) that the faculty members are assigned to teach. This employment may include working in industry, business, government or education for a period of three years for introductory undergraduate courses, four years for upper level undergraduate courses, and five years for master's courses.

Publicly recognized professional expertise is defined as the attainment of significant professional certifications and/or licenses awarded by industry-specific organizations or governmental agencies. Acceptable credentials must include demonstration of acquired knowledge and skills and continuing education. Faculty members with professionally recognized expertise but without significant professional achievements as defined above are limited to teaching undergraduate courses in their area of expertise.

**B. Sustained Professional Engagement Activities.** Evidence of sustained professional engagement for Instructional Practitioners should include *significant* activities in a minimum of *two (2) different* engagement categories during the most recent five-year period. Acceptable categories of activities include:

1. Consulting projects and activities
2. Faculty internships
3. Development and presentation of executive education programs [e.g., Center for Management Development (CMD) programs]
4. Sustained professional work
5. Participation in business professional associations and societies
6. Practice-oriented intellectual contributions as discussed in Standard 2
7. Active service on corporate, government, or other non-profit boards
8. Production and delivery of professional development activities
9. Consultation or research for economic development agencies
10. Regular maintenance or acquisition of professional certifications and/or licenses
11. Invited professional public speaking
12. Participation in other activities that place faculty in direct contact with business and/or other organizational leaders

Engagement activities must be documented and readily verifiable by the Barton School Executive Committee. To be considered as part of an Instructional Practitioner portfolio, engagement activities must be reported on the faculty members' annual performance documents and included within the Sedona information system.

To be considered *significant*, a faculty member must demonstrate either (1) the sum of all professional engagement activities conducted by the faculty member comprise no less than 10 percent of that faculty member's workload or (2) the faculty member's professional engagement activities result in a documented substantial impact on the client, the public, or the faculty member.

**VI. Other Qualifications (OQ).** Faculty members who do not meet the criteria for Scholarly Academic, Practice Academic, Scholarly Practitioner, or Instructional Practitioner are categorized as holding Other Qualifications. To further the college mission, OQ faculty members are encouraged to acquire additional academic preparation and/or conduct additional professional engagement activity in order to be reclassified.

**VII. Implementation.** The appropriate qualification and engagement category for all Barton School of

Business faculty members will be determined each spring semester. Faculty members will convey to their department chair the category they wish to be assigned. Final determination of the appropriate category will be made by the department chair in consultation with the dean and validated by the Barton School Executive Committee. Annual performance reviews, information contained within the Sedona information system, current curriculum vitae, and other appropriate documentation provided by faculty members may be used in making a classification determination. Newly hired faculty members will be classified at the time of employment. Faculty qualification status will be valid for the forthcoming academic year or until such time as a new qualification status is determined.

## **Classification for Participating / Supporting**

*Approved by the Barton School faculty in 2006*

AACSB requires that a minimum of 60% of student credit-hours in each discipline be taught by Participating Faculty, and that 75% of all Barton School student credit-hours be taught by Participating Faculty. Participating Faculty are those instructors who “actively engage in the activities of the school in matters beyond direct teaching responsibilities.” AACSB requires each business school to develop its own standards for qualifying as Participating Faculty. A faculty member’s status as Participating is independent of whether the faculty member is Academically Qualified or Professionally Qualified.

Faculty members are expected to provide documentation of their activities for qualification as Participating Faculty as part of their annual Faculty Activity and Accomplishment Report.

### **“Primary” Activities (one per calendar year is sufficient for qualification as Participating Faculty):**

Serving on Barton School standing or *ad hoc* committees

Serving on Wichita State University standing or *ad hoc* committees  
Serving on significant departmental committees

Attending most or all departmental and Barton School faculty meetings

Assisting with significant departmental or Barton School decisions

Representing the Barton School or its department(s) to external groups

Faculty advisor to a recognized BSB student organization

Participating in curriculum development

Serving on a faculty or staff search committee

Serving on departmental, Barton School, or WSU advisory committees (BSBAB, NAC, etc.)  
Serving on special planning committees

Working on and participating in study tours abroad  
Teaching

Center for Management Development programs

### **“Supplemental” Activities (two per calendar year are required for qualification as Participating Faculty):**

Attending departmental and Barton School social events and other collegial interactions

Participating in Business Week events

Attending commencement  
Recruiting students  
Mentoring students

Participating in student organizations

Other activities can be accepted as Primary or Supplemental with the approval of the department chair and the Dean.