Faculty Qualifications & Sufficiency Criteria

Faculty Standards and Guidelines Including PICs (Prior CIR Issue #2 & #3)
SEIDMAN FACULTY QUALIFICATIONS

Standard 5 of the AACSB 2013 Business Standards addresses *Faculty Sufficiency*. It requires that:

> The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty.

Standard 15 of the AACSB 2013 Business Standards addresses *Faculty Qualifications*. It requires that:

> The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.

The central theme of the above AACSB standards is that every school needs an adequate number of "Qualified Faculty" and "Participating Faculty" to support the "high-quality outcomes across the range of degree programs consistent with the school's mission."

According to AACSB, a "Qualified Faculty" status applies to "faculty members who sustain intellectual capital in their fields of teaching…" and demonstrate currency and relevance of their intellectual capital through continuing academic and professional engagement. The 2013 Standards has developed FOUR categories for qualified faculty status that are based upon their initial academic preparation, initial professional experience, and sustained academic and professional engagement.

Sustained engagement activities

		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	**Scholarly Practitioners (SP)**	**Instructional Practitioners (IP)**
	Doctoral degree	**Scholarly Academics (SA)**	**Practice Academics (PA)**

Faculty Qualifications – Minimum Requirements:
Minimum SA: (SA)/(SA +PA + SP + IP +O) $\geq$ 40%
Minimum SA + PA + SP: (SA + PA + SP)/(SA + PA + SP + IP + O) $\geq$60%
Minimum SA + PA + SP + IP: (SA + PA + SP + IP)/(SA + PA + SP + IP + O) $\geq$90%

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The Seidman College of Business faculty have established specific criteria for each of the FOUR faculty classifications. The criteria identify the initial credentials necessary, as well as the level and types of engagement necessary to maintain their qualifications over time. The table below details the specific criteria:

Scholarly Academic (SA)		
Initial Qualifications	*Maintenance*	*Faculty Classifications*
<u>Academic Preparation</u> Doctoral or terminal degree from AASCB accredited school or equivalent schools in areas related to teaching <u>Professional Experience</u> None	Two RJAs + Three SICs in five years[1] *High Impact ICs may be counted as more than one IC with approval from the Dean*	Normally, Tenured and Tenure- Track Faculty and Faculty in phased retirement fall in this category *Any exceptions will need approval of the Dean*
Practice Academic (PA)		
Initial Qualifications	*Maintenance*	*Faculty Classifications*
<u>Academic Preparation</u> Doctoral or terminal degree from AASCB accredited school or equivalent schools in areas related to teaching. This would include faculty that have successfully completed the postdoctoral bridge to business program as specified by AACSB <u>Professional Experience</u> Substantial, sustained engagement and professional activities in areas related to teaching	Two high-impact PICs + three other PICs in five years The same type of activity can be counted no more than twice in five years.	Normally, Tenured and Tenure- Track Faculty, Associate Deans, and Unit Heads fall in this category[2] *Any exceptions will need approval of the Dean*
Scholarly Practitioner (SP)		
Initial Qualifications	*Maintenance*	*Faculty Classifications*
<u>Academic Preparation</u> An advanced degree, typically a Master's degree, from AACSB Accredited School or equivalent school <u>EXCEPTIONS</u> Bachelor's degree + Appropriate Certification (Examples of appropriate certification are CFA, CPA, CMA, CPIM) + Substantial Experience May include higher degrees <u>Professional Experience</u> Substantial experience in terms of duration and level of responsibility. E.g. a minimum of five (5) years professional experience in a supervisory role with financial responsibility related to area of teaching.	One Refereed Publication + four IC's in five years Minimum two ICs should be SICs *A high impact IC may replace a refereed publication.* *High Impact ICs may be counted as more than one IC with approval from the Dean*	Normally, Tenured Instructors (Legacy Positions) and Clinical Affiliate Faculty fall in this category *Any exceptions will need approval of the Dean*

Instructional Practitioner (IP)		
Initial Qualifications	*Maintenance*	*Faculty Classifications*
<u>Academic Preparation</u> An advanced degree, typically a Master's degree, from AACSB Accredited School or equivalent school <u>EXCEPTION</u> Bachelor's degree + Appropriate Certification (Examples of appropriate certification are CFA, CPA, CMA, CPIM) + Substantial Experience <u>Professional Experience</u> Substantial experience in terms of duration and level of responsibility. E.g. a minimum of five (5) years professional experience in a supervisory role with financial responsibility related to area of teaching.	Engaged in professional development/activities that maintains currency in teaching Average of one IC per year *High Impact ICs may be counted as more than one IC with approval from the Dean*	Normally, Affiliate Faculty, Visiting Faculty, and Adjunct Faculty fall in this category *Any exceptions will need approval of the Dean*

[1] *Refereed publications in "Elite and A" journals and/or High Impact ICs may be considered equivalent to more than ONE IC with approval from the Dean.*

[2] *Tenured faculty who are SA may transition to PA after demonstrating significant professional engagement through their Faculty Activity Plans and Faculty Activity Reports. This requires approval of the Dean.*

*Affiliate faculty credentials at time of hire will determine their classification of faculty category. However, generally their workload expectations fall into "Instructional Practitioners."

** Visiting faculty credentials at time of hire will determine their classification of faculty category. However, generally their workload expectations fall into "Instructional Practitioners."

*** We expect faculty members classified as SA, PA, SP or IP to meet the maintenance requirements; if they do not they are classified as OTHER.

**** We classify newly hired faculty members who earned their research doctorates within the last five years prior to the review dates as SA.

RJA	Refereed Journal Articles	IC	Intellectual Contributions
SIC	Scholarly Intellectual Contributions	PIC	Professional Intellectual Contributions

Graduate Teaching

Faculty teaching in Seidman graduate programs must consistently meet minimum qualifications for their respective faculty category. In addition, faculty must consistently demonstrate a high-level of teaching effectiveness for teaching graduate students [typically this would be a three (3) or better in the University's annual

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Practice Academics (PA) Qualifications

Professional Engagement (PICs)	
Applied Publications with external orientation	
Engagement Activities	**Potential evidence of significant engagement** (n/a activity not likely to be significant)
- Applied research report/study - Trade/practitioner-oriented publications - Peer –Reviewed Journal Articles - In-house publications	- Major report such as Empowering Entrepreneurship or Health Check Peer reviewed showing significant effort - Rank and impact - N/A
Applied Publications with teaching focus	
Engagement Activities	**Potential evidence of significant engagement** (n/a activity not likely to be significant)
- Textbook/trade book chapter - Textbook support materials - Cases publication	- Extent of effort, is it adopted outside Seidman and an applied business focus. - N/A - Adoption outside Seidman
Presentations with external orientation	
Engagement Activities	**Potential evidence of significant engagement** (n/a activity not likely to be significant)
- Executive education programs - Business professional conference association - Invited professional presentations (keynote)	- Sustained interaction teaching and developing/maintaining the program - Level of involvement - National or Regional
Other significant activities with external focus	
Engagement Activities	**Potential evidence of significant engagement** (n/a activity not likely to be significant)
- Consulting activities - Externally funded grant proposal - Service on professional non-profit boards - Service on corporate boards - Service in professional organizations/associations - Expert testimony/media related activities - Professional certification/licenses obtained - CPE for maintenance of certification (min 30 hours/year) - Faculty internship - Editorship in trade journal	- Quality of the impact - Competiveness of Grant and size of impact on the business community - Office position or hours spent - Generally, this will be significant - Officer position - Number of interactions or size of involvement (maybe hours) - N/A - N/A - Significant time spent and impact on teaching - Hours of service and significance of journal
Other significant activities with administrative focus	
Engagement Activities	**Potential evidence of significant engagement** (n/a activity not likely to be significant)
Director, Unit Head, Associate Dean, or Dean	At least 50% of time devoted to this activity annually for three (3) years

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Defining Participating and Supporting Faculty

Seidman's mission depends upon its employing a quality group of talented, well-educated, and committed faculty. An appropriate mix of faculty is critical to the accomplishment of the mission. Accordingly, Seidman utilizes the following criteria to classify its faculty as "participating" or "supporting" consistent with AACSB guidelines.

Participating Faculty

In addition to teaching, Faculty in this category engage in other College and University activities that support the achievement of Seidman's mission. Ordinarily, these faculty members should engage in at least one of the "Qualifying Activities" identified in Table 1.

Table 1: Typical Participating Activities

Faculty Type		Qualifying Activities
Tenured, Tenure-Track, Visiting, Affiliate, Clinical- Affiliate faculty, or Senior Part-Time Faculty Senior Part-Time Faculty must meet the longevity standard for "Senior Part-Time Faculty" • Minimum of Five years of service • At least eight semesters of teaching in that time span Must participate in the functioning of the Unit or College in two areas.	1	participate in College governance
	2	serve on Department-, College-, or University-level committee/taskforce
	3	serve as either academic or career advisor
	4	serve as student mentor
	5	serve as advisor for student organization
	6	facilitate student internships
	7	serve as director, coordinator, or facilitator, of community outreach activity
	8	support student professional development activity
	9	serve as business community liaison
	10	Work in a significant manner with Participating faculty member in conducting research

Supporting Faculty

Generally, this category of faculty includes part-time faculty, who engage only in teaching related activities (i.e., teaching courses and holding office hours), for brief contract periods (usually on a semester-by-semester basis).

Ordinarily, part-time faculty members, teaching on a semester-by-semester basis or on a one-year contract, qualify as supporting faculty for purposes of this policy. Still, department chairpersons must designate each member upon hiring and assess each member either annually or on a semester-by-semester basis (as appropriate), in accordance with the "Designation and Confirmation of Classification" section, below.

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Designation and Confirmation of Classification

At the time of hire, Unit Heads must designate each faculty member as either participating or supporting faculty and the basis for the classification. The Dean's office must ratify that designation. Then, on an annual basis (at the time of merit evaluations), Unit Heads must assess the faculty classification of each faculty member, for purposes of either confirmation or change of classification, again, with the Dean's office ratification.

(Those members serving the last term (year or semester) of a contractual association may maintain his or her former classification during the last term of the service to the College.)

Seidman Impact Guidelines
Teaching Impact

Measurable Activity	Impact on:	Describe impact	Measure	Strategic Plan Link
Engaged faculty	Students; Faculty	Better teaching; Better mentors to students and other faculty	Year 1: Percent of faculty doing professional development Future: Qualitative measure (change to classroom activities)	Increase professional development opportunities in support of mission Exec Ed PD
Engaged students	Students; Community	Transfer of knowledge; Rigor & relevance; Visibility	Year 1: No. of students in Student Organizations; No. of Tracks participants; No. of participants in student competitions Future: Diversity – what and how to measure	Attract/Retain/Support Students Increase professional development opportunities in support of mission
Participation in Internships & Study Abroad	Students; Community	Transfer of knowledge; Rigor & relevance	Year 1: No. of students studying abroad; No. of students in internships Future: Qualitative measures (i.e. class projects, speaker in class)	Attract/Retain/Support Students Develop Distinctive Curriculum Grow/Strengthen Engagement with Businesses and Community
Achieving certifications & licenses	Faculty; Students; Community	Reputation; Visibility; Rigor & relevance	Year 1: Exam pass rates, i.e., CPA, CFP, TERP10, APICS Future: Appropriateness of the list of certifications	Develop Distinctive Curriculum

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Research Impact

Measurable Activity	Impact on:	Describe impact	Measure	Strategic Plan Link
Journal article by level	Profession	Knowledge transfer	Year 1: No. of journal rankings/benchmark compared to previous year Future: Move toward H Index and Citation Counts	Increase professional development opportunities in support of mission
Conference presentation	Profession	Visibility; Increase the professional body of knowledge	Year 1: No. of conference presentations	Increase professional development opportunities in support of mission
Research projects with students	Profession; Students	Improve student research skills; Experiential learning	Year 1: No. of independent studies; No. of honors projects; No. of scholarship days Future: Qualitative measure of engagement and community; Qualitative measure of class projects	Develop Distinctive Curriculum Attract/Retain/Support Students Growth/Strengthen Engagement with Businesses and Community
Collaborations with Seidman outreach centers and corporate partners	Community	Knowledge transfer; Economic growth	Year 1: No. of attendees at seminars/lectures, i.e., Health Check Breakfast, Real Estate Breakfast, VITA Future: No. of clicks and/or distribution (usage stats), i.e., PMI/Seidman Review distribution/clicks	Growth/Strengthen Engagement with Businesses and Community

Service Impact

Measurable Activity	Impact on:	Describe impact	Measure	Strategic Plan Link
Awards and Keynote Addresses	Profession; Community	Visibility; Reputation	Future: Qualitative measures	Build the Seidman Brand
Broader Contributions to the Profession/ Discipline	Profession	Transfer of knowledge	Year 1: No. of conferences, programs, and activities/No. of appointments to key practicums/leadership roles Future: Differentiation between types of research/Qualitative measures on Discussants	Build the Seidman Brand Increase Professional Development Opportunities in support of mission
Service On Corporate Boards, Non-Profit Boards, and Government Boards	Community	Visibility; Reputation; Student Connections; Transfer of knowledge	Year 1: No. serving on corporate, nonprofit, and government boards	Grow/Strengthen Engagement with Businesses and Community Build the Seidman Brand
Corporate seminar or workshop; Panelist or invited speaker	Community	Visibility; Reputation; Transfer of knowledge	Future: Qualitative measures	Grow/Strengthen Engagement with Businesses and Community Build the Seidman Brand
Committee; Taskforce work	University	Leadership Skills development	Year 1: No. serving on task forces Future: Qualitative measures	Develop Distinctive Curriculum
Advising; Mentoring	Students	Career Development	Year 1: Percent of students using advising office	Attract/Retain/Support Students

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