

College of Business

University of Nevada, Reno

REVISED AACSB STANDARDS: Revised July 31, 2017

The College of Business is accredited by the Association to Advance Collegiate Schools of Business, also known as AACSB International. It is essential to our accreditation that we have an engaged and qualified faculty. This document explains our standards for both.

Faculty Engagement

Faculty who teach courses for the College of Business are designated as one of the following:

- *Participating* (P) faculty, who provide internal service to the university, the college, and/or the department, and have voting rights in the College of Business. In general, this includes tenure-track or tenured professors, full-time lecturers, administrative faculty, and research faculty.
- *Supporting* (S) faculty, who teach individual courses without service responsibilities or voting rights. This usually includes part-time LOA instructors and graduate students.

For the College of Business as a whole, the engagement ratio $P/(P+S)$ must be 75% or higher. For each program offered by the college, the engagement ratio must be 60% or higher.

Faculty Qualifications

Faculty who teach courses for the College of Business must be qualified as either Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Other (O). According to AACSB, at least 40% of the faculty who teach in an undergraduate program must be SA-qualified, and at least 60% must be qualified as either SA, PA, or SP. No more than 10% of faculty in any program may be O-qualified.

We have higher expectations for graduate programs. In general, the SA ratio should be at least 60% and the SA+PA+SP ratio should be 80%. For doctoral programs, the SA ratio should be at least 80% and the SA+PA+SP ratio should be 90%.

1. Scholarly Academics: This is the normal expectation for tenured or tenure-track faculty.

- *Initial Academic Preparation:* SA qualification requires a doctoral degree from an accredited university, in business, economics, or another discipline relevant to the faculty member's area of research and teaching.
- *Sustained Academic Engagement:* A faculty member must have two or more articles published in peer-reviewed journals (PRJs) over the prior five years.
 - *Doctoral Programs:* There is a higher standard for faculty who supervise or teach doctoral students. Sustained academic engagement requires a minimum of three PRJ articles.
 - *Increasing Expectations:* Beginning in 2018, all PRJ articles must be in *listed* journals.¹ Beginning in 2020, all SA-qualified faculty must meet the higher doctoral standard of three PRJ articles.
 - *Substitutions:* One article in a *premier* journal may substitute for two other articles.² A new book or textbook, published by a reputable publisher and within the faculty member's field of expertise, may substitute for only one of the PRJ articles. Book revisions or other intellectual contributions do not meet the minimum standard for SA-qualification.
- *Exceptions:* There are four exceptions to these requirements.
 - 1) *New Doctorate:* A faculty member who earned a doctorate within the prior three years is SA-qualified. A faculty member who earned a doctorate within the prior four years must have at least one PRJ article to be SA-qualified.
 - 2) *Doctoral Students:* An instructor who is currently enrolled in a doctoral program relevant to the instructor's area of teaching, and who has passed the comprehensive examinations within the prior three years, is SA-qualified.
 - 3) *Full-time Administrative Assignments:* A faculty member who was SA-qualified prior to appointment as a full-time administrator will retain that qualification until three years after the full-time appointment has ended.
 - 4) *Part-time Administrative Assignments:* A faculty member with significant part-time administrative duties (e.g., a department chair or journal editor) for three of the five prior years may substitute this assignment for one PRJ article.

¹ *Listed Journals:* To count towards SA qualification after 2018, articles must be published in PRJs that are included in *Cabell's*, the Australian Business Dean's Council (ABDC) Journal Quality List, or some other equivalent list of journals that is widely used in the field and approved by both the department and the Dean.

² *Premier Journals:* PRJs are considered "premier" if they are either ranked in the top 10% of listed PRJs in *Cabell's*, rated *A** in the ABDC Journal Quality List, or listed in the *Financial Times* Top 50 Business Journals.

2. Practice Academics: With approval of both the department chair and the Dean, a faculty member who has been SA-qualified in the past may change to PA qualification in order to focus more on teaching and professional engagement in the fulfillment of the college's mission.

- *Initial Academic Preparation:* PA qualification requires a doctoral degree or other terminal degree appropriate to the field.
- *Sustained Academic and Professional Engagement:* To be PA-qualified, a faculty member must have both:
 - 1) At least two intellectual contributions related to the faculty member's area of expertise over the prior five years (including academic or professional journal articles, publications or presentations in academic or professional conference proceedings, competitive research awards, textbooks, chapters in edited books, and other similar intellectual contributions); and
 - 2) Annual examples of substantive linkages to practice, as described below.
- *Exception for Full-time Administrative Assignments:* A faculty member who was PA-qualified prior to appointment as a full-time administrator will retain that qualification until three years after the full-time appointment has ended.

Examples of Substantive Linkages to Practice: Faculty who base their qualifications upon professional engagement are expected to maintain substantive linkages to practice, including but not limited to the following:

- Significant participation in professional societies;
- Professional certification related to the faculty member's teaching assignment;
- Participation in an executive education program outside of the faculty member's teaching responsibilities;
- An ongoing consulting/professional practice related to the faculty member's teaching assignment;
- Active service on a board of directors, either for-profit or non-profit;
- Relevant and ongoing business guidance and insights to other COB administrative units and colleges regarding issues related to the faculty member's area of expertise;
- Significant time and effort as an official advisor to a student organization dedicated to interacting with the profession to enhance career knowledge and opportunities for its student members;
- Implementation of an activity that facilitates the outreach mission of the University's Strategic Plan by engaging and connecting students, faculty, and staff to external communities at all levels, from local to international; or
- Engagement in sustained professional activities (paid or unpaid) that align with the strategic initiatives of the college, such as new venture creation, business/venture development, business consulting, or development of innovative/entrepreneurial resources.

Lecturers, part-time LOA instructors, graduate teaching assistants, and others who are neither tenured nor tenure-track are expected to meet either of the following SP, IP, or O qualifications.

3. Scholarly Practitioners:

- *Initial Academic Preparation:* SP qualification requires at least a master's degree from an accredited university, in an area relevant to the courses taught.
- *Sustained Academic and Professional Engagement:* To be SP qualified, a faculty member will be engaged in scholarly work and professional development that maintains their currency in the field. SP-qualified faculty must meet these two conditions:
 - 1) Scholarly activities, including substantive participation in externally-funded research projects, publication of at least two intellectual contributions related to the area of teaching (e.g., newspaper columns, magazine articles), or the equivalent;
 - 2) At least one of the following:
 - Professional engagement, including at least two examples of substantive linkages to practice, as described above; or
 - Continuous learning, including annual activities that keep the faculty member abreast of scholarship or practice in the field (e.g., participation in academic conferences, pedagogical training, or professional societies).
- *Exception for Graduate Students:* An instructor who is currently enrolled in a graduate program relevant to the instructor's area of teaching, and who has completed at least 18 units of graduate classes and remains in good academic standing, is SP-qualified.

4. Instructional Practitioners:

- *Initial Academic Preparation:* IP qualification requires at least a master's degree from an accredited university, in an area relevant to the courses taught.
- *Sustained Professional Engagement:* To be IP-qualified, a faculty member must meet at least *one* of these three conditions:
 - 1) Substantial work experience as a professional in the field in the last five years;
 - 2) Continuous learning, including annual activities that keep the faculty member abreast of the field (e.g., participation in academic conferences, pedagogical training, or professional societies); or
 - 3) Professional engagement, including at least two examples of substantive linkages to practice, as described above.

5. Other-Qualified Instructors: Faculty who do not meet the standards listed above, but are otherwise considered qualified to teach for the college as a result of their education or experience, will be considered O-qualified, and cannot teach at the graduate level.

Teaching Loads: Beginning in 2020, the normal teaching load for full-time faculty depends on their maintenance of qualifications.

- For SA-qualified faculty, the normal full-time teaching load is five sections per year. For SA-qualified faculty who supervise or teach doctoral students, the normal teaching load is four sections per year.
- For faculty who are not SA-qualified, the normal full-time teaching load ranges from six sections per year for tenured faculty to eight sections per year for nontenure-track faculty, depending on the faculty member's contract and job description. Faculty who are not SA-qualified should not teach or supervise doctoral students, and faculty who are O-qualified may not teach at the master's level.

Annual Evaluations: Beginning with the annual evaluation for 2018, faculty who fail to maintain their qualifications should not be eligible for commendable or excellent annual evaluations.

Schedule

We expect our next accreditation visit will be in or after February 2019. The reports we prepare for this visit will cover all faculty and courses for Fall 2016, Spring 2017, Fall 2017, and Spring 2018. Faculty qualifications will be based on the five years between July 1, 2013, and June 30, 2018. We will also prepare a supplemental report that extends this coverage period through Dec. 31, 2018.

Reporting by Faculty

Every participating faculty member is required to submit an annual role statement. That role statement will include a section for the maintenance of qualifications which explains and justifies whether the faculty member is qualified as SA, PA, SP, IP, or O. That qualification must be approved by the department chair and the Dean. If the role statement does not adequately justify that the faculty member meets the qualification standards, it must outline steps to correct any deficiency.

Supporting faculty are assumed to be O-qualified unless they submit annual documentation to their department chair for IP, SP, PA, or SA qualification. Effective Fall 2017, these qualifications will determine their pay scale.

Annual Reporting by College

After the end of each academic year, both faculty engagement and faculty qualifications for the prior Fall and Spring semesters will be reported two ways: (a) as a ratio of faculty resources, and (b) as a ratio of student credit hours taught. Separate reports will be made for each of the following:

1. Accounting B.S.B.A. – undergraduate ACC courses;
2. Information Systems B.S.B.A. – undergraduate IS courses;
3. Economics B.S.B.A./B.A. – undergraduate ECON courses;
4. Finance B.S.B.A. – undergraduate FIN courses;
5. Management B.S.B.A. – undergraduate MGT courses;
6. Marketing B.S.B.A. – undergraduate MKT courses;
7. MAcc – graduate ACC courses;
8. MSIS – graduate IS courses;
9. MBA – graduate BADM courses;
10. Economics Ph.D./M.S./M.A. – graduate ECON courses; and
11. The College of Business, including all of the above plus all courses with BUS, ENT, GAM, and SCM prefixes, as well as 600-level enrollments for MGT and MKT courses.

To measure faculty resources, participating faculty are weighted by the total faculty FTE assigned to the college (50% for Fall, 50% for Spring), and then subdivided into each of the above programs based on lecture courses taught each semester. Supporting faculty will be weighted at 10% FTE per lecture section taught. Faculty resources for combined 400/600 courses are counted in undergraduate programs, though student credit hours are counted separately. To measure student credit hours, second-week enrollments for lecture courses are used.