



Faculty Qualifications

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The School of Management (SOM) contributes to the lives of the students, faculty, staff, and community as a premier Jesuit teaching, research and service institution. The SOM offers management education for graduate and undergraduate students, which integrates its global connections with a distinctive regional network in the West.

The School of Management is a catalyst for change in business, government and non-profit managerial practices in the City of San Francisco and at the national level. Through research and teaching its impact can be felt through engagement in global diversity activities while fueling the entrepreneurial energy and social innovation of our region. We equally emphasize the importance of teaching, research and service in the academic community. We integrate experiential learning into our classrooms and encourage scholarship, which has impact in the disciplines and in the wider environment whether basic, applied or pedagogical.

We educate and prepare the next generation of conscious leaders to build effective, productive and socially responsible organizations in furtherance of the University mission and values.

We value human dignity and integrity, open and disciplined inquiry, combined with a collaborative and enterprising spirit. This provides a strong foundation to facilitate significant contributions by our graduates, students, faculty, and staff.

	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)
Standard Degree Requirements	Ph.D. or DPA	Ph.D.	Master’s	Master’s
Relevant Contribution Lists (see Appendices)	IC	PC, IC	IC, PC	PC, IC
Minimum Points Required	Six (6)	Six (6)	Six (6)	Six (6)* or Four (4)**
Additional Requirements	Four (4) points from peer-reviewed journals	At least four (4) points from PC List	At least four (4) points from the IC list	At least four (4) points from PC List

* Six (6) points for Full-Time and Adjunct Participating Faculty

** Four (4) points for Adjunct, Supporting Faculty

Faculty Qualifications for Scholarly Academic (SA) Status

SA faculty members who are full-time are deemed to be participating faculty.

A faculty member in the USF School of Management qualifies as a Scholarly Academic (SA) provided s/he meets the following conditions:

- a. Possesses a research doctorate or equivalent terminal degree in a field related to the area of teaching. Graduate degrees in law or taxation will be considered sufficient for faculty teaching business law or taxation, respectively,
and
- b. Has completed over the past five years
 - (i) at least three (3) published, peer-reviewed journal articles related to the field in which the faculty member teaches for a total of six (6) points;
or
 - (ii) at least two (2) published, peer-reviewed journal articles related to the field in which the faculty member teaches (equal to four (4) points) and two (2) additional points from the SA Intellectual Contribution list for a total of six (6) points.

Interdisciplinary research contributions will be judged in the same context as contributions in a single disciplinary area.

For items b. (i) and (ii) above, the peer reviewed journals may not be “predatory”. Department chairs and/or a departmental subcommittee will determine whether or not a journal is predatory.

A faculty member who has earned a research doctorate or equivalent terminal degree in the past five (5) years qualifies as a Scholarly Academic (SA) if s/he teaches in the field related to his/her doctoral degree.

A faculty member who is ABD qualifies as a Scholarly Academic (SA) for three (3) years from the date they entered ABD status and if s/he teaches in the field related to his/her doctoral field of study.

A faculty member with a research doctorate, for example Ph.D. or DPA, who teaches in a discipline not related to his/her doctoral degree or a faculty member with a non-research doctorate (for example, Ed.D., DBA, DM, Executive DM, etc.) qualifies as a Scholarly Academic (SA) provided s/he has completed a Bridge Program, which establishes a one-time, 5-year period for building an active research pipeline, related to the field in which the faculty member teaches.

A faculty member with a research doctorate but who teaches in a discipline not related to his/her doctoral degree or a faculty member with a doctorate other than a Ph.D. or DPA (for example, Ed.D., DBA, DM, Executive DM) qualifies as a Scholarly Academic (SA) provided s/he has completed over the past five (5) years at least three (3) published, peer-reviewed journal articles related to the field in which the faculty member teaches (equal to six (6) points) and two (2) additional points from the SA Intellectual Contribution list for a total of eight (8) points. After a faculty member has achieved SA status, six (6) points must be earned from the SA intellectual contribution list, four (4) of which must be from PRJs, to maintain SA status.

A faculty member may qualify as a Scholarly Academic in more than one discipline, provided s/he can demonstrate the appropriate academic preparation and scholarly activity.

Faculty Qualifications for Practice Academic (PA) Status

Practice Academic status is granted to a faculty member who has appropriate academic preparation and relevant professional experience. Normally, a PA faculty member will have a research doctorate or equivalent terminal degree (*e.g.*, DBA, DM, JD, Master's in Taxation) in a field related to the area of teaching. In some cases, PA faculty may have previously served as SA faculty members who have shifted their scope of activities.

PA faculty members who are full-time are deemed to be participating faculty.

A faculty member in the USF School of Management qualifies as a Practice Academic (PA) provided s/he has accumulated six (6) points over the past five years from the IC and PC lists, with at least four (4) points from the PC list. Contributions must be related to the field in which the faculty member teaches. Interdisciplinary research contributions will be judged in the same context as contributions in a single disciplinary area.

Any faculty member that has a full time professional position working in the field in which they are teaching will be considered IP, regardless of the number of points accumulated as described above.

Faculty Qualifications for Scholarly Practitioner (SP) Status

Scholarly Practitioner (SP) status is granted to a faculty member who has a master's degree in a field related to the area of the teaching assignment. For example, this might be an MBA degree or a specialized master's degree.

SP faculty members have master's degrees in disciplines related to their fields of teaching. In limited cases, SP status may be appropriate for individuals without master's degrees if the current depth, duration, sophistication, and complexity of their professional experience outweigh their lack of master's degree qualifications. In such cases, the burden of proof is on the individual faculty member to make her/his case.

SP faculty members who are full-time are deemed to be participating faculty.

For sustained SP status, the faculty member must have accumulated over the past five (5) years a total of six (6) points from the IC and PC lists, with at least four (4) points from the IC list. Contributions must be related to the field in which the faculty member teaches. Interdisciplinary research contributions will be judged in the same context as contributions in a single disciplinary area.

Faculty Qualifications for Instructional Practitioner (IP) Status

Instructional Practitioner status (IP) is granted to a faculty member who has appropriate academic preparation and relevant professional experience. Normally, an IP faculty member will have a master's degree in a field related to the area of the teaching assignment. For example, this might be an MBA degree or a specialized master's degree in the area of instruction.

IP faculty members have master's degrees in disciplines related to their fields of teaching. In limited cases, IP status may be appropriate for individuals without master's degrees if the current depth, duration, sophistication, and complexity of their professional experience outweigh their lack of master's degree qualifications. In such cases, the burden of proof is on the individual faculty to make her/his case.

A faculty member is expected to maintain both currency and relevancy as an instructor by engaging in or contributing to practice or other forms of professional engagement on a regular basis.

IP faculty members who are full-time are deemed to be participating faculty.

For sustained IP status, a full-time, participating faculty member must have accumulated over the past five (5) years a total of six (6) points from the IC or PC lists. At least four (4) points must come from the PC list. Contributions must be related to the field in which the faculty member teaches. Interdisciplinary contributions will be judged in the same context as contributions in a single disciplinary area.

For sustained IP status, an adjunct, supporting faculty member must have accumulated over the past five (5) years a total of four (4) points from the PC list. Contributions must be related to the field in which the faculty member teaches. Interdisciplinary contributions will be judged in the same context as contributions in a single disciplinary area.

Any faculty member that has a full time professional position working in the field in which they are teaching will be considered IP, regardless of the number of points accumulated as described above.

APPENDIX A – Intellectual Contribution (IC) List

The following lists of intellectual contributions are non-exhaustive:

Intellectual Contributions valued at two (2) points each:

- Publishing a peer-reviewed journal article related to the field in which the faculty member teaches.
- Publishing a scholarly book related to the field in which the faculty member teaches.
- Publishing a textbook that has been widely adopted by peer schools.
- Publishing an article in an edited volume of readings or an invited chapter in a peer-edited scholarly book related to the field in which the faculty member teaches.
- Serving as an editor of an academic journal related to the field in which the faculty member teaches.
- Publishing a popular press book related to the field in which the faculty member teaches that achieves national or international distribution.
- Publishing a refereed proceedings paper from a conference related to the field in which the faculty member teaches.
- Publishing a scholarly monograph related to the field in which the faculty member teaches.
- Receiving a best paper award for a refereed presentation at an academic national conference related to the field in which the faculty member teaches.
- Serving as program chair for an academic conference related to the field in which the faculty member teaches.
- Delivering a refereed paper presentation at an academic meeting related to the field in which the faculty member teaches.
- Publishing a written case study with instructional materials in a peer-reviewed journal related to the field in which the faculty member teaches.
- Publishing an invited article in an academic journal or an edited scholarly book related to the field in which the faculty member teaches.

Intellectual Contributions valued at one (1) point each:

- Serving as an associate editor of an academic journal related to the field in which the faculty member teaches.
- Ad hoc reviewing for an academic journal related to the field in which the faculty member teaches.
- Editing a scholarly book related to the field in which the faculty member teaches.
- Revising a previously published textbook related to the field in which the faculty member teaches.
- Serving as a member of the editorial board of an academic journal related to the field in which the faculty member teaches.
- Serving as a track chair for a recognized academic conference related to the field in which the faculty member teaches.
- Publishing a book or e-book for application or pedagogy related to the field in which the faculty member teaches.
- Publishing a non-refereed paper in an academic conference proceedings related to the field in which the faculty member teaches.
- Serving on the board of a national association related to the field in which the faculty member teaches.
- Reviewing papers submitted for possible presentation at an academic conference related to the field in which the faculty member teaches.
- Publishing a paper in a volume of non-refereed proceedings from an academic conference related to the field in which the faculty member teaches.
- An invited or peer reviewed academic address, presentation, lecture, or colloquium that includes written materials in a faculty member's area of expertise.
- Publishing a written case study with instructional materials not subjected to peer review before publication or other distribution, related to the field in which the faculty member teaches.
- Publishing a widely-adopted software program or simulation related to the field in which the faculty member teaches.
- Writing and receiving for an academic based grant proposal funded by a major funding agency that is related to the field in which the faculty member teaches.
- Publishing the second (or higher) edition of a textbook.
- Revising a scholarly book, monograph, textbook, textbook chapter, or trade book related to the field in which the faculty member teaches.

APPENDIX B – Practice Contribution (PC) List

The following lists of practice contributions are non-exhaustive:

Practice Contributions valued at two (2) points each:

- Developing and delivering on a regular basis executive education seminars or continuing professional education (CPE) classes related to the field in which the faculty member teaches.
- Serving as a member of an AACSB peer review team.
- Serving in a significant leadership position in a business, non-profit, or public-service organization related to the field in which the faculty member teaches, *e.g.*, on a Board of Directors
- Serving as an expert witness on a topic related to area of teaching.
- Publishing in a trade journal, as defined by the faculty member's discipline, related to the field in which the faculty member teaches.
- Consulting activities of a significant level and/or duration in the field in which the faculty member teaches, for either a for-profit, non-profit, or public-service organization, in either a paid or volunteer capacity.
- Active service on a professional committee for a business, non-profit, or public-service organization, related to the field in which the faculty member teaches.
- Managing or participating in a business related to the field in which the faculty member teaches.
- Developing innovative instructional tools that are widely adopted within professional or educational organizations by the education or professional industries, related to the field in which the faculty member teaches this can take significant intellectual effort.
- Authoring a widely-disseminated report from a sponsored research project related to the field in which the faculty member teaches.

Practice Contributions valued at one (1) point each:

- Receiving significant media attention and recognition on a research topic related to the field in which the faculty member teaches.
- Publishing a widely-read professional newsletter or blog related to the field in which the faculty member teaches.
- Maintaining or earning professional or technical certifications, or obtaining or maintaining a professional license related to the field in which the faculty member teaches.
- Attending on a regular basis continuing education classes related to the field in which the faculty member teaches.
- Attending on a regular basis professional workshops or seminars offered in a field related to the field in which the faculty member teaches.
- Faculty internship at a business, non-profit, or public-service organization related to the field in which the faculty member teaches.
- Publishing a non-peer reviewed article in a widely-disseminated trade publication related to the field in which the faculty member teaches.
- Enrolling on a regular basis in continuing professional education classes offered in the relevant area of teaching.
- Authoring a widely-disseminated report from a sponsored research project related to the field in which the faculty member teaches
- Participate in professional workshops and/or conferences that focus on area of teaching.
- An invited address, presentation, or lecture related to the field in which the faculty member teaches.
- Participating in educational workshops or professional education classes (CPE) intended to improve teaching performance, related to the field in which the faculty member teaches
- Developing written materials that incorporate industry best practices of a significant nature for existing courses; this may include current content and design, or other improvements and innovations
- A major media publication, such as an op-ed piece, newspaper article or invited column, related to scholarly work and field in which the faculty member teaches.
- A major media presentation, such as serving on a panel of experts or as an invited expert, on a topic related to the scholarly work in which the faculty member teaches.

APPENDIX C – Faculty Members Serving in Administrative Roles

Faculty members who possess a research doctorate or equivalent terminal degree, who serve in key administrative roles (e.g., dean, associate dean, department chairs) and who are teaching are deemed Practice Academic (PA) unless during their administrative tenure they maintain a SA status. Otherwise, the administrator shall be deemed PA for two years subsequent to leaving the administrative post. By the third year, the former administrator must have accrued four (4) points from the IC or PC lists to remain PA. By the fifth year, the former administrator is expected to achieve the standards for SA or PA.

APPENDIX D – Faculty Members On Leave

A full-time faculty member who spent at least one semester during the past five years on family leave or sick leave taken under the Family and Medical Leave Act is qualified if his or her scholarly/professional record meets the requirements over the most recent 60 months in which he or she served as usual on the faculty. For example, a faculty member who took three months of family leave or sick leave is qualified if his or her scholarly/professional record over the past 63 months meets the relevant standard.

APPENDIX E – Part-Time Faculty Standards to be Deemed Participating

Part-Time Faculty will be deemed “Supporting” unless they spend substantive time and effort engaged in:

- a) Curriculum development, such as course development, workshops, etc.
- b) Committee service, such as curriculum development/revision, program assessment, etc.
- c) Work on/with program advisor board.
- d) Advising of students and/or student organizations.
- e) Regular attendance at department meetings.
- f) Responsibility for student advising.
- g) Regular service on the School of Management Undergraduate Program Committee, Graduate Program Committee, Faculty Development Committee, and/or School or University constituted task forces/committees.
- h) Regular service as faculty advisor to a student organization.
- i) Regular participation in formulating and executing the assurance of learning/continuous improvement process.