



Faculty Qualifications

Faculty Vote_Spring 2024

Through rigorous management education and impactful research, from the heart of the San Francisco community, we inspire our students to cultivate their skills, lead with integrity, and serve others to promote a more just and sustainable economy. To live this mission, the School of Management equally emphasizes the importance of teaching, research and service in the academic community. We provide a transformative learning experience rooted in the unique USF traditions of: social responsibility; a commitment to common good; collaborative discourse; and learning as a humanizing, social process rather than a competitive exercise. We prioritize experiential learning and encourage mission-oriented scholarship, which has impact in the disciplines and in the wider societal environment whether basic, applied or pedagogical.

Looking to the future, we aim to lead transformation toward a more inclusive, equitable, and prosperous world.

Aligned with the University, we value *cura personalis*, being people for others, and diversity in all its forms.. This provides a strong foundation to facilitate significant contributions by our graduates, students, faculty, and staff.

SUMMARY TABLE OF FACULTY QUALIFICATIONS STATUS

	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner (IP)
Standard Degree Requirements	Ph.D. or terminal degree (e.g., DBA, EdD)	Ph.D. or terminal degree (e.g., DBA, EdD)	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

IC=Intellectual Contributions; PC=Practice Contributions

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

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

Faculty Qualifications for Scholarly Academic (SA) Status

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

- a. Possesses a research doctorate or equivalent terminal degree in a field related to the area of teaching (e.g., DBA, DM, JD, Master's in Taxation, EdD) *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 (See Appendix A)

OR

- a. 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 she/he/they teaches in the field related to his/her doctoral degree.
or
- b. 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 she/he/they teaches in the field related to his/her doctoral field of study.

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.

Research Contribution Considerations

- 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.” “Predatory journals and publishers are entities that prioritize self-interest at the expense of scholarship and are characterized by false or misleading information, deviation from best editorial and publication practices, a lack of transparency, and/or the use of aggressive and indiscriminate solicitation practices.” (Grudniewicz et al., 2019¹). A subcommittee of the Faculty Governance Committee will work with the Dean’s office to determine whether or not a journal is predatory.

Faculty Discipline Considerations

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. (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)

¹ Grudniewicz, Agnes, et al. "Predatory journals: no definition, no defence." *Nature*, 576, 2019, pp. 210-212.
doi: <https://doi.org/10.1038/d41586-019-03759-y>

additional points from the SA Intellectual Contribution list for a total of eight (8) points.

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 related to the area of teaching. 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.

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 (See Appendix A) and PC (see Appendix B) lists, with at least four (4) points from the PC list.

Contribution Considerations

- 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 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. For example, this might be an MBA degree or a specialized master's degree (e.g., MSEI, MSOD). 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/their case.

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 (see Appendix A) and PC (see Appendix B) lists, with at least four (4) points from the IC list.

Contribution Considerations

- 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 related to the area of teaching. 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. 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/their 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.

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 (See Appendix A) or PC (see Appendix B) 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.

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

A faculty member's intellectual contributions should be related to her/his/their field of teaching. Faculty members are encouraged to make intellectual contributions that promote the mission and vision of USF's School of Management.

The following lists of intellectual contributions are non-exhaustive (and not in a rank order):

Intellectual Contributions valued at two (2) points each:

- Publishing a peer-reviewed journal article.
- Publishing a scholarly book.
- Publishing a textbook that has been adopted by peer instructors or schools.
- Publishing a popular press book that achieves national or international distribution.
- Publishing an article in an edited volume of readings or an invited chapter in a peer-edited scholarly book.
- Publishing a scholarly monograph.
- Publishing an invited article in an academic journal or an edited scholarly book.
- Publishing a written case study with instructional materials in a peer-reviewed journal.
- Serving as an editor of an academic journal.
- Publishing a refereed proceedings paper from a conference.
- Receiving a best paper award for a refereed presentation at an academic national conference.
- Receiving a best paper award for a presentation at a Jesuit Education conference (e.g., IAJBS World Forum, Society for Case Research).
- Serving as program chair for an academic conference.
- Delivering a refereed paper presentation at an academic meeting.

Intellectual Contributions valued at one (1) point each:

- Serving as an associate editor of an academic journal.
- Serving as a member of the editorial board of an academic journal.
- Editing a scholarly book.
- Revising a previously published textbook.
- Publishing the second (or higher) edition of a textbook.
- Publishing a book or e-book for application or pedagogy.
- Revising a scholarly book, monograph, textbook, textbook chapter, or trade book.
- Publishing a written case study with instructional materials not subjected to peer review before publication or other distribution.
- Publishing teaching or course materials on IgniteEd.global.
- Publishing a widely-adopted software program or simulation.
- Serving as a track chair for an academic conference.
- Publishing a non-refereed paper in an academic conference proceedings.
- Publishing a paper in a volume of non-refereed proceedings from an academic conference.
- Reviewing papers submitted for possible presentation at an academic conference.
- Writing and receiving for an academic based grant proposal funded by a reputable private, corporate, or government organization.
- Writing and receiving a research-based grant funded by the Jesuit Foundation Grant Initiative, IgniteEd, International Association of Jesuit Business Schools, Colleagues in Jesuit Business Education, or other Jesuit education granting initiatives.
- Serving on the board of a national association.

- Serving on the board of a Jesuit Business education related journal.
- An invited or peer reviewed academic address, presentation, lecture, or colloquium.

APPENDIX B – Practice Contribution (PC) List

A faculty member's practice contributions should be related to her/his/their field of teaching. Faculty members are encouraged to make practice contributions that promote the mission and vision of USF's School of Management.

The following lists of practice contributions are non-exhaustive (and not in a rank order):

Practice Contributions valued at two (2) points each:

- Developing and delivering on a regular basis executive education seminars or continuing professional education (CPE) classes.
- Serving as a member of an AACSB peer review team.
- Serving in a significant leadership position and/or active service in a business, non-profit, or public-service organization, e.g., on a Board of Directors.
- Serving in a significant leadership position and/or active service for a Jesuit Business Education related committee or network (e.g., AJCU network).
- Serving as an expert witness.
- Publishing in a peer-reviewed trade journal.
- Authoring a widely-disseminated report from a sponsored research project.
- Developing innovative instructional tools that are widely adopted within professional or educational organizations by the education or professional industries.
- Consulting activities of a significant level and/or duration, for either a for-profit, non-profit, or public-service organization, in either a paid or volunteer capacity.
- Managing or participating in a business.

Practice Contributions valued at one (1) point each:

- Authoring a widely-disseminated report from a sponsored research project.
- Publishing a widely-read professional newsletter or blog related to the field.
- Publishing a non-peer reviewed article in a widely-disseminated trade publication.
- 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.
- Maintaining or earning professional or technical certifications, or obtaining or maintaining a professional license.
- Attending on a regular basis continuing education classes, professional workshops, and/or seminars.
- Participate in professional workshops and/or conferences.
- Participating in educational workshops or professional education classes (CPE) intended to improve teaching performance.
- An invited address, presentation, or lecture.
- Faculty internship at a business, non-profit, or public-service organization.
- Receiving significant media attention and recognition on a research topic.
- A major media presentation, such as serving on a panel of experts or as an invited expert, on a topic.
- A major media publication, such as an op-ed piece, newspaper article or invited column.

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) 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/her/their 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.

FACULTY SUFFICIENCY: PARTICIPATING & SUPPORTING FACULTY STATUS

AACSB defines faculty sufficiency in the following terms:

Faculty Sufficiency: Normally, participating faculty members will deliver at least 75 percent of the school's teaching globally (i.e., across the entire accredited unit); participating faculty members will deliver at least 60 percent of the teaching within each discipline, regardless of whether the school has a degree, major, concentration, etc., in the discipline. Additionally, while participating faculty ratios are expected to be met by the discipline, they are not intended to be applied to degree programs, locations, and modalities. Instead, a peer review team would normally expect an appropriate blend of participating and supporting faculty to be deployed across these areas.

- **A participating faculty member** actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities. Normally, the school considers participating faculty members to be ongoing members of the faculty, regardless of whether their appointments are full-time or part-time, whether their positions with the school are considered their principal employment, and whether the school has tenure policies.
- **A supporting faculty member** does not normally participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities.

SOM Full-time Faculty Standards to be Deemed Participating

In the School of Management, full-time faculty members are deemed “participating faculty” if they are engaged in at least two of the following activities during an academic year:

- a) Formal advising of students, as assigned by the Undergraduate or Graduate Associate Dean
- b) Leadership of an undergraduate major or graduate program
- c) Leadership of a significant school initiative (e.g., Impact Area)
- d) Membership on a School joint-standing committee
- e) Membership on a School or University committee, advisory board, taskforce
- f) Curriculum development, such as new course development for an existing program or curriculum map for a new program
- g) Faculty advisor for a School or University student club
- h) Formal advisor to a student case competition team
- i) Organizer (or co-organizer) of a School or University event or workshop for students, faculty, and/or staff
- j) Participation in formulating and/or executing the assurance of learning/ continuous improvement process

SOM Part-Time Faculty Standards to be Deemed Participating

Part-Time Faculty will be deemed “Supporting” unless they are engaged in at least one of the following activities during the semester in which they are teaching in support of the School and/or University's mission and vision:

- a) Formal advising of students, as assigned by the Undergraduate or Graduate Associate Dean
- b) Membership on a School or University committee, advisory board, taskforce
- c) Participation in a significant school initiative (e.g., Impact Area)
- d) Curriculum development, such as new course development for an existing program or

- curriculum map for a new program
- e) Faculty advisor for a School or University student club
 - f) Formal advisor to a student case competition team
 - g) Organizer (or co-organizer) of a School or University event or workshop for students, faculty, and/or staff
 - h) Participation in formulating and/or executing the assurance of learning/continuous improvement process