School of Business: University of Southern Maine
Intellectual Contributions Expectations and Faculty Qualifications

Introduction and History

Intellectual Contributions, sometimes referred to as academic scholarship, have been an integral component of the work of the School. At the May 3, 1996, School of Business meeting, the faculty unanimously endorsed a motion that stated:

"Collectively as a School, we believe that each individual faculty member should be contributing in each of the areas of Teaching, Intellectual Contributions, and Service."

This continues to be consistent with the AACSB accreditation standards, which were revised in 2003 and again in 2005. The standards address Intellectual Contributions in several ways. Standard 2 deals extensively with the mission appropriateness of Intellectual Contributions and stipulates that faculty contributions in the aggregate are expected to reflect the school’s mission. Standard 10 deals with the Intellectual Contributions and qualifications of individual faculty and stipulates that at least 50% of the faculty members be academically qualified, and at least 90% of the faculty be either academically or professionally qualified.

Further, in November, 2006, AACSB issued revised interpretations for both “academically qualified” and “professionally qualified” faculty. While different standards apply to each category, the common characteristic is that the criteria for determining faculty qualification must drive quality and stimulate continuous renewal and improvement of faculty members, and must take into account the differing ways in which the two types of faculty build their intellectual capital.

The objective of this section is to describe and interpret the faculty's scholarship responsibilities as specified by our school's mission and the AACSB standard for intellectual contributions. This process does not establish guidelines for the awarding of tenure or promotion.

Mission and Standards

The school's mission statement and the AACSB standards both prescribe intellectual contributions as a vital part of our professional responsibilities.

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<th>School’s Mission Statement</th>
<th>AACSB Standards</th>
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| We prepare and inspire current and future leaders and stimulate economic growth by providing quality learning opportunities, valuable research and profession service, all in partnership with the business community | **Standard 2: Mission Appropriateness**
The school’s mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The mission includes the production of intellectual contributions that advance the knowledge and practice of business and management. |
Standard 9: Faculty Sufficiency
The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, majors, areas of emphasis, and locations have the opportunity to receive instruction from appropriately qualified faculty.

Standard 10: Faculty Qualification
The faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission and to assure that this occurs; the school has a clearly defined process to evaluate individual faculty member’s contributions to the school’s mission.

School of Business Expectations of Academically Qualified Faculty

The AACSB Standards require that... "Academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities.”

The School’s designation of a faculty member’s current academic qualification is based upon academic preparation, current teaching assignment and record of intellectual contributions. Original academic preparation defines the minimum set of requirements for maintaining academic qualification as follows:

a. A doctoral degree in the area in which the individual teaches
   1. Maintains a current research record normally including at least two refereed journal articles published within discipline-based, professional, or pedagogical journals and two other intellectual contributions (as defined below) within the last five years.

b. A doctoral degree in a business field, but primary teaching responsibility in a business field that is not the area of academic preparation
   1. Maintains active involvement in the area of teaching responsibility through writing, participation in professional meetings or related activities
   2. Maintains a current research record normally including at least two refereed journal articles published within discipline-based, professional, or pedagogical journals and three other intellectual contributions (as defined below) within the last five years.

c. A doctoral degree outside of business, but primary teaching responsibilities that incorporate the area of academic preparation
1. Maintains active involvement in the area of teaching responsibility through writing, participation in professional meetings or related activities

2. Maintains a current research record normally including at least two refereed journal articles published within discipline-based, professional, or pedagogical journals and three other intellectual contributions (as defined below) within the last five years.

d. A doctoral degree outside of business and primary teaching responsibilities that do not incorporate the area of academic preparation

1. Has completed course work or personal study sufficient to provide a base for participation in the mix of teaching, intellectual contributions, and service sought by the school.

2. Maintains active involvement in the area of teaching responsibility through writing, participation in professional meetings or related activities

3. Maintains a current research record normally including at least two refereed journal articles published within discipline-based, professional, or pedagogical journals and three other intellectual contributions (as defined below) within the last five years.

e. A specialized graduate degree in law or taxation

1. Must teach only within the boundaries of the specialized degree or in general education courses in the school

2. Maintains a current research record normally including at least two refereed journal articles published within discipline-based, professional, or pedagogical journals and two other intellectual contributions (as defined below) within the last five years.

f. Substantial specialized coursework in the field of primary teaching responsibilities, but no research doctoral degree. (The number of faculty that fall into this category should be strictly limited)

1. Maintains active involvement in the area of teaching responsibility through writing, participation in professional meetings or related activities

2. Maintains a current research record normally including at least two refereed journal articles published within discipline-based, professional, or pedagogical journals and three other intellectual contributions (as defined below) within the last five years.
**Other intellectual contributions** may include, but are not limited to, research monographs, scholarly books, chapters in scholarly books, textbooks, proceedings from scholarly meetings, papers presented at academic or professional meetings, publicly available research working papers, papers presented at faculty research seminars, publications in trade journals, consulting reports, in-house journals, book reviews, written cases with instructional materials, instructional software, and other materials describing the design and implementation of new curricula or courses. Intellectual contributions must be publicly available, i.e., proprietary and confidential research and consulting reports do not qualify as intellectual contributions.

The School considers faculty members to be academically qualified for five years after completing a doctoral degree.

**School of Business Expectations of Professionally Qualified Faculty.**

Faculty members who are professionally qualified may engage in different activities to maintain currency and relevance than academically qualified faculty members. The AACSB Standards require that ... “Both relevant academic preparation and relevant professional experience will be required to establish a faculty member as professionally qualified. Normally, the academic preparation should consist of a master’s degree in a field related to the area of teaching assignment. Normally, the professional experience should be relevant to the faculty member’s teaching assignment, significant in duration and level of responsibility, and current at the time of hiring.”

The School’s designation of a faculty member’s current professional qualification is based upon academic preparation, current teaching assignment and record of professional experience and contributions. To be selected as a Professionally Qualified Faculty Member the individual should normally have:

1. At least a master’s degree in a field related to the area of the teaching assignment.

2. Professional experience at a substantial level of responsibility that is relevant to teaching assignment at the time of hire.

The School considers faculty members to be professionally qualified for five years after retiring from professional practice.

To maintain professionally qualified status, the School expects a supporting PQ faculty member to engage in professional activities. They should provide documentation of professional activities in the form of a professional portfolio as described below. Supporting PQ faculty members who discontinue professional activities may maintain PQ status by engaging in other substantial intellectual contributions (as described in the section on AQ faculty, or other output consistent with the profession and teaching responsibilities of the faculty member, for example, professional reports and electronic columns).
To maintain professionally qualified status, a participating PQ faculty member should maintain active professional involvement in the area of teaching responsibility. Since the professionally qualified members have been appointed to bring in a different set of qualifications, it is reasonable to expect that those qualifications will be maintained differently. The faculty member may demonstrate this involvement through a variety of efforts including business partnerships, current employment, participation in professional meetings or workshops, consulting, or other related activities. They will provide documentation of professional activities in the form of a professional portfolio as described below. In addition, all Participating (Full-time) Professionally Qualified Faculty Members are expected to maintain a record of professional output—other intellectual contributions as described in the section on AQ faculty, or other output consistent with the profession and teaching responsibilities of the faculty member (for example, professional reports and electronic columns)—producing a minimum of two in any five-year period. Note that Intellectual Contributions serve two roles in this expectation—maintenance of professional qualification (Standard 10) and contribution to the overall amount of intellectual output of the School (Standard 2).

Professionally Qualified faculty should provide documentation of professional involvement in the form of a professional portfolio that may include, if relevant, supporting documents from appropriate parties. Here are some examples of the kinds of supporting documentation that might be in the professional portfolio:

- If a PQ faculty member has achieved professional certification, there could be a copy of the certificate.
- If a PQ faculty member is employed in a field that maintains her/his currency, there could be a letter from her/his employer detailing the faculty member’s duties including scope and duration.
- If a PQ faculty member is on a board or important business community committee, she/he could include a copy of a document showing the faculty member’s membership on the board or committee.
- If a PQ faculty member consults in a sufficiently meaningful way, there could be a testimonial letter from the client, a documentation of billable hours, or perhaps a copy of the report to the client if that is allowed under the consulting arrangement.
- If a PQ faculty member delivers or designs a professional workshop, there could be some documentary backup provided by the sponsoring organization.
- If the faculty member attends a workshop or conference, documentation from the sponsoring organization is not necessary, but in appropriate instances she/he could provide the same documentation that would normally be filed with professional organizations that require Continuing Professional Education.

School of Business Expectations for the Intellectual Contributions of the Aggregate Faculty

According to AACSB Standards, “At least 90 percent of the faculty are either academically or professionally qualified”, “At least 50 percent of the faculty are academically qualified” and “Qualified faculty resources are distributed across programs and disciplines consistent with the school’s mission.” According to AACSB standards, “In the aggregate, the portfolio of current capabilities for all faculty members is sufficient to support high quality performance of all activities in support of the school’s mission.”
School of Business Process for Designating Faculty Qualification

**Full time faculty:** By February 28 of each year, each full time faculty member must electronically update his or her online database by recording activity from the previous calendar year. The School of Business Personnel Committee will use a printout of the database summary for each full time faculty member, which it will use to determine ongoing AQ/PQ status of each such faculty member at its last meeting of the academic year. The School of Business Personnel Committee need not review, at this time, a faculty member who has been subject to a peer review earlier in the year where the Committee confirmed her or his AQ/PQ status. While the School of Business Personnel Committee will make its assessment of faculty qualifications, the Dean and Associate Dean have final review and determination of AQ/PQ status.

**Adjunct faculty:**

- **New Resumes Received**

During the course of an academic year, the School receives many unsolicited and solicited resumes. Deans, Chairs, or faculty who receive them should forward them to the Associate Dean, who will acknowledged the applicants via letter (thanking for interest, will keep on file, be in touch if need/interest in future, etc.). Staff will organize the cover letters and resumes by teaching discipline area. If a need for an adjunct should develop, the Department Chair, in consultation with faculty members from the discipline area, will review resumes on file and determine if any individuals meet the need. Faculty members from the discipline will carefully review those resumes selected as potential finalists, and will determine whether or not the individuals are Professionally or Academically Qualified (PQ or AQ) in keeping with School standards. (The Green Book section on Intellectual Contributions and Qualifications spells these out.) Once faculty members in the discipline make this determination, the Department Chair will forward five copies of the resume to the SB P&T Committee Chair, for P&T Committee consideration and review at its next scheduled meeting. The P&T Committee will make its assessment of faculty qualifications, but the Dean and Associate Dean have final review and determination of AQ/PQ status.

- **“Emergency” Review Policy**

Occasionally situations arise that require a faster review and determination of adjunct faculty PQ/AQ status than is possible with review at the next scheduled P&T Committee meeting. In such an event, the Dean, Associate Dean, and Chair of the School’s Personnel Committee, in consultation with faculty members in the discipline and the Department Chair as appropriate, will review an adjunct’s resume and determine PQ/AQ status independent of the usual process.

**Aggregate Faculty Intellectual Contributions in Support of Mission**

According to AACSB standards, “Maintenance of knowledge and expertise supports faculty performance through an appropriate balance, given the school’s mission, through contributions over the past five years in all of the following areas: 1. Learning and pedagogical research. 2. Contributions to practice 3. Discipline-based scholarship.” While not every faculty member must
contribute in each of the three categories, the aggregate faculty must provide sufficient development in the past five years.

The following outputs are included, respectively, in discipline-based scholarship, contributions to practice, and learning and pedagogical research:

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<th>Discipline-based Scholarship</th>
<th>Contributions to Practice</th>
<th>Learning and Pedagogical Research</th>
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<tr>
<td>publication in refereed journals</td>
<td>publication in professional journals</td>
<td>textbooks</td>
</tr>
<tr>
<td>research monographs</td>
<td>professional presentations</td>
<td>publications in pedagogical journals</td>
</tr>
<tr>
<td>scholarly books</td>
<td>public/trade journals</td>
<td>written cases with instructional materials</td>
</tr>
<tr>
<td>chapters in scholarly books</td>
<td>in-house journals</td>
<td>instructional software</td>
</tr>
<tr>
<td>proceedings from scholarly meetings</td>
<td>book reviews</td>
<td>publicly available materials</td>
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<tr>
<td>papers presented at academic meetings</td>
<td>papers presented at faculty workshops</td>
<td>describing the design and implementation of new courses</td>
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<tr>
<td>publicly available research working papers</td>
<td>consulting reports (if publicly available)</td>
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<tr>
<td>papers presented at faculty seminars</td>
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Although the above three lists differ in orientation, they are not exclusive. Work in instructional development, for example could be published in refereed journals. Similarly, papers in applied research could be presented at academic meetings, and so on.

The key to these outputs is availability of written materials to the external community (whether on paper or in electronic form). In other words, an intellectual contribution cannot simply be an oral presentation. Since the School of Business has a predominant emphasis on undergraduate degree programs, our emphasis of intellectual contributions is in the areas of contributions to practice and learning and pedagogical research.

Aggregate Faculty Intellectual Contributions Recordkeeping

According to AACSB standards, “The school has a clearly defined process by which it evaluates how faculty members contribute to the mission and maintain their qualifications.”

The process employed for faculty development and evaluation is outlined in the criteria, composition and procedures of each department’s personnel committee. The documents prepared for pre and post tenure and reappointment decisions form the basis of the annual qualification decision made by the faculty qualification committee. Additionally, an up-to-date record of scholarly output is maintained as all faculty contribute new scholarly output descriptions to the schools Intellectual Contributions (IC) database.