

Loyola University New Orleans, College of Business

Academic and Professional Qualifications

Introduction

AACSB International, the Association to Advance Collegiate Schools of Business accredits business programs based upon their ability to meet twenty-one important standards designed to measure and ensure overall high quality and continuous improvement of the program. We accept and affirm those standards and others as may be developed by AACSB over time. We also recognize that while all of the standards are important, one of special significance is standard ten, which pertains to faculty qualifications. We accept and affirm AACSB's position that faculty can and must do more than obtain their degree to remain qualified to deliver high quality instruction over time. Moreover, we also accept and affirm the AACSB position that, "the faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission." Indeed, we believe that attracting and retaining faculty who are committed to the mission/vision of Loyola University in general and the College of Business in particular is an extremely important indicator of our belief in Jesuit ideals and the pursuit of our purpose as a College. Central to standard ten is the requirement that all faculty members employ a continuous improvement approach to maintain their intellectual capital. The purpose of this document is to offer both our interpretation of this standard within the context of our environment, mission, and vision as well as provide guidelines designed to guide faculty efforts to maintain their qualifications. It is our position that faculty members at Loyola have an obligation to themselves, to each other, to their students, to their discipline and to our community to remain adequately qualified to execute the duties associated with their positions.

It is our position that a central premise implicit and explicit in standard ten is the idea of currency. AACSB accreditation standards clearly articulate the need for schools to demonstrate that faculty members are current in their field of teaching. Standard #10 indicates:

"The faculty has, and maintains, intellectual qualifications and **current** expertise to accomplish the mission . . ."

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

"Since the intent of academic qualifications is to assure that faculty members have research competence in their primary field of teaching, the existence of a **current** research record in the teaching field will be accepted as prima facie evidence of academic qualifications, regardless of credentials."

Further,

"While entry qualifications (academic or professional) are important, the world of business changes very rapidly and faculty members must be involved in continuous development throughout their careers to stay **current**. Regardless of their specialty, work experience, or graduate preparation, the standard requires that faculty members maintain their competence through efforts to learn about their specialty and how it is applied in practice."

The standard goes on to discuss the school's "portfolio of intellectual contributions," which can provide evidence of faculty currency in their field. The language is also quite clear in differentiating professional development activities from activities that demonstrate currency and relevancy:

"Faculty development activities do not have inherent value in and of themselves. ... The critical factor in determining whether faculty members bring current and relevant information is the **impact** of faculty member's development activities on the mission of the school."

The standards are specific in that business schools are expected to recruit and maintain a roster of qualified teaching faculty. The AACSB generally defines "qualified" as a combination of appropriate academic credentials plus evidence of currency in the teaching field.

"The standards are vague in that business schools are expected to develop operational definitions of "qualified" that appear congruent to the specific mission of the business school."

This document represents the philosophy and operationalization of "qualified."

Vision & Mission Congruence

It is important to note that the standards go beyond articulating the importance of currency and qualified. Indeed, Standard #2 (page 13) states that the "mission includes the production of intellectual contributions that advance the knowledge and practice of business and management". It is our understanding that standard 2 is interpreted to mean that not only does the school articulate the importance of intellectual contributions in its mission/vision but that the articulation of that which constitutes intellectual activity is supportive and congruent with mission/vision attainment. In this regard, we believe that a statement or articulation of intellectual contributions that is not mission/vision enhancing or is not consistent with the mission/vision would be detrimental to the faculty, the students, stakeholders, and ultimately learning itself. To facilitate mission/vision alignment with expectations regarding intellectual pursuits we, like AACSB, believe that a generalized categorization of intellectual activity/scholarship should include:

contributions to learning and pedagogical research,
contributions to practice, and
contributions to discipline-based scholarship.

In addition we, like AACSB, believe that not every faculty member must contribute in each of the three categories but that the aggregate faculty must provide sufficient activity among the three types of contributions. We believe that mission/vision alignment and attainment will be achieved by producing a portfolio of faculty contributions that reflect a balance among contributions to those three areas as well as areas which may emerge as the corporate and academic contexts change over time.

The COB Mission states,

In the Ignatian tradition, the mission of the College of Business is to provide a superior values-laden education that motivates and enables our students to become effective and socially responsible business leaders. We strive to contribute quality research, serve local and intellectual communities, and graduate students who possess critical thinking skills and courage to act justly in a global business environment.

The COB Vision states,

To create a learning place that **awakens, enlightens, and transforms** through personal reflection, ethical decision making, critical thinking, and the mastery of innovative business practices.

Therefore, our portfolio of intellectual contributions will be generated by a faculty whose scholarly outputs and intellectual contributions are diversified yet indicative of Ignatian ideals and our efforts to awaken, enlighten and transform. However, diversification will not come at the expense of quality. Thus, regardless of the format, the audience, the method of dissemination or the like our goal will be to produce intellectual contributions that are excellently prepared, appropriately documented, cogent, compelling, and meet the highest possible professional standards. We also recognize that to achieve a diversified a quality portfolio of scholarly output that is mission/vision supportive requires a broad perspective on that which constitutes intellectual contribution/currency than existed less than a decade ago. In short, we are committed to the belief that one size does not fit all at Loyola and no attempt will be made to pigeon hole faculty into a singular approach, methodology, style or outlet for their scholarly pursuits.

Thus, whenever possible we will use the terms scholarship, scholarly activity, scholarship, intellectual contributions and the like in place of research to describe those activities in which faculty must engage to possess sufficient currency to deliver the excellent courses or programs. Moreover, the outputs associated with our definition of scholarly activity will take a variety of forms including articles published in refereed journals, textbooks, published cases / case notes, articles published in trade and practitioner outlets, developing and delivering executive education courses, on-going consultative relationships, teaching in international programs, developing and disseminating tools to enhance practice / pedagogy, etc. In addition, the choice of scholarly activities used to maintain currency and relevance will almost certainly vary from faculty member to faculty member and may well vary from time to time within a particular faculty member's career.

Faculty Qualifications AQ / PQ Designations

As described by AACSB, faculty members may be categorized as Academically Qualified, Professionally Qualified, or other. Except in the most unusual or extreme circumstances, Loyola faculty will be designated as either Academically Qualified or Professionally Qualified. The focus of both qualification conditions is to ensure that faculty members have sufficient intellectual capital to be effective teachers in the classroom. The AACSB standards, interpretations, and other documents provide complete definitions of these terms which we summarize in the following.

A. Academically Qualified: An AQ faculty member should possess the intellectual capital that will enable the person to produce intellectual contributions and teach. In virtually all cases, this equates to intellectual capital development resulting from the faculty member having completed a doctoral degree in the field where he or she will be teaching. Once this has been accomplished, intellectual capital maintenance requires that the faculty member produce intellectual contributions that fall into one of the three categories identified by AACSB – discipline-based scholarship, contributions to practice, and learning and pedagogical research.

B. Professionally Qualified: A PQ faculty member should possess the intellectual capital that will enable the person to teach and contribute to the school's mission, which may include contributions to the research mission. Intellectual capital development consists of completion of a master's degree in the teaching area, and professional experience of significant duration and level of responsibility to fully prepare the individual for the assigned teaching duties. Intellectual capital can be maintained through a variety of activities that demonstrate maintenance of intellectual/professional capital, and the production of intellectual contributions is one possible maintenance activity.

At Loyola University we accept and affirm that delivering quality programs requires both academically and professionally qualified faculty in the ratios and at the levels of participation prescribed by AACSB. The following represent our articulation of the standards faculty must meet to become and maintain academic and professional qualification.

ACADEMICALLY QUALIFIED

For faculty to maintain the necessary currency to teach in the Jesuit tradition and uphold Loyola standard of educational excellence they must fulfill the requirements for either A or B below in a rolling 5 year period.

- A.** *A Doctoral/Terminal Degree in Discipline or Related Field, and*
1. Two peer or editorially reviewed journal articles (PRJ), **or**
 2. One journal article (PRJ), plus two other quality publications (QP), **or**
 3. One journal article (PRJ), plus one other quality publication (QP), plus two other intellectual contributions (OIC).

- B. Other Doctoral/Terminal Degree or Masters Degree, and**
Three to four quality publications during the current five-year period, fulfilled with any of the three options below. Publications will count in the year they are published.
1. Two peer- or editorially-reviewed journal articles (PRJ), plus one other quality publication (QP), **or**
 2. One journal article (PRJ), plus three other quality publications (QP), **or**
 3. One journal article (PRJ), plus two other quality publication (QP), plus two other intellectual contributions (OIC).

Faculty who have a significant load (defined as performing more than half of their requisite teaching load over a three year rolling period) in the MBA or other graduate programs developed by the COB ... OR ... faculty who have significant reductions in teach load for other than administrative reason are expected to produce proportionally more qualifying outputs to satisfy either condition 1, 2, or 3 above. The dean, associate dean or a graduate research committee will monitor and assess faculty in this position on a yearly case by case basis and make the appropriate determination.

A **quality publication (QP)** is a published or otherwise disseminated intellectual work that has gone through a review process and is subject to rejection or significant modification and is readily available for public consumption and/or critique.

Examples of quality publications include:

- Peer or editorially reviewed journal articles
- Peer or editorially reviewed articles in practitioner publications
- Articles published in peer-reviewed conference proceedings
- Chapters in an editorially-reviewed or peer-reviewed book
- Edited or authored books – text or published by recognized and independent publishers
- Casebook or cases published through a nationally-recognized publisher
- Software packages in the teaching or related discipline, reviewed and used in multiple institutions
- A white or thought paper disseminated by AACSB, AAHE, PEW institute or other high quality institution or organization
- Other types of market-tested, refereed publications approved by the dean, associate dean or other appointed committee.

Other intellectual contributions (OIC) exist in a publicly disseminated form that are readily available for scrutiny by academic peers and professionals. Other intellectual contributions include:

- Conference presentations
- Trade publications
- Papers presented at faculty seminar or research colloquia
- Government research reports
- Funded grant proposals from outside University source in excess of \$2,500.00
- Popular press articles or editorials
- Non-reviewed books
- Book reviews

- Teaching a class which is part of core or elective base of classes at an institution in another country
- Creating and delivering executive education or continuing education courses that are independently evaluated for organizations, professional societies, governmental agencies, etc.
- Presenting descriptions of the design and implementation of new curricula, new courses, new teaching methods or methods of assessment at outside institutions.
- Maintaining an active consulting practice with evidence of multiple ongoing clients.
- Serving as a member of a board of directors for a company or not-for-profit agency
- Other types of intellectual contributions approved by the relevant CBA department or the Dean
- Serving as an expert witness
- Publishing (and sustaining the publication of) a newsletter or sequence of reports that attracts a robust subscription base.
- Operating or owning a profitable business with substantial annual revenues.
- Obtaining new (and appropriate) professional certification(s)

PROFESSIONALLY QUALIFIED

Loyola's standards for professional qualification are:

- Masters degree in field related to teaching responsibilities, **and**
- Significant professional experience in duration and level at time of hire, **and**
- Significant continued engagement in professional activities during the current five-year period, as assessed by the relevant COB administrator/committee.

Accepted **professional activities** include:

- Ongoing work or consulting experience in the appropriate field
- Presentation of continuing education seminars
- Enrollment in professional education classes
- Obtaining an appropriate professional certification
- Operating a successful business in the appropriate field
- Serving on the board of a for-profit corporation
- Serving as an officer in national, regional, or local associations
- Publishing a newsletter or other widely-distributed report
- Provide professional commentary to news media on a frequent basis
- Supervising a foreign study program in a related field
- Qualifying publications (QP) or other intellectual contributions (OIC) as outlined under academically qualified (AQ) standards.

Provisions

Obtaining and maintaining AQ/ PQ status is a necessary condition to uphold the values we espouse, contribute to the attainment of our mission/vision, and to perpetuate our Jesuit heritage and reputation for delivering high quality educational experiences. Conversely, obtaining and maintaining AQ/PQ status is not a “sufficient” condition to warrant such key

performance related outcomes as re-appointment, continued service. Thus, the articulation of AQ / PQ standards above should not be construed as setting minimum nor maximum performance targets or hurdles. The following provisions to the above are described below.

- 1) Faculty member” means anyone who is contracted to teach a COB course, regardless of contract status (tenured, tenure track, non-tenure track, or adjunct).
- 2) Faculty who are ABD will be considered Academically Qualified (AQ) if they are completing their first year of service in the DCOB.
- 3) Faculty members who have received a terminal degree in the discipline in which they teach within the last 5 years will be considered AQ. *However, the expectation is that they will be active producing intellectual contributions during that 5 year period.*
- 4) Anyone serving in a central administrative position within the COB or Loyola University will be considered AQ / PQ during the period in which they actively serve in that capacity and for one academic year post service. However, people occupying such positions are to act in accord with the spirit and intent of our AQ / PQ by being intellectually vibrant, current, and curious.
- 5) Obtaining and maintaining AQ / PQ status is not linked with the annual evaluation process, the promotion and tenure process, the merit process or any other performance based program established by the Dean or appropriate College / University committee.
- 6) Obtaining and maintaining AQ / PQ status confers no special rights nor does it bestow any particular privileges.
- 7) Obtaining and maintaining AQ / PQ status will not “equate” or be thought to predict any particular performance evaluation by the Dean or other evaluative body.
- 8) Teaching at the graduate level or in specialty / boutique offerings that may be developed overtime is a privilege that may require commitments beyond obtaining and maintaining AQ / PQ status at the graduate level to include: willingness to teach in an integrative fashion, ability to team teach with practicing professionals in the field or other educators, fluency with and ability to utilize different pedagogies, willingness and ability to acquire needed technology skills and the like.

In an era characterized by multiple shifting paradigms not everything which might be considered a high quality, mission/vision enhancing, value added scholarly activity that demonstrates a commitment to educational excellence can be specified in a static document of this nature. Therefore, faculty who generate an output in line with the spirit and intent but not covered by this document should bring it to the attention of the dean, the associate dean or relevant committee for review. The individual(s) or group will review, in conjunction with AACSB headquarters if necessary, the request and make an appropriate decision as to the classification of the output and the role/weight it will play in establishing or maintaining AQ/PQ designation.

Conclusion

By articulating the aforementioned qualifications, continually improving upon them, and revising them when it is appropriate we hope to provide clarity on that for which we stand, that which we will endeavor to pursue, and that which we pledge to maintain. We believe the standards we are setting will perpetuate a vibrant, stimulating, diverse intellectually challenging environment that is in keeping with our Jesuit heritage, is mission/vision appropriate, maintains the standards put forth by the AACSB, and attracts, retains and rewards students, faculty and others who are committed to the ideals of scholarship. Finally, we affirm that obtaining and maintaining the AQ / PQ standards outlined herein, is a personal, professional, collegial, organizational, and social duty we are motivated to achieve.