



## Belk College Policy on Qualified Faculty Status

The Belk College of Business is committed to maintaining a high-quality faculty that is consistent with its mission of being North Carolina's urban research business school. Accomplishing that mission requires that all faculty members employed by the College have appropriate initial academic or professional preparation and that they sustain their currency and relevance through appropriate scholarly or professional activities. The specific preparation and sustaining activities expected of a faculty member are a function of the type of position the faculty member holds and the courses they teach.

The purpose of this document is to define the five categories of Qualified Faculty Status (QFS) the College will utilize and the *minimum* standards required for faculty members to maintain the various types of QFS. Please note that meeting the *minimum* QFS standards outlined in this document does not necessarily mean that a faculty member is meeting the College's expectations for research productivity as those expectations vary across faculty appointment types and course load.

### 1. Qualified Faculty Status

Standard 3 of the AACSB *Standards for Business Accreditation* defines five broad classifications of QFS. These classifications are:

- a. Scholarly Academics (SA) are faculty who have normally attained a terminal degree in a field related to the area of teaching and who sustain currency and relevancy through scholarship and activities related to their field of teaching. SA faculty are normally expected to produce some peer- or editorial- reviewed publications related to their field of teaching as part of their portfolio of scholarship. In addition to publications related to their field of teaching, SA faculty may produce other publications outside their field of teaching in support of other mission-related components of the school and reflective of the faculty member's role at the school.
- b. Practice Academics (PA) are faculty who have normally attained a terminal degree in a field related to their area of teaching and who sustain currency and relevancy through professional engagement, interaction, and activities related to the field of teaching.
- c. Scholarly Practitioners (SP) are faculty who have normally attained a master's degree related to their field of teaching; have professional experience substantial in duration and responsibility at the time of hire; and who sustain currency and relevancy through scholarship related to their professional background and experience in their field of teaching.
- d. Instructional Practitioners (IP) are faculty who have normally attained a master's degree related to their field of teaching; have professional experience substantial in

duration and responsibility at the time of hire; and who sustain currency and relevancy through continued professional experience and engagement related to their professional background and experience in their field of teaching.

- e. Additional Faculty (A) are faculty who do not meet the school's criteria for SA, PA, SP, or IP.

The AACSB definitions above are intentionally broad. AACSB requires that each member institution develop specific definitions for both initial preparation and continuing academic or professional engagement for each category.

The following sections provide the Belk College definitions for each QFS category. These standards are the *minimum* standards a faculty member must meet to be qualified to teach. They are not intended to be, nor should they be interpreted as, the College's expectation with respect to faculty research productivity and engagement.

## 2. Scholarly Academics

### a. Initial Preparation

- I. Normally a doctorate is the appropriate initial preparation for SA status.
- II. For faculty members teaching business law, a graduate law degree is appropriate initial preparation for SA status.
- III. For faculty members teaching tax, a graduate tax degree or an appropriate combination of graduate degrees in law and accounting is appropriate initial preparation for SA status.

### b. Recency Requirements

- I. Faculty members who completed their Initial Preparation defined above within the previous six years (as measured on the first date of the academic year, normally July 1) will be classified as being SA for both graduate and undergraduate teaching.
- II. Doctoral candidates who have passed their comprehensive exams within the past three years (as measured on the first date of the academic year, normally July 1) will be classified as being SA.

### c. Standard for Sustained SA status

Faculty members who do not satisfy the Recency Requirements listed in section 2.b above must demonstrate and document ongoing relevant activities to maintain SA status. The minimum requirements for SA status, completed within the past five-year period, are:

- I. Two (2) activities from the **Scholarly Research Activities** list
- II. Plus one of the following:
  - a. One (1) activity from **Scholarly Engagement Activities** list (Group A)
  - b. Two (2) activities from **Scholarly Engagement Activities** list (Group B)
  - c. One (1) additional activity from the **Scholarly Research Activities** List

Note that the burden is on the faculty member to provide sufficient documentation of their activities to demonstrate that the activities were of sufficient breadth and relevance to maintain the SA status of the faculty member. Activities from these lists do not comprise the full range or scope and scale of faculty activities. A faculty member who wishes to have a non-listed activity included or who feels that an activity has been incorrectly classified may, in consultation with their Chair, ask the Dean or Dean's designee to add or reclassify that activity. In general, faculty should make such a request prior to engaging in the activity.

### 3. Practice Academics

#### a. Initial Preparation

A newly appointed faculty member will be considered PA if the individual has earned a doctoral or relevant terminal degree (e.g., JD, Masters in Taxation, etc.) and demonstrates at least five years of significant recent professional engagement activities with the business community, the public-policy community, or non-profit organizations.

#### b. Part-time faculty members who are classified as PA maintain their status through continuing professional experience provided that it remains current, substantial in terms of duration and level of responsibility and clearly linked to the field in which the person is expected to teach.

#### c. Standard for Sustained PA status

To maintain PA status, a faculty member must, in the most recent five-year window,<sup>1</sup> engage in and document intellectual or professional activities that must include:

- I. At least two (2) activities from the **Professional Engagement Activities** list
- II. At least one (1) additional activity from the **Professional Engagement Activities** list or at least one (1) activity from the **Professional Research Activities** list

#### d. Administrative and Post-Administrative PA status

- I. Faculty members who currently hold the Dean or Associate Dean position who do not otherwise qualify as SA are qualified as PA.
- II. Individuals who return to faculty status after having served as the Dean or Associate Dean of the College and who do not otherwise qualify as SA shall be deemed to be PA by virtue of the professional work they did during their time as Dean or Associate Dean. They shall retain PA status after returning to the faculty for a period of time equal to the lesser of five years or the duration of time they served as Dean or Associate Dean.

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<sup>1</sup> New faculty members who are hired from outside academia and meet the initial preparation requirements to qualify as PA will have an initial five-year window to meet the standard for sustained PA status.

#### 4. Scholarly Practitioners

##### a. Initial Preparation

- I. Normally, at the time of hiring, an SP faculty member must have professional experience that is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the faculty member is expected to teach.
- II. SP faculty members will hold a master's or higher degree in the appropriate discipline. In limited cases, SP status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degree qualifications. In such cases, the department chair is expected to present a supporting case.

##### b. Faculty members who are classified as SP maintain their status through ongoing academic and professional engagement activities. To maintain SP status, a faculty member must, in the most recent five-year window, engage in and document academic activities that must include:

- I. One (1) activity from the **Scholarly Research Activities** list
- II. Two (2) activities from either of the **Scholarly Engagement Activities** list or the **Scholarly Research Activities** list

#### 5. Instructional Practitioners

##### a. Initial Preparation

- I. Normally at the time of hiring an IP faculty member must have professional experience that is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the faculty member is expected to teach.<sup>2</sup>
- II. IP faculty members will hold a master's or higher degree in the appropriate discipline. In limited cases, IP status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degree qualifications. In such cases, the department chair is expected to present a supporting case.

##### b. Part-time faculty members who are classified as IP maintain their status through continuing professional experience provided that it remains current, substantial in terms of duration and level of responsibility and clearly linked to the field in which the person is expected to teach.

##### c. If a full-time faculty member is classified as IP, their duties to the University normally will

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<sup>2</sup> New faculty members who are hired from outside academia and meet the initial preparation requirements to qualify as IP will have an initial five-year window to meet the standard for sustained IP status.

preclude their maintaining currency and relevance through the professional activities through which they were originally qualified. In such a case, to maintain IP status, a faculty member must engage in and document the following:

- i. Three (3) activities from the **Professional Engagement Activities** list

## **FQS Activities Lists**

### **Scholarly Research Activities**

1. Peer-reviewed journal articles<sup>3</sup>
2. A substantial grant from a Federal, State, or nationally recognized funding agency on which the faculty member is the Principal Investigator (PI) or Co-PI.
3. Other peer-reviewed methods of disseminating original research that are of the same level of rigor and prestige as a peer-reviewed journal. Prior to utilizing such an outlet, the faculty member shall consult with the Department Chair and Dean's designee, who will issue a determination in writing as to whether the outlet is an equivalent Scholarly Research Activity.

### **Scholarly Engagement Activities**

#### **Group A**

1. Serving as the editor or section-editor of a peer-reviewed journal;
2. Serving as the President, Vice-President, board of directors member, or other elected officer of a nationally or internationally recognized academic association/organization;
3. Winning an external research award/recognition from a nationally or internationally recognized academic organization;
4. Serving as the Conference or Program Chair of a regional, national, or international academic conference;
5. Writing a college textbook or scholarly book that is published by one of the national publishing houses or a University press;
6. Testifying to Congress or a State Legislature, or providing substantial invited advice to the Federal or State government or their agencies;

#### **Group B**

1. Serving as an Associate Editor or on the editorial board of a peer-reviewed journal;
2. A smaller grant from a Federal, State, or nationally recognized funding agency on which the faculty member is the Principal Investigator (PI) or Co-PI.
3. Participating in a regional, national, or international academic conference in roles such as:
  - Organizing an academic track or session
  - Giving an invited talk
  - Presenting a peer-reviewed paper/poster and/or publishing in the proceedings
  - Organizing or participating on a panel

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<sup>3</sup> Articles in predatory journals (as defined by <https://www.nature.com/articles/d41586-019-03759-y>) are not considered.

4. Giving an invited research seminar at another College or University;
5. Chairing or co-chairing a successfully completed doctoral dissertation;
6. Developing supplemental teaching materials for a textbook (other than one written by the faculty member) or writing a book chapter that is published by one of the national publishing houses or a University press;
7. Serving as the editor for a scholarly book or special issue peer-reviewed journal;
8. Publishing a case in a case journal or through one of the national publishing houses.

### **Professional Research Activities**

1. Intellectual contributions in practice-oriented publications or equivalent
2. Any item listed in the Scholarly Research Activities list

### **Professional Engagement Activities**

1. Activities that may be counted more than once:
  - a. Faculty internships;
  - b. Development and presentation of executive or professional education programs;
  - c. Industry-funded research projects that are administered through UNC Charlotte and on which the faculty member is a PI or Co-PI;
  - d. A smaller grant from a Federal, State, or nationally recognized funding agency on which the faculty member is the Principal Investigator (PI) or Co-PI and which includes industry participation;
  - e. Giving an invited talk or a peer-reviewed presentation and/or publishing in the proceedings of a practitioner or industry conference;
  - f. Relevant, active service on boards of directors;
  - g. Project based learning
  - h. Participation in other activities that place faculty in direct contact with business or other organizational leaders. These activities must be material in terms of time and substance. Before engaging in such activities, the faculty member shall consult with the Chair and Dean's designee to confirm that the activity is of sufficient depth and relevance to contribute to a faculty's FQS status;
2. Activities that may count only once per five-year period:
  - a. Sustained professional work;
  - b. Consulting activity that is material in terms of time and substance
  - c. Significant participation in business professional associations;
  - d. Maintenance of appropriate professional licensure;
  - e. Participation in professional events that focus on the practice of business, management and related issues;
  - f. Professional development related to teaching in a business discipline

Activities from these lists do not comprise the full range or scope and scale of faculty activities. A faculty member who wishes to have a non-listed activity included or who feels that an activity has been incorrectly classified may, in consultation with their Chair, ask the Dean or Dean's designee to add or reclassify that activity. In general, faculty should make such a request prior to engaging in the activity.

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