

**Albers School of Business and Economics  
Seattle University  
Requirements for Faculty Qualification**

**Scholarly Academic (SA)**

Scholarly Academic (SA) status is assessed by earned degrees and sustained scholarly activity.

**Academic Preparation**

Normally, an SA faculty member will have a research doctorate in a field related to the area of the teaching assignment. Graduate degrees in law and tax will be considered sufficient for faculty teaching business law and taxation. Faculty members who have earned their degree within the last five years will be granted SA status on the basis of their academic preparation.

**Scholarly Activity**

To be considered a Scholarly Academic (SA) faculty member, Albers faculty should earn at least 350 points over the last five years following the Albers Scholarship Impact Scale (ASIS), including at least 300 points from Level 1-4 journals and at least two Level 1-4 items.

The ASIS scale works as follows:

Level 4+<sup>1</sup> article: 300 points and Big Hit course release

Level 4: 300 points

Level 3: 200 points

Level 2: 150 points

Level 1: 100 points

\*Other<sup>2</sup>

- scholarly book or text book, first edition<sup>3 4</sup> 100

---

<sup>1</sup> Level 4+ is reserved for the same small group of "Big Hit" outlets that are currently identified.

<sup>2</sup> All the scores in the "other" category are suggested minimum scores and may be increased upon consideration.

<sup>3</sup> May count as up to one Level 1 item.

<sup>4</sup> Acceptance of a book should include evidence of completed galley sheets and any accompanying publisher's correspondence. A signed contract to produce a book is insufficient.

- major paper presentation<sup>5</sup> 50
- minor paper presentation 25
- other presentation<sup>6</sup> 20
- invited chapter to scholarly book 50
- editing a scholarly book 50
- text book, revision 50
- book for application or pedagogy 50
- working papers that are published in a formal working paper series -- 25
- translations of already published articles that are subsequently published in other journals or books --25
- invited reprints of published articles that are subsequently published in other journals or books -- 25
- non-refereed publication 10-50<sup>7</sup>
- minor refereed publication 10-50<sup>8</sup>

Editing scholarly journals is a worthy endeavor that contributes to the profession and advances scholarship. Points for editing can be earned as follows:

---

<sup>5</sup>Major and minor paper presentations go through a peer review at submission. A paper presentation is considered major if it is done at a conference that the department designates as such or to a group of "Research-1" type scholars. Conferences that are considered "major" should be identified as part of the Scholarship Impact Scale and not so labeled on a post hoc, case-by-case basis. Publication of the presented paper is not necessary; but, publication in a proceedings for the same venue should not be "double-counted". Note that some conference presentations may have sufficient impact to be scored Level 1 or higher.

<sup>6</sup>The category of Other paper presentations is distinguished from Major and Minor chiefly by a lack of peer review of submissions. Included would be any other scholarly presentations to faculty groups, professional groups, or civilians, such as to SU faculty, to a firm's management group, or to local professional or community groups. If essentially the same presentation is made to multiple audiences, all but one of presentations can be regarded as Other presentations. That is, only one of the presentations may be scored as Major or Minor.

<sup>7</sup> The Albers Scholarship Review Committee (SRC) may determine the impact, which may vary from low to high by *outlet* (e.g., *Puget Sound Business Journal* versus *Wall Street Journal*), *length* (short letter to editor versus 2500 word essay), and *other dimensions*.

<sup>8</sup> The SRC may determine that some refereed outlets have insufficient impact to warrant Level 1 but not zero impact. As they are identified, these outlets should be added to ASIS.

- Full editorship of a scholarly journal (to be counted as a Level 1+ product, i.e. as a journal article):
  - o Level 4 journal, 300
  - o Level 3 journal, 200
  - o Level 2 journal, 150
  - o Level 1 journal, 100
  
- Associate editorship of a scholarly journal (to be awarded points as follows, but only Levels 3 and 4 count as an article):
  - o Level 4 journal, 150
  - o Level 3 journal, 100
  - o Level 2 journal, 75
  - o Level 1 journal, 50
  
- Full editorship of a scholarly journal, special issue (to be awarded points as follows, but only Levels 3 and 4 count as an article):
  - o Level 4 journal, 150
  - o Level 3 journal, 100
  - o Level 2 journal, 75
  - o Level 1 journal, 50
  
- Serving on an editorial board (to be awarded points as follows, but none count as journal articles)
  - o Level 4 journal, 100
  - o Level 3 journal, 75
  - o Level 2 journal, 50
  - o Level 1 journal, 25

In addition to journal level, faculty who claim credit for editing duties should provide, as part of the annual evaluation materials, a description of the specifics of the details, such as number of papers submitted, number of reviewers supervised, number of parallel people at the journal (for associate editors).

During each annual evaluation, the department chair will use these criteria to assess the academic qualifications of each full-time faculty member and forward that recommendation to the Executive Committee. The final determination of whether a person is considered SA will be made by the Executive Committee as part of its deliberations in the annual review process. This determination will impact teaching loads for the subsequent academic year.

Faculty with administrative duties, such as chairs and associate/assistant deans, should have lower scholarship productivity expectations. Those faculty members should

receive 100 points in the form of credit for one Level 1 publication for participation in AACSB or similar conferences.

Beginning with the 2012 annual evaluations, ASIS scoring will be used for determining SA status. The application will require the following:

- For the 2012 and subsequent determinations, faculty should list on Sedona their "other" scholarship.
- For all years through 2011, all articles will be scored as 100 points (with bonus of 100 points for Big Hits).
- All scholarship in 2012 and following will be scored according to ASIS.

Note that the scholarly requirements for Scholarly Academic qualification may be different from those used for annual evaluations, as well as rank and tenure decisions.

### **SA for Full-time Faculty**

Normally, SA faculty members are full-time faculty, but in some cases, such as in phase outs, they may be part-time faculty. Normally, tenure track faculty members are expected to be SA, although in some cases they may not be. During each annual evaluation, the department chair will use these criteria to assess the academic qualifications of each faculty member and forward that recommendation to the Executive Committee. The final determination of whether a person is considered SA will be made by the Executive Committee as part of its deliberations in the annual review process. This determination will impact teaching loads for the subsequent academic year.

### **Scholarly Practitioner (SP)**

To be a Scholarly Practitioner (SP), Albers faculty should have the appropriate academic preparation and relevant professional experience. In some cases, SP faculty may have previously served as Instructional Practitioner (IP) faculty members who have shifted their scope of activities as their career has progressed.

#### **Academic Preparation**

Normally, a SP faculty member will have a master's degree in a field related to the area of the teaching assignment. This might be an MBA degree or a specialized master's degree in the area of instruction. Infrequently, a qualified faculty member will have a bachelor's degree, but this should be supplemented with significant managerial or leadership experience, and/or rare expertise in a special topic area, and/or professional trade qualifications such as a CPA or CFA.

## Scholarly Activity

To be considered a SP faculty member, Albers faculty should earn at least 350 points over the last five years following the Albers Scholarship Impact Scale (ASIS), including at least 300 points from Level 1-4 journals and at least two Level 1-4 items.

The ASIS scale works as follows:

Level 4+<sup>9</sup> article: 300 points and Big Hit course release

Level 4: 300 points

Level 3: 200 points

Level 2: 150 points

Level 1: 100 points

\*Other<sup>10</sup>

- scholarly book or text book, first edition<sup>11 12</sup> 100
- major paper presentation<sup>13</sup> 50
- minor paper presentation 25
- other presentation<sup>14</sup> 20

---

<sup>9</sup> Level 4+ is reserved for the same small group of "Big Hit" outlets that are currently identified.

<sup>10</sup> All the scores in the "other" category are suggested minimum scores and may be increased upon consideration.

<sup>11</sup> May count as up to one Level 1 item.

<sup>12</sup> Acceptance of a book should include evidence of completed galley sheets and any accompanying publisher's correspondence. A signed contract to produce a book is insufficient.

<sup>13</sup> Major and minor paper presentations go through a peer review at submission. A paper presentation is considered major if it is done at a conference that the department designates as such or to a group of "Research-1" type scholars. Conferences that are considered "major" should be identified as part of the Scholarship Impact Scale and not so labeled on a post hoc, case-by-case basis. Publication of the presented paper is not necessary; but, publication in a proceedings for the same venue should not be "double-counted". Note that some conference presentations may have sufficient impact to be scored Level 1 or higher.

<sup>14</sup> The category of Other paper presentations is distinguished from Major and Minor chiefly by a lack of peer review of submissions. Included would be any other scholarly presentations to faculty groups, professional groups, or civilians, such as to SU faculty, to a firm's management group, or to local professional or community groups. If essentially the same presentation is made to multiple audiences, all but one of

- invited chapter to scholarly book 50
- editing a scholarly book 50
- text book, revision 50
- book for application or pedagogy 50
- working papers that are published in a formal working paper series -- 25
- translations of already published articles that are subsequently published in other journals or books --25
- invited reprints of published articles that are subsequently published in other journals or books -- 25
- non-refereed publication 10-50<sup>15</sup>
- minor refereed publication 10-50<sup>16</sup>

Editing scholarly journals is a worthy endeavor that contributes to the profession and advances scholarship. Points for editing can be earned as follows:

- Full editorship of a scholarly journal (to be counted as a Level 1+ product, i.e. as a journal article):
  - o Level 4 journal, 300
  - o Level 3 journal, 200
  - o Level 2 journal, 150
  - o Level 1 journal, 100
- Associate editorship of a scholarly journal (to be awarded points as follows, but only Levels 3 and 4 count as an article):
  - o Level 4 journal, 150
  - o Level 3 journal, 100
  - o Level 2 journal, 75
  - o Level 1 journal, 50
- Full editorship of a scholarly journal, special issue (to be awarded points as follows, but only Levels 3 and 4 count as an article):

---

presentations can be regarded as Other presentations. That is, only one of the presentations may be scored as Major or Minor.

<sup>15</sup> The Albers Scholarship Review Committee (SRC) may determine the impact, which may vary from low to high by *outlet* (e.g., *Puget Sound Business Journal* versus *Wall Street Journal*), *length* (short letter to editor versus 2500 word essay), and *other dimensions*.

<sup>16</sup> The SRC may determine that some refereed outlets have insufficient impact to warrant Level 1 but not zero impact. As they are identified, these outlets should be added to ASIS.

- o Level 4 journal, 150
- o Level 3 journal, 100
- o Level 2 journal, 75
- o Level 1 journal, 50
  
- Serving on an editorial board (to be awarded points as follows, but none count as journal articles)
  - o Level 4 journal, 100
  - o Level 3 journal, 75
  - o Level 2 journal, 50
  - o Level 1 journal, 25

In addition to journal level, faculty who claim credit for editing duties should provide, as part of the annual evaluation materials, a description of the specifics of the details, such as number of papers submitted, number of reviewers supervised, number of parallel people at the journal (for associate editors).

During each annual evaluation, the department chair will use these criteria to assess the academic qualifications of each full-time faculty member and forward that recommendation to the Executive Committee. The final determination of whether a person is considered SP will be made by the Executive Committee as part of its deliberations in the annual review process. This determination will determine teaching loads for the subsequent academic year.

Faculty with administrative duties, such as chairs and associate/assistant deans, should have lower scholarship productivity expectations. Those faculty members should receive 100 points in the form of credit for one Level 1 publication for participation in AACSB or similar conferences.

Beginning with the 2012 annual evaluations, ASIS scoring will be used for determining SP status. The application will require the following:

- For the 2012 and subsequent determinations, faculty should list on Sedona their "other" scholarship.
- For all years through 2011, all articles will be scored as 100 points (with bonus of 100 points for Big Hits).
- All scholarship in 2012 and following will be scored according to ASIS.

Note that the scholarly requirements for Scholarly Practitioner qualification may be different from those used for annual evaluations, as well as rank and tenure decisions.

### **SP for Full-time Faculty**

SP faculty can be teaching part-time or full-time. Typically, any full-time SP faculty member will be in a non-tenure track position. However, while tenure track faculty members are expected to be SA, in some cases tenure track faculty may be SP.

During each annual evaluation, the department chair will use these criteria to assess the professional qualifications of any full-time faculty member who is a candidate for this qualification and forward that recommendation to the Executive Committee. The Executive Committee will make the final determination of whether a person is considered SP as part of its deliberations in the annual review process.

### **Practice Academic (PA)**

To be a Practice Academic (PA), Albers faculty should have the appropriate academic preparation and relevant professional experience. In some cases, PA faculty may have previously served as SA faculty members who have shifted the scope of activities as their career has progressed.

#### **Academic Preparation**

Normally, a PA faculty member will have a research doctorate in a field related to the area of the teaching assignment. Graduate degrees in law and tax will be considered sufficient for faculty teaching business law and taxation.

#### **Relevant Professional Experience**

The following portfolio of activities represents suitable endeavors that would indicate professional experience relevancy. The list is not intended to be all-inclusive, as other suitable activities may exist as well. An acceptable level of maintenance would be three or more substantive instances of these activities or comparable professional activities over the past five years.

1. Provides professional seminars or continuing professional education (CPE) classes (i.e. providing a seminar on recent federal tax law changes and teaching tax accounting)
2. Enrolls in professional education classes offered in the relevant area (i.e. teaching business law and taking law CPE classes)
3. Takes a leadership role in a professional organization engaged in the relevant area (i.e. teaching accounting and on the Board of Directors of the Washington Society of CPAs)
4. Serves on the board of directors of a private or publicly traded company
5. Serves on a governmental or non-profit board when the service is substantive and relevant to the area of teaching.
6. Serves as a consultant in the relevant area (i.e. consulting in sales and teaching a marketing course).

7. Writes an article in a practitioner's journal (i.e. teaching investments while publishing an article in Financial Planning) or in an academically refereed journal.
8. Is frequently called upon by the news media to provide professional commentary (i.e. teaching labor relations and frequently quoted on union contract negotiations).
9. Pursues or maintains professional certification.
10. Completes a faculty internship with a business or professional organization.

### **PA for Full-time Faculty**

PA faculty may teach full-time or part-time. Typically, any full-time PA faculty member will be in a non-tenure track position. However, while tenure track faculty members are expected to be SA, in some cases tenure track faculty may be PA. Being PA does not necessarily mean that a faculty member is meeting expectations, however. This would only be the case if the faculty member and the dean had agreed upon this in advance. More information on this point can be found in the Faculty Performance Evaluation Standards document.

During each annual evaluation, the department chair will use these criteria to assess the professional qualifications of any full-time faculty member who is a candidate for this qualification and forward that recommendation to the Executive Committee. The Executive Committee will make the final determination of whether a person is considered PA as part of its deliberations in the annual review process.

### **Instructional Practitioner (IP)**

To be considered an Instructional Practitioner, Albers faculty should have appropriate academic preparation and relevant professional experience.

#### **Academic Preparation**

Normally, an IP faculty member will have a master's degree in a field related to the area of the teaching assignment. This might be an MBA degree or a specialized master's degree in the area of instruction. Infrequently, a qualified faculty member will have a bachelor's degree, but this should be supplemented with significant managerial or leadership experience, and/or rare expertise in a special topic area, and/or professional trade qualifications such as a CPA or CFA.

#### **Relevant Professional Experience**

An IP faculty will have extensive business or government experience in an executive, management, or advisory position in the area of instruction.

### **Maintenance of Relevant Professional Experience**

If not currently professionally employed, the experience gained during employment in the profession is expected to remain relevant for approximately five years and will need to be updated and maintained thereafter. IP faculty members are encouraged to begin the process of maintenance of professional experience during the five-year period. The following portfolio of activities represents suitable endeavors that would maintain professional experience relevancy. The list is not intended to be all-inclusive, as other suitable activities may exist as well. An acceptable level of maintenance would be activity in two or more of these or comparable professional areas on an ongoing basis.

1. Provides professional seminars or continuing professional education (CPE) classes (i.e. providing a seminar on recent federal tax law changes and teaching tax accounting)
2. Enrolls in professional education classes offered in the relevant area (i.e. teaching business law and taking law CPE classes)
3. Takes a leadership role in a professional organization engaged in the relevant area (i.e. teaching accounting and on the Board of Directors of the Washington Society of CPAs)
4. Serves on the board of directors of a private or publicly traded company.
5. Serves on a governmental or non-profit board when the service is substantive and relevant to the area of teaching.
6. Serves as a consultant in the relevant area (i.e. consulting in sales and teaching a marketing course).
7. Is frequently called upon by the news\_media to provide professional commentary (i.e. teaching labor relations and frequently quoted on union contract negotiations).
8. Pursues or maintains professional certification.
9. Writes an article in a practitioner's journal (i.e. teaching investments while publishing an article in Financial Planning) or in an academically refereed journal.

### **Teaching Ability**

Professional qualification alone is not sufficient for reappointment of non-tenure track faculty. In order to qualify for reappointment, IP, non-tenure track faculty must maintain a record of outstanding teaching.

### **IP for Full-time Faculty**

Most IP faculty will be teaching part-time, although some may be full-time. Typically, any full-time IP faculty member will be in a non-tenure track position. However, while tenure track faculty members are expected to be SA, in some cases tenure track faculty may be IP.

During each annual evaluation, the department chair will use these criteria to assess the professional qualifications of any full-time faculty member who is a candidate for this

qualification and forward that recommendation to the Executive Committee. The Executive Committee will make the final determination of whether a person is considered IP as part of its deliberations in the annual review process.

### **Family and Medical Leave**

A full-time faculty member who spent at least one quarter 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 actively served on the faculty. For example, a faculty member who took one quarter (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.

*The effective date of this new definition will be January 1, 2015. Teaching load assignments for the 2015-16 academic year will be made on the basis of the new definition.*

6/14