

TYPE OF ACTIVITY

ENGAGEMENT

Interactions with the target audience

INNOVATION

Knowledge creation that is relevant to the target audience

INFLUENCE

Knowledge/expertise that is used by the target audience

AUDIENCES

		ENGAGEMENT	INNOVATION	INFLUENCE
		Interactions with the target audience	Knowledge creation that is relevant to the target audience	Knowledge/expertise that is used by the target audience
ACADEMIC	Other Scholars	<i>Sample Activities</i> <ul style="list-style-type: none"> • Involvement in department or college research activities • Attending scholarly conferences • Conference paper presentations • Visiting scholar presentations • Journal reviews • Building research collaborations • Submission of papers to journals <p style="text-align: right;">1</p>	<i>Sample Activities</i> <ul style="list-style-type: none"> • Peer reviewed publications • Publishing Scholarly book • Attaining external funding for research <p style="text-align: right;">2</p>	<i>Sample Activities</i> <ul style="list-style-type: none"> • Citation counts • Editorial board for academic journals • Leadership roles in professional associations • Best paper awards • Fellow Status (or other designations) that reflect scholarly expertise • External reviewer for promotion and tenure at another university <p style="text-align: right;">3</p>
	Research Literature			
	The Profession			
PEDAGOGICAL	Students	<i>Sample Activities</i> <ul style="list-style-type: none"> • Effective teaching (undergraduate, masters, PhD) • Teaching-related presentations • Teaching-related mentoring • Involvement in curriculum design • Service on dissertation committees <p style="text-align: right;">4</p>	<i>Sample Activities</i> <ul style="list-style-type: none"> • Significant teaching innovations • Innovative efforts to integrate research and teaching • Innovative efforts to integrate practice and teaching • Writing textbooks • Creation of significant instructional materials or methods • Significant innovation in course design • Leadership in curriculum <p style="text-align: right;">5</p>	<i>Sample Activities</i> <ul style="list-style-type: none"> • Publishing with a doctoral student • Strong placement of doctoral students • Teaching or mentoring award • Leadership in teaching association • Leadership in College or University teaching center or program • Outstanding teaching evaluations • Editorial board for teaching journal <p style="text-align: right;">6</p>
	Other Teachers			
PRACTICE	Practitioners	<i>Sample Activities</i> <ul style="list-style-type: none"> • Delivery of Exec Education programs • Involvement in outreach centers • Participation in professional association • Professional development activities • Engagement in consulting activities with external partners • Invited presentations to professional audiences • Internship with external organizational partner • Sustained professional work <p style="text-align: right;">7</p>	<i>Sample Activities</i> <ul style="list-style-type: none"> • Development of new Executive Education programs • Collaboration with external partners in data collection • Publication in practitioner journal • Attaining research funding from industry sources • Attaining access to data from external partners <p style="text-align: right;">8</p>	<i>Sample Activities</i> <ul style="list-style-type: none"> • Editorial board for practitioner journal • Leadership in professional association • Award from professional association • Application of innovations to business practices • Media citations • Attaining Patents • Invitation to collaborate with external partners to address societal issues <p style="text-align: right;">9</p>
Industry				
Community				

**Walton Faculty Qualifications Grid
for AACSB Purposes**

The Process Used to Develop this Document

- For each of the Faculty Categories (SA, PA, SP, IP), the Research Committee developed a list of activities, which demonstrate that an individual is qualified to be on the faculty in the Walton College.
- The Executive Committee (EC) discussed how to assess faculty in relation to these activities. The EC reviewed approaches at peer institutions. We decided in favor of a narrative approach, as opposed to a point-based system, for several reasons: 1) The point system does not provide a rich consideration of faculty contributions; 2) the narrative system better fits our culture (given our strong industry ties and our varied types of faculty, we want to fully understand and recognize the contributions of each person).
- These activities were used by a subcommittee of the EC to develop the framework that links each faculty category to the expected activities of this faculty type.
- The Executive Committee ratified this Faculty Qualification (FQ) document in January 2015.
- The Department Chairs shared this FQ document with each faculty member in Spring 2015, around the time of the annual performance review.

The Primary Focus of Faculty in Each AACSB Category

	AUDIENCE	TYPE OF ACTIVITY		
		Engagement	Innovation	Influence
“Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates.” Faculty in this category will primarily focus on cells 1 and 4 in initial career stages and, over time, also perform activities in cell 2 and subsequently cell 3.	Academic	1	2	3
	Pedagogical	4		
	Practice			
“Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member.” Faculty in this category will primarily focus on cells 4 and 7 in initial career stages and, over time, also perform activities in cells 5 and 7, and subsequently cells 6 and 9.	Academic	1		
	Pedagogical	4	5	6
	Practice	7	8	9
“Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.” Faculty in this category will primarily focus on cells 4, 7, and 1 in initial career stages and, over time, also perform activities in cells 5 and 7, and subsequently cells 6 and 9.	Academic			
	Pedagogical	4	5	6
	Practice	7	8	9
“Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below.” Faculty in this category will primarily focus on cells 4 and 7.	Academic			
	Pedagogical	4		
	Practice	7		

- Notes:
- In the first column, the text within quotes is based on AACSB standard 15 (<http://www.aacsb.edu/en/accreditation/standards/2013-business/academic-and-professional-engagement-standards/standard15/>).
 - The shaded cells indicate the activities on which individuals in each category should primarily focus. The other cells are not shaded and the corresponding cell numbers are excluded.
 - Numbers in cells match those in the Table with sample activities, and may be used to identify the activities on which individuals in each category should focus.
 - **Decreasing darkness of shading** indicates how an individual’s primary activities might progress as (s)he gains seniority and expertise. Thus, the darkest shaded cells (1, 4, or 7, depending on faculty category) are where an individual might focus in the early career stages (through initial academic preparation and initial activities) while the less darkly shaded cells indicate how the individual’s academic and professional engagement might change over time.