

Stetson University

School of Business Administration

Divisional Standards for Scholarship for Promotion and Tenure Evaluations

Our intellectual contributions must meet the standards set forth by The Association to Advance Collegiate Schools of Business (AACSB International). Given these AACSB standards and the expectation that candidates provide all necessary information to be appropriately evaluated for tenure and promotion, the School of Business Administration (SOBA) has developed and implemented the following policy relating to the evaluation of scholarship.

SOBA Standards:

Mission-Driven Scholarship

Scholarship typically has one of three primary, equally valued foci: (1) research that explores instruction, (2) research that informs practice, and (3) theory-driven, discipline-based research. Stetson is an institution that values the primacy of teaching and awards undergraduate BBA degrees and a lesser number of MBA and MAcc degrees. The portfolio of collective contributions by the faculty in total should reflect the mission of the School and its focus on instruction and professional applicability. Thus, while a balance is both realistic and necessary, much of the School's collective portfolio will include mission-driven research in learning/pedagogy and contributions to practice. Some discipline-based scholarship will be undertaken by faculty with both the interest and the expertise to enter such areas.

It is expected that a faculty member's scholarship and other intellectual contributions will maintain one's currency and expertise in their field and contribute to the mission of the School. AACSB Standards specify that "...research and scholarship...should be *substantially* [emphasis added] connected with and in support of the primary teaching responsibilities of the faculty member."

Research and scholarship contributions can be made in three areas:

- 1) In one's discipline (i.e., their area of primary teaching responsibility)
- 2) In the broader discipline of business
- 3) In interdisciplinary research outside of the discipline of business that benefits from one's disciplinary expertise

So while it is expected that most of one's scholarship be substantially connected with and in support of one's primary teaching responsibilities in their discipline, that does not preclude scholarship in the broader field of business, or interdisciplinary research that benefits from one's disciplinary expertise.

At the time of application for tenure and/or promotion to associate professor or professor, the candidate must meet the requirements to be categorized as "scholarly academic" per

AACSB accreditation and School of Business Administration standards during the most recent five-year period.

Tenure and Promotion to Associate Professor:

Rigor:

The School organizes faculty intellectual contributions into two categories: (1) peer-reviewed journal publications and (2) all other intellectual contributions. Academically qualified faculty (those with an earned doctorate) are expected to publish at least two peer-reviewed journal articles, as well as have at least three other intellectual contributions (which may be additional peer-reviewed journal articles), in a rolling 5-year period to meet the School's minimum to be classified as "scholarly academic" for AACSB Accreditation purposes. Note, however, that more than two peer-reviewed journal articles would be necessary for promotion to Associate and award of tenure.

Appropriate journal quality for peer-reviewed journal articles is defined as blind peer review, ready availability for public access and scrutiny, and inclusion in *Cabell's Directory*¹ or the *Washington and Lee Law Journal* rankings (or approved by the School's Governance Committee, if the journal is not listed in either – See the School of Business Administration's "Process for Evaluation of a Non-listed Journal"). Faculty publishing in journals not listed in *Cabell's* or the *Washington and Lee Law Journal* rankings (or previously approved by the School's Governance Committee) must provide evidence that the journal meets quality standards. Intellectual contributions other than peer-reviewed journal articles must be verifiable, public, academically directed to business issues, and not self-published. They normally include (but are not restricted to): research monographs, books, book chapters, peer-reviewed conference proceedings, research paper presentations, faculty research seminar presentations, and non-peer-reviewed journals. On-line scholarship is expected to meet the same standards as other scholarship.

The School values quality scholarship. Such scholarship is often international or national in publication scope. However, regional and local publications and presentations are encouraged as long as they reflect sufficient quality and rigor, as documented by the candidate.

In business, a large majority of publications are co-authored. The School encourages co-authorship because it generally results in enhanced rigor and quality for scholarly work. Scholarship with students is encouraged as long as their contribution is appropriately recognized. For co-authored scholarship, the faculty member must describe their contribution to the work (e.g., as the project leader, a co-author, or in a supporting role) and are required to provide a description of the work completed (e.g., literature review, data analysis).

¹ A directory of refereed business publications that provides information on publication guidelines, type of review, number of external reviews, acceptance rate, submission process, etc.

The School also considers the impact of the candidate's scholarship on the academic discipline and/or practice. It is the responsibility of the candidate to document impact in the tenure/promotion dossier. See SOBA Impact Measures Chart.

It is expected that a copy of each publication during the period of review (as noted in the initial appointment letter) be included in the portfolio. Candidates referencing manuscripts submitted for review or current working papers should provide a copy of the most recent version of each paper.

Engagement:

It is expected that a faculty member's scholarship will maintain one's currency and expertise in their discipline and contribute to the mission of the School. Further AACSB business accreditation standard 3.2 (2020) indicates scholarship should be "substantially connected with and in support of the primary teaching responsibilities of the faculty member." That is, most scholarship should be within the faculty member's discipline. This does not preclude scholarship in the broader field of business, or interdisciplinary research that benefits from one's disciplinary expertise. However, the relationship between the faculty member's academic expertise, the content of the publication or presentation, and the relation to the mission of the School should be clearly and thoroughly documented in the portfolio. Additionally, faculty professional activities such as work experience, maintenance of professional licensure/certification, consulting, and professional development/activities are valued as engagement.

It is also expected that faculty will demonstrate the influence of their scholarly activities on the classroom and in course and curriculum development.

Evolution:

Faculty scholarship is expected to reflect current and emerging practices in the discipline and/or evolving theory. The scholarship record should demonstrate an enhanced knowledge and understanding of the discipline over time. This knowledge and understanding should be documented through content in publications, presentations, and course syllabi.

Consistency:

It is expected that faculty will be actively involved in scholarly activities on a continuous basis and there should not be periods of inactivity. Faculty should demonstrate scholarship activities every year. Prolonged periods of inactivity must be explained and justified by the candidate.

Promotion to Professor:

Rigor:

The School organizes faculty intellectual contributions into two categories: (1) peer-reviewed journal publications and (2) all other intellectual contributions. Academically

qualified faculty (those with an earned doctorate) are expected to publish at least two peer-reviewed journal articles, as well as have at least three other intellectual contributions (which may be additional peer-reviewed journal articles), in a rolling 5-year period to meet the School's minimum to be classified as "scholarly academic" for AACSB Accreditation purposes. Note, however, that more than two peer-reviewed journal articles subsequent to appointment as an Associate Professor would typically be necessary for promotion to Professor.

Appropriate journal quality for peer-reviewed journal articles is defined as blind peer review, ready availability for public access and scrutiny, and inclusion in *Cabell's Directory** or the *Washington and Lee Law Journal* rankings (or approved by the School's Governance Committee, if the journal is not listed in either - See the School of Business Administration's "Process for Evaluation of a Non-listed Journal"). Faculty publishing in journals not listed in *Cabell's* or the *Washington and Lee Law Journal* rankings (or previously approved by the School's Governance Committee) must provide evidence that the journal meets quality standards. Intellectual contributions other than peer-reviewed journal articles must be verifiable, public, academically directed to business issues, and not self-published. They normally include (but are not restricted to): research monographs, books, book chapters, peer-reviewed conference proceedings, research paper presentations, faculty research seminar presentations, and non-peer-reviewed journals. On-line scholarship is expected to meet the same standards as other scholarship.

The School values quality scholarship. Such scholarship is often international or national in publication scope. However, regional and local publications and presentations are encouraged as long as they reflect sufficient quality and rigor, as documented by the candidate.

In business, a large majority of publications are co-authored. The School encourages co-authorship because it generally results in enhanced rigor and quality for scholarly work. Scholarship with students is encouraged as long as their contribution is appropriately recognized. For co-authored scholarship, the faculty member must describe their contribution to the work (e.g., as the project leader, a co-author, or in a supporting role) and are required to provide a description of the work completed (e.g., literature review, data analysis).

The School also considers the impact of the candidate's scholarship on the academic discipline and/or practice. It is the responsibility of the candidate to document impact in the promotion dossier. See SOBA Impact Measures chart.

It is expected that a copy of each publication during the period of review (i.e., normally since the candidate's promotion to associate professor) be included in the portfolio.

* A directory of refereed business publications that provides information on publication guidelines, type of review, number of external reviews, acceptance rate, submission process, etc.

Candidates referencing manuscripts submitted for review or current working papers should provide a copy of the most recent version of each paper.

Engagement:

It is expected that a faculty member's scholarship will maintain one's currency and expertise in their discipline and contribute to the mission of the school. Further AACSB business accreditation standard 3.2 (2020) indicates scholarship should be "substantially connected with and in support of the primary teaching responsibilities of the faculty member." That is, most scholarship should be within the faculty member's discipline. That does not preclude scholarship in the broader field of business, or interdisciplinary research that benefits from one's disciplinary expertise. However, the relationship between the faculty member's academic expertise, the content of the publication or presentation, and the relation to the mission of the school should be clearly and thoroughly documented in the portfolio. Additionally, faculty professional activities such as work experience, maintenance of professional licensure/certification, consulting, and professional development/activities are valued as engagement.

It is also expected that faculty will demonstrate the influence of their scholarly activities on the classroom and in course and curriculum development.

Maturity:

Faculty scholarship is expected to reflect current and emerging practices in one's discipline and/or evolving theory. The scholarship record should reflect the process of intellectual growth and maturity within one's discipline. This could be demonstrated by publications in progressively higher quality journals or venues for presentations, invited presentations, service as a reviewer or on editorial boards, etc.

Development of an Expertise:

Scholarly activities must have sufficient focus so that the candidate develops an expertise in his/her discipline. Expertise can be demonstrated in a manner similar to those discussed above under Maturity.

Recognition:

The candidate must demonstrate that their contribution to the discipline has been acknowledged by peers or professional organizations. This can be demonstrated by citations to the candidate's publications or presentations, invitations to serve as a reviewer or on an editorial board, usage of published cases in the classroom by other faculty, documented "reads" by colleagues, invitations or appointments to professional committees, service as a consultant, etc.

Consistency:

It is expected that faculty will be actively involved in scholarly activities on a continuous basis and there should not be periods of inactivity. Faculty should demonstrate scholarship activities every year. Prolonged periods of inactivity must be explained and

justified by the candidate. Sufficient time must lapse following periods of inactivity to demonstrate a solid resumption of activity that is highly likely to continue beyond promotion.

Approved by the SOBA Faculty – 11/19/21