

NOVA SOUTHEASTERN UNIVERSITY

Faculty Handbook

— H. Wayne Huizenga College of Business & Entrepreneurship —

Office of the Dean

February 2017

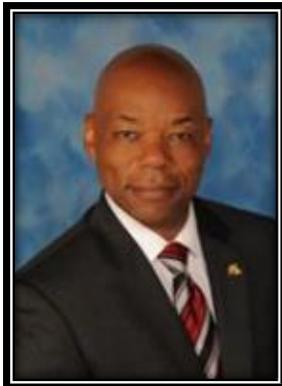
Introduction

Message from Dean Jones

Thank you, Colleagues, for your tremendous contributions and strong commitment to excellence in teaching, research, and service. Our students are fortunate to have dedicated and distinguished faculty members who keep current with the education and expertise needed for successful careers in business today. The H. Wayne Huizenga College of Business & Entrepreneurship strongly supports its faculty and remains committed to enhancing opportunities for continued faculty professional development.

This Handbook has been developed to provide full- and part-time faculty with information that might not be readily accessible elsewhere or transparent from other sources. Together with the *NSU Faculty Policy Manual*, the *NSU Employee Policy Manual*, and *Student Catalogs*, it addresses contractual issues, instructional policies, procedures, and other items of interest. It is intended to be used as a reference or guide to School and University resources. Your Academic Department Chair can help to supplement the information in this handbook as it pertains to your particular department.

I appreciate all you do to differentiate the Huizenga Business College and its market-based educational programs. If I can be of assistance to you in any way, please feel free to contact me at (954) 262-5127 or prestonj@huizenga.nova.edu.



J. Preston Jones, D.B.A.
Dean
H. Wayne Huizenga College of Business and Entrepreneurship

Guide Applicability

This Faculty Guide is intended to provide policies, procedures and definitions of relevance to full-time and part-time faculty members. Faculty members who teach on an adjunct basis should consult the HCBE'Ss *Adjunct Faculty Handbook*, the Adjunct On-boarding website, and the *NSU Faculty Policy Manual* for further information. Off-campus adjunct faculty members should contact site administrators for site-specific information.

The policies contained herein supplement University policies. In cases of conflict, University policies take precedence over HCBE policies. Although this Guide is intended to compile relevant and helpful information, faculty should consult other important University documents, including the *NSU Faculty Policy Manual* and the *NSU Employee Policy Manual*, for further guidance.

Review/Revision

This Faculty Guide is revised to reflect on-going changes in policy and procedures. The Office of The Associate Dean maintains the Guide on behalf of the Dean and Faculty. The "Review/Revision" date on the cover page indicates the most recent changes made to the Guide. Unless otherwise stated, policy and procedure becomes effective once communicated to Faculty and reflected herein.

Academic and Administrative policies constitute living documents and are subject to change as a result of regular review by Academic and Administrative Leadership.

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HCBE Mission

Our Mission, Vision, Goals, & Expected Outcomes Align with NSU's Vision2020

HCBE Mission

Mission:

The mission of the H. Wayne Huizenga College of Business and Entrepreneurship is to advance the intellectual and career development of our diverse community of students.

To fulfill this mission, we:

- Partner with industry to offer entrepreneurial and experiential learning.
- Build student leadership skills in a global context.
- Emphasize critical thinking, corporate social responsibility, and ethical decision-making.
- Deliver accessible, innovative, relevant and student-centered learning.
- Capitalize on the business and research experience of our dedicated faculty.
- Leverage the unique international and service economy of southeastern Florida.

Vision:

The H. Wayne Huizenga College of Business and Entrepreneurship is a worldwide provider of academic, professional, and practical education for individuals in business, academia, government, and nonprofit organizations, possessing a recognized reputation for quality using personal relationships and appropriate technology to provide superior real-world learning experiences for students in a manner that allows education to be an integral part of their lives.

Philosophy:

We believe, in this fast-paced, rapidly changing world, individuals in business, academia, government, and nonprofit organizations need convenient, accessible, superior-value educational opportunities. Only by utilizing faculty possessing scholarly and professional qualifications, providing personal interaction with students, and effectively using technology, can we prepare students for success.

We can only realize our vision if all faculty and staff of the HCBE, with the support of our other stakeholders, are dedicated to innovation in courses, curricula, delivery methods, and services to students according to the students' needs.

The success of the HCBE is contingent upon the ability of our faculty, staff, and students to apply newly acquired knowledge to create value in their respective business, academic, government, and nonprofit organizations in particular, and society as a whole.

Principles:

1. Conduct all of our academic affairs with integrity.
2. Be committed to the HCBE's Vision, Mission, Philosophy, and Principles.
3. Treat each other with dignity, respect, and sensitivity so as to create a caring environment that allows faculty, staff, and students to reach their greatest potential.
4. Stay focused on, and anticipate, the needs of our constituents so we can prepare our students to be “shapers” of our society, not mere “reactors.”
5. Set high expectations for ourselves and demonstrate initiative, judgment, flexibility, and teamwork so we may fulfill our mission and vision.
6. Have a compelling desire to advance the knowledge of how organizations function, and apply this knowledge so that developing creative solutions is a major focus of life.
7. Have the vision, creativity, openness, and receptivity to challenge the *status quo*, to create learning and change, and view our role in the HCBE and the university as part of a dynamic process rather than a set of static, fixed relationships with related tasks.
8. Constantly try to understand the contributions we can make to the vision and mission of the organization, and seek to contribute where there is a clear, comparative advantage.
9. Believe that lifelong learning, and the application of that learning, greatly enhances society.
10. Be culturally mature and demonstrate a strong appreciation for diversity and the richness it brings to life and learning.

NSU Vision & Mission

Vision 2020

By 2020, through excellence and innovations in teaching, research, service, and learning, Nova Southeastern University will be recognized by accrediting agencies, the academic community, and the general public as a premier, private, not-for-profit university of quality and distinction that engages all students and produces alumni who serve with integrity in their lives, fields of study, and resulting careers.

Mission

The Mission of Nova Southeastern University, a private, not-for-profit institution, is to offer a diverse array of innovative academic programs that complement on-campus educational opportunities and resources with accessible distance learning programs to foster academic excellence, intellectual inquiry, leadership, research, and commitment to community through engagement of students and faculty members in a dynamic, life-long learning environment.

Core Values

The 8 core values of Nova Southeastern University help to guide HCBE policy and operations. They are: Academic Excellence, Student Centered, Integrity, Innovation, Opportunity, Scholarship/Research, Diversity, and Community. (<http://www.nova.edu/about/mission.html>)

Accreditation

Accreditation is merely external confirmation of our commitment, to ourselves and our stakeholders, to achieve our mission with integrity in a collegiate environment.

NSU and HCBE are committed to the level of quality expected by external accrediting bodies. The development and systematic oversight of sound policies and processes identified within this Guide allow HCBE to document its focus on quality and continuous improvement. It is the School's intent that these policies and procedures encourage and support engagement and innovation, for greatest mission impact.

Faculty Role & Responsibility

Strategic planning and operational oversight require timely and accurate reporting of faculty activities and outcomes. As strategic initiatives are updated, faculty development plans must be reviewed for alignment. Thus, it is essential that faculty abide by policies, procedures, and timelines identified within this guide. Documentation of faculty contributions toward mission achievement is the basis for faculty development resource allocation, merit consideration, contract renewal and rank decisions, and appropriate deployment of faculty.

HCBE personnel policies are designed and maintained to ensure mission-aligned quality outcomes for all degree programs, which are created and delivered by high quality faculty across disciplines, locations and delivery modes.

HCBE will work to continuously improve its documentation system to (1) assure we are monitoring and aligning resources with the distinctiveness identified in our mission statement and (2) simplify documentation processes for faculty.

Mission Review

To allow for more timely strategic changes, the existing mission statement will undergo a systematic, thorough review by all stakeholders – faculty, students, administration, alumni, and the business community every five years. This review process will be led by the Dean and an appointed Task Force.

In addition, the mission statement will be reviewed by the HCBE Strategic Planning Committee at the beginning of each academic year to determine if it continues to be relevant or if it is in need of further review and potential revision. Should the Strategic Planning Committee determine that there is a need for an additional review and potential revision to the mission statement, the Dean may appoint a Task Force to conduct a review prior to the regularly scheduled five-year review.

Faculty Personnel

High quality business programs are dependent on attracting and supporting high quality faculty.

This section identifies key policies regarding the hiring, development, and deployment of faculty. The University provides definitions of faculty designations and rank. Faculty voting status, Participating/Supporting classification, and criteria for determination of Faculty Qualification have been developed by HCBE to ensure personnel decisions are aligned with our distinctive mission.

Faculty Designations

The following designations, used by HCBE, are described by the University. Faculty may find updates at <http://www.nova.edu/cwis/vpaa/policies/definitions.html>.

Full Time Faculty

According to the University, a full-time faculty member at NSU is one whose major employment is with Nova Southeastern University, whose primary responsibility is in teaching and/or research, and whose employment is based on a contract for full-time employees. This would include instructors, lecturers, assistant professors, associate professors, and full professors.

Adjunct Faculty

According to the University, an adjunct faculty member is expected to provide significant instructional, research and/or service to the University, teaching major portions of a course or entire course(s) with responsibility for assigning grades. Adjunct faculty possess qualifications for appointment as instructor or higher. Appointments are made through academic departments and colleges in accordance with University policy. Terms and conditions of adjunct faculty are governed by their individual appointment letters and/or contracts.

Faculty Voting Status

The input of all faculty during deliberations/discussions at both the Academic department and School levels is expected. Voting privileges are restricted to Faculty members with appointments and who are designated as confirmed and participating.

Faculty Rank

The Huizenga College of Business and Entrepreneurship recognizes six traditional academic ranks for initial appointment and promotion. Only full-time participating faculty are eligible for the academic ranks of Assistant, Associate, and Full professor. As required by the University's SACSCOC accreditation standards, six academic ranks require all faculty members to have

successfully completed at least 18 graduate credit hours in the subject(s) related to their teaching assignment area(s). Each semester, HCBE reviews all faculty member's qualifications within all programs to ensure compliance with this standard.

General eligibility requirements for each rank are described below. These definitions align with the NSU Faculty Policy Manual, with additions made that are applicable to the Huizenga College (as noted by italics below).

Lecturers:

Visiting Faculty:

Assistant Professor:

Professor:

Instructor

1. Will possess a master's degree or higher.*
2. Are appointed to one-year appointments subject to 90 days' notice of renewal or non-renewal.
3. Are qualified through professional experience and accomplishments.

Lecturer

1. Will possess a master's degree or higher.*
2. Are appointed to one-year appointments subject to 90 days' notice of renewal or non-renewal.
3. Are qualified through professional experience and accomplishments.
4. *This rank is the default for doctoral candidates hired to commence faculty duties before completion of the dissertation and conference of the doctorate degree (ABD hires). Evidence of successful completion of the degree requirements must be presented to the Academic Department Chair and Assistant Director of Employee and Financial Services for requesting a change to the faculty rank of Assistant Professor.*

Visiting Faculty

1. Perform special teaching duties.
2. May be appointed for up to one year, except in special and rare circumstances where the Dean may extend the appointment for up to one additional year.
3. May not be appointed to a regular faculty position without being selected through a competitive search process conducted for the position.

Assistant Professor

1. Will possess a *terminal degree (usually the earned doctorate) in the field.**
2. *It is preferred that newly hired Assistant Professors have college-level teaching experience or significant business experience.*
3. Will demonstrate clear promise of a successful career in teaching, scholarship, and service by *showing evidence of (1) efforts toward attaining/maintaining Qualified Faculty SA Status during the current year and (2) participate in at least four service*

activities, as detailed Participating/Supporting Faculty Policy in the Faculty Hand Book below, per faculty in each annual evaluation period to be designated as Participating Faculty.

4. *Must have the doctoral degree conferred within one year of the hire date if a doctoral candidate is initially hired at the rank of Assistant Professor while ABD.*

Associate Professor

1. Will possess a Doctoral or terminal degree.*
2. Will demonstrate continued professional growth** and success in full-time university teaching, scholarship/research and service at the rank of Assistant Professor. In unusual cases, an outstanding record in only one of these activities and an adequate record in the others may be considered sufficient.
3. Will demonstrate significant scholarly or scholarship/research contributions to the University, higher education, or the candidate's academic area(s) of specialization that have received peer recognition.
4. Will possess 4 years of full-time university faculty experience at the rank of Assistant Professor.

Full Professor

1. Will possess a Doctoral or terminal degree.*
2. Will demonstrate continuing professional growth** and success in full-time university teaching, scholarship and service.
3. Will have achieved distinction through significant scholarship or scholarship/research contributions to *HCBE*, University, higher education, or the candidate's academic area(s) of specialization that have been received as substantial by peer recognition.
4. Will have, through their professional accomplishments, demonstrated exemplary service to NSU and the profession at the national level.
5. Will possess a minimum of 5 years of full-time university experience at the rank of Associate Professor.

* A portfolio may be used to determine acceptable qualifications of a faculty member and to provide evidence of competency-related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that document qualifications.

** Professional growth may be evidenced through meaningful contributions to a discipline, as appropriate, in the form of conference presentations, papers, and publications, active participation in learned and professional associations, curriculum development, scholarship/research projects, workshops, creative works, and involvement in civic and community affairs. In *HCBE*, *evidence is demonstrated by (1) efforts toward attaining/maintaining Qualified Faculty SA Status during the current year and (2) participating in at least four service activities, as detailed Participating/Supporting Faculty Policy in the Faculty Hand Book*

Participating/Supporting Faculty

Participating Faculty members actively and deeply engage in the activities of the College in matters beyond direct teaching responsibilities to assist in achieving *HCBE*'s mission and its expected outcomes.

In addition to teaching responsibilities, faculty must show evidence of (1) efforts toward attaining/maintaining Qualified Faculty status (SA, SP, PA, or IP) during the current year and (2) participate in at least **3/4** service activities, as detailed below, per faculty in each annual evaluation period to be designated as **Participating Faculty**. Faculty members serving in significant administrative roles for the School (Dean, Associate and Assistant Deans) are considered **Participating Faculty**, inasmuch as they oversee teaching effectiveness, continuous improvement, and mission alignment.

Participating Faculty members are expected to demonstrate involvement each year in at least **four** of the following eight categories listed below:

Service activities of **Participating Faculty** by Category of Activity:

1. ASSESSMENT and ASSURANCE OF LEARNING (e.g. involvement in program assessment, assisting in compiling or reporting assessment results to faculty, helping to develop continuous improvement initiatives)
2. STUDENT RECRUITMENT and ORIENTATION (e.g., open houses, Shark preview days, orientation events)
3. EXTRACURRICULAR STUDENT ACTIVITIES (e.g., an advisor for a student club, assistance with co-op, internships or job placement, arranging visits with businesses, chaperoning/coordinating field trips, hiring interns.)
4. STUDENT DEVELOPMENT and MENTORING (e.g., serving as a Korn-Ferry mentor or mentor/advisor for a similar program, facilitating or significant involvement in a student career event with an area business)
5. ACADEMIC IMPROVEMENT (e.g., participation in curriculum revision/enhancement process, serving as course leader, improvement of course delivery)
6. FACULTY DEVELOPMENT (e.g., Attending external teaching workshop/conference and sharing experience with Academic Department and/or HCBE faculty, presenter for Academic Department, HCBE, or NSU teaching techniques “brown bag” type event)
7. COMMITTEE WORK ACTIVITIES (e.g., participation in department, college, or university committees)
8. OTHER COLLEGE ACTIVITIES (e.g., administrative positions, stakeholder and alumni meetings, community service beneficial to University)

A **Supporting Faculty** member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities. Normally, a **Supporting Faculty** member’s appointment is on an ad hoc basis—for one term or one academic year without the expectation of continuation—and is exclusively for teaching responsibilities. Strictly adjunct teaching faculty are, by definition, **Supporting**. However, it is not a given that non-adjunct faculty are **Participating**.

Status as Participating or Supporting Faculty through annually assigned and evaluated workload components of teaching, service, and intellectual contributions, will be confirmed for each faculty member during the annual performance review process.

HCBE Policy on Outside Faculty Appointments

Faculty members are required to disclose relationships with other centers/institutions. The disclosure is a standard part of the annual assignment/evaluation process. See “Conflict of Interest” section for more information.

Faculty Qualifications & Engagement

HCBE’s commitment to high quality in achievement of our distinctive mission must serve as our guide in the hiring, development, deployment, and evaluation of our faculty. Criteria for faculty qualifications must enable engagement across our stakeholders, encourage innovation, and provide outlets for real impact for, and from, our practice-oriented programs.

HCBE values the contributions of faculty serving in administrative roles toward achievement of our mission. A faculty member serving as Academic Department Chair, Assistant Dean, Associate Dean, or Dean within HCBE has significant administrative duties related to maintenance of our core values and assurance of continuous improvement, engagement, innovation, and impact across the School. Such duties are recognized as one half of the individual’s maintenance of Qualified Faculty status, while they serve in an administrative post.

Qualified Faculty

A primary strategic initiative is to base all personnel decisions on attainment and maintenance of a fully qualified faculty. Further, in order to sufficiently support our practice-oriented Master’s and Undergraduate programs, at least 50% of our team will be Scholarly Academics. In combination, Scholarly Academics, Scholarly Practitioners, and Practice Academics will represent 60% of our faculty team. These categories are defined in terms of our distinctive mission and its scholarly orientation, which emphasizes contributions to practice, discipline-based research, and learning/pedagogical research.

The initial classification of faculty into the four Qualified Faculty categories begins with the individual faculty member’s documented request for classification into a category. The Academic Department Chair will review department faculty requests, and, the faculty quality classifications will be determined by the faculty Qualifications Committee

Scholarly Academic

A Scholarly Academic faculty member must hold a doctorate, or terminal degree. Evidence of sustained scholarly activities and intellectual contributions over the past five years must include (a) publication of two peer-reviewed journal articles and (b) two scholarly activities from the list below. Activities may be repeated.

- Publish
 - a
 - Peer-reviewed journal article—to align with HCBE’s mission

- Research monograph, or chapter therein
- External research grant “white paper”
- Textbook
- An invited or non-refereed article in a national professional journal
- Present results of an external research grant to professional or academic organization
- Serve as an editor, or Special Edition editor, of an academic or professional journal
- Serve on Editorial board for state, multi-state regional, national, or international academic or professional journal
- Serve as an elected officer, at the state level or higher, of an academic organization
- Present a refereed paper or symposium at an international, national, or regional conference
- Serve as session chair or moderator at an international, national, or regional conference
- Receive an external research grant
- Participation as scholar on task force, at the state level or higher, of an academic or professional organization
- Invited scholarly speaker based on disciplinary expertise
- Regular participant in HCBE working paper workshops, with at least one presentation
- Other scholarly activities may be evaluated for inclusion by appropriate discipline faculty during the annual evaluation/assignment process.

A faculty member who has recently completed his terminal degree, is considered qualified as a Scholarly Academic for five years following the degree completion, if the faculty member continues to demonstrate scholarly academic activity.

Scholarly Practitioner

A Scholarly Practitioner faculty member normally holds at least a Master’s degree with at least 18 credit hours in courses relevant to the courses assigned to teach. At time of hire, professional experience is current and substantial in duration, level of responsibility, and clearly linked to the assigned teaching field. To qualify as a Scholarly Practitioner, professional experience must be augmented with sustained scholarship in the assigned teaching field. Normally, an Instructional Practitioner will consult with the Academic Department Chair, Scholarly Academic mentor, and Dean regarding the desire to transition to Scholarly Practitioner status, and a faculty development plan will be designed to support successful production of scholarly intellectual contributions. As part of the annual assignment/evaluation process, discipline faculty must evaluate the Instructional Practitioner’s transition efforts as sufficiently significant to grant reclassification from Instructional Practitioner to Scholarly Practitioner. External validation of achieving Scholarly Practitioner status might include leadership positions in academic societies, research awards, invited presentations, etc.

A Scholarly Practitioner sustains currency through continued professional experience, engagement, interaction, and scholarship related to professional background and experience. During the preceding five years, the Scholarly Practitioner faculty member must have (a) published one peer-reviewed journal article and (b) completed three additional scholarly activities, with at least one

from each category below. Activities may be repeated.

Scholarly activities:

- Publish a –
 - Peer-reviewed journal article—align with HCBE 's Mission.
 - Research monograph, or chapter therein
 - External research grant “white paper”
 - Textbook
 - An invited or non-refereed article in a national professional journal
- Present results of an external research grant to professional or academic organization
- Serve as an editor, or Special Edition editor, of an academic or professional journal
- Serve on Editorial board for state, multi-state regional, national, or international academic or professional journal
- Serve as an elected officer, at the state level or higher, of an academic organization
- Present a refereed paper or symposium at an international, national, or regional conference
- Serve as session chair or moderator at an international, national, or regional conference
- Receive an external research grant
- Participation as scholar on task force, at the state level or higher, of an academic or professional organization
- Invited scholarly speaker based on disciplinary expertise
- Regular participant in HCBE working paper workshops, with at least one presentation
- Other scholarly activities may be evaluated for inclusion by appropriate discipline faculty during the annual evaluation/assignment process.

Practitioner Activities:

- Obtain a professional certification
- Maintain a professional certification
- Work on a significant business or government entity consulting project within discipline
- Appear as an expert in the media, or as an expert witness.
- Serve on a board or other oversight position for a public/private, (not-) for-profit entity
- Make a significant contribution to HCBE continuing education or executive education programs
- Serve as an elected officer, at the state level or higher, of a professional organization

Practice Academic

A Practice Academic faculty member must hold a doctorate, or terminal degree. Evidence of sustained intellectual contribution activities over the past five years must include (a) publication of one peer-reviewed journal article and (b) three additional activities, with at least one from each category below. Activities may be repeated.

Scholarly activities:

- Publish a –

- Peer-reviewed journal article—to align with HCBE’s mission
- Research monograph, or chapter therein
- External research grant “white paper”
- Textbook
- An invited or non-refereed article in a national professional journal
- Present results of an external research grant to professional or academic organization
- Serve as an editor, or Special Edition editor, of an academic or professional journal
- Serve on Editorial board for state, multi-state regional, national, or international academic or professional journal
- Serve as an elected officer, at the state level or higher, of an academic organization
- Present a refereed paper or symposium at an international, national, or regional conference
- Serve as session chair or moderator at an international, national, or regional conference
- Attend research methods training event
- Receive an external research grant
- Participation as scholar on task force, at the state level or higher, of an academic or professional organization
- Invited scholarly speaker based on disciplinary expertise
- Regular participant in HCBE working paper workshops, with at least one presentation
- Other scholarly activities may be evaluated for inclusion by appropriate discipline faculty during the annual evaluation/assignment process.

Practitioner Activities:

- Obtain a professional certification
- Maintain a professional certification
- Work on a significant business or government entity consulting project within discipline
- Appear as an expert in the media or expert witness
- Serve on a board or other oversight position for a public/private, (not-) for-profit entity
- Make a significant contribution to HCBE continuing education or executive education program
- Serve as an elected officer, at the state level or higher, of a professional organization
- Other activities may be petitioned for inclusion and evaluated by appropriate faculty.

Instructional Practitioner

An Instructional Practitioner faculty member normally holds at least a Master’s degree with at least 18 credit hours in courses relevant to the courses assigned to teach. At time of hire, professional experience is current and substantial in duration, level of responsibility, and clearly linked to the assigned teaching field.

Instructional Practitioner faculty members must maintain professional currency by completing four additional Practitioner activities from the following list within the last five years. Activities may be repeated.

Practitioner Activities:

- Obtain a professional certification
- Maintain a professional certification
- Work on a significant business or government entity consulting project within discipline
- Appear as an expert in the media or expert witness
- Participate in a faculty internship
- Achieve advancement in professional work environment
- Make significant contribution to continuing or executive education programs
- Serve on a board or other oversight position for a public/private, (not-) for-profit entity
- Serve as an elected officer, at the state level or higher, of a professional organization
- Publish an article in a professional or practitioner outlet
- Participate in pre-approved, extended programs for enhancement of teaching effectiveness (not brief workshop/seminar participation)
- Other activities may be petitioned for inclusion and evaluated by appropriate faculty.

Other Faculty

Faculty members who fail to meet the criteria for initial and sustained classification as one of the four classifications of Qualified Faculty members are considered “Other Faculty.” HCBE continues to work to minimize the involvement of faculty classified as “Other”.

The following is a summary of the four main categories for specifying qualified faculty status based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement, as described above.

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

Requirements for Teaching Faculty by Program Level

Although HCBE faculty are not classified as graduate or undergraduate faculty and regularly teach at both the undergraduate and graduate level, the College recognizes the need to assure all faculty maintain currency in their teaching field and those teaching courses at the 5000-level and above maintain a higher level of experience and scholarship.

In addition to the requirements each faculty member must maintain for his or her SA, PA, SP, or IP qualifications as provided in Qualified Faculty Section of the HCBE Faculty Hand Book, the following are required for faculty teaching in courses at the 5000-level or above:

To teach courses at the 5000-level or above, faculty members must have:

- 1) At least five years' work experience, including achievement of at least senior analyst, consultant, or manager level or be the owner of their own business, **OR**
- 2) At least two peer reviewed articles in quality* journals in the last five years.

HCBE has a goal of at least 85% of credit hours at the 5000-level or above will be taught by faculty meeting the above standard in the academic year 2017-18 and 95% of credit hours at the 5000-level or above being taught by faculty meeting the above standard for academic year 2018-19 and beyond.

Official Journal Quality List for Huizenga College of Business and Entrepreneurship

Huizenga College of Business faculty members are expected to support and contribute to the HCBE mission through a commitment to excellence in teaching, research/intellectual contributions, and service. Each faculty member is expected to engage in all three areas by providing innovative and impactful teaching and research, as well as service to the college, university, and external community.

In order to achieve excellence in research the following policy is proposed:

The Faculty Development Committee recommends the adoption of “The Harzing List” along with its associated journal listings (i.e. the 18 rankings) as the official Journal Quality List (JQL) for Huizenga College of Business and Entrepreneurship (HCBE). The Harzing list is a collation of published lists or journal ranking lists from various universities. It can be found at:

<http://www.harzing.com/resources/journal-quality-list>

The Journal Quality List is available for downloading by using the link below. There are three versions of the JQL: by journal title, by subject area, and by ISSN.

- [Journal Quality List by title](#) (57th edition, 18 April 2016)
- [Journal Quality List by subject area](#) (57th edition, 18 April 2016)
- [Journal Quality List by ISSN](#) (57th edition, 18 April 2016)

Research Quality Framework:

1. This is an aspirational list. Therefore, these rankings will apply to future publications only. (Applicable from 2017)
2. It is required that, at least one of the two required publications in every five-year review period, be in any journal on the Harzing list.
3. Any publications deemed predatory will not be included in the two required publications in every five-year review period, starting June 2017. Appendix A contains guidelines for identifying predatory journals and HCBE will use these guidelines during the faculty review process to assure sufficient quality of publications until the Faculty Development committee identifies an acceptable third party listing for identifying predatory journals. If a faculty member does not agree with the determination that a publication is predatory in meeting the two publications in every five-year review period requirement, the faculty member is responsible for providing sufficient documentation to the Faculty Development committee for review that addresses the issues noted in Appendix A.
4. The ranking of the journals on the list is not relevant. The article may be in a higher or lower ranked journal so long as it is on the list.

5. An announcement will be made when a faculty member publishes in any journal on the adopted journal quality list in the HCBE research newsletter.
6. The current version of the Harzing journal quality list contains 18 different rankings of more than 900 journals. The HCBE JQL ***will include all the publications that are listed in the associated rankings used to compile the Harzing Journal Quality list, even if they are not specifically mentioned and included on the Harzing Journal Quality list.*** (For example, although all publications on ABS and ABDC list are not included in the Harzings list, all publications on ABS and ABDC List will be considered to be on HCBE JQL)
7. HCBE recognizes its faculty members conduct research that is cross-disciplinary and in areas that have the potential to have impact in the faculty member's teaching discipline, but may be published in a high quality journal that is outside of the traditional journals of the faculty member's teaching discipline and therefore may not be included on the Harzing journal quality list. To recognize the quality of these publications, on an annual basis, not less than 60 days before annual reviews are due, faculty members may seek approval from the Faculty Development committee to include a journal on the HCBE accepted journal quality listing. It is the responsibility of the faculty member to prove equivalence by submitting documentation contained in Appendix B. Once approved by the Faculty Development committee, the journal will be added to HCBE's accepted journal list.

Why is the Harzing Journal Quality list the most suitable to the HCBE mission?

- This list follows the 'meta'-ranking approach, which is intended to provide a balanced view by delivering a composite journal ranking.
 - Meta-analyses typically rely on a comprehensive selection of existing, in many cases reputable, rankings or ratings, and aim to deliver a reproducible outcome
 - This provides a broad and cross-disciplinary coverage.
 - The Journal Quality List comprises academic journals in the following broad areas: Economics, Finance, Accounting, Management, and Marketing. Where available, the rankings for each journal from the following sources are included:
- Erasmus Research Institute of Management Journals Listing 2016 can be found at:
https://www.irim.eur.nl/about-irim/irim-journals-list-ejl/?tx_irimjournalist_journal%5Bpage%5D=2&cHash=1857031b5a7737e1727d0643e322a870
 - ESSEC Business School Paris 2016 can be found at:
<http://www.essec.edu/media/faculte-et-recherche/recherche/revues-management-classification.pdf>
 - Verband der Hochschullehrer für Betriebswirtschaft 2015
 - Centre National de la Recherche Scientifique 2015
 - British Association of Business Schools (ABS) Ranking 2015 can be found at:

<http://www.kfs.edu.eg/com/pdf/20820152253917.pdf>

- FNEGE (Foundation National pour l'Enseignement de la Gestion des Entreprises) 2013
- Australian Business Deans Council 2013 can be found at:

<http://www.abdc.edu.au/master-journal-list.php>

- Cranfield University School of Management 2012
- AERES (Agence d'évaluation de la recherche et de l'enseignement supérieur) 2012
- University of Queensland 2011 (combined UQ and ERA ranking)
- HEC Paris 2011
- Danish Ministry ranking 2011
- Financial Times 45 Ranking 2010 can be found at:

<https://library.mcmaster.ca/find/ft-research-rank-journals>

- Wirtschaftsuniversität Wien 2008
- Aston University 2008
- University of Queensland 2007
- European Journal of Information Systems 2007 (with and without CI)

1. Why does HCBE need an official quality list now?

- We would like to encourage and reward efforts to improve research quality.
- NSU is recognized for High Research Activity by the Carnegie Foundation.
- Each faculty member is expected to engage in all three areas by providing innovative and impactful teaching and research, as well as service to the college, university, and external community.

** It may be noted that the above list requirements will apply to the broader disciplines within HCBE including public administration. However, The Faculty Development Committee has received a request that the Public Administration Program be exempted from the HCBE Journal Quality List until further notice on the following grounds:

- The Faculty development committee suggests any decision on the list should be made by the Chair/core faculty of the Public Administration Program in consultation with the Dean, especially, as the PA Program is guided by NASPAA/COPRA standards on teaching, research and service. The committee believes by having the department make the publication list decision in consultation with the Dean, likely challenges associated with program governance as it pertains to accreditation/re-accreditation would be avoided NASPAA/COPRA is very sensitive to governance issues.

The concern at the moment is to ensure the approach to the decision does not create complexities for the PA Program as it relates to re-accreditation in the near future.

Appendix A: HCBE Criteria Used to Identify Predatory Journals

For any new publications starting June 2017, HCBE will not allow faculty members to meet the two required publications in every five-year review period using journal articles that the Faculty Development committee deems to be predatory. The Faculty Development committee will use the criteria below or Cabell's Black List in judging the journal. If the faculty member does not agree with the Faculty Development committee's decision, the responsibility is on the faculty member to provide support to the Faculty Development committee to review their determination. The Dean has final authority in determining the journal's status as predatory, should there be a disagreement between the faculty member and the Faculty Development committee after the second review.

All journals used to meet the two required publications in every five-year review period should align to the Open Access Scholarly Publishers Association's Principles of Transparency and Best Practices in Scholarly Publishing. These criteria are available at:

<http://oaspa.org/principles-of-transparency-and-best-practice-in-scholarly-publishing/>

The following criteria along with Cabell's Black List will be used as a starting point to indicate that a journal is predatory:

- 1) Unable to produce reviewers' comments (e.g. IABE, North American Business Press).
- 2) Acceptance of the paper and requirement to attend or pay registration fee for a conference associated with the journal.
- 3) Solicitation of your conference presentation for publication as is (e.g. North American Business Press) immediately after you have presented at a conference.
- 4) Multiple journals associated with one organization with options (pick three journals in which you would like your article to be considered, e.g. IABE).
- 5) Not revealing that there are fees associated with publishing at the outset, but soliciting payment along with the acceptance letter. All fees or charges associated with publication should be made clear to potential authors, but predatory publishers may hide their fees or charges until after they receive your manuscript.
- 6) Excessive fees for charged for publication as excessive fees raise conflict of interest concerns.
- 7) Little to no peer review or editorial oversight.
- 8) The lack of inclusion on a reputable index.
- 9) The journal does not have a clearly outlined publication process that is readily available.

The above criteria are guidelines and additional criteria may be used in determining if a journal should be considered predatory.

Appendix B: HCBE Criteria Used to Add a Journal to the Acceptable Listing

For any new publications starting June 2017, a faculty member may submit annually to the Faculty Development committee information to support the addition of a journal to the accepted journal quality list.

At a minimum, all journals used to meet the two required publications in every five-year review period should align to the Open Access Scholarly Publishers Association's Principles of Transparency and Best Practices in Scholarly Publishing and not be on a Predatory journal listing.

The Faculty Development committee will use the following criteria as a starting point in judging the journal for inclusion on the HCBE accepted journal quality list:

1. Peer reviews should be blind, come from multiple reviewers, and of sufficient length (approximately 2 to 5 pages long) and rigor.
2. Acceptance rates of the journal are in line with other quality journals in the faculty member's teaching discipline that are currently on the Harzing Journal Quality list.
3. The journal has a sufficient number of submissions annually (to support the acceptance rates since Lower-level journals generally get lower-level submissions, so their acceptance rate might still be low)
4. Impact ratings (average citation per article) of the journal are in line with other quality journals in the faculty member's teaching discipline that are currently on the Harzing Journal Quality list.
5. Peer evaluation of the journal's quality as documented through surveys or other independent means.
6. Other independent measures showing the quality of the journal being in line with other quality journals in the faculty member's teaching discipline that are currently on the Harzing Journal Quality list.

The above criteria are guidelines and the Faculty Development committee may require additional documentation to make a determination to add a journal to the Quality Journal listing.

The responsibility is on the faculty member to provide sufficient information to allow the Faculty Development committee to make a determination.

If the faculty member does not agree with the Faculty Development committee's decision, the committee will give the faculty member one additional chance to submit additional information. If then faculty member is still not satisfied with the decision, the documentation will be reviewed by the Dean, who has final authority in determining the journal's status for inclusion on the accepted journal quality list.