THE AOG - PART 9
WITTENBORG FACULTY QUALIFICATIONS AND CLASSIFICATION

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CONTENTS

1 Introduction 4
2 Definition of Full-Time Teaching Staff at Wittenborg 5
2.1 Participating and Supporting Faculty 5
2.2 Faculty Sufficiency 6
2.3 Process and Review 6
3 Qualification Classification of Faculty 7
3.1 Criteria for the classification of qualifications 8
3.1.1 Scholarly Academic (SA) Faculty 8
3.1.2 Practice Academic (PA) Faculty 8
3.1.3 Scholarly Practitioner (SP) Faculty 9
3.1.4 Instructional Practitioner (IP) Faculty 10
4 Academic Titles 12
4.1 Criteria for academic title/rank given on engagement 12
4.1.1 Lecturer 12
4.1.2 Senior Lecturer 13
4.1.3 Assistant Professor of Applied Sciences 14
4.1.4 Associate Professor of Applied Sciences 15
4.1.5 Professor of Applied Sciences 16
4.2 Notes on Proper Use of Academic Titles in Communication 18
5 Overarching Requirements to be Faculty at Wittenborg 19
5.1 The Ten Globalisation Research Themes of Wittenborg 20
5.2 Minimum Faculty Requirement 21
5.2.1 Two Biannual Intellectual Contributions' Impact Statements 21
6 Measuring Quality and Impact of Intellectual Contributions 23
6.1 Quality & Impact of Intellectual Contributions 23
6.2 Types of Intellectual Contributions 23
6.3 Quality & Impact Grids 26
7 Annex 29
7.1 Ten Globalisation Research Themes with Sub-themes for Guidance 29

1 Introduction

Wittenborg University of Applied Sciences is committed to ensuring its faculty is qualified, experienced and embraces continued development. As a small but growing business school, Wittenborg engages both full-time and part-time teaching staff, who are defined as 'participating faculty' (teaching staff who participate in the overall running of education provision and development of the school) and 'supporting faculty' (teachers who are primarily engaged to teach only).

Wittenborg aims to engage as many of its teaching staff as possible in such a way that they are also involved in the continuous development of programmes, teaching methodologies, and other aspects of daily life for students and staff at the school.

When engaging teaching staff, Wittenborg looks at a combination of a person's academic background, intellectual contributions, and professional experience. Wittenborg also uses these three characteristics as a measurement of continuous development of existing faculty.

Wittenborg encourages all its teaching staff to engage in research that underpins the school's mission.

Wittenborg encourages all its teaching staff to continue learning, either academically, or professionally.

To achieve this, Wittenborg offers faculty the opportunity to continue with further study, either in the form of preparation for a doctoral degree, completing a PhD, or completing a certificate or diploma in teaching and learning in higher education.

As a continuously developing business school, within the realm of a university of applied sciences, Wittenborg has come to a classification of its faculty, based on achievements to date and also in line with AACSB standards, based on scholarly and professional activity.

Eventually, classification will also be linked directly to 'contribution to the mission of Wittenborg's; however, at this stage in the school's development this plays a non-definitive role, as Wittenborg further builds its faculty in line with its strategic plan.

Faculty are currently classified according to AACSB standards and given titles that correspond to their academic rank at Wittenborg, according to the school's pre-defined criteria.

2 Definition of Full-Time Teaching Staff at Wittenborg

The Wittenborg definition of full-time teaching staff is if faculty teach a minimum of 360 teaching contact hours a year.

Wittenborg also defines as full-time if faculty have less than 360 teaching contact hours a year, but are engaged for a minimum of 3 days per week (1,128 hours per year) for work which is programme management or devoted to the school's mission.

2.1 Participating and Supporting Faculty

Wittenborg defines Participating Faculty if teaching staff are also involved in the development of programmes, the support of students, Wittenborg research projects, such as Erasmus+, and other tasks that lead to Wittenborg fulfilling its mission.

These include:

- Participation in the Education Board
- Participation in the Graduation & Examination Board, including the Testing and Assessment sub-Committee
- Participation in Teachers Development Meetings
- Participation in Module Domain Discussion Groups
- Development of curriculum, modules, and study materials
- Development of Wittenborg online materials and the virtual learning environment (VLE)
- Participation in programme development at the Education Department
- Being a student 'Process Tutor for bachelor's students or a 'Study Advisor' for master's students
- Participation in the Professional Field Advisory Board
- Participation in other boards and committees at Wittenborg
- Taking an active role in research projects in which Wittenborg takes part
- Writing of articles and papers on behalf of Wittenborg
- Other activities that lead towards Wittenborg fulfilling its mission

Wittenborg defines Supporting Faculty as faculty who are contracted to teach modules, however not given extra-curricular duties and tasks outside of the delivery of modules (including work placement and graduation assignment / final project) within the degree programmes. Supporting Faculty are always expected to:

- Further develop the modules they teach
- Develop examinations and assessments
- Support in module and programme quality assurance

2.2 Faculty Sufficiency

75% of the bachelor's curriculum should be delivered by participating faculty and at least 60% of the master's curriculum should be delivered by participating faculty.

2.3 Process and Review

Each year, a development talk is held with each faculty member and the heads of school. During this discussion the qualification classification and the academic rank will be reviewed, together with evaluation of the past year according to the criteria described below, and planning for the next and future years.

3 Qualification Classification of Faculty

Wittenborg is committed to maintaining a balance in the qualifications of its faculty, that reflects the applied sciences nature of the business school, whilst also enabling it to achieve a higher level of education in line with its mission.

Wittenborg has established the following criteria for the classification of the qualifications of its faculty. This classification uses the AACSB standards of Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), Instructional Practitioner (IP), or Additional (A). A faculty member must meet the specified criteria (detailed below) to achieve a specific qualification classification and must (from the start of classification) undertake sufficient activities to maintain the qualification classification over a five-year accreditation cycle with these activities being documented, through the tools and support Wittenborg provides.

Every academic year, each member of faculty holds a development discussion meeting with the heads of school. Classification of each faculty member is approved by the heads of school and the executive of the school.

In cases where national legislation is not in place for clear recognition of the awards of a 'Professional Doctorate', Wittenborg recognises Professional Doctoral awards (DBA) from business schools that have a valid AACSB and/or EQUIS accreditation at the time the degree was awarded.

Classification 'Additional'

Wittenborg has added a classification called 'Additional'. This classification is used for a group of faculty members who do not primarily teach business or management-related subjects but are involved in the student development process. These contribution are particularly relevant for undergraduate students at a university of applied sciences, where EC-credited subjects support holistic degree completion and focus on personal and professional growth. These include foreign language learning (with electives in German, Dutch, French, Spanish and occasionally Chinese and Russian), Personal Development Plan (PDP), which carries through the whole degree programme, and Project Weeks, which although they have concrete business and management themes (projects instigated by companies and organisations), are often led by non-business & management teaching staff.

3.1 Criteria for the classification of qualifications

Wittenborg maintains the following criteria for its classification of qualifications:

3.1.1 Scholarly Academic (SA) Faculty

Although Wittenborg is, by legal definition, a university of applied sciences and, therefore, a business school considered to be almost entirely focused on instructional/teaching of higher education, the school has decided that it wishes to avoid all ambiguity in its criteria for defining Scholarly Academic (SA), and has chosen a clear definition of what it sees as the qualification for the SA status of its faculty.

To be initially classified as a Scholarly Academic at Wittenborg a faculty member must meet one of the 3 following qualifications:

1. Hold a PhD or DBA degree from a recognised university and have at least 3 peer-reviewed journal articles published in qualified business and management journals within the past 6 years. Qualified journals are listed, for example, in the Scopus index, or Harzing and ABS journal lists.
2. Faculty member must have completed a PhD or DBA (within a relevant Wittenborg management domain) within the past 6 years, with or without peer-reviewed journal article publications.
3. Faculty member must be a current PhD or DBA student (within a relevant Wittenborg management domain) in the last dissertation phase with or without peer-reviewed journal article publications.

Furthermore, all faculty members must exhibit strong teaching qualities/potential or have taught or are currently teaching across different programmes at Wittenborg.

Maintaining SA Status at Wittenborg

A faculty member who fulfils criteria 1 or 2 at the time of engagement will maintain SA status through continuing to contribute to research publications by maintaining at least 6 peer-reviewed Wittenborg-affiliated journal articles within the last 6-year period that are in alignment with mission and research focus of Wittenborg and contribute with minimum 4 intellectual contributions in the new 6-year cycle.

In the case of fulfilling the SA criteria 3 at the time of hiring, a faculty member must fulfil criteria 1 (i.e. to have at least 3 peer-reviewed Wittenborg-affiliated journal articles published in qualified business and management journals) within the period of 6 years to maintain SA status.

3.1.2 Practice Academic (PA) Faculty

To be initially classified as a Practice Academic (PA) at Wittenborg a faculty member must (at least) meet the following qualifications:

- Hold a PhD or DBA degree (within a relevant management domain), that was completed over 6 years ago, from a recognised university.
- Within the past 6 years, have exceptional recent experience in business and management being actively involved in managerial activities (including consultancy work/membership of company boards, etc.).

Furthermore, all faculty members must exhibit strong teaching qualities/potential or have taught or are currently teaching across different programmes at Wittenborg.

Maintaining PA Status

Wittenborg will strive to stimulate PA faculty to become SA during the first 6 years of engagement at the school;

1. To be upgraded to an SA status, faculty must have at least 3 peer-reviewed Wittenborg-affiliated journal articles published in qualified business and management journals within the past 6 years. Qualified journals are listed, for example, in the Scopus index, or Harzing and ABS journal lists.
2. However, if criteria 1 is not met, to maintain PA status, it is expected that faculty maintain practice-related activities, with the minimum expectation of 4 intellectual contributions declared to Wittenborg in a 6-year accreditation cycle, such as:

- Fulfilling a management or leadership position within a company or organisation
- Publish articles in national or international journals or magazines with a significant focus on a relevant industry sector with a clear practice-orientated audience
- Publish practice-related newsletters or brochures with at least a regional distribution
- Function as an editor or co-editor of a practitioner
- Provide executive training for business or trade groups
- Contribute to a relevant journal or magazine
- Work (employment or engagement) within a sector or domain related to Wittenborg programmes
- Carry out consultancy or research for companies, business, government, or non-profit agencies
- Carry out faculty internships or participate in the business management of Wittenborg
- Fulfil a board membership on a board of directors of a company or non-profit organisation
- Deliver executive education invited speeches
- Obtain/maintain a new license or certification, or accreditation of a company or organisation

Fulfilling the criteria for the maintenance of PA status will be based on the submission of documentation, including updated curriculum vitae, and will be confirmed by the heads of school, together with the HRM department.

3.1.3 Scholarly Practitioner (SP) Faculty

To be initially classified as a Scholarly Practitioner (SP) at Wittenborg a faculty member must meet the following qualifications:

- Holds a master's degree (within a relevant management domain).
- Have documented managerial and/or professional experience within a relevant management domain, at the time of initial engagement at Wittenborg.
- In the past 6 years have engaged in activities to produce intellectual contributions that would qualify for them to be considered 'SA' status if they held a PhD/DBA according to Wittenborg criteria.

Furthermore, all faculty members must exhibit strong teaching qualities/potential or have taught or are currently teaching across different programmes at Wittenborg.

Maintaining SP Status

Wittenborg will strive to stimulate SP faculty to become SA during the first 6 years of engagement at the school; however, to **maintain** SP status, it is expected that (after initial engagement) SP faculty will maintain their scholarly activities, with the minimum expectation of 6 intellectual contributions declared to Wittenborg in a 6-year accreditation cycle, such as:

- Publish a paper in peer-reviewed academic journal
- Publish all or part (chapter) of a scholarly book
- Publish all or part (chapter) of a textbook or revision
- Publication of a business case with instructional material
- Write a chapter in a scholarly compendium or publish an edited volume
- Publish a paper in (peer-reviewed) conference proceedings
- Complete the final written report on a significant, funded research project (e.g. Erasmus+)
- Publish an article in a national or international magazine or non-peer-reviewed journal
- Complete a book review in an academic or practitioner journal
- Publish a publicly available working paper
- Write a regular newspaper column
- Write significant grant proposal (for instance Erasmus+ application)
- Complete a research-based, learning project with a company, governmental entity, or non-profit organisation
- Write/create instructional software (for instance within the VLE Moodle)
- Serve as a reviewer for an academic research journal
- Serve as a journal editor or co-editor for a discipline-based or pedagogical journal
- Serve in a leadership position in a regional, national, or international academic organisation
- Organise an academic conference
- Serve as special editor at an academic conference
- Present a paper at a regional, national, or international conference, or workshop
- Attend a (Wittenborg domain-related) academic conference

Fulfilling the criteria for the maintenance of SP status will be based on the submission of documentation, including updated curriculum vitae, and will be confirmed by the heads of school, together with the HRM department.

3.1.4 Instructional Practitioner (IP) Faculty

To maintain IP status the faculty member must have performed significant practice-related activities within the last 6 years with the minimum expectation of 4 intellectual contributions declared to Wittenborg in a 6-year accreditation cycle, for example:

- Hold a master's degree (within a relevant management domain).
- Have documented managerial and/or professional experience, within a relevant management domain, at the time of initial engagement at Wittenborg.

Furthermore, all faculty members must exhibit strong teaching qualities/potential or have taught or are currently teaching across different programmes at Wittenborg.

Maintaining IP Status

To maintain IP status the faculty member must have performed significant practice-related activities within the last 6 years, for example:

- Starting own business
- Coaching start-ups and young entrepreneurs
- Financing start-ups and young companies
- Fulfilling a management or leadership position within a company or organisation
- Publish articles in national or international journals or magazines with a significant focus on a relevant industry sector with a clear practice orientated audience
- Publish practice-related newsletters or brochures with at least a regional distribution
- Function as an editor or co-editor of a practitioner / industry related magazine / publication
- Provide executive training for business or trade groups
- Work (employment or engagement) within a sector or domain related to Wittenborg programmes
- Carry out consultancy or research for companies, business, government, or non-profit agencies
- Carry out faculty internships or participate in the business management of Wittenborg
- Fulfil a board membership on a board of directors of a company or non-profit organisation
- Delivery of executive education invited speeches
- Obtaining/maintaining a new licence or certification, or accreditation of a company or organisation

4 Academic Titles

In 2021, Wittenborg defined Academic titles for all its faculty:

- Lecturer
- Senior Lecturer
- Assistant Professor of Applied Sciences
- Associate Professor of Applied Sciences
- Professor of Applied Sciences

For currently engaged teaching staff, these titles are initially bestowed automatically based on the criteria shown below, and the position can be discussed with the heads of school. In some cases, another academic title can be given, in discussion with the faculty member, but always at a lower rank, never higher. For instance, if Senior Lecturer is preferred instead of Associate Professor of Applied Sciences, then this is possible, but not vice versa.

- Newly engaged faculty will be given their academic title at engagement.
- All faculty can change title as they move higher up the ranks according to the academic qualifications detailed in Section 3.

4.1 Criteria for academic title/rank given on engagement

The criteria used to determine a faculty member's title/rank on joining Wittenborg, or for current faculty in 2021 is based on Education (Qualification) and Practice (Experience).

The criteria used to determine the maintaining of a title are 4 categories:

- Research & Publications
- Contract research acquisition
- Teaching and curriculum implementation
- Contribution and impact on society

In cases where national legislation is not in place for clear recognition of the awards of a 'Professional Doctorate', Wittenborg recognises Professional Doctoral awards (DBA) from business schools that have a valid AACSB and/or EQUIS accreditation at the time the degree was awarded.

4.1.1 Lecturer

Qualification status can be IP, SP, PA or SA

Education and Practice

- Holds a PhD/DBA but has no previous teaching experience – is enrolled on Wittenborg PGCert programme in Learning & Teaching in Higher Education.

Or

- Holds a master's degree and has at least 2 years' experience in higher education in the domain of business and management. Exhibits strong teaching qualities or potential.
- Demonstrates the ability to make significant scientific contributions and/or be involved in managerial activities. Has solid managerial, and/or professional experience (consultancy/company boards, etc.).

To maintain the title, the faculty member must meet the following criteria:

Research & Publications

- Contribute to research within Wittenborg's own research programmes and initiatives through co-publication in reputable professional and practical relevant journals.

Contract research acquisition

- N/A

Teaching and curriculum implementation

- Performance of the teaching activities must be excellent, as shown by both student evaluations and assessments by the Head of School.
- Has a good quality of teaching portfolio as can be evidenced in didactic approaches, novel course content, merits in teaching outside the school, etc. The candidate must be up to date with didactic knowledge relevant to the subject as can be demonstrated by attending refresher courses.
- Has a clear and genuine interest in students. The candidate must have a clear record of motivating students, is accessible, sets high standards for student performance and uses suitable means of evaluation.

Contribution and impact on society

- Maintains professional experience through external business and management professional employment, consultancy, board membership, etc.
- Contributes to the regional community.

4.1.2 Senior Lecturer

Qualification status can be IP, SP or SA

Education and Practice

- Holds a PhD/DBA with at least 6 years' previous teaching experience in higher education in the domain of business and management.

Or

- Holds a master's degree and has at least 8 years of experience in higher education in the domain of business and management. Exhibits strong teaching qualities and has taught or currently teaches across different programmes.

- Is actively involved in managerial/professional activities and has solid managerial, and/or professional experience (consultancy/company boards, etc.).
- Has made or currently making significant scientific contributions and/or be involved in managerial activities.

To maintain the title, the faculty member must meet the following criteria:

Research & Publications

- Contribute to research within Wittenborg's own research programmes and initiatives through publication in reputable professional and practical relevant journals.

Contract research acquisition

- N/A

Teaching and curriculum implementation

- Performance of the teaching activities must be excellent, as shown by both student evaluations and assessments by the Head of School.
- Has a good quality of teaching portfolio as can be evidenced in didactic approaches, novel course content, merits in teaching outside the school, etc. The candidate must be up to date with didactic knowledge relevant to the subject as can be demonstrated by attending refresher courses.
- Has a clear and genuine interest in students. The candidate must have a clear record of motivating students, is accessible, sets high standards for student performance and uses suitable means of evaluation.
- Must be up to date with didactic knowledge relevant to the subject as can be demonstrated by attending refresher courses.

Contribution and impact on society

- Must provide excellent linkage with the professional field, e.g. through facilitating internships, guest speakers, project week assignments, entrepreneurial mentorship, etc.
- Must have international experience, as proven by active participation in international (business) organisations or international platforms.

4.1.3 Assistant Professor of Applied Sciences

Qualification status is SA

Education & Research

- Holds a PhD/DBA in a relevant field (obtained degree within the last five years).
- Has at least 2 years' working experience in higher education.
- Exhibits strong teaching qualities or potential.
- Has made or currently demonstrates the ability to make significant scientific contributions and/or be involved in managerial activities.

To maintain the title, the faculty member must meet the following criteria:

Research & Publications

- Must have ambition/interest to gain international experience, such as being a visiting scholar at an academic institute abroad.
- Has published a minimum of 2 peer-reviewed Wittenborg-affiliated journal articles in reputable blind peer-reviewed journals (Scopus, ABDC, ABS, SJR, etc.) within the last 6-year period that are in alignment with mission and research focus of Wittenborg.

Contract research acquisition

- Has been involved in the awarding of at least one research grant (e.g. EU research project grant, grant for a PhD or post-doc., etc.) in the past 6 years.

Teaching and curriculum implementation

- Can translate the research field they have developed into teaching, for example by means of a regular course unit or through a series of guest lectures or equivalent.
- Performance of the teaching activities must be satisfactory, as shown by both student evaluations and assessments by the Head of School.
- Is up to date with didactic knowledge relevant to the subject, as demonstrated by attending refresher didactic courses.
- Has a clear and genuine interest in students regarding their academic, career and long-term goals.
- Has a clear record of motivating students to learn, is accessible, sets high standards and uses suitable means of evaluation.

Contribution and impact on society

- Maintains professional experience through providing excellent linkage with the professional field, e.g. through facilitating internships, guest speakers, project week assignments, entrepreneurial mentorship, etc.
- Contributes to the academic community (editorial boards, etc.).
- Contributes to regional community (social and/or economic impact).

4.1.4 Associate Professor of Applied Sciences

Qualification status is SA

Education & Research

- Holds a PhD/DBA in a relevant field and has at least 8 years of experience in higher education and/or exceptionally in business.
- Exhibits strong teaching qualities and has taught or is currently teaching across different programmes.

- Has made high-quality, scientific contributions and/or has been actively involved in managerial activities.
- Is an enthusiastic and efficient lecturer and has didactic and relevant knowledge.
- Has published at least 2 peer-reviewed journal articles in the past 6 years.

To maintain the title, the faculty member must meet the following criteria:

Research & Publications

- Must have developed own line of research within Wittenborg's research.
- Must function well within the school and make a significant contribution to its research and organisational tasks.
- Must have international experience, as proven by a successful stay as a visiting scholar at an international academic institute (abroad).
- Has published a minimum of 2 peer-reviewed Wittenborg-affiliated journal articles in reputable blind peer-reviewed journals (Scopus, ABDC, ABS, SJR, etc.) within the last 6-year period that are in alignment with mission and research focus of Wittenborg.

Contract research acquisition

- Has been involved in the awarding of at least one research grant (e.g. EU research project grant, grant for a PhD or post-doc, etc.) in the past 6 years.

Teaching and curriculum implementation

- Can translate the research field they have developed into teaching, for example, by means of a regular course unit or through a series of guest lectures or equivalent.
- Performance of the teaching activities must be satisfactory, as shown by both student evaluations and assessments by the Head of School.
- Is up to date with didactic knowledge relevant to the subject, as demonstrated by attending refresher didactic courses.
- Has a track record of acting as a good mentor to students.
- Has participated in relevant educational committees at Wittenborg.
- Has a track record as a good mentor for their team and students - through maintaining a good working atmosphere and team spirit.

Contribution and impact on society

- Contributes to the academic community (is a member of review committees and editorial boards, etc.).

4.1.5 Professor of Applied Sciences

Qualification status can be SA or PA

Education & Research

- Holds a PhD/DBA in a relevant field and has 12 years' experience in higher education, or exceptionally, in business.
- Exhibits strong teaching qualities and has taught or is currently teaching across different programmes.
- Makes regular, high-quality, scientific contributions and exceptional contributions to management.
- Has a proven research track record including a significant number of articles in reputable blind peer-reviewed journals (in Scopus, ABDC, ABS, and/or SJR ranked).
- Has published at least 3 papers in the past 6 years within their main teaching discipline, of which preferably at least 2 are as first author.
    - For existing faculty members, Wittenborg University of Applied Sciences must be listed as the institutional affiliation in publications, and publications must be in alignment with mission and research focus of Wittenborg.
- Has a large, relevant, scientific and professional network.

To maintain the title, the faculty member must meet the following criteria:

Research & Publications

- Has developed a high-quality, clear and productive line of research congruent to Wittenborg research agenda.
- Is responsible for developing and implementing a successful research programme. Has made a significant contribution to the execution and coherence of the research programme and the organisational tasks of the school.
- Has published a minimum of 3 peer-reviewed journal articles in reputable blind peer-reviewed journals (indexed in Scopus, ABDC, ABS, and/or SJR ranked journals) within the last 6 years in their main teaching discipline, of which preferably at least 2 are as first author. These publications must list Wittenborg University of Applied Sciences as the institutional affiliation and be in alignment with mission and research focus of Wittenborg.
- The importance of their research has been recognised by their colleagues and has a significant impact on society or contribution to advance knowledge in their field.

Contract research acquisition

- Has been awarded at least one substantial outside research grant and been involved in at least one other grant as co-advisor.

Teaching and curriculum implementation

- Has proven to be successful at translating their research into teaching, for example, by means of regular course units or through a series of guest lectures or equivalent.
- Performance of the teaching activities has been excellent, as shown by both student evaluations and assessments by the head of school.
- Preferably demonstrates good proficiency in the Dutch language, enabling active regional and national involvement in teaching, curriculum implementation, and academic engagement.

- Has a solid record as an advisor and demonstrated their genuine interest in their students and junior colleagues, their progress and welfare.
- Has actively participated as a key member in committees at Wittenborg.
- Has a clear record of service to the Wittenborg community.

Contribution and impact on society

- Is active in the international academic community (conferences, associations, editorial and advisory boards).

4.2 Notes on Proper Use of Academic Titles in Communication

When referring to academic staff in written and verbal communication, it is important to follow established conventions to ensure clarity and professionalism. The following guidelines outline the correct usage of academic titles and degrees at Wittenborg:

- **Dr vs. PhD:** Using both "Dr" and "PhD" together in a title is redundant, as they both refer to the same academic achievement.
    - Correct: Dr Jane Smith or Jane Smith, PhD
    - Incorrect: Dr Jane Smith, PhD

- **Professor and PhD:** Unlike "Dr" and "PhD", the title "Professor" refers to an academic position, not a degree, and may be used alongside a PhD. This is common in academic contexts, where both the professional title and the educational qualification are relevant:
    - Correct: Professor John Smith, PhD or Professor Dr John Smith
    - Incorrect: Professor, Dr John Smith, PhD

- **General Naming Conventions:**
    - "Dr" is commonly used in formal or professional settings (e.g., Dr Jane Smith).
    - "PhD" is often preferred in academic and research contexts to emphasize the specific degree (e.g., Jane Smith, PhD).
    - "Professor" is a professional title that should be used when referring to faculty members who hold this designation.

Furthermore, the titles of Assistant Professor of Applied Sciences, Associate Professor of Applied Sciences and Professor of Applied Sciences should always include “of Applied Sciences”.

These conventions should be adhered to in official documents, email signatures, academic publications, and other formal communications at Wittenborg.

5 Overarching Requirements to be Faculty at Wittenborg

Elevate your Impact: fulfilling faculty requirements for Excellence

At Wittenborg University of Applied Sciences, we are committed to fostering an environment of excellence in education, student success and professional development. As a vital component of our school's mission, the faculty plays an instrumental role in shaping the educational experience and contributing to the broader academic society and thereby to society at large.

This policy introduction serves as a reminder and a reinforcement of the significance of fulfilling faculty requirements. Wittenborg has established these requirements not as mere obligations, but as essential guidelines that empower faculty to excel in their roles as educators, scholars and mentors and enables them to elevate their impact through these roles.

Wittenborg's core values and mission are the foundation upon which we operate. By embracing faculty requirements, you actively align with these values and contribute to the realisation of our shared educational goals.

Thereby we put emphasis on the mission related focus areas:

1. **Local Societal Impact** contributing to society glocally (through internationalisation)
2. **Excellence in Education** promoting excellence in teaching and learning of international business and management
3. **Innovation & Lifelong Learning** creating the best environment for students and staff
4. **Internationalisation, Diversity and Ethics** set the premises
5. **Applied Research & Global Learning**: successfully applied, research-informed, global learning.

Meeting faculty requirements is pivotal to providing our students with a high-quality education. Your expertise, dedication, and commitment to these requirements directly impact the academic journey and success of our students. Faculty requirements are designed to support your research and scholarly endeavours. By engaging with these expectations, you are not only advancing your field but also contributing to our school's reputation as a centre of knowledge creation. Fulfilling faculty requirements fosters collaboration and the sharing of best practices among colleagues. These interactions often lead to new research opportunities, interdisciplinary initiatives, and a vibrant academic community.

The critical success factors that underpin Wittenborg's mission and vision encompass a multifaceted approach to higher education excellence. Firstly, assuming the role of a **proponent of globalisation**, not only on a global scale but also in a local, regional and national context, forms a cornerstone of our schools' ethos. Secondly, we are committed to cultivating Wittenborg's unique position at the intersection of academia and practice, bridging the gap between theoretical knowledge and real-world application. Furthermore, our dedication to interdisciplinary learning empowers students to tackle complex global challenges by drawing insights from diverse fields of study. Lastly, we aspire to be a driving force of innovation in higher education

through the development of applied research that directly addresses contemporary issues and contributes to the advancement of knowledge for the betterment of society. These critical success factors guide us in our pursuit of academic excellence and our mission to prepare students for a dynamic and interconnected world.

Clear dedication of our faculty to meeting and exceeding requirements will not go unnoticed. It leads to formal recognition within the school and advancement opportunities that acknowledge your excellence. We will further elaborate on this process in the next section “Measuring Quality and Impact of Intellectual Contributions at Wittenborg”.

Figure 1 - Mission-informed Strategy for Intellectual Contributions at Wittenborg

5.1 The Ten Globalisation Research Themes of Wittenborg

As an overarching theme in alignment of its Intellectual Contributions (ICs) outcomes with its mission and vision, Wittenborg assumes the role of **Proponent of Globalisation**, with its ICs pro-actively channelled into the themes of:

1. **The Digital Revolution**: How Technology is Shaping Global Interactions.
2. **Global Trade and Economics**: The Changing Landscape of International Commerce.

3. **Cultural Exchange in a Globalised World**: Impacts and Implications.
4. **Migration Patterns**: Opportunities, Challenges, and the Human Story.
5. **Environmental Challenges**: Globalisation and the Quest for Sustainable Solutions.
6. **Global Governance and Policy**: Seeking Unity Amidst Diversity.
7. **The Future of Work**: Skillsets, Outsourcing, and Cross-border Collaborations.
8. **Ethics and Globalisation**: Navigating the Moral Dimensions of International Integration.
9. **Global Health and Pandemics**: A Unified Response to Global Threats.
10. **Education in a Globalised Era**: Preparing the Next Generation for a Boundary-less World.

For more elaboration see the **Annex 'The Ten Globalisation Research Themes with Sub-themes for Guidance'** to this PART 9 and the description of this process in the next sections.

5.2 Minimum Faculty Requirement

The overarching requirement to be Faculty at Wittenborg is that all faculty, at any status level, has to produce 2x intellectual contributions (IC) per year, this is possible in any IC category (CAT) per year. There are also two longer term requirements from the different faculty qualifications status:

Faculty Qualification Status	No. of ICs / years	Type of IC
SA+SP+PA+IP	2x / year	CAT1, CAT2, CAT3
SA	3x / 6 years	CAT1
SP	1x / 6 years	CAT1

5.2.1 Two Biannual Intellectual Contributions' Impact Statements

In order to enhance our commitment to academic excellence and showcase the profound intellectual contributions of our faculty, we implement a biannual practice of submitting **Intellectual Contribution Impact Statements**. These statements serve as a valuable tool for documenting and sharing the significant contributions the faculty make to the academic community, both within and beyond our institution, but in consonance with Wittenborg's mission.

It is good practice to take the time to reflect on one's accomplishments, research, teaching methodologies, and any other activities that have had an impact. The submissions will not only aid in highlighting individual

achievements but also contribute to the broader recognition of Wittenborg's educational and research endeavours.

We therefore request our faculty to submit Intellectual Contribution Impact Statements by the designated deadlines each semester to ensure we can effectively capture and celebrate their valuable contributions.

6 Measuring Quality and Impact of Intellectual Contributions

6.1 Quality & Impact of Intellectual Contributions

Wittenborg has defined quality as an intellectual contribution's inherent excellence, rigour, and significance. It encompasses aspects such as originality, depth, accuracy, methodological soundness, and the level of insight provided. High-quality contributions demonstrate a thorough understanding of existing knowledge, often introducing novel ideas or approaches that contribute positively to the field.

Intellectual contributions are also evaluated based on their impact, which measures their influence on the field and beyond, and their quality, which gauges their excellence and significance within existing knowledge.

Impact refers to the influence or effect that a particular intellectual contribution has on its field or society. It can be measured in various ways, such as citations, downloads, media mentions, practical applications, policy changes, and more. High-impact contributions tend to shape or advance the understanding, progress, or development of a specific area of knowledge.

6.2 Types of Intellectual Contributions

As part of this process, Wittenborg has defined intellectual contributions as original works incorporating ideas, innovations, insights, and knowledge that individuals or groups generate and share to advance the theory, practice, and teaching of business-related disciplines. These contributions can take many forms and are defined as scholarly, disseminated to appropriate audiences within the academic and intellectual community, and having a measurable impact on society, culture, science, etc. They are further characterised by having been through a process of ensuring their quality, validity, credibility, and relevancy.

According to the guiding principles of AACSB accreditation association (2020 Guiding Principles and Standards for Business Accreditation) the school's intellectual contributions portfolio may be divided into:

1. *Basic or Discovery Scholarship* is directed toward increasing the knowledge base and the development of theory.

2. *Applied or Integrative/Application Scholarship* draws from basic research and uses accumulated theories, knowledge, methods, and techniques to solve real-world problems and/or issues associated with practice.

3. *Teaching and Learning Scholarship* explores the theory and methods of teaching and advances new understandings, insights, content, and methods that impact learning behaviour.

Furthermore, the intellectual contributions is separated in three types on the level of expert or peer review:

1. **CAT 1: Peer-reviewed intellectual contributions** are scholarly publications that were submitted for critique and evaluation by one or more academics who have expertise in the discipline and/or methodology of the subject matter. Publications in law reviews may be included in this category.

2. **CAT 2: Other peer- or editorial-reviewed intellectual contributions** include forms of quality assurance by either peers or subject matter experts recognized as having particular practical or

academic expertise in that field. Examples include papers submitted for an academic conference that undergo peer review to be selected for conference presentation or for publication in conference proceedings. Articles published in practitioner or industry publications can be included in this category if they are sufficiently reviewed by subject matter experts. Other intellectual contributions that are not journal articles but are papers sufficiently influential with public policy, government, or industry can be included in this category if they are sufficiently reviewed by subject matter experts. Simply writing a paper as an output of consulting or other work does not render it appropriate for this category. The review and validation by subject matter experts is the determining factor as to whether such an intellectual contribution belongs in this category or in the third category of other intellectual contributions.

3. **CAT 3 All other intellectual contributions** include outputs that are not validated by peers or those recognized as subject matter experts. These contributions include a wide variety of outputs such as presentations at academic or professional meetings, research workshops led, invited talks, etc.

CAT 1	CAT 2	CAT 3
Peer-reviewed intellectual contributions	**Other peer- or editorial-reviewed intellectual contributions**	**All other intellectual contributions**
Research Articles	Conference Papers and Posters	Presentations at Academic Meetings
Review Articles	Publications in Conference Proceeding	Presentations at Professional Meetings
Meta-Analyses	Articles Published in Practitioner Publications	Research Workshops Led
Case Studies	Articles Published in Industry Publications	Invited Talks
Editorials	Papers Influential in Public Policy, Government, or Industry	Public Lectures and Talks
Letters to the Editor	Book Chapters	Teaching/Training Materials
Commentaries	Theses and Dissertations	Preprints
Short Communications	Research Reports	Conference Abstracts
Perspective or Opinion Articles	White Papers	Personal Websites/Blogs
	Working Papers	Social Media Posts
	Patents	Technical / Consulting / Project Reports
	Online Resources	Magazine and Newspaper Articles
	Grant Proposals	Book Reviews
		Op-Eds
		Policy Reports

NB: This is a non-exhaustive list and therefore should be used as a guidance.

Table 1 - Intellectual Contributions Categorisation on the Level of Expert Review

6.3 Quality & Impact Grids

Code	Quality Criteria	Focus	Q*** (3-star) Great	Q**** (4-star) Excellent	Q***** (5-star) Superior
Q1	**Level of peer/ expert review**	**Type of ICs**[1]	**CAT 3** All other ICs	**CAT 2** Additional Peer-or Editorial Reviewed ICs	**CAT 1** Peer-reviewed Journal Articles
Q2	**Relevance of subject to Wittenborg**	**Mission Focus Area**	Any one mission focus area	Any one mission focus area	Local societal and/or cultural impact in Apeldoorn & the region and another mission focus area
		Globalisation	Not necessarily incorporating a theme from the 10 globalisation themes	Incorporated at least one theme from the 10 globalisation themes	Incorporated more than one theme from the 10 globalisation themes
		UN SDGs[2] **(Top 5:** that were chosen as year themes in the last 6 years.**)**	Does not address any of the UN SDGs	Addresses at least one of the UN SDGs that were chosen as year themes in the last 6 years.	Addresses one or more of the UN SDGs that were chosen as year themes in the last 6 years.

Table 2 - Intellectual Contributions Quality Criteria & Star Rating

[1] See the types of ICs in detail in previous sub- section 6.2.
[2] Refer to Wittenborg's Strategic Plan.

Code	*Impact Criteria*	Focus	I*** (3 star) Great	I**** (4 star) Excellent	I***** (5 star) Superior
I1	**Dissemination**	**Citations/usage**	Discussed, Less significant citations Wittenborg news articles	Critical Citations & references	Influential citations Co-developed works Used works
I2	**Influence & dynamics**	**Altimetric**	Social media mentions Citation in blogs/ news articles	Downloads & Views Bookmarks & Favourites Discussions & Comments	Engaged in no. of events. Event audience number/demographics Published in a public news article
I3	**Real-world Applications**	**Practical/Policy influence**	Practical internal impact	Policy/ decision-making impact	Practical impact on industry High-level policy impact
I4	**Stakeholder reach**	**Impact area**	Impact on Internal/external stakeholders	Wider impact on Internal/external stakeholders, business industry, social impact	Measurable local societal impact National/international level of stakeholder impact
I5	**Other**	**Miscellaneous**	The evaluation might include but is not limited to educational impact, Demographics metrics, Expert Opinions, Patents & Intellectual Property, Social and/or cultural impact, Awards and recognitions, Longevity & Legacy.		

Table 3 - Intellectual Contributions Impact Criteria & Star Rating

Rules to Measuring Quality & Impact Grids

These rules outline the requirements for both Quality and Impact Ratings within the Measuring Quality & Impact Grids, ensuring that Intellectual Contributions align with our mission focus areas and allowing flexibility in assessing impact beyond the initial criteria.

1. Quality Rating: to be considered as an Intellectual Contribution (IC), it must satisfy both of the following criteria:

    - It must meet the Q1 criterion.
    - It must fulfil at least one-third of the Q2 criterion.
    - Essentially, an IC must demonstrate relevance to one of Wittenborg's mission focus areas.

2. Impact Rating: can be assessed based on any of the four defined I1, I2, I3 and I4 criteria. Additionally, it may be evaluated using a fifth I5 criterion that allows for the definition of impact in alternative ways. If recurring patterns are consistently observed in any of these alternative definitions, they can be incorporated as an additional specifically defined I criterion.

7 Annex

7.1 Ten Globalisation Research Themes with Sub-themes for Guidance

1. The Digital Revolution: How Technology is Shaping Global Interactions.

Within the overarching theme of 'The Digital Revolution: How Technology is Shaping Global Interactions', researchers might explore the following sub-themes:

- Digital Commerce Evolution: The rise of e-commerce, digital payments, and emerging business models.
- Global Supply Chain Digitalization: How IoT and AI are streamlining international logistics.
- Remote Work Dynamics: The technologies enabling global teams and the implications for management.
- Digital Marketing Innovations: The global reach of social media advertising and data analytics.
- Fintech and Global Banking: The transformation of financial services through blockchain and digital currencies.
- Consumer Data and Privacy: Navigating global regulations while capitalizing on data-driven strategies.
- Global EdTech Trends: How digital platforms are revolutionizing business education worldwide.

These sub-themes delve into the intricacies of how technology intersects with global business operations, strategies, and trends.

2. Global Trade and Economics: The Changing Landscape of International Commerce.

Within the research theme 'Global Trade and Economics: The Changing Landscape of International Commerce', researchers might focus on the following sub-themes:

- Emerging Markets Dynamics: Identifying growth opportunities and challenges in rapidly developing economies.
- Trade Agreements & Regulations: The role of international treaties in shaping business strategies.
- Sustainability in Global Trade: Adopting eco-friendly practices and their economic implications.
- Impact of Protectionism: Evaluating shifts towards localized production and their global repercussions.
- E-commerce & Cross-border Trade: The rise of digital platforms in facilitating international sales.
- Supply Chain Resilience: Strategies for mitigating disruptions in global logistics.
- Financial Integration & Global Markets: Navigating currency fluctuations and global investment trends.

These sub-themes offer insights into the evolving nature of international commerce in a dynamic global economy.

3. **Cultural Exchange in a Globalized World: Impacts and Implications.**

Under the research theme 'Cultural Exchange in a Globalized World: Impacts and Implications', researchers might delve into these sub-themes:

- Cross-Cultural Management: Best practices for managing diverse teams and fostering inclusivity.
- Global Branding Strategies: Adapting marketing messages for varied cultural audiences.
- Ethical Sourcing and Production: Recognizing and respecting cultural values in global supply chains.
- Consumer Behaviour Across Cultures: Understanding purchasing preferences and values-driven buying.
- Cultural Intelligence in Business Negotiations: Strategies for successful cross-border deals.
- Localizing Global Products: Balancing standardization with cultural adaptation.
- Corporate Social Responsibility (CSR) Across Cultures: Designing CSR initiatives that resonate globally.

These sub-themes address the intricate interplay of culture in global business practices and strategy formulation.

4. **Migration Patterns: Opportunities, Challenges, and the Human Story.**

Exploring the research theme 'Migration Patterns: Opportunities, Challenges, and the Human Story' researchers might consider these sub-themes:

- Talent Mobility: The global hunt for expertise and its impact on corporate strategies.
- Consumer Markets Dynamics: Catering to diaspora populations and their unique consumption patterns.
- Brain Drain vs. Brain Gain: Evaluating the economic implications of skilled labour migration.
- Migrant Entrepreneurship: The role of migrants in driving innovation and business creation.
- Remittances and Financial Markets: The economic ripple effects of cross-border monetary transfers.
- Cultural Diversification in Workplaces: Embracing diversity as a business asset.
- Ethical Considerations: Business responsibilities towards migrant labour rights and welfare.

These sub-themes provide a holistic view of how migration intersects with business challenges and opportunities.

5. **Environmental Challenges: Globalization and the Quest for Sustainable Solutions.**

Under the research theme 'Environmental Challenges: Globalization and the Quest for Sustainable Solutions', researchers might investigate these sub-themes:

- Green Business Models: Innovating for sustainability and profit.
- Supply Chain Sustainability: Integrating eco-friendly practices into global logistics.

- Corporate Social Responsibility (CSR) and Environment: Building eco-conscious reputations and initiatives.
- Eco-friendly Product Development: Meeting consumer demand for sustainable goods.
- Carbon Footprint and Offsetting: Strategies for businesses to mitigate environmental impacts.
- Green Finance and Investments: The rise of ESG (Environmental, Social, Governance) investing.
- Regulations and Compliance: Navigating international environmental standards in business operations.

These sub-themes explore the myriad ways businesses confront and contribute to solutions for pressing environmental issues in a globalized market.

6. Global Governance and Policy: Seeking Unity Amidst Diversity.

Focusing on the theme 'Global Governance and Policy: Seeking Unity Amidst Diversity' these sub-themes could be explored:

- International Business Regulations: Navigating multifaceted global compliance landscapes.
- Trade Policies and Agreements: Impacts on multinational corporate strategies.
- Global Ethical Standards: Establishing and adhering to international best practices.
- Economic Collaborations and Blocs: Analysing business implications of regional alliances.
- Corporate Diplomacy: Engaging with global stakeholders and policy-makers.
- Data Protection and Privacy: Addressing diverse regulations in a digital era.
- Sustainable Business Mandates: Incorporating global environmental and social goals into corporate visions.

These sub-themes dissect how international governance structures and policies influence, and are influenced by, the global business community.

7. The Future of Work: Skillsets, Outsourcing, and Cross-border Collaborations.

Within the theme 'The Future of Work: Skillsets, Outsourcing, and Cross-border Collaborations', researchers might emphasize these sub-themes:

- Digital Literacy and Up-skilling: Preparing workforces for technological advancements.
- Remote Work Models: Analysing productivity, management, and organizational culture shifts.
- Global Talent Acquisition: Strategies and challenges in hiring from a worldwide pool.
- Gig Economy and Freelancing: Impacts on traditional employment structures.
- AI, Automation, and Job Displacement: Balancing efficiency with employment concerns.
- Cultural Competence in Collaborations: Navigating diverse work ethics and communication styles.
- Ethical Implications of Outsourcing: Evaluating social responsibility in offshoring practices.

These sub-themes delve into the evolving landscape of global employment, exploring both opportunities and challenges businesses face.

8. **Ethics and Globalization: Navigating the Moral Dimensions of International Integration.**

Under the theme 'Ethics and Globalization: Navigating the Moral Dimensions of International Integration', researchers might explore these sub-themes:

- Corporate Social Responsibility (CSR): Best practices in global contexts.
- Supply Chain Ethics: Ensuring fair labour practices and sustainability.
- Transparency in Global Business: Addressing corruption, fraud, and disclosure norms.
- Cultural Relativism in Business: Respecting diverse ethical standards without compromising core values.
- Data Ethics: Navigating privacy, consent, and surveillance in global markets.
- Stakeholder Engagement: Ethical considerations in global community interactions.
- Green Business Ethics: Balancing profit motives with environmental responsibility.

These sub-themes shed light on the complexities businesses face when trying to maintain ethical integrity in a globally interconnected world.

9. **Global Health and Pandemics: A Unified Response to Global Threats.**

Within the theme 'Global Health and Pandemics: A Unified Response to Global Threats', researchers might focus on these sub-themes:

- Supply Chain Resilience: Ensuring timely delivery of medical supplies during crises.
- Economic Impact of Pandemics: Assessing disruptions and recovery strategies.
- Remote Work and Business Continuity: Best practices for maintaining operations during health emergencies.
- Pharmaceutical Market Dynamics: Global partnerships in drug development and distribution.
- Crisis Communication: Managing stakeholder trust and brand reputation during outbreaks.
- Investment in Health-Tech: Opportunities in digital health solutions and telemedicine.
- Corporate Social Responsibility (CSR) in Health: Business roles in community health and safety initiatives.

These sub-themes delve into the multifaceted challenges and opportunities businesses face in the context of global health crises.

10. Education in a Globalized Era: Preparing the Next Generation for a Boundary-less World.

Under the theme 'Education in a Globalized Era: Preparing the Next Generation for a Boundary-less World', researchers might explore these sub-themes:

- Digital Learning Platforms: Harnessing technology for global business education.
- Cross-cultural Leadership Development: Training future leaders for diverse teams.
- Global Internships and Exchanges: Benefits and challenges of international exposure.
- Curriculum Internationalization: Integrating global case studies and perspectives.
- Entrepreneurship in a Global Context: Fostering worldwide business innovation.
- Partnerships with Global Institutions: Collaborative programs and joint degrees.
- Ethics and Corporate Social Responsibility: Teaching global standards and values.

These sub-themes address the evolving needs of business education in a rapidly globalizing and interconnected world.