

Faculty Qualifications and Sufficiency Criteria

Adopted: March 2024

Criteria for Faculty Qualifications. **2020 AACSB Standard 3** describes four categories of faculty qualifications - Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP). The College of Business, Engineering and Technology (CBET) is committed to meeting the guideline that our instructional faculty, at both the departmental and college level, must be at least 40% SA and 90% SA, PA, SP, and IP.

Standard 3.1: Consistent with its mission, the College is committed to maintaining accreditation of its academic programs by AACSB International which requires that a college has sufficient faculty resources, to effectively carry out its mission, as described in the AACSB accreditation Standard 3.

The college is expected to maintain and strategically deploy sufficient participating and supporting faculty who collectively demonstrate significant academic and professional engagement that, in turn, supports high-quality outcomes consistent with the college's mission. The AACSB Standard 3.1 requires a criterion on 'participating' and 'supporting' faculty for Faculty Sufficiency and Deployment. In general, participating faculty are those who participate in the life of the college beyond just teaching, while supporting faculty or mainly adjunct or part time faculty who do not participate in the various college activities beyond the teaching responsibilities.

Table 3-1 in Standard 3 requires listing all faculty and identifying them as participating or supporting in conjunction with their qualification status. Table 3.1 uses a metric to determine the 'faculty sufficiency' and their appropriate deployment.

PARTICIPATING AND SUPPORTING FACULTY

"Participating Faculty" members are those who are actively and deeply engaged in the activities of the college beyond just teaching responsibilities. Generally, faculty with tenured and tenure-track as well fulltime annual contracts appointments are participating faculty because of their professional obligations to teaching, research and service.

The activities of engagements could include college governance, policy making, research activities, course development, program design, instructional delivery systems, academic and career advising, committee service, directing extracurricular and supervision of internships, assessment and assurance of learning, student organization advising, faculty development activities, or service in academic organizations.

"Participating Faculty" members are expected to regularly engage in more of the above activities on an annual basis and are known as regular members of the faculty.

Faculty members who do not meet the criteria above are "Supporting Faculty" members. Normally, supporting faculty members are appointed for teaching roles on an ad hoc basis or as an adjunct faculty, for one term or an academic year without expectation of continuation of employment.

Supporting Faculty teach on a contract basis on a semester-to-semester basis. However, they are required to maintain currency in their discipline through intellectual contributions, certification, professional development and/or continuing education or through continued appropriate professional work experience.

Standard 3.2: specifies qualified faculty status based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement to their classification, as f: Scholarly

Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Otherwise, faculty members are classified as Additional Faculty (A).

CATEGORIES OF QUALIFIED FACULTY STATUS

Scholarly Academic (SA) Qualified Faculty

SA faculty are academically trained faculty who sustain currency and relevance through scholarship and related activities. The designation of a faculty member as SA requires a combination of original academic preparation augmented by academic engagement that maintains or establishes preparation for current teaching responsibilities.

Initial Qualifications

To achieve Scholarly Academic status in the College, a faculty member must, at a minimum, meet the following criteria:

- Hold a doctoral or other terminal degree related to the field of teaching. Examples include PhD or DBA in business or a closely-related business discipline; a graduate degree in law (LLM) and/or taxation (MST) for those teaching taxation; and a law degree (LLM, or JD) for those teaching courses or modules related to law or aspects related to the legal environment of business (e.g., ethics, sustainability, etc.). Deviations from this must be consistent with descriptions provided in AACSB standards; and the greater the disparity between the field of academic preparation and the area of teaching, the greater the need to demonstrate sustained academic and/or professional engagement related to the teaching area.
- Demonstrate relevance through intellectual contributions in scholarly research.

A newly appointed doctoral faculty member will be considered SA for up to five years after degree completion. Doctoral students who are ABD are SA qualified as long as they continue to make satisfactory progress toward completing their degree for maximum of three years after achieving the ABD status. When the ABD faculty member completes the doctoral degree while on faculty, the person will be considered SA for up to five years after degree completion.

Maintenance of Qualifications.

To maintain the SA status, the faculty member will meet the following criteria:

- A minimum of at least two publications in peer-reviewed journals (ABDC, SJR, or any other approved list of journals) and at least one additional items from the list of qualifying activities below:
 - Other intellectual contributions within the last five years which may include, but are not limited to the following:
 - Refereed or non-refereed journal articles and monographs
 - Scholarly books or course textbooks
 - Chapters in scholarly books
 - Paper presentations at academic or professional meetings*
 - Regional, national, or international proceedings*
 - Published cases.
 - Instructional software
 - Achieve or maintain professional licensure or certification.
 - Journal editorships
 - Referee for peer-reviewed journal(s) and conference(s)
 - Holding officer/board positions in professional organizations
 - Publication in an unranked peer-reviewed journal
 - Peer-reviewed proceeding at an academic conference
 - Peer-reviewed

- paper presentation at an academic conference ○ Publication in a prestigious, non-peer reviewed outlet
- Extramural research grant ○ Extramural research award
- Editor or associate editor of an academic journal ○ Editorial board member of a peer-reviewed academic journal ○ Chair, program chair, or proceedings editor of an academic conference
- Election or appointment to a leadership position in recognized academic association.
- Paper presentation at an extramural research seminar
- Completion of publicly available research report from funded grant ○ Academic fellow status ○ Invited article in a recognized peer-reviewed academic journal. ○ Invited paper at a prestigious academic conference.
- Production of peer-reviewed case with instructional materials ○ Publication of textbook supplement (e.g., test bank, instructor's manual, solutions manual) ○ Production of widely adopted instructional software.
- Development of publicly available report describing the design and implementation of new curricula or courses
- Guest editor of an academic journal

*You may not double count proceedings and presentations.

* The College Journal Review Committee reviews the list of journals annually to ensure high quality journal submissions. The quality and impact of scholarship is measured by citation index, using citation indexes.

Practice Academic (PA) Qualified Faculty

PA faculty are academically trained faculty who sustain currency and relevance through professional experience, interaction, and relevant activities that involve substantial linkages to practice. To achieve Practice Academic status in the College, a faculty member must, at a minimum, meet the following criteria:

Initial Qualifications for PA.

- A doctoral or other terminal degree related to the field of teaching. Examples include PhD or DBA in business or a closely related business discipline; a graduate degree in law (LLM) and/or taxation (MST) for those teaching taxation; and a law degree (LLM, or JD) for those teaching courses or modules related to law or aspects related to the legal environment of business (e.g., ethics, sustainability, etc.). Deviations from this must be consistent with descriptions provided in AACSB standards.
- Demonstrates relevance through sustained relationships with business via consulting or other significant professional, technical, or managerial experiences in the teaching discipline.

PA status cannot be granted to faculty members who have earned a discipline-related doctorate within the last five years, but it can be granted to a newly hired faculty member whose doctorate is more than five years old and whose activities meet the requirements for maintenance of PA qualifications as described below.

Maintenance of PA Qualifications. PA faculty members augment their initial preparation as academic scholars with development activities that relate to business practice and consulting engagements. A faculty member may undertake a variety of professional engagement activities to maintain their Practice Academic status. Although not intended to be an exhaustive list, a faculty member is expected to demonstrate substantive and continuing engagement in two or more of the following activities:

- Intellectual contribution with at least two presentations and/or one publication in practitioner/scholarly journals
- Consulting activity related to the instructional field that is material in time and substance.
- Faculty internship related to the instructional field.
- Peer-reviewed paper presentation at a professional conference
- Attending and actively participating in at least two professional meetings and conferences in the teaching discipline
- Non-peer-reviewed article for a nationally recognized professional journal
- Editor or associate editor of a professional journal
- Editorial board member of a peer-reviewed professional journal
- Development and presentation of an executive education program
- Significant participation in a business professional association
- Relevant, active service on a board of directors
- Leadership position in recognized professional society or association.
- Documented continuing professional education experience.
- Acquisition or maintenance of professional certification or licensure
- Service as an expert witness in a field related to the teaching area.
- Service in a major administrative role in the department, college, or university related to the instructional area.
- Managerial position driving strategic change at department, college, or university level.
- Service on an AACSB peer-review team
- Participation in other activities that place faculty in direct contact with business or other organizational leaders.

Scholarly Practitioner (SP) Qualified Faculty

SP faculty are professionally experienced faculty who sustain currency primarily through scholarship and related activities.

Initial Qualifications for SP.

To achieve Scholarly Practitioner qualified status at the College, a faculty member must generally meet the following criteria:

- A master or graduate degree in a discipline related to the field of teaching.
- Substantial professional experience significant in duration and level of responsibility current at the time of hiring. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need to demonstrate sustained academic engagement related to the teaching area, and
- Engage in scholarly research in the teaching discipline.

Typically, SP status applies to practitioner faculty members who augment their experience with engagement activities that involved scholarly activities in their fields of teaching.

Maintenance of Qualifications for SP. SP status is sustained through continued professional experience, engagement, or interaction and scholarship related to one's professional background and experience.

Although not intended to be an exhaustive list, these activities would include the following:

- A minimum of one peer-reviewed journal article within the last five years in a discipline related to the person's teaching assignment; one scholarly peer reviewed

journal article and two additional activities related to the discipline for which the faculty is academically qualified; and

- Demonstrate intellectual contribution within the last five years which may include, but are not limited to the following:
 - Refereed or non-refereed journal articles
 - Scholarly books
 - Chapters in scholarly books
 - Paper presentations at academic or professional meetings*
 - Regional, national, or international proceedings*
 - Published cases.
 - Instructional software
 - Achieve professional licensure or certification.
 - Journal editorships
 - Referee for a peer-reviewed journal
 - Working, consulting, training, presenting seminars, etc., at relevant business organizations
 - Attending and actively participating in professional meetings and conferences in the teaching discipline
 - Attending and completing executive education programs in the teaching discipline.
 - Completing doctoral-level coursework in a field related to the teaching area.
 - Reviewer for a peer-reviewed academic journal
 - Production of peer-reviewed case with instructional materials
 - Publication of textbook supplement (e.g., test bank, instructor's manual, solutions manual)
 - Production of widely used instructional software.
 - Service in an academic role in a significant conference and/or organization
 - Development of publicly available material describing the design and implementation of new curricula or courses

*You may not double count proceedings and presentations.

Instructional Practitioner (IP) Qualified Faculty

IP faculty are professionally experienced faculty who sustain currency primarily through engagement activities that involve substantial linkages to practice.

Initial Qualifications. To achieve Instructor Practitioner qualified status at the College, a faculty member must generally meet the following criteria:

- A master or graduate degree in a discipline related to the field of teaching, and,
- Substantial professional experience significant in duration and level of responsibility current at the time of hiring.

The greater the disparity between the field of academic preparation and the area of teaching, the greater the need to demonstrate sustained professional engagement related to the teaching area.

Maintenance of IP Qualifications.

Generally, to maintain Instructional Practitioner status, a faculty member must demonstrate ongoing and substantive professional development, consulting, and engagement experience. Faculty members normally are judged to have reached an appropriate level of qualifying activities to maintain IP status if within the past five years if they have at least three items from the list below.

- Continued professional work supporting IP status for not less than 20 hours per week.
- Consulting activity that is material in time and substance
- Development and presentation of executive education or continuing education program
- Significant participation in a professional business association or society
- Relevant, active service on a board of directors
- Acquisition or maintenance of professional certification or licensure
- Documented continuing professional education experience.

- Leadership in a recognized professional society or association
- Professional book related to the teaching area.
- Article in a professional publication
- Paper at a professional conference
- Service as a contributor to or editor of a professional publication related to the teaching area.
- Serving as expert witness in a field related to the teaching area.
- Participation in professional events that focus on the practice of business, management, and related issues.
- Participation in other activities that place faculty in direct contact with business or other organizational leaders.

Exception: Faculty who are not currently working in business, but retired or no longer employed in a fulltime position in business that was significant in duration and level of responsibility, may be considered IP for a period of 5 years by virtue of their work experience.

Expectations of Standards for Deployment of SA, PA, SP, and IP Faculty

Ratios to Meet	
Faculty Sufficiency Guidelines Discipline A: $P/(P+S) > 60\%$	Faculty Qualifications Guidelines Discipline A SA guideline: $(SA)/(SA + PA + SP + IP + A) > 40\%$ Discipline A SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) > 90\%$
Faculty Sufficiency Guidelines Overall guideline: $P/(P+S) > 75\%$	Faculty Qualifications Guidelines: Overall SA guideline: $(SA)/(SA + PA + SP + IP + A) > 40\%$ Overall SA + PA + SP + IP guideline: $(SA + PA + SP + IP)/(SA + PA + SP + IP + A) > 90\%$

Criteria for Faculty with Administrative Responsibilities

The criteria for granting and maintaining SA or PA status for those faculty members who hold significant administrative assignments (dean, associate deans, department head/chairs, center directors, etc.) can reflect development activities that support their administrative roles (e.g., service on accreditation review committees, strategic planning activities, scholarship related to academic administration, leadership in academic policy groups, participation in AACSB conferences/seminars, etc.). Academic administrators who continue to be active scholars may also qualify for SA or PA status on the same grounds as other faculty members.

Process for Determination of Faculty Status

The Department Chair and Dean will determine the status of each faculty member according to the guidelines herein. The designation of the status of a faculty member will be established at the time of initial appointment and reviewed during the annual performance evaluation process based on information contained in the annual Faculty Evaluation Report and supporting documents.