AACSB-QUALIFICATION STANDARDS

AACSB accreditation standards (available at www.AACSB.edu) explicitly require every business school to have the necessary intellectual capital to support high-quality outcomes consistent with the school’s mission and strategies. To that end, schools must demonstrate that (1) incoming faculty have the appropriate academic credentials and professional experience, and (2) they remain fully engaged scholarly and professionally.

AACSB recognizes as appropriate a diverse range of initial academic credentials and professional experiences. It also recognizes that faculty may remain engaged through a diverse range of scholarly and professional activities. AACSB-qualification standards do require that schools develop their own criteria, consistent with their missions, to categorize faculty according to initial academic preparation and professional experience. Schools are then required to establish expectations for scholarship and professional engagement that would be sufficient for remaining qualified in each category.

AACSB-QUALIFICATION: INITIAL AND MAINTENANCE REQUIREMENTS

Standard 15 of the 2013 AACSB standards requires we annually assess and report the qualification status of our faculty. Four categories of qualification are recognized: Scholarly Academic, Practice Academic, Instructional Practitioner, and Scholarly Practitioner. At least 90% of a school’s faculty must meet the requirements for one of the four qualifications; at least 40% must meet the requirements for the Scholarly Academic category; and, at least 60% must be qualified as Scholarly Academic, Practice Academic, and Scholarly Practitioner.

The qualification standards apply to all faculty members, regardless of contractual status. Schools must include all those who teach, whether adjunct, temporary, term, tenure track, tenured, or on phased retirement. Faculty in each qualification category must meet two sets of requirements: Initial Requirements and Maintenance Requirements.
Initial Qualification Requirements

Table 1 shows the four categories in terms of the initial qualification that it would take for a faculty member to be placed into each category as well as the expected scholarly and professional activities to maintain qualification within the category.

Initial Qualification for Scholarly and Practice ACADEMICS. To be considered for placement in either of the “Academic” qualification categories (Scholarly Academic or Practice Academic), a faculty member must have a doctoral degree. When the doctoral degree is outside the academic teaching area, it must be combined with significant academic preparation and/or professional development in the faculty member’s teaching area. A JD degree will be considered an appropriate initial qualification for Academic categories when combined with a solid scholarly research background to advance the discipline (SA) or the practice (PA).

<table>
<thead>
<tr>
<th>Initial Academic Preparation*</th>
<th>Focus of Maintenance of Qualification Activities (Sustained Engagement Activities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Required professional and scholarly credentials vary across categories</td>
<td>Research/Scholarly</td>
</tr>
<tr>
<td>Masters</td>
<td>Scholarly Practitioners (SP)</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>Scholarly Academics (SA)</td>
</tr>
</tbody>
</table>

Sufficiency Requirements: SA >= 40%, SA + PA + SP >= 60%, SA + PA + SP + IP >= 90%

Tenure and tenure-track faculty will commonly begin as Scholarly Academics. However, under either of the two conditions below a faculty member may be considered for the Practice Academic (PA) qualification:

1. An incoming faculty member who combines the required doctoral degree, with (a) professional experience, significant in duration and level of responsibility, and (b) a commitment to an active agenda to advance the practice in his or her field.
2. A faculty member qualified as a Scholarly Academic who makes a commitment to shift the focus of his/her agenda to advancing the practice in his or her field.

In either case, whether the faculty member is new or transitioning from Scholarly Academic, the common entry requirement to PA is a strong commitment to advance the practice through professional and scholarly engagement. As a business school with a decidedly applied mission, we welcome faculty who wish to focus their contributions on the practical side. However, we seek assurance that such contributions will (a) support our mission and strategic priorities, (b) align with the faculty member’s interests and expertise, and (c) have the potential to yield high impact and quality outcomes. Each faculty member who wishes to enter this qualification through either path will be asked to develop an MOU with his or her department head, to be approved by the Dean upon consultation with the administrative team, outlining in specific terms the professional and scholarly activities and expectations required for maintaining the PA qualification.
Initial Qualification for Instructional and Scholarly PRACTITIONERS. In the “practitioner” qualification categories (Instructional or Scholarly), both academic preparation and professional experience are relevant in establishing a faculty member’s initial qualification. Education should, at a minimum, consist of a master's degree in a field related to the area of teaching assignment. The professional experience should also be relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of initial placement. MBA/CPAs teaching accounting would be included here. A JD degree will be considered as appropriate initial qualification for Practitioner categories when combined with solid practical experience in the field of law.

Typically, practitioners will begin as Instructional Practitioners. However, under either of the two conditions below a faculty member may be considered for the Scholarly Practitioner (SP) qualification:

1. An incoming faculty member who combines the required master’s degree and professional experience, significant in duration and level of responsibility, with a commitment to an active agenda to advance practice, theory or teaching through intellectual contributions.
2. A faculty member who is an Instructional Practitioner and makes a commitment to an active agenda to advance practice, theory or teaching through intellectual contributions.

In either case, whether the faculty member is new or transitioning from Instructional Practitioner, the common entry requirement to SP is a strong commitment to advance practice, theory or teaching through intellectual contributions. As a business school with a commitment to high quality scholarship, we welcome our Practitioner faculty to focus on scholarly contributions. However, we seek assurance that such contributions will (a) support our mission and strategic priorities, (b) align with the faculty member’s interests and expertise, and (c) have the potential to yield high impact and quality outcomes. Each faculty member who wishes to enter this qualification through either path will be asked to develop an MOU with his or her department head, to be approved by the Dean upon consultation with the administrative team, outlining in specific terms the professional and scholarly activities and expectations required for maintaining the SP qualification.

AACSB-Qualification Maintenance

The spirit of establishing requirements for maintaining qualification is to urge faculty to continually move forward and grow professionally. While appropriate academic credentials and professional experience satisfy initial requirements for a particular qualification category, to remain qualified, faculty must demonstrate ongoing scholarship and professional engagement.

Scholarship. Evidence of ongoing scholarship is demonstrated through the production of intellectual contributions, which include peer-reviewed journal publications as well as other scholarly outputs. Intellectual contributions in the form of peer-reviewed journal publications have long been recognized as one way, if not the only way, to demonstrate scholarly engagement and currency in academia. However, AACSB recognizes that there are other types of intellectual contributions that also demonstrate ongoing scholarly engagement. Generally, these intellectual contributions will exist in a public form and will be available for scrutiny by academic peers or practitioners. These include, but are not limited to: research monographs, scholarly books, chapters in scholarly books, textbooks, proceedings from scholarly meetings, papers presented at faculty research seminars, publicly available research working papers, publications in trade journals, in-house journals, book reviews, written cases with instructional materials, instructional software, and publicly available materials describing the design and implementation of new curricula or courses.
**Professional Engagement:** Ongoing professional engagement can also take many forms. These will include developmental experiences in which faculty members participate to build upon knowledge in their specialty fields or to expand their knowledge into other academic areas. Examples of these activities include attendance at academic seminars or workshops focused on faculty development, completion of continuing education or academic courses, and development and teaching of new courses. Professional engagement also includes those activities that engage faculty in the application of their knowledge in practice. Significant consulting as measured by time and substance in the faculty member’s area of expertise, relevant and active service on a Board of Directors for an organization, participation in a faculty internship within an organization, and major editorial responsibilities for a journal or trade magazine are but a few examples of activities that show professional engagement in practice.

Not explicated by AACSB, but in line with the 2013 Standards’ emphasis on mission compatibility, is a category of professional engagement that we will call mission supportive. This category would include activities that are designed to contribute to the school’s achievement of its strategic priorities. Here are two examples of mission supportive activities that would count toward maintenance of qualification:

1. At UNIBusiness we are committed to developing professional certification programs and our graduates have historically endorsed our commitment by their superior performance on standardized certification examinations. Faculty who contribute substantially to professional certification organizations, develop new certification programs, lead professional certification competitions, etc. both advance the profession and generate positive impact.

2. At UNIBusiness we are committed to providing service and experiential learning opportunities to further our students’ professional development. Faculty who lead, develop, and contribute substantially to our service and experiential learning efforts both advance the profession and generate positive impact.

To be recognized for SP and PA categories, mission-supportive activities such as above must be included in the required Maintenance of Qualification MOU that the faculty member and his/her department head develop (see Initial Qualification Requirements, above.)

Standard 2 of the 2013 AACSB standards also influences how we define scholarship and professional engagement. Specifically, standard 2 requires the production of high-quality intellectual contributions consistent with the UNIBusiness mission, expected outcomes, and strategies that impact the theory, practice, and teaching of business and management. To help with this, we ask faculty to categorize their intellectual contributions and professional activities into one of the following Impact Categories.

**Discipline:** Basic or discovery scholarship that generates and communicates new knowledge and understanding, and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory, knowledge and/or practice of business and management. Professional engagement in this category will clearly be directed to developing and influencing the discipline.

**Teaching:** This includes scholarship that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching of business and management. Professional engagement in this category will be clearly directed toward the continuous improvement of learning and teaching, whether for oneself or for others.
**Practice**: This includes applied or integrative scholarship that (1) synthesizes new understandings of knowledge or technology, (2) develops new technologies, processes, tools, or uses, and/or (3) refines, develops or advances new methods based on existing knowledge. Intellectual contributions and professional engagement activities in this category are normally intended to impact the practice of business and management.

Faculty intellectual contributions in the aggregate, including peer-reviewed journal output, are expected to reflect the College’s mission. The aggregate output must be sufficient in volume and appropriately distributed across the three impact areas of discipline, teaching & learning, and practice. A school’s mission determines what constitutes sufficient volume and appropriate balance. For UNIBusiness, AACSB reviewers will assess whether, in aggregate, our intellectual contributions reflect the relevant passage in our mission statement:

“Intellectual growth is required for UNIBusiness faculty members to serve our students, community and professional constituencies. Our primary responsibility is to advance disciplinary knowledge. At the same time, our pursuit of teaching excellence and our commitment to the business community compel us to produce scholarship that positively affects pedagogy and practice. Our research intent is to create increasingly rigorous intellectual contributions with impact.”

**GUIDELINES FOR ASSESSING FACULTY QUALIFICATION**

The College uses a rolling five-year assessment window consistent with AACSB reporting standards.

**Scholarly Academic.** To maintain SA qualification, faculty members are expected to have a portfolio of scholarly and professional activities containing a minimum of five maintenance activities in at least two of the three impact areas over the five year period. Two of the maintenance activities must be qualified journal publications, or one qualified journal publication and one qualified book or book chapter. Impact and quality of the work produced by SA faculty are assessed during the merit review phase. The procedure for determining and recognizing quality and impact of the SA faculty is outlined in the College’s Merit Guidelines.

**Practice Academics.** PAs are doctoral faculty members who focus their ongoing scholarship and professional activities toward advancing the practice in their fields. Expectations for PAs are solid and rigorous, supportive of mission and strategic priorities, and focused on producing a portfolio of scholarly and professional activities that advance practice. PA faculty must show a minimum of eight maintenance activities over the five year period, two of which must be intellectual contributions. As previously discussed, the specifics will be outlined in a Maintenance of Qualification MOU, consistent with these guidelines, for each faculty member. MOUs will be explicit as to the level of impact and quality expected. Impact and quality of the work produced by PA faculty are assessed during the merit review phase. The procedure for determining and recognizing quality and impact of the PA faculty is outlined in the College’s Merit Guidelines.

**Instructional Practitioner.** To maintain IP qualification, faculty members are expected to have a portfolio containing a minimum of eight maintenance activities over the five year period across two of three impact areas. The portfolio of activities must demonstrate engagement in the profession associated with teaching area. (Completion of annual licensure requirements can, at most, serve as 5 of the 8 activities. Board membership and/or officers can, at most, serve as 5 of 8 required
activities.) Part-time, professionally qualified faculty members who remain significantly employed in their area of expertise are deemed to be maintaining currency. Employment contracts will include MOUs that are explicit as to the level of impact and quality expected. Impact and quality of the work produced by IP faculty are assessed during the merit review phase. The procedure for determining and recognizing quality and impact of the IP faculty is outlined in the College’s Merit Guidelines.

**Scholarly Practitioners.** SPs are faculty members whose background allows them to be qualified as Instructional Practitioners but who make a commitment to maintain their qualification through the production of intellectual contributions. To maintain SP qualification, faculty members are expected to have a portfolio of scholarly and professional activities containing a minimum of five maintenance activities in at least two of the three impact areas over the five year period, two of which must be intellectual contributions. High-quality peer-reviewed journal articles and other high-quality appropriately reviewed intellectual contributions may receive extra consideration. It is expected that the intellectual contribution focus will lean toward the impact areas of practice and teaching. As previously discussed, the specifics will be outlined in a Maintenance of Qualification MOU, consistent with these guidelines, for each faculty member in this qualification. MOUs will be explicit as to the level of impact and quality expected for maintaining SP qualification. Impact and quality of the work produced by SP faculty are assessed during the merit review phase. The procedure for determining and recognizing quality and impact of the SP faculty is outlined in the College’s Merit Guidelines.

**Faculty holding Administrative Positions.** Faculty holding significant (> 50%) administrative positions are also expected to meet the maintenance requirements of their particular qualification. Scholarly Academics are only required one qualified journal publication or one qualified book chapter or book within the required five maintenance activities. Practice Academics are only required one intellectual contribution within the required eight maintenance activities. In rare cases where a faculty member in either of the Practitioner (IP or SP) categories is serving a significant administrative role, the specific maintenance requirements will be detailed in an MOU, developed jointly by the faculty member and the dean. Administrators returning to faculty positions are provided a window for transitioning from the qualification expectations for administrators to those expected of full-time faculty members. The length of the transition window is equal to the amount of time the faculty member has been in the administrative position, to a maximum five-year transition window. During the transition period, the faculty member is expected to show the minimum required maintenance activities in at least two of the three impact areas including one qualified journal publication (for SA) or one intellectual contribution (for PA). At the end of the transition period, the faculty member should meet the same requirements as all non-administrative faculty for his or her particular qualification.
GENERAL CONSIDERATIONS FOR ALL FACULTY

**Distribution.** While it would be possible to have all the activities in a single year, a balanced pattern of activity across all five years would be more desirable.

**Importance.** Maintaining AACSB qualification is absolutely imperative. To be eligible for summer teaching, faculty must maintain their AACSB qualification. Also, to be eligible for merit increases, faculty must maintain their AACSB qualification as well as meet the other merit requirements.

**Documentation.** All faculty members must provide the required documentation via the annual Faculty Activity Report. Without proper documentation on a faculty member, we would have no choice but to report him/her as “Not AACSB-qualified.” That is why it is essential that all faculty members provide the required documentation. To streamline data collection activities and minimize the reporting burden on faculty, a computerized data collection system is used.

**Examples of Maintenance Activities.** Table 2 provides examples, categorized by the three impact areas. The list is not intended to be exhaustive, and by definition it does not include specific SP and PA maintenance activities that would be recognized through MOUs.
### Table 2: Examples of Qualification Maintenance Activities by Impact Area (non-exhaustive)

#### Qualification Maintenance Activities (Sustained Engagement Activities)

<table>
<thead>
<tr>
<th>Impact Area</th>
<th>Peer Reviewed Journal Output</th>
<th>Other Intellectual Contributions</th>
<th>Professional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline</strong></td>
<td>• Articles on disciplinary research or theory in qualified journals</td>
<td>• Reviewed and published books, monographs, and chapters</td>
<td>• Editorial responsibilities such as editor-in-chief or executive editor of academic journals</td>
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<tr>
<td></td>
<td></td>
<td>• Reports from sponsored research</td>
<td>• Substantive review for high quality journal</td>
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<td></td>
<td></td>
<td>• Academic Conference proceedings</td>
<td>• Presentations at conferences and seminars</td>
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<tr>
<td></td>
<td></td>
<td>• Peer-reviewed paper presentations</td>
<td>• Attendance at academic courses, seminars, or workshops</td>
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<td></td>
<td></td>
<td>• Faculty research seminars (non-UNI)</td>
<td>• Active participation in academic societies, associations, and fellowships</td>
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<tr>
<td></td>
<td>(High-quality, appropriately reviewed PRJs and OICs can receive extra consideration)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teaching &amp; Learning</strong></td>
<td>• Articles on teaching pedagogy in qualified journals</td>
<td>• All of the OICs in discipline but focused on teaching and learning</td>
<td>• All professional activities in discipline, but focused on teaching and learning</td>
</tr>
<tr>
<td></td>
<td>• Teaching cases in qualified journals</td>
<td>• Reviewed and published textbooks, textbook chapters, and textbook cases</td>
<td>• New course creation</td>
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<tr>
<td></td>
<td></td>
<td>• Reviewed and published textbook instructional and ancillary materials</td>
<td>• Active contributions to the college’s service learning and experiential learning programs.</td>
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<tr>
<td></td>
<td></td>
<td>• Instructional software</td>
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<tr>
<td></td>
<td></td>
<td>• Publicly available materials on the design and implementation of new curricula or courses</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Published textbook reviews</td>
<td></td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>• Articles in qualified practitioner journals</td>
<td>• All of the OICs in discipline but focused on practice</td>
<td>• All professional activities in discipline, but focused on practice</td>
</tr>
<tr>
<td>(Replication of substantially similar activities might not be treated as multiple contributions.)</td>
<td></td>
<td>• Executive education or professional credential course creation and delivery</td>
<td>• Documented continuing professional education experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Documented practice software</td>
<td>• Relevant, active service on boards of directors</td>
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<tr>
<td></td>
<td></td>
<td>• Publicly available reports from consulting or sponsored research on practice issues</td>
<td>• Consulting activities material in terms of time and substance</td>
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<tr>
<td></td>
<td></td>
<td>• Electronic media resources developed and actively maintained in area of expertise (i.e. Blogs, websites, twitter, etc.) targeted to practitioners</td>
<td>• Faculty internships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Articles and op-ed pieces in established media outlets on practice topics</td>
<td>• Sustained professional work in professional and/or academic area</td>
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<tr>
<td></td>
<td></td>
<td>• Published book reviews</td>
<td>• Active contributions to professional certification institutions.</td>
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<td></td>
<td></td>
<td></td>
<td>• Active contributions to the college’s professional outreach.</td>
</tr>
</tbody>
</table>
AACSBAACSB-PARTICIPATION STANDARDS

Standard 5 of the AACSB standards (available at www.AACSB.edu) explicitly requires every business school to deploy “a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission.” This standard seeks to ensure that the College has the necessary faculty to provide stability and ongoing quality improvement for the instructional programs offered. Students in all programs, majors, areas of emphasis, and locations must have the opportunity to receive instruction from appropriately qualified and participating faculty.

To determine whether a school has the sufficient faculty resources to meet this requirement, every school is required to classify faculty not only on the dimension of qualification (Scholarly Academic, Practice Academic, Instructional Practitioner, and Scholarly Practitioner) as previously described but also in terms of the extent of participation in the life of the school beyond direct teaching. Two categories are identified: Participating Faculty and Supporting Faculty.

CBA GUIDELINES FOR ASSESSING FACULTY PARTICIPATION

A Participating Faculty member is actively engaged in the activities of the school beyond teaching. For UNIBusiness, full-time faculty members are by their very nature participating faculty regardless of academic rank or contract type. All full-time faculty members are expected to be engaged in activities that support the mission of the College beyond their individual teaching responsibilities. As such, these faculty members are required to annually provide evidence of engagement beyond teaching.

To qualify as participating, a faculty member MUST attend departmental and college meetings and serve on at least one departmental or college committee. In addition, tenured and term faculty members must either:

1. Show sufficient engagement with at least four other categories of activities as listed below or,
2. Have a Defined Engagement role, specifically designed for and (contractually) assigned to a faculty member (e.g. UNIBusiness web master)

Potential engagement activities include, but are not limited to:

- Serving on department, college, and university committees beyond the one committee requirement
- Participating in professional assessment of faculty for tenure or promotion
- Engaging in activities associated with curricular management, strategic planning, learning assurance, continuous improvement, faculty recruiting, and student recruiting, advising and placement
- Serving as an advisor for a student organization
- Representing the College at University activities such as commencement and alumni relations events
- Delivering professional development activities funded/sponsored by the College
- Attending College sponsored workshops and seminars
- Engaging in activities connecting the College to industry and industry leaders.

There are also instances where part-time faculty members are considered participating faculty members. These faculty members are engaged with the operations of the College beyond the classroom and expectations for that engagement are contractually defined.
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. For UNIBusiness, most, but not all, part-time faculty members fall into this category. As indicated above, the determination is made based on the faculty member’s responsibilities and engagement with the College.

The determination of the participating or supporting categorization is made at the administrative level of the College by the Dean in consultation with the assigned Department Head, and is re-evaluated annually during the merit review process. Department heads are expected to fully inform participating faculty members at the time of hire how they are expected to be engaged with the College beyond their teaching responsibilities.

To ensure that UNIBusiness has sufficient faculty resources, it is expected that at least 75% of the school’s total teaching in terms of student credit hours generated will be delivered by participating faculty. For each discipline/academic program and location, at least 60% of the teaching will be delivered by participating faculty.