

AACSB Faculty Qualification and Faculty Sufficiency Guidelines

CMU College of Business Administration

In alignment with AACSB standards, the College of Business Administration (CBA) at Central Michigan University (CMU) requires faculty to demonstrate their qualifications in their initial credentialing—academic or professional—and in maintaining qualifications through continued academic and professional engagement activities. In addition, faculty sufficiency is determined by the commitment and engagement of faculty in activities beyond teaching, such as advising, research, service commitments to the school, outreach to external stakeholders, and policy decisions. This document articulates expectations of both faculty qualifications and faculty sufficiency for faculty in the CBA.

I. Qualification Definitions and Requirements

A. AACSB Faculty Qualification Standards

1. AACSB accreditation Standard 3 recognizes four categories of faculty qualification:

- Scholarly Academic (SA)
- Practice Academic (PA)
- Scholarly Practitioner (SP)
- Instructional Practitioner (IP)

Sustained Engagement Activities

Initial Academic Preparation and Professional Experience	<i>Academic (Research/Scholarly)</i>	<i>Applied/Practice</i>
	<i>Terminal degree (PhD, DBA, JD, . . .)</i>	Scholarly Academics (SA) Practice Academics (PA)
	<i>Master's degree and professional experience, substantial in duration and level of responsibility</i>	Scholarly Practitioners (SP) Instructional Practitioners (IP)

2. If faculty do not meet the requirements for one of these four categories, they are designated as Additional.
3. AACSB normally requires the following qualification percentages by department and by the whole college. Any deviation must be explained.

SA \geq 40%

SA + PA + SP + IP \geq 90%

4. In addition to listing activities and accomplishments in *Faculty Success* (formerly Digital Measures/OFIS), faculty must provide an explanatory narrative concerning their faculty qualifications so that justifications appear in the AACSB Short Vita. These justifications should be read and approved by a faculty member's department chair in consultation with the dean's office as needed.

B. Initial Qualifications for Academic (SA and PA) Faculty

1. Regular or fixed-term faculty who meet the following criteria are considered academically qualified if the following requirements are satisfied:
 - a. An earned doctoral or terminal degree as defined by AACSB in a business or other discipline related to the area of the teaching assignment. When the doctoral degree is outside the academic teaching area, it must be combined with significant academic preparation and/or professional development in the academic teaching areas.
 - Faculty who recently received a terminal degree are designated as SA for five years from the completion of their degree
 - If the doctoral or terminal degree was earned more than five years ago, the faculty must have met the requirements for maintenance of SA or PA as defined in Standard 3 (Faculty Qualifications)
 - b. Faculty members who are ABD are considered SA for up to three years beyond their most recently completed graduate comprehensive examination or other milestone that puts the student in the dissertation stage.

C. Maintenance of Scholarly Academic (SA) Status

1. Faculty who earned their terminal degrees more than five years ago, must complete at least four scholarly and academic engagement activities during the past five years, with at least two of those activities being published (or accepted for publication) peer-reviewed journal articles or ABA accredited law school law reviews or law journal articles. The college also may allow the initial publication of a book, a chapter in a scholarly book, or a textbook (first edition) to substitute as one of the peer-reviewed journal articles. The faculty member is responsible for providing evidence that demonstrates the rigor and quality of the publication.
2. Along with the two required peer-reviewed journal articles, SA faculty must complete at least two additional academic engagement activities, which may include but are not limited to the following:
 - Author one or more peer-reviewed journal article, an ABA accredited law school review or law journal article, an academic book, chapter in a scholarly book, or initial publication of textbook (in addition to the two required above)
 - Publish a non-refereed article in a journal or other appropriate outlet with significant readership
 - Complete a significant revision of a book or textbook

- Prepare textbook ancillary materials
- Publish an invited paper
- Publish a teaching case (non-peer reviewed outlet)
- Serve as chair or member of a conference planning/program committee, a track chair, or some other relevant committee or role for a pertinent academic or professional conference
- Serve as an active editorial review board member
- Serve as an ad hoc journal reviewer
- Serve as a workshop presenter or panelist at a professional conference
- Present an article in proceedings at a state, regional, national, or international conference
- Publish an article in proceedings at a state, regional, national, or international conference (the same article presented at conference and published in conference proceedings counts only once.)
- Obtain a certification related to classroom teaching and/or areas of expertise
- Secure a significant external grant
- Be granted a patent from the United States Patent & Trademark Office or from a country that is a signatory to the *Agreement on Trade-Related Aspects of Intellectual Property Rights*.

3. An article will not qualify as a peer-reviewed journal article if the publication is essentially a conference proceeding—that is, the publication is the primary publication for papers presented at a conference, such that most of the presentations at a conference are contained as papers in this publication, or there is minimal evidence of a rigorous review process provided.

4. Faculty should consult the dean's office if there is uncertainty about whether an activity meets the criteria. The burden is on faculty members to demonstrate that they have sufficiently met these requirements.

D. Maintenance of Practice Academic (PA) Status

1. A Practice Academic faculty member (regular or fixed term) must hold a terminal degree as defined by AACSB and meet certain conditions. Typically, a person classified as PA will have been SA at some time. During the preceding five years, the faculty member must complete at least four academic, professional, or practice-based activities, one of which must rise to a level of regional or national recognition:
 - Consult in CBA-approved activities that are significant in terms of time (50 hours per year) and substance and related to the field of teaching or research
 - Participate in a faculty internship
 - Develop and deliver continued education, executive education, or professional program

- Maintain sustained professional work supporting qualified status
- Participate at a significant, active, and sustained level (leadership positions, committees, etc.) in discipline-appropriate and instruction related professional associations
- Publish practice-oriented intellectual contributions detailed in AACSB accreditation Standard 8
- Serve in a relevant, active role on a board of directors
- Document continuing professional education experiences
- Provide leadership and/or management of significant and ongoing professional activities and events that focus on the practice of business, management, and related issues
- Secure a significant external grant
- Publish a peer-reviewed journal or ABA law review or journal article or a scholarly book, monograph, book chapter, or textbook

2. The CBA Dean and Associate Dean(s) may be classified as PA during their leadership tenure. These leaders maintain currency and relevance through direct contact and interactions with business and organizational leaders by virtue of their positions. If these leaders return to regular faculty positions, they have three years to meet criteria to qualify as SA.

3. AACSB does not require scholarly publications for classification as PA, although a published article, book, or textbook may count as an academic, professional, or practice-based activity. Faculty should consult the dean's office if there is uncertainty about whether an activity meets the criteria. The burden is on faculty members to demonstrate that they have sufficiently met the maintenance requirements.

E. Instructional Practitioners (IP) and Scholarly Practitioners (SP) Guidelines

1. Initial Qualifications for Practitioner (IP and SP)

a. Fixed-term faculty are considered practitioner qualified if they meet the following criteria:

- Has earned a master's or terminal degree in a business or other discipline related to the field of the teaching assignment
- Has significant professional, technical, or managerial experience, which is current at the time of hiring (in the last five years prior to hire), substantial in terms of duration (normally at least five years) and responsibility and connected to the field of teaching

F. Maintenance of Instructional Practitioner (IP) Status

1. Faculty who meet initial qualifications as practitioner are typically designated as Instructional Practitioner (IP).

2. Maintenance status as an IP is associated with significant and sustained professional engagement activities. Fixed-term faculty who do one the following will maintain their IP status for five years from the date of completion of the activity:
 - Maintain employment in a professional position in the area they are teaching
 - Obtain a new academic degree, professional certification, or ABD status in an area related to their teaching assignment
 - Complete meaningful continuing education associated with the renewal or maintenance of a significant professional certification (such as a CPA, CMA, CFA, PMP)
 - Secure a patent from the United States Patent & Trademark Office or from a country that is a signatory to the *Agreement on Trade-Related Aspects of Intellectual Property Rights*
3. Other fixed-term faculty maintain IP status if they normally accomplish one or more of the following activities each year during four of the past five years (activities can be repeated and counted from year to year):
 - Consult in CBA-approved activities that are significant in terms of time and substance in the field of teaching (50 hours per year)
 - Develop and deliver professional programs or continuing education
 - Serve in a significant, active, and sustained leadership position or as a committee member in discipline-appropriate and instruction-related professional organization
 - Sustain active service on the board of directors of a corporation, nonprofit organization, discipline organization, or advocacy group
 - Participate in a faculty internship
 - Participate in documented professional education experiences
 - Maintain appropriate professional/technical certifications related to discipline
 - Serve as an invited speaker, panelist, or expert witness for a discipline relevant academic, regulatory, or professional organization
 - Organize and coordinate significant activities to maintain currency and relevance by placing faculty and/or students in direct contact with business and organizational leaders
 - Participate in professional events that focus on the practice of business management, and related issues
 - Demonstrate sustained professional work supporting qualified service
 - Continue employment on a regular part-time basis or own or manage a profitable business with substantial annual revenues (not a hobby activity)
4. Faculty should consult the dean's office if there is uncertainty about whether an activity meets the criteria. The burden is on the faculty to demonstrate that they have sufficiently met these requirements.

G. Maintenance of Scholarly Practitioner (SP) Status

1. Typically, faculty who are a Scholarly Practitioner (SP) will begin as an Instructional Practitioner (IP). An IP can transition to SP when engaged in sustained scholarly and

professional engagement activities. During the past five-year period, SP faculty will have completed four of the following activities, with at least one of those activities being a published (or accepted for publication) peer-reviewed journal article or an ABA accredited law school law review or law journal article, an academic book, a scholarly book chapter, or a first edition textbook.

- Author an academic book, scholarly book chapter, or initial textbook (in addition to the one required above)
- Publish an article in an international or national published proceedings, published case, or trade journal article
- Serve in a relevant, active editorship position with an academic, professional, or other business/management publication
- Serve as chair or member of a conference planning/program committee, a track chair, or some other relevant committee or role for a pertinent academic or professional conference
- Serve on an editorial board or committee
- Give an invited presentation, attain a leadership position in a recognized academic society, or receive a research award or academic fellow status
- Develop and deliver a continuing professional education activity or executive education program
- Complete executive education or graduate work in the field of teaching
- Secure a significant external grant
- Be granted a patent from the United States Patent & Trademark Office or from a country that is a signatory to the *Agreement on Trade-Related Aspects of Intellectual Property Rights*
- Organize and coordinate significant activities to maintain currency and relevance by placing faculty and/or students in direct contact with business and organizational leaders
- Participate in professional events that focus on the practice of business management, and related issues
- Demonstrate sustained professional work supporting qualified service

2. Faculty should consult the dean's office if there is uncertainty about whether an activity meets the criteria. The burden is on faculty to demonstrate that they have sufficiently met these requirements.

II. Faculty Sufficiency through Participating and Supporting Faculty Classifications

A. Definitions for participating and supporting faculty (AACSB Standard 3, page 27):

- “A *participating* faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities.”

- “A *supporting* faculty member does not normally participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities.”
- B. Normally, participating faculty deliver at least 75 percent of the teaching within the college, and at least 60 percent of the teaching in each discipline, academic program, location, and delivery mode.
 1. All faculty (regular or fixed-term) qualify as participating faculty if they normally perform at least four of the following activities over the last five years:
 - Engage in academic advising
 - Engage in research activities
 - Serve on a department, college, or university committee
 - Direct extracurricular activities
 - Participate in professional development activities
 - Develop or revise a course or curriculum
 - Engage in programmatic student learning assessment
 - Actively help the college or university develop and maintain external relationships with employers or other key stakeholders
 - Represent the department or college at recruiting or other external events
 - Mentor students
 - Coordinate internships
 2. Faculty will also be considered participating faculty if they are formally assigned any one of the above duties and those duties take up a significant amount of the faculty member’s time. For example, a faculty member is considered participating if they are the exclusive academic advisor for a major or program, an internship coordinator for a program or department, or a program director.
 3. Regular and fixed-term faculty must document their faculty sufficiency activities in *Faculty Success* (formerly Digital Measures/OFIS).

III. Restrictions and Definitions

- A. The occurrence of a scholarly activity can only be counted once. For example, an article reported as a presentation at a conference cannot also be counted as an additional scholarly activity as a published conference proceeding from the same conference.
- B. Definitions
 1. Significant: influencing or likely to influence classroom teaching or business practice.
 2. Peer-reviewed articles: scholarly publications submitted for critique and evaluation by one or more academics with expertise in the discipline and/or methodology of the subject

matter. Publications in law reviews may be included in this category." (p. 52, 2020 AACSB Standards)

3. Engage: actively and continuously participate.

Note: Portions of these Guidelines are informed by or adapted from various documents from other institutions and AACSB publications.

Approved by DAC August 2023