

**CMU College of Business Administration**  
**AACSB International Faculty Qualification Guidelines**

1. Qualification definitions and requirements

a. AACSB accreditation Standard 15 recognizes four (4) categories of faculty qualification:

1. Scholarly Academic (SA)
2. Practice Academic (PA)
3. Scholarly Practitioner (SP)
4. Instructional Practitioner (IP)

		<b>Sustained Engagement Activities</b>	
		<i>Academic (Research/Scholarly)</i>	<i>Applied/Practice</i>
<b>Initial Academic Preparation and Professional Experience</b>	<i>Professional experience, substantial in duration and level of responsibility</i>	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	<i>Doctoral degree</i>	Scholarly Academics (SA)	Practice Academics (PA)

b. AACSB Required faculty qualification percentages:

- SA  $\geq$  40%
- SA + PA + SP  $\geq$  60%
- SA + PA + SP + IP  $\geq$  90%

2. Scholarly Academic (SA) and Practice Academic (PA) Guidelines

a. Initial qualifications for academic (SA and PA) faculty

i. Regular or fixed-term faculty who meet the following criteria are considered academically qualified if the faculty member:

1. Has earned a 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 area.
  - a. If the doctoral or terminal degree was earned more than five (5) years ago the faculty must have met the requirements for maintenance of SA or PA as defined in §2(b) or §2(c).
  - b. If the doctoral or terminal degree was earned less than five (5) years ago, the faculty is considered initially qualified.

2. Faculty members who are ABD will be considered SA for up to three (3) years. The SA status will apply for no more than three years beyond their most recently completed graduate comprehensive examination or other milestone that puts the student in the dissertation stage.

b. Maintenance of scholarly academic (SA) status

- i. For faculty who have earned their doctorates more than five (5) years ago, the faculty member is expected to have published (or had accepted for publication) some combination of two (2) peer-reviewed journal articles or ABA accredited law school law review or journal articles *plus* at least three (3) scholarly activities from at least two of the categories below in the preceding five (5) years. The scholarly activities can include but are not limited to the following:
  1. Publish a peer-reviewed journal article
  2. Publish a journal article
  3. Publish a non-refereed article in a journal with significant readership
  4. Publish an ABA accredited law school review article
  5. Publish a book chapter
  6. Publish a book
  7. Publish a significant revision of a book
  8. Publish an invited paper
  9. Publish a teaching case
  10. Publish textbook ancillary materials
  11. Publish a monograph
  12. Serve as an active editorial review board member
  13. Serve as an ad hoc journal reviewer
  14. Serve as a workshop presenter at a professional conference
  15. Serve on a conference program review committee
  16. Present and/or publish an article in proceedings at state, regional, national, or international conference
  17. Obtain a certification directly related to classroom teaching
  18. Be awarded a funded external research grant
  19. 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*.
- ii. Successful external grants of \$100,000 or more can substitute for one journal or law review article.
- iii. Scholarly activities can be repeated.
- iv. Recognizing books, monographs and textbooks as a peer-reviewed journal articles will be considered on a case-by-case basis.

- v. Faculty should consult with the Associate Dean if there is uncertainty as to whether an activity meets the criteria. The burden is on the faculty member to demonstrate that they have sufficiently met these requirements.
- vi. An article will not qualify as a peer-reviewed journal article if one or more of the following provisions apply:
  - 1. The publication is essentially a conference proceeding. That is, the publication is the primary publication for papers presented at a conference, such that a majority of the presentations at a conference are contained as papers in this publication.
  - 2. If the applicant is unable to provide evidence of a rigorous review process.
  - 3. The applicant is the editor or co-editor of the journal.

c. Maintenance of practice academic (PA) status

- i. A Practice Academic faculty member (regular or fixed-term) must hold a doctoral degree as defined by AACSB. In addition, the faculty member must meet the following conditions:
  - 1. During the preceding five (5) years, the faculty member must publish (or have accepted for publication) one peer-reviewed journal article, trade publication with significant readership or ABA accredited law school law review or journal article, and
  - 2. Normally had accomplished one or more of the following activities each year over the previous five years (one of which must rise to a level of regional or national recognition):
    - a. 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
    - b. Participate in a faculty internship
    - c. Develop and deliver continued education, executive education, or professional program
    - d. Maintain sustained professional work supporting qualified status
    - e. Participate at a significant, active, and sustained level (leadership positions, committees, etc.) in discipline-appropriate and instruction related professional associations
    - f. Publish practice-oriented intellectual contributions detailed in AACSB accreditation Standard 2
    - g. Serve in a relevant, active role on a board of directors
    - h. Document continuing professional education experiences
    - i. Provide leadership and/or management of significant and ongoing professional activities and events that focus on the practice of business, management, and related issues.

3. Successful external grants of \$100,000 or more can substitute for one journal or law review article or trade publication.
4. The burden is on the faculty member to demonstrate that they have sufficiently met these requirements.

### 3. Instructional Practitioners (IP) and Scholarly Practitioners (SP) Guidelines

#### a. Initial Qualifications for Practitioner (IP and SP)

- i. Fixed-term faculty who meet the following criteria are considered practitioner qualified if the faculty member:

1. Has earned a master's degree in a business or other discipline related to the field of the teaching assignment, and
2. Has significant professional, technical, or managerial experience, which is current at the time of hiring (in the last five (5) years prior to hire), substantial in terms of duration (normally at least five (5) years) and responsibility and connected to the field of teaching.

#### b. Maintenance of instructional practitioner (IP) status

- i. Faculty who meet initial qualifications as practitioner qualified typically are designated as Instructional Practitioner (IP).
- ii. Maintenance status as an IP is associated with sustained and significant professional engagement activities. Fixed-term faculty, who maintain full-time employment in a professional position in the area of their teaching, will maintain their IP status.
- iii. Other fixed-term faculty, can maintain IP status if they have normally accomplished one or more of the following activities *each year* over the previous five years (activities can be repeated):
  1. Consult in CBA-approved activities that are significant in terms of time and substance in the field of teaching (50 hours per year)
  2. Develop and deliver professional programs or continuing education [two (2) in one year]
  3. Serve in a significant, active, and sustained leadership position or as a committee member in discipline-appropriate and instruction-related professional associations
  4. Sustain active service on the board of directors of a corporation, nonprofit organization, discipline organization, or advocacy group
  5. Participate in a faculty internship
  6. Obtain a new and appropriate professional/technical certification (e.g., CPA, CMA, TERP 10 certification, etc.)
  7. Serve as an invited speaker, panelist, or expert witness of a discipline relevant academic, regulatory, or professional institution
  8. Organize and coordinate other significant activities that place faculty and/or students in direct contact with business or other organizational leaders

9. 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*
  10. Employed on a regular part-time basis or own or manage a profitable business with substantial annual revenues (not a hobby activity).
- iv. The burden is on the faculty member to demonstrate that they have sufficiently met these requirements.
- c. Maintenance of scholarly practitioner (SP) status
- i. Typically, a Scholarly Practitioner (SP) will begin as an Instructional Practitioner (IP). An IP can transition to SP with an active research agenda according to the criteria below:
    1. Has engaged in substantial and sustained scholarly research with documented impact on the teaching discipline and have met the following conditions over the most recent five (5) year period:
      - a. Publish or had accepted for publication some combination of two (2) peer reviewed journal articles, trade publications with significant readership or ABA accredited law school law review or journal articles related to the faculty member's field of teaching, *and*
      - b. Three (3) of the following (more than one occurrence is allowed):
        - i. Publish a peer reviewed journal article
        - ii. Produce an intellectual contribution related to the field of teaching (book chapter, international or national published proceedings, published case, trade journal article)
        - iii. Serve in a relevant, active editorship position with an academic, professional, or other business/management publication
        - iv. Serve on an editorial board or committee
        - v. Make an invited presentation, attain leadership position in recognized academic societies, or receive a research award or academic fellow status
        - vi. Develop and deliver a continuing professional education activities or executive education program
        - vii. Serve in a substantive role and participation in an academic association
        - viii. Complete executive education or graduate work in the field of teaching
        - ix. 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*.
    2. Successful external grants of \$100,000 or more can substitute for one journal or law review article or trade publication.

3. The burden is on the faculty member to demonstrate that they have sufficiently met these requirements.

#### 4. Participating and Supporting Faculty Classifications

- a. Definition of participating faculty – “A participating faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities.... 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.” (AACSB Standard 5, p. 25).
- b. All regular faculty are considered to be participating faculty.
- c. Fixed-term faculty are considered to be participating faculty if they normally perform at least three of the following on an *annual basis*
  - i. Engage in academic advising
  - ii. Engage in research activities
  - iii. Serve on a department, college, or university committee
  - iv. Direct extracurricular activities
  - v. Vote in department matters
  - vi. Participate in professional development activities
  - vii. Develop or revise a course or curriculum
  - viii. Engage in student learning assessment
  - ix. Represent the department or college at recruiting or other external events.
- d. Fixed-term faculty will also be considered participating faculty if they are formally assigned any one of the above duties and these duties take up a significant amount of the faculty member’s time. For example, a fixed-term faculty member is considered participating who is the exclusive academic advisor for a major or program, an internship coordinator for a program or department, or a program director.
- e. Fixed-term faculty should document their activities in OFIS.

#### 5. Restrictions and Definitions

- a. One cannot count the occurrence of the same scholarly activity more than once (for example, the same article reported as a presentation at a conference and published in the same conference’s proceedings).
- b. Definitions
  - i. Significant – having or likely to have a major effect on classroom teaching.
  - ii. Published – “Exist in public written form, and have been subject to scrutiny by academic peers or practitioners prior to publication.” (p. 22, 2012 AACSB Standards)
  - iii. Engage – actively and continuously participate.

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*Note: Portions of this document are taken from various documents from other institutions and AACSB publications.*