

Barton School of Business

Definitions of Academically Qualified and Professionally Qualified Faculty

I. AACSB Standards on Faculty Qualifications

AACSB-International accreditation standards require that accredited business schools be able to demonstrate that their faculty members are both educationally prepared and current in their fields of teaching responsibility, and that a substantial cross-section of the business school's faculty are engaged in research. As a business school with graduate programs at the Master's level, the Barton School needs to be able to demonstrate that we operate at a significantly higher level than is minimally acceptable for business schools without graduate programs. AACSB also requires that accredited business schools have an explicit policy and process for determining whether individual faculty are educationally prepared and current in their fields; satisfying that requirement is the purpose of this document.

There are two AACSB standards that address faculty qualifications and research. Standard 2 addresses intellectual contributions and takes a business-school-wide perspective:

Standard 2: "The school's mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The mission includes the production of intellectual contributions that advance the knowledge and practice of business and management."

AACSB divides intellectual contributions into three categories:

- discipline-based scholarship (intellectual contributions aimed primarily at an audience of other scholars)
- contributions to practice (intellectual contributions aimed primarily at practitioners)
- contributions to learning and pedagogical research (intellectual contributions aimed primarily at other instructors)

The narrative for Standard 2 includes the requirement that “The portfolio of intellectual contributions reflects the mission and includes contributions from a substantial cross-section of the faculty in each discipline.” The Barton School’s Mission Statement includes the phrase “...advances the knowledge and practice of business...” stating that the Barton School values both discipline-based scholarship and contributions to practice, while not excluding contributions to learning and pedagogical research.

The key to demonstrating that the Barton School meets Standard 2 will be documenting the intellectual contributions to discipline-based scholarship and contributions to practice of a substantial number of faculty in each discipline.

AACSB Standard 10 addresses the qualifications of individual faculty:

Standard 10: The faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission and to assure that this occurs, the school has a clearly defined process to evaluate individual faculty member’s contributions to the school’s mission.

AACSB divides instructors into three categories:

- Academically Qualified (AQ) - generally, traditional doctoral faculty who demonstrate currency primarily through intellectual contributions
- Professionally Qualified (PQ) - generally, non-doctoral and adjunct faculty who demonstrate currency primarily through professional experience
- Other - faculty who are not AQ or PQ

Attaining Qualified (AQ or PQ) status requires demonstrating that a faculty member has both an appropriate educational background and currency in their teaching area. In judging the currency of a faculty member, AACSB looks back over the past five years for evidence. While a variety of educational backgrounds (“intellectual qualifications”) can be acceptable and there are a variety of possible ways to demonstrate current expertise, the standard states “... the existence of a current research record in the teaching field will be accepted as prima facie evidence of academic qualifications...”. Part of the summary documentation AACSB requires is a tabulation of intellectual contributions, broken down by the categories “Peer-Reviewed Journals” and “Other Intellectual Contributions.”

II. Guiding Principles for Applying AACSB Standards

The standards make it clear that the emphasis for judging a faculty member as Academically Qualified is heavily on research published in peer-reviewed journals in the last five years. The standards also allow for alternative methods of demonstrating the currency of intellectual contributions (for AQ faculty) and professional contributions (for PQ faculty).

A key to demonstrating the value of any alternative method of showing currency is that some third party provides corroboration of the faculty member's intellectual and professional activities and contributions. For peer-reviewed journal articles, that third-party corroboration comes from the reviewing process. For other forms of intellectual and professional contributions, there needs to be some "market test" to corroborate the value of the contribution. The extent to which the business community, other organizations, and others in the academic community seek and reward a faculty member's expertise can be a reasonable surrogate for the peer-review process in providing evidence of the faculty member's currency in their field.

These principles provide guidance for interpreting the following definitions of the requirements for attaining and maintaining Academically Qualified and Professionally Qualified status in the Barton School.

In the following definitions, "faculty member" refers to anyone assigned to teach a Barton School class.

III. Definition of Academically Qualified

A faculty member in Barton School will be considered Academically Qualified provided that person meets the following conditions:

1. possesses a doctoral degree in (or related to) the field in which the faculty member is teaching;

AND ONE OF THE FOLLOWING:

- 2a. has completed at least 2 peer-reviewed publications that have been accepted for publication during the past five years;

OR

2b. has completed 1 peer-reviewed publication that has been accepted for publication and at least 1 corroborating experience during the last five years.

OR

2c. is involved half-time or more in the academic administration of the Barton School.

Exceptions:

- i. Faculty members who have received a doctoral degree in the discipline in which they teach within the last 5 years will be considered Academically Qualified;
- ii. Faculty members who were ABD when hired will be considered Academically Qualified while ABD during their first 3 years of service in the Barton School;
- iii. Faculty members who have completed some coursework toward a doctoral degree and satisfy conditions 2a or 2b will be considered Academically Qualified.

Note: AACSB standards allow only a limited number of Exception iii faculty members to be counted as Academically Qualified.

IV. Definition of Professionally Qualified

A faculty member in Barton School will be considered Professionally Qualified provided that person meets the following conditions:

1. Possesses a graduate degree in business or a related field;

AND ANY OF THE FOLLOWING:

- 2a. Is currently working full-time (or close to full-time) with job responsibilities related to the field in which that person is teaching;

OR

2b. has completed at least one peer-reviewed publication relating to professional practice or education that has been accepted for publication within the last 5 years;

OR

2c. has completed at least 1 corroborating experience during the last five years.

OR

2d. is involved half-time or more in the academic administration of the Barton School.

Exception

i. Faculty members who are not currently working outside the Barton School, but who left a full-time position within the last 5 years, will be considered Professionally Qualified;

V. Definition of Peer-Reviewed Publication

A “peer-reviewed publication” is a journal article or other scholarly work that:

1. was subjected to a documented formal review process;

AND

2. is readily available for public scrutiny in university libraries or through an on-line retrieval service;

AND

3. is pertinent to the faculty member’s teaching responsibilities or other areas related to the Barton School’s mission.

Journals listed in Cabell’s *Directory of Publishing Opportunities* are presumed to have a documented formal review process. It is the faculty member’s responsibility to document the review process for journals not listed in Cabell’s.

VI. Definition of Corroborating Experiences

A “corroborating experience” is an activity or accomplishment that is considered to add value to an independent third party. Typically, the third party has utilized the talent or expertise of a faculty member. The rationale for using a corroborating experience to demonstrate a faculty member’s currency is that the faculty member possesses a certain degree of current knowledge, skill, or experience that is utilized by the community or by others in academe.

Examples of corroborating experiences demonstrating currency for Academically Qualified include, but are not limited to, the following:

1. a faculty internship or consultancy where a faculty member works full-time for an organization for an extended period of time and is given a project to complete or set of responsibilities to execute;
2. major editorial responsibilities such as editor-in-chief or executive editor of a journal or practitioner periodical;
3. a funded grant proposal from a major funding agency;
4. publishing the second or higher edition of a textbook (or evidence that first edition of a textbook has been widely adopted by peer schools);
5. writing an invited article for an academic journal or a nationally-known practitioner periodical;
6. obtaining new (and appropriate) professional certification;
7. obtaining a Fulbright fellowship or equivalent.

Considerations:

- i. Maintaining professional certifications by accumulating the requisite number of continuing education units does **not** qualify as a corroborating experience for Academically Qualified.
- ii. Editing the *Proceedings* for a meeting, serving as one of several editors on a review board, or serving as a journal referee are not considered major editorial responsibilities.
- iii. Writing a book chapter may or may not qualify as a corroborating experience, depending on the stature of the book publisher and/or the impact of the book.

Examples of corroborating experiences demonstrating currency for Professionally Qualified include, but are not limited to, the following:

1. creating and delivering professional education seminars that are well attended;
2. maintaining an active, on-going consulting practice with evidence of multiple clients;
3. serving as a member of a board of directors for a for-profit business or a significant non-profit organization;
4. writing an invited article for a nationally-known practitioner periodical;
5. writing a popular press book that achieves national or international distribution;
6. delivering speeches around the country to businesspeople through a contractual arrangement with a speaker's bureau;
7. authoring reports (from sponsored research) that are widely disseminated;
8. publishing (and sustaining the publication of) a newsletter or sequence of reports that attracts a significant subscription base;
9. owning or operating a profitable business with substantial annual revenues (not a hobby activity);
10. obtaining new (and appropriate) professional certification;
11. maintaining specific professional certifications (CPA, CFA, Bar membership).

Note: portions of this document are taken from a similar document prepared by Georgia Southern University and distributed as a model by AACSB International.