



School of Business Faculty Qualifications Policy

Approved by Faculty on December 10, 2021

1. Overview

AACSB International requires accredited schools to deploy and maintain participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement consistent with the school's mission. The faculty should consist of **Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), and Instructional Practitioners (IP)** distributed across the school in a manner consistent with its overall mission, expected outcomes and strategies.

The School of Business Faculty Qualifications Policy is based on the most current AACSB Guiding Principles and Standards for Business Accreditation. These standards provide additional guidance regarding the specific definitions and criteria mentioned below.

1.1 Classification of Faculty/Moving between Classifications

Classification of each faculty member as either SA, PA, SP or IP is determined at the time of hiring by the department chair and dean. Qualifications for each classification are sustained through appropriate academic and/or professional engagement activity as defined below. Exceptions to the requirements may be made on a case-by-case basis as determined by the department chair and dean.

A faculty member may elect to move from one classification to another after meeting the criteria established in both categories and with approval from the department chair and dean. If there are any disputes regarding faculty classification, a final determination will be made by the school Promotion and Tenure committee in consultation with the department chair and dean.

Faculty members who do not maintain qualified status in their appointed classification must submit a written statement to the department chair and dean outlining a plan to regain

qualified status within one year. Progress toward meeting the plan is essential to the mission of the School of Business. Inability to regain qualified status within one year will result in further intervention measures as determined by the department chair and dean in consultation with the provost.

1.2 Deployment of Faculty

The School of Business at Southern Utah University is committed to achieving an exceptional academic experience by deploying faculty resources in all areas of scholarship and practice. Normally the following distribution of faculty resources occurs:

- At least **40%** of faculty are classified as Scholarly Academics (SA).
- At least **90%** of faculty are classified as Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), or Instructional Practitioners (IP).

2.0 Faculty Qualification Categories

2.1 Scholarly Academics (SA)

Degree/Background Required	General Requirements for Sustaining Qualified Status
<p><i>PhD</i> related to area of teaching <i>DBA</i> related to area of teaching <i>ABD</i> with prospect of timely completion <i>JD</i> for teaching Business Law <i>JD/MAcc</i> related to area of teaching <i>LLM</i> in taxation for teaching taxation subjects</p>	<ul style="list-style-type: none"> • Sustain currency and relevance primarily through <i>scholarship and related activities</i>. These faculty members balance their time between teaching, research, and engagement. • Engagement can result from the work of a single faculty member, collaborations between and among multiple faculty or collaborations between faculty and other scholars and/or practitioners. • Engagement Activities for a SA <i>may</i> include: <ul style="list-style-type: none"> - Scholarly activities leading to the production of scholarship outcomes. - Relevant, active editorships with academic journals or other business publications - Service on editorial boards or committees - Leadership positions, participation in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc. • The less related faculty members’ doctoral degrees are to their fields of teaching or less foundational disciplined-based research-oriented, the more they must demonstrate higher levels of sustained substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching and their contributions to other mission components. • Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates.

2.2 Practice Academics (PA)

Degree/Background Required	General Requirements for Sustaining Qualified Status
<p><i>PhD</i> related to area of teaching <i>DBA</i> related to area of teaching <i>ABD</i> with prospect of timely completion <i>JD</i> for teaching Business Law <i>JD/MAcc</i> related to area of teaching <i>LLM</i> in taxation for teaching taxation subjects</p>	<ul style="list-style-type: none"> • Sustain currency and relevance through <i>professional engagement, interaction and relevant activities</i>. These faculty members balance their time between teaching, research, and professional engagement. • Faculty members with this status are required to augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, based on the members earlier work as an SA faculty member. • Engagement can result from the work of a single faculty member, collaborations between and among multiple faculty or collaborations between faculty and other scholars and/or practitioners. • Professional Engagement Activities for a PA <i>may</i> include: <ul style="list-style-type: none"> - Consulting activities that are material in terms of time and substance - Faculty internships - Development and presentation of executive education programs - Sustained professional work supporting qualified status - Significant participation in business professional associations - Practice-oriented intellectual contributions - Relevant, active service on boards of directors - Documented continuing professional education experiences - Participation in professional events that focus on the practice of business, management, and related issues or place faculty in direct contact with business or other organizational leaders • The less related faculty members’ doctoral degrees are to their fields of teaching or less foundational disciplined-based research-oriented or if their highest degrees are not doctorates, the more they must demonstrate higher levels of sustained academic and/or professional engagement to support their currency and relevance in their fields of teaching and their contributions to other mission components.

2.3 Scholarly Practitioners (SP)

Degree/Background Required	General Requirements for Sustaining Qualified Status
<p>Masters related to area of teaching Bachelors if depth, duration, sophistication, and complexity of their professional experience outweighs their lack of master’s degree qualifications</p>	<ul style="list-style-type: none"> • Sustain currency and relevance through <i>continued professional experience, engagement, or interaction and scholarship related to their professional background and experience</i>. These faculty members balance their time between teaching, research, and engagement. • Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. • If the highest degree earned is not a doctorate, the more they must demonstrate higher levels of sustained substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching. • Normally, at the time a school hires an SP faculty member, that faculty member’s professional experience is current, substantial in terms of duration and level of responsibility, and clearly linked to the field in which the person is expected to teach. • The longer time since the relevant experience occurred, the higher the expectation is for the faculty member to demonstrate sustained academic and/or professional engagement related to the field of teaching in order to maintain professional qualifications. • Engagement Activities for a SP <i>may</i> include: <ul style="list-style-type: none"> - Relevant scholarship outcomes - Relevant, active editorships with academic, professional, or other business/management publications - Service on editorial boards or committees - Validation on SP status through leadership positions in recognized academic societies, research awards, academic fellow status, invited presentations, etc. - Development and presentation of continuing professional education activities or executive education programs - Substantive roles and participation in academic associations

2.4 Instructional Practitioners (IP)

Degree/Background Required	General Requirements for Sustaining Qualified Status
<p>Masters related to the area of teaching Bachelors if depth, duration, sophistication, and complexity of their professional experience outweighs their lack of master's degree qualifications</p>	<ul style="list-style-type: none"> • Sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. These faculty members balance their time between teaching and professional engagement. • Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience. • Normally, at the time a school hires an IP faculty member, that faculty member's professional experience is current, substantial in terms of duration and clearly linked to the field in which the person is expected to teach. These requirements are generally defined as at least 7 years of significant professional experience, normally at the mid- to upper-management level, involving the application of fundamental principles and tools of the teaching discipline. • Engagement Activities for a IP <i>may</i> include: <ul style="list-style-type: none"> - Consulting activities that are material in terms of time and substance - Faculty internships - Development and presentation of executive education programs - Sustained professional work supporting IP status - Significant participation in business professional associations and societies - Relevant, active service on boards of directors - Documented continuing professional education experiences - Documented professional certifications in the area of teaching - 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 and other organizational leaders

3.0 School Metrics for Determining Faculty Qualifications

Qualified status is maintained by meeting certain standards in relation to four types of engagement activities: (1) peer-reviewed journal articles, (2) other intellectual contributions, (3) other academic engagement activity, and (4) professional engagement activity. Various activities are grouped into one of these categories and assigned points according to the relative merit and relevance of the activity, in terms of the school’s mission. Table 3.1 shows the minimum number of points required in each type of engagement activity, over the most recent 5-year time period, to maintain qualified status.

Table 3.1 Minimum Points Required to Maintain Qualified Status by Faculty Category (Rolling 5-Year Time Period)

	<u>SA</u>	<u>PA</u>	<u>SP</u>	<u>IP</u>
I. Academic Engagement				
A. Peer-Reviewed Journal Articles	8	0	4	0
B. Other Intellectual Contributions	0	0	0	0
C. Other Academic Engagement	0	0	0	0
Total Academic Engagement	12	4	8	0
II. Professional Engagement	0	8	2	3
TOTAL Activity Points	<u>14</u>	<u>14</u>	<u>10</u>	<u>5</u>
Normal Teaching Load (ICHS/year)	18-21*	21	24	30

* SA faculty who achieve at least 12 points in the Peer-Reviewed Journal Articles category, in the most recent 5-year time period, will be scheduled for an 18-ICH teaching load.

For example, to maintain SA-qualified status, a faculty member must achieve: (1) at least 8 points in the Peer-Reviewed Journal Articles category, (2) at least 4 additional points in any type of academic engagement activity, and (3) at least 2 additional points in any type of engagement activity, resulting in a grand total of at least 14 points. Similarly, to maintain SP-qualified status, a faculty member must achieve: (1) at least 4 points in the Peer-Reviewed Journal Articles category, (2) at least 4 additional points in any type of academic engagement activity, and (3) at least 2 additional points in the Professional Engagement Category, resulting in a grand total of at least 10 points.

Table 3.2 lists engagement activities recognized by the School of Business for maintaining qualified status, by category, and the number of points awarded for each. However, if a certain activity is thought to merit more points than normal, the faculty member can negotiate with his or her department chair and Promotion and Tenure committee for additional points.

Table 3.2 Engagement Activities Supporting Faculty Qualification Status

	Activity Points
I. Academic Engagement Activity	
A. Peer Reviewed Journals Articles	
Level A	12.0 per article
Level B	8.0 per article
Level C	4.0 per article
Level D	2.0 per article
Alignment with School of Business Mission ¹	1.0 per article
B. Other Intellectual Contributions	
Academic/Professional meeting proceeding (full paper only)	2.0 per article
Competitive research awards	2.0 per award
Textbooks (peer reviewed, nationally published)	6.0 per text
Chapters in academic publications	1.0 per chapter
Updates of texts and chapters	0.5 per text
Other widely disseminated publications ²	1.0 per publication
Documented impact of intellectual contributions ³	1.0 per article
C. Other Academic Engagement Activity and Indicators	
Presentations at academic conferences	1.0 per presentation
Invited research presentation	1.0 per presentation
Editorship of academic/professional publication	2.0 per year
Service on editorial boards or organizing committees	1.0 per year
Refereeing academic papers	0.5 per paper
Session chair/discussant for academic conference	0.5 per conference
External research grants ⁴	1.0 – 3.0 per grant
Citations of work	0.5 per citation

¹ Points for alignment are given to publications that are classified as “Applied or Integration/Application Scholarship” or “Teaching and Learning Scholarship.”

² Teaching notes, data uploads, or submission of robustness tests which are derivative to the article or case publications are not considered separate publications.

³ In order to claim points for impact, the faculty member will need to explain how their research had an impact on business practice, public policy, or advanced the mission of the Dixie L. Leavitt School of Business. (For further definition and examples, see the section on "Table 8.1 (D) Impact of Intellectual Contributions" in AACSB's *2020 Interpretive Guidance for Business Accreditation Standards*, pages 44 - 46.).

⁴ Points for external research grants are negotiated with your department chair, and are based on the size of the grant as well as the potential for impact through the use of student collaboration or the potential for adoption by industry or policy makers.

Table 3.2 Engagement Activities Supporting Faculty Qualification Status (continued)

II. Professional Engagement Activity

Presentations at professional conferences	1.0 per presentation
Consulting	1.0 per 25 hours work
Delivery of professional/executive education	1.0 per 25 hours work
Professional education experiences	1.0 per 25 hours work
Completion of teaching or relevant professional certifications	1.0 per 25 hours work
Faculty internships	1.0 per 25 hours work
Activities with business leaders	1.0 per 25 hours work
Participation in professional events	1.0 per 25 hours work
Service on boards of directors	1.0 per 25 hours work
Participation in relevant associations	1.0 per 25 hours work
Relevant work experience	1.0 per 25 hours work
Other approved professional activity	1.0 per 25 hours work

3.1 Standards for Academic Engagement Activities

“Thought leadership is evidenced when a business school is recognized as a highly respected authority in an area or areas of expertise, and is thus sought after by relevant stakeholders. Aligned with the school’s mission, these stakeholders should include students, business, academics, government, nonprofits, non-governmental organizations, and/or broader society.”

“Intellectual contributions are original works intended to advance the theory, practice, and/or teaching of business. Further, intellectual contributions may have the potential to address issues of importance to broader society. The contributions are scholarly in the sense that they are based on generally accepted academic research principles and are disseminated to appropriate audiences.”

“In addition to the categorization of intellectual contributions within the portfolio as basic, applied, or teaching/learning related, schools further characterize their intellectual contributions according to the level of peer or expert review that has occurred for the intellectual contributions appearing in their portfolio. For our purposes, peer-reviewed intellectual contributions are those that are subject to the scrutiny and evaluation of others who have recognized subject matter expertise in the same field, normally with a similar competence to those who are producing the outputs.”

3.2 Standards for Professional Engagement Activities

Qualified professional engagement activity must be documented, relevant to teaching field, and material in terms of time and substance.

4.0 Participating and Supporting Faculty

AACSB requires schools maintain and deploy a sufficient number of faculty to ensure quality outcomes across the range of degree programs it offers to achieve the components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty. A school adopts and applies criteria for documenting faculty members as “participating” or “supporting” that are consistent with its mission. Normally the following distribution of participating and supporting faculty occurs:

Normally, participating faculty members will deliver at least 75 percent of the school’s teaching globally (i.e., across the entire accredited unit); participating faculty members will deliver at least 60 percent of the teaching within each discipline, regardless of whether the school has a degree, major, concentration, etc., in the discipline.

4.1 Participating Faculty

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

Normally, the school considers participating faculty members to be ongoing members of the faculty, regardless of whether their appointments are full-time or part-time, whether their positions with the school are considered their principal employment, and whether the school has tenure policies.

4.2 Supporting Faculty

A supporting faculty member does not normally participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities.

5.0 Administrative Positions

Administrative positions are normally expected to meet the faculty qualification-criteria associated with their classification. However, the minimum points required to maintain qualified status listed in Table 3.1 are reduced by 50% in each area of academic and professional engagement during the years serving in an administrative position. Administrators with the rank of dean or above are generally considered a Practicing Academic or Instructional Practitioner. Participation in AACSB conferences and seminars directly related to their administrative responsibility are appropriate engagement activities.

When a faculty member completes an administrative assignment and returns to the faculty, he or she will be expected to transition back to qualified status, in the category appointed to the faculty member prior to the administrative assignment, within three years.