Appendix F
Coles College of business AACSB Faculty Category Definitions
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AACSB International accreditation standards specifically require a business school to recruit and maintain a roster of qualified faculty. AACSB generally defines “qualified” as a combination of appropriate initial academic preparation and professional experience plus evidence of sustained engagement to maintain currency in the field. Categories for specifying qualified faculty status are based on the initial academic preparation, initial professional experience, and sustained academic and professional engagement as described below. The below descriptions are substantively taken from the College workload document and the AACSB standards. More complete descriptions can be found in the workload document provided under a separate cover.

Criteria - Scholarly Academics (SA)
Being a SA requires a combination of initial academic preparation (degree completion) augmented by ensuing activities that maintain or establish preparation for current teaching responsibilities. A doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for SA status. Subsequent ongoing academic and/or professional engagement activities are required to preserve SA status, as outlined below. A faculty member of this status must possess a doctoral degree in (or related to) the field in which he/she teaches and have 2 PRJ publications¹ and one other intellectual contribution² (OIC) within the most recent 5-year period. Academic and professional engagement activities must be substantive and sustained at levels that support currency and relevancy for the mission, desired objectives, and strategies of the college. Such activities include (but are not limited to):

- activities leading to the production of scholarship as detailed in Chapter 2 of the CCB workload document (provided under separate cover)
- relevant editorial or referee service to academic journals or other business publications
- active leadership duties in recognized academic societies and associations
- recognitions and distinctions, such as research awards or academic fellow status
- invitations to present research, organize a conference (or conference session), or serve as the editor of a special issue of a journal

While the current “bar” for SA qualification is two PRJs and one OIC, our workload document requires a higher level of research output for all but one of our tracks (Balanced-Teaching) available to terminally-degreed faculty. Since very few faculty members are in that track, implicitly, our SA bar is higher. Starting with our Balanced Track, at least three PRJs are required and as we move toward more research intensity in terms of tracks, the quality and quantity of PRJs increase. When we revisit our workload document in Academic Year 2014-15, the SA bar will likely move to three PRJs, with a quality component.

Criteria - Practice Academics (PA)
Being a PA requires a combination of initial academic preparation (degree completion) augmented by ensuing activities that maintain or establish preparation for current teaching

¹ A single “A+” PRJ publication is sufficient to satisfy this component of the research requirements for maintaining SA status.
² An “other intellectual contribution” includes (but is not limited to) research monographs, scholarly books, chapters in scholarly books, textbooks, proceedings from scholarly meetings, papers presented at academic or professional meetings, publicly available research working papers, papers presented at faculty research seminars, publications in trade journals, in-house journals, book reviews, written cases with instructional materials, instructional software, and other publicly available materials describing the design and implementation of new curricula or courses.
responsibilities. A doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for PA status. Subsequent ongoing academic and/or professional engagement activities are required to preserve PA status, as outlined below. A faculty member of this status augments his/her initial preparation as an academic scholar with development and engagement activities that involve substantive linkages to practice, consulting, or other forms of professional engagement. Such activities include (but are not limited to):

- consulting activities that are material in terms of time and substance
- faculty internships
- development or presentation of continuing professional or executive education programs
- sustained professional work supporting PA status
- participation in professional business associations
- practice (applied) oriented intellectual contributions as detailed in Chapter 2 of the workload document
- pertinent, active service on boards of directors
- completion of legitimate and rigorous continuing of professional education endeavors
- participation in professional events that focus on the practice of business
- activities which facilitate direct contact with business leaders (or other organizational leaders) in the community

**Criteria - Scholarly Practitioners (SP)**

Being an SP requires an initial combination of relevant academic preparation and professional experience that maintain or establish preparation for current teaching responsibilities. A Master’s degree is appropriate initial academic preparation for SP status. When initially hired, a SP faculty member should have recent professional experience that is substantial in terms of duration and level of responsibility and is clearly linked to the field in which he/she will teach. Additionally, such faculty should either: (i) be currently working full-time in a business with job responsibilities related to the field in which he/she is teaching or (ii) have compiled a portfolio of professional development activities during the most recent 5-year period that is sufficient to maintain currency within the relevant teaching field. A faculty member of SP status augments his/her initial preparation with development and engagement activities that involve substantive scholarly activities within the relevant field of teaching. Such activities include but are not limited to:

- activities leading to the production of scholarship as detailed in Chapter 2 of the workload document
- relevant editorial or referee service to academic journals or other business publications
- active leadership duties in recognized academic societies and associations
- recognitions and distinctions, such as research awards or academic fellow status
- invitations to present research, organize a conference (or conference session), or serve as the editor of a special issue of a journal
- development or presentation of continuing professional or executive education programs
- substantial leadership responsibilities in renowned professional business associations
- significant activities which facilitate visible, direct contact with business leaders (or other organizational leaders) in the community
Criteria - Instructional Practitioners (IP)

Being IP requires an initial combination of relevant academic preparation and professional experience that maintain or establish preparation for current teaching responsibilities. A Master’s degree is appropriate initial academic preparation for IP status. When initially hired, a IP faculty member should have recent professional experience that is substantial in terms of duration and level of responsibility and is clearly linked to the field in which he/she will teach. Additionally, such faculty should either: (i) be currently working full-time in a business with job responsibilities related to the field in which he/she is teaching or (ii) have compiled a portfolio of professional development activities during the most recent 5-year period that is sufficient to maintain currency within the relevant teaching field. In addition, IP faculty may meet this expectation through outlets not available to faculty classified as SA, PA, or SP. A faculty member of IP status augments his/her initial preparation with development and engagement activities that involve substantive scholarly activities within the relevant teaching field. Such activities include but are not limited to:

- consulting activities that are material in terms of time and substance
- faculty internships
- sustained professional work supporting IP status
- significant participation in professional business associations
- pertinent, active service on boards of directors
- completion of legitimate and rigorous continuing of professional education endeavors
- participation in professional events that focus on the practice of business
- activities which facilitate direct contact with business leaders (or other organizational leaders) in the community

College/University Administration

A faculty member currently serving in college or university academic administration who had SA (AQ) or PA status at the time of administrative appointment (using the definition in place at that time), will be deemed to maintain his/her status throughout the administrative appointment as long as periodic development activities related to either the discipline (active scholarship) or the appointment (i.e., related to leadership role and responsibilities) are undertaken. An administrator who returns to the faculty with SA or PA status will be guaranteed maintenance of such status for the lesser of two years or the number of years of years served in the administrative position. After this period of guaranteed maintenance, the performance expectations to maintain the initial SA or PA status are as follows. By the end of one full year after such consideration expires, the former administrator must have at least one PRJ publication in either the relevant primary teaching discipline or a related discipline. By the end of two full years after such consideration expires, the former administrator must meet all current criteria for SA or PA status.

Exception for newly hired faculty

Faculty members who have received a terminal degree in the discipline in which they teach within the last five years are considered to satisfy all requirements for SA status. In addition, faculty members hired as ABD are considered to satisfy all requirements for SA status for any time within three years of the most recently completed graduate comprehensive examination (or other milestone) which places the student in the dissertation stage.