

**Heider College of Business
Policy on Faculty Qualifications and Engagement**

I. Overview of AACSB Guidelines

The accreditation standards for AACSB accredited institutions articulate that institutions must demonstrate that faculty members are current in the discipline in which they are teaching. Standard #15, which addresses faculty qualifications and engagement, states:

“The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.”

The AACSB offers the following definitions and guidelines:

- “Initial academic preparation is assessed by earned degrees and other academic credentials. Initial professional experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.”
- “Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.”
- “Academic engagement reflects faculty scholarly development activities that support integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies.”
- “Professional engagement reflects faculty practice-oriented development activities that support integration of relevant, current practice of business and management consistent with the school's mission, expected outcomes, and supporting strategies.”
- “Qualified faculty status applies to faculty members who sustain intellectual capital in their fields of teaching, demonstrating currency and relevance of intellectual capital to support the school's mission, expected outcomes, and strategies, including teaching, scholarship, and other mission components. 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.”

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

- “The school's blend of SA, PA, SP, and IP faculty members in support of degree programs, locations, and disciplines and other mission components must result from a strategic choice and be consistent with the school's mission, expected outcomes, and strategies.”
- “Normally, at least 90 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), or Instructional Practitioners (IP).”
- “Normally, at least 40 percent of faculty resources are Scholarly Academics (SA).”
- “Normally, at least 60 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), or Scholarly Practitioners (SP).”
- “In the aggregate, qualifications in the school's portfolio of participating and supporting faculty members are sufficient to support high-quality performance in all activities in support of the school's mission, expected outcomes, and strategies.”

II. Principles for Application

Our application of the AACSB guidelines for faculty qualifications and engagement begins with recognition of the Heider College of Business mission statement, which reads:

Guided by our Jesuit heritage, we form leaders who promote justice and use their business knowledge to improve the world.

This firm commitment to the formation of our students implies a promise to recruit, develop, and retain faculty that are well-qualified to deliver business knowledge and high-quality outcomes. Evidence of this commitment is also found in the Heider College of Business identity statement, which clarifies our values and aspirations. As we consider our roles in education, scholarship, and service, Section III begins:

Our first priority is to deliver a rigorous, life-changing educational experience.

Section III of our identity statement further describes a pedagogical approach in which faculty must be prepared to connect our students and curriculum to the dynamic realities of the business world. We state:

We take an active role in helping students orchestrate the many experiential learning opportunities that arise from our curriculum, programs and events, jobs, internships, and professional and student-led organizations.

We recognize and embrace how our educational experience is shaped by the valuable interdependencies that arise from the relationships that link us to our alumni, Creighton colleagues, the city of Omaha, and the broader business community.

Therefore, in the guidelines that follow, we uphold our mission and identity statements by employing and assigning faculty who demonstrate engagement in the business world that is not only significant, but also consistent over time.

When scholarly engagement is mandated for or may contribute to a status category (e.g., Scholarly Academics [SA]), we require faculty to document scholarly engagement primarily in the form of *outcomes*, such as scholarly publications and/or positions held.

When professional engagement is mandated for or may contribute to a status category (e.g., Practice Academics [PA]), we require faculty to document professional engagement primarily in the form of *time spent*, such as hours related to board membership or direct work experience external to the University.

III. Faculty Qualification Standards

A. Scholarly Academic (SA)

AACSB guidelines state: “Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. 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.”

A faculty member will generally be considered a Scholarly Academic (SA) if he/she meets the following conditions:

1. has earned a research doctorate (or relevant terminal degree) in business or a discipline that supports business education (e.g., psychology, philosophy); and
2. degree has been earned within the past five (5) years, or
3. has at least seven (7) engagement points from the scholarly publication category over the past five years, or
4. has at least five (5) engagement points from the scholarly publication category over the past five years, and at least two (2) engagement points from the scholarly activity category over the past five years.

B. Practice Academic (PA)

AACSB guidelines state: “Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member.”

A faculty member will generally be considered a Practice Academic (PA) if he/she meets the following conditions:

1. has earned a research doctorate (or relevant terminal degree) in business or a discipline that supports business education (e.g., psychology, philosophy); and
2. has at least one (1) engagement point per year from the professional experience category over the past five years, and at least seven (7) total combined engagement points from the professional experience category, scholarly publication category, and scholarly activity category over the past five years.

C. Scholarly Practitioner (SP)

AACSB guidelines state: “Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. 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.”

A faculty member will generally be considered a Scholarly Practitioner (SP) if he/she meets the following conditions:

1. has at least a masters degree in business (or a specialized masters degree in business or a bachelor’s degree and professional designation); and
2. has held a full-time position in business for at least 10 years or a full-time position in business that is directly related to the course subject matter for at least 5 years; and
3. has at least one (1) engagement point per year from the professional experience category over the past five years, and at least two (2) combined engagement points from the scholarly publication category and scholarly activity category over the past five years.

D. Instructional Practitioner (IP)

AACSB guidelines state: “Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below.”

A faculty member will generally be considered an Instructional Practitioner (IP) if he/she meets the following conditions:

1. has at least a masters degree in business (or a specialized masters degree in business or a bachelor’s degree and professional designation); and
2. has held a full-time position in business for at least 10 years or a full-time position in business that is directly related to the course subject matter for at least 5 years; and
3. is less than five (5) years removed from full-time employment, or

4. has at least one (1) engagement point per year from the professional experience category over the past five years, and at least seven (7) total combined engagement points from the professional experience category over the past five years.

IV. Engagement Categories, Definitions, and Points

A. Scholarly Publication Category

Engagement in the scholarly publication category typically leads to a refereed publication, which is defined as a scholarly article or book chapter (whether aimed at an academic or practitioner audience) that has gone through a rigorous peer-review process—either through blind review or editorial review by a respected editor—prior to publication and, after publication, is available for public scrutiny through means such as libraries, subscriptions, or electronic databases.

Another form of engagement in the scholarly publication category is editorship of an academic journal or scholarly book. Editorship is encouraged because it exposes faculty to contemporary scholarship and provides a significant opportunity to shape the production and dissemination of knowledge within a faculty member's discipline. Examples of engagement in the scholarly publication category include, but are not limited to the following:

Description	Points
Refereed Publication, Article	2.50
Refereed Publication, Book Chapter	2.00
Editorship, Academic Journal (One Year) ^a	2.50
Editorship, Scholarly Book	2.00

B. Scholarly Activity Category

Engagement in the scholarly activity category may take the form of either a non-refereed, scholarly publication or a scholarly endeavor that contributes to the production of knowledge within a faculty member's discipline. After publication, non-refereed works must be available for public scrutiny through means such as libraries, subscriptions, or electronic databases. Examples of engagement in the scholarly activity category include, but are not limited to the following:

Description	Points
Non-Refereed Publication, Book or Monograph	1.00
Non-Refereed Publication, Text (or Revision) or Instructional Software	1.00
Non-Refereed Publication, Article	1.00
Non-Refereed Publication, Book Chapter	1.00
Non-Refereed Publication, Case Study	1.00
Conference Paper, Presentation and/or Proceedings	1.00
Editorial Review Board, Academic Journal (One Year) ^a	1.00
Editorship, Profession-Based Journal (One Year) ^{a, c}	2.00

Editorial Review Board, Profession-Based Journal (One Year) ^{a, c}	1.00
Ad Hoc Review, Academic or Non-Scholarly Professional Publication ^b	0.25
Leadership, Recognized Academic Society (One Year) ^a	1.00
Fellowship, Fulbright (One Year) ^a	1.00
Fellowship, Government Entity or Private Foundation (One Year) ^a	1.00
Funded Grant Proposal, Source External to University	1.00
Member of an AACSB Peer Review Team (One Review) ^b	1.00
Attend AACSB or Similar Conference Administrators Only	1.00
Significant Progress Toward Terminal Degree (One Year) ^a SP Only	1.00

C. Professional Experience Category

Engagement in the professional experience category refers to activity that enables a faculty member to obtain practical expertise and/or place a faculty member in close contact with relevant professional communities. Examples of engagement in the professional experience category include, but are not limited to the following:

Description	Points
Professional Work, Business Ownership (One Year) ^{a, c}	1.00
Professional Work, External to University (250 Hours in One Year) ^{b, c}	1.00
Professional Work, Consulting, Paid/Unpaid (50 Hours in One Year) ^{b, c}	1.00
Professional Work, Expert Witness (50 Hours in One Year) ^{b, c}	1.00
Speaking Engagement at National/Global Event, Paid/Unpaid (One Time) ^b	1.50
Speaking Engagement at Regional Event, Paid/Unpaid (One Time) ^b	0.75
Speaking Engagement at Local Event, Paid/Unpaid (One Time) ^b	0.25
Faculty Internship External to University (100 Hours in One Year) ^b	1.00
Board of Directors Service (50 Hours in One Year) ^b	1.00
Education Toward Professional Designation (50 Hours in One Year) ^{b, c}	1.00
Delivery of Professional Education (50 Hours in One Year) ^{b, d}	1.00
Participation in Professional/Trade Association (50 Hours in One Year) ^b	1.00
Editorship, Practitioner Journal (One Year) ^{a, c}	2.00
Non-Refereed Publication, Non-Scholarly Book	1.00
Non-Refereed Publication, Non-Scholarly Article	0.25

^a Activity may be counted multiple times, but only one time per year.

^b Activity may be counted multiple times per year according to time requirement. For speaking engagements, may not count multiple talks that are substantively the same.

^c The same activity may not be counted in multiple categories.

^d To account for total time (including prep time), multiply delivery hours by three.

V. Linkage to Performance Assessment Practices

A. Faculty Activity Report

As part of completion of the annual Faculty Activity Report (FAR), faculty members must (1) provide evidence of activity across the scholarly publication, scholarly activity, and professional experience categories; and (2) report their accumulation of engagement points for the prior calendar year.

B. Annual Performance Review

At the beginning of each five-year AACSB review period—or beginning of a faculty member's employment, if hired mid-cycle—the Dean's Office should consult with and determine for each faculty member the appropriate AACSB qualification status to target for the review period. The target status should be reviewed (and updated as necessary) as part of the Annual Performance Review.

During the Annual Performance Review, a faculty member's Department Chair (or relevant supervisor) should assess his/her activity over the prior calendar year and determine whether or not his/her trajectory of activity is in line to meet the target status. The classification status trajectory of each faculty member must be reported to the Dean's Office at the conclusion of the review period.

If a faculty member does not agree with his/her classification status trajectory—and believes that his/her activity is consistent with a different status—it is the burden of the faculty member to provide evidence to support his/her classification.

C. Rank and Tenure

The need of the Heider College of Business to determine the AACSB classification status for each faculty member is separate from the process and expectations associated with rank and tenure. Many of the activities are consistent with those demanded by the rank and tenure process; however, reaching categorization in one's target classification status does not guarantee success in achieving a higher rank or the conferral of tenure. Indeed, the performance expectations for advancement in rank are typically higher than those required to achieve an AACSB classification status.