

UND COLLEGE OF BUSINESS & PUBLIC ADMINISTRATION (CoBPA)

AACSB FACULTY QUALIFICATIONS & ENGAGEMENT CRITERIA

Approved by CoBPA Dean Margaret Williams on April 7, 2015

The College of Business and Public Administration mission is to “discover with purpose.” One manifestation of this mission is the creation and dissemination of knowledge. The CoBPA maintains a faculty to achieve this mission. We use AACSB standards, prescribed in the “Eligibility Procedures and Accreditation Standards for Business Accreditation,” to assure that we hold standards which are consistent with those held within the wider academic and business community. This document details the criteria used to establish the qualifications of faculty with respect to research and intellectual contribution.

I. Faculty Categories

AACSB distinguishes between two dimensions of faculty qualifications that speak to the quality and impact of their work. The first is one’s initial academic preparation and professional experience. A second dimension refers to the sustaining activities in which faculty are engaged, normally considered during their time as a faculty member at the University of North Dakota. A visual representation of these two dimensions is presented with the AACSB standards and reproduced here as Figure 1 with brief explanations following.

Figure 1			
Sustained engagement activities			
		Academic (research/ scholarship)	Applied/ Practice
Initial academic preparation and professional experience	Significant professional experience	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Terminal Degree in area of instruction	Scholarly Academics (SA)	Practice Academics (PA)

- *Scholarly Academics (SA)*: Faculty are categorized as SA when they have earned a terminal degree in a field consistent with their teaching responsibilities, indicating expertise. SA faculty demonstrate their currency and relevance to the field through scholarship, research, and other related activities.
- *Practice Academics (PA)*: Faculty are categorized as PA when they have earned a terminal degree in a field consistent with their teaching responsibilities, indicating expertise. PA faculty demonstrate their currency and relevance to the field in ways that are not typically

associated with scholarship such as continued engagement and substantial professional experience.

- *Scholarly Practitioners (SP)*: Faculty are categorized as SP when they have earned their expertise in the field in which they teach through professional experience that is substantial in terms of duration and level of responsibilities. SP faculty demonstrate their currency and relevance to the field through scholarship, research, and other related activities.
- *Instructional Practitioners (IP)*: Faculty are categorized as IP when they have earned their expertise in the field in which they teach through professional experience that is substantial in terms of duration and level of responsibilities. IP faculty demonstrate their currency and relevance to the field through continued engagement and substantial professional experience.

Faculty who do not meet the standards for any of the four categories, as outlined below, will be classified as *Other (O)* faculty.

The table below reports the AACSB minimum percentages for each category. Since the CoBPA has two graduate programs, expectations are higher than the minimum for scholarly academics. Accordingly, the CoBPA will strive to maintain a balance of faculty as shown in the following table.

Percentages for Each Faculty Category

Faculty Categories	AACSB Minimum Percentage	CoBPA Percentage
SA	40%	50%
SA + PA + SP	60%	60%
SA + PA + SP + IP	90%	90%

II. Scholarly Academics (SA)

A. Initial Academic Preparation:

Faculty members who hold a terminal degree in their primary teaching field shall be considered to have the initial academic preparation for SA status. Faculty members who hold a Juris Doctorate, a specialized graduate degree in Taxation, or a combination of graduate degrees in law and accounting will be considered SA to teach business law and taxation courses, respectively. Faculty members with a terminal degree in the discipline they teach, JD, or other specialized graduate degree will be considered SA for five years from the date the degree is awarded.

Faculty members who are doctoral students in ABD status will be considered to have met the SA initial academic preparation criteria for no more than two years beyond the date of the defense of their dissertation proposal.

Faculty members who hold a terminal degree that is unrelated to their primary teaching field and have substantial practitioner experience in the discipline they teach may be initially considered SP for five years from the date the degree is awarded. In rare circumstances (e.g. moving from a clinical non-tenure track position to a tenure-track position) an individual may move from SP to SA status based on evidence of Sustained Engagement Activities.

- B. Sustained Engagement Activities: Faculty members may undertake a variety of scholarly activities to support maintenance of SA status. All faculty members who are classified as SA must make intellectual contributions to their disciplines. Faculty can maintain the SA classification by one of the options below.

	Number of Distinct Engagement Activities During Five Year Period
Option A	A total of five (5) activities including a minimum of two (2) peer-reviewed journal articles (in-print, in-press with editorial confirmation) on the CoBPA Faculty Quality Journal List (which indicates a minimum quality level of 2).
Option B	A total of four (4) activities including a minimum of one (1) peer-reviewed journal article (in-print, in-press with editorial confirmation) rated at least a three (3) on the CoBPA Faculty Quality Journal List.
Option C	A total of three (3) activities including a minimum of one (1) peer-reviewed journal article (in-print, in-press with editorial confirmation) rated at least a four (4) on the CoBPA Faculty Quality Journal List.

A non-exhaustive list of other types of intellectual contributions: (A faculty member is encouraged to work with his or her department chair to determine *a priori* if a specific activity is likely to qualify as one of the following for the purposes of determining faculty qualification.)

- Publication in a peer-reviewed journal article listed on the CoBPA Journal Quality List
- Publication in a peer-reviewed journal article not on the CoBPA Journal Quality List
- Conference presentation of a research paper
- Publication of a conference proceedings paper
- Publication or revision of a textbook
- Publication of an article in a non-peer-reviewed journal, periodical, or trade journal
- Service as an editor, associate editor, or editorial board member of a journal that is present on the CoBPA faculty quality journal list

- Service as a book reviewer for a peer-reviewed journal
- Service as an officer for an academic association

Administrative Reduction: Individuals with significant administrative duties according to Memoranda of Understanding (MOUs) will be given pro-rated reductions of evidence required for faculty qualification based on percentage of time devoted to administration.

III. Practice Academics (PA)

A. Initial Academic Preparation:

Normally the initial academic preparation for a faculty member classified as PA is the same as those outlined for SA.

B. Sustained Engagement Activities: Faculty members may undertake a variety of professional engagement activities to interact with business and management practice to support maintenance of PA status. Faculty members maintain PA classification by producing a minimum of two (2) activities from the list below in a five year time frame. The activities a faculty member participates in must be directly related to the discipline in which she/he teaches. A non-exhaustive list of professional engagement activities includes the following: (A faculty member is encouraged to work with his or her department chair to determine *a priori* if a specific activity is likely to qualify as one of the following for the purposes of determining faculty qualification.)

- Consulting activities related to industry or government that demonstrate significant impact
- Consulting or research that impacts economic development
- Serving as a board member or officer of a for-profit or non-profit organization
- Documented continuing professional education to maintain or augment the ability to practice their profession (e.g. CPA, CFA, bar affiliation, SHRM, or other appropriate certifications/degrees)
- Participating in a faculty internship
- Participation in significant activities that place faculty in direct continual contact with business or other organizational leaders
- Practice-oriented intellectual contributions
- Serving as an officer for a business or academic professional association
- Sustained professional work in industry, government, or the not-for-profit sector
- Serving as a facilitator of executive education for practicing professionals in the discipline area in which the faculty member teaches.

IV. Scholarly Practitioners (SP)

A. Initial Academic Preparation:

A scholarly practitioner must have a master's degree in a discipline related to the field of teaching. In rare cases, SP status may be used for an individual without a master's degree if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of graduate degree qualifications.

In addition to the master's degree an individual who is classified as SP must demonstrate significant professional accomplishments relevant to their primary area of teaching. Such accomplishments are traditionally earned through full-time employment that has a high degree of responsibility and is significant in the duration of time.

B. Sustained Engagement Activities: Faculty members maintain SP classification by producing a minimum of two (2) activities from the list below in a five year window. (A faculty member is encouraged to work with his or her department chair to determine *a priori* if a specific activity is likely to qualify as one of the following for the purposes of determining faculty qualification.)

- Peer-reviewed or invited conference presentation
- Publication of a peer-reviewed journal article
- Publication of a conference proceedings paper
- Publication or revision of a textbook
- Publication of an article in a non-peer-reviewed journal, periodical, or trade journal
- Service as an editor, associate editor, or editorial board member of a journal that is present on the CoBPA faculty quality journal list
- Service as a book reviewer for a peer-reviewed journal
- Service as an officer for an academic association

V. Instructional Practitioners (IP)

A. Initial Academic Preparation:

Normally the initial academic preparation for a faculty member classified as IP is the same as those outlined for SP.

B. Sustained Engagement Activities: Faculty members may undertake a variety of professional engagement activities to interact with business and management practice to support maintenance of IP status. Faculty members maintain IP classification by producing a minimum of two (2) activities from the list below in a five year period of time. The activities a faculty member participates in must be directly related to the discipline which she/he teaches. A non-exhaustive list of professional engagement activities includes the following: (A faculty member is encouraged to work with his or her department chair to

determine *a priori* if a specific activity is likely to qualify as one of the following for the purposes of determining faculty qualification.)

- Consulting activities related to industry or government that demonstrate significant impact
- Consulting or research that impacts economic development
- Serving as a board member or officer of a for-profit or non-profit organization
- Documented continuing professional education to maintain or augment the ability to practice their profession (e.g. CPA, CFA, bar affiliation, SHRM, or other appropriate certifications/degrees)
- Participating in a faculty internships
- Participation in significant activities that place faculty in direct continual contact with business or other organizational leaders
- Practice-oriented intellectual contributions
- Serving as an officer in a business or professional association
- Sustained professional work in industry, government, or the not-for-profit sector
- Serving as a facilitator of executive education for practicing professionals in the discipline area in which the faculty member teaches.

Process for Implementation: All engagement activities must be documented in Digital Measures so that they can be readily accessible to administrators. Each March, the department chair will review the status of each faculty member and propose a classification. The results will be reported to the faculty member and the dean's office by April 1. All faculty qualification decisions are subject to the dean's final approval.

Note: Please review alternative documents for merit and promotion/tenure processes.