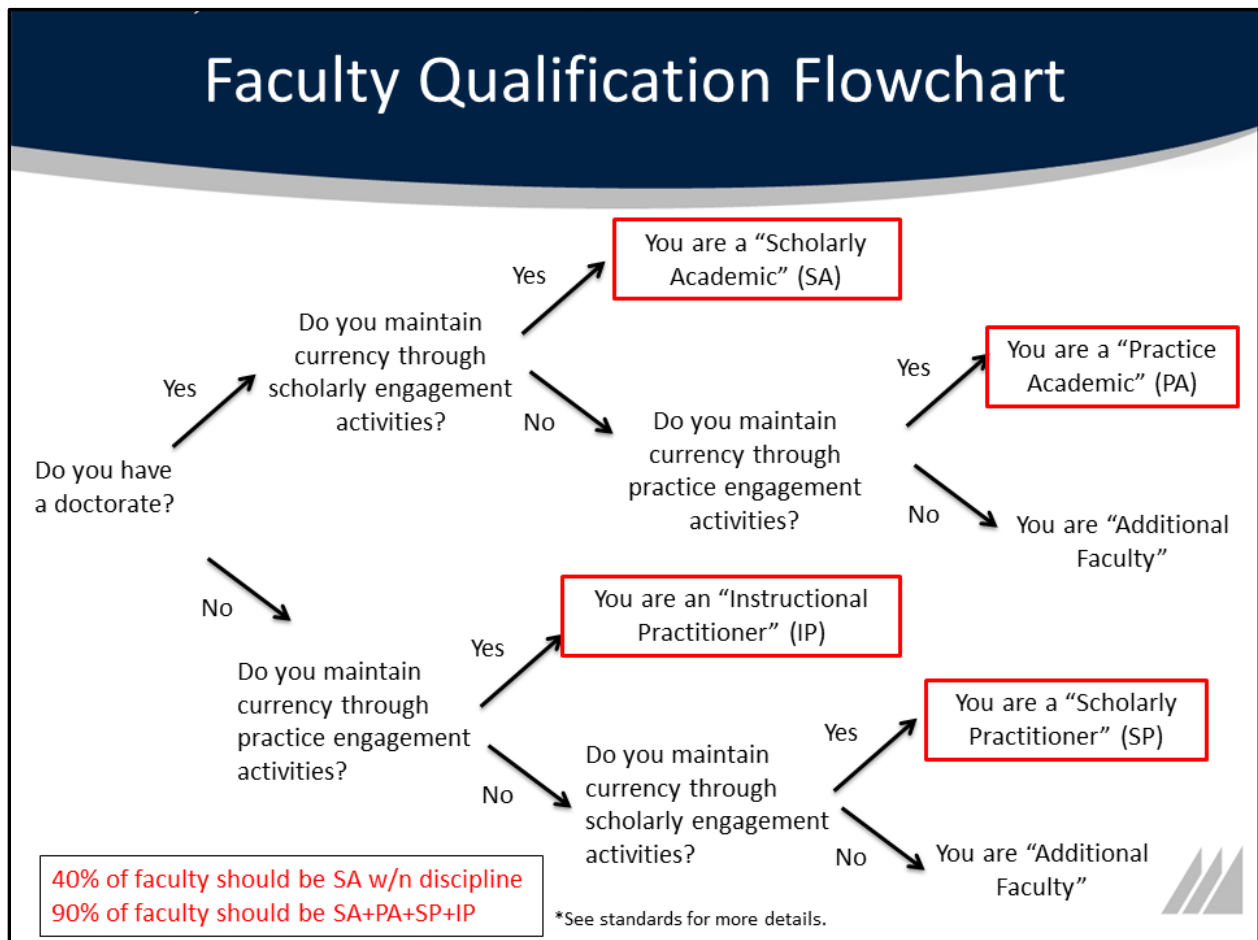


## Faculty Qualifications

This document describes the engagement activities expected for each category of faculty, as defined by 2020 AACSB Standard 3 (7/28/2020 version). For each faculty category, there is a corresponding list of engagement activities used to determine a faculty member’s ongoing relevance and currency within a given category.

This document describes methods for demonstrating faculty currency for accreditation purposes. It also serves as a guide for faculty self-assessment and for mentoring of faculty to ensure currency. This document does not substitute for, or apply to, faculty performance evaluation documents (annual review, or promotion and tenure standards).

Figure 1 is helpful in determining which category faculty should be allocated based on their initial qualifications.



**Scholarly Academic (SA)**

**Description:** *Faculty who contribute to the academic research mission of the Davis School of Business.*

To be classified as a Scholarly Academic (SA) at Colorado Mesa University, faculty members must satisfy both the initial academic preparation criteria and the sustained engagement criteria over a rolling 5-year period, based on the academic year (July – June) for the previous five years.

**Initial Academic Preparation and Professional Experience**

- Faculty members holding a terminal degree (Doctorate such as PhD; JD; DBA; EdD) in their primary teaching field shall be considered to have satisfied the initial academic preparation criteria for SA status.
- Faculty members holding a doctorate that is outside of their primary teaching field shall be considered to have met the initial academic preparation criteria for SA status provided they exhibit evidence of active development in the teaching area through authorship and scholarly activity.
- Faculty members who hold a doctoral degree outside of business, but whose primary teaching responsibilities fall within their area of academic preparation will be considered to have met the initial academic preparation criteria for SA status if they demonstrate evidence of active development in the area of teaching responsibility through activities such as authorship, participation in professional meetings, or related activities. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation in the form of professional development linked to the teaching area.
- Faculty members who hold a doctoral degree outside of business, but whose primary teaching responsibilities do not fall within their area of academic preparation will be considered to have met the initial academic preparation criteria for SA status if they have completed a minimum of 18 hours of graduate coursework or professional development sufficient enough to provide a basis for participation in the mix of teaching, intellectual contribution, and service required by the university. Recognized professional certifications or licenses may be used to demonstrate training and expertise in a primary teaching field.
- Faculty members who possess a specialized graduate degree in taxation or a combination of graduate degrees in law and accounting will be considered to have met the SA initial academic preparation criteria to teach taxation courses.
- Faculty members who are graduate students in a research-based, business doctoral field who have attained “All But Dissertation (ABD)” status will be considered to have met the SA initial academic preparation criteria for no more than three years beyond the most recently

completed graduate comprehensive examination or other milestone that places them into the dissertation stage.

- Faculty members completing a doctoral degree in their primary area of teaching will be considered to have met the initial academic preparation criteria for SA for five years from the date the degree is received.

### Continuing Qualification Engagement Activities

- **Research Proficiency.** Over the previous five years, Scholarly Academics must publish a minimum of two (2) peer-reviewed research articles relevant to the mission of the Davis School of Business.
  - **Peer-review guidelines:** Faculty are encouraged to use common journal listing resources such as Cabell's and Australian Business Deans Council (ABDC), however, journals not listed within will be considered on a case-by-case basis. Peer-reviewed cases with a minimum degree of rigor based on acceptable case methodology may count as peer-reviewed journal articles. Other peer reviewed journals not listed in Cabell's or ABDC will be reviewed on a case-by-case basis by the AACSB Steering Committee and recommended to the Academic Department Head for final approval. *One* new textbook, substantial book chapter or substantial revision of an existing textbook, published by a leading academic press with significant national or international distribution, may substitute for *one* paper.
- **Scholarly Engagement Proficiency.** Over the previous five academic years, Scholarly Academics must maintain active academic engagement as evidenced by the production of a third peer-reviewed journal article, textbook, or case **or** a minimum of two (2) intellectual contributions such as:
  - Publication of a conference proceedings paper or abstract with a presentation. \*
  - Peer-reviewed or invited conference presentation. \*
  - Publication of an original article in a non-peer-reviewed journal or periodical. \*
  - Publication of an original article in an edited volume published by an academic press. \*
  - Publication of an authored or edited volume published by an academic press.
  - Publication of original research in an open source, non-peer-reviewed, electronic journal (e.g. White paper). \*
  - Service as an editor, associate editor, reviewer, or editorial board member of an established academic journal or periodical.
  - Publication of a book review in an academic or practitioners' journal.

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- Receipt of an external peer-reviewed funded grant that supports the Davis School of Business (grants written and submitted for peer review count also).
- Initial receipt of a professional license or certificate **and/or** regular maintenance of licensures and certifications that includes continued professional education (CPE).
- Service as a major officer for an academic association or scholarly organization.
- Development of instructional software or a simulation in the faculty member's discipline that is widely used.
- Development of documented practice software.
- Development of original databases for broad public use.
- Supervise student research (three activities).
  - Research papers (conferences, competitions, student showcase);
  - Competition preparation (national level competitions);
  - Certification achievement by students;
- Consulting activities.
- Authorship of technical reports.
- Training session(s) for local businesses.
- Maintain website, blog, or other electronic media that supports the Davis School of Business.
- Authorship of ancillary materials for textbook or other academic (classroom) material.
- Substantial newsletter contribution/editor supporting the Davis School of Business.
- Author for local media outlet (Davis School of Business related column).
- Submit scholarly work for peer review. \*

\* The same research paper or presentation cannot be counted in more than one category.

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### **Practice Academic (PA)**

**Description:** *Faculty who augment initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, and other forms of professional engagement based on earlier work as a Scholarly Academic faculty member. This category may also include those faculty who operate as leaders in the practice of teaching within the Davis School of Business or in the external professional community. Faculty in this category will mostly contribute to applied or teaching and learning scholarship.*

To be classified as a Practice Academic (PA) at Colorado Mesa University, faculty members must satisfy both the initial academic preparation criteria and the sustained engagement criteria over a rolling 5-year period, based on the academic year (July – June) for the previous five years.

### **Initial Academic Preparation and Professional Experience**

- Faculty members holding a terminal degree (Doctorate such as PhD; JD; DBA; EdD) in their primary teaching field shall be considered to have satisfied the initial academic preparation criteria for PA status.
- 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, and other forms of professional engagement.

### **Continuing Qualification Engagement Activities**

Evidence of sustained professional engagement for Practice Academics must include three (3) of the following over a rolling 5-year period, based on the academic year (July – June) for the previous five years:

#### **Professional Engagement Activities:**

1. Substantial consulting projects and activities
  - a. Examples:
    - Closely supervised graduate and/or undergraduate student projects, including semester and year-long activities that often contain the use of expertise necessary to consult and work as go-between with a student and an organization.
    - Supervision and coordination of the Tax Assistance Program (TAP), including advising taxpayers, reviewing tax returns, or supervising students.
2. Peer-reviewed research relevant to the mission of the Davis School of Business. See “SA Research Proficiency – Peer-review guidelines” for criteria.
3. Other:
  - Significant externally-funded grant.
  - Serving on an accreditation peer review committee.
  - Developing and presenting professional seminars.
  - Journal editorships and/or editorial board service.
  - Service on corporate or non-profit boards.
  - Faculty internships.
  - Initial receipt of a professional license or certificate and/or regular maintenance of licensures and certifications.

- Invited professional public speaking.
  - Consultation or research for policy or economic development agencies.
  - Production and delivery of substantial professional development activities.
  - Consulting activities that are substantial in terms of time and impact.
  - Leadership participation in professional events (e.g. Conference Chair).
  - Temporary administrative assignment or significant campus leadership activities.
  - Significant participation in professional associations related to one's discipline.
  - Practice-oriented intellectual contributions other than peer-reviewed journal articles.
  - Development of instructional software or a simulation in the faculty member's discipline.
  - Development of documented practice software.
  - Development of original databases for broad public use.
  - Other appropriate professional activities that further the mission of the Davis School of Business.
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### **Scholarly Practitioners (SP)**

**Description:** *Faculty who have professional qualifications for their field of teaching and also contribute to the academic research mission of the Davis School of Business via basic or discovery scholarship*

To be classified as a Scholarly Practitioner (SP), faculty members must satisfy both the initial academic preparation criteria and the sustained engagement criteria over a rolling 5-year period, based on the academic year (July – June) for the previous five years.

Faculty members classified as Scholarly Practitioners must meet minimum standards in both academic and professional preparation prior to employment as validated by the Academic Department Head.

#### **Initial Academic Preparation and Professional Experience**

- **Academic Preparation.** Faculty members holding Scholarly Practitioner status will have obtained a master's degree related to the field of teaching, or 18 graduate semester hours, or equivalent tested experience, as defined within the [CMU Faculty Qualifications Hiring Policy and Interpretive Guidance](#).

**Professional Preparation.** Scholarly Practitioners will have professional experience substantial in duration and responsibility at the time of hire. Substantial professional experiences are defined as professional full-time employment at a level of responsibility and duration appropriate for the

course(s) that the faculty members are assigned to teach. This employment may include working in industry, business, government, or education (outside of the classroom) for a period of three (3) years for introductory undergraduate courses and four (4) years for upper level undergraduate courses. The teaching of graduate level courses would require at least ten (10) years of experience in the profession. Scholarly Practitioners will have managerial and executive level experiences that enhance their teaching and other contributions to the Davis School of Business.

### **Continuing Qualification Engagement Activities**

Over the previous five academic years, Scholarly Practitioners (SP) must maintain active academic or professional engagement as evidenced by the production of a minimum of two (2) Intellectual Contributions such as:

- Peer-reviewed research relevant to the mission of the Davis School of Business. See “SA Research Proficiency – Peer-review guidelines” for criteria.
- Peer-reviewed or invited industry or academic conference presentation\*
- Publication of a conference proceedings paper\*
- Publication of an original article in a non-peer-reviewed journal or periodical
- Publication of an original article in an edited volume published by an academic or industry press
- Publication of an authored or edited volume published by an academic or industry press
- Publication of original research in an open source, non-peer-reviewed, electronic journal
- Publication of a business case study by an academic press
- Service as an editor, associate editor, or editorial board member of an established academic or practitioner journal, periodical, textbook, training program, or certification exam.
- Publication of a book review in an academic or practitioner journal
- Receipt of a peer-reviewed funded grant that supports the Davis School of Business.
- Receipt or renewal of a professional certification or license that enhances the classroom and research
- Service as an officer for an academic or professional association or scholarly organization.
- Development of instructional software or simulation in the faculty member’s discipline that is widely used
- Development of documented practice software.
- Development of original databases for broad public use.

- Production of other scholarly or creative works that further the mission of the college.
- Provide professional consulting within discipline.
- Present certification or professional workshops for trade or industry groups.

\*The same research paper or presentation cannot be counted in more than one category.

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### **Instructional Practitioners (IP)**

**Description:** *Faculty who have professional experience in their fields of teaching. Generally, they will not be engaged in the research mission of the Davis School of Business.*

To be classified as an Instructional Practitioner (IP), faculty members must satisfy both the initial academic preparation criteria and the sustained engagement criteria over a rolling 5-year period, based on the academic year (July – June) for the previous five years.

#### **Initial Academic Preparation and Professional Experience**

- **Academic Preparation.** Faculty members holding Instructional Practitioner status will have obtained a master’s degree related to the field of teaching, or 18 graduate semester hours, or equivalent tested experience, as defined within the [CMU Faculty Qualifications Hiring Policy and Interpretive Guidance](#).

**Professional Preparation:** Instructional Practitioner (IP) will have professional experience substantial in duration and responsibility at the time of hire. Substantial professional experiences are defined as professional full-time employment at a level of responsibility and duration appropriate for the course(s) that the faculty members are assigned to teach. This employment must have at least five (5) years of professional experience within, or related, to his/her area of teaching. Those faculty members who possess an active, nationally or internationally recognized professional credential (i.e. certification, charter, etc.) must have at least three (3) years of professional experience within, or related, to his/her area of teaching. Professional experience should consist of professional engagement at a level higher than entry-level and should involve activities related to the area of teaching.

#### **Continuing Qualification Engagement Activities**

Faculty classified as Instructional Practitioner (IP) must engage in activities that are going to improve the faculty member’s pedagogy, and/or increase his/her knowledge within the area of professional focus, and/or encourage initial or continued professional engagement within business, not-for-profits, professional societies, and/or government.

Over the previous five academic years, Instructional Practitioners (IP) must maintain active academic or professional engagement as evidenced by the production of a minimum of two (2) Intellectual Contributions such as:

- Peer-reviewed research relevant to the mission of the Davis School of Business. See “SA Research Proficiency – Peer-review guidelines” for criteria.



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- Acquiring a new professional certification and/or licensure.
- Maintenance of existing professional certification and/or license.
- Submission of an academic paper, or presentation at an academic conference that would be considered as an acceptable activity under the Scholarly Academic (SA), Scholarly Practitioner (SP), or Practice Academic (PA) category engagement requirements.
- Continuing professional and/or executive education experiences.
- Participate in extended teaching workshop / pedagogy training.
- Awarded and/or manage a grant.
- Development and presentation of executive education programs.
- Service on a corporate or not-for-profit board.
- Invited professional public speaking.
- Serve as an elected officer of a national or international professional organization.
- Attendance, presentation, and/or participation in professional conferences.
- Participation in business professional associations and societies.
- Participation in professional events that focus on the practice of business.
- Appear as an expert in the media.
- Publish an article in a practitioner publication.
- Continued professional employment in the primary area of teaching.
- Faculty Internships.
- Significant paid or unpaid training or consulting activities using professional expertise.
- Utilization of professional competence in legal proceedings (e.g. acting as an expert witness).
- Active involvement in entrepreneurial activities.

Revisions:

| <b>Date</b>        | <b>Description</b>   | <b>Notes</b>  |
|--------------------|--|---|
| September 22, 2021 | School of Business Faculty Voted to accept the revisions specific to SA research definition. | Made revision to SA description by removing the “discovery research” wording and left it more general with “academic research”. |
| November 11, 2020  | School of Business Faculty Voted to accept new FQ’s  | Made minor changes as per discussion (i.e. Davis School of Business).   |

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|------------------|--|--|
| October 21, 2020 | AACSB Steering Committee developed draft recommendations for modification Summer / Fall 2020 | In preparation of our shift to the 2020 Standards and based on three years of applying our original FQ's from 2017 many aspects of the qualifications were reviewed and revisions suggested. Formatting of the document was also revised to provide consistent flow of information between each qualification. AACSB Mentor reviewed and edits were made in accordance with recommendations. |
| October 25, 2017 | DoB Faculty Approved   | All tenure and tenure-track faculty voted and approved   |
| October 25, 2017 | Original Policy Created  | Developed in collaboration with all tenure and tenure-track faculty during the AY16-17 with final revisions made August – October 2017 (AY17-18).  |