

**Guidelines on Academic and Professional Qualifications
For AACSB Accreditation Purposes
College of Business and Public Administration
Governors State University
(Revision December 19, 2014,
Approved by CBPA Faculty on December 10, 2014
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This guideline document describes the operational definition of academic and professional qualifications, the requirements for maintenance of qualifications, and procedures for administration of these guidelines

The Relevant Standards:

AACSB Standard #10: The faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission and, to assure that this occurs, the school has a clearly defined process to evaluate individual faculty member's contributions to the school's mission.

AACSB Standard #2: The school's mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The mission includes the production of intellectual contributions that advance the knowledge and practice of business and management.

The operational criteria for academic (AQ) and professional (PQ) qualifications, as specified below, are intended to reflect carefully the intent of the AACSB standards and to provide sufficient guidance for faculty members to assure that there are very few, if any, ambiguities regarding expectations. "Faculty member" hereafter means anyone who is assigned to teach a CBPA class, regardless of contract status (tenured, tenure track, lecturer, adjunct faculty are all included). Our goal as a business school is to always have more than 50% of FTE faculty as AQ and 90% as AQ or PQ during any rolling five-year period. Meeting these requirements will not assure tenure or promotion. This document does not intend to prescribe standards for annual evaluations for faculty members. There are separate documents that describe the standards for those evaluations.

Academic Qualification (AQ):

For Initial Qualification: The faculty member must have a terminal degree in the field of study for which the faculty member has teaching responsibility, or a degree in a closely allied field with evidence of intellectual and teaching activity in the area of teaching responsibility, or a terminal degree in another field with graduate or professional education equivalent to obtaining a master's degree in the area of teaching responsibility. Faculty members who are ABD and join

the school directly from a doctoral program will be considered AQ for one year, until they complete their degrees. Incoming faculty will be considered AQ if they have earned their doctorate within the past five years. It is possible for faculty members who do not hold a doctorate to be classified as AQ (limited to 10% of FTE). Those without a doctorate must have completed substantial coursework in the teaching discipline beyond the master's degree and must have an accomplished record of producing intellectual contributions.

For Continuing Qualification: This qualification requires a level of intellectual activity that is sufficient to provide currency in the faculty member's area of teaching responsibility. This must be demonstrated by the creation of intellectual works that are shared with the greater academic community and/or the accomplishment of professional service/development activities which advance the school's mission and enhance the faculty member's teaching.

Professional Qualification (PQ):

For Initial Qualification: Normally this qualification requires a master's degree from an accredited university in the teaching area and reasonable level of professional experiences. The professional experience should be relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of hiring. In specialized professions, such as law or accounting, current licensure and active practice within the last five years will be required. Based on these qualifications, a faculty member will retain PQ status for five years from the date of initial hire at GSU.

For Continuing Qualification: After the initial five-year period, for PQ qualification to be maintained there must be evidence of successful college-level teaching in the area of expertise and evidence of substantial effort to maintain qualification through continuing education in the teaching area, consulting, or through independent research and publication. (For "non-participating" PQ faculty (see Standard 9), qualification may be maintained through continued employment, licensure, or practice in the teaching area).

Metrics for Maintenance of Qualifications:

The following italicized paragraphs are taken from pages 46 and 47 of the 2003 AACSB Standards:

Regardless of their specialty, work experience, or graduate preparation, Standard 10 requires that faculty members maintain their competence through efforts to learn about their specialty and how it is applied in practice. Likewise, faculty members must engage in constant learning activity to maintain currency with their fields' developing research and theory.

Classification as academically or professionally qualified may be lost if there is inadequate evidence of contributions in the last five years through learning and pedagogical research, contributions to practice, or discipline-based scholarship.

Faculty members can maintain qualifications through a variety of efforts including production of intellectual contributions, professional development, and current professional experience.

Various opportunities to produce intellectual contributions and development experiences which are considered “validating” for purposes of maintaining AQ or PQ status are listed in three groups in Appendix I of this document. Each year every faculty member is expected to cite his or her accomplishments within each of the groups and to provide documentation, as requested, for each citation.

The listings in Table 1 are not intended to be all inclusive. All faculty entries, whether listed in this document or suggested for consideration by an individual faculty member, will be reviewed for appropriateness by both the faculty member’s division chair and a subcommittee of the Faculty and Student Development Committee. If the department chair and the subcommittee disagree regarding the appropriateness of any entry, the Dean will make the decision.

The “litmus test” for determining the validity of a citation will include its scope and the amount of effort required by the faculty member. For instance, a faculty member who is on an editorial review board of a journal but is not asked to do any work in that capacity during a particular year should not cite that activity or expect it to be credited. Likewise, a member of the board of a business or professional organization should be able to demonstrate substantial involvement in the strategic planning and decision-making activities of that board.

Table 1 lists the “validating activities” and their weights for AQ and PQ faculty members. The three categories of activities are defined as follows:

Group A: Significant Intellectual Contributions

Group B: Major Intellectual Contributions

Group C: Other Intellectual Contributions/Professional Development Activities

* For purpose of preparing AACSB Table 10.1, all of the items in Group A and Group B are entered as “Intellectual Contributions” – either under PRJ (peer-reviewed journal articles, which includes editorially reviewed journal articles, and invited journal articles) or OIC (other intellectual contribution), as appropriate. In Group C only the items with ** will be reported as IC’s in Table 10.1, although the other items in Group C will be counted as “validating experiences” for AQ or PQ qualifications.

A faculty member may maintain AQ status by accumulating 300 points over the most recent 5-year period, with a minimum of 200 points earned from category A. A faculty member may maintain PQ status by accumulating 150 points over the most recent 5-year period. These expectations are to be reviewed periodically, and will be revised in conjunction with Division Criteria review in the near future.

Faculty members will be evaluated at the end of each academic year to determine if AQ or PQ status has been maintained. To provide adequate time for faculty members to plan and implement their scholarship and professional development activities for the next five years, a phase-in period for this policy will be implemented. The initial review of actual output will

start in the fall semester of 2011. Faculty members are expected to work on a five year plan with their division chair starting in the fall semester of 2010. **Table 1**
Categories and Weights for “Validating Experiences” for AQ and/or PQ

Activity	Category	Weights
Journal Article	Group A	100 PRJ
Journal Article	Group A	200 PRJ in CBPA Top-Rated Journal List*
Scholarly book	Group B	100 new scholarly book 50 chapter in a new scholarly book 50 revision of a scholarly book 10 revision of a book chapter
Peer-reviewed cases	Group B	100 case published in a peer reviewed journal or 50 points case published in textbook
Peer-reviewed conference proceedings	Group B	75 national/international academic conferences 50 other academic conferences 25 practitioner conferences
Peer-reviewed conference presentations (not published in a proceeding or a PRJ – no double counting)	Group B	50 national/international academic conference 25 other academic conferences 25 panelist at an academic conference 25 practitioner conferences
Major research grant or other external funding	Group B	50-100 major grant funded by external agency
Other publically available contributions	Group C	25 book review published in a journal ** 25 In-house publication with wide distribution beyond the university community ** 25 A discipline based academic report for a business or government organization in the university’s service region (e.g., an economic impact study report or a monograph) ** 25 book review published in a journal ** 20 expert testimony 100 Creating an instructional software or simulation in the faculty member's discipline that is widely used
Other publicly available contributions, e.g. and industry study report commissioned by a reputable institution or submitted to and accepted by a reputable institution. Faculty is responsible for documenting and demonstrating the reputation of the client or accepting institution.	Group C	100
Continued full time employment or practice in the teaching area, with significant level of responsibility	Group C	150 (<i>Only applicable to part-time faculty</i>)

Textbooks	Group C	100 new textbook 25 chapter in a new textbook 50 revision of textbook
Manual, test bank and study guide for textbooks	Group C	25 new manual or study guide 10 revised manual or guide 25 test bank
Professional service to academic and/or professional organizations	Group C	50 editor of a PRJ 25 editor of a special PRJ issue 25 member of a PRJ's editorial review board 50 editor of a textbook 50 editor of a conference proceedings 50 leadership position at a national or international academic organization 25 leadership position in a regional or local association 15 reviewer for academic journal (maximum of 75 points per five year period) 10 reviewer for academic conference (maximum of 50 points per five year period) 10 discussant at an academic conference (maximum of 50 points per five year period) 25 presentations at professional organizations 40 participation in 11 + Board of Directors meetings 15 participation in 1 to 10 Board of Directors Meetings 25 points for 5+ guest lectures or presentations (maximum points is 25) Guest lecturer or presenter as a Subject Matter Expert (SME) in the area of one's teaching discipline 5 points each for first 4 lectures and/or presentations Guest lecturer or presenter as a Subject Matter Expert (SME) in the area of one's teaching discipline
Consulting	Group C	50 substantial 25 modest (Maximum of 100 points per review cycle)
Professional Certifications	Group C	75 obtain a new professional certification 50 completion of requirements to maintain professional certification
Other Professional Activities	Group C	25 Attendance at a research method workshop, or seminar/workshop in the area of one's teaching discipline (attending a session at a professional conference would not pass the "litmus test" regarding the scope of the activity). 10 Attendance at a conference/ seminar/workshop in the area of one's teaching discipline (1 day or

		fewer days). 10 Attendance at an AACSB seminar on assurance of learning, curriculum issues, etc. 10 Serving as an expert witness
Teaching and Pedagogy	Group C	30 Creating and/or delivering high caliber executive education programs or their equivalent 20 Designing a new course in in the faculty member's area of expertise 10 Teaching in executive education programs
Media	Group C	25 Maintaining a web site or “Blog” in a faculty member's area of expertise that is updated regularly and linked at other significant sites 25 points for 5+ appearances (maximum points is 25) Television Appearances, Radio Appearances & Newspaper Referrals(5 points each for first 4 appearances)
Other professional activities not included above		Subject to approval by the appropriate authority up to 50

* An article published in the CBPA Top Journals list of May, 2013 is worth 200 points (Appendix 1).