



Guidelines for Faculty Qualifications

I. Introduction and Overview

AACSB International, the Association to Advance Collegiate Schools of Business accredits business programs based upon their ability to meet twenty-one important standards designed to measure and ensure overall high quality and continuous improvement of the program. While all of the standards are important, one of special significance is standard ten, which pertains to faculty qualifications. As stated by AACSB, "The faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission." Central to this standard is the requirement that all faculty members employ a continuous improvement approach to maintain their intellectual capital. The purpose of this document is to offer guidelines designed to ensure that faculty members remain adequately qualified to execute the duties associated with their positions.

As described by AACSB, faculty members may be categorized as Academically Qualified, Professionally Qualified, or other. Faculty members who teach in the College of Business should be either Academically Qualified or Professionally Qualified. The focus of both qualification conditions is to ensure that faculty members have sufficient intellectual capital to be effective teachers in the classroom. In evaluating intellectual capital, emphasis is placed upon both its development **and** its maintenance.

More complete information about Academically Qualified and Professionally Qualified is provided in the three references cited at the conclusion of this document. The essence of the two categories – as related to the matter of intellectual capital – is excerpted from those sources, and summarized below.

- A. **Academically Qualified:** An AQ faculty member should possess the intellectual capital that will enable the person to conduct research and teach. In virtually all cases, this equates to intellectual capital development resulting from the faculty member having completed a doctoral degree in the field where he or she will be teaching. Once this has been accomplished, intellectual capital maintenance requires that the faculty member produce intellectual contributions that fall into one of the three categories identified by AACSB – discipline-based scholarship, contributions to practice, and learning and pedagogical research.
- B. **Professionally Qualified:** A PQ faculty member should possess the intellectual capital that will enable the person to teach and contribute to the school's mission, which may include contributions to the research mission. Intellectual capital development consists of completion of a master's degree in the teaching area, and professional experience of significant duration and level of responsibility to fully prepare the individual for the assigned teaching duties. Intellectual capital can be maintained through a variety of activities that demonstrate maintenance of intellectual/professional capital, and the production of intellectual contributions is one possible maintenance activity.

II. Maintenance of Faculty Qualification

As stated in the preceding section, faculty members who teach in the College of Business should be either Academically Qualified or Professionally Qualified, and again, faculty qualification is predicated upon both intellectual capital development **and** intellectual capital maintenance. This section will focus upon the latter of those two issues.

A. Academically Qualified: AQ faculty members are expected to publish a minimum of two peer-reviewed journal (PRJ) articles during a rolling five-year time period, as part of an overall intellectual contributions portfolio.

Any faculty member who has a doctorate is required to establish and maintain a publication record that renders the faculty member academically qualified. It is essential that such faculty members realize that the professionally qualified category – described below – is not a “fallback” position in the event that their publication record becomes insufficient for them to be considered academically qualified. In such cases, the faculty member will be classified as “Other.” Academically qualified status can be regained by meeting the minimum standards for the AQ classification.

It is important to note that maintenance of AQ status is not linked with the annual evaluation process or guidelines established by and for each department, for a number of reasons. First, the publication expectations cited in a department’s performance guidelines should certainly exceed those required for being classified as AQ. Two publications during a five-year period should not – and will not – be sufficient for a faculty member to be recommended for tenure and/or promotion by the dean.

Second, the fact that a faculty member is AQ does not automatically “equate” to any particular rating during the annual performance evaluation process. As an example, a faculty member with two PRJs in year one would be AQ in year one and may well receive a rating of “excellent” during that year’s performance evaluation. However, with no subsequent publications, that faculty member would still be classified as AQ during year five, but would probably be rated as “unsatisfactory” during the annual performance evaluation for that year.

A third and final point of differentiation is that, for AQ determination purposes, no effort will be made to classify publications as A, B, or C-level publications – as is done by departments in establishing their tenure and promotion standards and their guidelines for annual performance evaluation. Nevertheless, despite the absence of an A, B, C scheme, the clear expectation is that faculty members will publish in reputable and quality outlets.

Faculty members should note that the preceding paragraph specifically references that the PRJs should be part of an overall intellectual contributions (IC) portfolio. The portfolio may include, but is not limited to, books, book chapters, cases, monographs, conference proceedings, instructional materials, and other relevant forms of documentation that intellectual capital is being maintained. Again, the two PRJs mentioned in the preceding paragraph are an absolute essential for maintaining AQ status, but they should be part and parcel of an overall IC portfolio.

B. Professionally Qualified: As described in AACSB Standard 10, “Both relevant academic preparation and relevant professional experience will be required to establish a faculty member as professionally qualified. Normally, the academic preparation should consist of a master’s degree in a field related to the area of the teaching assignment. Normally, 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.”

PQ faculty members are expected to engage in a portfolio of renewal activities, which are identified below.

- Publication of one Peer Reviewed Journal article;
- Publication of a textbook (by a nationally recognized publisher) and adopted by a significant number of other schools;
- Publication of an instructor’s manual, test bank, collection of readings, or other ancillary materials used for instructional purposes;
- Completion of six (6) graduate credit hours in the primary teaching area during the five-year rolling period;
- Completion of a significant employment, consulting, or internship experience, which is approved – in advance - by the faculty member’s department head and the Dean;
- Earning and maintaining a recognized professional certification through continuing education – that requires active engagement on the part of the faculty member - in the primary teaching area.

As with AQ faculty members – and articulated above – PQ faculty members should think in terms of engaging in a portfolio of activities that will achieve maintenance of the intellectual capital required to deliver high quality instruction. Also, the maintenance process should be one that is sustained and ongoing rather than periodic or intermittent.

A plan, including specific and measurable outcomes, for the maintenance of AQ and PQ status should be included in the Faculty Annual Activity Plan which is discussed and reviewed with the Department Head annually. These plans, for those faculty members who have not attained either AQ or PQ classification will be reviewed and approved annually by the Dean and Associate Dean for Academic Affairs, in addition to the Department Head.

III. Initial Implementation and Ongoing Administration

The provisions and guidelines described earlier in this document will become effective July 1, 2007.

A faculty member with an earned doctoral degree who is deemed to be Non-AQ during the 2008 fall semester - as of the time that the 2009 spring teaching schedule is prepared by the faculty member’s Department Head - will be assigned a 12-hour teaching load for the 2009 spring semester. Once the teaching schedule has been submitted by the department head, no changes will be made to the schedule. Any faculty member who remains non-AQ for an additional performance evaluation cycle will be placed into post-tenure review, which will be implemented using the procedure described in the JMU Faculty Handbook. Any post-tenure processes resulting from Non-AQ status will commence at the time of the annual evaluation.

A faculty member with an earned masters degree who is deemed to be non-PQ during the 2008 fall semester - as of the time that the 2009 spring teaching schedule is prepared by the faculty member’s Department Head – will be notified of non-renewal of his/her Revolving Term Appointment. Such notification will be done in accordance with the JMU Faculty Handbook. Once a non-PQ faculty member has been notified of non-renewal of the appointment, subsequent professional qualification on the part of the faculty member will not change the non-renewal status of the faculty member.

The preceding three paragraphs address the initial implementation of the CoB's AQ/PQ standards. Beginning with the 2007 annual evaluation process (of each faculty member's performance during the 2006-2007 academic year) and continuing each year thereafter - a faculty member's qualification status will be determined as part of the annual evaluation process. Any faculty member found to be non-AQ or non-PQ will be subject to the courses of action identified earlier in this section of this document.

IV. References

1. *Eligibility Procedures and Accreditation Standards for Business Accreditation*, The Association to Advance Collegiate Schools of Business International, January 1, 2006 (web: <http://www.aacsb.edu>).
2. *Deploying Academically Qualified Faculty: An Interpretation of AACSB Standards*, An AACSB White Paper issued by: AACSB International Accreditation Coordinating Committee, and AACSB International Accreditation Quality Committee, November, 2006, (web: <http://www.aacsb.edu>).
3. *Deploying Professionally Qualified Faculty: An Interpretation of AACSB Standards*, An AACSB White Paper issued by: AACSB International Accreditation Coordinating Committee, and AACSB International Accreditation Quality Committee, November, 2006, (web: <http://www.aacsb.edu>).