To: College Faculty  
From: Paul Jarley, Dean  
Date: April 16, 2009  
RE: Academic and Professional Qualifications Standards

AACSB Accreditation standards require schools to develop and implement appropriate criteria by which Academically Qualified (AQ) and Professionally Qualified (PQ) status for faculty members is granted and maintained. These criteria should be consistent with the school’s mission and should address:

- The educational background, experience, and demonstrated work outcomes that are required to attain each status.
- The priority and value of different activity outcomes reflecting the mission and strategic management processes.
- Quality standards required of each activity and how quality is assured.
- The quantity and frequency of activities and outcomes expected within a typical AACSB review cycle to maintain each status.

In their fall 2008 visit, the AACSB review team expressed concerns about the College’s criteria for faculty to maintain their qualifications. More specifically, the team noted:

“….we believe that your criteria for AQ and PQ are weak for a college that has masters programs and aspires to have more graduate education. We would expect that you would revisit these criteria and consider creating a tiered approach for faculty who teach at different levels (undergraduate only, undergraduate and masters, etc)....”

In response to the AACSB report, I charged two Ad Hoc Committees, one to examine our current AQ framework and another to evaluate our current PQ framework in light of the AACSB review team findings. I asked each committee to make recommendations on how we can bring our standards in line with our mission. I also asked that each committee suggest remediation strategies for faculty who do not meet the relevant criteria.

These committees have completed their work and their recommendations have been reviewed and modified somewhat by the College Executive Committee in an effort to ease their implementation and to create greater consistency between the AQ and PQ definitions. The resulting documents are attached and will now govern our evaluation of faculty sufficiency.
I have asked the chairs to review each faculty member in their department in light of these new criteria and to identify individuals who do not meet these new sufficiency standards. Impacted faculty will be notified and asked to schedule a meeting with their chair to discuss a remediation plan that will result in them attaining AQ or PQ status in a reasonable time frame. I would ask that all remediation plans be submitted to my office by June 1. Although the speed with which individual faculty can be expected to attain AQ or PQ status will vary with individual circumstance, it is my expectation that no remediation plan should extend beyond three years. Sufficient progress in fulfilling the requirements of any remediation plan will be considered as part of the annual evaluation process.

Finally, I would like to thank the members of the AQ and PQ committees, as well as the Department Chairs for their service during this project. Determining appropriate standards for faculty sufficiency is difficult, but the qualifications of our faculty lie at the very heart of our ability to deliver high quality programs and make meaningful intellectual contributions to our respective fields. Although I have no doubt that faculty sufficiency standards will evolve overtime, I believe we have made good progress in developing standards that facilitate our goals and ensure that we fulfill our mission.
Initial Qualification

A faculty member who has received an appropriate degree within the last five years is academically qualified by both the basic and advanced standards. An appropriate degree is: a doctoral degree OR a graduate degree in law (if teaching business law or legal environment of business) OR a graduate degree in taxation or a combination of graduate degrees in law and accounting (if teaching taxation).

Maintenance of qualification for faculty members who earned a qualifying degree, as defined above, more than five years ago:

I. Basic academic qualification (Standard 1)

Applicability: Any teaching in College

Maintenance: To maintain basic academic qualification beyond the 5 year initial qualifying period, a faculty member must document three (3) intellectual contributions within a rolling five-year window. Of these, at least one (1) must be a publication subject to external review. Any faculty member qualified by standard 2 is automatically qualified at the basic level as well.

Examples of acceptable intellectual contributions include, but are not limited to:

- Publication of article in a peer-reviewed research journal
- Externally funded research or teaching grant of greater than $5k
- Publication of article in a peer-reviewed pedagogical journal
- Publication of a textbook or scholarly book by an academic press
- Publication of research monograph or book chapter
- Publication of article in nationally visible practitioner journal
- Publication of conference proceedings, continuing education material, or book review
- Research or teaching innovation presentation at a refereed national or international conference.
- Serve as Editor in Chief or on editorial board of a journal of note

II. Advanced academic qualification (Standard 2)

Applicability: Required college-wide for instruction at 700 level

- Individual departments may apply this standard to other advanced undergraduate courses where appropriate.
- Individual departments may apply higher standard to teach graduate courses where appropriate.
Maintenance: To maintain advanced academic qualification beyond the 5 year initial qualifying period, a faculty member must document the following within a rolling five-year window:

- 2 peer-reviewed publications and other intellectual contributions.

A major external grant is to be considered equivalent to a publication. In any of the above cases it is presumed these peer reviewed publications will be part of an overall portfolio of intellectual contributions, which may include pedagogical contributions and contributions devoted to practice.

III. Remedial action to maintain AQ status

A faculty member who has not attained either AQ or PQ status will, in consultation with the department chair, develop a plan for qualification. The plan (if for academic qualification) will include a target intellectual contribution and a timeline for preparing and submitting it. The chair or a senior faculty member designated by the chair will serve as mentor during execution. Progress toward qualification will be reviewed at least annually by the department chair. Although the speed with which individual faculty can be expected to attain AQ or PQ status will vary with individual circumstance, it is unlikely that a remediation plan will extend beyond three years.
Professional Qualifications Guidelines
April 15, 2009

Initial Professional Qualifications

1. Graduate degree in relevant area. In rare cases, the department chair, after seeking inputs from the department peer review committee, can hire an instructor who does not have a master’s degree but has significant professional and/or technical experience that will substitute for the master’s degree; and
2. Has significant recent professional experience; or
3. Has professional certification such as CPA, CFA, Six Sigma in the last 5 years; or
4. Has an active role of significance in a business enterprise or conducting an active consulting practice of significance and duration (over a 5-year period).

Maintenance of Professional Qualifications

To maintain professional qualification beyond the 5-year initial qualifying period, an instructor must document a significant portfolio of maintenance activities within a rolling 5-year window.

Examples of maintenance activities include, but are not limited, to the following:
1. Continuing in an active role of significance in a business enterprise or conducting an active consulting practice of significance and duration.
2. Serving on one Board of Directors in a publicly-listed corporation or two Boards of Directors of another profit or non-profit organizations.
3. Obtain new appropriate professional certification or demonstrate on-going maintenance of current professional certification.
4. Create and deliver successful executive education programs.
5. Have one intellectual contribution as listed in the Academic Qualification Maintenance Requirements.

Remedial Actions to maintain Professional Qualification Status
The department chair will counsel the instructor to develop a remedial action plan that involves the above maintenance activities. Progress toward professional qualification will be reviewed at least annually by the department chair. Although the speed with which individual faculty can be expected to attain AQ or PQ status will vary with individual circumstance, it is unlikely that a remediation plan will extend beyond three years.