Faculty Qualification and Sufficiency Definitions

Criteria for Participating Staff

Participating Criteria

Background

Within AACSB Standard 9 (2003) and Standard 5 (2013) on Faculty Sufficiency, the AACSB distinguishes between participating and supporting faculty. "This distinction categorizes faculty members into those who are participants in the life of the school beyond direct teaching involvement, and those who are not."

AACSB guidelines call for participating faculty to deliver at least 75% of the annual teaching and to deliver at least 60% of the teaching in each discipline, each academic program and each location.

Definition of Participating Faculty

AACSB Characterization of Participating Faculty

"A participating faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research, and service commitments. The faculty member may participate in the governance of the school, and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising, and representing the school on institutional committees. The school considers the faculty member to be a long term member of the faculty regardless of whether or not the appointment is of a full-time or part-time nature, regardless of whether or not the position with the school is considered the faculty member's principal employment, and regardless of whether or not the school has tenure policies. The individual may be eligible for, and participate in, faculty development activities and take non-teaching assignments for such activities as advising as appropriate to the faculty role as defined at the school."

We follow these stipulations in our decisions regarding participating and supporting faculty. Generally, faculty who have continuing and contract appointments, as well as some conjoint staff, are participating faculty because of their professional obligations beyond direct teaching. While not all sessional appointments include responsibilities beyond teaching, an academic will be considered a "participating" faculty member if they are involved in at least two of the following activities beyond classroom instruction and office hours:

- Attendance at discipline, program, school, faculty or university meetings, including, for example school assessment board.
- Participation in a curriculum-related activity, such as curriculum reviews and updates, or gathering and analysis of assessment data.
- Service on a department, college or university group or project.
- Participation in an activity that contributes to the scholarship mission of the college.
- Provision of learning support to students above that required as part of direct teaching requirements.
- Participation in a discipline, school, faculty or university student-focused activity such as pastoral care, involvement in student social program.
- Preparation and delivery of instruction in non-degree education sponsored by the college, such as executive education.
• Involvement in training and development activities at the School or Faculty level.

Qualifications and Sufficiency

Scholarly Academics (SAs) sustain currency and relevance through scholarship and related activities. All School continuing academics should aim to be SA. As we provide doctoral education, our proportion of SA academics should rise above 40%.

Qualification (same as for PA): Staff members who have completed their doctoral degree within the last five years are considered to have met this standard. Individuals with a graduate degree in law will be considered academically qualified to teach business law and subjects related to the legal environment of business. With particular reference to Australian qualifications, a member who has completed a double degree program in which the second degree was Law, as well as a Diploma in Legal Practice, will be considered SA or PA to teach business law and subjects related to the legal environment of business. Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered SA or PA to teach taxation subject to continued, sustained academic and professional engagement that demonstrates relevance and currency in the field of teaching.

Maintenance: Individuals who completed either their doctoral degree or graduate degree in law more than five years ago will be expected to have produced at least three peer-reviewed journal (PRJ) outputs in their primary teaching area within the last five years in order to maintain currency. Currency and relevance will be demonstrated through a consistently strong research record in peer-reviewed journal outputs. Usually, these PRJ articles will be at tier B or above, based on the Australian Business Deans Council (ABDC) list. However, all peer-reviewed journals will be included in assessment of SA status. Where the ABDC list does not include a journal, the ERA 2010 or other relevant journal ranking will be used. The School uses the ABDC journal list as a measure of impact based on its methodology, which includes reference to citation counts. In addition to journal publication, assessment of SA status may be supplemented by other activity such as success in competitive grants activity, research supervision, editorial appointments and recognition for research through awards or invitations. Further, under certain circumstances, particularly with regard to discipline standards, we may include research books and research book chapters published by recognized publishers (based on the Australian Political Science Association list). Following this, we recognize that some academic staff may be scholarly academics due to a portfolio of research outputs and responsibilities that extend beyond peer-reviewed journal publication. For these academics, our criterion for maintenance of SA is at least two peer-reviewed journal articles or one research book or monograph over a five year period, and at least one of the following:

- peer-reviewed conference paper published in proceedings;
- peer-reviewed journal;
- research book or monograph;
- successful competitive grant award;
- editorial board membership;
- participation in recognized academic associations;
- research awards or invited presentations.

A maximum of one SA academic in any discipline will be included under this exception.

Practice Academics (PA) sustain currency and relevance through professional engagement, interaction and relevant activities. Normally, 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 based on the faculty members’ earlier work as SA faculty members.

Qualification (same as for SA): staff members who have completed their doctoral degree within the last five years are considered to have met this standard. Individuals with a graduate degree in law will be considered academically qualified to teach business law and subjects related to the legal environment of business. With particular reference to Australian qualifications, a member who has completed a double degree program in which the second degree was Law, as well as a Diploma in...
Legal Practice, will be considered SA or PA to teach business law and subjects related to the legal environment of business. Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered SA or PA to teach taxation subject to continued, sustained academic and professional engagement that demonstrates relevance and currency in the field of teaching.

Maintenance: Individuals who completed either their doctoral degree or graduate degree in law more than five years ago will be expected to engage in at least three significant advanced professional activities, relevant to their primary teaching area, within the last five years in order to maintain currency. These activities can include:

- substantial consulting activities;
- sustained professional work supporting qualified status;
- significant participation in business professional associations;
- practice-oriented, peer-reviewed, intellectual contributions;
- discipline-relevant, peer-reviewed intellectual contributions;
- relevant service on boards of director;
- documented continuing professional education experience;
- professional education experiences including attendance at discipline-relevant national or international conferences and seminars;
- publications or substantial contributions in professional and discipline journals and magazines.

Currency and relevancy will be demonstrated through an advanced practice contribution. Assessment of impact may be supplemented by the production of consulting reports, publication in practitioner journals, research income from external sources, evidence of changes to practice and practice innovations, evidence of invitations to serve as professional experts.

Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined below.

Qualification: Staff members who have completed their master’s degree and have professional experience that is current, substantial in terms of duration and level of responsibility and clearly linked to the field of teaching are considered to have met this standard for two years.

Maintenance: Individuals who have been appointed more than two years ago and are identified as SP will be expected to have produced at least one peer-reviewed journal (PRJ) outputs in their primary teaching area within the last two years in order to maintain currency. Usually these PRJ articles will be at tier B or above, based on the Australian Business Deans Council (ABDC) list. However, all peer-reviewed journals will be included in assessment of SP status. Where the ABDC list does not include a journal, the ERA 2010 or other relevant journal ranking will be used. The School uses the ABDC journal list as a measure of impact based on its methodology, which includes reference to citation counts.

In addition to journal publication, assessment of SP status may be supplemented by success in competitive grants activity, research supervision, editorial appointments and recognition for research through awards or invitations. Further, under certain circumstances, particularly with regard to discipline standards, we may include research books and research book chapters published by recognized publishers (based on the Australian Political Science Association list). We recognize that some academic staff may be scholarly academics due to a portfolio of research outputs and responsibilities that extend beyond peer-reviewed journal publication. For these academics, our criterion for maintenance of SP is one research book or monograph or at least two of the following:

- peer-reviewed conference paper published in proceedings;
- edited book chapter;
- successful competitive grant award;
- editorial board membership;
- participation in recognized academic associations;
- research awards or invited presentations.

**Instructional Practitioners (IP)** sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below. IP status is sustained as outlined below.

Qualification and Maintenance: staff members who have completed their master’s degree and have professional experience that is current, substantial in terms of duration and level of responsibility and clearly linked to the field of teaching, are considered to have met this standard. Individuals who are designated as IP will be expected to continue to engage in advanced practice through sustained professional employment or contribution relevant to their field of teaching. Individuals who completed either their master’s degree more than five years ago will be expected to engage in at least three significant professional activities, relevant to their primary teaching area, within the last five years in order to maintain currency. This work can include:

- substantial consulting activities;
- sustained professional work supporting qualified status;
- significant participation in business professional associations;
- practice-oriented, peer-reviewed, intellectual contributions;
- discipline-relevant, peer-reviewed intellectual contributions;
- relevant service on boards of director;
- documented continuing professional education experience;
- professional education experiences including attendance at discipline-relevant national or international conferences and seminars;
- publications or substantial contributions in professional and discipline journals and magazines.

Currency and relevancy will be demonstrated through an advanced practice contribution. Assessment of impact may be supplemented by the production of consulting reports, publication in practitioner journals, research income from external sources, evidence of changes to practice and practice innovations and evidence of invitations to serve as professional experts.

**Faculty Qualification Type by Qualification**

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<thead>
<tr>
<th>Qualification Maintenance</th>
<th>Doctoral Qualification (PhD)</th>
<th>Masters Qualification</th>
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<tr>
<td>Intellectual Contributions (PRJs)</td>
<td>Scholarly Academic (SA)</td>
<td>Scholarly Practitioner (SP)</td>
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<tr>
<td>Advanced Professional Practice</td>
<td>Practice Academic (PA)</td>
<td>Instructional Practitioners (IP)</td>
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**Faculty Qualifications and Maintenance by Type**

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<tr>
<th>Qualification</th>
<th>Scholarly Academic (SA)</th>
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<tr>
<td>Qualification</td>
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<td>Doctoral Qualification (PhD)</td>
<td>Masters Qualification and Advanced Professional Practice</td>
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</tr>
<tr>
<td>Maintenance</td>
<td>Intellectual Contributions (PRJ x 3 over 5 years)</td>
<td>Advanced Professional Practice</td>
<td>Intellectual Contributions (PRJ x 1 over 2 years)</td>
<td>Advanced Professional Practice</td>
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### Proportion of Qualified Faculty

<table>
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<tr>
<th>AACSB Proportion Requirements</th>
<th>At least 40% SA</th>
<th>SA, PA and SP at least 60%</th>
<th>SA, PA, SP and IP at least 90%</th>
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<tr>
<td>NBS Proportions</td>
<td>At least 40% SA</td>
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