

**POLICY ON ACADEMIC AND PROFESSIONAL QUALIFICATIONS
FOR AACSB ACCREDITATION PURPOSES¹
UNIVERSITY OF WEST FLORIDA - COLLEGE OF BUSINESS**

It is the policy of the College of Business that all faculty, whether full-time or part-time, will be either academically or professionally qualified at the date of initial hire and will, through appropriate scholarship, experience, and other professional development activities, maintain currency in their respective fields. This policy document includes the operational definition of academic and professional qualifications (see Appendix A), the requirements for maintenance of qualification, and procedures for administration of this policy.

ACADEMIC QUALIFICATION

Academic qualification definition

The College of Business hereby adopts the definition of academically qualified faculty as described in the most recent edition of AACSB's *Eligibility Procedures and Standards for Business Accreditation*: "Academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities."² Identified below are the principal modes of academic preparation. The conditions³ under which AACSB has stipulated that each of these qualifies a faculty member for academically qualified status are incorporated in this document and reproduced in Appendix A.

1. A doctoral degree in the area in which the individual teaches.
2. A doctoral degree in a business field, but primary teaching responsibility in a business field that is not the area of academic preparation.
3. A doctoral degree outside of business, but primary teaching responsibilities that incorporate the area of academic preparation.
4. A doctoral degree outside of business and primary teaching responsibilities that do not incorporate the area of academic preparation.
5. A specialized graduate degree in taxation.
6. Substantial specialized coursework in the field of primary teaching responsibilities but not research doctorate.

Faculty who are professionally qualified (see Professional Qualification section of this policy) may achieve academically qualified status if they meet the conditions associated with one of the academic preparation modes noted above.

¹ Definition of academic and professional qualifications for purposes of Southern Association of Colleges and Schools (SACS) will conform to the guidelines and definitions delineated by SACS in *Accreditation Standards: Principles of Accreditation* (www.sacscoc.org).

² AACSB International. (2006). *Eligibility Procedures and Accreditation Standards for Business Accreditation* (revised). Tampa, FL. P. 43.

³ Op. cit., pp. 43-45.

Maintenance of academic qualifications

All academically qualified faculty, including full-time, part-time, and visiting are expected to maintain currency and relevance of their instruction. Faculty can maintain their academic qualification through a variety of efforts including production of intellectual contributions, professional development, and current professional experience.

The minimum requirements for maintaining academic qualifications are detailed in this document. Meeting these minimum requirements will not assure tenure or promotion. This document does not intend to prescribe standards for annual evaluations in the different departments. There are separate documents that describe the standards for those determinations.

According to the AACSB, “The activities for maintaining qualifications of individual faculty members (Standard 10) should not be confused with expectations concerning the school’s portfolio of intellectual contributions (Standard 2). While intellectual contributions are salient for both standards, many other activities may be appropriate for showing that faculty members are acting to maintain their disciplinary currency and relevance.”⁴ Accordingly, the following types of faculty development activities are relevant:

Type I activities: Significant intellectual contributions

1. Peer-reviewed journal articles.
2. Editorially reviewed journal articles (see note d).
3. Scholarly or practitioner books, text books, or book revisions (see note e).
4. Scholarly book chapters (see note e).

Type II activities: Major intellectual contributions

1. Articles representing major intellectual contributions not considered Type I activity (see note d).
2. Cases in a refereed journal.
3. Chapters or cases in scholarly, practitioner or text books (see note e).
4. Peer-reviewed, externally funded grants with substantial funding.
5. Proceedings of an academic or professional conference.
6. Instructional software; Instructional materials such as instructor’s resource manual for text books.
7. Presentations at an academic or professional conference.
8. Serving as editor or associate editor for a national peer reviewed journal.

Type III activities – Other intellectual contribution, professional development, and professional experience

1. Publicly available material describing the design and implementation of new curricula, new courses, or new teaching methods; publicly available research working papers; book reviews; published reports on consulting project;

⁴ Op. cit., p. 47.

2. Other scholarship products that exist in written form, either electronic or hard copy, and are available for scrutiny by academic peers or practitioners.
3. Professional development and professional experience (as described below in Section 2 of Maintenance of Professional Qualifications).

To maintain academic qualifications, a faculty member must have normally met the following standard during the preceding five years:

1. Two Type I activities, or
2. One Type I activity and three Type II activities. [A maximum of one Type II activity may be substituted by one or more Type III activities depending on the significance of the Type III activity(ies).]

Academic Qualification Notes

- a. The above standards for academically qualified faculty members show only a few of the ways faculty members can maintain their qualifications. There is no intent in these standards to describe a fixed pattern of activities faculty members must follow to maintain their qualifications. The expectations of the College of Business, as well as individual characteristics and circumstances, will guide the choice of maintenance efforts. The College of Business does not intend to categorize certain endeavors as appropriate to maintain academic qualifications and others appropriate to professional qualifications.
- b. Intellectual contributions must exist in a publicly available form.
- c. Faculty members are encouraged to engage in scholarly activity with colleagues at UWF and other institutions. In cases of multiple authorship, each author should count the activity as an intellectual contribution. However, a faculty member's name should not appear on a product unless that author made a significant contribution. Adding authors who made little or no contribution is a breach of the UWF code of conduct.
- d. Editorially reviewed articles may count as either Type I or Type II activity. Department chairs will make this determination by considering the relative importance of the articles.
- e. Books, book chapters, and book revisions may count as either Type I or Type II activity. Department chairs will make this determination by considering the relative importance of book, chapter, or revision.
- f. Most faculty members will have multiple activities. The faculty member will be responsible for providing appropriate documentation of these activities.
- g. For the purpose of this policy, journal articles accepted without additional re-write or editing and have a firm publication date may be counted. A letter from the journal editor is required as evidence.

PROFESSIONAL QUALIFICATION

Professional qualification definition

“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 or higher in a field related to the area of 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.”⁵

Maintenance of professional qualifications

“While entry qualifications are important, the world of business changes very rapidly and all faculty members must be involved in continuous development throughout their careers to stay current.”⁶ Faculty members can maintain professional qualifications through a variety of efforts including production of intellectual contributions, professional development, and current professional experience. The following list suggests some possibilities but is not meant to be exhaustive. Each discipline is different and may have unique ways to enable faculty to stay current.

1. Intellectual contributions such as journal articles, conference proceedings, conference presentations, books, book chapters, papers presented at faculty seminars, publications in trade journals, in-house journals, book reviews, reviewer for academic or professional articles or conferences, written cases with instructional materials, instructional software, and other publicly available intellectual contributions.
2. Professional development activities such as completion of relevant graduate classes, attaining or maintaining professional certifications (e.g. CPA, CMA, CNA etc), serving on boards or equivalent that use the faculty member’s professional expertise, consulting projects relevant to teaching responsibility, completion of workshops relevant to teaching field, completion of workshops to improve teaching effectiveness, conduct seminars for business professionals, relevant continuing education courses, offices held in professional organizations, membership and active participation in activities of professional organizations.
3. Current professional experience relevant to the teaching field.

Professional Qualification Notes

- a. These examples show only a few of the ways faculty members can maintain their professional qualifications. Most faculty members will have multiple activities. The

⁵ Op. cit., p. 45.

⁶ Op. cit., p. 46.

faculty member will be responsible for providing appropriate documentation of these activities.

- b. Faculty members who at one time in their careers were considered academically qualified, but who choose not to maintain this qualification, may be considered professionally qualified if they meet the professional qualifications criteria.
- c. As described in the first paragraph of this policy statement, the College of Business will hire only academically or professionally qualified faculty. However, the College of Business currently employs faculty that were hired prior to the adoption of this policy. Therefore, there may be faculty whose professional experience at the time of initial hiring does not fully meet the duration and level of responsibility test for professional qualifications. It may still be possible for these faculty to achieve professional qualification standards if they have appropriate and adequate intellectual contributions, professional development, or professional experience in the most recent five year period.

DEPLOYMENT OF ACADEMICALLY QUALIFIED/PROFESSIONALLY QUALIFIED FACULTY

In keeping with the graduate mission of the College of Business, the College strives to ensure that overall at least 60% of its faculty resources are academically qualified and that at least 70% of the faculty members teaching in its master's degree programs are academically qualified.

APPENDIX A⁷

Academic qualification definition

Academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities. The following descriptions are not meant to be exhaustive, but indicative, of the meaning of academic qualification.

1. A doctoral degree in the area in which the individual teaches.

For purposes of this policy the term “doctoral degree” means completion of a degree program intended to produce scholars capable of creating original scholarly contributions through advances in research or theory. In some cases, programs with the word "doctorate" (or equivalent) in the title do not have the aim to produce scholars who make original intellectual contributions. Those would not be deemed to be "doctoral degrees" in the sense required in the accreditation review process. Such non-research "doctorates" might be deemed academically qualified per category six below. Since the intent of academic qualifications is to assure that faculty members have research competence in their primary field of teaching, the existence of a current research record in the teaching field will be accepted as prima facie evidence of academic qualifications, regardless of credentials. Individuals with a graduate degree in law will be considered academically qualified to teach business law and legal environment of business.

2. A doctoral degree in a business field, but primary teaching responsibility in a business field that is not the area of academic preparation.

Normally, persons meeting this condition will be considered to be academically qualified, if they maintain active involvement in the areas of teaching responsibility through writing, participation in professional meetings, or related activities. Those with doctoral degrees in areas related to the field in which they teach are translating their expertise in ways relevant to business. Since many business theories and practices derive from related business fields, these business doctorates can be important faculty resources. 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.

3. A doctoral degree outside of business, but primary teaching responsibilities that incorporate the area of academic preparation.

Those with doctoral degrees in areas related to the field in which they teach are translating their expertise in ways relevant to business. Since many business theories and practices

⁷ Op. cit., pp. 43-45.

derive from related business fields, these business doctorates can be important faculty resources. Normally, faculty meeting this condition will be considered academically qualified, provided they maintain active involvement in the areas of teaching responsibility as outlined above. 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.

4. A doctoral degree outside of business and primary teaching responsibilities that do not incorporate the area of academic preparation.

Those meeting this condition would not be considered academically qualified without additional preparation. To be considered academically qualified, an individual meeting this condition must have completed additional coursework or personal study sufficient to provide a base for participation in the mix of teaching, intellectual contribution, and service sought by the College of Business. The burden of justification in these cases rests with the school under review.

5. A specialized graduate degree in taxation.

Individuals with a graduate degree in taxation or a combination of graduate degrees in law and accounting will be considered academically qualified to teach taxation.

6. Substantial specialized coursework in the field of primary teaching responsibilities, but no research doctoral degree.

Individuals meeting this condition may constitute specialized instructional resources for the school. Such a faculty member may have a specialized master's degree in a business-related field and have completed some coursework in a business doctoral program, or currently may be a student in a business doctoral program. As noted in category one above, non-research "doctorate" may also fit in this category. These individuals are to be considered academically qualified but their number should be limited in each discipline and they are subject to a 10 percent limit of total faculty resources. An exception to the 10 percent limit is granted for graduate business students in research doctoral programs who have completed all but the dissertation in their program. For graduate students in research doctoral programs who have completed all but the dissertation in their program of study or met other program requirements that put the students into the final stages of the dissertation (e.g., dissertation proposal is formally accepted by the student's faculty committee), academically qualified status will apply for no more than three years beyond the most recently completed graduate comprehensive examination or other milestone that puts the student into the dissertation stage. Such graduate students in research doctoral programs at this stage who have teaching responsibilities, however, will not be subject to the 10 percent of faculty resources as defined for this category of faculty.

7. Professionally qualified faculty

Faculty who are professionally qualified [see Professional Qualifications Standards in this policy document] may achieve academically qualified status if they meet any of the academic qualifications criteria described above.