



**AACSB Operational Definitions
of Faculty Qualifications**
Approved by CoB Faculty - August 16, 2017

These working definitions of Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP) are based on AACSB Standard 15 - Faculty Qualifications and Engagement. The research expectations are based on AACSB Standard 2 – Intellectual Contributions. Both reflect the liberal arts and teaching emphases of Georgia College and the college's mission:

The mission of the J. Whitney Bunting College of Business is to develop business professionals who embrace intellectual inquiry through critical and analytical thinking, quantitative reasoning, and effective communication, while building upon the attributes of a liberal arts education.

All faculty members within the college are expected to maintain qualified faculty status within their field of teaching and to support continuous improvement efforts. Given our mission, faculty scholarship emphasizes contributions to practice, and learning and pedagogical scholarship.

Scholarly Academic (SA) Faculty Members

Faculty members in the college are SA if they:

- Hold a doctoral degree in, or related to, their field in which they teach, and
- Have published (sole or co-authored) at least three refereed journal articles during the past five years related to their field of teaching, and
- Have at least one other activity to maintain currency in their field of teaching during that five-year period.

SA faculty members maintain standing through academic engagement activities such as, but not limited to:

- publication of refereed journal articles, academic or practitioner books, refereed proceedings, research monographs, case for classroom teaching in a case research journal
- refereed paper presentations at academic meetings
- editor or editorial board service for an academic journal
- external grant awards that support the mission of the college
- new professional certifications
- recipient of research award
- participation in academic societies or associations

The quality of the scholarship is guided by the College of Business journal list.

Faculty members teaching outside their area of academic preparation need a record of scholarship in their field of teaching, and supplemental preparation (e.g., additional course work, certification(s), or full-time internship) in their field of teaching, to be SA. A new tenure-track faculty member teaching in the area of their degree is considered SA for five years after award of the doctoral degree. An administrator who was SA at the time of administrative appointment must maintain SA status by producing at least two peer reviewed journal articles during the past five years related to their area of teaching.

Practice Academic (PA) Faculty Members

Faculty members in the college are PA if they:

- Hold a doctoral degree in, or related to, their field of teaching, and
- Have published (sole or co-authored) at least one refereed journal article during the past five years related to their field of teaching, and
- Undertake professional engagement activities in excess of 100 hours per year.

PA faculty members maintain standing through professional and academic engagement activities.

Professional engagement activities may include:

- consulting activities that are material in terms of time and substance
- development and presentation of executive education programs
- sustained professional work
- significant participation in business professional associations
- relevant and active service on boards
- participation in events and activities that directly engage the faculty member with business

Academic engagement activities may include:

- publication of refereed journal articles, academic or practitioner books, refereed proceedings, research monographs, case for classroom teaching in a case research journal
- refereed paper presentations at academic meetings
- editor or editorial board service for an academic journal
- external grant awards that support the mission of the college
- new professional certifications
- recipient of research award
- participation in academic societies or associations

The quality of the scholarship is guided by the College of Business journal list.

Faculty members teaching outside their area of academic preparation need a record of scholarship in their field of teaching, and supplemental preparation (e.g., additional course work, certification(s), or full-time internship) in their field of teaching, to be PA. An administrator who was PA at the time of administrative appointment must maintain PA status by producing one peer reviewed journal article during the past five years and undertaking professional engagement activities.

Scholarly Practitioner (SP) Faculty Members

Faculty members in the college are SP if they have:

- At least a master's degree in an area related to the field of teaching, and
- At the time of hire, professional experience that is current, substantial in terms of duration and level of responsibility, and related to their field of teaching, and
- Have published (sole or co-authored) at least one refereed journal article during the past five years related to their field of teaching, and
- Have at least two other activities to maintain currency in their field of teaching or practice during that five-year period.

SP faculty members maintain standing through academic and professional engagement activities.

Academic engagement activities may include:

- publication of refereed journal articles, academic or practitioner books, refereed proceedings, research monographs, case for classroom teaching in a case research journal
- refereed paper presentations at academic meetings
- editor or editorial board service for an academic journal
- external grant awards that support the mission of the college

- new professional certifications
- recipient of research award
- participation in academic societies or associations

Professional engagement activities may include:

- consulting activities that are material in terms of time and substance
- development and presentation of executive education programs
- sustained professional work
- significant participation in business professional associations
- relevant and active service on boards
- participation in events and activities that directly engage the faculty member with business

The quality of the scholarship is guided by the College of Business journal list.

Instructional Practitioner (IP) Faculty Members

Faculty members in the college are IP if they have:

- At least a master's degree in an area related to their field of teaching, and
- At the time of hire, professional experience that is current, substantial in terms of duration and level of responsibility, and related to their field of teaching, and
- Continue to undertake professional engagement activities.

IP faculty members maintain standing through professional engagement activities such as, but not limited to:

- consulting activities that are material in terms of time and substance
- development and presentation of executive education programs
- sustained professional work
- significant participation in business professional associations
- relevant and active service on boards
- participation in events and activities that directly engage the faculty member with business

Review and Determination of Qualifications

Individual faculty members make a case for why they should appear in a specific category. Review of faculty qualifications takes place on an annual basis. Department chairs confirm faculty member qualifications each year during the annual performance review.

The order of presentation indicates priority for initial preparation and sustained engagement activities – degree (highest), publishing (or professional experience) expectation, and other activity (lowest). The “other discipline-related activities” are weighted equally. These activities build our faculty portfolio (SA, PA ...) through professional development that is directly related to the college’s mission regarding applied learning, and intellectual outputs that balance contributions to practice and learning/pedagogical research.

As part of the annual review of each faculty member’s portfolio of teaching, research, and service they must defend the quality of activities in each category. Department chairs confirm the quality of the activities each year during the annual performance review.



Faculty members in The J. Whitney Bunting College of Business are classified as either *participating* or *supporting* based on the following operation definitions. The definitions are based on AACSB Standard 5 – Faculty Sufficiency – from *Eligibility Procedures and Accreditation Standards for Business Accreditation*, as revised April 8, 2013.

Priority of Activities

Both the College and the University place highest priority on teaching-related activities. Thus, regardless of classification, faculty members must deliver high-quality classroom instruction.

Faculty members value each category of scholarship - learning and pedagogical, discipline-based, and applied - and recognize the importance of research in accomplishing the mission of the College. The relative balance of contributions in each of the three categories of research (e.g., applied) are described earlier in this document.

Although external service, such as work on community boards, is an important activity and is highly encouraged across the University, service activities are not ranked above teaching and research within the College.

The relative weights of these activities reflect our shared values. The percentages, as used in the Department Chair's Annual Evaluation of Faculty Performance, are: Teaching – 50%, Research – 35%, Service 10%, and Professional Growth and Development – 5%.

Quality Standards & Frequency of Activities

The processes to insure high-quality instruction include student evaluations of the classroom teaching of all faculty members each semester and annual reviews by department chairs of all faculty members in each department. Untenured faculty members are reviewed annually by tenured faculty in each department.

Standards for the quality of scholarly achievement are specified in the College's Promotion and Tenure Document (published separately), which describes expectations regarding production of peer-reviewed journal articles as well as other intellectual contributions. In addition, the types of scholarship and the expected frequency of that scholarship are defined earlier in this document. Finally, the College's Workload Document (published separately) specifies the types and quantities of research productivity that enable faculty to modify their teaching load.

Guidelines for Sufficiency of Participating Faculty

In accordance with AACSB Standard 5, participating faculty members deliver at least:

- 75% of the School's annual teaching
- 60% of the teaching in each degree program, discipline, and location

Participating Faculty Members

Participating faculty members carry forward the School's mission by a variety of activities. "A participating faculty member actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities...The school considers (the faculty member) to be a long-term member of the faculty..." (*AACSB Accreditation Standards*).

At Georgia College, the following activities enable a faculty member to attain participating status:

- Engage in curriculum development, course development and delivery, assessment of learning outcomes for courses and programs, maintain regular office hours, and other activities that support the instructional goals of the College
- Participate in governance activities such as faculty meetings within the faculty member's department, the College, and the University
- Serve on various committees within the department, College, and University
- Maintain academic qualifications through scholarly activities
- Advise students regarding careers and/or student organizations
- Engage in faculty development activities that improve teaching and research competencies
- Complete discipline-related or other external service

Supporting Faculty Members

Supporting faculty members in the College primarily focus on carrying out teaching responsibilities, such as classroom coverage and office hours. Normally supporting faculty members do not engage in non-teaching activities such as advising or committee service and they are not normally expected to produce scholarship.

“A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities...A supporting faculty member's appointment is on an ad hoc basis, for ... one academic year without the expectation of continuation...” (*AACSB Accreditation Standards*).

Supporting faculty members receive instructional support such as sample syllabi, projects, and exams as well as feedback from student teaching evaluations. They receive the same infrastructure support as participating faculty (e.g., office space, computer, e-mail account). They also have opportunities to participate in on and off-campus training. Senior faculty members mentor supporting faculty regarding course content and classroom management.

