



## FACULTY QUALIFICATIONS AND ENGAGEMENT CRITERIA

The Pittsburg State University Kelce College of Business deploys and maintains a faculty consistent with the standards established by The Association to Advance Collegiate Schools of Business (AACSB) and prescribed in the “Eligibility Procedures and Accreditation Standards for Business Accreditation.” This document outlines the criteria employed to assure that these standards are met in a manner consistent with the mission of the college and university.

**I. Faculty Categories.** Kelce College faculty members are categorized according to their initial academic preparation and professional experience, and, to their sustained academic and professional engagement activities. As detailed in AACSB Standard 15, the following four categories are used to classify faculty, inclusive of those holding administrative appointments (e.g., chairs, directors, and deans), deployed by the college:

		Sustained Engagement Activities	
		Academic (Research / Scholarship)	Applied / Practice
<b>Initial Academic Preparation and Professional Experience</b>	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

- **Scholarly Academics (SA)** sustain currency and relevance through scholarship and related activities. SA status is granted to faculty members who earned their terminal doctorate degree in a field consistent and appropriate to their teaching assignment.

- **Practice Academics (PA)** sustain currency and relevance through professional engagement, interaction, and relevant activities. PA status is applied to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement.

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

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

Faculty members who do not meet the definitions for these four categories, as outlined below, will be classified as **Other Qualified (OQ)** faculty.

**II. Scholarly Academics (SA).** To be classified as a Scholarly Academic, faculty members must satisfy *both* the initial academic preparation criteria and the sustained engagement criteria over the previous five years.

**A. Initial Academic Preparation.** The following criteria are used as the basis of judgment for determining if a faculty member meets the initial academic preparation criteria for the Scholarly Academic classification:

Faculty members holding a research-based doctorate in their primary teaching field, or a Juris Doctorate for faculty members who teach business law, shall be considered to have satisfied the initial academic preparation criteria for SA status.

Faculty members holding a research-based business doctorate that is outside of their primary teaching field shall be considered to have met the initial academic preparation criteria for SA status provided they exhibit evidence of active involvement in the teaching area through activities such as authorship, participation in professional meetings, or related activities devoted to the teaching area.

Faculty members who hold a doctoral degree outside of business, but whose primary teaching responsibilities fall within their area of academic preparation will be considered to have met the initial academic preparation criteria for SA status if they demonstrate evidence of active involvement in the area of teaching responsibility through activities such as authorship, participation in professional meetings, or related activities. 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 linked to the teaching area.

Faculty members who hold a doctoral degree outside of business, but whose primary teaching responsibilities do not fall within their area of academic preparation will be considered to have met the initial academic preparation criteria for SA status if they have completed additional graduate coursework or professional development sufficient enough to provide a basis for participation in the mix of teaching, intellectual contribution, and service required by the college. Recognized professional certifications or licenses may be used to demonstrate training and expertise in a primary teaching field.

Faculty members who possess a specialized graduate degree in taxation or a combination of graduate degrees in law and accounting will be considered to have met the SA initial academic preparation criteria to teach taxation courses.

Faculty members who are graduate students in a research-based, business doctoral field who have attained "ABD" status will be considered to have met the SA initial academic preparation criteria for no more than three years beyond the most recently completed graduate comprehensive examination or other milestone that places them into the dissertation stage.

Faculty members completing a doctoral degree in their primary area of teaching will be considered to have met the initial academic preparation criteria for SA for five years from the date the degree is received.

**B. Sustained Engagement Activities.** The following criteria are used as the basis of judgment for determining if a faculty member meets the sustained engagement activities criteria for the Scholarly Academic classification:

*Research Proficiency.* Over the previous five years, Scholastic Academics must publish a minimum of two (2) peer-reviewed research articles in widely recognized academic journals relevant to the mission of the Kelce College of Business. (Acceptable academic journals include those indexed by leading bibliographic sources, are frequently cited, and are readily available to researchers through major academic libraries and the internet. Normally, conference proceedings, non-peer-reviewed journals, and vanity press titles are not acceptable for this criterion.) One textbook, published by a leading academic press with significant national or international distribution, may substitute for one journal article.

*Academic Engagement Proficiency.* Over the previous five years, Scholastic Academics must maintain active academic engagement as evidenced by the production of a minimum of two (2) intellectual contributions such as:

1. Peer-reviewed or invited conference presentation\*
2. Publication of a conference proceedings paper\*
3. Publication of an original article in a non-peer-reviewed journal or periodical
4. Publication of an original article in an edited volume published by an academic press
5. Publication or revision of a textbook
6. Publication of an authored or edited volume published by an academic press
7. Publication of original research in an open source, non-peer-reviewed, electronic journal
8. Publication of a business case study by an academic press
9. Service as an editor, associate editor or editorial board member of an established academic journal or periodical

10. Publication of a book review in an academic or practitioners' journal
11. Receipt of a peer-reviewed funded grant that supports the Kelce College of Business
12. Receipt or renewal of a professional certification that enhances the classroom and research
13. Service as a major officer for an academic association or scholarly organization
14. Production of other scholastic or creative works that further the mission of the college and are validated by the Kelce Leadership Team

\*The same research paper cannot be counted in more than one category.

**III. Practice Academics (PA).** To be classified as a Practice Academic, faculty members must satisfy *both* the initial academic preparation criteria and the sustained engagement criteria over the previous five years.

**A. Initial Academic Preparation.** Normally, the doctoral degree requirements for Practice Academics are the same as those outlined in Section II. A. for Scholarly Academics. Exceptions to these criteria may be made on a case-by-case basis as evaluated by the Kelce Leadership Team relative to the college mission and overall university needs.

**B. Sustained Professional Engagement Activities.** Evidence of sustained professional engagement for Practice Academics should include *significant* activities in a minimum of *three (3) different* engagement categories during the most recent five year period. Acceptable categories of activities include:

1. Substantial consulting projects and activity
2. Service on corporate or non-profit boards
3. Production and delivery of substantial professional development activities
4. Consultation or research for economic development agencies
5. Regular maintenance or acquisition of professional certifications and/or licenses
6. Invited professional public speaking
7. Other appropriate professional activities

Engagement activities must be documented and readily verifiable by the Kelce Leadership Team. To be considered as part of a Practice Academic portfolio, engagement activities must be reported on the faculty members' annual performance documents and included on their curriculum vitae. To be considered *significant*, an engagement activity must result in lasting impact on the client, the public, or the faculty member.

**IV. Scholarly Practitioners (SP).** To be classified as a Scholarly Practitioner, faculty members must satisfy *both* the initial academic and professional preparation criteria and the sustained engagement criteria over the previous five years.

**A. Initial Academic and Professional Preparation.** Faculty members classified as Scholarly Practitioners must meet minimum standards in both academic and professional preparation prior to employment.

*Academic Preparation.* Faculty members holding Scholarly Practitioner status will have obtained a non-terminal graduate degree in business or their primary field of teaching. This advanced academic preparation is defined as an earned MBA, appropriate master's degree or another appropriate professional graduate degree relevant to the mission of the Kelce College of Business.

In limited cases, faculty members without an earned master's degree may serve as Scholarly Practitioners if the depth, duration, sophistication, and complexity of their professional experience at the time of hire outweigh their lack of a graduate degree. Such cases must further the mission of the college and be validated by the Kelce Leadership Team.

*Professional Preparation.* Scholarly Practitioners will demonstrate significant professional achievements relevant to their primary teaching area prior to their date of hire. Significant professional achievements are defined as professional full-time employment at a level of responsibility and duration appropriate for the course(s) that the faculty members are assigned to teach. This employment may include working in industry, business, government or education for a period of three years for introductory undergraduate courses, four years for upper level undergraduate courses, and five years for master's courses. Normally, Scholarly Practitioners will have managerial and executive level experiences that enhance their teaching and other contributions to the college.

**B. Academic Engagement.** Over the previous five years, Scholarly Practitioners must maintain active academic engagement as evidenced by the production of a minimum of two (2) academic contributions such as:

1. Publication of a research article in a peer-reviewed academic journal
2. Peer-reviewed or invited conference presentation\*
3. Publication of a conference proceedings paper\*
4. Publication of an original article in a non-peer-reviewed journal or periodical
5. Publication of an original article in an edited volume published by an academic press
6. Publication or revision of a textbook
7. Publication of an authored or edited volume published by an academic press
8. Publication of original research in an open source, non-peer-reviewed, electronic journal

9. Publication of a business case study by an academic press
10. Service as an editor, associate editor, or editorial board member of an established academic journal or periodical
11. Publication of a book review in an academic or practitioners' journal
12. Receipt of a peer-reviewed funded grant that supports the Kelce College of Business
13. Receipt or renewal of a professional certification that enhances the classroom and research
14. Service as a major officer for an academic association or scholarly organization
15. Production of other scholastic or creative works that further the mission of the college and are validated by the Kelce Leadership Team

\*The same research paper cannot be counted in more than one category.

**V. Instructional Practitioners (IP).** To be classified as an Instructional Practitioner, faculty members must satisfy *both* the initial academic and professional preparation criteria and the sustained engagement criteria over the previous five years.

**A. Initial Academic and Professional Preparation.** Faculty members classified as Instructional Practitioners must meet minimum standards in both academic and professional preparation prior to employment.

*Academic Preparation.* Faculty members holding Instructional Practitioner status will have obtained a non-terminal graduate degree in business or their primary field of teaching. This advanced academic preparation is defined as an earned MBA, appropriate master's degree or another appropriate professional graduate degree relevant to the mission of the Kelce College of Business.

In limited cases, faculty members without an earned master's degree may serve as Instructional Practitioners if the depth, duration, sophistication, and complexity of their professional experience at the time of hire outweigh their lack of a graduate degree. Such cases must further the mission of the college and be validated by the Kelce Leadership Team.

*Professional Preparation.* Instructional Practitioners will demonstrate significant professional achievements *and/or* publicly recognized professional expertise relevant to their primary teaching area prior to their date of hire.

Significant professional achievements are defined as professional full-time employment at a level of responsibility and duration appropriate for the course(s) that the faculty members are assigned to teach. This employment may include working in industry, business, government or education for a period of three years for introductory undergraduate courses, four years for upper level undergraduate courses, and five years for master's courses.

Publicly recognized professional expertise is defined as the attainment of significant professional certifications and/or licenses awarded by industry-specific organizations or governmental agencies. Acceptable credentials must include demonstration of acquired knowledge and skills and continuing education. Faculty members with professionally recognized expertise but without significant professional achievements as defined above are limited to teaching undergraduate courses in their area of expertise.

**B. Academic Engagement.** Evidence of sustained professional engagement for Instructional Practitioners should include *significant* activities in a minimum of *two (2) different* engagement categories during the most recent five year period. Acceptable categories of activities include:

1. Continued professional employment in the primary teaching area
2. Substantial consulting projects and activity
3. Service on corporate or non-profit boards
4. Production and delivery of substantial professional development activities
5. Consultation or research for economic development agencies
6. Regular maintenance or acquisition of professional certifications and/or licenses
7. Invited professional public speaking
8. Other appropriate professional activities

Engagement activities must be documented and readily verifiable by the Kelce Leadership Team. To be considered as part of an Instructional Practitioner portfolio, engagement activities must be reported on the faculty members' annual performance documents and included on their curriculum vitae. To be considered *significant*, an engagement activity must result in lasting impact on the client, the public, or the faculty member.

**VI. Other Qualifications (OQ).** Faculty members who do not meet the criteria for Scholastic Academic, Practice Academic, Scholarly Practitioner, or Instructional Practitioner are categorized as holding Other Qualifications. To further the college mission, OQ faculty members are encouraged to acquire additional academic preparation and/or conduct additional professional engagement activity in order to be reclassified.

**VII. Implementation.** The appropriate qualification and engagement category for all Kelce College of Business faculty members will be determined each spring semester. Faculty members will convey to their department chair the category they wish to be assigned. Final determination of the appropriate category will be made by the department chair in consultation with the dean and validated by the Kelce Leadership Team. Annual performance reviews, current curriculum vitae, and other appropriate documentation provided by faculty members may be used in making a classification determination.

Newly hired faculty members will be classified at the time of employment. Faculty qualification status will be valid for the forthcoming academic year or until such time as a new qualification status is determined.

**VIII. College Targets.** The Kelce Leadership Team (KLT) will monitor the college-wide distribution of faculty across the five qualification and engagement categories. This distribution will be periodically evaluated relative to the college's mission statement, strategic plan, and budget constraints. Prior to the start of each accreditation cycle, the KLT will set target ranges of faculty deployment across the qualification and engagement categories which are consistent with fulfilling the college's mission, meeting the goals of its strategic plan, and surpassing the minimum thresholds required for AACSB reaffirmation. Hiring plans and personnel decisions during each cycle will be informed by these targets.

For the accreditation cycle ending with the fifth year of review in 2018-19, the following target ranges are set:

Scholarly Academic:	55% to 70%
Practice Academic:	5% to 15%
Scholarly Practitioner:	5% to 15%
Instructional Practitioner:	10% to 25%
Other:	0% to 10%

Approved by vote of the Kelce College General Faculty  
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