

AACSB-Related Policies for Faculty Qualification and Sufficiency

Faculty Qualifications

The UTEP College of Business Administration (COBA) is committed to maintaining a highly-qualified faculty to accomplish its mission. To achieve this end, faculty skills should ideally reflect a mix of outstanding academic preparation, intellectual contributions, and professional achievement. The following standards are employed to ascertain whether a faculty member meets and maintains minimum COBA standards of academic and/or professional qualification.

In keeping with AACSB standards, all faculty (tenured, tenure track, non-tenure track, adjunct, and graduate students who teach) are categorized into one of five categories: Scholarly Academic (SA); Practice Academic (PA); Scholarly Practitioner (SP); Instructional Practitioner (IP); or Additional Faculty (A). The criteria for classifying faculty members in the COBA are specified in this document. A faculty member must meet the specified criteria to achieve a specific qualification and then must undertake sufficient activities to maintain qualification over a five-year accreditation cycle with such activities documented by both the faculty member and the Department Chair.

Regardless of a faculty member's classification, it should be emphasized that maintenance of qualifications represent a minimum baseline and does not necessarily signify performance levels required for continuation of employment, renewal of contract, satisfactory annual performance evaluation, or the granting of tenure or promotion.

The required criteria to achieve qualification and activities to maintain that qualification are outlined in this document.

Scholarly Academic (SA) Faculty

Achieving Scholarly Academic Qualification: Upon being hired, a faculty member will be qualified as a scholarly academic (SA) if the faculty member meets one of the following criteria:

- The faculty member has completed a terminal degree in a field directly related to the faculty member's area of teaching within the five years prior to hire.
- The faculty member holds a terminal degree that is more than five years old in a field directly related to the faculty member's area of teaching. In the most recent five years, the faculty member engaged in activities and produced intellectual contributions that would have allowed that faculty member to maintain SA status if the faculty member had been subject to the College's faculty qualification and sufficiency guidelines.
- A faculty member who has a terminal degree that is not directly related to the faculty member's field of teaching but has undergone a bridge program or other developmental endeavors to be able to teach and conduct research in that area may be considered SA subject to review and approval by the Qualification and Sufficiency (Q&S) subcommittee of the College's Executive Committee. In keeping with AACSB Business Standard 3, "The less related faculty members' doctoral degrees are to their fields of teaching, the more they must demonstrate higher levels of sustained, substantive academic and/or professional engagement to support their currency and relevance in their field of teaching and their contributions to other mission components."

Maintaining Academic Qualification: Once hired, a faculty member demonstrates maintenance of scholarly academic qualification through significant intellectual contributions. SA faculty members maintain their qualification as SA faculty through one of the following paths:

- A faculty member is classified as SA for three years after entering ABD status as a Ph.D. student.
- A faculty member is classified as SA for five years after completion of the faculty member's Ph.D.
- If a faculty member's Ph.D. is older than 5 years and the faculty member must have published two peer-reviewed journal articles within the last five years from the ABDC journal list with at least one of these publications designated as Category A or above in the ABDC journal list.

Regarding the 2019 ABDC journal ranking, the quality of the journals are denoted as follows: A* (highest quality), A, B, and C (lowest quality). As a result of the change in the annual merit review requirements approved by the faculty in Spring 2021, the use of the 2019 ABDC journal ranking will be implemented for faculty merit evaluations for the 2022 calendar year.

Practice Academic (PA) Faculty

Achieving Practice Academic Qualification: A faculty member may be qualified as a practice academic (PA) if the faculty member meets one of the following criteria:

- The faculty member holds a terminal degree that is more than five years old in a field directly related to the faculty member's area of teaching. In the most recent five years, the faculty member engaged in activities and produced professional contributions that would have allowed that faculty member to maintain PA status if the faculty member had been subject to COBA faculty qualification and sufficiency guidelines.
- A faculty member who has a terminal degree that is not directly related to the faculty member's field of teaching but has undergone a bridge program or other developmental endeavors to be able to teach and conduct research in that area may be considered PA subject to review and approval by the Q&S subcommittee of the COBA Executive Committee. In keeping with AACSB Business Standard 3, "The less related faculty members' doctoral degrees are to their fields of teaching, the more they must demonstrate higher levels of sustained, substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching and their contributions to other mission components."

Maintaining Practice Academic Qualification: A faculty member demonstrates maintenance of practice academic qualification through significant practice-related contributions. In order to maintain PA qualification, a faculty member must have undertaken significant practice related activities during the last 5 years. Examples of practice related activities are listed in the Appendix 1.

Scholarly Practitioner (SP) Faculty

Achieving Scholarly Practitioner Qualification: Upon being hired, a faculty member will be considered to be a scholarly practitioner (SP) if the faculty member meets both of the following criteria:

- The faculty member possesses a master's degree in a field directly related to the faculty member's area of teaching responsibilities; and
- At the time the faculty member is hired, the faculty member has professional experience that is current, significant in duration and level of responsibility and is directly related to the field in which the faculty member is expected to teach. In the most recent five years, the faculty member engaged in activities and produced contributions that would have allowed that faculty member to maintain SP status if the faculty member had been subject to COBA faculty qualification and sufficiency guidelines.

Maintaining Scholarly Practitioner Qualification: Once hired, a faculty member demonstrates maintenance of scholarly practitioner qualification through significant intellectual contributions. An SP faculty member maintains SP qualification if he/she has published one peer-reviewed article or conference proceeding within the last five years and performed additional significant scholarly related activities during this period. Examples of scholarly related activities are listed in the Appendix 2.

Instructional Practitioner (IP) Faculty

Achieving Instructional Practitioner Qualification: Upon being hired, a faculty member will be considered to be an instructional practitioner (IP) if the faculty member meets the following criteria:

- The faculty member possesses a master's degree in a field directly related to the faculty member's area of teaching responsibilities; and
- At the time the faculty member is hired, the faculty member has professional experience that is current, significant in duration and level of responsibility, and is directly related to the field in which the faculty member is expected to teach
- In keeping with AACSB Business Standard 3, "In limited cases, IP...status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degree qualifications." These cases must be reviewed and approved by the Q&S subcommittee of the COBA Executive Committee.

Maintaining Instructional Practitioner Qualification: A faculty member demonstrates maintenance of instructional practitioner qualification through significant practice-related contributions. In order to maintain IP qualification, a faculty member must have performed significant practice related activities within the last five years. Examples of practice related activities are listed in the Appendix 1.

Faculty Sufficiency

AACSB Standard 3 requires that faculty be sufficient in number and presence to perform or oversee development of curriculum and courses; deliver courses; conduct assurance of learning activities; and participate in other activities that support the school's instructional mission. To this end, 75 percent of student credit hours must be taught by faculty who are "participating". A participating faculty member "actively and deeply engages in the activities of the school in matters beyond direct teaching responsibilities". Participating faculty members may be full- or part-time. They may be tenured, **tenure** track, non-tenure track, or adjunct faculty. In accordance with AACSB standard 3, disciplines are defined by the school in the context of their mission. We define disciplines by their alignment with degree programs and/or majors offered. Doctoral students may not be classified as participating until they are classified as SA, following completion of comprehensive exams. For purposes of the COBA categorization, a faculty member will be considered to be participating if the faculty member engages at significant levels in activities such as:

- **Research, Grants, and Authorship**
 - Engages in research or other authoring activities (e.g., books or instructional software) with other COBA faculty or students
 - Works on grants with other COBA faculty or students

- **Interaction with Students**
 - Directs student groups or organizations
 - Serves as a curriculum advisor or coordinator of a master's or Ph.D. program or otherwise conducts student advising
 - Participates on dissertation committees
 - Directs honors theses or master's theses for COBA students
 - Participates in recruitment or mentoring of students (undergraduate or graduate)
 - Directs extracurricular activities (e.g., student clubs or events)
 - Serves as a coach or judge for COBA student teams involved in business-related competitions
 - Conducts regular office hours and otherwise interacts with students outside of class
 - Participates in COBA study-abroad activities
 - Attends important student-related events (e.g., graduations, award banquets, receptions)

- **Participation in college and/or departmental events**
 - Attends college or departmental research seminars
 - Attends college or departmental symposiums or conferences
 - Attends college-wide or departmental meetings
 - Participates on COBA or departmental committees
 - Participates in course and/or curriculum development
 - Participates in assessment (assurance of learning) activities
 - Participates in recruitment of faculty
 - Serves in a college administrative role

- **Representing COBA**
 - Represents the COBA on a university committee
 - Represents the COBA at research conferences

Faculty Sufficiency Thresholds

Overall, a minimum of 75 percent of student credits hours should be delivered by participating faculty. The percent of student credit hours delivered by participating faculty should not fall below 60% for any program, discipline, location, or delivery mode.

Qualification and Sufficiency Subcommittee

The Qualification and Sufficiency subcommittee consists of academic members of the Executive Committee. This Qualification and Sufficiency (Q&S) subcommittee will review cases where there may be some ambiguity about a faculty member's qualification or sufficiency and make a final determination as to what that qualification or sufficiency status should be.

Administrators

Individuals who serve as deans, associate deans, and department chairs are held to the same classification standards as regular faculty members.

Processes

As part of the annual review of each faculty member's portfolio of teaching, research, and service they must report and defend the quality of the activities in each category. In addition, they must defend their faculty status (qualification and sufficiency). Department chairs confirm the quality of the activities and faculty status each year during the annual performance review.

For new hires (full time, part time, and faculty members on one-year contracts), candidates and the relevant department chairs are responsible for determining faculty status, prior to extending offers.

Appendix 1.
Examples of Practice Related Activities

- Publication of an article in a national or international journal or magazine with a significant practice audience
- Publication of a practice-related newsletter with at least regional distribution
- One year as editor or co-editor of a practitioner journal or magazine
- Two years as associate editor or on editorial board of a practitioner journal or magazine
- Employment in a practice area closely related to the area of teaching
- Consulting and/or conducting a research project for a business, nonprofit, government agency, or economic development agency
- Board membership on a board of directors of a company or nonprofit
- Faculty internships
- Leadership roles in a practice-related organization, e.g., American Institute of Certified Public Accountants (AICPA), Association of Certified Fraud Examiners (ACFE)
- Delivery of executive education, CPE, invited speeches, and/or training for business or trade groups
- Obtaining/maintaining a new license or certification
- For an individual who holds a professional license or certification (e.g., CPA)--eight hours at practice-related conference other than or in addition to that needed to maintain license or certification
- For an individual who does not hold a professional license or certification, practice-related conference attendance
- Receipt of a practice-related grants

Appendix 2.

Examples of Scholarly Related Activities

- Publication of a paper in peer-reviewed academic journal
- Publication of a scholarly book
- Publication of an original textbook or revision
- Publication of a business case with instructional material
- Chapter in a scholarly compendium
- Publication of an edited volume
- Publication of paper in peer-reviewed conference proceedings
- Research monograph
- Public policy analysis on behalf of the university
- Final written report on a significant, funded research project
- Article in a national or international magazine or non-peer-reviewed journal
- Publication of a case study with instructional materials
- Book review in an academic or practitioner journal
- Publicly available working paper
- Authorship of a regular newspaper column
- Authorship of significant grant proposal
- Completion of a research-based, learning project with a company, governmental entity, or non-profit.
- Instructional software
- Presentation of paper at a regional, national, or international conference
- Presentation of paper at external workshop
- Serve as reviewer for an academic research journal
- Attendance at academic conferences providing discipline-related professional development
- Service as a journal editor or co-editor for a discipline-based or pedagogical journal
- Service as an associate editor or member of a journal editorial board for a discipline-based or pedagogical journal
- Service in a leadership position in a regional, national, or international academic organization
- Service as special editor at an academic conference
- Receipt of a non- COBA competitive research award
- Receipt of a grant
- Receipt of a patent award