Bill and Vieve Gore School of Business:  
Faculty Qualification Criteria

This document outlines the criteria for faculty in the Bill and Vieve Gore School of Business (BVGSB) to achieve and maintain “qualified faculty” status according to AACSB standards. The purpose is to support faculty in attaining and sustaining their qualification and currency in the fields in which they teach through intellectual and professional engagement.

The school’s intent is to provide the clarity, encouragement, and support needed to enable one hundred percent of our faculty to be qualified according to AACSB.

The BVGSB’s mission is to create an innovative, applied, invigorating and student-centered learning environment that prepares students to be leaders who add value to their workplaces and communities. Given this mission, we encourage our faculty to engage in pedagogical, practice-oriented, and interdisciplinary scholarship. Contributions that focus on innovative teaching practices are highly valued, and we view co-authorship among colleagues as an excellent way to approach these types of projects.

AACSB Standards Related to Intellectual and Professional Engagement

AACSB requires member schools to produce scholarship that has an impact on the theory, practice and teaching of business and management. Faculty are also expected to be professionally engaged. Two standards address these requirements.

**Standard 2:** The school produces high quality intellectual contributions that are consistent with its mission, expected outcomes and strategies, and that impact the theory, practice and teaching of business and management.

**Standard 15:** The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high quality outcomes consistent with the school’s mission and strategies.

AACSB member schools are expected to develop criteria for scholarship and professional engagement that are consistent with their missions. In addition, member schools must communicate the value and priority of various types of intellectual and professional activities, and the activities must be weighted accordingly. This document fulfills these requirements.

The AACSB standards categorize “qualified faculty” into four groups: **scholarly academics, practice academics, scholarly practitioners,** and **instructional practitioners.** The criteria for achieving and sustaining qualified status are different for each group, and will be explained below.
Principles Underlying BVGSB Faculty Qualification Criteria

1. The BVGSB is a teaching school, and we do not expect most faculty to publish in top tier journals or perform basic or discovery research. However, we do expect our scholarly academic (SA) and scholarly practitioner (SP) faculty to publish in academic or professional peer-reviewed journals in order to maintain their currency, expertise and credibility. The general expectation is that SAs and SPs will publish two articles in second-tier or third-tier peer-reviewed journals in a five-year period. As a teaching school that emphasizes applied learning, the BVGSB highly values intellectual contributions focusing on innovative teaching, business practices, and interdisciplinary scholarship. We expect practice academic (PA) faculty to maintain currency and relevance mainly through external professional engagement activities.

2. Academic and professional engagement can occur in a variety of ways, and faculty are encouraged to pursue a wide range of scholarly and professional activities. (See the Intellectual Contribution Table on p. 4 and the Professional Engagement Table on p. 5).

3. All professional engagement activities and all intellectual contributions count toward a faculty member’s qualification. Activities are weighted more heavily when they have greater impact on a discipline, are accepted by prestigious and highly selective publication outlets, reach wider audiences, receive closer scrutiny from experts, or require more time and effort to develop. When determining a faculty member’s qualification, both intellectual contributions and professional engagement activities count toward point totals.

4. Peer-reviewed journal articles play a central role in faculty qualification because they require a high level of expertise, are reviewed by editors and referees, and may be rejected, revised and resubmitted repeatedly. Moreover, the editors have academic credentials and are typically the top experts in their fields. Peer-reviewed journal articles are heavily weighted in our criteria for intellectual contributions, and they are required to achieve and sustain scholarly academic and scholarly practitioner “qualified faculty” status. (See the Intellectual Contribution Table on p. 4).

5. Faculty in each discipline determine the peer-reviewed journals that are considered first tier, second tier, and third tier for faculty in that discipline, using the ABS and ABDC journal rankings as a starting point. Division faculty can also consider other ranking systems to support their division’s journal ranking. Division faculty members review and update their rankings annually during fall semester, and each division’s journal rankings are posted on the BVGSB faculty/staff resources Web page.

6. On occasion, faculty may wish to petition for an exception to the qualification criteria. Exceptions could include the tiering of a specific publication in a peer-reviewed journal that is not included on the ABS, ABDC or discipline-specific lists of journals; assignment of point values to intellectual contributions or professional engagement activities; or reclassification of a particular intellectual contribution. Faculty requesting exceptions should first present a written description of the exception requested, with rationale, to the relevant division chair. If the chair believes an exception is warranted, the request is forwarded to the Assessment and Accreditation Committee, who reviews the request, makes a determination, and then forwards the request to the dean. The final decision rests with the dean.

7. Increased expectations for scholarship will be offset by reduced teaching loads according to the BVGSB teaching load policy, as well as limitations on course preps. The expectations also will be

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1 According to AACSB standards, basic or discovery scholarship “generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory, knowledge and/or practice of business and management.”

2 Peer-reviewed journals require several experts in a topic area or field to review articles prior to publication, in order to assess their quality, accuracy and scholarly validity and rigor. The reviewers must be impartial and they usually are anonymous.
supported by the availability of funds for student research assistants, research grants, scholarship-related conferences, seminars, and colloquia. The college’s professional development booklet contains more information on these opportunities.

Qualification Status of New Faculty

New faculty members are classified as **scholarly academics** (SA) if they have a doctoral degree that was granted within the last five years in the field in which they will be teaching. Individuals who are ABD will also be classified as SA provided they intend to (and do) complete their degree within one year of hire. New faculty members with doctoral degrees that were granted over five years ago will be classified as SA if they meet the continuing qualification criteria outlined for SA status below.

New faculty members are classified as **scholarly practitioners** (SP) if they have a master’s degree in the field in which they will be teaching, extensive professional experience relevant to that field, and a record of scholarship over the last five years that is consistent with the qualification criteria outlined for SP status below.

New faculty members are classified as **practice academics** (PA) if they have a doctoral degree in the field in which they will be teaching. Individuals classified as PA typically have degrees that were granted over five years ago, but they have maintained relevance and currency through professional engagement consistent with the qualification criteria outlined for PA status below.

New faculty members are classified as **instructional practitioners** (IP) if they have a master’s degree in the field in which they will be teaching, and extensive professional experience and/or professional certifications related to their teaching role.

**Relatedness of degree to teaching assignment.** BVGSB faculty members must be qualified to teach their assigned courses. If a new faculty member’s degree is in a field other than the one in which he or she will be teaching, a high level of sustained, substantive academic and/or professional engagement is required to support currency and relevance in that individual’s field of teaching. The less related the degree, the greater the need to show significant, sustained academic or professional engagement relevant to the individual’s teaching assignment.

**Continuing qualification of faculty with recent doctorates.** Faculty with newly-granted doctoral degrees will be considered qualified for three years after the degree award. After that, they must sustain their currency and relevance as described in the sections below.

Qualification for BVGSB Administrators

Administrators play a crucial role in achieving the BVGSB’s mission, but serving in a significant administrative role may limit the time a faculty member can devote to intellectual and professional engagement activities. For this reason, AACSB notes that significant administrative duties can be considered part of a faculty member’s effort to sustain his or her qualification.

In the BVGSB, the positions of dean, associate dean, division chair and graduate program directors are considered significant administrative positions. Faculty members holding these positions will receive two professional engagement points for each year of service. In addition, during the time faculty members serve in significant administrative positions, they will be considered qualified for the AACSB designation attained prior to assuming the administrative position, and for one year after returning to the faculty.
Criteria for Continuing Qualification

After faculty members are hired, they are expected to continue their academic and professional engagement. The tables below show the activities needed to maintain “qualified faculty” status over a five-year period. Scholarly and professional activities associated with various point levels are shown in the next section.

Faculty members’ qualification status will be reviewed annually. In September of each year, BVGSB faculty will be asked to update their CVs and provide evidence to support their qualification status (e.g., acceptance letters from journals, copies of certificates, conference programs listing speakers, etc.). These records will be kept in the dean’s office and will be available for inspection by AACSB accreditors.

Faculty who desire to change from one status to another (e.g., from PA to SA or from IP to SP) must declare their intent formally in a letter to the dean during the academic year prior to the desired status change. The status change will be granted after consulting with the dean, because the school is required to maintain certain percentages in each qualification category.

<table>
<thead>
<tr>
<th>Definition (per AACSB standards)</th>
<th>Measurement</th>
<th>Minimum engagement level (prior five years)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scholarly academics (SAs)</strong> meet initial qualification criteria and sustain currency and relevance through scholarship and related activities.</td>
<td>Measured primarily by the <em>Intellectual Contributions Table.</em> Professional engagement activities can be applied to point totals.</td>
<td>6 points (4 points from peer-reviewed journal articles)</td>
</tr>
<tr>
<td><em>SAs</em> have academic (research/scholarly) experience and possess a doctoral degree.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scholarly practitioners (SPs)</strong> meet initial qualification criteria and sustain currency and relevance through continued professional experience, engagement or interaction, and scholarship related to their professional background and experience.</td>
<td>Measured primarily by the <em>Professional Engagement Table.</em> Intellectual contributions can be applied to point totals.</td>
<td>6 points (4 points from peer-reviewed journal articles)</td>
</tr>
<tr>
<td><em>SPs</em> have applied/practice experience and do not possess a doctoral degree.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Practice academics (PAs)</strong> meet initial qualification criteria and sustain currency and relevance through continued professional engagement, interaction and relevant activities.</td>
<td>Measured primarily by the <em>Professional Engagement Table.</em> Intellectual contributions can be applied to point totals.</td>
<td>6 points</td>
</tr>
<tr>
<td><em>PAs</em> have significant applied/practice experience and/or scholarly/research experience and possess a doctoral degree.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional practitioners (IPs)</strong> sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience.</td>
<td>Measured primarily by the <em>Professional Engagement Table.</em> Intellectual contributions can be applied to point totals.</td>
<td>6 points</td>
</tr>
<tr>
<td><em>IPs</em> have significant applied/practice experience and do not possess a doctoral degree.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activities that help faculty achieve and maintain qualified status are summarized in two tables. The *Intellectual Contributions Table* contains scholarly pursuits that directly or indirectly advance the theory, practice and/or teaching of business and management. The *Professional Engagement Table* includes various forms of engagement with the business community to exchange knowledge and insights related to current business practice. The lists included in both tables are non-exhaustive. Instead, they serve as guideposts to help BVGSB faculty plan and summarize their scholarly accomplishments and professional engagement. Activities on both tables contribute to qualification when they are relevant to one’s discipline/teaching area.
## Intellectual Contributions Table

<table>
<thead>
<tr>
<th>Point value</th>
<th>Non-exhaustive list of activities and descriptions (Professional engagement activities may also be applied to point totals)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td><strong>Articles published in peer-reviewed journals</strong>&lt;br&gt;Given our mission, BVGSB faculty are encouraged to pursue scholarship related to pedagogy, application of business practices, innovative teaching practices, and interdisciplinary topics. Full credit will be awarded for single-authored and co-authored articles.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Tier 1 publication</strong>&lt;br&gt;Highest quality journal, highest selectivity, international audience, significant impact on advancement of theory or practice in a discipline&lt;br&gt;<strong>Ranking:</strong> ABS rank 4, ABDC rank A or top tier in another ranking system</td>
</tr>
<tr>
<td><strong>2.5</strong></td>
<td><strong>Tier 2 publication</strong>&lt;br&gt;Higher quality journal, selective, national audience, impacts a discipline’s theory and practice&lt;br&gt;<strong>Ranking:</strong> ABS rank 3 or 2, or ABDC rank B, or second tier in another ranking system</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Tier 3 publication</strong>&lt;br&gt;Refereed journal, national or regional audience&lt;br&gt;<strong>Ranking:</strong> ABS rank 1, ABDC rank C, or third tier in another ranking system</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Tier 4 publication</strong>&lt;br&gt;All other peer-reviewed journals</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>Books that contribute to discipline-based scholarship, practice, or pedagogy</strong>&lt;br&gt; Textbooks published by respected publishers that have been widely adopted <em>(Note: textbooks meeting this criteria count as tier 2 peer-reviewed journal articles)</em>&lt;br&gt; Business or management books in one’s field of teaching with significant impact. Measures of the impact may include prestige of the publisher, sales figures, adoption by classes, etc.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>Scholarly, peer-reviewed publications that are publicly available</strong>&lt;br&gt; Published cases in practice-oriented journals&lt;br&gt; Published textbook chapters, book chapters, research monographs, publications in relevant trade journals</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>Other scholarly, peer-reviewed publications that are publicly available</strong>&lt;br&gt; Authoring a substantial part of a major public policy analysis&lt;br&gt; Conducting a significant part of a funded research project, including major contribution to a final written report or product&lt;br&gt; Peer reviewed proceedings (full paper) in national or international scholarly conferences and meetings</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>Other intellectual contributions, publicly available and available for scrutiny by peers</strong>&lt;br&gt; Paper presented at academic or professional meetings, non-peer-reviewed proceedings&lt;br&gt; Publicly available research working papers or book reviews&lt;br&gt; Paper published in non-peer reviewed journal&lt;br&gt; Development of published instructional materials, online courses, or instructional software&lt;br&gt; Significant discipline-based presentation to national or regional audience of business academics or practitioners&lt;br&gt; Authorship of a significant grant proposal&lt;br&gt; Presentation to an academic group&lt;br&gt; Regular, ongoing contributions to scholarship-oriented blog</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>Service or leadership in academic societies, associations, or publications</strong>&lt;br&gt; Relevant, active editorship with academic journals or other business publications&lt;br&gt; Service on editorial boards or committees of a peer-reviewed academic journal or other business publication&lt;br&gt; Regular, ongoing service as a journal reviewer or PhD dissertation chair</td>
</tr>
<tr>
<td><strong>.5</strong></td>
<td><strong>Development or short presentations to academic groups</strong>&lt;br&gt; Attendance at academic conferences, seminars, or other events providing discipline-related professional development&lt;br&gt; Participation in six or more BVGSB research and/or teaching seminars annually&lt;br&gt; Delivery of short presentation on a topic related to one’s discipline for a class or academic group</td>
</tr>
</tbody>
</table>

**Note 1:** Articles in predatory journals or published by predatory publishers do not qualify as intellectual contributions.  
**Note 2:** See the process described on p. 2, #6 to establish or reclassify an activity or a journal’s tier.  
**Note 3:** ABS and ABDC journal rankings are located [here](#), and other AACSB ranking systems are located [here](#).
### Professional Engagement Table

<table>
<thead>
<tr>
<th>Point value</th>
<th>Non-exhaustive list of activities and descriptions (Intellectual contributions may also be applied to point totals)</th>
</tr>
</thead>
</table>
| **3**       | Professional engagement activities that are material in terms of time and substance *(comparable to a tier 2 publication)*  
- Consulting activity with an organization, with engagement at the executive level, spanning at least six months  
- Faculty internship with an organization, one semester or more in duration  
- Development and presentation of multiple-session executive-level education program  
- Development and delivery of a series of seminars, workshops, or symposia with business executives  
- Sustained professional work supporting qualified status (e.g., management consulting practice, accounting practice)  
- Obtaining new professional certification or licensure (e.g., CPA, PMP, CFA) |
| **2**       | Substantial professional engagement activities *(comparable to a tier 3 publication)*  
- Practice-oriented, non-peer-reviewed publication (e.g., article, book chapter, monograph), for a broad professional audience  
- Consulting activity with an organization spanning several weeks  
- Service as expert witness requiring extensive research, analysis and multiple engagements  
- Field research culminating in a comprehensive, published analysis  
- Certification and credentialing relevant to faculty member’s area of teaching or professional role, requiring completion of multiple training sessions, demonstration of competence, passage of exam, etc.  
- Leadership role in a professional organization focused on business, management or related issues  
- Significant administrative position in the school or college (e.g., dean, associate dean, division chair) |
| **1**       | Other professional engagement activities  
- Design and delivery of presentation or training session on a topic relevant to faculty member’s discipline to business, trade groups, government, or nonprofit groups.  
- Consulting activity with an organization spanning several days  
- Publication of op-ed or article in newspaper or trade publication relevant to faculty member’s discipline  
- TV or radio interview relevant to one’s discipline  
- Creation of online multi-media program, webinar, videocast, podcast, etc., relevant to one’s discipline  
- Participation in professional events that focus on the practice of business, management and related issues  
- Other significant activities that involve substantial interaction with business or other organizational leaders |
| **1**       | Service or leadership in business organization, professional association, or publication  
- Service as a member of a board of directors or board of trustees  
- Editorship with a professional or business journal or trade publication  
- Leadership or significant participation in professional associations or organizations  
- Active service on editorial board or committee of professional journal or other business or trade publication  
- Publishing of discipline-specific newsletter, regular and ongoing contributions to a practice-oriented blog, or sequence of reports that attract a regional subscription base or regional industry distribution |
| **.5**      | Development or short presentation to business group  
- Consulting activity with an organization lasting a day or less  
- Delivery of non-credit seminar on a topic related to student professional development  
- Attendance at professional conference or seminar  
- Other events providing discipline-related professional development |

**Note**: See the process described on p. 2, #6 to reclassify an activity.