

The University of Texas  
Rio Grande Valley™

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Robert C. Vackar College of  
Business & Entrepreneurship

## **Faculty Qualifications & Status Criteria**

## Classifying *Academic (SA or PA) Faculty Qualifications*

AACSB standards require that all faculty be classified according to their credentials as *Scholarly Academics (SA)*, *Practice Academics (PA)*, *Scholarly Practitioners (SP)*, or *Instructional Practitioners (IP)*. The first two classifications generally relate to those faculty whose initial academic preparation include a terminal degree in the discipline they teach or a closely related field. The latter two classifications generally relate to those whose initial academic preparation include a Masters degree with a minimum of 18 graduate hours in the field they teach and related business experience in the field.

*SA* faculty are expected to sustain currency and relevance through scholarship and related activities. *PA* faculty sustain their currency and relevance through professional engagement, interaction, and relevant activities. *SP* faculty maintain qualifications through professional experience and engagement in scholarship related to their field. *IP* faculty sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience.

A faculty member not meeting the criteria for any of the four categories is considered *Additional*. Upon hire, faculty must meet the appropriate academic preparation but then must maintain credentials through intellectual and other activities depending on the classification.

### **Initial academic preparation for SA or PA may be obtained from the following:**

1. A doctoral degree in the field in which the individual teaches – including a JD for teaching business law courses.
2. A doctoral degree in a business or non-business field that is outside of the individual's primary field of teaching. However, the less related the faculty members' doctoral degree is to their field of teaching, the higher the level of sustained and substantive academic or professional engagement must be to support their currency and relevance in their teaching field.
3. 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.
4. Substantial specialized graduate coursework in the field of primary teaching responsibilities, but no research doctoral degree. Most commonly, this would cover individuals currently pursuing a business degree in the area of instructional responsibilities, while they are at the ABD stage. This condition would justify initial academically qualified status for no more than three years following the completion of doctoral comprehensive examinations.

### **Scholarly Academic (SA) Maintenance Criteria**

A faculty member who meets the initial academic preparation for being SA qualified will maintain the designated qualified status if, over the most recent five-year period, (s)he has completed at least five maintenance activities, of which at least two are articles published in refereed journals. Other activities are listed below.

#### **SA Maintenance Activities**

1. A published article in a refereed journal, as determined by the department/school.
2. A published proceeding from a top scholarly meeting, as determined by the department/school.
3. Publishing the second or higher edition of a textbook.
4. Publishing a peer-reviewed scholarly book or edited volume.
5. Publishing a chapter in a peer-reviewed scholarly book.
6. Presentation of research at a top academic conference meeting, as determined by the college.
7. Scholarly activities pursuant to an award of externally funded grant of at least \$10,000.
8. Relevant, active editorship with academic journals or other business publications.
9. Service on editorial boards or committees.
10. Validation of SA status through leadership positions, participating in recognized societies and associations, research awards, academic fellow status and invited presentations.

### **Practice Academic (PA) Maintenance Criteria**

A faculty member who meets the initial academic preparation for being PA qualified will maintain the designated qualified status if, over the most recent five-year period, (s)he has completed at least five professional maintenance activities of significance listed below:

#### **PA Maintenance Activities**

1. Obtain a new professional certificate that is relevant to the faculty member's instructional field.
2. Publish an article in the faculty member's instructional field in any of the following:
  - a. a peer and/or editorial reviewed journal.
  - b. a peer reviewed proceeding at a conference.
  - c. a practitioner journal or practitioner-oriented media.
3. Presentation of research at an academic conference.
4. Scholarly activities pursuant to an award of externally funded grant of at least \$5,000.
5. Attend seminars or graduate level courses that expand the faculty member's knowledge base.
6. Serve as an officer in national, regional or local associations.
7. Service on editorial boards or committees.
8. Other as justified

**Initial academic and professional preparation for Scholarly Practitioner (SP):**

A master's degree in instructional field or in related field and a minimum of 18 hours of course work in that instructional field; and, at the time of hire, within the previous seven (7) years at least four (4) years of professional experience in a middle-level (or higher) position related to instructional field.

**Scholarly Practitioner (SP) Maintenance Criteria**

A faculty member who meets the initial academic preparation for being SP qualified will maintain the designated qualified status if, over the most recent five-year period, (s)he has completed at least five maintenance activities. Other activities are listed below.

**SP Maintenance Activities**

1. A published article in a refereed journal, as determined by the department/school.
2. A published proceeding from a top scholarly meeting, as determined by the department/school.
3. Publishing the second or higher edition of a textbook.
4. Publishing a peer-reviewed scholarly book or edited volume.
5. Publishing a chapter in a peer-reviewed scholarly book.
6. Presentation of research at a top academic conference meeting, as determined by the college.
7. Scholarly activities pursuant to an award of externally funded grant of at least \$5,000.
8. Relevant, active editorship with academic journals or other business publications.
9. Service on editorial boards or committees.

**Initial academic and professional preparation for Instructional Practitioner (IP):**

A master's degree in instructional field or related field and a minimum of 18 hours of course work in that instructional field.

**Instructional Practitioner (IP) Maintenance Criteria**

A faculty member who meets the initial academic preparation for being IP qualified will maintain the designated qualified status if, over the most recent five-year period, (s)he has completed at least five of the following annual maintenance activities:

**IP Maintenance Activities**

1. Maintain existing professional license or credential (CPA, CFA, etc.).
2. Obtain a new professional credential.
2. Significant participation in business professional associations.
3. Consulting activities that are material in terms of time and substance.
4. Sustained professional work supporting qualified status.
5. Documented continuing professional education experience.
6. Participation in professional events that focus on the practice of business, management, and related issues.
7. Participation in other activities that place faculty in direct contact with business and other organizational leaders.
8. Other as justified.

## **Participating vs. Supporting Faculty Status**

Faculty members are classified as *Participating* if they hold recurring appointments and participate in the governance of the college or in a role beyond their teaching assignment. Faculty engaged in the following will generally be classified as Participating Faculty. All others will be classified as *Supporting* Faculty.

### **Participating Activities Beyond Teaching**

Curriculum review and development  
College or university committee assignments  
Student organization advising  
Voting rights on college policies and procedures  
Active participation in college research enterprise  
Others as justified