**College of Business Mission Statement**

Mission: To build and nurture learning partnerships that foster sustainable enterprises and careers. Collaborations with alumni, business, educational and community partners, and across disciplines, are central to our efforts. This partnership focus helps ensure that our interwoven teaching, research and service efforts add value and fuel ongoing innovation.

- Teaching: Deliver academic programs that develop professionals capable of applying timely knowledge from business functions, of collaborating effectively across functions, disciplines and cultures, and of fostering organizational and personal growth.
- Research: Conduct and communicate scholarly research to our academic fields, students and partners that expands global business knowledge and supports organizational growth. Further, we are committed to training others to conduct research that expands existing bodies of knowledge.
- Service: Undertake outreach, support and development activities that enhance and extend our partnerships. Given our urban setting, we place particular emphasis on fueling economic development of Greater Cincinnati.

**Academically Qualified**

According to AACSB International *Eligibility Procedures and Accreditation Standards for Business Accreditation* – Revised January 31, 2008:

*"Academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities." (p. 44)*

*"A generalized categorization of intellectual contributions includes contributions to learning and pedagogical research, contributions to practice, and discipline-based scholarship." (p. 23)*

*"The criteria for granting and for maintaining academic or professional qualifications for those individuals holding faculty status and also holding significant administrative appointments (e.g., deans, associate deans, department head/chairs, center directors, etc.) may reflect those important administrative roles." (p. 43)*

**College of Business Criteria for Academic Qualification**

1. **Faculty members who have earned their Ph.D. (or equivalent terminal degree) within the past five years are academically qualified for that time period.**
2. **Maintenance of AQ status requires evidence of an appropriate level of qualifying contributions in the last five years through learning and pedagogical research, contributions to practice, or discipline-based scholarship. These contributions should demonstrate that the faculty member is engaged in the knowledge dissemination of the department, college, or discipline at a level appropriate given their career path and the mission of the college.**

3. **Faculty are normally judged to have reached an appropriate level of qualifying contributions if they have at least one item from List A below or at least two different items from List B below within the last five years.**
4. **For each item, discipline-based, practice-based, and/or learning and pedagogy-based research contributions are appropriate.**
5. **Neither list is meant to be exhaustive. Faculty members can make a case that other contributions they have made in the last five years should be counted toward AQ status. Decisions about whether to count those items will be made by the dean with input from associate deans and department heads as appropriate.**
6. **College of Business AQ faculty that have a 50% or more time release for administrative appointment may maintain academic qualification during their administrative time based on their contributions before assuming the administrative role. Upon leaving the administrative role, those administrators will have five years to provide evidence of an appropriate level of qualifying contributions in order to maintain academic qualification.**
7. **College of Business doctoral students who have passed the comprehensive examination and advanced to candidacy (and thus are in the dissertation stage of the program) are academically qualified for their remaining time in the College of Business (for a maximum of three years).**

**List A**

- **Publishing a peer-reviewed research paper in a scholarly journal**
- **Publishing a scholarly book or textbook**
- **Serving as an editor or associate editor of a peer-reviewed journal**
- **Serving as chair, program chair or proceedings editor of a national or international academic meeting**

**List B**

- **Publishing an edited chapter in a scholarly book**
- **Publishing a peer-reviewed paper in a professional journal**
- **Publishing a research monograph**
- **Having a paper accepted for presentation at an international or national meeting in one's academic field, which has been selected through a peer-review process**
- **Designing a new course in his or her academic field**
- **Receiving an externally sponsored research or curriculum grant**
- **Teaching a doctoral seminar**
- **Chairing a doctoral dissertation committee**
- **Serving as a reviewer of a peer-reviewed journal**
- **Directing a field study project**

## Professionally Qualified

According to AACSB International *Eligibility Procedures and Accreditation Standards for Business Accreditation* – Revised January 31, 2008:

*"Professionally qualified faculty can be an important component of the total faculty resources deployed by the business school. Professionally qualified faculty members can be key to ensuring that students have learning experiences that reflect current business practice and understand the link to research and theory. … Both relevant academic preparation and relevant professional experience will be required to establish a faculty member as professionally qualified. Normally, the academic preparation should consist of a master's degree in a field related to the area of teaching assignment. Normally, the professional experience should be relevant to the faculty member's teaching assignment, significant in duration and level of responsibility, and current at the time of hiring." (p. 46)*

**College of Business Criteria for Professional Qualification**

1. **Faculty members who are hired directly from the business world/industry and have appropriate academic preparation are professionally qualified for their initial five year appointment. Appropriate academic preparation is typically a master's degree in a related field.**
2. **Maintenance of PQ status requires evidence of intellectual currency in teaching by participating in an appropriate level of qualifying activities over a rolling five year period of time.**
3. **Faculty are normally judged to have reached an appropriate level of qualifying activities if they have at least one item from List A below or at least two different items from List B below within the last five years.**
4. **Neither list is meant to be exhaustive. Faculty members can make a case that other activities in which they have been involved in the last five years should be counted toward PQ status. Decisions about whether to count those items will be made by the dean with input from associate deans and department heads as appropriate.**
5. **College of Business PQ faculty that have a 50% or more time release for administrative appointment may maintain PQ status during their administrative time based on their activities before assuming the administrative role. Upon leaving the administrative role, those administrators will have five years to provide evidence of an appropriate level of qualifying activities in order to maintain professional qualification.**

**List A**

- **Publishing a textbook**
- **Being employed at least 20 hours per week for a period of at least 6 months, or the equivalent, in a position directly related to the teaching field**
- **Publishing a paper of academic or professional interest in a peer-reviewed publication**
- **Serving as a regular contributor to or as an editor of a professional publication (e.g. writing a regular column)**

**List B**

- **Providing significant consulting to the business community**
- **Completing graduate level coursework in related field**
- **Serving on a corporate or not-for-profit Board of Directors**
- **Holding a leadership position in a professional organization**
- **Authoring a paper or article of academic or professional interest in a professional publication**
- **Attaining or renewing professional certification or licensure (e.g. CPA, CFA, etc.) that has as a requirement annual continuing education.**
- **Serving as an expert witness**
- **Designing a new course in his or her academic field**
- **Receiving an externally sponsored curriculum grant**
- **Regular participation in continuing education programs**
- **Regular participation in professional association meetings**
- **Teaching in executive education programs**
- **Publishing textbook ancillary materials**

## Participating and Supporting Faculty Members

According to AACSB International *Eligibility Procedures and Accreditation Standards for Business Accreditation* – Revised January 31, 2008:

*"In assessing sufficiency of faculty resources, an important distinction is made between Participating and Supporting faculty members. This distinction categorizes faculty members into those who are participants in the life of the school beyond direct teaching involvement, and those who are not. While the specifics differentiating these categories vary from school to school, the definitions can be made with enough clarity that it should not be difficult to place any particular faculty member into the correct classification." (pg. 37)*

***"A participating*** *faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research, and service commitments. The faculty member may participate in the governance of the school, and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising, and representing the school on institutional committees. The school considers the faculty member to be a long-term member of the faculty regardless of whether or not the appointment is of a full-time or part-time nature, regardless of whether or not the position with the school is considered the faculty member's principal employment, and regardless of whether or not the school has tenure policies. The individual may be eligible for, and participate in, faculty development activities and take non-teaching assignments for such activities as advising as appropriate to the faculty role as defined at the school." (pg. 37)*

***"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. Usually, a*

*supporting faculty member does not have deliberative or involvement rights on faculty issues, have membership on faculty committees, nor is the individual assigned responsibilities beyond direct teaching functions (i.e., classroom and office hours). A supporting faculty member's appointment is normally exclusively teaching responsibilities and is normally ad hoc appointment, for one term or one academic year at a time without the expectation of continuation." (pg. 38)*

*"Normally, Participating faculty members will deliver at least 75 percent of the school's teaching (whether measured by credit hours, contact hours, or other metric appropriate to the school). Normally, Participating faculty members will deliver at least 60 percent of the teaching in <u>each discipline, each academic program, and location</u>." (pg. 38)*

**College of Business Criteria for Participating and Supporting**

1. **At the University of Cincinnati College of Business, the distinction between participating and supporting faculty is clear. Bargaining Unit members (tenured and tenure-track faculty, field service faculty, and bargaining unit adjuncts) are participating faculty. Faculty who are not a part of the bargaining unit are supporting faculty members.**

2. **By the terms of the AAUP contract, all bargaining unit faculty members are a part of departmental and college governance processes and fill roles, as appropriate, that are completely consistent with the AACSB definition of "participating" faculty: "policy decisions, educational directions, advising, research, and service commitments." All bargaining unit faculty members are evaluated annually by department heads, and they are assessed for reappointment, promotion and tenure by appropriate departmental and college committees according to terms of the AAUP contract and the standards of each department and the college as a whole. These annual evaluations and periodic RPT assessments assure that participating faculty members are indeed participating appropriately in the life of the college.**

3. **Faculty members who are hired on a part-time or short-term basis are not bargaining unit members and do not generally contribute to the life of the college except through their contribution to the college's teaching mission. They clearly fit the AACSB definition of supporting faculty members.**

4. **Visiting faculty members may be classified as participating or supporting, depending on the roles they fill during their appointments.**