

Indiana University, Kelley School of Business
Policy on Faculty Qualifications
in compliance with
AACSB International Accreditation Standards
Standard 15

Preamble

This policy outlines the process by which Kelley School of Business faculty members¹ will be classified as qualified, for purposes of AACSB International Accreditation Standard 15, as Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), Instructional Practitioners (IP), or Other. Standard 15 states as follows:

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. [FACULTY QUALIFICATIONS AND ENGAGEMENT]

The AACSB Maintenance of Accreditation process bases the judgment of a business school's compliance with Standard 15 on several objective benchmarks. In particular, at least 90% of faculty resources must be some combination of SA, PA, SP, or IP qualified. At least 40% of faculty resources must be SA. At least 60% of faculty resources must be some combination of SA, PA, and SP. Finally, with reference to a school's mission, it must deploy a faculty that: (1) in the aggregate, is sufficient to support high quality performance of all activities related to the school's mission, expected outcomes, and strategies and (2) is appropriately distributed across programs, disciplines, locations, and delivery modes consistent with the mission.

The Kelley School of Business has developed this policy with reference to its mission, expected outcomes, and strategies, so that faculty and administrators have clear guidance about the criteria for the classification of faculty according to their initial academic preparation and professional experience and ongoing scholarly and professional engagement. The following sections specify, in turn, the criteria by which qualification is granted and maintained for SA, PA, SP, and IP statuses.

When determining classifications, engaging in maintenance activities, and reporting their scholarly and professional engagement, faculty and administrators should act in accordance with the Kelley School of Business's commitment to support both the spirit and intent of Standard 15. A critical factor in determining whether faculty members bring current and relevant information to their role as instructors is the *alignment of their engagement activities with their primary teaching responsibilities*, as well as the overall mission, expected outcomes, and strategies of the Kelley School of Business.

¹ A faculty member whose primary responsibilities are administrative may maintain qualification at the appropriate SA, PA, SP, or IP status level by engaging in development activities relevant to that administrative role. This policy covers faculty whose primary responsibilities are non-administrative.

Scholarly Academics (SA)

Initial Academic Preparation or Professional Experience: SA status usually requires an earned research doctorate in the faculty member's field of teaching.¹

A faculty member who earned his or her research doctorate during a five-year reaccreditation cycle is automatically granted SA status during that cycle. Thereafter, SA status is maintained by engaging in appropriate academic and professional activities as defined below.

Sustained Academic and Professional Engagement: SA status can be maintained in reaccreditation cycles subsequent to the cycle in which a faculty member earns the appropriate research doctorate degree by engaging in academic and professional activities related to his or her primary teaching responsibilities. To maintain SA status, a faculty member must engage in a combination of activities listed on the online Qualification Worksheet sufficient to accumulate fifteen (15) points during the relevant five-year reaccreditation cycle.

Practice Academics (PA)

Initial Academic Preparation or Professional Experience: PA status usually requires an earned research doctorate in the faculty member's field of teaching.² PA faculty typically are trained as academic scholars in the same way as SA faculty but augment that training with development and engagement activities that involve substantive linkages to practice, consulting, and other forms of professional engagement based on their earlier work as SA faculty.

Sustained Academic and Professional Engagement: PA status can be earned and maintained by engaging in professional activities related to his or her primary teaching responsibilities. To earn or maintain PA status, a faculty member must engage in a combination of activities listed on the online Qualification Worksheet sufficient to accumulate fifteen (15) points during the relevant five-year reaccreditation cycle.

¹ Individuals with a graduate degree in law (i.e., a J.D. or LL.M. degree from an ABA-accredited law school in the United States or a comparable degree from an accredited international institution) have the appropriate academic preparation for qualification at SA status to teach business law and legal environment of business. Likewise, an LL.M. degree in taxation, a similar graduate tax degree, or a combination of graduate law and accounting degrees are appropriate academic preparation for qualification at SA status to teach tax-related courses.

² Individuals with a graduate degree in law (i.e., a J.D. or LL.M. degree from an ABA-accredited law school in the United States or a comparable degree from an accredited international institution) have the appropriate academic preparation for qualification at PA status to teach business law and legal environment of business. Likewise, an LL.M. degree in taxation, a similar graduate tax degree, or a combination of graduate law and accounting degrees are appropriate academic preparation for qualification at PA status to teach tax-related courses.

Scholarly Practitioners (SP)

Initial Academic Preparation or Professional Experience: SP status usually requires a master's degree in the faculty member's field of teaching.³ In addition, SP status requires professional experience that is current at the time of hiring and substantial in terms of its duration and level of responsibility and clearly linked to the faculty member's expected field of teaching.

Faculty members who fit the above-described criteria at the time of hiring and who have augmented their professional experience with scholarly activities in their field of teaching may be automatically granted SP status during the five-year reaccreditation cycle in which they were hired. Thereafter, SP status is maintained by engaging in appropriate academic and professional activities as defined below.

Sustained Academic and Professional Engagement: SP status can be earned or maintained in reaccreditation cycles subsequent to the cycle in which a faculty member is hired by engaging in academic and professional activities related to his or her primary teaching responsibilities. To maintain SP status, a faculty member must engage in a combination of activities listed on the online Qualification Worksheet sufficient to accumulate fifteen (15) points during the relevant five-year reaccreditation cycle.

Instructional Practitioners (IP)

Initial Academic Preparation or Professional Experience: IP status usually requires a master's degree in the faculty member's field of teaching.⁴ In addition, IP status requires professional experience that is current at the time of hiring and substantial in terms of its duration and level of responsibility and clearly linked to the faculty member's expected field of teaching.

Faculty members who fit the above-described criteria at the time of hiring are usually (unless they qualify for SP status) automatically granted IP status during the five-year reaccreditation cycle in which they were hired. Thereafter, IP status is maintained by engaging in appropriate professional activities as defined below.

Sustained Academic and Professional Engagement: IP status can be maintained in reaccreditation cycles subsequent to the cycle in which a faculty member is hired by engaging in professional activities related to his or her primary teaching responsibilities. To maintain IP status, a faculty member must engage in a combination of activities listed on the online Qualification Worksheet sufficient to accumulate fifteen (15) points during the relevant five-year reaccreditation cycle.

³ SP status may be appropriate for individuals without a master's degree if the professional experience at the time of hiring is of such depth, duration, sophistication, and complexity that it compensates for the lack of the master's degree.

⁴ IP status may be appropriate for individuals without a master's degree if the professional experience at the time of hiring is of such depth, duration, sophistication, and complexity that it compensates for the lack of the master's degree.