

**University of Detroit Mercy**  
**College of Business Administration**  
**Statement of Faculty Qualifications**  
Approved October 18, 2024

**I. Rationale**

The College of Business Administration seeks to hire, develop, and deploy highly qualified faculty members who support our institutional mission through active participation in the creation, collection, and dissemination of current knowledge in business. In doing so, we are guided by the standards of our accrediting body, the Association to Advance Collegiate Schools of Business (AACSB). AACSB defines “qualified” faculty as having an appropriate level of initial academic preparation and professional experience, combined with sustained academic and/or professional engagement sufficient to maintain currency in the fields in which they teach.

Specifically, Standard 3, addresses faculty qualifications and engagement. “*Faculty qualifications status* refers to one of four categories designated to demonstrate current and relevant intellectual capital or professional engagement in the area of teaching to support the school’s mission and related activities. Categories for specifying faculty qualifications are based on both the initial academic preparation or professional experience, and sustained academic and professional engagement within the area of teaching ...Faculty members should be assigned one of these designations based on the school’s criteria for initial qualifications and sustained engagement activities that support currency and relevancy in the teaching field.”

At the same time, Standard 8 stipulates that “The school’s faculty collectively produce high-quality, impactful intellectual contributions that, over time, develop into mission-consistent areas of thought leadership for the school.”

**II. Guiding Principles**

A faculty member’s initial preparation—i.e., educational credentials and professional experience—should be appropriate for his or her teaching role. This may consist of a terminal degree in a relevant discipline, or alternatively, a relevant master’s degree combined with extensive practical experience in the field of business, government, or the non-profit sector.

Depending upon the faculty member’s classification, currency in the field is demonstrated by significant and ongoing engagement with current business practices and/or high quality research with a demonstrable impact on the theory, teaching, or practice of business in support of our mission. Both quality and impact may be judged by external validation from third parties. We can initially assess the quality of research by the review process to which it is subjected and the selectivity of the outlet in which it appears, and we evaluate its impact by its longer-term usefulness to other scholars or practitioners. Thus, a guiding principle in evaluating currency is the value that external stakeholders place on a faculty member's talent and intellectual contributions.

### **III. Definition of Scholarly Academics (SA)**

A faculty member in the University of Detroit Mercy's College of Business Administration will be considered a Scholarly Academic (SA) provided that s/he meets the following conditions:

1. possesses a doctoral degree in (or related to) the field in which s/he is teaching; and
2. has completed at least 2 quality publications and 4 additional intellectual contributions over the past 6 years; and
3. can demonstrate that his or her research has an impact on the theory, teaching, or practice of business, and/or supports our institutional mission.

Exceptions:

- (i) Faculty members who have earned a terminal degree in the discipline in which they teach (or who have completed the AACSB-endorsed Post-Doctoral Bridge to Business Program) within the last 6 years will be considered SA.
- (ii) Faculty members who have a terminal degree outside of their teaching discipline and satisfy conditions (2) and (3) within the teaching discipline above will be considered SA.

Notes:

- (i) Six years refers to the AACSB accreditation review period.
- (ii) Faculty will receive full credit for intellectual contributions with co-authors in the CBA as well those external to the CBA.

### **IV. Definition of Instructional Practitioners (IP)**

A faculty member in the University of Detroit Mercy's College of Business Administration will be considered an Instructional Practitioner (IP) provided that s/he possesses at least a master's degree in business or a related discipline; and

1. has extensive and ongoing experience working full-time (or almost full-time) in business with significant job responsibilities related to the field in which s/he is teaching, or
2. has retired within the past 2 years from a full-time position in business with significant job responsibilities related to the teaching field, or
3. has retired from a full-time position in business with significant job responsibilities related to the teaching field and has completed significant and sustained engagement activities over the past 6 years.

Notes:

- (i) Six years refers to the AACSB accreditation review period.
- (ii) Faculty will receive full credit for intellectual contributions with co-authors in the CBA as well those external to the CBA.

### **V. Definition of Practice Academics (PA)**

A faculty member in the University of Detroit Mercy's College of Business Administration will be considered a Practice Academic (PA) provided that s/he possesses a terminal degree in (or related to) the field in which s/he is teaching; and

1. is currently working full-time (or almost full-time) in business with significant job responsibilities related to the field in which s/he is teaching, or

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2. has retired within the past 2 years from a full-time position in business with significant job responsibilities related to the teaching field, or
3. has retired from a full-time position in business with significant job responsibilities related to the teaching field and has completed significant and sustained engagement activities over the past 6 years.

Exception:

Faculty members who have earned a terminal degree in the discipline in which they teach within the last 6 years will be considered PA even if their employment in the field has not been full time or continuous.

Notes:

- (i) Six years refers to the AACSB accreditation review period.
- (ii) Faculty will receive full credit for intellectual contributions with co-authors in the CBA as well those external to the CBA.

## **VI. Definition of Scholarly Practitioners (SP)**

A faculty member in the University of Detroit Mercy's College of Business Administration will be considered a Scholarly Practitioner (SP) provided that s/he possesses at least a master's degree in business or a related discipline; and

1. has or has had professional experience working full-time (or almost full-time) in business with significant job responsibilities related to the teaching field; and
2. has completed at least 1 quality publications and 2 additional intellectual contributions over the past 6 years; and
3. can demonstrate that his or her research has an impact on the theory, teaching, or practice of business, and/or supports our institutional mission.

Notes:

- (i) Six years refers to the AACSB accreditation review period.
- (ii) Faculty will receive full credit for intellectual contributions with co-authors in the CBA as well those external to the CBA.

## **VII. Quality Publications**

A **quality publication** is a journal article that:

1. was subjected to a documented formal process of peer review; and
2. appears in a journal with an acceptance rate of 55% or less; and
3. is readily available for public scrutiny in a library or through an on-line retrieval service.

Considerations:

- a) It is assumed that articles appearing in journals listed in Cabell's journalytics meet all three of the above criteria for a quality publication. The Australian Business Deans Council (ABDC) list may be used as an alternative.
- b) If the publication outlet is not listed in Cabell's journalytics or ABDC,

- i. It is the author's (authors') responsibility to document the journal's quality for such things as review process, acceptance rate, and public availability.
- ii. The College's Promotion and Tenure Committee will review the journal and submit a recommendation to the dean.
  1. The Committee will take into consideration such information and resources as
    - a. Information provided by all of the authors of the article.
    - b. Cabell's and other predatory reports
    - c. Directory of Open Access Journals

### **VIII. Other Intellectual Contributions**

In addition to journal articles, other intellectual contributions include, but are not limited to,

1. textbooks
2. chapters in scholarly books
3. invited or non-refereed articles
4. proceedings papers
5. articles in trade journals
6. conference presentations
7. business-oriented newsletters
8. external grants.

### **IX. Engagement Activities**

An **engagement activity** is an activity or accomplishment that is of value to an independent third-party. Typically, the third-party has "purchased" the talent or expertise of a faculty member, either literally or by selecting the faculty member to perform a highly valued function. The rationale for an engagement activity is that a faculty member possesses current knowledge, a skill, or ability that is sought after by the business, government, or non-profit community or by others in academe. It is the faculty member's responsibility to demonstrate that the engagement activities have been significant and sustained.

Examples of **engagement activities for Practice Academics (PA)** include, but are not limited to, the following:

1. a leadership position in a professional association related to business, government or the non-profit sector.
2. service on a corporate board of directors.
3. obtaining new and appropriate professional certification.
4. a faculty internship where a faculty member works full-time for a company for a minimum period of time (at least 5 weeks) and is given a project to complete or set of responsibilities to execute.
5. maintaining an active consulting practice.
6. developing and/or delivering executive education seminars.
7. editorial responsibilities with a journal or practitioner periodical.
8. an external grant.
9. intellectual contributions such as a textbook or an invited article for a nationally-known practitioner periodical.

Examples of **engagement activities for Instructional Practitioners (IP)** include, but are not limited to, the following:

1. holding an executive position in a formal organization.
2. obtaining and/or maintaining relevant professional certification.
3. service on a corporate board of directors.
4. creating and/or delivering executive education seminars.
5. maintaining an active consulting practice.
6. serving as a member of a board of directors for a formal organization.
7. writing an invited article for a nationally-known practitioner periodical.
8. writing a popular press book that achieves wide distribution.
9. delivering speeches nationally to businesspeople through a contractual arrangement with a speaker's bureau.
10. authoring papers or reports that are widely disseminated.
11. publishing (and sustaining the publication of) a newsletter or sequence of reports that attracts a large subscription base.
12. a faculty internship where a faculty member works full-time for a company for a minimum period of time (at least 5 weeks) and is given a project to complete or set of responsibilities to execute.

## **X. Impact of Research**

For Scholarly Academics and Scholarly Practitioners, the impact of research on the theory, teaching, or practice of business may be demonstrated in a variety of ways, including but not limited to, the following.

1. Citations by other authors, as tracked by Google Scholar, the Social Science Citation Index (SSCI), or other process.
2. Journal impact factors.
3. Reprints of articles.
4. The inclusion of an author's research on syllabi or reading lists of other institutions.
5. Published reviews of an author's book.
6. Book sales or textbook adoption figures.
7. Extensive library holdings of an author's book.
8. Publication of second and higher editions of an author's book.
9. External research awards.
10. Invitations to give presentations to business, government, non-profit, or academic organizations based upon scholarly expertise.
11. Invitations to submit articles or chapters to scholarly or practitioner-oriented publications based upon scholarly expertise.