Appendix III-C.1
Faculty Instructions for the annual AQ/PQ assessment process

In order to maintain our AACSB accreditation, the School is required to regularly assess the qualification status of the faculty. The general guideline is:

The faculty, has, and maintains, intellectual qualifications and current expertise to accomplish the mission and to assure that this occurs, the school has a clearly defined process to evaluate individual faculty member's contribution to the school's mission.

You will be asked to provide a one paragraph self-assessment that will be reviewed by the Chair. Because there is no single correct “portfolio” of activities that constitutes qualified status, these judgments will be made on an individual basis by the department chairs. When there is a question about a faculty member’s qualification status, the Chair and the faculty member will create a development plan designed to meet the AACSB standard. The process is designed to be guided by AACSB standards, but not be implemented in a formulaic or mechanical manner.

There are two classifications: academically qualified (AQ) and professionally qualified (PQ). Both are evaluated on relevant preparation at the point of hire and subsequent activities to maintain preparation for your current teaching responsibilities. Based on the following descriptions, choose either the AQ or PQ designation as the basis of your self-assessment. Normally faculty on a tenure track line will choose the AQ designation, while faculty with NTT appointments would choose the PQ designation.

Academically Qualified

1. Relevant Preparation: For all practical purposes this means a research Ph.D. in your field. If you have received this PhD in the last 5 years, you are considered academically qualified.

2. Maintenance: The range and scope of your intellectual activities (listed in the attached table) over the last 5 years demonstrate that your intellectual capital is “current and relevant” to your teaching responsibilities. Evidence of maintenance is required if you received your PhD more than 5 years ago.

The self assessment (see form on last page): You do not have to chronicle every single activity in the last 5 years. Qualification status is a minimum standard not a Nobel prize. Simply summarize how many and what activities (e.g. 3 refereed articles, 4 book chapters, etc.) demonstrate that your “intellectual capital” is both current and relevant for your teaching responsibilities. Detailed supporting information will be available from your vita. Borderline assessments will be the focus of discussions with the Chair. Note, if you believe that you may not have maintained your qualification status during this period, you should suggest some development activities going forward that can be discussed with the Chair.

Professionally Qualified

1. Relevant Preparation: This typically requires a masters degree and professional experience that is “significant in duration and level of responsibility” and consistent with the areas of teaching responsibilities at the point of hire. The magnitude of the required professional experience increases when the faculty member teaches graduate courses. A typical expectation is 5 years of experience at the director level or above. Relevant concentration in the masters degree can offset some of the experience requirement.

2. Maintenance: The range and scope of your intellectual activities (listed in the attached table) over the last 5 years demonstrate that your intellectual capital is “current and relevant” to your teaching responsibilities. According to AACSB, appropriate development activities for PQ status include “conducting an active consulting practice of significance and duration, creating and/or delivering successful executive education programs, serving on one or more boards of directors, successfully publishing in academic, professional or trade journals, publishing other intellectual contributions such as technical reports, textbooks and supporting materials.”

The Self Assessment (see form on last page): If you have been hired within the last 5 years your status will be determined by your level of education and professional experience. If you have been on the faculty for more than 5 years focus your assessment on the “maintenance” activities during the last 5 years.
Maintenance does not require publication of articles in academic journals, though this is clearly desirable. The AACSB has identified a fairly broad range of activities (above paragraph) that constitute maintenance of your intellectual capital. The maintenance expectations will increase the more your teaching responsibilities include graduate education.

Professional Development Activities for AQ or PQ: For the most part, the activities listed below largely equate maintenance of intellectual capital with intellectual output. However professional development activities that strengthen your disciplinary foundation or pedagogic skills are also important maintenance activities. These could include workshops that expose you to current disciplinary or professional developments that are directly relevant to your research and/or teaching roles. Obvious examples would include workshops the focus on new statistical or analytical techniques, or workshops designed to improve a particular aspect of your teaching.

Activities that qualify as intellectual contributions toward the maintenance of Academic or Professional Qualification status

**Discipline base scholarship**

1. Articles in refereed academic journals
2. Books, monographs (not textbooks)
3. Book chapters
4. Sponsored research reports
5. Conference/seminar presentations
6. Conference/seminar discussant or moderator
7. Editorships of refereed journals
8. Associate editor/editorial boards
9. Reviews for journals (ad hoc and/or as an editorial board member)
10. Refereeing external promotion cases
11. Leadership position in academic organization
12. Citations
13. Research software
14. Development of research centers to support academic research
15. Publication of advanced textbooks

**Contributions to Practice**

1. Articles in practice journals
2. Books and chapters on management practice
3. Practice software
4. Editor of practice journal
5. Reviewing practice texts or articles
6. Executive education course creation
7. Executive education teaching (including CEL workshops)
8. Presentations at practice seminars
9. Leadership positions in practice organizations
10. Service on boards of directors
11. Consulting (paid)
12. Public service (related to field)
13. Relevant public presentations
14. Sponsored research reports on practice issues
15. Supervision of students in organizations such as internships that require interface with practitioners.
16. Collaboration and involvement with managers and others in practitioner associations and other venues
Learning and Pedagogical Contributions

1. New learning materials created (including notes, handouts, cases, etc.)
2. New learning materials used
3. Content/topic changes within courses
4. Textbooks and chapters written
5. Workbooks for texts prepared
6. Teaching cases written
7. Articles on teaching innovations
8. Editorial responsibilities for teaching journals
9. Presentations at teaching seminars or conferences
10. Development of new curricula
11. Creation of new courses