

SoBA Faculty Qualification Comparison Chart

Minimum requirements over the previous **six**-year period to achieve each faculty qualification

		Academic Scholarship List	Practice Oriented Scholarship list	Professional Engagement and Practice list	Other Scholarly and Professional Contributions list
SA	Doctorate in teaching field or related area.	2			4
	Doctorate degree outside of teaching field or related area	2			4#
	Specialized non-doctoral graduate degree in discipline related to their fields of teaching	2			4#
PA	Doctorate in teaching field or related area.		1	1	4
	Doctorate degree outside of teaching field or related area		1	1	4#
	Specialized non-doctoral graduate degree in discipline related to their fields of teaching		1	1	4#
SP	Specialized non-doctoral graduate degree in discipline related to their fields of teaching		1		5
	Without specialized non-doctoral graduate degree in discipline related to their fields of teaching but with requisite professional experience at the time of hiring		1		5#
IP	Specialized non-doctoral graduate degree in discipline related to their fields of teaching				6
	Without specialized non-doctoral graduate degree in discipline related to their fields of teaching but with requisite professional experience at the time of hiring				6#

New PHDs retain SA status for the first six years

Expectation is higher (+1) during the first **six** years of appointment. See Faculty Qualifications document for details

Examples of specialized degrees could be those in Taxation, Business Law

Stetson University
School of Business Administration
Faculty Qualification

In accordance with the standards prescribed by The Association to Advance Collegiate Schools of Business (AACSB), the School of Business Administration at Stetson University focuses on high-quality, mission-driven intellectual contributions consistent with the expected outcomes of our programs and strategic plans. Intellectual contributions such as basic or discovery scholarship, applied scholarship, and teaching or learning scholarship, as well as academic and professional engagement and other related activities, are intended to advance the theory, practice, and teaching of business. These standards relate only to faculty qualifications as defined by AACSB. Meeting these standards is a requirement for promotion and tenure but does not indicate that the faculty have met the separate University or Divisional requirements for advancement.

Categories of Faculty:

AACSB's 2020 Business Accreditation Standard 3 defines four categories of qualified faculty. These are:

1. Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Typically, SA status is granted to newly hired faculty members who earned their research doctorates within the last six years before the review dates. Doctoral students with teaching responsibilities who have attained all-but-dissertation ("ABD") status will be considered SA for four years from the commencement of ABD status. Following hiring, SA status is maintained as outlined below.
 - a. Academic Preparation.
 - i. Doctorate in the teaching field or a related area.
 - ii. Doctorate outside of the teaching field or related area.
 - iii. Specialized non-doctoral graduate degree in a discipline related to their fields of teaching (e.g., taxation, business law, etc.).
 - b. Evidence of sustained academic engagement
This can be demonstrated by producing at least 2 items from the Academic Scholarship list and 4 items from the Other Scholarly and Professional Contributions list in the teaching discipline over a six-year period.

Faculty with a doctorate outside the teaching field or a specialized non-doctoral graduate degree are expected to produce one additional item from the Other Scholarly and Professional Contributions list required during the initial six-year period following appointment as SA to demonstrate their command of the teaching discipline.
2. Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Typically, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement,

etc., based on the faculty members' earlier work as an SA faculty member, if applicable. For newly hired faculty members initially classified as PA, they may be counted as PA for six years from the date of conferral of the terminal degree. PA status is sustained as outlined below.

- a. Academic Preparation.
 - i. Doctorate in the teaching field or a related area.
 - ii. Doctorate outside of the teaching field or related area.
 - iii. Specialized graduate degree in a discipline related to their fields of teaching (e.g., taxation, business law, etc.).

- b. Evidence of sustained professional engagement.

This can be demonstrated by producing 1 item from the Practice-Oriented Scholarship list, 1 item from the Professional Engagement and Practice list, and 4 items from the Other Scholarly and Professional Contributions list in the teaching discipline over a six-year period.

Faculty with a doctorate outside the teaching field or a specialized non-doctoral graduate degree are expected to produce one additional item from the Other Scholarly and Professional Contributions list required during the initial six-year period following appointment as PA to demonstrate their command of the teaching discipline.

- 3. Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Typically, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in the fields of teaching within the last six-year period. SP status is sustained as outlined below.

- a. Academic Preparation.
 - i. Specialized graduate degree in a discipline related to their fields of teaching (e.g., taxation, business law, etc.).
 - ii. Individuals without a graduate degree in the discipline related to their field of teaching may be qualified for this status if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweigh their lack of academic qualifications.

- b. Evidence of sustained academic and/or professional engagement.

This can be demonstrated by producing 1 item from the Professional Engagement and Practice list and 5 items from the Other Scholarly and Professional Contributions list in the teaching discipline over a six-year period. Individuals without a graduate degree in the discipline related to their field of teaching are expected to produce one additional item from the Other Scholarly and Professional Contributions list required during the initial six-year period following appointment as SP to demonstrate their command of the teaching discipline.

- 4. Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional background and experience. Typically, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience within the last six-year period, as outlined below. IP status is sustained as outlined below.

- a. Academic Preparation.
 - i. Specialized non-doctoral graduate degree in a discipline related to their fields of teaching (e.g., taxation, business law, etc.).
 - ii. Individuals without a graduate degree in the discipline related to their field of teaching may be qualified for this status if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweigh their lack of academic qualifications.
 - b. Evidence of sustained academic and/or professional engagement.

This can be demonstrated by producing 6 items from the Other Scholarly and Professional Contributions list in the teaching discipline over a six-year period. Individuals without a graduate degree in the discipline related to their field of teaching are expected to produce one additional item from the Other Scholarly and Professional Contributions list required during the initial six-year period following appointment as SP to demonstrate their command of the teaching discipline.
5. Administrative Positions, including associate deans and others specified by the dean as having significant administrative duties, are given a waiver for 1 item from the Academic Scholarship list and 1 item from the Other Scholarly and Professional Contributions list for a minimum of three years of service over one accreditation cycle. Special consideration will be given to services that span two accreditation cycles.
6. Faculty members who do not fit in any of the above categories are categorized as “Additional.”

Faculty Transitioning Between Categories

Faculty are typically assigned to a category upon their initial hire. Current AACSB standards permit faculty to transition between qualification categories as their careers progress and evolve. A faculty member in the Stetson School of Business Administration may transition to a new category, provided that the transition is consistent with the strategic plan of the School and will not have a significant, adverse impact on the School’s maintenance of AACSB accreditation. Faculty members desiring to transition should meet with their department chair to develop a transition plan that outlines the requirements they must fulfill to meet the new category's standards, along with a specified timeframe for completion. This plan must be approved by the department chair and the dean of the School, following a consultative review by the School’s Accreditation Committee.

AACSB Definitions and Benchmarks

Per AACSB Business Accreditation Standard 8 (2020):

"Intellectual Contributions are original works intended to advance the theory, practice, and/or teaching of business and management. Further, intellectual contributions may have the potential to address issues of importance to broader society. The contributions are scholarly in the sense that they are based on generally accepted academic research principles and are disseminated to appropriate audiences. The school's portfolio of Intellectual Contributions may fall into any of the following categories:

- Basic or Discovery Scholarship is directed toward increasing the knowledge base and the development of theory.*
- Applied or Integrative/Application Scholarship draws from basic research and uses accumulated theories, knowledge, methods, and techniques to solve real-world problems and/or issues associated with practice.*
- Teaching and Learning Scholarship explores the theory and methods of teaching and advances new understandings, insights, content, and methods that impact learning behavior.*

In addition to the categorization of intellectual contributions within the portfolio as basic, applied, or teaching/learning related, schools further characterize their intellectual contributions according to the level of peer or expert review that has occurred for the intellectual contributions appearing in their portfolio. For our purposes, peer-reviewed intellectual contributions are those that are subject to the scrutiny and evaluation of others who have recognized subject matter expertise in the same field, normally with a similar competence to those who are producing the outputs.

Impact of intellectual contributions is the advancement of theory, practice, and/or teaching of business through intellectual contributions. Impact is concerned with the difference made or innovations fostered by intellectual contributions—e.g., what has been changed, accomplished, or improved."

Further, per AACSB Business Standard 8 (2020):

8.1 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.

8.2 The school collaborates with a wide variety of external stakeholders to create and transfer credible, relevant, and timely knowledge that informs the theory, policy, and/or practice of business to develop into mission-consistent areas of thought leadership for the school.

8.3 The school's portfolio of intellectual contributions contains exemplars of basic, applied, and/or pedagogical research that have had a positive societal impact, consistent with the school's mission.

Finally, per AACSB Business Standard 3.2 (2020):

Sustained engagement activities, including research and scholarship, should be substantially connected with and in support of the primary teaching responsibilities of the faculty member.

Blend of Faculty

AACSB Standard 3 specifies normal minimums regarding the mix of faculty in the various categories as follows:

At least 90% must be in one of the four categories for the school and for each discipline.

At least 40% must be Scholarly Academics for the school and for each discipline.

Participating faculty:

AACSB Standard 3 defines faculty as “participating” or “supporting” and indicates that normally, participating faculty will deliver at least 75% of the school’s teaching and 60% of the teaching in each discipline. Participating faculty are those who are involved in teaching as well as research, service, advising, etc. A supporting faculty member generally has only teaching responsibilities.

Lists of Scholarly and Professional Activities

1. **Academic Scholarship** in the field of teaching

- Peer-reviewed journal listed in the Cabell's Directory (business disciplines), Australian Business Deans Council, or the Washington and Lee Law Journal rankings (for business-related, business law, or tax scholarship) at the time of submission (i.e., basic or discovery scholarship, applied or integration/application scholarship, and teaching and learning scholarship). Publications in other peer-reviewed journals not listed in *Cabell's* (business disciplines), ABDC, or the *Washington and Lee Law Journal* rankings (e.g., interdisciplinary journals) may be considered. See the School of Business Administration's "Process for Evaluation of a Non-listed Journal."
- Peer-reviewed cases.
- Chapter in a scholarly book, if subject to peer review.
- Research monograph.
- Published scholarly book in business or related areas (counts as one for first editions; OIC thereafter).
- Published textbook in business or related areas (counts as one for first editions; OIC thereafter).
- Additional activities to be justified by faculty with supporting evidence.

2. **Practice-Oriented Scholarship** in the field of teaching

- Peer-reviewed teaching cases grounded in real-world contexts.
- Textbooks, practitioner-oriented books, or instructional chapters.
- Other Practice-Oriented Scholarship. (To be considered acceptable in this category, activities listed below must be associated with national or international professional organizations.)
 - Practitioner-focused publications in trade journals or professional outlets.
 - Teaching and learning scholarship focused on applied pedagogy.
 - Case studies, white papers, policy briefs, or technical reports for professional audiences.

3. **Professional Engagement and Practice** activities in the field of teaching

To be considered acceptable in this category, an activity must be significant (≥ 40 hours per year and ≥ 300 hours over an accreditation cycle).

- Documented consulting services to business, government, or non-profit organizations.
- Managerial, operational, or advisory responsibilities relevant to the teaching discipline.
- Faculty externships.
- Faculty internships or temporary professional assignments.
- Board service or governance roles in corporate, governmental, or non-profit organizations.
- Engagement as an expert witness, policy advisor, or member of a governmental or industry task force.
- Securing and managing externally funded applied research or industry-sponsored projects.
- Evidence of organizational adoption of practices, processes, or tools resulting from the faculty member's scholarship or consulting.
- Receipt of patents or intellectual property awards from applied research.

4. Other Scholarly and Professional Contributions in the field of teaching

Scholarly Contributions

- Publications in non-listed, non-peer-reviewed, or open-source journals (with evidence of quality).
- Published non-peer-reviewed case studies.
- Published book reviews.
- Chapters in scholarly books (subject to editorial review).
- Chapters in published textbooks.
- Published revisions or new editions of scholarly books in business or related fields.
- Published supplemental instructional materials (e.g., PowerPoints, test banks, study guides).
- Proceedings from scholarly meetings.
- Papers, individual presentations, or panel presentations at academic or professional meetings.
- Discussant roles at scholarly meetings.
- Invited talks, addresses, or presentations associated with academic or professional associations.
- Development and presentation of workshops or research seminars to external academic or professional audiences.
- Non-peer-reviewed intellectual contributions with documented quality.
- Publicly available technical reports related to externally funded research projects.
- Software or instructional tools related to the teaching field that are widely used.
- Externally funded grants related to the teaching field.
- Applied or integration/application scholarship as defined in AACSB Standard 8.
- Relevant scholarship outcomes documented under Standard 8.

Editorial, Review, and Scholarly Leadership

- Active editorships with academic, professional, or business/management publications.
- Service on editorial boards or editorial committees in business or related areas.
- Journal or conference reviews.
- Leadership positions in recognized academic or professional organizations.
- Substantive participation in recognized academic societies and associations.
- Significant participation in professional standard-setting bodies or policy-making organizations.
- Research awards or academic fellow status related to the field of teaching.

Professional Practice and Engagement

- Relevant consulting activities that are material in time.
- Faculty internships relevant to the discipline.
- Active service on boards.
- Expert testimony related to the discipline.
- Relevant licensure or certification maintained and applied in practice.
- Documented continuing professional education experiences.
- Leadership roles in professional events that focus on the practice of business, management, or related issues.
- Participation in activities that place faculty in direct contact with business or organizational leaders.

Executive and Continuing Education

- Development and presentation of executive or continuing education programs relevant to the field of teaching.
- Participation in executive education programs relevant to the discipline.

Outreach, Visibility, and Impact

- Significant media contributions relevant to the field of teaching.
- Contributions to public policy discussions relevant to the field of teaching.
- Development of practitioner-oriented publications or reports.
- Expert commentary or analysis in media outlets.
- Presentations, keynote addresses, or workshops delivered to practitioner audiences.

Engagement with the Practice Community

- Leadership or participation in faculty–student consulting projects.
- Collaboration with organizations on applied research initiatives or industry partnerships.
- Consulting assignments, policy roundtables, or research-practice forums initiated by external organizations.
- Leadership roles in professional associations (e.g., officer, committee chair, or conference organizer).

Additional Activities may be accepted when justified by faculty, provided they are supported by evidence of quality, relevance, and impact. The burden is on the individual faculty member to justify the relevance of their activities to their discipline.

Approved by the SOBA faculty on 10.31.2025.