

DAFFODIL INTERNATIONAL UNIVERSITY  
*Faculty of Business and Entrepreneurship*

# FACULTY QUALIFICATIONS POLICY

Aligned with AACSB 2020 Business Accreditation Standards — Standard 3

|                     |                                                                    |
|---------------------|--------------------------------------------------------------------|
| Policy Code         | <b>FBE-FQP-003</b>                                                 |
| Policy Owner        | <b>Dean, Faculty of Business and Entrepreneurship</b>              |
| Responsible Office  | <b>FBE AACSB Committee</b>                                         |
| Approved by         | <b>Dean, Faculty of Business &amp; Entrepreneurship</b>            |
| Effective Date      | <b>February 2026</b>                                               |
| Review Cycle        | <b>Annual</b>                                                      |
| Next Review         | <b>February 2027</b>                                               |
| Applicable Standard | <b>AACSB 2020 Standard 3: Faculty Sufficiency &amp; Deployment</b> |
| Scope               | <b>All FBE faculty across undergraduate and graduate programs</b>  |

## VERSION HISTORY

| Version | Date     | Author        | Changes                                                                                                                                |
|---------|----------|---------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1.0     | Jan 2020 | FBE QA Office | Initial policy based on CBA Faculty Qualifications framework                                                                           |
| 2.0     | Feb 2026 | FBE QA Office | Comprehensive revision aligned to AACSB 2020 Standards; updated points tables; addition of At-Risk protocol and exceptional categories |

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## 1. LIST OF ABBREVIATIONS

| Abbreviation | Full Term                                             |
|--------------|-------------------------------------------------------|
| AACSB        | Association to Advance Collegiate Schools of Business |
| ABDC         | Australian Business Deans Council                     |
| AE           | Academic Engagement                                   |
| AOL          | Assurance of Learning                                 |
| BAC          | Bangladesh Accreditation Council                      |
| CABS         | Chartered Association of Business Schools             |
| CIR          | Continuous Improvement Review                         |
| DBA          | Doctor of Business Administration                     |
| DIU          | Daffodil International University                     |
| FBE          | Faculty of Business and Entrepreneurship              |
| FTE          | Full-Time Equivalent                                  |
| IC           | Intellectual Contributions                            |
| IP           | Instructional Practitioner                            |
| ISI          | Institute for Scientific Information (Web of Science) |
| JD           | Juris Doctor                                          |
| LLM          | Master of Laws                                        |
| MST          | Master of Science in Taxation                         |
| O/A          | Other/Additional                                      |
| PA           | Practitioner Academic                                 |
| PE           | Professional Engagement                               |
| SA           | Scholarly Academic                                    |
| SCH          | Student Credit Hours                                  |
| SP           | Scholarly Practitioner                                |
| UGC          | University Grants Commission of Bangladesh            |

## 2. POLICY STATEMENT

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The Faculty of Business and Entrepreneurship (FBE) at Daffodil International University (DIU) is committed to recruiting, developing, and retaining a highly qualified faculty body that is capable of delivering excellent teaching, producing impactful intellectual contributions, and engaging meaningfully with the academic and professional communities. This policy establishes a comprehensive framework for classifying, evaluating, and maintaining faculty qualifications in full compliance with AACSB 2020 Business Accreditation Standard 3: Faculty and Professional Staff Sufficiency and Deployment.

The policy ensures that FBE maintains a faculty portfolio that meets AACSB accreditation thresholds while simultaneously fulfilling the requirements of the University Grants Commission (UGC) of Bangladesh, the Bangladesh Accreditation Council (BAC), and the Private University Act 2010. FBE recognises that faculty quality is the cornerstone of academic excellence and that sustained investment in faculty development is essential for achieving its strategic objectives.

All full-time and part-time faculty members teaching in FBE undergraduate and graduate programs are required to adhere to the qualification standards, maintenance requirements, and review processes outlined in this policy.

## 3. BACKGROUND AND JUSTIFICATION

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### 3.1 Regulatory and Accreditation Context

AACSB Standard 3 (Faculty and Professional Staff Sufficiency and Deployment) is one of the most critical standards for business school accreditation. It requires that schools maintain a faculty body with the academic and professional credentials necessary to fulfil the school's mission, that faculty maintain currency and relevance in their disciplines through ongoing scholarly and professional activities, and that the school deploys its faculty appropriately to support learning goals across all programs.

In the Bangladesh context, the UGC mandates minimum faculty qualification requirements for private universities, including doctoral degree preferences for senior academic positions and master's degree requirements for lecturers. The Private University Act 2010 (Sections 15–17) stipulates requirements for faculty appointment, promotion, and academic standards. The BAC further evaluates institutional quality based on faculty credentials, research output, and professional engagement as part of its accreditation criteria.

The World Bank's 2019 Bangladesh Tertiary Education Sector Review identified faculty quality as a key challenge for Bangladeshi universities, noting that many institutions lack faculty with doctoral qualifications and that research productivity remains below international benchmarks. This policy directly addresses these challenges by establishing clear, measurable standards for faculty qualifications and ongoing development.

### 3.2 Rationale for a Faculty Qualifications Policy

A formal faculty qualifications framework enables FBE to:

- Demonstrate compliance with AACSB Standard 3 through transparent classification and maintenance criteria
- Ensure that all faculty maintain currency and relevance in their teaching disciplines through structured engagement requirements
- Establish a fair, evidence-based system for evaluating faculty contributions across intellectual, academic, and professional domains
- Identify faculty at risk of losing qualification status and provide structured remediation pathways
- Meet UGC and BAC requirements for faculty credentials and academic standards in private universities

- Support FBE's strategic goal of building a world-class faculty body capable of delivering internationally benchmarked business education
- Provide data-driven inputs for faculty recruitment, development, and retention decisions

### 3.3 Strategic Alignment

This policy supports Theme 1 (Faculty Excellence and Development) of the FBE Strategic Plan 2025–2030, which targets increasing the proportion of doctorally qualified faculty, enhancing research productivity, strengthening industry engagement, and achieving full compliance with AACSB faculty sufficiency requirements.

## 4. PURPOSE AND SCOPE

### 4.1 Purpose

1. Define the criteria by which faculty are classified into AACSB qualification categories (SA, PA, SP, IP, O/A)
2. Establish a transparent, points-based system for maintaining faculty qualifications over a rolling 6-year period
3. Set minimum portfolio thresholds in compliance with AACSB Standard 3
4. Create structured processes for annual review, at-risk identification, and remediation
5. Ensure alignment with UGC, BAC, and Private University Act 2010 requirements for faculty standards
6. Support evidence-based faculty development planning and resource allocation

### 4.2 Scope

This policy applies to:

- All full-time faculty members teaching in FBE programs (BBA, MBA, EMBA, MS, PhD)
- All part-time and adjunct faculty members with teaching responsibilities in FBE
- All academic programs delivered by FBE at both undergraduate and graduate levels
- Faculty qualification assessments for AACSB accreditation reporting (CIR, self-evaluation, peer review)
- Faculty recruitment, appointment, promotion, and development decisions informed by qualification data

The primary reference benchmark for journal quality assessment is the ABDC 2025 Journal Quality List, supplemented by CABS Academic Journal Guide rankings. Scopus and ISI indexing are recognised as secondary quality indicators.

## 5. APPLICABLE AACSB STANDARDS

This policy directly addresses the requirements of AACSB 2020 Standard 3, which mandates that accredited business schools maintain a faculty body that is sufficiently qualified to deliver high-quality teaching, produce impactful intellectual contributions, and engage meaningfully with the academic and professional communities.

AACSB 2020 defines five faculty classification categories:

| Category                   | Definition                                                                                                          |
|----------------------------|---------------------------------------------------------------------------------------------------------------------|
| Scholarly Academic (SA)    | Faculty who sustain intellectual contributions that maintain currency and relevance within their field of teaching. |
| Practitioner Academic (PA) | Faculty who augment academic preparation with professional engagement that supports teaching relevance.             |

| Category                        | Definition                                                                           |
|---------------------------------|--------------------------------------------------------------------------------------|
| Scholarly Practitioner (SP)     | Faculty who augment professional experience with scholarship that enhances teaching. |
| Instructional Practitioner (IP) | Faculty who sustain professional engagement to maintain currency and relevance.      |
| Other/Additional (O/A)          | Faculty who do not meet the criteria for SA, PA, SP, or IP classification.           |

## 6. FACULTY QUALIFICATION CATEGORIES

The following table summarises the five AACSB 2020 faculty qualification categories as adopted by FBE, including degree requirements, minimum point thresholds, and additional criteria for each category.

| Category                        | Degree Requirement                         | Minimum Points                     | Additional Requirements                                                                                | Primary Focus                                                   |
|---------------------------------|--------------------------------------------|------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Scholarly Academic (SA)         | PhD/Doctoral Degree (DBA, MST, LLM, or JD) | 50 points in rolling 6-year period | Minimum 2 peer-reviewed journal articles, at least 1 published in B-level or above ABDC-ranked journal | Primary emphasis on Intellectual Contributions                  |
| Practitioner Academic (PA)      | PhD/Doctoral Degree                        | 50 points in rolling 6-year period | Minimum 5 points from Intellectual Contributions                                                       | Blend of Professional Engagement and Intellectual Contributions |
| Scholarly Practitioner (SP)     | Master's Degree (minimum)                  | 50 points in rolling 6-year period | At least 1 publication in a peer-reviewed journal                                                      | Combination of all three engagement domains                     |
| Instructional Practitioner (IP) | Master's Degree (minimum)                  | 50 points in rolling 6-year period | Points from Academic Engagement and Professional Engagement only                                       | Emphasis on Academic and Professional Engagement                |
| Other/Additional (O/A)          | Does not meet SA, PA, SP, or IP criteria   | N/A                                | N/A                                                                                                    | Faculty not meeting any qualification category                  |

## 7. INITIAL QUALIFICATION CRITERIA

### 7.1 Scholarly Academic (SA)

A faculty member holding a PhD or equivalent doctoral degree (DBA, MST, LLM, or JD) from an AACSB-accredited or equivalent institution shall be classified as SA for the first six (6) years from the date of degree conferral, without the requirement to earn maintenance points during this initial period.

After the initial five-year period, the faculty member must earn a minimum of 50 maintenance points during the most recent rolling 6-year period and publish at least two articles in peer-reviewed journals, of which at least one must be published in a journal ranked B-level or above in the ABDC 2025 Journal Quality List.

### 7.2 Practitioner Academic (PA)

A PhD or doctoral degree holder who earns a minimum of 50 maintenance points from Professional Engagement and/or Academic Engagement activities, which must include at least 6 points from Intellectual Contributions.

### 7.3 Scholarly Practitioner (SP)

A master's degree holder who earns a minimum of 50 maintenance points across all three engagement domains, which must include at least one publication in a peer-reviewed journal.

### 7.4 Instructional Practitioner (IP)

A master's degree holder who earns a minimum of 50 maintenance points exclusively from Academic Engagement and Professional Engagement activities. This category is particularly suited for faculty members who are pursuing professional certifications.

### 7.5 Other/Additional (O/A)

Faculty members who do not meet the criteria for any of the four qualifying categories (SA, PA, SP, IP) are classified as Other/Additional (O/A). O/A faculty are subject to limitations on teaching assignments as outlined in the AACSB portfolio thresholds.

## 8. MAINTENANCE OF QUALIFICATIONS

All qualified faculty (SA, PA, SP, IP) must accumulate a minimum of 50 maintenance points within a rolling 6-year period to retain their classification status. The rolling period is assessed annually based on the most recent five academic years.

Maintenance points are earned across three engagement domains:

- Intellectual Contributions (IC): Research, publications, grants, scholarly outputs, and related academic productivity.
- Academic Engagement (AE): Service to the academic community, teaching excellence, leadership in academic organisations, editorial activities, and scholarly service.
- Professional Engagement (PE): Industry involvement, professional certifications, consulting, executive education, and practitioner-oriented activities.

Each faculty member is responsible for maintaining a portfolio of evidence to support their participation in qualifying activities. The portfolio will be presented to and reviewed by the Chair/Associate Chair during the annual evaluation process.

## 9. AACSB PORTFOLIO THRESHOLDS

In accordance with AACSB 2020 Standard 3, FBE must maintain the following minimum thresholds for its faculty portfolio. These thresholds apply at both the school level and the individual program level.

| Category               | Threshold   | Description                                                        |
|------------------------|-------------|--------------------------------------------------------------------|
| SA faculty             | $\geq 40\%$ | Scholarly Academics must comprise at least 40% of teaching faculty |
| SA + PA + SP + IP      | $\geq 90\%$ | All qualified (participating) faculty must reach at least 90%      |
| O/A (Other/Additional) | $\leq 10\%$ | Non-qualifying faculty must not exceed 10% of total faculty        |

These thresholds are calculated based on the number of full-time equivalent (FTE) faculty members or the proportion of student credit hours (SCH) taught by faculty in each category. FBE monitors compliance annually and reports in its Continuous Improvement Review (CIR) documentation.

## 10. MAINTENANCE POINTS SYSTEM

The maintenance points system comprises three domains. Each qualifying activity is assigned a specific point value. The complete points tables are provided in Appendices A, B, and C of this policy. Key highlights from each domain are presented below.

### 10.1 Intellectual Contributions (IC)

Intellectual contributions reflect the scholarly output of faculty members. The highest-valued activities include significant externally funded research grants (40 points), publications in ABDC/CABS ranked journals (40 points), and publications in Scopus/ISI indexed journals (30 points). The ABDC 2025 Journal Quality List serves as the primary benchmark for assessing journal quality.

### 10.2 Academic Engagement (AE)

Academic engagement encompasses contributions to the academic community including leadership roles, editorial service, teaching awards, conference participation, and committee service. The highest-valued activities include serving as Vice-President/Dean/Vice Dean (30 points), Chair/Associate Chair (30 points), Editor-in-Chief of a journal (25 points), and receiving Fellowship from the Higher Education Academy (25 points).

### 10.3 Professional Engagement (PE)

Professional engagement captures industry-relevant activities including managerial experience, board membership, professional certifications, consulting, and executive education. The highest-valued activities include managerial/professional role experience (30 points), Board of Directors membership (20 points), and professional licenses/certifications (20 points).



## 11. AT-RISK DESIGNATION AND REMEDIATION PROTOCOL

Faculty members who experience a break in qualifying activities are placed under a structured remediation process to help them regain their qualification status.

| Timeline | Scenario                                               | Status              | Action Required                                                       |
|----------|--------------------------------------------------------|---------------------|-----------------------------------------------------------------------|
| Year 0   | Faculty meets qualification criteria                   | SA, PA, SP, or IP   | No action required                                                    |
| Year 1   | 1-year break from qualifying activities                | At-Risk designation | Chair/Associate Chair issues formal notification and development plan |
| Year 2   | Continued non-compliance; development plan in progress | At-Risk (continued) | Progress review; revised plan if needed                               |
| Year 3+  | No improvement after 2 years At-Risk                   | Reclassified as O/A | Full reclassification; impact on teaching assignments                 |

The At-Risk period allows a maximum of two (2) years for remediation. If the faculty member does not achieve sufficient points within this period, they are reclassified as O/A, which may affect their teaching assignments, course load allocation, and eligibility for certain academic responsibilities.

## 12. EXCEPTIONAL CATEGORIES

### 12.1 Administrative Leaders

Faculty members serving in senior administrative roles—including Dean, Vice Dean, and Vice-President—are granted exceptional status with respect to the SA publication requirement. Specifically, they are exempted from the requirement to publish two peer-reviewed journal articles during their tenure in the administrative role, owing to their involvement in strategic plan implementation for the College and University. These faculty members must still earn the minimum 50 maintenance points to retain their SA classification.

### 12.2 Government Scholarship Holders

Faculty members holding a Master's degree who are under a government scholarship contract are granted exceptional SP classification. This recognises the commitment to advanced academic development while the faculty member completes doctoral studies under government sponsorship.

## 13. ROLES AND RESPONSIBILITIES

| Position                   | Key Responsibilities                                                                                                                                                                                             |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual Faculty Members | Maintain a comprehensive portfolio of evidence documenting intellectual contributions, academic engagement, and professional engagement activities; submit updated portfolios annually during the review process |
| Chair / Associate Chair    | Review each faculty member's portfolio; determine the appropriate qualification category; issue At-Risk notifications when applicable;                                                                           |

| Position            | Key Responsibilities                                                                                                                                                                                                                                                                                      |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | establish development plans for faculty requiring remediation; serve as the primary contact for qualification matters at the department level                                                                                                                                                             |
| Dean / Vice Dean    | Oversee the aggregate faculty portfolio at the school level; ensure compliance with AACSB portfolio thresholds; report on faculty sufficiency in the Continuous Improvement Review (CIR) and other accreditation documentation; approve exceptional category designations and final O/A reclassifications |
| FBE AACSB Committee | Monitor faculty qualification data; maintain the Faculty Qualifications Tracker; provide recommendations to the Dean on policy implementation, threshold compliance, and faculty development strategies                                                                                                   |

#### 14. ANNUAL REVIEW PROCESS

The annual faculty qualifications review follows a structured timeline:

| Period            | Activity                                                                                                                             | Responsible                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| September–October | Faculty submit updated portfolios with supporting documentation for the preceding academic year                                      | Individual Faculty Members |
| November          | Chair/Associate Chair reviews each portfolio, determines qualification categories, and issues At-Risk notifications where applicable | Chair / Associate Chair    |
| December          | Faculty Qualifications Tracker is updated; aggregate compliance data compiled at the school level                                    | FBE AACSB Committee        |
| January           | Dean/Vice Dean reviews school-wide compliance with AACSB thresholds; development plans finalised for At-Risk faculty                 | Dean / Vice Dean           |
| February          | Final qualification report submitted to the FBE AACSB Committee for inclusion in CIR documentation                                   | FBE AACSB Committee        |

## 15. REFERENCES

1. AACSB International. (2024). 2024 AACSB Standards for Business Accreditation.
2. AACSB International. (2020). 2020 Guiding Principles and Standards for Business Accreditation — Standard 3: Faculty and Professional Staff Sufficiency and Deployment.
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4. Chartered Association of Business Schools (CABS). Academic Journal Guide.
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## 16. APPROVAL

| Role        | Name/Title                                     | Signature/Date |
|-------------|------------------------------------------------|----------------|
| Prepared by | FBE AACSB Committee                            |                |
| Reviewed by | FBE Policy Review Committee                    |                |
| Endorsed by | Dean, Faculty of Business and Entrepreneurship |                |
| Approved by | Academic Council, DIU                          |                |

**APPENDIX A: INTELLECTUAL CONTRIBUTIONS (IC) POINTS TABLE***Form Reference: FBE-FQP-003.1*

The following table lists all qualifying intellectual contribution activities and their corresponding point values. Points are assessed per activity instance within the rolling 6-year maintenance period.

| Activity                                                            | Points (Per Year) | Max (6 Years) |
|---------------------------------------------------------------------|-------------------|---------------|
| Significant externally funded research grant                        | 40                | 40            |
| Publication in ABDC/CABS ranked peer-reviewed journal               | 40                | 40            |
| Publication in Scopus or ISI indexed journal (not ABDC/CABS ranked) | 30                | 30            |
| Research grant (international)                                      | 25                | 25            |
| Award in Research Excellence                                        | 25                | 25            |
| Research grant (local)                                              | 20                | 20            |
| Author of a textbook                                                | 15                | 15            |
| Publication in a trade journal                                      | 10                | 10            |
| Publication in peer-reviewed journal (other than Scopus/ISI)        | 10                | 10            |
| Published refereed proceedings (international)                      | 10                | 10            |
| Publication of a case                                               | 5                 | 5             |
| Publication of a book chapter                                       | 5                 | 5             |
| Publication of a monograph                                          | 5                 | 5             |
| Published refereed proceeding (regional/local)                      | 5                 | 5             |
| Book review                                                         | 5                 | 5             |
| Award – Best Paper                                                  | 5                 | 5             |
| Newspaper articles / Research or policy report                      | 5                 | 5             |
| Exhibits / Poster presentations                                     | 3                 | 3             |
| Proceedings – Refereed (Local)                                      | 1                 | 1             |

**APPENDIX B: ACADEMIC ENGAGEMENT (AE) POINTS TABLE***Form Reference: FBE-FQP-003.2*

The following table lists all qualifying academic engagement activities and their corresponding point values.

| Activity                                                                   | Points (Per Year) | Max (5 Years) |
|----------------------------------------------------------------------------|-------------------|---------------|
| Vice-President / Dean / Vice Dean                                          | 30                | 30            |
| Head of Department / Associate Dean                                        | 20                | 20            |
| Chair / Associate Chair                                                    | 30                | 30            |
| Fellowship of Higher Education Academy (Associate/Fellow/Senior/Principal) | 25                | 25            |
| Officer or Board member of a national academic organisation                | 20                | 20            |
| Editor-in-Chief of a journal                                               | 25                | 25            |
| Editorial review board member of a journal                                 | 15                | 15            |
| Associate Editor of a journal                                              | 15                | 15            |
| Officer or Board member of a local/regional professional organisation      | 10                | 10            |
| Program / Track chair at a conference                                      | 10                | 10            |
| Award in Teaching                                                          | 20                | 20            |
| Invited Keynote speaker                                                    | 10                | 10            |
| Invited speaker                                                            | 5                 | 5             |
| Presentations at a conference or workshop                                  | 10                | 10            |
| Committee member at University level                                       | 8                 | 8             |
| Committee member at College level                                          | 5                 | 5             |
| Committee member at Department level                                       | 3                 | 3             |
| Faculty Advisor (per academic year)                                        | 4                 | 20            |
| Reviewer for textbook                                                      | 5                 | 5             |
| Reviewer for a conference / textbook / grant                               | 5                 | 5             |
| Ad hoc reviewer for a journal or grant                                     | 5                 | 5             |
| Attending teaching-related workshops                                       | 5                 | 5             |
| Mentorship for supporting faculty                                          | 5                 | 5             |
| Reviewer for promotion / curriculum / QA                                   | 5                 | 5             |
| Attendance at a conference                                                 | 5                 | 5             |

**APPENDIX C: PROFESSIONAL ENGAGEMENT (PE) POINTS TABLE***Form Reference: FBE-FQP-003.3*

The following table lists all qualifying professional engagement activities and their corresponding point values.

| Activity                                                               | Points (Per Year) | Max (6 Years) |
|------------------------------------------------------------------------|-------------------|---------------|
| Experience in a managerial/professional role in previous 5 years       | 30                | 30            |
| Board of Directors / Member of business or non-profit organisation     | 20                | 20            |
| Leadership of business professional associations/bodies                | 15                | 15            |
| Gaining professional licenses or certifications                        | 20                | 20            |
| Officer or Board member of a national professional organisation        | 15                | 15            |
| Invited lecture / Workshop for professional development                | 10                | 10            |
| Consultation per project                                               | 10                | 10            |
| Editor or Associate Editor of practitioner / trade publication         | 10                | 10            |
| Developing executive education programs                                | 5                 | 5             |
| Presenting executive education programs                                | 5                 | 5             |
| Developing or presenting practitioner programs                         | 5                 | 5             |
| Editorial Review Board of practitioner / trade publication             | 5                 | 5             |
| Continuing professional education (max 20 pts over 5-year period)      | 5                 | 20            |
| Attending professional seminars / workshops / professional development | 5                 | 5             |
| Community service activities                                           | 5                 | 5             |
| Board member / Editorial Review Board for practitioner publication     | 5                 | 5             |

This policy is subject to annual review and may be revised as needed to reflect changes in AACSB standards, institutional priorities, or best practices in faculty development. All amendments require approval by the Dean, Faculty of Business & Entrepreneurship.