

**Key Performance Index (KPI)
for Participating Faculty Member of AAGBS**

PARTICIPATING FACULTY MEMBER FROM BRANCHES

1. Teaching and Supervision

- a. To teach at least **one AAGBS class** and to supervise at least **one AAGBS student project per year**.
- b. To participate in at least **four staff or assessment meetings** (Example: Exam result meeting, validation meeting, OBE-CDL meeting, staff meeting etc).

2. Research and Publication

- a. Publish at least **two journal** articles in five years.
- b. Attend at least **one conference** in two years.

3. Contribution to AAGBS

- a. **AAGBS Activity** – Must participate in at least **two AAGBS activities** a year. These activities include Convocation, Graduation Night, Interview of New Students, Student Induction Course, CEO Talks, Academic Trips, Seminar etc.
- b. **AAGBS Students Development Activity** – Must evaluate at least **two AAGBS students research projects** per year such as colloquium, DRP, Mock Viva etc.

PARTICIPATING FACULTY MEMBERS FROM AAGBS SHAH ALAM

1. Teaching and Supervision

- a. To teach at least **one AAGBS class** and to supervise at least **one AAGBS student project per semester**.
- b. To participate in at least **four staff or assessment meetings** (Example: Exam result meeting, validation meeting, OBE-CDL meeting, staff meeting etc).

2. Research and Publication

- a. Publish at least **two journal** articles in five years.
- b. Attend at least **one conference** in two years.

3. Contribution to AAGBS

- a. **AAGBS Committee** – Must be actively involved in at least **two faculty committees**.
- b. **AAGBS Activity** – Must participate in at least **four AAGBS activities** a year. These activities include Convocation, Graduation Night, Interview of New Students, Student Induction Course, CEO Talks, Academic Trips, Seminar etc.
- c. **AAGBS Students Development Activity** – Must evaluate at least **two AAGBS students research projects** per year such as colloquium, DRP, mock viva etc

AACSB

FACULTY QUALIFICATIONS AND ENGAGEMENT CRITERIA

SCHOLARLY ACADEMIC (SA)

To be classified as a Scholarly Academic, faculty members must satisfy both the initial academic preparation criteria and the sustained engagement criteria over the previous five years.

1. Initial Academic Preparation Academic Achievement
Faculty members holding a research-based doctorate in their primary teaching field.

2. Sustained Engagement Activities
 - a. Research Proficiency
 - i. Scholastic Academics must publish a minimum of two (2) peer-reviewed research articles in widely recognized academic journals relevant to business.

 - b. Academic Engagement Proficiency
Over the previous five years, Scholastic Academics must maintain active academic engagement as evidenced by the production of a minimum of two (2) intellectual contributions such as:
 - i. Peer-reviewed or conference presentation*
 - ii. Publication of a conference proceedings paper*
 - iii. Publication of an original article in an edited volume published by an academic press
 - iv. Publication or revision of a textbook
 - v. Publication of a business case study by an academic press
 - vi. Service as an editor, associate editor or editorial board member of an established academic journal
 - vii. Publication of a book review in an academic or practitioners' journal
 - viii. Receipt of a research grant
 - ix. Receipt or renewal of a professional certification that enhances the classroom and research
 - x. Service as a major officer for an academic association or scholarly organization
 - xi. A member of professional body or association

*The same research paper cannot be counted in more than one category.

PRACTICE ACADEMIC (PA)

To be classified as a Practice Academic, faculty members must satisfy both the initial academic preparation criteria and the sustained engagement criteria over the previous five years.

1. Initial Academic Preparation Academic Achievement
Faculty members holding a research-based doctorate in their primary teaching field.

2. Sustained Engagement Activities
Evidence of sustained professional engagement for Practice Academics should include significant activities in a minimum of three (3) different engagement categories during the most recent five-year period. Acceptable categories of activities include:
 - i. Substantial consulting projects and activity
 - ii. Service on corporate or non-profit boards
 - iii. Production and delivery of substantial professional development activities
 - iv. Consultation or research for economic development agencies
 - v. Regular maintenance or acquisition of professional certifications and/or licenses

- vi. Invited professional public speaking
- vii. Other appropriate professional activities

SCHOLARLY PRACTITIONERS (SP)

To be classified as a Scholarly Practitioner, faculty members must satisfy both the initial academic and professional preparation criteria and the sustained engagement criteria over the previous five years.

1. Initial Academic Preparation Academic Achievement

Faculty members holding Scholarly Practitioner status will have obtained a non-terminal graduate degree in business or their primary field of teaching. This advanced academic preparation is defined as an earned MBA, appropriate master's degree or another appropriate professional graduate degree relevant to the mission of AAGBS.

2. Sustained Engagement Activities

Over the previous five years, Scholarly Practitioners must maintain active academic engagement as evidenced by the production of a minimum of two (2) academic contributions such as:

- i. Publication of a research article in a peer-reviewed academic journal
- ii. Peer-reviewed or conference presentation*
- iii. Publication of a conference proceedings paper*
- iv. Publication of an original article in an edited volume published by an academic press
- v. Publication or revision of a textbook
- vi. Publication of a business case study by an academic press
- vii. Service as an editor, associate editor or editorial board member of an established academic journal
- viii. Publication of a book review in an academic or practitioners' journal
- ix. Receipt of a research grant
- x. Receipt or renewal of a professional certification that enhances the classroom and research
- xi. Service as a major officer for an academic association or scholarly organization
- xii. A member of professional body or association

*The same research paper cannot be counted in more than one category.

INSTRUCTIONAL PRACTITIONERS (IP)

To be classified as an Instructional Practitioner, faculty members must satisfy *both* the initial academic and professional preparation criteria and the sustained engagement criteria over the previous five years.

1. Initial Academic Preparation Academic Achievement

Faculty members classified as Instructional Practitioners must meet non-terminal graduate degree in business or their primary field of teaching. This advanced academic preparation is defined as an earned MBA, appropriate master's degree or another appropriate professional graduate degree relevant to the mission of AAGBS.

2. Sustained Engagement Activities

Evidence of sustained professional engagement for Instructional Practitioners should include significant activities in a minimum of two (2) different engagement categories during the most recent five-year period. Acceptable categories of activities include:

- i. Continued professional employment in the primary teaching area
- ii. Substantial consulting projects and activity
- iii. Service on corporate or non-profit boards
- iv. Production and delivery of substantial professional development activities
- v. Consultation or research for economic development agencies
- vi. Regular maintenance or acquisition of professional certifications and/or licenses
- vii. Invited professional public speaking
- viii. Other appropriate professional activities

Engagement activities must be documented and readily verifiable by the AAGBS Leadership Team. To be considered as part of a Practice Academic portfolio, engagement activities must be reported on the faculty members' annual performance documents and included on their curriculum vitae. To be considered significant, an engagement activity must result in lasting impact on the client, the public, or the faculty member.