List of Intellectual and Professional Activities for Faculty Qualifications

(from the CBE Policy on Faculty Qualifications and Engagement)

Point System for Intellectual and Professional Contributions

The categories of intellectual contributions (A, B, C) and professional contributions (D) are listed below. The associated point system by contribution category is summarized here.

<table>
<thead>
<tr>
<th>Relevant Contribution Categories</th>
<th>SA</th>
<th>PA</th>
<th>SP</th>
<th>IP</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, B, C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A, B, C, D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A, B, C, D</td>
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<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Required from Specific Categories</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 4 points from category A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 3 points from category D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least 2 points from categories A-C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 points from category D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minimum Total Points

| 6   | 5     | 4     | 2     |

Intellectual Contributions

All contributions must be in the faculty member’s discipline or industry, or related to the faculty member’s areas of teaching.

Category A (2 points each)

Peer-reviewed* journal articles in the faculty member’s discipline or industry, or related to the faculty member’s areas of teaching, which must:

- Contribute to understanding real-world business or economic issues, advancing knowledge in a particular field through original research, and/or promoting creative pedagogy
- Be published in non-predatory journals that have a proven peer-review process, an expected possibility of denial, as well as a robust impact factor, inclusion in a list of reputable journals, or another reasonable indication of quality.

Category B (2 points each)

- Publication of a scholarly book (first edition) that involves original research and is published by a university press or academic publisher
- Publication of a professional book (first edition) that is able to attract reviews in national publications
- Publication of a trade book (first edition) on a topic that is able to attract reviews in national publications
- Publication of a textbook (first edition) that synthesizes elements of a faculty member's discipline, and is published by a higher education commercial publisher
- Publication of a book chapter in a scholarly book published by a university press or academic publisher
- Performing substantial editorial work (e.g., managing peer review of multiple articles per year) as an editor, associate editor, or issue/section editor of an academic or professional journal, proceedings, book series, or a similar outlet
• Serving in a leadership role (e.g., division officer, chapter leader) at a recognized academic society or association.

**Category C (1 point each)**

- Writing non peer-reviewed academic, professional, pedagogical, or trade journal articles
- Writing non peer-reviewed cases and instructional materials published by a recognized publisher
- Publication of a manual, guide, or textbook supplement published by the same textbook publisher
- Publication of a paper in an official working paper series
- Publication of instructional software with manual published by a recognized publisher
- Writing a chapter in a new textbook or trade book
- Revision of a scholarly, professional, or trade book, or a textbook
- Awarded competitive research grant, fellowship or contract from a foundation, for-profit or non-profit organization, including those internal to CSU and Cal State L.A.
- Authoring a publicly available consulting report or testimony to a branch or agency of the government
- Authoring a technical report that is published and distributed by a governmental agency, an established business entity, or a recognized publisher
- Presenting a paper at an academic conference
- Publishing an article, paper, or case in the proceedings of an academic conference
- Performing editorial work on an editorial board/committee of an academic publication
- Writing an invited or peer-reviewed keynote, address, presentation, lecture, or colloquium at academic conferences or scholarly organizations
- Presenting a paper at faculty research panels, roundtables, seminars and workshops
- Participating as a panelist, session chair, facilitator, etc. at an academic conference, seminar, roundtable, etc.
- Publishing an article on business practice, research or other business-related area in an outlet with national, international, or regional distribution
- Publishing an article in a circular or newsletter, or internally published articles
- Publishing a book review in a peer-reviewed journal
- Publishing an editorial or commentary in a business-related outlet with a broad readership
- Maintaining a publicly available website or web log that is updated regularly and linked at other significant sites
- Contributing a new media quote or commentary on topics related to business research, practice, or teaching in an outlet with national, international, or regional distribution
- Developing approved new curricula, such as a new course, or new minor, certificate, or executive education program

**Professional Contributions**

All contributions must be in the faculty member’s discipline or industry. Below is a non-exhaustive list of examples:

**Category D (1 point each)**

- Maintaining a full-time practitioner job relevant to the area of teaching
- Ownership of an active business with substantial annual revenues
- Performing discipline-related private business consulting for over 100 paid hours in a reporting year
- Serving as an editorial board/committee member of a professional publication
- Participating as an AACSB Peer Review Team member
• Completing AACSB training in various areas such as assessment, chairmanship, associate deanship, development, etc.
• Serving in an active role in business faculty development or business teaching improvement affairs (e.g., business accreditation, assessment of business learning, lecturer development workshops)
• Actively mentoring students for applying their knowledge in practice, career development, or other engagement with business community (e.g., business case competitions, resume and job interview workshops, internship coaching)
• Participation in a formally defined role as a mentor, faculty advisor, student success council or workgroup member for student success in career advancement or other engagement with business community (e.g., advisor to a student business association, preceptor for a student’s business project)
• Participating in a faculty internship (working full time for a business or discipline-related project)
• Being an officer in a national, regional or local professional or community-development association
• Active participation on committees for a national, regional or local professional or community association
• Presenting an invited keynote, address, or presentation at a professional or business organization
• Participating in professional or community events focused on business, management or related issues
• Participating in business association conferences or significant meetings
• Serving in a management or leadership role in a business, university, non-profit, or community-based organization (e.g., board of directors, board of trustees, alumni board, college administrator, department chair, center director)
• Leadership in discipline-related public outreach activities
• Participation in other activities that place faculty in direct contact with business and other organizational leaders (e.g., speaking engagements, professional seminars, field trips, business roundtables)
• Maintaining an active professional certification or license
• Completing continuing professional education credits to maintain a professional license or certification
• Completing training to improve teaching, assessment, or develop innovative pedagogical skills (e.g., via CETL)

These guidelines were updated by the CBE Accreditation Committee in Fall 2018. As part of the CBE’s culture of continuous improvement, this policy shall be reviewed periodically. Any proposed changes to the policy will be voted upon by the Committee’s faculty members (including department chairs) and recommended to the Dean and Associate Dean.

Reporting and Exceptions
Faculty members shall maintain their record of intellectual and professional contributions in a manner prescribed by the CBE (e.g., in Digital Measures), per instructions specified on the CBE website. Their ongoing qualification and participation statuses will be determined by the appropriately reported contributions on record at the end of each semester in which the faculty members are in active status. The initial qualification will be determined based on their hiring documents (e.g., CV).

Intellectual Contributions:
The reporting of every intellectual contribution shall include, among other parameters, as applicable:

• A description/citation with the venue/location and date(s) of acceptance/publication/presentation/participation
• Whether or not it was peer-reviewed and had any known impact (e.g., 150 downloads; case used by 40 students)
• A copy of the work or other proof of engagement/achievement/impact (e.g., grant award letter; event agenda).
Professional Contributions:

The reporting of every professional contribution shall include, among other parameters:

- A full description of the activity from Category D with the venue, date(s), and any known impact.

Reporting of all contributions shall be done in a clearly identifiable manner, by each discreet and substantive activity (e.g., edited Fall 2018 special issue of Business Forum journal with 6 published peer-reviewed articles). Ongoing contributions for the same substantive activity/job/role shall be consolidated and separately reported on an annual basis (e.g., 2016 continuing education credits for CPA licensure; 2017 continuing education credits for CPA licensure).

Exceptions:

Should a faculty member believe that the nature of a contribution does not fall within the items listed to document their qualification status, the Associate Dean will work with the Accreditation Committee to evaluate how the contribution should be categorized.

For intellectual contributions, if a faculty member disagrees with the classification of an intellectual contribution as listed in Categories A, B, and C, or that a particular contribution warrants placement in a higher category or additional points, such contribution and the rationale for its category placement shall be submitted to the Associate Dean. A majority vote of the Accreditation Committee’s faculty members (including department chairs) shall be final as to the category for the particular contribution. A similar procedure is required should a faculty member believe that a journal not listed as peer reviewed in an approved/reputable journal list (e.g., Cabell’s) should be treated as equivalent. For such considerations, the Committee will base its judgment on a review of the quality of the published article, the journal’s review process and acceptance rate.

For professional contributions, should a faculty member believe that an activity not listed in Category D should be considered equivalent to the listed items, a description of the activity and the rationale for its consideration shall be submitted to the Associate Dean. The Committee will review the case. A majority vote of the Committee’s faculty members (including department chairs) shall be final as to whether the activity is appropriate to include as a professional contribution.

Failure to Maintain Faculty Qualification Status

Faculty who do not meet the criteria for maintaining SA, PA, SP, or IP status will be classified as ‘Other.’ Faculty members who are classified as ‘Other’ are expected to develop implementation plans that will allow them to regain status in one of the four categories. The plan should be developed in consultation with the Department Chair who, along with the Associate Dean, will review progress on a semi-annual basis.

The Relationship of CBE Policy to University Review Policies

All faculty are subject to university review policies and procedures. For example, tenure-track faculty are subject to the university's retention, tenure and promotion (RTP) policy. These review procedures include regular peer evaluations and student evaluations. The CBE faculty qualifications and engagement policy is intended to complement university policies and procedures, not to replace them. Faculty are required to follow both the university review policies and procedures and the CBE policy on faculty qualifications and engagement.

* Peer review is defined as “a process of independent review prior to publication of a faculty member’s work by an editorial board/committee widely acknowledged as possessing expertise in the field.” The peer review should be independent; provide for critical but constructive feedback; demonstrate a mastery and expertise of the subject matter; and be undertaken through a transparent process notwithstanding that the individuals involved may be anonymous. Such a review ensures that the work is subjected to the expected “scrutiny by academic peers or practitioners prior to publication.” (AACSB, Eligibility Procedures and Accreditation Standards for Business Accreditation, 1/31/08, p. 25)