

# CBE Policy on Faculty Qualifications and Engagement

## Overview

The College supports a wide variety of faculty development activities linked to our mission to prepare our students for careers in a global business environment and to be leaders in the local business community. Our standards for participating and supporting faculty and lecturers illustrate that goal.

This section describes our requirements for hiring faculty and lecturers and lists the academic and professional contributions they can make to maintain their qualification status. As with our standards for participating faculty, our qualifications and engagement policy aligns with our mission, here with regard to our commitment to scholarly activity and community engagement.

The following pages outline the CBE 1) faculty qualification categories based on the AACSB faculty qualification categories, 2) policy guidelines for designating and maintaining faculty qualification status, 3) point system and categories of intellectual and professional contributions, 4) reporting and exceptions, 5) response for failure to maintain faculty qualification status, and 6) relationship between the CBE policy of faculty qualification and university review policies and procedures.

## Faculty Qualifications and Engagement

The 2013 AACSB accreditation standards require that faculty collectively and individually demonstrate significant academic and/or professional engagement that supports the mission of the college. The four classifications of faculty qualifications and engagement and their definitions are given here (adapted from AACSB 2013 Business Standards, p. 39). CBE guidelines for maintaining faculty qualifications are provided below.

**Initial academic preparation and professional experience**

**Doctoral degree**

**Professional experience, substantial in duration and level of responsibility**

### Sustained Engagement Activities

**Academic (Research/Scholarly)**

**Applied/Practice**

<b>Scholarly Academics (SA)</b>	<b>Practice Academics (PA)</b>
<b>Scholarly Practitioners (SP)</b>	<b>Instructional Practitioners (IP)</b>

**SA ≥ 40%**

**SA + PA + SP ≥ 60%**

**SA + PA + SP + IP ≥ 90%**

**Scholarly Academics (SA)** sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates.

**Practice Academics (PA)** sustain currency and relevance through professional engagement and relevant activities. Normally, 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 or other forms of professional engagement based on the faculty member's earlier work as an SA faculty member.

**Scholarly Practitioners (SP)** sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner lecturers who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.

**Instructional Practitioners (IP)** sustain currency and relevance through continued professional experience and engagement related to their professional background and experience. Normally, IP status is granted to newly hired faculty members who join the CBE with significant and relevant professional experience in their field. In some instances, faculty with a terminal degree may be granted IP status if they hold a full-time professional position.

It is important for faculty and lecturers to have initial academic preparation and/or professional experience at the time of hire and to remain engaged in scholarship and/or practice throughout their employment with the CBE. A point system for intellectual and professional contributions to maintain SA, PA, IP, and SP status is given below. To deliver quality business education, faculty and lecturers must pursue continuous development in their specialty area and its application to the business world. A critical factor is the alignment of faculty and lecturer initial academic preparation/professional experience and ongoing engagement activities with their primary teaching responsibilities and with the mission of CBE.

Academic and professional engagement activities must be substantive and sustained at levels that support currency and relevance for the CBE's mission, expected outcomes, and strategies. Engagement can result from the work of a single faculty member, collaborations between and among faculty, or collaborations between faculty and other scholars and/or practitioners.

Faculty and lecturers are responsible for working with their Department Chair and the Associate Dean to ensure that they have a feasible plan for maintaining their SA, PA, SP, or IP status. (A faculty member or lecturer who does not maintain status through the point system is classified as 'Other'; see below for failure to maintain status and process for regaining status.) Faculty and lecturers are also responsible for regularly reporting their intellectual contributions and other activities to indicate how they are maintaining their qualifications and engagement status. Department Chairs work with the Dean and Associate Dean to determine the balance of SA, PA, SP, and IP faculty and lecturers needed to best ensure that the CBE can accomplish its mission and maintain the standards required by the AACSB.

## Guidelines on Scholarly Academics (SA) and Practice Academics (PA)

### Criteria for designation to SA and PA status include the following:

1. *Research doctoral degree.* Initial academic preparation for SA and PA status is normally required in the form of a discipline-based research doctorate. Such a doctorate is intended to produce scholars capable of creating original scholarly contributions through advances in research or theory and who can contribute research knowledge to their areas of teaching. In cases where the research doctorate is in the business discipline but outside the teaching area, or where the research doctorate is outside the business discipline but related to the teaching area, evidence of supplemental preparation to support relevance in the teaching field may be required. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation.
2. *Specialized graduate degree.* Individuals with specialized graduate degrees in law, taxation or accounting will be considered SA or PA for teaching in their respective fields subject to ongoing and substantive academic and/or professional engagement activities. A faculty member with a graduate degree in law would be expected to teach courses in business law, legal environment of business, and related subjects. Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and professional experiences in accounting will be considered SA or PA to teach taxation.
3. *Other terminal degree/no degree.* If individuals have doctoral degrees that are less foundational discipline-based research oriented, or if their highest degrees are not doctorates, then they must demonstrate high levels of sustained, substantive academic and/or professional engagement activities to support their currency and relevance in their fields of teaching. A current research record in the teaching field will be accepted as evidence of academic qualifications for SA and PA, regardless of credentials. Individuals whose highest degree is not a doctorate may be considered for SA or PA status if they have a specialized master's degree in a business-related field, completed coursework in a business doctoral program, or are currently a student in a business doctoral program.

### Maintaining Scholarly Academic (SA) Status

To maintain SA status, faculty members are expected to develop a portfolio of intellectual contributions that demonstrate currency in their field and support the mission of the CBE. The intellectual contributions must indicate a sufficient quality, rigor and value to meet AACSB and CBE standards. (See detailed list of accepted intellectual contributions below.) Intellectual contributions are original works intended to advance the theory, practice, and/or teaching of business and management. As such, they are based on generally accepted research principles, are validated by peers and disseminated to appropriate audiences. Validation of the quality of intellectual contributions includes the traditional academic or professional pre-publication peer review, but may encompass other forms of validation, such as online post-publication peer reviews, ratings, and surveys of users.

Faculty whose terminal degrees were granted within the five-year time frame are considered SA by virtue of the currency of their degree. Yet, such faculty must still engage in research activities to produce the required portfolio of contributions for future periods. Other faculty with SA status are expected to produce intellectual contributions on a regular basis.

In order to maintain SA qualification, faculty must earn a minimum of 6 points over each five year accreditation review period. Points are earned based on the nature of the intellectual contribution as described below for Categories A, B, and C. At least 4 points in each five year period must be earned from Category A.

### **Maintaining Practice Academic (PA) Status**

To maintain PA status, faculty are expected to be engaged in contributions to practice or other forms of professional engagement on a regular basis. These may include practice-oriented intellectual contributions, consulting activities, service on boards of directors, etc. (See detailed list of acceptable professional contributions below.)

As evidence of maintaining PA status, faculty must earn a minimum of 5 points over each five year accreditation period. Points are earned based on the nature of the contributions as described below for Categories A, B, C and D. At least 3 points in each five year period must be earned from Category D.

### **Guidelines on Scholarly Practitioners (SP) and Instructional Practitioners (IP)**

The College seeks to strategically hire faculty who have appropriate academic preparation for teaching as well as relevant practical experience that can provide valuable insights into current business practices and provide exposure to issues facing businesses in the Southern California area.

#### **Criteria for faculty and lecturers to be designated as SP or IP at the time of hiring**

1. A master's degree in a field related to the area of teaching assignment, and
2. Current professional experience relevant to the faculty member's teaching assignment, significant in duration and level of responsibility.

The less related the initial professional experience is to the field of teaching, or the longer the time since the relevant experience occurred, the greater the need for that faculty member to demonstrate sustained academic and/or professional engagement related to the teaching field.

### **Maintaining Scholarly Practitioner (SP) Status**

To maintain SP status, faculty members are expected to be engaged in academic pursuits on a regular basis. These may include production of peer-reviewed journal articles, active editorships with academic journals or other business publications, participation in recognized academic societies, etc.

As evidence of maintaining SP status, faculty must earn a minimum of 4 points over each five year accreditation period. Points are earned based on the nature of the intellectual contribution as described below for Categories A, B, C and D. At least 2 points in each five year period must be earned from Category A, B, or C.

### **Maintaining Instructional Practitioner (IP) Status**

To maintain IP status, faculty are expected to be engaged in contributions to practice or other forms of professional engagement on a regular basis. These may include substantial consulting activities, participation in business-related professional events, service on boards of directors, etc. Faculty members and lecturers should consult with their department chair or associate dean if uncertain about whether an activity qualifies as a contribution for maintaining IP status.

As evidence of maintaining IP status, faculty must earn a minimum of 2 points over each five year accreditation period from the list of professional contributions in Category D. Faculty and lecturers who maintain full-time employment in industry are considered IP.

### **Guidelines for Administrative Roles**

In accordance with AACSB policy, faculty who serve in key administrative capacities (e.g., Dean, Associate Dean, Chair), are deemed Professional Academic (PA) unless during their administrative tenure, they

maintain their SA status. In addition, they shall be classified as participating faculty. They maintain their qualifications by participating in activities that are related to their administrative roles and responsibilities, or through scholarship, or a combination of both.

Upon the returning to the faculty, the following standards apply:

1. An administrator who returns to a department in compliance with the Scholarly Academic standards shall be SA.
2. An administrator who returns to a department shall be deemed PA for two years unless they maintain their SA status. By the third year, the former administrator will be treated as a regular faculty member in determining his/her faculty qualification status.

### 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.

	<b>SA</b>	<b>PA</b>	<b>SP</b>	<b>IP</b>
<b>Relevant Contribution Categories</b>	A, B, C	A, B, C, D	A, B, C, D	D
<b>Points Required from Specific Categories</b>	At least 4 points from category A	At least 3 points from category D	At least 2 points from categories A-C	2 points from category D
<b>Minimum Total Points</b>	6	5	4	2

## **Intellectual Contributions**

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

### **Category A (2 points each)**

Peer-reviewed<sup>1</sup> journal articles in the faculty member or lecture's discipline or industry, or related to the faculty member or lecture'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<sup>2</sup> that have a proven peer-review process, an acceptable rate of denial, a robust impact factor, and a 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 case study that involves original research and is published in a peer-reviewed journal
- Publication of a book chapter in a scholarly book published by a university press or academic publisher.

### **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

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<sup>1</sup> 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).

- Authoring a technical report that is published and distributed by a government 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
- 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 at an academic conference
- Publishing an article on business practice, research or other business-relevant area in newspapers with national or regional distribution or magazines/journals with a broad readership (or the online equivalent)
- Publishing an article in a circular or newsletter, or internally published articles
- Publishing a book review in a peer reviewed journal
- Being an editor of an academic PRJ
- Publishing an editorial or commentary in non-PRJ or newspaper or magazine
- Maintaining a publicly available website or web log that is updated regularly and linked at other significant sites
- Contributing a media quote on topic related to research or teaching in newspapers with national or regional distribution or magazines/journals with a broad readership (or the online equivalent)
- 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 or lecturer's discipline or industry.

#### **Category D (1 point each)**

- For instructors, maintaining a full-time practitioner job relevant to area of teaching
- Ownership of an active business with substantial annual revenues
- Performing discipline-related private business consulting for over 100 paid hours
- Being an associate editor, co-editor, or editorial board member of an academic PRJ
- Being an editor, associate editor, co-editor, or editorial board member of a professional journal or publication
- Being an editor of professional or academic conference proceedings
- Participating as an AACSB Peer Review Team member
- Attending and completing AACSB training in various areas such as assessment, chairmanship, associate deanship, development, etc.
- 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 association
- Active participation on committees for a national, regional or local professional association
- Presenting an invited keynote, address, or presentation at a professional or business organization
- Participation in professional events focused on business, management or related issues
- Attending business association conferences
- Serving an active role of significance or leadership position in a business, non-profit or community-based organization, e.g., board of directors

- 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)
- Maintaining an active professional certification or license
- Completing continuing professional education credits to maintain a professional license or certification
- Attending CETL training to improve teaching skills

These guidelines were approved by the CBE Strategic Management Group in spring 2015. 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 SMG and recommended to the Dean and Associate Dean.

## Reporting and Exceptions

**Intellectual Contributions:** Faculty members and lecturers shall report, at least annually, on their intellectual contributions. Such reporting shall include:

- Citation including date of publication
- Whether or not it was peer-reviewed
- A copy of the work

**Professional Contributions:** Faculty members and lecturers shall report, at least annually, on their professional contributions. Such reporting shall include:

- A description of the activity from Category D and the date(s)

### Exceptions:

Should a faculty member or lecturer 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 Strategic Management Group to evaluate how the contribution should be categorized.

For intellectual contributions, if a faculty member or lecturer 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 SMG shall be final as to the category for the particular contribution. A similar procedure is required should a faculty member or lecturer believe that a journal not listed in Cabell's or in Ulrich's as peer reviewed or in the approved journal list should be treated as equivalent. For such considerations, the SMG 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 or lecturer 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 SMG will review the case. A majority vote of this committee shall be final as to whether the activity is appropriate to include as a professional contribution.

## Failure to Maintain Faculty Qualification Status

Faculty and lecturers who do not meet the criteria for maintaining SA, PA, SP, or IP status will be classified as 'Other.' Faculty members and lecturers 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 and lecturers 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 and lecturers are required to follow both the university review policies and procedures and the CBE policy on faculty qualifications and engagement.