CBE Policy on Faculty Qualifications and Engagement

Overview

The College of Business and Economics (CBE) 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 illustrate that goal, with an emphasis on innovation, engagement, and impact.

This policy addresses all faculty members, including lecturers. It describes our qualification status requirements for new faculty 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, July 1, 2018 revision, p. 43). CBE guidelines for maintaining faculty qualifications are provided below.

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<tr>
<th>Initial academic preparation and professional experience</th>
<th>Sustained Engagement Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral degree</td>
<td>Academic (Research/Scholarly)</td>
</tr>
<tr>
<td>Professional experience, substantial in duration and level of responsibility</td>
<td>Applied/Practice</td>
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<tr>
<td>Scholary Academics (SA)</td>
<td>Practice Academics (PA)</td>
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<tr>
<td>Scholarly Practitioners (SP)</td>
<td>Instructional Practitioners (IP)</td>
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</table>

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. Otherwise, SA status is achieved or sustained as outlined below.

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 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, SP, and IP status is given below. To deliver quality business education, faculty must pursue continuous development in their specialty area and/or its application to the world of business and organizations. A critical factor is the alignment of faculty’s initial academic preparation/professional experience and ongoing engagement activities with their primary teaching responsibilities and with the mission of CBE.

Activities toward scholarly development (i.e., academic engagement) and practice-oriented development (i.e., professional engagement) 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, collaboration between faculty members, or collaboration between faculty and other scholars and/or practitioners or students.

Faculty 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 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 are also responsible for regularly reporting their intellectual and professional contributions and other activities to indicate how they are maintaining their qualifications and engagement status (see below). Department Chairs work with the Dean and Associate Dean to determine the balance of SA, PA, SP, and IP faculty 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 at the time of hiring 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. Individuals with such doctorates are normally capable of creating original scholarly contributions through advances in research or theory and contributing 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. Successful completion of an AACSB-endorsed postdoctoral bridge program is deemed sufficient initial academic preparation in the field of postdoctoral business concentration equivalent to a discipline-based research doctorate for the purpose of determining SA or PA status. Individuals with a discipline-based research doctorate or equivalent as described above are considered SA for five years from the date the degree is awarded or the equivalent preparation is completed. If hired after that period, the faculty member’s initial qualification status is based on a preceding five-year record of intellectual and/or professional contributions required for status maintenance as described below.

2. **Specialized graduate degree.** Individuals with specialized graduate degrees in law, taxation, or accounting will be considered SA for teaching in their respective fields for five years after obtaining their degrees. If hired after that period, the faculty member’s initial qualification status is based on a preceding five-year record of
intellectual and/or professional contributions required for status maintenance as described below. Faculty members with graduate degrees in law would be expected to teach courses in business law, legal environment of business, and related subjects to be considered SA or PA. Faculty members with graduate degrees in taxation or an appropriate combination of graduate degrees in law and accounting will be expected to teach taxation to be considered SA or PA.

3. Other terminal degree/no degree. Individuals with doctoral degrees that are less foundational discipline-based research oriented, or with the highest degrees that are not doctorates, must demonstrate higher levels of sustained, substantive academic and/or professional engagement activities to support their currency and relevance in their fields of teaching for an SA or PA status designation. A doctoral degree relevant to CBE mission may be sufficient basis for an initial SA status designation for no more than five years from the date the degree is awarded (if hired after that period, the faculty member’s initial qualification status is based on a preceding five-year record of intellectual and/or professional contributions required for status maintenance as described below). The ABD (all but dissertation) faculty members are deemed to have reached SA status for three years following the ABD status achievement (e.g., passing comprehensive or qualifying exams or another milestone considered appropriate for ABD status at their school). Under rare circumstances, a current or highly impactful research record in the teaching field will be accepted as evidence of academic preparation for SA or PA regardless of credentials. In a limited number of other special cases, 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 post-publication reviews, impact statements, ratings, surveys of readers, etc.

Faculty whose terminal degrees were granted, or whose AACSB-endorsed postdoctoral bridge program was completed, within the last five years are considered SA by virtue of the currency of their academic preparation. 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 preceding five-year period. Points are earned based on the nature of the intellectual contributions 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 preceding five-year 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 to be designated as SP or IP at the time of hiring:

1. A graduate (normally a master's) degree in a field related to the area of teaching assignment, and

2. 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 as outlined in Categories of contributions below. At least three years of relevant experience are normally expected for initial appointment. Serving in a leadership or management role (whether paid or unpaid) for three or more years in a nonprofit organization, NGO, or similar community-based organizational settings may satisfy professional experience requirement, in line with CBE mission for community engagement.

NOTE 1: For core courses in economics taken by business majors (e.g., microeconomics, macroeconomics, statistics), faculty’s teaching and research experiences in the field are often found to be more valuable for student success than other work experience. Extensive teaching or research experience in economics, therefore, may be considered professional experience for the faculty of economics and statistics.

NOTE 2: In limited cases, IP or SP status may be appropriate for individuals without graduate degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweigh their lack of degree.

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 preceding five-year review period. Points are earned based on the nature of the intellectual contributions 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 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 review period from the list of professional contributions in Category D. Faculty 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 Practice 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 returning to the faculty position, the administrators shall be deemed PA for three years unless they maintain their SA status. By the fourth 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.

<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>Points Required from Specific Categories</td>
<td>A, B, C</td>
<td>A, B, C, D</td>
<td>A, B, C, D</td>
<td>D</td>
</tr>
<tr>
<td>Minimum Total Points</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

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

Approved and effective as of 12.04.18
• 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).