

CSUB School of Business & Public Administration
Academic/Professional/ Administrative Qualification Standards
Updated as of Spring 2016

School of Business and Public Administration Mission:

The School of Business and Public Administration provides students with the knowledge and skills to make decisions addressing issues facing organizations in our region. We support this mission with applied and teaching-related research, along with community engagement, to serve our diverse student body and region.

What this means...

We interpret the mission of the School of Business and Public Administration (BPA) to mean that we are primarily a teaching institution and that our research focus should predominately be on pedagogical and applied topics. We, therefore, set our standards to reflect this reality, as well as to account for Union contractual limitations and for the resource limitations imposed by the CSU mandate of access for all students.

What our faculty role definitions are...

Taking our lead from the Association to Advance Collegiate Schools of Business (AACSB), we look at our faculty roles in two ways. First, we utilize four categories of qualification to describe the preparation for and nature of faculty contributions. These are *Scholarly Academic* (SA), *Practice Academic* (PA), *Instructional Practitioner* (IP), and *Scholarly Practitioner* (SP). Faculty members who do not qualify for one of the above categories are considered to be “*Other*”. Second, we recognize two levels of effort to classify the degree of engagement that our faculty members exhibit: *Participating* – engages in the activities of the school in matters beyond direct teaching responsibilities; and *Supporting* – no real role beyond teaching. Based on our mission, these categories and levels of effort are defined as follows.

Categories of Academic Qualification (AACSB Standard 15)

Part 1: Faculty Qualifications

Academic – A faculty member with a terminal degree (normally doctoral degree) in a relevant field as described by AACSB standards is considered an academic.

- 1. *Scholarly Academic* (SA) - Initially**, an academic is classified as a scholarly academic (SA) for five years from the date of the degree. During this five-year period, the individual shall be working toward completing the research requirements of the probationary plan.
 - **Thereafter, the minimum criteria to maintain SA status are two peer-reviewed journal articles (PRJ)¹, plus two other contributions or activities consisting of either additional PRJs, Other Intellectual Contributions (“OIC” listed in Part 2) , or Development Activities (“DA” listed in Part 3) within the past five years.** An individual’s PRJs may be co-authored with researcher/s in other disciplines. However, the majority of the individual’s work (PRJs, OICs, or DAs) included for

meeting the minimum criteria must be relevant to the individual's teaching area(s).

2. ***Practice Academic (PA)*** – An academic who has substantive linkages to professional development activities related to practice, consulting, other forms of professional engagement may be classified as a practice academic (PA). **The minimum criteria to maintain PA status is any combination of four Other Intellectual Contributions (OIC listed in Part 2) or Development Activities (DA listed in Part 3) over the past five years; with at least one Development Activity consisting of Professional Experience or Consulting (DA Items #1-4 related to employment, business ownership, or consulting).** It is the faculty member's responsibility to provide substantiation regarding their employment, consulting and professional work. Each item included for meeting the minimum criteria must be relevant to the individual's teaching area(s).

One specialized path to PA status would be an administrative employee such as the Dean or the Associate Dean of BPA. The Dean and the Associate Dean of BPA are be considered to be Practice Academics during the time period that they are in these positions since they are contributing 100% of their effort to the professional management of the school. Any BPA faculty member who is in a University level role (e.g., Associate Vice President, Provost, etc.) is also considered to be a Practice Academic. To facilitate retreat into the faculty at the conclusion of an administrative career, we will also consider the individual to be a Practice Academic for a time period of five years while they engage in faculty related intellectual contributions and development activities.

Practitioner -- A faculty member with a masters' degree (or higher) in a relevant field and significant professional experience, substantial in duration and level of responsibility (generally at least three years relevant experience is expected in their work history) as described by AACSB standards, is considered a practitioner. In limited cases, IP or SP status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degree qualifications. In such cases, the burden of proof is on the department to make its case.

3. ***Instructional Practitioner (IP)*** - Initially, a practitioner is classified as an instructional practitioner (IP) and maintains this status for five years from the date of appointment.
- **Thereafter**, IP status is sustained by maintaining currency and relevance through continued professional experience and engagement related to faculty member's professional background and experience. **The minimum criteria to maintain IP status is any combination of four Other Intellectual Contributions (OIC listed in Part 2) or Development Activities (DA listed in Part 3) over the past five years.** Each item included for meeting the minimum criteria must be relevant to the individual's teaching area(s).
4. ***Scholarly Practitioner (SP)*** -- A scholarly practitioner (SP) sustains currency and relevance through continued professional experience, engagement, or interaction; *and* scholarship related to their professional background and experience. **The minimum criteria to classify a practitioner as a scholarly practitioner (SP) instead of an**

instructional practitioner is one PRJ, plus one additional PRJ or Other Intellectual Contribution (OIC listed in Part 2), and at least two Development Activities (DA listed in Part 3) over the past five years.

Other – A faculty member not classified as SA, PA, IP, or SP is classified as Other.

Part 2: Other Intellectual Contributions (OIC)

The following are considered to be **Other Intellectual Contributions (OIC)**:

Research Monographs,

Academic/Professional Presentations/Proceedings - Academic/Professional presentation at an academic or professional conference, seminar or workshop;

Competitive Research Awards Received,

Textbooks - Textbook², Textbook Chapter, Textbook editorial review, Textbook supplemental materials;

Published Cases – Published case with instructional materials;

Other Published Teaching Materials - Chapter or supplements in a scholarly business-related book;

Non-Peer Reviewed Journals – Non-reviewed journal article in a disciplinary association journal, trade journal, periodical, or other publication;

Others:

- Service as an editor, associate editor or editorial board or committee member of an established academic journal or periodical (including the *Kern Economic Journal*);
- Journal, conference, or textbook reviewer (each journal article review counts as a separate IC, each conference reviewed for counts as a separate IC, and each textbook reviewed counts as a separate IC)
- Invited presentations to academic societies or associations;
- Obtain a grant for research or other scholarly activities;
- Completion of a publicly available research report from a funded grant; or
- Others as approved by Department Chair and Dean.

Part 3: Development Activities (DA)

The following are considered to be **Development Activities (DA)**:

Professional Experience:

1. Professional experience as an employee; at least 20 hours per week for a period of at least 6 months, or the equivalent, in a position related to the teaching area (each year counts as a separate professional experience);
2. Professional experience operating or owning a business with annual revenue of at least 25% of full-time lecturer salary (each year counts as a separate professional experience);

Consulting:

3. Consulting for a non-BPA client with evidence of at least \$1,000 of services rendered (each engagement contract, as opposed to each visit, counts as a separate consulting activity);
4. Consultant or investigator on a non-BPA grant with evidence of at least \$1,000 of services rendered (each contract, as opposed to each visit, counts as a separate consulting activity);

Professional Development:

5. Participation in a substantial professional event or association conference that focuses on the practice of business, management and related issues;
6. Complete graduate-level coursework in a business-related field (each course counts as a separate professional development activity);
7. Continuing professional education coursework with certificate of completion (an excess of 20 hours of coursework; or coursework in different academic years counts as a separate professional development activity);
8. Complete or recertify professional certification (e.g., CPA, CMA, PHR, Law, etc.); (each certification counts as a separate professional development activity.);
9. Development or presentation of executive or professional education course or program;
10. Faculty Internship;

Other Professional Activities

11. Membership on a board of directors of a profit or non-profit entity (each entity counts as a separate professional development activity each year). The board position should include regular board meetings and oversight responsibility;
12. Office holder or other significant participation (beyond membership) in a business professional association or society(each entity counts as a separate DA-other professional activity each year);
13. Organizer or chair for an academic and/or professional conference (counts as a professional development activity);
14. Other participation in activities that place faculty in direct contact with business and organizational leaders as approved by Department Chair and Dean.

Part 4: Evidence of Intellectual Contributions and Development Activities.

It is the faculty member's responsibility to maintain sufficient evidence documenting intellectual contributions and development activities and to provide such evidence upon request of appropriate administrators. Documentation of intellectual contributions would generally consist of a copy of the contribution, such as (1) a copy of the journal or title page and article for a PRJ and (2) a copy of the proceedings or program for presentations at academic conferences. Appropriate documentation of development activities varies with the type of activity but should provide reasonable assurance of the activity. Examples include (1) a W-2 form (redacted if preferred) or letter from an employer documenting professional employment, (2) a copy of a signed contract or well-documented remittance advice for consulting services, (3) an official listing of board members for Board Service, (4) a listing of attendees for conference attendance, and (5) a copy of a certificate of completion for professional training or continuing education. Faculty should consult with their department chair for questions regarding the appropriateness of specific documentary evidence.

Part 5: Faculty Sufficiency.

In establishing faculty sufficiency, the AACSB distinguishes between Participating and Supporting faculty. From AACSB Standard 5, "a Participating faculty member actively and

deeply engages in the activities of the school in matters beyond direct teaching responsibilities.” Further, “a Supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond direct performance of teaching responsibilities (e.g. classroom and office hours).” **Full-time (and FERP) faculty in the School of Business & Public Administration (BPA) are expected to be Participating faculty who engage in activities beyond direct teaching as part of their job requirements.** Part-time lecturer faculty in BPA are encouraged to actively engage in school matters beyond direct teaching, and may also be considered Participating.

Participating faculty member: The BPA considers the faculty member to be Participating (regardless of full or part time) when the faculty member regularly participates in a variety of activities beyond direct teaching responsibilities. BPA has defined the following areas of responsibilities outside of teaching:

- a) Development of Program Curriculum: Engagement in university, school, or department activities or meetings related to the creation, monitoring, evaluation, and revision of curricula, including serving as a course coordinator.
- b) Development of a New Course: Involvement in university, school, or department activities or meetings for choosing and creating the learning goals, learning experiences, media, instructional materials, and learning assessments for a new course.
- c) Course formatting and delivery: Involvement in university, school, or department activities or meetings in determining appropriate modes and mediums of course delivery to ensure and expand student access.
- d) Assessment and assurance of learning: Participation in school or university learning assessment and assurance of learning activities.
- e) Academic and career advising: Work with the BPA Student Services Center, perform academic advising, or career advising activities beyond office hours.
- f) Committee Membership: Active school or university committee, subcommittee, or task force. The school and university have extensive faculty governance structures, and faculty participation in such governance is critical to maintaining quality of the process. Outcomes of such participation are assessed from committee/ subcommittee minutes, policies put forward, or submitted reports.
- g) Faculty advisor to a university-recognized student organization. The university maintains criteria to be recognized as a student organization and for faculty advisors of such organizations. Adherence to these criteria documents maintenance of quality for this activity.
- h) Department Chair, program director or coordinator of a school or university program, center, or institute. Examples include the BPA MBA, MPA, or MSA-Health Care Directors, the Director of Agribusiness or ERM programs, Director of the Public Policy Institute, etc. Annual reports of activities provided by these units document maintenance of quality.
- i) Department, School, or University Advisory Board member for a board that meets at least twice per year. Minutes, executive summaries, or reports on the board’s activities document maintenance of quality.
- j) Special assignment to a significant university related activity or unit, such as assignments to the University Assessment or WASC Committees. Reports of activities resulting from these assignments document maintenance of quality.
- k) Other nonteaching activities as designated and approved by the Department Chair and Dean.

(Note: Each qualifying activity above counts as a separate event for each year that it occurs. For example, a two-year committee membership would count as two nonteaching events, one for each of the two years of committee membership):

All of the above activities support the school's mission and strategic priorities and need to be addressed by the collective faculty within the school. Thus, they all have high priority and value and participation in any one contributes toward a faculty member's designation as a Participating faculty member.

¹A PRJ article is an article or case with instructional materials published in a Peer-Reviewed Journal, the preference is for either a learning/pedagogical or major practitioner journal in accordance with our BPA mission.

A "Peer-Reviewed Journal" is any journal (1) listed in Cabell's Directory, subject to a formal, documented review process including external or editorial review, with an acceptance rate of no greater than 40%; **or** rated "B" quality or better in the Australian Business Deans Council Journal Quality list., **or** any other journal, approved in writing, *prior* to article submission, by the applicable Department Chair and the Dean. Note, a department can establish and agree to a list of acceptable journals, with Dean approval, that are not listed in Cabell's Directory or the ABDC List. This department list can then be used in place of getting preauthorization on a submission to a non-Cabell's or non ABDC listed journal.

² The textbook should be published by a generally recognized academic publishing company.