CBA Faculty Qualifications Policy

The Faculty Qualification Policy is reevaluated as appropriate, but at least every three years, as part of the CBA focus on continuous improvement.

1. Preamble

The faculty and administration of the College of Business Administration (CBA) work in concert to support and advance the CBA mission. Faculty support and advance the CBA mission through teaching, scholarly pursuits, and service activities. The administration supports faculty in their mission-driven endeavors by providing necessary resources.

2. 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 CBA. The four classifications of faculty qualifications and engagement and their definitions are given here (adapted from AACSB 2013 Business Standards, p. 39). Guidelines for maintaining faculty qualifications are provided below.

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SA ≥ 40%; SA + PA + SP ≥ 60%; SA + PA + SP + IP ≥ 90% (AACSB Standard)
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 engagement activities that involve substantive linkages to practice or other forms of professional engagement.

Instructional Practitioners (IP) sustain currency and relevance through continued professional engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience, and with a master’s degree. Faculty with a terminal degree may be granted IP status if they hold a full-time professional position.

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

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 CBA. A point system for intellectual and professional contributions to maintain SA, PA, IP, and SP status is given on pages 6-8. To deliver quality business education, faculty must pursue continuous development in their specialty area and its application to the business world. A critical factor is the alignment of faculty initial academic preparation/professional experience and ongoing engagement activities with their primary teaching responsibilities and with the mission of CBA. For SA and PA status, the less related faculty members’ doctoral degrees are to their field of teaching, the more they must demonstrate higher levels of sustained, substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching and their contributions to other mission components. Academic and professional engagement activities must be substantive and sustained at levels that support currency and relevance for the CBA’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 are responsible for working with the Associate Dean for Faculty (or designee) 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 page 9 for failure to maintain status and process for regaining status.) Faculties are also responsible for regularly reporting their intellectual contributions and other activities to indicate how they are maintaining their qualifications and engagement status. The Dean and the Associate Dean for Faculty determine the balance of SA, PA, SP, and IP faculty needed to best ensure that the CBA 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 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 CBA. The intellectual contributions must indicate a sufficient quality, rigor and value to meet AACSB and CBA standards. (See detailed list of accepted intellectual contributions on pages 6-7.) 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 are disseminated to appropriate audiences. Validation of the quality of intellectual contributions includes the traditional academic or professional pre-publication peer review, but may

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2 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).
encompass other forms of validation, such as online post-publication peer reviews, ratings, and surveys of users (AACSB 4/08/13, p. 16).

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. As evidence of maintaining SA status, faculty must earn a minimum of 11 points over each rolling five-year period. Points are earned based on the nature of the intellectual contribution as described below for Categories A, through F. At least 10 points in each rolling five-year period must be earned from Category A, B, or C.

Faculty who do not maintain the criteria for SA status may move to PA status or to ‘Other’ (see point system on page 5 and failure to maintain status on page 9).

**Maintaining Practice Academic (PA) Status**
To maintain PA status, faculties 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 in category G.) As evidence of maintaining PA status, faculty must earn a minimum of 8 points over each rolling five-year period. Points are earned based on the nature of the contribution as described below for Categories A through G. At least 5 points in each rolling five-year period must be earned from Category A, B, or C and at least 3 points in category G.

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

The College seeks to hire faculty who have appropriate academic preparation for teaching as well as relevant practical experience that can provide valuable insights into the business practices employed in the Sacramento region. Faculty who meet the following general criteria may be designated as IP or SP at the time of hiring.

1. A master's degree in a field related to the area of teaching assignment.
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 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 the Associate Dean for Faculty 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 6 points over each rolling five-year accreditation period from the list of professional contributions in Category G.
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 8 points over each five-year accreditation period. Points are earned based on the nature of the contribution as described below for Categories A, B, C, D, E, and F. At least 5 points in each rolling five-year period must be earned from Category A through F and at least 3 points from Category G.

Point System for Intellectual and Professional Contributions
The categories of intellectual contributions (A, B, C, D, E, F) and professional contributions (G) are listed below. The associated point system by faculty qualification 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>At least 10 points from A, B, C</td>
<td>A, B, C, D, E, F</td>
<td>A, B, C, G</td>
<td>A, B, C, D, E, F, G</td>
<td>G</td>
</tr>
<tr>
<td>Points Required from Specific Categories</td>
<td>At least 5 points from A, B, C</td>
<td>At least 3 points from G</td>
<td>At least 5 points from A, B, C, D, E, F</td>
<td>At least 6 points from G</td>
</tr>
<tr>
<td>Minimum Total Points Required</td>
<td>11 points</td>
<td>8 points</td>
<td>8 points</td>
<td>6 points</td>
</tr>
</tbody>
</table>
A. The area has the primary responsibility of determining that the items in this category represent the highest level of achievement. They are the result of Learning and pedagogical research, Contributions to practice, and Discipline-based scholarship and are intended for an academic audience. Indicators may include an external, blind peer-review process; recognition as a top journal within a broadly defined academic area; a low acceptance rate; and a low number of invited articles.

*Examples in this category include:*
- Scholarly book (1st edition)
- Article in top-tier refereed academic journal

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<tr>
<th>Faculty Contribution Items</th>
<th>Points</th>
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| A. The area has the primary responsibility of determining that the items in this category represent the highest level of achievement. They are the result of Learning and pedagogical research, Contributions to practice, and Discipline-based scholarship and are intended for an academic audience. Indicators may include an external, blind peer-review process; recognition as a top journal within a broadly defined academic area; a low acceptance rate; and a low number of invited articles.  
*Examples in this category include:*
- Scholarly book (1st edition)
- Article in top-tier refereed academic journal | 10 |

B. The area has the primary responsibility of determining that the items in this category represent a high level of achievement. Items in this category are the result of Learning and pedagogical research, Contributions to practice, and Discipline-based scholarship. They are intended for an academic, business researcher, or government researcher audience. Indicators may include an external, blind peer-review process; recognition as a high quality journal; have a low to moderate acceptance rate; and a low to moderate number of invited articles.

*Examples in this category include:*
- Article in a high quality refereed journal
- Research monograph

<table>
<thead>
<tr>
<th>Faculty Contribution Items</th>
<th>Points</th>
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</thead>
</table>
| B. The area has the primary responsibility of determining that the items in this category represent a high level of achievement. Items in this category are the result of Learning and pedagogical research, Contributions to practice, and Discipline-based scholarship. They are intended for an academic, business researcher, or government researcher audience. Indicators may include an external, blind peer-review process; recognition as a high quality journal; have a low to moderate acceptance rate; and a low to moderate number of invited articles.  
*Examples in this category include:*
- Article in a high quality refereed journal
- Research monograph | 7 |

C. The area has the primary responsibility of determining that the items in this category represent the basic level of achievement. Items in this category are the result of Learning and pedagogical research, Contributions to practice, and Discipline-based scholarship. They may be intended for a variety of audiences including academics, business persons, researchers in business and government, government officials, practitioners, and students. An indicator must include an editorial review process.

*Examples in this category include:*
- Article in a refereed journal not included in category A or B
- Article in a refereed professional journal
- Article in a refereed pedagogical journal

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| C. The area has the primary responsibility of determining that the items in this category represent the basic level of achievement. Items in this category are the result of Learning and pedagogical research, Contributions to practice, and Discipline-based scholarship. They may be intended for a variety of audiences including academics, business persons, researchers in business and government, government officials, practitioners, and students. An indicator must include an editorial review process.  
*Examples in this category include:*
- Article in a refereed journal not included in category A or B
- Article in a refereed professional journal
- Article in a refereed pedagogical journal | 5 |

D. The area has the primary responsibility of determining that the items in this category represent the minimum level of achievement. Items in this category are the result of Learning and pedagogical research, Contributions to practice, and Discipline-based scholarship. They may be intended for a variety of audiences including academics, business persons, researchers in business and government, government officials, practitioners and students. An indicator may include an editorial review process.

*Examples in this category include:*
- Article in an edited trade journal
- Textbook (1st edition)
- Article in a refereed trade journal
- Written cases with instructional materials (published)
- Chapter in a scholarly book

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<tr>
<th>Faculty Contribution Items</th>
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| D. The area has the primary responsibility of determining that the items in this category represent the minimum level of achievement. Items in this category are the result of Learning and pedagogical research, Contributions to practice, and Discipline-based scholarship. They may be intended for a variety of audiences including academics, business persons, researchers in business and government, government officials, practitioners and students. An indicator may include an editorial review process.  
*Examples in this category include:*
- Article in an edited trade journal
- Textbook (1st edition)
- Article in a refereed trade journal
- Written cases with instructional materials (published)
- Chapter in a scholarly book | 3 |
E. The area has the primary responsibility of determining that the items in this category lack the originality and level of external validation inherent in categories A, B, C and D. However, they do involve a significant amount of effort, have some degree of external validation, and appear in a publicly available form.

*Examples in this category include:*
- Scholarly book (revision)
- Textbook chapter/teaching module (1st edition)
- Textbook (revision) Proceedings (selective) of a scholarly meeting
- Instructional software (publicly available)

F. The area has the primary responsibility of determining that the items below which do not fit in the above categories earn the points designated.

*Examples in this category include:*
- Paper presented/non-selective proceedings at scholarly meeting
- Publicly available working paper
- Professional presentation
- Textbook supplemental materials
- Published book review
- Invited paper presented at outside faculty research seminar/workshop
- Textbook chapter/teaching module (revision)
- Publicly available instructional materials with adoption by others
- Service as an editor or associate editor for a professional or academic journal or book, or as a member of an editorial board of an academic or professional journal. The point distributions are shown below:
  - A Journal: 1st Year of appointment (5pts), 1 pt every consecutive year
  - B Journal: 1st Year of appointment (4pts), 1 pt every consecutive year
  - C Journal: 1st Year of appointment (3pt), 1 pt every consecutive year
- Service as an active reviewer for a professional or academic journal or conference in rolling 5 year time span (1 pt ONLY).
- Service as a program chair or track chair involved in planning activities for a conference in the faculty member’s discipline (1 pt for each track chair in rolling 5 year time span).
- Technical report related to research projects in the faculty member's discipline that is published and distributed (1pt).
G. Professional Contributions

Serving in an active role of significance or leadership position in a business, non-profit or community-based organization (e.g., board of directors).
Sustained professional work supporting qualified status
Consulting activities of significant level, substance and duration
Active service on a professional committee
Creating and/or delivering high caliber executive education programs or their equivalent
Obtaining a new and appropriate professional/technical certification (i.e., CPA, CMA, California Bar license, Oracle, SAP certifications, etc.)
Continuing education – only one of the two required contributions may be of this type:
  • Maintenance of appropriate professional/technical certifications (i.e., CPA, CMA, CGFM, California Bar license, Oracle, SAP certifications, etc.)
  • Attending professional development workshops
Faculty internships at a business, non-profit or community-based organization
Significant participation in business professional associations
Participation in professional events that focus on the practice of business and management
Participation in other activities that place faculty in direct contact with business and other organizational leaders

Notes:

Authorship:  Add 3 points for A, B, or C category for single-authored items.
            Add 1 point for A, or B, category for two or three-authored items.
            1 extra point shall be awarded to first author for multiple authored papers in A and B category.

Categorization of specific items:  Academic areas will have the primary responsibility for determining the appropriate category for specific intellectual contributions. Areas are responsible for reviewing journal lists periodically to ensure external validity.

Components of intellectual contributions (AACSB):

Intellectual contributions may fall into any of the following categories:
  • Basic or discovery scholarship that generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory, knowledge, and/or practice of business and management.
  • Applied or Integration/application scholarship that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to impact the practice of business and management.
  • Teaching and learning scholarship that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching of business and management.
Reporting and Exceptions

Intellectual Contributions: Faculty members shall report, at least annually, on their intellectual contributions. Such reporting shall occur by updating Digital Measures or any other data collection method used by the CBA to avoid changing faculty qualification status.

- Citation including acceptance date of publication
- The nature of the work: Teaching and Learning scholarship, Applied or Integration/Application scholarship, or Basic or Discovery scholarship.
- Whether or not it was peer-reviewed
- The category (A, B, C, D, E, F, G)

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

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

Exceptions Committee (Ad Hoc):
For intellectual contributions listed above, if a faculty believes that the nature of the contribution does not fall within the items listed or that a particular contribution warrants placement in a higher category, such contribution and the rationale for its category placement shall be submitted to the Ad Hoc Exceptions Committee which includes the Faculty Qualification Review Committee and the Associate Dean for Faculty. A majority vote of the Ad Hoc Exceptions Committee 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 in Cabell's or in Ulrich’s-peer reviewed or in the approved journal list should be treated as equivalent. For such considerations, the Committee will base its judgment on a review of the quality of the editorial board, the review process, and the published articles. If intellectual contribution is approved through this process, the intellectual contribution items list should be updated accordingly.

For professional contributions, should a faculty member believe that an activity not listed in Category G should be considered equivalent to the listed items, a description of the activity and the rationale for its consideration shall be submitted to the Ad Hoc Exceptions Committee which includes the Faculty Qualification Review Committee and the Associate Dean for Faculty. The Exceptions Committee 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 Qualification Status
Faculty who do not meet the criteria for maintaining SA, PA, SP, or IP status will be deemed to be not qualified and will be classified as “Other”. Faculty members who are not qualified are expected to develop implementation plans that will allow them to regain qualified status. The plan should be developed in consultation with the Associate Dean for Faculty, who, along with the Dean will review progress on a semi-annual basis. This policy works in tandem with the CBA Release Time Guidelines for Tenured or Tenure-track CBA faculty.
Relationship of CBA Policy to University Review Policies
All faculty members 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 CBA faculty qualifications policy is intended to complement university policies and procedures, not to replace them. Faculty members are required to follow both the university review policies and procedures and the CBA policy on faculty qualifications.

Approved by the Continuous Improvement Committee on September 19, 2014.
Approved by faculty vote on April 22, 2015