Preamble: We the faculty of the College of Business and Economics (CBE) at California State University, East Bay (CSUEB) agree that AACSB accreditation is important to the success of our College. The AACSB accreditation standards state the need for schools to demonstrate that faculty are current in their field of teaching.

AACSB Standard #10, which addresses faculty qualifications, provides as follows:

“Academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities.”

This standard’s emphasis on the need for currency in the teaching field is consistent with the CSU Collective Bargaining Agreement (CBA) Article 20.1, which provides in pertinent part that:

“[r]esearch, scholarship, and creative activity in the faculty member’s field of expertise are essential to effective teaching...The professional responsibilities of faculty members include research, scholarship and creative activity...which contribute to their currency.”

In light of these policies, the CBE faculty have adopted the following standards, consistent with CSUEB policies, for meeting their professional responsibilities in maintaining currency in their teaching.

As a faculty body within CBE, we acknowledge that having an Academically Qualified (AQ) faculty is our collective responsibility. We expect that chairs, tenured and tenure track faculty in CBE will contribute to the accomplishment of the College’s AACSB accreditation by typically being academically qualified (AQ). Furthermore, we expect that Deans and Associate Deans will contribute to the accomplishment of the College’s AACSB accreditation by being AQ or professionally qualified (PQ).

I. Background. As noted above, academic qualification (“AQ”) is a combination of (1) original academic preparation (degree completion) and (2) subsequent activities that maintain or establish preparation for current teaching responsibilities (currency and relevance). AACSB mandates that a “school should develop appropriate criteria consistent with its mission for the classification of faculty as academically or professionally qualified.” The criteria should address the educational background, experience, and demonstrated work outcomes that are required to attain AQ status. This document meets the AACSB mandate to establish the AQ standards for CSUEB CBE.

II. CBE Criteria and Guidelines for AQ Status

A. Original Academic Preparation. Original academic preparation is generally a “doctoral degree” in the area in which the individual teaches. The AACSB declares that the “intent of academic qualifications is to assure that faculty members have research competence in their primary field of teaching.” Specifically, in order to meet the original academic preparation component of AQ, the CBE faculty member must satisfy one of the following six qualifications:
1. **A doctoral degree in the area in which the individual teaches.**
   
a. Doctoral degree means completion of a degree program intended to produce scholars capable of creating original scholarly contributions through advances in research or theory.

   b. The existence of a current research record in the teaching field will be accepted as prima facie evidence of academic qualifications, regardless of credentials.

   c. Individuals with a graduate degree in law will be considered to have the AQ degree requirement to teach business law and legal environment of business.

2. **A doctoral degree in a business field, but primary teaching responsibility in a business field that is not the area of academic preparation.**
   
a. Persons meeting this condition must be actively involved in the areas of teaching responsibility through writing, participation in professional meetings, or related activities.

   b. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation in the form of professional development.

3. **A doctoral degree outside of business, but primary teaching responsibilities that incorporate the area of academic preparation.**
   
a. Persons meeting this condition must translate their expertise in ways relevant to business.

   b. They also must be actively involved in the areas of teaching responsibility through writing, participation in professional meetings, or related activities.

   c. The greater the disparity between the field of academic preparation and the area of teaching, the greater the need for supplemental preparation in the form of professional development.

4. **A doctoral degree outside of business and primary teaching responsibilities that do not incorporate the area of academic preparation.**
   
To be considered academically qualified, an individual meeting this condition must have completed additional coursework or personal study sufficient to provide a base for participation in the mix of teaching, intellectual contribution, and service sought by the school.

5. **A specialized graduate degree in taxation.**

   Individuals with a graduate degree in taxation or a combination of graduate degrees in law and accounting will be considered academically qualified to teach taxation.
6. **Substantial specialized coursework in the field of primary teaching responsibilities, but no research doctoral degree.**

   a. Such a faculty member may have a specialized master’s degree in a business-related field and have completed some coursework in a business doctoral program, or currently may be a student in a business doctoral program. Their number should be limited in each discipline and should not exceed 10 percent of the total faculty resources.

   b. For graduate students in research doctoral programs who have completed all but the dissertation in their program of study or met other program requirements that put the students into the final stages of the dissertation, academically qualified status will apply for no more than three years beyond the most recently completed graduate comprehensive examination or other milestone that puts the student into the dissertation stage.

B. **Development to Maintain Qualifications (currency and relevance).** Original academic preparation alone is not sufficient to be AQ. AQ also requires faculty to engage in constant learning activities to maintain currency in their teaching field. All faculty members are expected to demonstrate activities that maintain the currency and relevance of their instruction.

1. **CBE Minimum Quantity and Frequency Standards for Intellectual Contributions by Each Tenured or Tenure Track Faculty Member.**

   a. Assuming satisfaction of the original academic preparation component in Article II, Part A, a faculty member in the CSU East Bay College of Business and Economics will be considered academically qualified (AQ) provided his/her intellectual contributions over the past five years meets one of the following three conditions:

   (1) has published 3 quality peer reviewed journal (PRJ) articles.

   OR

   (2) has published 2 quality PRJ articles and 3 quality intellectual contributions defined in Article III.

   OR

   (3) has published:

      (a) 1 quality PRJ article and

      (b) 4 quality intellectual contributions defined in Article III, at least 1 of which must be from the following PRJ substitution list:

         i) research monographs;
         ii) scholarly books;
         iii) chapters in scholarly books;
         iv) published reports on consulting;
         v) textbooks, including instructional manuals;
vi) proceedings from scholarly meetings;

vii) paper presented at academic or professional meetings;

viii) publicly available research working papers through a research center;

ix) disciplined-based practice tools.

b. **Scholarship Quality.** We expect all intellectual contributions published by faculty to be high quality. For all intellectual contributions, it is the author’s responsibility to document the peer review process and the public nature of the document. To that end we expect articles to be published in journals that are peer-reviewed, available to the public, and cited in a reputable index or listing. Listings include, but are not limited to: Cabell’s Dictionary of Publishing Opportunities, Econ Lit, International Association of Operations Research, and the Science/Social Science Citation Index. It is also our expectation that in multiple-authored publications, all authors have made substantial contributions.

c. **Priority and Value of Intellectual Contributions.** The CBE faculty’s scholarship, in aggregate, will be an approximately equal mix of all three categories of intellectual contributions. We are a *teaching institution* with a CBE mission including “applied research.” Therefore, we value learning and pedagogical research and contributions to practice. In addition, we value discipline-based scholarship as a desirable means of faculty engaging in continuous learning to maintain currency in their field.

C. **Process.** Faculty will use a standardized single page sheet to document their AQ status. Each year, by February 1, the Department will forward to the CBE Committee on Faculty Affairs each faculty member’s AQ sheet for the prior 5-year period. It will be the responsibility of the CBE Committee on Faculty Affairs to ensure uniform application of the CBE AQ standards across departments and disciplines and to resolve disputes between faculty and Department decisions.

**III. Definitions and Terminology**

A. **Intellectual Contributions.** Intellectual contributions include three general categories: (1) learning and pedagogical research, (2) contributions to practice, and (3) discipline-based scholarship.

1. **Learning and pedagogical research contributions (LPRC)** influence the teaching-learning activities of the school. Preparation of new materials for use in courses, creation of teaching aids, and research on pedagogy all qualify as Learning and pedagogical research contributions.

2. **Contributions to practice (CP)** influence professional practice in the faculty member’s field. Articles in practice-oriented journals, creation and delivery of executive education courses, development of discipline-based practice tools, and published reports on consulting all qualify as Contributions to practice.

3. **Discipline-based scholarship (DBS)** contributions add to the theory or knowledge base of the faculty member’s field. Published research results and theoretical innovation qualify as Discipline-based scholarship contributions.
Importantly, intellectual contributions must: (1) exist in public written form, and (2) have been subject to scrutiny by academic peers or practitioners prior to publication.

B. **Examples** of outcomes can include, but are not limited to:
1. Peer reviewed journal articles;
2. Research monographs;
3. Scholarly books;
4. Chapters in scholarly books;
5. Textbooks;
6. Proceedings from scholarly meetings;
7. Papers presented at academic or professional meetings;
8. Faculty research seminars;
9. Publications in trade journals;
10. Book reviews;
11. Published cases with instructional materials;
12. Technical reports related to funded research projects;
13. Instructional software that is widely used;
14. Publicly available materials describing the design and implementation of new curricula or courses;
15. New materials for use in courses;
16. Teaching aids;
17. Executive education courses;
18. Discipline-based practice tools;
19. Published reports on consulting;
20. Published research results;
21. Theoretical innovation.

**IV. Procedure For Changing AQ Standards**

Amendments to this AQ document must be accomplished by following the same procedure and voting required for a CBE Bylaws amendment under CBE Bylaws Article XIII (Sections 1 through 3).