

College of Business and Economics, CSU East Bay

Criteria for Scholarly Academics (SA), Practice Academics (PA), Instructional Practitioners (IP), and Scholarly Practitioners (SP)

Preamble: We the faculty of the College of Business and Economics (CBE) at California State University, East Bay (CSUEB) agree that AACSB Business Accreditation is important to the success of our College. In April 2013, AACSB adopted a new set of standards for Business Accreditation (henceforth referred to as the 2013 Standards). The 2013 Standards state the need for schools to demonstrate that faculty are current and relevant in their fields of teaching.

The 2013 Standard #15, which addresses faculty qualification and engagement, states:

“Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.”

This emphasis on currency and relevance in the field of teaching is consistent with the CSU Collective Bargaining Agreement (CBA) Article 20.1, which states:

“Research, 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, and the contributions made within the classroom and to their professions.”

In light of these statements, the CBE faculty have adopted criteria – as explained in this document - for obtaining and sustaining currency and relevance.

Background. The 2013 Standards mandate that appropriate criteria be developed for classifying faculty according to initial academic preparation, initial professional experience, ongoing scholarship, and ongoing professional engagement. The 2013 Standards specify four categories for classification of qualified faculty status: scholarly academics (SA), practice academics (PA), instructional practitioners (IP), and scholarly practitioners (SP). These categories are illustrated as follows:

Initial academic preparation and professional experience		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)	

AACSB requires that

- (a) at least 40 percent of faculty resources are SA,
- (b) at least 60 percent of faculty resources are SA, PA, or SP,
- (c) at least 90 percent of faculty resources are SA, PA, SP, or IP.

These four categories will replace the AQ (Academically Qualified) and PQ (Professionally Qualified) categories currently in use.

- I. Initial Academic Preparation for SA and PA.** A doctoral degree emphasizing advanced, foundational, discipline-based research is appropriate initial academic preparation for SA and PA status. To meet the “initial academic preparation” component of SA or PA, a faculty member must satisfy at least one of the following qualifications:
1. A doctoral degree emphasizing advanced, foundational, discipline-based research in the field of teaching.
 2. A graduate degree in law for teaching business law and the legal environment of business.
 3. A graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting for teaching taxation.
 4. A doctoral degree emphasizing advanced, foundational, discipline-based research in a field that is less related to the field of teaching. The less related it is, the more the faculty member must demonstrate higher levels of sustained, substantive academic and/or professional engagement.
 5. A doctoral degree that is in the field of teaching, but is less foundational, discipline-based, and research-oriented. The faculty member must demonstrate higher levels of sustained, substantive academic and/or professional engagement to support the individual’s currency and relevance in the field.
 6. An “all but dissertation” (ABD) status in a doctoral degree program emphasizing advanced, foundational, discipline-based research in the field of teaching.

II. Initial Professional Experience for IP and SP. At the time of hiring, IP or SP faculty members must have at least a master's degree related to their fields of teaching and must have professional experience that is current, substantial in duration and level of responsibility, and clearly linked to their fields of teaching.

III. Academic and Professional Engagement Activities. Academic and professional engagement activities must be substantive and sustained at levels that support currency and relevance.

1. Academic engagement activities. The 2013 Standards include the following non-exhaustive list of academic engagement activities to support maintenance of SA or SP status:

- Peer-reviewed journal articles
- Research monographs, published cases, funded and competitive research grants, scholarly presentations, invited presentations, published textbooks, etc.
- Relevant, active editorships with academic journals or other business publications
- Service on editorial boards or committees
- Validation of SA or SP status through leadership positions, participation in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc.
- Development and presentation of continuing professional education activities or executive education programs (for SP)
- Substantive roles and participation in academic associations (for SP)

Any activities from this list other than peer-reviewed journal articles will henceforth be referred to as **additional** academic engagement activities.

2. Professional engagement activities. The 2013 Standards also include the following non-exhaustive list of professional engagement activities to support maintenance of PA or IP status:

- Consulting activities that are material in terms of time and substance
- Faculty internships
- Development and presentation of executive education programs
- Sustained professional work supporting qualified status
- Significant participation in business professional associations
- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Participation in professional events that focus on practice of business, management, and related issues
- Practice-oriented intellectual contributions (for PA)

- Documented professional certifications in the area of teaching (for IP)

3. Measurement of engagement activities. As of January 2016, CBE will use a point system to measure academic and professional activities. Faculty qualification status will be determined according to the point values accumulated in the most recent 5 calendar years prior to January 1st of the current year. A minimum of 10 points will be required to obtain or sustain an appropriate qualification status.

(a) Point values for peer-reviewed journal articles. The 2013 Standards mandate that “The school maintains a current portfolio of high quality intellectual contributions that could impact theory, practice, and/or teaching in the future ... Normally, *a significant level of the contributions in the portfolio must be in the form of peer-reviewed journal articles or the equivalent.*[emphasis added]”

To guide and support faculty members in producing high-quality intellectual contributions, CBE has developed lists of A+, A and A- journals (see Tables 1, 2 and 3 in CBE Policy #16, which is posted on CBE’s Website). Peer-reviewed articles in journals that are not on the A+, A or A- lists (henceforth referred to as additional quality journal articles, or AQJ articles) may also be considered as intellectual contributions. To be considered an AQJ article, the author(s) must provide documentation of the peer-review process (e.g., referees’ reports, communications with the editors, etc.). The CBE Faculty Affairs Committee (FAC) will review the documentation and decide whether the article would qualify as an AQJ article.

Currently, CBE has a list of Nifty Fifty journals and a list of Next 78 journals. Those lists will be discontinued after December 31st, 2015. The newly developed A+, A and A- journal lists will be in effect as of January 1st, 2016. The initial submission date of the manuscript, to the journal that ultimately publishes it, will be a factor in determining the number of points that a published article can earn.

(1) Point values for articles for which the initial manuscript is submitted after January 1st, 2016 to the journal that ultimately publishes it

An article for which its initial manuscript is submitted after January 1st, 2016 to the journal that ultimately publishes it will be assigned points as follows:

A+	10 points
A	8 points
A-	6 points
AQJ	4 points.

(2) Point values for published articles for which the initial manuscripts were submitted before December 31st, 2015

A published article for which its initial manuscript was submitted before December 31st, 2015, to the journal that ultimately publishes it, will be assigned points as follows:

Nifty Fifty journals	10 points
Next 78 journals	8 points
Other Peer-reviewed journals	4 points

Each CBE author of a given article will receive the same points. For example, if an article in an “A” journal has two CBE authors, they will each receive 8 points, irrespective of the number of authors and the order of author names.

It is becoming more and more common that the year a journal article becomes publicly available (e.g., online) is different from the year printed on the published article. For the purpose of earning points, the author can choose a year between the time the journal article becomes publicly available and the printed year. An article can be included in point calculations for no more than 5 consecutive years.

(b) Points for additional academic engagement activities and for professional engagement activities. The 2013 Standards specify that the “*critical factor in determining whether faculty members bring current and relevant information is the alignment of their engagement activities with their primary teaching responsibilities and with the overall mission, expected outcomes and strategies of the school.* [emphasis added]” Only those engagement activities that meet this alignment requirement will be reviewed and considered for points.

(1) Each activity occurring within the most recent 5 calendar years, prior to January 1st of the current year, would receive 2 points. For each activity, it will be the individual’s responsibility to specify the list (i.e., either academic or professional engagement activity), match the activity to one of the items on the specified list (see Sections III. 1. and III. 2. above), and provide evidence of its significance and impact. The faculty member must also explain how the activity aligns with the individual’s primary teaching responsibilities and with the overall mission, expected outcomes and strategies of CBE. The department chair will review the documentation and decide whether to assign 2 points to the faculty member for the activity.

- (2) Occasionally, a significant activity may not exactly match any of the items on either of the above two lists and/or the faculty member may believe that the point value should exceed 2. In such rare cases, the faculty member may submit evidence and justification, via the department chair, to the CBE Administrative Council which will review and assign a point value.
- (3) If an activity spanned multiple calendar years, the faculty member may report the activity in each of the years in which the activity was conducted.

IV. Obtaining and Maintaining Qualification Status.

1. SA Status

- (a) **Newly hired faculty members.** SA status is granted to newly hired faculty members who received their research doctorates within the last five calendar years prior to the date the SA status is granted.
- (b) **Doctoral students with ABD status.** A doctoral student (in a doctoral degree program emphasizing advanced, foundational, discipline-based research in the field of teaching) who has obtained ABD status is considered SA for no more than 3 years, starting from the first day the doctoral student teaches for CBE.
- (c) **Current faculty members.** For a current faculty member (whose doctoral degree was received more than five calendar years prior to January 1st of the current year) to obtain or maintain the SA status, normally the individual must have published at least two peer-reviewed journal articles (during the five calendar years prior to January 1st of the current year) and have accumulated at least 10 points from **academic** engagement activities.

2. PA Status

For a current faculty member (whose doctoral degree was received more than five calendar years prior to January 1st of the current year) to obtain or maintain PA status, the individual must have accumulated at least 10 points, of which at least 4 must be from peer-reviewed journals articles, and at least 4 must be from **professional** engagement activities.

3. IP Status

For a faculty member to obtain or maintain IP status, the individual must have accumulated at least 10 points from **professional** engagement activities.

4. SP Status

For a faculty member to obtain or maintain SP status, the individual must have accumulated at least 10 points, of which at least 4 must be from **professional** engagement activities, and at least 4 must be from peer-reviewed journals articles.

5. “Other” Status

The 2013 Standards require that the “Other” category be used for those faculty whose qualifications do not meet the criteria established for SA, PA, SP, or IP status.

In CBE, all tenure-track/tenured (TT) faculty members have been hired for their strong initial academic preparation and academic engagement. When a CBE TT faculty member’s qualifications do not meet the criteria for SA or PA status, the faculty member’s status will be “Other” rather than IP or SP.

The following table summarizes the required points for maintaining each status.

	Academic engagement activities		Professional engagement activities	Total (at least)
	Peer-reviewed journal articles	Additional academic engagement activities		
SA	At least 8 points and normally at least two articles	0-2		10
PA	At least 4	0-2	At least 4	10
IP			At least 10	10
SP	At least 4	0-2	At least 4	10

Note:

- (a) Occasionally, faculty members may use points from additional academic activities to substitute for professional engagement activities, or vice versa. These can only be for exceptional cases and for a point value of 2, and must be approved by the CBE Administrative Council.
- (b) A faculty member whose initial academic preparation only satisfies the qualifications listed in items 4 or 5 of Section I will need more than 10 points to obtain or sustain SA or PA status. The CBE Administrative Council will review such cases to determine an appropriate status.
- (c) For SP or IP status, the 2013 Standards require that “The less related the faculty member’s initial professional experience is to the field of teaching or the longer the time since the relevant experience occurred, the higher the expectation is for that faculty member to demonstrate sustained academic and/or professional engagement related to the field of teaching.” The CBE Administrative Council will review such cases and make an appropriate determination.
- (d) Should there be any difficulties in determining a faculty member’s qualification status using the criteria described above, the CBE Administrative Council will review the case and make an appropriate determination.

V. Process.

- 1. Implementation period.** Starting from January 1st, 2016, CBE will use the 2013 Standards and the criteria specified in this document to determine each faculty member’s

qualification status. A faculty member may qualify for more than one status, but only one status will be recorded.

2. **Determining the qualification status of TT faculty.** Starting from 2016, the determination of qualification status for all TT faculty members (including those who work full-time and those who are in the Faculty Early Retirement Program) will be completed by the end of February in each year.
 - (a) By January 31st, each CBE TT faculty member will fill out an Annual AACSB Qualification Status Report Form (see the form posted on CBE's Website) to report the qualification status (i.e., SA, PA or Other). The faculty member will send the form to the department chair along with supporting documents such as the first page of peer-reviewed journal articles and evidence of additional academic and professional engagement activities to justify the stated status.
 - (b) By February 5th, the department chair will forward to the CBE FAC any newly published, peer-reviewed articles (along with supporting justifications) for which the faculty seek "AQJ" credit. By February 25th The CBE FAC will review those cases and make determinations, and inform the department chair of the determinations.
 - (c) By February 28th, the department chair will submit the Annual AACSB Qualification Status Report Forms of all TT faculty members to the dean's office.

Note: Occasionally, a TT faculty member with a status of "Other" may become eligible for SA or PA status after February. In this case, the faculty member's new qualification status will be in effect from the first day of the very next term (quarter or semester). However, an article or engagement activity can be included in point calculations for no more than 5 consecutive years, the first of which is the year in which the new qualification status is in effect. Regardless of the date on which a TT faculty member is granted a qualification status (SA or PA), the granted status stays valid only until February 28th of the calendar year immediately after the year in which that qualification status went into effect.

3. **Determining the qualification status of adjunct faculty.** Starting from January 2016, when an adjunct faculty member or a new applicant applies for inclusion in the pool of applicants for teaching assignments, the applicant will also fill out an Annual AACSB Qualification Status Report Form to report the qualification status (i.e., SA, PA, IP, SP, or Other), and will provide supporting documents such as evidence of professional or academic engagement activities to justify the stated activities and the reported status. The faculty member will send the form along with supporting documents to the department chair.

Before the beginning of each term (quarter or semester), the department chair will submit the names of adjunct faculty members who will be teaching in the upcoming term along with each member's qualification status to the dean's office.

VI. Unique Scenarios.

Should there be any unique scenarios that are not addressed in this document, the CBE Administrative Council will review them and make the necessary determinations.

Adopted by CBE TT faculty by voice vote at the CBE College Convocation on September 21st, 2015.

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