San Francisco State University
College of Business

Definitions of Faculty Qualifications and Engagement
for any rolling five years beginning mid-August 2014 until further revision.
The current period is from mid-August 2014 to mid-August 2019.
(Faculty approved - March 25, 2019)

Our vision:

We aspire to be one of the best public urban business schools by applying sustainability and ethical perspectives to our understanding of business practice, global leadership, innovation, the economy and society.

Our mission:

We are San Francisco's public business school. We embrace the area's rich diversity and provide access to higher education. Our mission is to prepare students for professional success through high quality teaching, innovative and relevant courses, discipline-based and pedagogical scholarship, and engagement with the academic and business communities

As a member of the California State University (CSU), SF State is recognized as a premier learning/instructional university with deep roots in the Bay Area community. The Bay Area, known for its highly diverse population and economy, is regarded to be a microcosm of the economy of the United States. Other distinctive elements include economy's emphasis on entrepreneurship, innovation, sustainable development and leading-edge technologies.

In the previous mission and objectives of the CoB, the initiatives were developed to promote diversity, high quality teaching, basic and applied research, and service. Reflecting its new mission with the current emphases on discipline-based and pedagogical scholarship, the CoB will pursue intellectual contributions that not only impact academia and business practice, but also enhance the learning/teaching environment of students and enhance qualitative value for relevant constituencies and stakeholders. These contributions will be principally achieved through interpersonal engagement and inclusiveness.

The CoB's engagement and inclusiveness are aligned with the multifaceted socioeconomic opportunities afforded by the Bay Area community. In surveys and focus groups administered as a part of strategic planning, alumni of SF State lauded the competencies, interest, and passion of faculty members in creating a positive learning and teaching environment for students. Accordingly, faculty qualifications defined in this report encompass a broad array of intellectual contributions that include curricular innovations, demonstrated research extensions, and adaptive community outreach that are reflected and accounted for in publications, scholarly papers and books, research awards, conference presentations, and media exposure and acknowledgements.

I. Overview of the 2018 Standards

The 2018 AACSB Standards require that faculty demonstrate significant academic achievement and/or professional engagement that supports our college's mission. In an effort to embrace the themes of innovation, impact and engagement, these new standards provide an opportunity for member institutions

to consider <u>a broader range of activities</u> in this regard. Specifically, in addition to the traditional "scholarly" road to qualification (formerly known as AQ), the new standards include a second option for tenured, tenure/track faculty qualification that acknowledges the value of professional engagement in support of the mission. Conversely, a second qualification category has also been added for temporary faculty (lecturers) beyond the old PQ, to acknowledge the value of academic research as an alternative route to qualification, though this is more common in PhD granting institutions where doctoral students teach.

As in the past, we will be required to provide proof of faculty sufficiency across the various categories at certain prescribed levels as part of the continuous improvement documentation process. Additionally, we will address research expectations, as they align with the new vision and mission, in terms of the makeup of our portfolio of intellectual contributions (e.g. Discipline-based Scholarship, Contributions to Practice, Learning and Pedagogical Research) and), quality of contributions, and deployment of faculty. Finally we will clarify the process by which faculty's intellectual contributions will be classified.

Based on careful consideration of the 2018 Standards, and in consultation with the College Council (the Chairs), other CSU's policies, and feedback from our AACSB review team, the proposed revised definitions for the four categories of academic qualification, which have been developed by the Professional Development and Research Committee are presented below.

Sustained Qualifying Activities

	Research/Scholarly	Applied/Practice
Substantial Professional Experience + Master's or higher degree	Scholarly Practitioner (SP)	Instructional Practitioner (IP)
Doctoral Degree	Scholarly Academic (SA)	Practice Academic (PA)

AACSB Requirements: SA $\geq$ 60%

$$SA + PA + SP + IP \geq 90\%$$

The AACSB requirement is SA $\geq$ 40% and SA+PA+SP $\geq$ 60% Due to our graduate program, the College has set a higher standard of SA $\geq$ 60%. Given this, the requirement of SA+PA+SP $\geq$ 60% is redundant for us.

II. Faculty Qualification and The Nature of Intellectual Contributions

AACSB Standard 15: The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.

A. Qualification Classifications

Scholarly Academic (SA)(formerly AQ)

Scholarly Academics sustain currency and relevance through **scholarship and related activities**. SA status is normally granted to newly hired faculty members who have earned either their research doctorates or other appropriate terminal degree in the area of expertise (e.g. LLM in Tax or relevant JD) within the last five years prior to the review dates. After the initial five-year period, tenured and tenure track faculty are granted SA status based on sustained activities over a five year rolling period as described below.

The minimum activity necessary to be granted SA status is:

- **Publication of two Peer Reviewed Journal (PRJs) articles within or closely related to the teaching discipline within the five-year rolling period.**
- **Participation in one to three scholarly, scholarly academic and scholarly professional/practice/educational engagement activities.**

Practice Academic (PA)

Practice Academics who have also earned either their research doctorates or other appropriate terminal degrees in their respective areas of expertise (e.g. LLM in Tax or relevant JD), attain standing through a significant level of **professional engagement, interaction, and relevant activities**, such as the activities listed below, or some **combination of academic** (as included in the definition of SA) **and professional engagement**. PA status applies to faculty members who augment their initial preparation as academic scholars with activities that demonstrate an on-going engagement with the business and/or non-profit community, including social entrepreneurial organizations, and other community related agencies.

According to the AACSB Standards, Department Chairs who are no longer SA may be designated PA throughout their tenure as Chair based on their administrative scholarly activities, and will be designated PA for an additional two years after stepping down from this role in order that they have sufficient time to reinvigorate their research programs. Full-time administrators (Management Program Personnel) who are retreating to their home departments will likewise be designated PA for the five years after they resume their positions as faculty, or until they regain SA status, assuming a minimum of one year in the administrative role.

Instructional Practitioner (IP) (Formerly PQ)

Instructional Practitioners sustain currency and relevance through continued professional experience and 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 as outlined below.

<u>**Scholarly Practitioner (SP)**</u>

Scholarly Practitioners 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 faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.

B. The Nature of Intellectual Contributions

AACSB Standard 2: The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice and teaching of business and management.

Faculty intellectual contributions fall into three categories; basic, applied and teaching.

- <u>Discipline-based Scholarship</u> 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, economics and management.
- <u>Contributions to Practice</u> 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, economics, and management.
- <u>Learning and Pedagogical Research</u> 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, economics, and management.

Given our current research focus on "…discipline-based and pedagogical scholarship…and engagement with the academic and business communities" and the college seeks to maintain the following research portfolio percentages.

- <u>Discipline-based Scholarship (basic)</u>   35-45%
- <u>Contributions to Practice (applied)</u>   35-45%
- <u>Learning and Pedagogical Research (pedagogical/learning)</u>   10-20%

C. Faculty Responsibility

Faculty are responsible for classifying their intellectual contributions and for entering them into the cloud-based application, Digital Measures, for faculty and lecturer recording of their respective scholarly activities, which forms the basis for our reporting to AACSB. It also serves as the basis for the disbursement of Professional Development Funds to faculty.. Department Chairs review faculty Intellectual Contribution classifications, and when necessary, consult with the Director of Research and Accreditation, Associate Dean and/or the Professional Development and Research Committee, to revise reported classifications, to insure consistency across departments.

III. Criteria for Maintenance of Qualification

The CoB expects that faculty will have appropriate initial preparation, either academic or professional, at the time they are hired, and that they remain engaged in scholarship and or professional practice throughout their careers while serving the College of Business, at San Francisco State. In order to ascertain the level of faculty engagement, and as mandated by our AACSB review team, a point system for intellectual and professional contributions has been developed (see below). Using this point system, faculty will have an objective method for demonstrating the extent of their engagement, and their subsequent classification into the various academic qualification categories. Beginning in Fall 2018, scholarly academic qualification will be determined based on the total points faculty have earned in the various categories below during the five-year rolling period.

Scholarly Academic (SA): To maintain SA status faculty members are expected to develop a portfolio of intellectual contributions that demonstrate current practices in their field and support the mission of the College of Business. The intellectual contributions must demonstrate sufficient quality, rigor and impact to meet AACSB and College of Business standards as defined in the departmental RTP policies, and may be either Basic, Applied or Pedagogical in nature. As evidence of maintaining SA status, faculty must earn a minimum of 9 points over a five-year period, and at least 6 points must be earned for intellectual/professional contributions as described below from certain activities in Category A1.

Practice Academic (PA): To maintain PA status faculty are expected to be engaged in professional activities on a regular basis or make other contributions to the advancement of specific professional practice. These may include Basic, Applied or Pedagogical intellectual contributions, consulting activities, service on boards of directors, etc. As evidence of maintaining PA status, faculty must earn a minimum of 6 points over a five-year period. Points may be earned for intellectual/professional contributions as described below for Categories A, B, C, and D. At least 2 points during any five-year period must be earned from Category D.

Scholarly Practitioner (SP): To maintain SP status faculty members are expected to engage in academic pursuits on a regular basis. These may include peer-reviewed journal articles, editorship of academic journals or business publications, participation in academic societies, membership on review boards, etc. As evidence of maintaining SP status, faculty must earn a minimum of 4 points over a five-year period. Points may be earned for intellectual/professional contributions as described below for Categories A, B, C, and D. At least 2 points during any five-year period must be earned from Category D.

Instructional Practitioner (IP): To maintain IP status faculty or lecturers are expected to be engaged in professional activities on a regular basis or make other contributions to the advancement of practice. These may include full time employment in industry, substantial consulting activities, participation in business-related professional events, service on boards of directors, etc. As evidence of maintaining IP status, faculty or lecturer must earn a minimum of 4 points over a five-year period. At least 2 points must be earned for from Category D.

Criteria for the Maintenance of Qualification

	SA	PA	SP	IP
Relevant Contribution Categories	A1, A2, B, C, and D	A,B,C,D	A,B,C,D	C and D
Points Required from specific Categories	At least 6 points from Category A1 activities. The remaining 3 point can be obtained from Category A1, A2, B, C, and D activities.	At least 2 points from D, The remaining 4 points can be obtained from other categories	At least 2 points from A, B, or C & 2 points from D	At least 2 points from D. The remaining 2 points can be obtained from C, or D categories
Minimum Total Points Required	9 points	6 points	4 points	4 points

IV. Point System for Intellectual and Professional Contributions

Category A: 3 points each

Included in this category are articles or cases in peer-reviewed journals in the area of the faculty member's discipline **or related disciplines**. These scholarly or practitioner peer-reviewed journal publications should be of the quality and rigor that is normally required for retention, tenure or promotion in the various departments of the College of Business at SFSU. But, inter-disciplinary research contributions must satisfy the following three criteria: *mission relevance, public availability or verifiability and independent quality assurance*.

> *Mission Relevance:* The contribution should apply to one or more of the following areas: basic or discovery scholarship, applied or integration/application scholarship, and teaching and learning scholarship.

> *Public Availability or Verifiability:* A contribution is available for public scrutiny when practitioners or academic peers can, without undue difficulty, locate and retrieve the contribution in physical or electronic form. A contribution is verifiable when there is a public record that independently verifies the individual's work, for example, the listing of editorial board members in a professional journal.

> *Independent Quality Assurance:* There must be a way to ensure that the contribution satisfies an acceptable standard of quality in the field. A common method is the peer-review process in which a contribution is read, assessed, critiqued, and subjected to sound acceptance standards by individuals with relevant academic or professional experience.

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 publications are subjected to the expected "scrutiny by academic peers or practitioners prior to publication/awarding of the grant" (AACSB, Eligibility Procedures and Accreditation Standards for Business Accreditation, 1/31/08, p. 25). **Due to their lack of substantive peer review, pay-to-play journals do not count toward AACSB academic qualification.**

Category A Scholarly Activities:

In Category A, we cluster the activities into two categories (Category A1, Category A2). Category A1 and Category A2 activities carry 3 points each).

Category A1 Activities (Peer-reviewed journal publications) (3 points each):

- Published high-quality peer reviewed journal article as explained above

Category A2 Activities (Scholarly Activities and other publications (3 points each):

- Published first edition of academic textbooks in the faculty member's discipline (every other edition also counts; example for third, fifth etc.) In addition, distribution of the textbook should be available beyond SF State University.
- Publish a peer-reviewed book that involves original scholarly research
- Publish a peer-reviewed book chapter in scholarly books that involve original research
- Publish a peer-reviewed professional book aimed at improving business practice
- Publish a research monograph
- Publish an editorial reviewed journal article
- Receive an award of a significant (>$30,000) grant from a public agency or a foundation that is subject to a peer-review evaluation process with an acceptance rate of no more than 40% and that is publicly available or verifiable.
- Receive an outstanding teaching award, both internal and external
- Receive an outstanding (best) paper research award in journals or conferences (external only)

Category B Activities (Scholarly academic engagement activities): 2 points each

- Publish a peer-reviewed article, paper, case study or any media formats, such as video, presented at an academic conference (paper acceptance based on review of an abstract is not counted).
- Publish an article in trade journals, recognized newspaper, periodical or reputable web-based publishing site
- Publish commentaries or book reviews in an academic journal
- Publish a non-peer reviewed book chapter
- Publish research reports or scholarly monographs resulting from original research that meet the peer-review criteria.
- Publish a trade book on a topic relevant to the faculty member's discipline with field-based research.
- Publish a chapter in a trade book on a topic relevant to the faculty member's discipline, with field-based research

- Invited to deliver address, presentation, lecture, or colloquium in a faculty member's area of expertise
- Publish an essay in an academic discipline encyclopedia
- Publish a case in conference proceedings, textbook, trade publications trade journals, recognized newspaper, periodical, reputable web-based publishing site or other recognized academic/professional outlets
- Develop instructional software or simulation that is widely used beyond SF State
- Develop instructional materials for textbooks, such as a manual, test bank, student study guide or curriculum supplement
- Serve as an editor for a professional or academic journal or a special issue of journals
- Active role in an unpaid organization of an international or national conference for professional organizations
- Serve as primary academic conference organizer (international, national or regional).
- Serve as an active editorial review board member
- Serve on the board of an external academic organization
- Serve on the review board of an academic journal
- Serve on the board of an academic organization
- Serve as program chair/track chair/program committee member/ session organizer for an international or national conference or meeting
- Serve as an elected officer of an international, national or regional professional organization
- Receive an award of a significant (>$30k) grant or contract from a foundation, for-profit or non-profit organization, or public agency that is *not* subject to a peer-review evaluation process with an acceptance rate of no more than 40% and this publicly available or verifiable.
- Receive a funded competitive, internal grant within the scholar's discipline of teaching or related areas
- Develop a new course that updates and maintains curricular currency within the field of teaching
- Develop a substantial revision of a course that updates and maintains curricular currency within the field of teaching
- Introduction and implementation of new technology or innovative software (or similar resources) to an existing course that substantially changes, updates and maintains curricular relevancy within the field of teaching
- Serve as a lead faculty member in an innovative, engaging and inclusive educational program that is interdisciplinary across campus or beyond
- Engage in a substantial contribution, development and support to student internship programs
- Develop a new degree (major or minor) or academic certificate program
- Develop a new continuing education degree or certificate program
- Manage and supervise a self-supported degree or academic certificate program of substantial size
- Serve in an administrative position at the university, college, or department level that requires a commitment of more than 3 hours a week and that drives strategic change, curriculum development, or new program development. No more than 2 points may be earned from this activity
- Conducting a discipline-based teaching workshop
- Active participation at an invited address, presentation, lecture or colloquium in a faculty member's area of expertise

Category C Activities (Scholarly academic engagement activities): 1 point each

- Publish a peer-reviewed research abstract within an academic conference proceedings
- Serve as an ad hoc journal reviewer for scholarly journals and conferences (1 point per manuscript reviewed);
- Review and edit subsequent editions of academic textbooks.
- Provide a publicly available consulting report or testimony for an agency of government in a faculty member's area of expertise.
- Publish book reviews or commentaries in outlets other than peer-reviewed journals
- Attend and participate in a presentation, lecture, colloquium, department and/or College brown-bag seminar, and other similar events in a faculty member's area of expertise.
- Attend and participate in a regional, national or international academic or professional conference.
- Organize an internal or external research seminar series with a total of at least three speakers/presenters in the series
- Organize an academic internal or external working paper series
- Present at an executive program, workshop, symposium, or professional or academic conferences
- Receipt of an award of a research grant or contract from an outside foundation, for-profit or non-profit organization or public agency, of $10K- $30K
- Develop a compilation of teaching materials, readings, cases or articles for adoption beyond SF State
- Develop instructional software or simulation that is used at SF State
- Documented continuing professional education experiences in one's field of expertise
- Participate in developing and/or presenting at educational activities or programs
- Participate in a high quality, extended teaching workshop
- Active participation in a 3rd party on-going broadcast media program or activity in one's discipline
- Active consulting activities that are substantial in terms of time and substance in field related to teaching
- Complete an academic, college-level course in a new or emerging field with implications for one's primary field of research or teaching.

Category D, (Professional/practice/educational engagement activities): 2 points each except where noted

- Active company ownership or significant employment in a managerial position or paid full-time consulting activities of significant level, substance, and duration (2 points are awarded for each full-time equivalent year over the 5-year period).
- Engaged in relevant paid part-time consulting activities of significant level, substance, and duration in one's field of expertise (90 or more hours per semester). (1 point each; maximum 2 points).
- Documented professional certifications in the area of teaching (e.g., CPA, CMA, California bar license, technical certifications such as Oracle, SAP, CISSP).
- Completing the maintenance of appropriate academic or professional certification or licensure (e.g., CPA, CMA, California bar license, technical certifications such as Oracle, SAP, CISSP).
- Publish a professional book for practitioners
- Prepare own doctoral thesis/dissertation for degree completion
- Engaged faculty internship in a business, nonprofit or community-based organization for at least four months per internship. Each internship is counted for 2 points
- Active service on a Board of Directors in a business, non-profit or community-based organization (e.g., board of directors)

- Engaged leadership positions in academic or professional societies, university centers, or service on professional boards
- Engage service as a contractor or advisor of educational service, such as, developing online class, flipping class, and similar high-impact measures
- Conducting a professional executive workshop or seminar
- Deliver a professional talk or speech at professional conference or meeting
- Serve as a representative/advisor/University liaison to a professional organization in the faculty's discipline and/or field
- Lead or teach a continuing professional education course.
- Engaged contract for services provided to both internal and external offices/organizations
- Attend professional development workshops (1 point each)
- Participate in professional events that focus on the practice of business and management (1 point)
- Participate in other activities that place faculty in direct contact with business and other organizational leaders (1 point)
- Serve as faculty advisor and actively support industry-student relations for a student club (1 point per student organization)
- Scheduling professional speakers from outside of the university to speak in classes, club meetings or faculty meetings (1 point per event)
- Serve as College liaison with employers for placing students in full-time or internship positions
- Establish contact and organize field trips to support student learning experiences (1 point per event)
- Represent the University as an expert speaker in a recognized professional industry conference or workshop (1 point each)
- Complete an executive education or further graduate work in the teaching discipline (1 point each)
- Serve on advisory committee of a professional organization within the discipline or field (1 point each)

IV. Failure to Maintain Qualification Status

For activities not listed above, faculty members should seek verification from the Director of Research and Accreditation, Department Chairs, Associate Dean or Dean for inclusion. For purposes of AACSB reporting, 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 department chair, who, along with the Director of Research and Accreditation, will review progress on a semi-annual basis. This policy will be reviewed annually to reflect subsequent changes in intellectual contributions that arise from the CoB planning process and a review of what peer schools are doing.

Prepared on March 26, 2019.