

**COVER SHEET FOR PROPOSED CHANGES TO DEPARTMENT PERIODIC REVIEW OF
TENURED FACULTY (POST-TENURE REVIEW) PROCEDURES**

DNCBE

DEPARTMENT

In order to facilitate a complete and expeditious review by the Personnel Planning and Review Committee (PP&R) of the change(s) you propose to your Post-Tenure Review procedures, please adhere to the format described below, and also fill out the Background Information. Attach this memo as a cover sheet for the written material you submit to PP&R. PP&R assumes that the initiating Department has determined that the proposed new or revised procedures are consistent with Section 600 and with the Collective Bargaining Agreement.

FORMAT: *A complete Word version of your existing procedures is required as the starting point for the proposed revisions. Any proposed changes to your existing procedures must be indicated using the Track Changes feature of Word. The personnel procedures and a cover sheet are required to be submitted even if there are no proposed changes.*

BACKGROUND INFORMATION:

1. Date that current proposed changes were sent forward 12/14/2021

2. Describe briefly the general reason(s) for your proposed change(s) (e.g., "proposed changes were initiated by the Department to be in compliance with the current Faculty Contract and Section 600").
Added and clarified language related to accreditation standards.

3. List the date the tenured and probationary faculty of the Department voted to approve the proposed changes:
12 08 2021
 / /

Please email the following to Faculty Affairs email at faculty.affairs@csun.edu:


1. **WORD DOCUMENT WITH TRACKED CHANGES** showing revisions to the personnel procedures
2. **Signed cover sheet in PDF format**

DEPARTMENT APPROVAL: (Sign & Print Name)

 Chair, CPC 07/26/2022

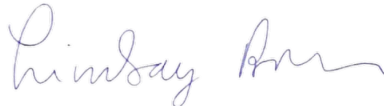
Department Chair or Chair, Department Personnel Committee Date

COLLEGE APPROVAL: (Sign & Print Name)

 Chandra Subramaniam 07/27/2022

College Dean Date

PP&R APPROVAL:

 May 25, 2022

Chair, Personnel Planning and Review Committee Date

(for PP&R use only)	SP 2022	
FA 2022	FA 2025 (for changes in criteria)	FA 2026
Approval Date	Effective Date	Date of Next Review

Revised 3.30.20

VI. COLLEGE PERSONNEL POLICIES

A. Introduction

1. This section of the handbook describes the rules used by the David Nazarian College of Business and Economics governing hiring of new faculty, retention of probationary faculty, promotion of faculty, tenure, and ongoing standards for all faculty.
2. The relationship between the College Personnel Policies and other sets of rules is laid out below.
 - a. All procedures in recruiting faculty and in recommending their retention, tenure, and promotion are governed by the provisions of Section 600 (California State University, Northridge Administrative Manual), and the Agreement Between the Board of Trustees of the CSU and the California Faculty Association: Unit 3 - Faculty (the Collective Bargaining Agreement).

The current Faculty Collective Bargaining Agreement provides the sole basis for the dismissal, demotion or suspension of tenured faculty. None of the provisions of the Faculty Handbook shall be construed as a basis for, or used for the purposes of, dismissal, demotion, or suspension of tenured faculty.

- b. Consistent with the rules mentioned in 2.a., the College Personnel Policies described in this handbook provide additional rules for hiring of new faculty, retention of probationary faculty, tenure, promotion, and ongoing standards for all faculty.
- c. Consistent with the rules mentioned in 2.a. and 2.b., the departments of the David Nazarian College of Business and Economics may define additional rules for hiring, retention, tenure, and promotion. Such additional rules must be approved as specified in Section 600.
- d. Recommendations for retention, tenure, and promotion shall be based solely on merit. Performance shall be evaluated in the areas of teaching, contributions to the field of study, and contributions to the University and community.

B. General Policies

1. Objectives
 - a. Teaching is our primary mission: therefore, the capacity for

teaching excellence shall be of primary importance in hiring and recommendations for retention, tenure, and promotion.

- b. Continuing scholarship is essential to excellence in teaching; therefore, faculty are expected to continue to contribute to their field of study throughout their career.

2. Hiring New Faculty Members

- a. Section 600 and the Collective Bargaining Agreement govern all recruitment and selection procedures.
- b. The College will hire candidates for probationary positions who meet the Scholarly Academic qualification as defined in Section VII.C of this Handbook and who are expected to qualify for tenure by the end of their probationary period.
- c. Requests for advanced rank for new probationary hires will include recommendations from the following: Department Personnel Committee, Department Chair, College Personnel Committee, and College Dean.
- d. A Department Committee screens applicants for probationary positions in the Department before submitting the recommendations to the Dean.
- e. In making recommendations, the Department will consider the following factors:
 - 1) How the candidate's qualifications support the mission of the College and the University;
 - 2) Specific needs of the College's degree programs and majors;
- f. Recruitment processes shall be consistent with the policies of the Office of Equity and Diversity. Specific guidelines can be found in Guide for Recruiting Faculty and Procedures for the Recruitment and Appointment of Faculty, issued by the Office of Faculty Affairs.

3. Retention, Tenure, and Promotion

- a. General Concerns
 - 1) All retention and tenure recommendation procedures are governed by Section 600 and the Collective Bargaining Agreement.

All procedures regarding promotion and evaluation of probationary and tenured faculty are governed by Section 600 and the Collective Bargaining Agreement, the Nazarian College Handbook, and requirements set forth in faculty memorandum of understanding and offer letters..

- 2) The requirement of a doctorate degree is met when the Dean of the David Nazarian College of Business and Economics receives notice from the Registrar at the awarding institution of the completion of all the requirements for the degree and of the date on which the degree will be awarded.
- 3) A probationary faculty member must submit his or her Professional Information File to the Dean's office every year (except the first). Candidates for promotion must submit their Professional Information Files to the Dean's office in order to be considered. (Both Departmental and College level agencies have access to the file in the Dean's office at appropriate times.) Failure to submit a Professional Information File shall constitute a voluntary withdrawal from promotion consideration (see Section 600), but a probationary faculty member may not withdraw from consideration for retention or tenure (see Section 600).

b. Retention of Probationary Faculty

Department Chairs and Department Personnel Committees are urged to express any concerns they have regarding a faculty member's performance, together with an opinion regarding whether the faculty member has demonstrated a likelihood to receive tenure.

c. Tenure and/or Promotion

Tenure or promotion requires a basis for expecting continuing high quality performance by the individual in teaching effectiveness, contributions to the field of study, and contributions to the University and community. The review period for each of these three factors is (a) since the initial appointment and beyond the dissertation for tenure and for promotion to Associate Professor, and (b) since promotion to or appointment as Associate Professor, for promotion to Professor.

Tenure or promotion requires a demonstration of teaching effectiveness throughout the review period. In totality, the

individual's evidence of teaching effectiveness must be of such quality as to indicate a strong commitment to students' learning.

Tenure or promotion requires a demonstration of substantial service to the University throughout the review period. Opportunities for service are available at department, college, and university levels but this does not imply that service must be at all three levels. In totality, the service activities of the individual must be of such scope as to indicate a high degree of dedication, initiative, and commitment to the Department, College, University, and/or community.

. Tenure or promotion to the next professional rank requires a record of continual intellectual contributions during the review period, including journal articles and/or books. In totality, the record must demonstrate such high quality and quantity as to indicate promise of strong future intellectual contributions to the field of study by the faculty member.

d. Accelerated Promotion

Probationary faculty members shall not normally be promoted prior to their sixth probationary year (including service credit). However, promotion to Associate Professor may be recommended earlier if the faculty member has significantly exceeded all of the criteria contained in Section 600 for advancement to the next rank and demonstrated significant accomplishments in the areas of research, service, and teaching.

In order to demonstrate evidence of significant accomplishments, the faculty member shall:

- 1) possess a record of scholarly activities substantially superior to the usual requirement for promotion during the normal promotion period; and
- 2) exhibit superior teaching effectiveness and direct instructional contributions both inside and outside the classroom of such quality as to indicate a strong commitment to student learning. Teaching effectiveness must be demonstrated to establish a consistent pattern or trend.

Similarly, faculty members being considered for accelerated promotion from Associate Professor to Professor will be expected to satisfy the same criteria described above, plus demonstrate superior service.

A request for accelerated promotion shall be initiated by the faculty member.

4. Ongoing Standards for Faculty Members

a. Expected Performance in Teaching

All faculty teaching classes (including those participating in the Faculty Early Retirement Program) are expected to be current in their instructional field, effective in the creation and delivery of instruction that achieves course objectives, and accessible to students consistent with College and Department standards. In addition, all faculty are expected to use feedback from College assessments to improve their teaching. In accordance with the Section 600 (CSUN Administrative Manual), teaching effectiveness shall be evaluated based on procedures established by the Department and College, including classroom visitations and student evaluations.

b. Expected Performance in Field of Study

All faculty (including those on FERP or reduced-time bases) are expected to be Scholarly Academics, as defined in Section VII.

c. Expected Performance in Contributions to the University and Community

All tenured and probationary faculty are expected to provide continuing service on Department, College, and University committees plus community-related activities. The pattern and scope shall be consistent with the faculty member's rank and assignment.

C. Other Policies

1. Student Evaluation of Teaching

Students evaluate the performance of the faculty teaching. The evaluation of teaching performance is confidential and is processed in accordance with Section C2 below. Faculty receive summaries of student evaluations of their teaching.

a. Scheduling

- 1) Approved questionnaires for Student Evaluation of Teaching shall, at a minimum, be administered for all

faculty during the spring semester of each academic year.

- 2) All probationary faculty members shall have student evaluations administered in at least two classes in each of their first two semesters of service.
- 3) Such evaluation will also be conducted for second year probationary faculty as late in the Fall semester of the second year as is consistent with providing the evaluation results to the Department Chair and the Department Personnel Committee in time for their deliberations and deadlines for forwarding recommendations to the College level.
- 4) Any faculty member may elect to have evaluations done in the Fall semester.

b. Processing

- 1) Computer-produced summaries of the questionnaire shall be prepared and distributed as follows:

One copy to the faculty member, one copy to the Department Chair, and one copy to the faculty member's Personnel Action File, and, for graduate level courses, one copy to the Graduate Director (who shares with the Department Chairs the responsibility for staffing graduate courses in this College).
- 2) The Department Chair's copy of the evaluation summaries shall be available to the Department Personnel Committee for those faculty who are subject to personnel action.
- 3) The teaching evaluation summaries shall be retained for a minimum of five years. The original surveys forms for the student evaluation of faculty shall be retained for one year from the date of administration of the questionnaires.
- 4) Each faculty member shall be notified when the copies of the computer-produced summaries and free-form responses are available.

VII. FACULTY RESPONSIBILITIES AND DUTIES

A. GENERAL POLICIES

The College faculty are governed by University policies regarding responsibilities and duties as specified in Section 600 (California State University, Northridge Administrative Manual).

B. ADDITIONAL COLLEGE POLICIES

1. Classroom Autonomy means:

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- a. No classroom may be visited by unauthorized persons without previous consent of the instructor.
- b. The use of any recording devices in a classroom is subject to the consent of the instructor.
- c. No representative of the media may visit a classroom to take photographs or notes without first obtaining consent of the instructor and notifying the Office of Public Relations.

2. Class Meetings

- a. The faculty member who is unable to meet a class shall notify the Department Chair as soon as possible, but no later than the scheduled start time of a missed class meeting, unless an emergency situation arises.
- b. Classes shall not be canceled without prior approval of the Department Chair, except in cases where the need to cancel the class cannot be determined in advance.
- c. In any semester, the instructor planning to miss more than one class meeting to attend professional meetings must obtain approval of the Dean.
- d. A faculty member who has arranged for a substitute instructor shall notify the Dean or the Department Chair by memo before the substitution occurs.
- e. Before relocating a class, the faculty member shall notify the Department Chair.

3. Curriculum

The curriculum is the responsibility of the faculty, and is the primary means for carrying out the mission of the College and its degree programs. Modifications in the curriculum may be suggested by the results of

assessment, the establishment of new, or modified, degree programs, changes in accreditation requirements, or by changes in the disciplines.

Any faculty member, committee, or department may propose curriculum changes. Such proposed changes must be approved by the relevant department faculty before consideration by the Curriculum Management and Policy Committee (undergraduate curriculum) or Graduate Committee (graduate curriculum). The Curriculum Management and Policy Committee or Graduate Committee will review the proposals and report them to the College faculty together with the Committee's recommendations.

All curriculum changes, after approval by the College faculty, must be approved by the University's Educational Policies Committee (undergraduate curriculum) or Graduate Studies Committee (graduate curriculum), and by the Provost, before they can become effective.

4. Exams and Term Papers

All unreturned exams, term papers, and projects will be retained by the faculty member for a period of one year.

5. Final Examinations

- a. Only sound academic reasons warrant the scheduling of a final course examination that deviates from the time published in the Schedule of Classes.
- b. The approval of the Department Chair and of the Dean of the College must be obtained prior to registration and preregistration (if any) in order to change the published date and time of a final course examination.
- c. Students shall be notified of the scheduling change during preregistration (if any) and registration.
- d. If any student enrolling in the course has a conflict with the adjusted schedule, the instructor shall conduct a special final examination.

6. Office Hours

- a. Faculty members must schedule three hours per week distributed over at least two separate time periods for full time faculty and one hour per week per class up to three hours per week for part-time faculty. Faculty shall also be available for consultation by appointment.
- b. Faculty are to strive to schedule office hours at times which are most convenient for the majority of students enrolled in their classes.

- c. Office hour listings for all faculty members must carry the notation-- "And by Appointment".

C. FACULTY QUALIFICATIONS

1. Objectives

The first purpose of this policy is to promote a community of scholars in which all faculty members are committed to life-long learning, excellence is expected and achieved, and mutual support and encouragement for continual improvement is part of the college culture. The second purpose is to help ensure that faculty members meet the faculty qualification requirements as given in this document.

The College expects all tenured and tenure-track faculty to maintain Scholarly Academic qualification throughout their careers. Qualification requires a combination of original academic preparation plus maintenance of currency in an individual faculty member's area of teaching.

2. Academic Qualification

The faculty, individually and collectively, must sustain intellectual capital in their fields of teaching, demonstrating currency and relevancy of intellectual capital to support the Nazarian College mission, expected outcomes, and strategies including teaching, scholarship, and other mission components. The faculty will demonstrate adherence to this standard through the four classifications of faculty qualification and engagement and their definition given below. Guidelines for maintaining faculty qualifications follow.

		Sustained Qualifying Activities	
		Research/Publication	Applied/Practice
Initial Qualification: Terminal Degree or Professional Experience	Substantial Professional Experience + Master's or higher	Scholarly Practitioner (SP)	Instructional Practitioner (IP)
	Doctoral Degree	Scholarly Academic (SA)	Practice Academic (PA)

Criteria for SA and PA status

- *For initial classification of SA or PA*, a terminal degree related to the field of teaching is appropriate. Note that a faculty member can be considered SA or PA for five years from the date of conferral of the terminal degree. Doctoral students with teaching responsibilities who have attained all-but-dissertation (“ABD”) status will be considered SA for three years from the commencement of ABD status. A variety of terminal degrees may be appropriate where the terminal degree is related to the field of teaching.
 - Examples of commonly accepted terminal degrees in business include:
 - doctoral degrees in business or a closely-related business discipline (PhD or DBA);
 - a graduate degree in law (LLM) and/or taxation (MST) for those teaching taxation
 - a law degree (JSD/SJD,LLM, or JD) for those teaching courses or modules related to law or aspects related to the legal environment of business (e.g., ethics, sustainability, etc.).
 - Additional terminal degrees may also be appropriate for SA status when the degree is closely related to the field of teaching and the faculty member sustains currency through scholarly activities in that field consistent with this standard (e.g., JSD/SJD).
 - While unusual, a faculty member without a terminal degree may be classified as SA or PA, but the faculty member must clearly be engaged in sustained, substantive academic and/or professional engagement activities to support their currency and relevancy in their field of teaching and their contributions to other mission components; such activity is expected to be consistent with the activities in which the Nazarian College’s other terminally-qualified SA faculty engage. The Nazarian College will be expected to make its case for SA or PA status in such cases. AACSB expects that there will be only a limited number (normally not to exceed 10 percent of all faculty) of cases in which individuals without terminal degrees also have SA or PA status.
- *Subsequent to initial classification*, there must be ongoing, sustained, and substantive academic activities and engagement in research/scholarship and related activities (for SA) and sustain currency and relevance through professional engagement activities (for PA) supporting qualification status. See Section VII.C.6

Criteria for IP and SP Status

– *For initial classification of IP or SP*, a master’s degree in a discipline related to the field of teaching, along with significant and substantive professional experience is appropriate. 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. The Nazarian College will be expected to make its case for IP or SP status in such cases.

– *Subsequent to initial classification*, there must be current ongoing, sustained, and substantive professional engagement activities related to their professional backgrounds and experience (for IP) and scholarly activities in addition to IP requirements (for SP) supporting qualification status. See Section VII.C.6.

Faculty who have not sustained currency and relevance related to their teaching disciplines through the requisite scholarly or professional activity will be classified as “Additional Faculty”. Lecturers classified as “Additional Faculty” will be classified as “unsatisfactory” to teach a class..

3. Intellectual Contributions

Intellectual contributions (IC) of the faculty are divided into three categories: (1) Basic or Discovery Scholarship, (2) Applied or Integration/Application Scholarship, and (3) Teaching and Learning Scholarship. These categories are defined as follows:

- Basic or Discovery Scholarship 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.

- Applied or Integration/Application Scholarship 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.

- Teaching and Learning Scholarship 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.

Consistent with the Mission and Vision of the College, and its graduate and undergraduate programs, the College seeks to maintain the following

aggregate portfolio percentages among the three categories of intellectual contributions:

- Teaching and Learning Scholarship: 10-25%
- Applied or Integration/Application Scholarship: 45-55%
- Basic or Discovery Scholarship: 35-45%

The criterion at the College level is that the balance of contributions among the three categories must reflect the College's mission; however, the College's total portfolio of contributions cannot be predominantly in the area of teaching and learning scholarship. The College's desire for a more balanced overall portfolio will not affect the judgment of any one faculty member's individual portfolio. Faculty are encouraged to keep a verifiable record of their scholarly contributions; examples of which may aid in this verification are via the user-specific ORCID iD, a repository such as ResearchGate, or Google Scholar.

4. Faculty Responsibility

Faculty members have the responsibility, using the above definitions, to exercise their best judgment in classifying and reporting their respective intellectual contributions. Each faculty member will update his or her information relating to qualification and intellectual contributions annually. The department chairs and the associate dean shall review faculty IC classifications and, when necessary, consult with faculty members to revise reported classifications in order to ensure consistency across departments and faculty.

5. Predatory Journals

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To limit the impact of predatory journals and publishers on the integrity of the scholarly mission of the Nazarian College of Business, the following policy shall apply: 1. No publication appearing in the Scholarly Open Access list of Individual Predatory Journals or list of Predatory Publishers shall be used to meet faculty qualifications as described in the Nazarian College Personnel Procedures (https://libguides.csun.edu/predatory_publishing. 2. No internal funds allocated to faculty by the College or the department for scholarly purposes can be used to pay publication fees in any journal on the Scholarly Open Access list of Individual Predatory Journals and Publishers. 3. The faculty members is charged with the initial responsibility of ensuring the journal is not predatory. In addition, all reviewing agencies are responsible for examining the suitability of a research outlet for purposes of faculty qualifications, hiring, promotion, or tenure related decisions and are required

¹ Definition adopted from "Predatory Journals: no definition, no defence." (*Nature* 2019, December 11). Retrieved from <https://www.nature.com/articles/d41586-019-03759-y>

to consult the Scholarly Open Access list of Individual Predatory Journals and Publishers when making evaluations about the scholarly publications.

6. Criteria for Maintenance of Qualification

It is important for faculty to have appropriate initial preparation, either academic or professional, at the time of hire and to remain engaged in scholarship and/or practice throughout their career at the David Nazarian College of Business and Economics. A point system for intellectual and professional contributions to maintain qualification as SA, PA, SP, and IP is given below. Faculty members demonstrate maintenance of their qualification by engaging in activities that earn points for meeting the minimum requirement for each category. Scholarly Academic (SA). 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 Nazarian College. As evidence of maintaining SA status, faculty members must earn a minimum of 8 points over a five-year period. Points may be earned for intellectual/professional contributions as described in VII.C.6 below for Categories A, B, C, D and E. At least 6 points in any five-year period must be earned in Category A or B.

Practice Academic (PA). To maintain PA status, faculty members are expected to be engaged in professional activities on a regular basis or make other contributions to the advancement of practice. These may include Basic or Discovery Scholarship 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, D and E. At least 2 points during any five-year period must be earned from Category E.

- Faculty who have an administrative appointment that does not include research-designated release time will be granted PA status while on administrative assignment and for a grace period equal to their absence up to five years. They are expected to show progress toward renewing SA status during this grace period and to fully meet the criteria for SA status at the end of this additional period.

Scholarly Practitioner (SP). To maintain SP status, faculty members are expected to be engaged 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, D and E. At least 2 points during any five-year period must be earned from Category A, B, C, or D and 2 points from Category E.

Instructional Practitioner (IP). To maintain IP status, faculty members are expected to be engaged in professional activities on a regular basis or make other contributions to the advancement of practice. These may include substantial consulting activities, participation in business-related professional events, service on boards of directors, etc. As evidence of maintaining IP status, faculty must earn a minimum of 4 points over a five-year period. Points may be earned for professional contributions as described below for Category E. These criteria are summarized below.

	SA	PA	SP	IP
Points Required from Specific Categories	At least 6 points from A or B	At least 2 points from E	At least 2 points from A, B, C, or D and 2 points from E	At least 4 points from E
Minimum Total Points Required	8 points	6 points	4 points	4 points

7. Point System for Intellectual and Professional Contributions

a. Intellectual Contributions

i. Category A: 3 points each

- Articles or cases that meet the requirements of Category B and are considered impact journals by the college. A list of impact journals is available through the official Nazarian College web page. For personnel evaluations, candidates are “grandfathered” into the impact status of a journal for the 3 year period.

ii. Category B: 2 points each

- Articles or cases in peer-reviewed journals in the area of the faculty member’s primary teaching responsibility. Peer-reviewed journal publications must have an acceptance rate of not more than 40% as reported by directories of peer-reviewed journal listings and rankings. In addition, journals must typically satisfy the following three criteria:

Mission Relevance. The contribution shall 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.

- First edition of academic textbooks in the faculty member's discipline (see Appendix for further guidance on how to interpret or implement certain aspects of the faculty qualification policy).
- Scholarly book that involves original scholarly research (see Appendix for further guidance on how to interpret or implement certain aspects of the faculty qualification policy).
- Book chapters in scholarly books that involve original research (see Appendix for further guidance on how to interpret or implement certain aspects of the faculty qualification policy).
- Book aimed at improving business practice (see Appendix for further guidance on how to interpret or implement certain aspects of the faculty qualification policy).
- Principal Investigator(s) of an award of a significant (>\$50,000) grant, contract, or sponsored project from a foundation, for-profit or non-profit organization, or public agency. Faculty member must provide evidence of the award and of deliverables.

iii Category C: 2 points each

- Articles or cases in peer-reviewed journals in the area of the faculty member's primary teaching responsibility with an acceptance rate greater than 40%.
- Research reports or scholarly monographs resulting from original research that meet the peer-review criteria.
- Trade book on a topic relevant to the faculty member's discipline with field-based research.
- Principal Investigator(s) of an award of a substantial (\$10,000 - \$50,000) grant, contract, or sponsored project from a foundation, for-profit or non-profit organization, or public agency. Faculty member must provide evidence of the award and of deliverables.

iv. Category D: 1 point each

- Subsequent editions of academic textbooks.
- Article, paper, or case presented at academic conferences and published in conference proceedings.

- Case published in non-peer-reviewed publication (i.e., a textbook).
- Article in faculty member's discipline published in a non-peer-reviewed journal that otherwise meets the criteria above.
- Service as editor for a professional or academic journal.
- Service on the review board of an academic journal.
- Service on the board of an academic organization.
- Publicly available consulting report or testimony to an agency of government in a faculty member's area of expertise.
- Instructional software or simulation that is widely used beyond CSUN.
- Article on business practice or other area relevant to the faculty member's discipline in newspapers with national or regional distribution or magazines/journals with a broad readership; includes an article that does not fall into Category A or B.
- Invited address, presentation, lecture or colloquium in a faculty member's area of expertise.
- Publication in non-peer-reviewed trade journal.
- Presentation at a regional, national or international academic or professional conference.
- Book review in an academic journal.
- Ad hoc reviewing for academic journals or national or international academic conferences. (1 point each; maximum 2 points).

b. Professional Contributions

1) Category E: 2 points each except where noted

- Obtaining or 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). Two points may be earned once over a five year period.
- Relevant paid or unpaid part-time consulting activities of significant level, substance, and duration (90 or more hours per semester). (1 point each; maximum 2 points)
- Management responsibility or ownership in an outside business.
- Serving in an active leadership role in a business, non-profit or community-based organization (e.g., board of directors).

- Conducting a professional executive workshop or seminar. (1 point each; maximum 2 points)
- Significant participation in a business professional organization.
- Full-time employment in a senior managerial position or paid full-time consulting activities of significant level, substance, and duration. (1 point for each year of full-time employment/consulting)
- Faculty internships at a business, non-profit or community-based organization.
- Administrative position at the university, college, or department level that drives strategic change, curriculum development, or new program development.

8. Failure to Maintain Qualification Status

Tenured faculty members 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 “Additional Faculty.” Faculty members who are no longer qualified are expected to develop an implementation plan that will allow them to regain qualified status. The plan shall be developed in consultation with the department chair, who, along with the dean, will review progress twice per year.

Lecturers who are less than full time or full time who are classified as “Additional Faculty” will be classified as “Unsatisfactory” to teach a class.

9. Process for Determining and Documenting Faculty Qualification Status

Each faculty member shall establish and maintain Faculty Data Sheets in a faculty activity reporting system (Digital Measures). It is the faculty member’s responsibility to update the profile to add activities to the system as they are accomplished. A faculty member’s profile will be reviewed and evaluated by the applicable department chair as needed to determine if the faculty member meets the expectations of the Nazarian College for qualification. The decision of the Dean of the David Nazarian College of Business and Economics is final regarding faculty qualification status.

D. FACULTY SUFFICIENCY STANDARD

Standard 3 of the Accreditation Standards for Business Accreditation of The Association to Advance Collegiate Schools of Business states: “The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission.” This is the faculty sufficiency standard. In accordance with this standard, at least 40% of the credit hours produced must be produced

by faculty qualified as Scholarly Academics. Additionally, at least 60% of the credit hours produced must be produced by a combination of faculty qualified as Scholarly Academics, Practitioner Academics and Scholarly Practitioners. Finally, at least 90% of the credit hours produced must be produced by a combination of faculty qualified as Scholarly Academics, Practice Academics, Scholarly Practitioners and Instructional Practitioners. This standard means that faculty qualified as Additional Faculty must represent less than 10% of the credit hours produced. This standard is summarized as follows:

SA \geq 40%

SA + PA + SP \geq 60%

SA + PA + SP + IP \geq 90%

E. PARTICIPATING AND SUPPORTING FACULTY

1. Participating Faculty

Participating Faculty are those members who are actively engaged in Nazarian College's activities beyond their direct teaching responsibilities. Each faculty member's status will be evaluated each year by the Department Chair. Faculty members are participating if they engage in more than one of the following activities within the Nazarian College:

- curriculum development,
- advising,
- attendance at faculty and discipline meetings,
- voting on policy and curriculum decisions,
- service on school and institutional committees, and
- other activities that support the role and mission of the Nazarian College.

2. Supporting Faculty

Supporting Faculty are generally lecturers who can be less than full-time or full-time and their primary responsibilities are instruction and course development.

Supporting Faculty are not required to participate in the governance of the Nazarian College.

Participating faculty must deliver at least 75% of the Nazarian College teaching and participating faculty members will deliver at least 60% of the teaching within each discipline (typically identified as degree program or majors).

F. GRADUATE FACULTY

Policy Goal: The goals of creating a formal graduate faculty are to:

1. Strengthen graduate education in the College,
2. Satisfy AACSB concerns regarding standards for graduate education,
3. Provide formal recognition for faculty who teach in graduate programs,

4. Create a sense of ownership and pride for faculty who teach in graduate programs,
5. Provide an incentive for faculty to participate in graduate education.

Qualifications for Joining the Graduate Faculty

Faculty must:

1. Be committed to achieving the vision and mission of the graduate program. Tenure-track faculty are expected and nontenured-track faculty are encouraged to advance the program by participating in graduate faculty retreats and/ or serving the program in other capacities such as advising culminating experience projects, advising individual students, serving on the college graduate committee and participating in other activities sponsored by the graduate programs. Tenure track Graduate faculty are expected to continue to participate in these activities even in terms when they are not teaching a graduate course.
2. Demonstrate potential for excellent teaching and an understanding of how to link theory to practice through active learning. They should be particularly committed to instruction that: treats students collegially, values students' experience, is interdisciplinary and develops skills.
3. Meet faculty qualification standards normally required by the College. Tenure track faculty need to be qualified as Scholarly Academics or Practice Academics. Similarly, non-tenure track faculty may qualify by meeting the standards for Scholarly Academic, Practice Academic, Scholarly Practitioner or Instructional Practitioner.

G. FACULTY DEVELOPMENT AND RENEWAL

1. New Faculty Orientation

Department Chairs will see to the orientation of new tenure-track faculty members. Orientation is provided as follows:

- A one-day orientation coordinated by The Office of Faculty Affairs and the Academic Senate.
- The New Faculty Survival Guide is online at

<https://www.csun.edu/undergraduate-studies/faculty-development/new-faculty>

The Guide is a comprehensive source of information about the University and the Los Angeles area.

- Individual departments will supplement University orientation activities through meetings, retreats, and/or written materials, including the College's Faculty Handbook.
- It is the responsibility of the department to provide new faculty members with mentorship opportunities.

2. Reassigned Time From Teaching, Service, Workload

A proposal for reassigned time from teaching is required each semester, and is reviewed by the Department Chair and the Dean. Granting of reassigned time requires approval of the Department Chair, and the Dean. In general, reassigned time requires that the faculty member be Scholarly Academic qualified. Exceptions require the express approval of the Dean. The constraint to granting reassigned time to faculty meeting the criteria is that enough classes be scheduled in both days and evenings to allow the Department to achieve its FTES target (assigned by University Academic Affairs), to ensure adequate coverage by full time faculty, and to satisfy department budget constraints.

For the David Nazarian College of Business and Economics, reassigned time from teaching for research is typically given to:

- all new tenure-track faculty (consisting of one course release per semester for two years).
- faculty through their remaining probationary period provided significant progress is made in establishing a productive research program, consistent with meeting the expectations of VI.B.4.
- probationary and tenured faculty who are Scholarly Academic qualified and conducting a productive research program.

Faculty receiving reassigned time from teaching for research are expected to identify specific goals and to achieve them or equivalent results, as appropriate.

The College also may provide reassigned time for (1) teaching innovation, (2) new course preparation, (3) team teaching to achieve cross-discipline integration, (4) in some instances, to reduce excessive committee load, (5) grant activities, and (6) special activities on behalf of the College, depending on resources .

a. Teaching Assignment - The majority of tenure-track and tenured faculty teach two or three days a week and have two preparations each semester. Faculty should submit formal requests regarding teaching assignment preferences to their department chairs each semester.

b. Service- Faculty are expected to provide service at the Department, College, and usually at the University levels. For personnel committees, only tenured faculty are eligible for election.

c. Workload - A faculty member's appointment is structured into fifths:

1) Each regular-size class taught counts as 20%, and each fulltime faculty member is reassigned 20% for office hours, committees, and other service/advisement tasks.

2) Faculty who teach a large section (a target of 120 students) are granted credit for two courses (e.g., a large class is reflected as a 40% teaching assignment rather than a 20%).

3) Beyond reassigned time granted by the College, faculty may receive reassigned time from the University: This reassigned time may be for University-sponsored research such as

available through the Probationary Faculty Development Grant program, the Innovation in Teaching and Learning Award, or other similar programs.

4) Faculty workloads must be managed to accommodate the needs of faculty to meet their various obligations towards teaching, research, and service. To support the College's commitment to the activities that further our mission, workload assignments for tenure-track faculty and full-time lecturers is generally composed of 15 units per semester, calculated cumulatively, whether performed at CSUN or elsewhere. Consistent with this standard, the College recognizes that the capacity and productivity of faculty members differs, so that individual variation from this rule may be consistent with the College's mission. The Department Chairs and the Dean shall monitor faculty workload and reassigned time to ensure that faculty are scheduled in a way to enhance their intellectual development and their contributions to the community and the University, within our budgetary and scheduling constraints.

Since Section 600 (CSUN Administrative Manual) places the burden on faculty members to ensure that outside activities do not interfere with their full-time employment at the College, all tenured and tenured-track faculty who propose to undertake teaching duties at other campuses or institutions must, before the start of each semester, notify their Department Chair and the Dean of any such proposed outside commitments. The Chair and the Dean shall review the proposal and determine whether the proposed teaching opportunity furthers the College's mission. In that part-time faculty have lesser obligations to promote the College's mission through research and service, greater latitude may be appropriate.

Part-time faculty (following Section 700) shall notify their Department Chair of any planned teaching commitments elsewhere before the start of the semester so that the College may review whether the planned activity is consistent with the faculty member's obligations at the College.

Faculty not meeting this requirements may receive a written request from the appropriate administrator for a report that relates to the requirements of Article 35 of the Collective Bargaining Agreement and Section 600 (California State University, Northridge Administrative Manual) relative to outside and supplementary employment not jeopardizing their individual functioning as a full-time employee of The California State University.

3. Faculty Development

a. Faculty development is a process (a) to encourage and assist faculty members to achieve tenure and promotion, and (b) to ensure that all faculty meet either the academic or professional qualification requirements.

b. In addition to information in the academic or professional qualification folder (independent of the PIF), additional data are used to guide the faculty development process.

1) All faculty must update their Faculty Data Sheets in the online Digital Measures Database at least annually. Resumes from Digital Measures are required for all requests for reassigned time for research.

1) Teaching Performance Assessment:

- Due to the primary importance of teaching, particular attention is devoted to providing guidance and mentoring about instructional pedagogy and content.
- Probationary faculty are required to have both quantitative and qualitative student evaluations in each class section. For tenured faculty, formal student evaluations of two class sections per year are required.
- Probationary faculty also must have at least two faculty peer evaluations of teaching conducted each year. These peer evaluations provide formal guidance to the evaluated faculty.

3) Current Faculty Professional Information Files (PIFs) are required from each faculty member being considered for retention, tenure, or promotion. These files, prepared by the faculty member, contain documentation of the individual's achievements in the areas evaluated as part of the RTP review: professional preparation, teaching effectiveness, contributions to the field of study, and contributions to the University and Community.

c. With this common frame of reference, the Chair and the faculty member (and in some cases the Dean) meet to review the Digital Measures data and, where necessary, formulate plans for success in the coming year. For some faculty, specific recommendations may be made on potential research projects or how to improve teaching effectiveness and student evaluations. Especially for probationary faculty, attention is given to having a reasonable balance among competing activities, including managing an individual's teaching schedule and service on committees.

d. Discussions of resource requests (for reassigned time, computer materials, travel, etc.) feed directly into Departmental and College fiscal planning and budgeting.

e. Although these goal-setting and discussion sessions are purely consultative and supportive and do not imply a contract, they are important since they may constitute the basis for teaching assignments and resource allocations.

4. Faculty Development Support Processes

a. In addition to the formal faculty development process described in the previous section, there are a number of support processes to assist faculty in improving teaching effectiveness and in meeting the academic qualification requirement. See <https://www.csun.edu/undergraduate-studies/faculty-development>

b. The College supports the faculty in improving their teaching by providing (a) teaching performance evaluations by both students and faculty peers, which provide individual data; and (b) teaching support opportunities within the College and University. These opportunities include course affinity groups, individual mentoring, help and training from the CSUN Information Technology Resources department, and a large variety of workshops and programs offered by the university.

c. The process to support academic qualification (SA) has three primary components: (a) the documentation and review process described in Section VII.C.6,

which provides data on current status and trends for each faculty member; (b) feedback, based on the data, to individual faculty from their department chair or designee, and (c) a focused professional contributions support program for individuals. The process includes a flexible mixture of research circles, resource advisors, and mentoring. The process assists participating faculty in improving their results in professional contributions, to the end of achieving or maintaining SA status. This assistance can take, for example, the form of suggesting possible research topics, facilitating formation of research circles, reviewing manuscripts in process, providing opportunities to present work-in-progress, and coauthoring papers. The support program is available to any faculty member, but is particularly oriented to the needs of (a) faculty who are not currently SA, and (b) faculty who are in danger of losing SA status because of an unfavorable trend in contributions during the last five years.

d. A mentor may be assigned by a Department Chair to assist a faculty member relative to research and professional contributions, either at the request of that faculty member or at the suggestion of the Chair in consultation with the faculty member. Mentors will be individuals who are academically qualified, particularly successful in publishing, and willing to assist colleagues. Normally, a mentor will be in the same department as the individual being assisted. The mentoring scope and process will be established by the mentor and the faculty member. At the annual goal-setting and review meeting with the faculty member, and informally at other times, the Chair will inquire about the mentoring process and make adjustments as appropriate.

5. Post Tenure Review

Post tenure review of tenured faculty is required at least every five years. Such reviews should consider teaching effectiveness and direct instructional contributions, contributions to the field of study, and contributions to the University and the community. The review is conducted by a department Personnel Committee, or by another committee as designated by the relevant department, and the Dean. The reviewing committee should consult the tenured members of the department and the Department Chair as part of the review process.

6. College Support for Development and Renewal

The David Nazarian College of Business and Economics at California State University, Northridge is committed to actively supporting the intellectual development and renewal of faculty. Several of the practices previously mentioned address what the College does to provide faculty with planning consultation and orientation. The College invests in faculty development with several types of resources: assigned time, research and curriculum grants, interdisciplinary external grants, distance learning opportunities, conference travel, sabbaticals, and difference-in-pay leaves. Consistent with the College mission and values, the College makes every effort to fund research and creative activity through peer reviewed seed grants.

a. Decision processes concerning College supplied research grants, sabbaticals and other forms of professional leave are administered principally by elected faculty committees, Chairs, and the Dean as described in Section IV.A.6 and Section VI of the Faculty Handbook.

b. Faculty who have received a sabbatical or difference-in-pay leave are required to submit a written report of their leave activities to the Department Chair and the Dean within 90 days after return to service, as specified in Section 600 (California State University, Northridge Administrative Manual). They are expected to communicate the results of their sabbatical research (or professional development efforts) to their peers in their department or, as appropriate, to their peers at an academic conference or journal.

c. Travel for the active participation of faculty in academic and professional organizations is supplied by the Department, pending availability of funds.

1) Sources of Funds. Travel funds are part of the College budget and periodically transferred to the Department for their management. Augmentations may occur in the Fall and Spring semester.

2) Objectives: Travel funds shall be allocated so as to:

a) Ensure that the distribution of funds among all qualified faculty is based on merit.

b) Maximize exposure of College research efforts within the disciplines.

c) Support the operations of discipline related academic and professional associations.

d) Assist in the recruitment efforts of the College.

e) Enhance the production of intellectual contributions.

3) General Guidelines:

a) It is the policy of the College to accommodate all legitimate requests for travel, given the availability of funding.

b) Where possible, faculty will travel by the most cost effective method consistent with time constraints. Faculty are encouraged to share expenses.

c) Full funding is considered the norm. Partial funding may be necessary when funds are scarce.

d) An eTravel Travel Authorization must be approved prior to travel.. Arrangements should be made in advance for a faculty member to cover classes that will be missed. Approval of the Department Chair and Dean of the College is required for all travel requests.

e) Out-of-state travel may be approved for one or more of the following purposes: (1) to deliver a paper at a meeting of a professional association or society, to serve on a panel, or to fulfill obligations as an officer in the association or society; (2) to recruit faculty or administrative personnel; (3) to perform duties essential to the normal operation of the campus as certified by the President or his/her designee.

f) All requests for reimbursements should be processed through the Department Coordinator. Requests for reimbursements of travel must be completed and submitted online in eTravel.

2) Participation in Professional Organizations.

Participation in professional organizations is encouraged. In general, travel funding should consider the level and nature of the contribution. Priorities are ranked as follows:

- a) Elected officers of professional organizations (president, vice president, secretary/treasurer, editors of publications, program track chairs).
- b) Discussants of competitive sessions, special session chairs, panelists.
- c) Competitive session chairs.
- d) Chairs of round table discussion groups.
- e) Advisory board members and other positions that significantly contribute to the organization and administration of a professional meeting.
- f) When resources permit, faculty travel for professional development may be authorized.

7. Professional Activities

The David Nazarian College of Business and Economics encourages faculty to develop and continue close relationships with business, government, and community organizations. Our mission provides a clear and supportive statement to faculty on the value of applied research and the importance of professional associations. Consistent with University policy and the College's mission, our faculty consistently engage in research and consulting with industry, government, and non-profit partners. These efforts produce positive outcomes in terms of our visibility and reputation, the creation of a continual stream of new classroom materials, and the development of competent, valuable research leading to faculty publication and broad dissemination of new knowledge.

- a. Faculty may engage in outside professional activities, paid or unpaid, outside their normal faculty responsibilities under the following conditions:
 - These activities meet the restrictions delineated in CSU policy and State of California regulations (see for example: HR2002-05 and HR 2003-09).
 - These activities do not interfere with the faculty's teaching, research, and administrative responsibilities (see California State University, Northridge Administrative Manual (Section 600), "Supplementary Employment of Academic and Administrative CSU Employees").

- b. Paid outside faculty activities should meet one or more of the following guidelines:
- Be consistent with the development, maintenance, and application of skills and knowledge consistent with mission and the teaching, research and service objectives of the David Nazarian College of Business and Economics.
 - Provide the faculty member with the opportunity to enhance and update his or her professional skills.
 - Be of benefit to the university's internal or external communities.
 - Contribute to the body of knowledge and practice in the faculty member's areas of professional expertise.
- c. So long as outside activities (both paid and unpaid) satisfy paragraphs a and b above, faculty enjoy a considerable degree of self-determination. However, faculty should report their outside activities on a yearly basis in Digital Measures.

University policy does have more restrictive provisions for faculty engaging in consulting or grant award projects funded from non-State sources where the payor is the University or one of its auxiliary units. This segment of University policy places restrictions on the amount of time (not dollars) a faculty member can earn as "overload" compensation through University sources (125 percent of workload during the fiscal year).