

**COVER SHEET FOR PROPOSED CHANGES TO DEPARTMENT/COLLEGE
PERSONNEL PROCEDURES**

NAZARIAN COLLEGE
OF BUSINESS AND ECONOMICS
COLLEGE

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 personnel 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 or College Committee has determined that the proposed new or revised procedures are consistent with Section 600 and with the Collective Bargaining Agreement.

FORMAT: Please use a complete copy of your existing procedures as the starting point for the proposed revisions that you submit to PP&R for approval. Strike over any text that you wish to have deleted from your written procedures, and/or underline any text that you wish to have added to your written procedures.

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CSUN

APR 25 2016

BACKGROUND INFORMATION:

- Are proposed changes those of College ☒ or Department ☐ procedures? (check one)
- Date that current proposed changes were sent forward FALL 2015
- Department or College initiating proposed changes NAZARIAN COLLEGE OF BUSINESS AND ECONOMICS
- Describe briefly the general reason(s) for your proposed change(s) (e.g., "proposed changes were initiated by the Department in response to a request from the College Personnel Committee, which felt that existing promotion criteria were too rigorous").

Office of
Faculty Affairs

CREATE A SECTION FOR DOCUMENT
TO DESCRIBE PERSONNEL POLICIES
FOR LECTURERS

- The proposed changes have been approved by the faculty of the College ☒ or Department ☐. (check one)

FOR DEPARTMENT PERSONNEL PROCEDURES:

Chair, Department Personnel Committee

Date

Department Chair

Date

FOR DEPARTMENT PERSONNEL PROCEDURES & COLLEGE PERSONNEL PROCEDURES:

JON NADENICHEK
Chair, College Personnel Committee

4/22/16
Date

Kenneth J. ...
College Dean

4/25/16
Date

[Signature]
Chair, Personnel Planning and Review Committee

8/30/16
Date

(for PP&R use only)

S110
Approval Date

F116
F119 (for changes in criteria)
Effective Date (see attached)

F120
Date of Next Review



DAVID NAZARIAN
COLLEGE OF BUSINESS
AND ECONOMICS

DAVID NAZARIAN
COLLEGE OF BUSINESS AND ECONOMICS

PERSONNEL PROCEDURES:
HANDBOOK FOR
LECTURERS

Table of Contents

I. MISSION STATEMENT, VISION AND STRATEGIC THEMES	1
II. FACULTY MEETINGS.....	3
College Faculty Meetings.....	3
Department Meetings	3
III. NOMINATION AND ELECTION PROCEDURES	4
Nomination Procedures	4
Election Procedures	4
<i>Sample Ballot</i>	7
IV. COLLEGE COMMITTEES.....	8
Standing Committees	8
Academic Technology Committee.....	8
Assurance of Learning and Accreditation Committee	9
Administrative Council	10
Business Honors Program Advisory Committee.....	11
Graduate Committee.....	12
College Personnel Committee	14
Curriculum Management and Policy Committee	15
Research and Grants Committee	16
Strategy Assurance Committee	18
Strategic Vision Committee.....	19
Scholarship Committee.....	20
Leaders in Alliance (LA)	21
David Nazarian College of Business and Economics Advisory Board.....	22
Committee Reports	22
V. INSTITUTES/CENTERS OF THE COLLEGE	23
VI. COLLEGE PERSONNEL POLICIES.....	24
Introduction	24
General Policies	24
Objectives	24
Hiring New Lecturers.....	25
Retention of Lecturers	25
Ongoing Standards for Lecturers.....	27
Other Policies.....	28
VII. RESPONSIBILITIES OF ACADEMIC ADMINISTRATORS	30
Associate Dean.....	30
Department Chairs.....	30
Manager of Academic Resources	31

Assurance of Learning Director	31
Director of the Student Services Center/EOP Satellite	32
Director of Development and Alumni Relations	33
Director of Graduate Programs	33
Directors of Internships	34
Managing Director of Career Education and Professional Development	34
VIII. LECTURER RESPONSIBILITIES AND DUTIES.....	35
General Policies	35
Additional College Policies.....	35
Lecturer Qualifications.....	39
Faculty Sufficiency Standards	47
Graduate Faculty.....	47
IX. GUIDELINES FOR SUMMER SESSION.....	58
X. STUDENT ASSISTANTS.....	59
XI. EQUIPMENT, SUPPLIES, SPACE AND BUDGET	59
XII. CHANGES IN COLLEGE POLICY	60
Appendix. GUIDANCE FOR POLICY REGARDING QUALIFICATION	61

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 lecturers and ongoing standards for lecturers.
2. The relationship between the College Personnel Policies and other sets of rules is laid out below.
 - a. All procedures in recruiting and hiring lecturers are governed by the provisions of Section 700 (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 lecturers. None of the provisions of the Nazarian College Personnel Procedures shall be construed as a basis for, or used for the purposes of, dismissal, demotion, or suspension of lecturers.

- b. Consistent with the rules mentioned in 2.a., the College Personnel Policies described in this handbook provide additional rules for hiring of lecturers and ongoing standards for lecturers.
 - 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 lecturers. Such additional rules must be approved as specified in Section 700.
 - d. Recommendations for retention shall be evaluated consistent with the methods defined in the University Administrative Manual, Section 700.

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

2. Hiring New Lecturers

- a. The University Administrative Manual, Section 700 and the Collective Bargaining Agreement govern all recruitment and selection procedures.
- b. The College will hire candidates for lecturer positions who are qualified in one of the four classifications defined in Section VIII.C of this Handbook.
- c. 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;
- d. 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 of Lecturers

- a. General Concerns
 - 1) All retention recommendation procedures are governed by the University Administrative Manual, Section 700 and the Collective Bargaining Agreement.

All procedures regarding promotion and evaluation of lecturers are governed by the University Administrative Manual, Section 700 and the Collective Bargaining Agreement.
 - 2) The degree requirement 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) Determination of retention of lecturers is performed in a manner consistent with the policies described in the University Administrative Manual, Section 700.

4. Ongoing Standards for Lecturers

a. Expected Performance in Teaching

All lecturers teaching classes are expected to be current in their instructional field, effective in the creation and delivery of instruction, and accessible to students consistent with College and Department standards. In addition, all lecturers are expected to use feedback from College assessments to improve their teaching. In accordance with the University Administrative Manual, Section 700, teaching effectiveness shall be evaluated based on procedures established by the Department, including classroom visitations and student evaluations.

b. Expected Performance in Field of Study

All lecturers are expected to be qualified in one of the four classifications defined in Section VIII.C.

C. Other Policies

1. Student Evaluation of Teaching

Students evaluate the performance of lecturer teaching. The evaluation of teaching performance is confidential and is processed in accordance with Section #2 below. Lecturers 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 lecturers during the spring semester of each academic year.
- 2) A lecturer 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 lecturer, one copy to the Department Chair, and one copy to the lecturer'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 teaching evaluation summaries shall be retained for a minimum of five years. The source documents for the student evaluation of lecturers shall be retained for one year from the date of administration of the questionnaires.
- 3) Each lecturer shall be notified when the copies of the computer-produced summaries and free-form responses are available.

VIII. LECTURER RESPONSIBILITIES AND DUTIES

A. GENERAL POLICIES

Nazarian College lecturers are governed by University policies regarding responsibilities and duties as specified in the University Administrative Manual, Section 700.

B. ADDITIONAL COLLEGE POLICIES

1. Classroom Autonomy

The lecturer as instructor has complete authority in the classroom:

- 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 lecturer who is unable to meet a class shall notify the Department Chair.
- 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 lecturer 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 lecturer 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 lecturer 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 lecturer 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. Lecturers must schedule one office hour for each class section taught.
- b. Lecturers 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 lecturers must carry the notation-- "And by Appointment".

C. 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 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)

Scholarly Academics (SA) sustain currency and relevance through sustained engagement in research/scholarship and related activities. SA status is granted to faculty members who earned their doctorate within the last five years prior to the review date. SA status is also granted to faculty members with MS in Taxation, MBT, or LLM (and teaching exclusively in taxation) for five years following the awarding of the degree.

Practice Academics (PA) sustain currency and relevance through professional engagement and relevant professional activities.

Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with engagement activities that involve substantive linkages to practice or other forms of professional engagement.

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

Instructional Practitioners (IP) sustain currency and relevance through continued professional engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with a master's degree and significant and substantive professional experience.

Faculty who have not sustained currency and relevance related to their teaching disciplines through the requisite scholarly or professional activity will be classified as *Other*.

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.

4. Lecturer 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. 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 VIII.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

6. Point System for Intellectual and Professional Contributions

a. Intellectual Contributions

- 1) Category A: 3 points each

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

2) 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, contributions must normally 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.

3) 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.

4) 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).
- Relevant paid 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.

7. Failure to Maintain Qualification Status

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 "Other." 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.

8. 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 5 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 standards means that faculty qualified as Other must represent less than 10% of the credit hours produced. This standard is summarized as follows:

$$SA \geq 40\%$$

$$SA + PA + SP \geq 60\%$$

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

APPENDIX

GUIDANCE FOR POLICY REGARDING FACULTY QUALIFICATION

This appendix provides further guidance on how to interpret or implement certain aspects of the faculty qualification policy given in Section VIII.C of the Faculty Handbook.

Re SECTION VIII C.6.a. – Intellectual Contributions

In general, intellectual contributions deemed by the department and Dean to meet or exceed the scope and quality of a refereed journal article may substitute for journal articles. The following are examples of intellectual contributions (in each case, first editions and major revisions):

- Discipline-based scholarly books
- Books aimed at improving business practice
- Textbooks
- Scholarly book chapters

The following are examples of intellectual contributions that, although valued, would not be considered as intellectual contributions that fit in category A or B:

- Papers in proceedings
- Presentation at an academic, trade or professional conference or seminar
- Widely available working papers
- Editing a book of readings
- Book reviews in journals
- Development of publicly available databases to assist others' research
- Development of publicly available professional software
- Study guides for textbooks
- Serving as an editor, editorial board member, or reviewer
- Serving as manuscript reviewer for a major publisher
- News media articles that relate to business development, commerce or related issues
- Consulting at a level at which the lecturer is recognized as a leader in his/her field and for which written documentation or other evidence of contributing to the field and/or our classes was produced
- Organizing, chairing, or serving as a discussant at a conference
- Development of new instructional technology
- New curricula or course development
- Development of new teaching methods
- Development of new technology for instruction
- Creation of executive or professional education courses