

## 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 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 are 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. 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. 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 and D. 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 period equal to their absence up to four years. They are expected to show progress toward renewing SA status during this period and to fully meet the criteria for SA status at the end of the 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, and D. 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
Relevant Contribution Categories	A, B, C, D	A, B, C, D, E	A, B, C, D, E	E
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

- i. Articles or cases that meet the requirements of Category B and are considered impact journals by the college.

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.
- Administrative position at the university, college, or department level that drives strategic change, curriculum development, or new program development.

### 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.
- 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).
- Award of a research grant or contract from a foundation, for-profit or non-profit organization or public agency (\$20K-\$50K).
- 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.

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 on a semi-annual basis.

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 as 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.



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 contributions that, although valued, would not be considered as intellectual contributions:

- 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 faculty member 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