

**College of Business Administration California
State University, Long Beach Policy Statement**

0708-01

This policy was revised and approved by Faculty Council on May 2017
The policy was approved by the Dean on May 12, 2017.

Policy on Processes for Maintenance of AACSB Accreditation

Processes

The College of Business Administration (CBA) adopts the following processes to:

1. Review and Update Strategic Plan
2. Define and Review Periodically Faculty Qualifications
3. Sustain Faculty Intellectual Contributions
4. Encourage Professional Development of Staff
5. Define and develop Supporting and Participating Faculty

1. Review and Update Strategic Plan

- 1.1 The Strategic Planning Committee (SPC) will annually review the strategic plan of the CBA.
- 1.2 If any CBA stakeholder believes that changes to the strategic plan are necessary, such stakeholder will suggest changes to SPC. After considering the suggestions, SPC may recommend revisions to the strategic plan.
- 1.3 When revisions to the strategic plan are recommended by SPAC:
 - 1.3.1 If the revisions are substantive, the Dean's office will share those revisions with key stakeholders of the CBA, such as alumni, students, faculty, staff, and business community members to solicit their feedback. The Dean's office will submit the substantive revisions (along with a summary of the feedback, if any, that it has received from CBA stakeholders) to the CBA Faculty Council.
 - 1.3.2 If the revisions are minor, SPC will submit the revisions directly to Faculty Council.
- 1.4 Faculty Council will review (and perhaps revise) the recommended changes and feedback.
 - 1.4.1 If Faculty Council believes that the recommended changes are minor, it may adopt the change without seeking a full CBA faculty vote.
 - 1.4.2 If Faculty Council believes that the recommended changes are substantive, the recommended changes will be submitted to CBA faculty for a vote. The revisions to the CBA strategic plan will be adopted if a majority of faculty who vote on the recommended changes are in favor of the revision.

2. Define and Periodically Review Faculty Qualifications

- 2.1 The Intellectual Contributions (IC) Task Force is an ad hoc committee formed pursuant to Section 6.15 of the CBA Constitution.
 - 2.1.1 The IC Task Force will follow the notice, agenda, and minutes provisions that are applicable to all CBA Standing Committees.
- 2.2 IC Task Force will periodically review CBA's "AACSB Faculty Qualifications Guidelines" document (Guidelines) in light of AACSB standards and interpretations and the CBA mission. This review will occur not less frequently than once every three years. As part of this review, IC Task Force may recommend changes to the Guidelines, which may include (without limitation):
 - 2.2.1 Changing the definition of Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP) and Instructional Practitioners (IP) faculty.
 - 2.2.1.1 Pursuant to the periodic review described in Section 2.02 above, the IC Task Force may suggest updates to the definition of SA, PA, SP and IP.
 - 2.2.1.2 If the IC Task Force suggests modifications to the SA, PA, SP and IP definition, these modifications will be submitted to the Faculty Council for approval. Major changes to this definition must be approved by a majority of the CBA faculty voting on this issue.
 - 2.2.2 Adding a new journal to the Guidelines. The IC Task Force will consider adding a new journal to the Document: (i) when a faculty member publishes an article in a journal not in the Guidelines, (ii) when a faculty member, CBA Department, or discipline requests that a journal be added to the Document, or (iii) when IC Task Force deems it appropriate.
 - 2.2.3 Changing the rating of any journal appearing in the Guidelines, and
 - 2.2.4 Making other changes to the Guidelines (e.g., adding a new category of intellectual contribution).
- 2.3 Changes to the Guidelines shall be deemed recommended when approved by a majority vote of IC Task Force.
- 2.4 In the event that IC Task Force recommends making changes to the Guidelines:
 - 2.4.1 A decision of the IC Task Force to change the Guidelines must be submitted to the Faculty Council for approval.
 - 2.4.2 Any CBA faculty member, Department and/or discipline may submit relevant documentation in support of (or in opposition to) the proposed change.
 - 2.4.3 The Faculty Council will decide whether to approve the recommended change(s) to the Guidelines.

- 2.4.3.1 At the request of any Faculty Council member, the Faculty Council deliberations will be conducted in a closed meeting (with only Faculty Council members present). The discussion will be based on the documentation submitted and any other information that the Faculty Council deems appropriate.
 - 2.4.3.2 The decision of the Faculty Council will be retroactive to the date of the initial IC Task Force decision.
 - 2.4.3.3 Major changes to the Guidelines must be approved by a majority of the CBA faculty who vote on this issue.
 - 2.4.3.4 Ratings assigned to journals (or changes to those ratings) are not major changes to the Guidelines. They will be deemed approved unless the Faculty Council votes to reject the recommendation.
- 2.5 The Faculty Council will periodically review the definition of “SP and IP” faculty in light of AACSB requirements and CBA’s mission. This review will occur not less frequently than once every three years. The Dean’s office and members of Faculty Council can request that the Faculty Council make changes to the “SP or IP” definition at any time.
- 2.6 The SA, PA, SP and IP Faculty Qualification standards will be used to determine the academic and professional qualifications of our faculty for AACSB purposes.
- 2.7 The Faculty Council will periodically review the definition of “Participating” and “Supporting” faculty for any necessary modification in light of current AACSB standards and the CBA mission. This review will occur not less frequently than once every three years. Between reviews, members of the Faculty Council may suggest modifications to the definition as well. When approved, this definition will be used in monitoring CBA compliance with regard to faculty sufficiency.

3. Sustain Faculty Intellectual Contributions

- 3.1 In support of the University’s vision to be a teaching-intensive and research-driven institution, the CBA will encourage its faculty to continuously engage in producing intellectual contributions.
- 3.2 Except as provided below, all incoming tenure-track faculty members (TT faculty) will be assigned reduced teaching loads from year one until non-retention or tenure. Reduced teaching loads provide TT faculty the equivalent of two Assigned Time (AT) awards per year. TT faculty who receive this reduced load are not eligible to apply for Research, Scholarly, and Creative Activity (RSCA) AT awards.
- 3.2.1 A TT faculty member will not receive assigned time during his or her “terminal year” in the event that the TT faculty is not retained.
 - 3.2.2 The Dean, in consultation with a Department’s Retention, Tenure and Promotion

Committee and Chair, may continue or suspend a TT faculty member's reduced teaching load based on the TT faculty's performance.

3.2.3 Graduate assistant support will be provided to TT faculty within the financial constraints of the CBA and/or its Departments.

3.3 In order to encourage tenured faculty to achieve and maintain SA status, reduced teaching loads should be awarded as provided below:

3.3.1 Tenured faculty should apply for University-funded RSCA AT.

3.4 Non-SA tenured faculty, who apply for University-funded RSCA AT, may occasionally receive assigned time when they are not SA. The purpose of this AT is to help these faculty members become intellectually productive. Up to six units of assigned time may be granted to non-SA tenured faculty in a five year time period. These faculty members must submit a clear plan of how they will become SA before receiving the AT.

3.4.1 Tenured faculty who receive AT in this manner must submit reports to their Department chair and to the Dean's office that show they are making significant progress on a research project before they receive the second 3 units of assigned time.

3.4.2 Faculty members receiving AT in this manner must have an article published in a category A-D journal (within the meaning of the Guidelines) within two years after the last 3-unit assigned time is taken (forthcoming articles may be counted for this purpose).

3.4.3 If the faculty member does not have the article required in Section 3.04.1 above, he or she will be required to take overload assignments to make up for the reduced teaching load that had been received.

3.5 Among faculty who are qualified to teach a given course, faculty members who are SA will be given first priority to teach in self-supporting programs. Faculty members who are PA will be given second priority to teach in such programs. The Dean may waive this provision in cases where non-SA or non-SP faculty have exceptional professional qualifications (e.g., a CEO of a Fortune 500 corporation).

3.6 Section 3 is conditioned upon the CBA having sufficient resources to fund the assigned time.

3.7 The Dean will endeavor to ensure equity across Departments and disciplines based on individual performance.

4. Encourage Professional Development of Staff

4.1 Professional development of staff is specifically stated in the CBA Strategic Plan as one of the strategic goals of the College.

4.01.1 Financial resources will be provided in the budget to promote staff development and training. The Dean's office will inform staff members of professional development

opportunities via e-mail messages and Staff Council meetings. These opportunities will consist of California State University (CSU) organized seminars and workshops as well as externally-sponsored conferences and training.

- 4.2 Professional development plans for staff members will be finalized by staff members and their supervisors in consultation with the College Administrative Services Manager. These plans will be developed during annual employee evaluations.

5. Supporting/Participating Faculty

- 5.1 Participating faculty members actively engage in activities of the College of Business Administration that go beyond their direct teaching responsibilities. Participating faculty members are considered to be long-term faculty, whether or not their appointment is full time or part time.

Supporting faculty members do not participate in the operational life of the school beyond the direct performance of teaching responsibilities. Their responsibilities are normally limited exclusively to teaching and the appointment is ad hoc.

- 5.2 The AACSB standard specifies that participating faculty deliver at least 75% of annual teaching at the College level (measured in student credit units), while the same standard is at least 60% at each department, degree program, and location level.

Participating faculty meet one of the following criteria:

- 5.2.1 Participate in governance issues through policy formation and/or voting.
 - 5.2.2 Serves on department, college, or University committees.
 - 5.2.3 Serves as an academic advisor or tutor.
 - 5.2.4 Engages in extracurricular activities, such as advising student organizations or working actively with CBA business community boards.
 - 5.2.5 Participates in curriculum development and/or learning assessment.
 - 5.2.6 Serves as a course coordinator for a core course.
 - 5.2.7 Participates in other significant intellectual or operational activities of the College.
- 5.3 If a faculty meet one of these criteria, he/she will be designated as a “participating faculty” for one academic year.