

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

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**0708-01**

This policy was approved by Faculty Council on May 2008 (Sec. 1-4) and October 2009 (Sec. 5)

The policy was approved by the Dean on December 4, 2008.

**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. Supporting/Participating Faculty

**1. Review and Update Strategic Plan**

1.01 The Strategic Planning and Assessment Committee (SPAC) will annually review the strategic plan of the CBA.

1.02 If any CBA stakeholder believes that changes to the strategic plan are necessary, such stakeholder will suggest changes to SPAC. After considering the suggestions, SPAC may recommend revisions to the strategic plan.

1.03 When revisions to the strategic plan are recommended by SPAC:

1.03.1 If the revisions are substantive, the Dean's office will share those revisions with key stakeholders of the CBA -- alumni, students, faculty and staff, University administrators, 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.

1.03.2 If the revisions are minor, SPAC will submit the revisions directly to the Faculty Council.

1.04 The Faculty Council will review (and may revise) the recommended changes and feedback.

- 1.04.1 If the Faculty Council believes that the recommended change is minor, it may adopt the change without seeking a full CBA faculty vote.
- 1.04.2 If the Faculty Council believes that the recommended change is substantive, it will recommend changes to the CBA strategic plan. 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 change are in favor of the revision.

## **2. Define and Periodically Review Faculty Qualifications**

- 2.01 The Intellectual Contributions (IC) Task Force is an ad hoc committee formed pursuant to Section 6.15 of the CBA Constitution.
  - 2.01.1 The IC Task Force will follow the notice, agenda, and minutes provisions that are applicable to all CBA Standing Committees.
- 2.02 The IC Task Force will periodically review CBA's "AACSB Faculty Qualification Document" document (Document) 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, the IC Task Force may recommend changes to the Document, which may include (without limitation):
  - 2.02.1 Changing the definition of academically qualified (AQ) and academically qualified – graduate (AQQ) faculty.
    - 2.02.1.1 Pursuant to the periodic review described in Section 2.02 above, the IC Task Force may suggest updates to the definition of AQ and AQQ.
    - 2.02.1.2 If the IC Task Force suggests modifications to the AQ and AQQ 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.
  - 2.02.2 Adding a new journal to the Document. The IC Task Force should consider adding a new journal to the Document: (i) when a faculty member publishes an article in the journal in question, (ii) when a faculty member, CBA Department or discipline requests that a journal be added to the Document, or (iii) when the IC Task Force deems it appropriate.
  - 2.02.3 Changing the rating given to any journal appearing in the Document, and
  - 2.02.4 Making other changes to the Document (e.g., adding a new category of intellectual contribution).
- 2.03 Changes to the Document shall be deemed recommended when approved by a majority vote of the Task Force.

- 2.04 In the event that the IC Task Force recommends making changes to the Document:
  - 2.04.1 The IC Task Force will send a notice to all CBA faculty informing the faculty of the discussion of the proposed change. The notice will be sent at least five working days prior to the IC Task Force meeting in which the proposed change is discussed.
  - 2.04.2 A decision of the IC Task Force to change the Document must be submitted to the Faculty Council for approval.
  - 2.04.3 Any CBA faculty member, Department and/or discipline may submit relevant documentation in support of (or in opposition to) the proposed change.
  - 2.04.4 The Faculty Council will decide whether to approve the recommended change(s) to the Document.
    - 2.04.4.1 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.
    - 2.04.4.2 The decision of the Faculty Council will be retroactive to the date of the initial IC Task Force decision.
    - 2.04.4.3 Major changes to the Document must be approved by a majority of the CBA faculty who vote on this issue.
    - 2.04.4.4 Ratings assigned to journals (or changes to those ratings) are not major changes to the Document. They will be deemed approved unless the Faculty Council votes to reject the recommendation.
- 2.05 The Faculty Council will periodically review the definition of “Professionally Qualified” 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 “PQ” definition at any time.
- 2.06 The AQ, AQG and PQ Faculty Qualification standards will be used to determine the academic and professional qualifications of our faculty for AACSB purposes.
- 2.07 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**

- 3.01 In support of the University's plan to be a teaching-intensive and research-driven institution, the CBA will encourage its faculty to engage in continuing intellectual contributions.
- 3.02 Except as provided below, all incoming tenure-track faculty members (TT faculty) will be guaranteed reduced teaching loads from year one until non-retention or tenure. Reduced teaching loads provide TT faculty the equivalent of two SCAC awards per year. If TT faculty apply and receive a SCAC award they will not also receive CBA release time in the semester that they are awarded SCAC.
  - 3.02.1 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.
  - 3.02.2 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.
  - 3.02.3 Graduate assistant support will be provided to TT faculty within the financial constraints of the CBA and/or its Departments.
- 3.03 In order to encourage tenured faculty to achieve and maintain AQ and AQG status, reduced teaching loads should be awarded as provided below:
  - 3.03.1 Tenured faculty should apply for University-funded released time awarded by the University's Scholarly and Creative Activities Committee (SCAC). The CBA will fund requests for SCAC awards that: (i) were not approved by the SCAC committee, and (ii) were submitted by CBA tenured faculty, who are AQ.
  - 3.03.2 Tenured faculty, who (i) are AQG, and (ii) apply for an assigned time under Section 3.03.1 hereof, shall receive 3 units of assigned time each year. This assigned time is in addition to the SCAC award and assigned time discussed in Section 3.03.1 hereof.
- 3.04 Non-AQ tenured faculty, who apply for University-funded released time awarded by the University's SCAC, may occasionally receive assigned time when they are not AQ. The purpose of these assigned times is to help these professors become intellectually productive. Up to six units of assigned time may be granted to non-AQ tenured faculty in a five year time period. These faculty members must submit a clear plan of how they will become AQ before receiving the assigned

time.

- 3.04.1 Tenured faculty who receive assigned time 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. Faculty must have an article in a category A-D journal (within the meaning of the Document) within two years after the last 3-unit assigned time is taken (forthcoming articles may be counted for this purpose).
- 3.04.2 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.
- 3.05 Among faculty who are qualified to teach a given course, faculty members who are AQQ will be given first priority to teach in self-supporting programs. Faculty members who are AQ will be given second priority to teach in such programs. The Dean may waive this provision in cases where non-AQ or non-AQQ faculty have exceptional professional qualifications (e.g., a CEO of a Fortune 500 corporation).
- 3.06 Faculty members, who are AQQ, shall receive 3 units of assigned time for every two graduate classes that they teach in state-funded programs (as opposed to self-supporting programs such as FEMBA and AMBA). This assigned time is in addition to the SCAC award and assigned time discussed in Section 3.03 hereof.
- 3.07 Section 3 is conditioned upon the CBA having sufficient resources to fund the assigned time.
- 3.08 The Dean will endeavor to ensure equity across Departments and disciplines based on individual performance.

#### **4. Encourage Professional Development of Staff**

- 4.01 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.
- 4.02 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**

- 5.01 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.

- 5.02 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 at least two of the following criteria:

- 5.02.1 Participate in governance issues through policy formation and/or voting.
  - 5.02.2 Serves on department, college, or University committees.
  - 5.02.3 Serves as an academic advisor or tutor.
  - 5.02.4 Engages in extracurricular activities, such as advising student organizations or working actively with CBA business community boards.
  - 5.02.5 Participates in curriculum development and/or learning assessment.
  - 5.02.6 Serves as a course coordinator for a core course.
  - 5.02.7 Participates in other significant intellectual or operational activities of the College.
- 5.03 If a faculty does not meet at least two of these criteria, he/she will be designated as a “supporting” faculty.