

The current CoBE scholarly/creative contribution guidelines (January, 2023) for promotion to the rank of Associate Professor and/or obtaining tenure are outlined below:

- Demonstrated competence in scholarly/creative activities: The publication of six items, three of which must be peer-reviewed articles in academic journals.
- Scholarly/creative activities that substantially exceed the minimum requirements of demonstrated competence: The publication of six items, three of which must be peer-reviewed articles in academic journals. Moreover, at least one of these articles must demonstrate substantial quality.
- Scholarly/creative activities of high quality: Scholarly/creative activities that substantially exceed the publication of six items, three of which must be peer-reviewed articles in academic journals. Moreover at least one of these articles must demonstrate substantial quality. (See Guidance below).

To better align the CoBE scholarship guidelines for promotion and tenure with the CoBE point system adopted for AACSB classification of active scholarly participation, it is proposed that the AACSB point system be adapted for scholarly/creative contribution guidelines for promotion and tenure. The current guidelines for AACSB active scholarly participation stipulates a minimum of 75 points across a range of intellectual contributions, described in Appendix G: Intellectual Contributions. Thus, the recommended adjustment to CoBE scholarship/creative contribution guidelines for promotion and tenure is as follows:

- Demonstrated competence in scholarly/creative activities: 75 points
- Exceeding minimum competency requirement: 75 points, including a minimum of 1 peer-reviewed article in academic journals
- High quality contributions that significantly exceed minimum competency requirements: 75 points, encompassing a minimum of 2 peer-reviewed articles in academic journals

The clear separation of teaching and service contributions from intellectual contributions has become increasingly challenging in the current academic landscape. The proposed adaptation of the AACSB system addresses this complexity by introducing a dynamic framework that endeavors to delineate a trajectory ranging from fundamental requisites to more intricate contributions. This innovative approach is particularly meticulous in its attempt to balance the need for quantity and the equally crucial demand for quality within the realm of scholarly pursuits.

One of the system's notable strengths lies in its adept recognition of the foundational role that needs to be established before academic growth can unfold. However, it goes beyond a mere quantitative assessment. Instead, the framework propels faculty members through diverse achievements, progressively acknowledging the heightened quality, broader impact, and increased sophistication that mark their contributions.

This evolution is rooted in integrating diverse factors that evaluate the depth of research, the resonance of teaching innovations, and the influence generated by service activities. The emphasis on appraising the long-term influence, fostering interdisciplinary collaborations, and encouraging the exploration of emerging scholarly avenues is of particular significance. By doing so, the framework creates an environment where advancement surpasses mere numerical benchmarks and becomes a journey of qualitative transformation.

Within the contemporary academic milieu, the AACSB-based framework assumes a role far beyond quantitative measurement. It embraces the ethos of a qualitative expedition that seamlessly aligns with the shifting landscape of academia. Today's faculty members are increasingly called upon to confront intricate challenges and produce work that resonates beyond traditional boundaries. As candidates accrue points by engaging in impactful research and creative ventures, the framework catalyzes a sustained enhancement of their academic stature.

Ultimately, the adapted AACSB system is a testament to the multifaceted nature of academic progression. By transcending rudimentary metrics, it adopts a comprehensive perspective of scholarly contributions, underscoring a profound recognition that the transition from foundational to advanced stages is intrinsically intertwined with the transformative influence and enduring significance of one's scholarly pursuits.

APPENDIX G: INTELLECTUAL CONTRIBUTIONS

Intellectual contributions by category and type for academic qualification

	Discipline-based	Learning/pedagogy-based	Practice-based
Category A	<ul style="list-style-type: none"> Peer reviewed journal article 	<ul style="list-style-type: none"> Peer reviewed journal article 	<ul style="list-style-type: none"> Peer reviewed journal article
Intellectual Contributions:	<ul style="list-style-type: none"> Scholarly book or monograph 	<ul style="list-style-type: none"> First edition or major revision of textbook 	<ul style="list-style-type: none"> Trade book oriented to practitioner audience
(25 points each)	<ul style="list-style-type: none"> Chapter in peer-reviewed book 		
Category B	<ul style="list-style-type: none"> Article in editorially reviewed journal 	<ul style="list-style-type: none"> Article in editorially reviewed journal 	<ul style="list-style-type: none"> Article in editorially reviewed journal
Intellectual Contributions:	<ul style="list-style-type: none"> Chapter in editorially reviewed book 	<ul style="list-style-type: none"> Chapter in editorially reviewed book 	<ul style="list-style-type: none"> Chapter in editorially reviewed book
(15 points each)	<ul style="list-style-type: none"> Peer-reviewed paper in proceedings of national or regional academic meeting Peer-reviewed paper presentation at national academic meeting Research monograph Technical report 	<ul style="list-style-type: none"> Revision of textbook Case published in textbook Peer-reviewed paper in proceedings of national or regional academia or professional meeting Peer-reviewed paper presentation at national academia meeting Research monograph Technical report Instructional software 	<ul style="list-style-type: none"> Research monograph Technical report Published consulting report

<p>Category C</p> <p>Intellectual Contributions</p> <p>(10 points each)</p>	<ul style="list-style-type: none"> • Full length book review in peer-reviewed journal • Peer-reviewed paper presentation at local or regional academic meeting • Publicly available research working papers • In-house journal publication • Presentation at faculty research symposium and other presentation when output is made available for public scrutiny. 	<ul style="list-style-type: none"> • Full length book review in peer-reviewed journal • Peer-reviewed paper presentation at local or regional academic meeting • Publicly available research working papers • In-house journal publication • Presentation at faculty teaching symposium and other presentation • New materials describing the design and implementation of curricula or courses. 	<ul style="list-style-type: none"> • Book review In trade or industry journal • Publicly available consulting report • Presentation at community or trade event • Development of discipline-based practice tools
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<p>Category D</p> <p>Intellectual Contributions</p> <p>(5 points each)</p>	<ul style="list-style-type: none"> • Attendance at faculty research symposium and other presentation when output is made available for public scrutiny. 	<ul style="list-style-type: none"> • Attendance at faculty teaching symposium and other presentation when output is made available for public scrutiny.
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* Adopted May 5, 2005. Revised August 13, 2018

Other activities related to determining academic qualification*

Professional Development (10 points each)

- Coordination or participation in professional development workshop relating to relevant discipline, pedagogy or practice
- Creation of teaching aids
 - Preparation of new materials for use in courses
 - Creation and delivery of executive development courses
 - Undertake course of study to gain specialized certification relevant to teaching field

Current Professional Experience (10 points each)

- Active participant in governance of professional associations related to teaching field
- Active participant in community associations and activities related to teaching field
- Editor of editorially reviewed journal
- Editorial board member of peer-reviewed journal

Appendix G

UH Hilo College of Business and Economics

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Intellectual contributions by category and type for academic qualification^a			
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Category A Intellectual Contributions: (25 points each)	• Peer reviewed journal article	• Peer reviewed journal article	• Peer reviewed journal article
	• Scholarly book or monograph	• First edition or major revision of textbook	• Trade book oriented to practitioner audience
	• Chapter in peer-reviewed book		
Category B Intellectual Contributions (15 points each)	• Article in editorially-reviewed journal	• Article in editorially-reviewed journal	• Article in editorially-reviewed journal
	• Chapter in editorially-reviewed book	• Chapter in editorially-reviewed book	• Chapter in editorially-reviewed book
	• Peer-reviewed paper in proceedings of national or regional academic meeting	• Revision of textbook	• Research monograph
	• Peer-reviewed paper presentation at national academic meeting	• Case published in textbook	• Technical report
	• Research monograph	• Peer-reviewed paper in proceedings of national or regional academic or professional meeting	• Published consulting report
	• Technical report	• Peer-reviewed paper presentation at national academic meeting	
		• Research monograph	
	• Technical report		
	• Instructional software		

Category C Intellectual Contributions (10 points each)	<ul style="list-style-type: none"> • Full length book review in peer-reviewed journal 	<ul style="list-style-type: none"> • Full length book review in peer-reviewed journal 	<ul style="list-style-type: none"> • Book review in trade or industry journal
	<ul style="list-style-type: none"> • Peer-reviewed paper presentation at local or regional academic meeting • Publicly available research working papers • In-house journal publication • Presentation at faculty research symposium and other presentation when output is made available for public scrutiny. 	<ul style="list-style-type: none"> • Peer-reviewed paper presentation at local or regional academic meeting • Publicly available research working papers • In-house journal publication • Presentation at faculty teaching symposium and other presentation • New materials describing the design and implementation of curricula or courses. 	<ul style="list-style-type: none"> • Publicly available consulting report • Presentation at community or trade event • Development of discipline-based practice tools
Category D Intellectual Contributions (5 points each)	<ul style="list-style-type: none"> • Attendance at faculty research symposium and other presentation when output is made available for public scrutiny. 	<ul style="list-style-type: none"> • Attendance at faculty teaching symposium and other presentation when output is made available for public scrutiny. 	

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Other activities related to determining academic qualification*

Professional Development (10 points each)

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Current Professional Experience (10 points each)

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Maintenance of Qualifications List

POINTS	INTELLECTUAL CONTRIBUTIONS
	Externally funded research grant of more than \$50,000
	Publication from the exceptional journal list
	Publication from the journal list other than the exceptional journal list
	Published refereed proceedings at a national conference
	Author on a 2 nd or higher textbook or scholarly book
	Publication of a case in a refereed journal not on the CBT Journal List
	Publication of software
	Externally funded research grant of \$10,000 to \$50,000
	Published refereed journal article not on the CBT journal list
	Grants or Contracts for equipment, service, etc.
	Externally funded research grant of less than \$10,000
	Published refereed proceeding at a regional conference
	Publication in a trade journal
	Publication of a case in a text book
	Publication of a book chapter or monograph
	Published book review

POINTS	ACADEMIC ENGAGEMENT
	Externally funded program grant of more than \$50,000
	Officer or Board member of a national academic organization
	Editor or Associate Editor of a journal on the A or A+ journal list
	Editorial review board member of a journal on the A or A+ journal list
	Officer or Board member of state or regional professional organization
	Program chair at a national conference
	Obtaining a discipline based certification
	Editor, Associate Editor, or Editorial Board for a journal on the B journal list
	Externally funded program grant of \$10,000 to \$50,000
	Editor, Associate Editor, or Editorial Board for peer-reviewed journal not on the CBT journal list
	Track chair at a national conference
	Program chair at a regional conference
	Present a paper, workshop, or panel at national conference
	Attendance at a national or regional academic conference
	Reviewer for a national or regional conference
	Ad Hoc reviewer for a journal or grant
	Author of a pedagogical text book supplement
	Externally funded program grant of less than \$10,000

POINTS	PROFESSIONAL ENGAGEMENT
	Substantive experience in a managerial/professional role in previous 5 years
	Externally funded development grant of more than \$50,000
	Officer or Board member of a national professional organization
	Consulting projects (each)
	Board of Directors of business or non-profit organization
	Leadership of business professional associations
	Faculty internships
	Own/operate a business (each year – maximum 30 points)
	Expert witness in case related to discipline area
	Editor or Associate Editor of practitioner or trade publication
	Externally funded development grant of \$10,000 to \$50,000
	Editorial Review Board of practitioner or trade publication
	Continuing professional education (maximum of 20 points over 5-year period)
	Developing or presenting executive education programs
	Developing or presenting practitioner-related workshops
	Leadership or active involvement in practitioner-related events
	Presentation at a trade or professional (non-academic) meeting in discipline area
	Author/editor of a newspaper column or practitioner newsletter
	Attendance at a practitioner (non-academic) conference

	Externally funded development grant of less than \$10,000
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The faculty member is responsible for maintaining a portfolio of evidence to support his or her participation in the qualifying activities for SA, PA, SP or IP status. The portfolio will be presented to and discussed with the Chair/Coordinator during the annual evaluation process. The Chair/Coordinator will specify the appropriate category for the faculty member. If deemed necessary by the Chair/Coordinator, a development plan will be established.

Faculty Qualifications for Administrators

Administrators who have minimal or no teaching responsibilities (Dean or Associate Dean) may be either SA or PA with PA being the normal expectation. Administrators can maintain their PA status by engaging in a variety of professional development activities. A minimum of 30 points from activities listed in the *Intellectual Contributions, Academic Engagement, and Professional Engagement* sections and/or activities specific to senior academic leaders in a College of Business listed in the *Administrative Engagement* section below must be earned during the previous five year period.

P O I N T S	ADMINISTRATIVE ENGAGEMENT
	Publishing articles about academic leadership or education issues
	Serving in a leadership role in a regional or national professional associations
	Serving as an AACSB consultant or peer review team member

	Participation in AACSB conferences and workshops
	Serving in a significant role in local government organizations
	Serving on the boards of companies and philanthropic organizations
	Involvement with the Chamber of commerce
	Involvement with accreditation agencies relevant to the college
	Participating in continuing education such as is required for CPA's

For administrators who also have some teaching responsibilities (Department Chairs or Coordinators, Directors (undergraduate and graduate), or Associate Dean) may be SA or PA with SA being the normal expectation. These administrators can maintain their SA status by publishing and engaging in a variety of activities from the *Intellectual Contributions* or *Academic Engagement* categories.

To maintain SA status, during the previous five years, an administrative faculty member must:

- Author 2 publications from the A+, A, or B categories from the new CBT journal list or Exceptional, Meritorious, or Good categories from the old CBT journal list (a publication from the A+ or Exceptional categories will count as 2 publications) plus 30 points from the *Intellectual Contributions* or *Academic Engagement* categories.

OR

- Author 1 publication as above (or one A+ or Exceptional publication) and an externally funded research grant of more than \$50,000 (a particularly large award may count for 2 publications) plus 30 points from the *Intellectual Contributions* or *Academic Engagement* categories.

Participating and Supporting Faculty

AACSB Standard 5 requires the school to maintain sufficient, qualified faculty to meet its mission. Depending upon their responsibilities, faculty must be either designated **Participating Faculty** or **Supporting Faculty**.

Participating Faculty are those who participate in activities beyond the instruction of their classes. All full-time continuing faculty designated as Participating Faculty, regardless of rank, are expected to provide effective and meaningful instruction, engage in course/curricular decisions, advise students, conduct research, complete service assignments, and have a voice in relevant policy decisions. In addition, adjunct faculty and part-time faculty members who engage in course/curricular decisions and take part in and vote in faculty meetings for those purposes are designated Participating Faculty.

Supporting Faculty are those who are assigned to instructional responsibilities without any expectations for involvement in course/curricular decision making, research, or service activities