

## **College of Business – Jackson State University**

### **Faculty Qualifications Standards**

The College of Business at Jackson State University maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the College's mission and strategies.

## Faculty Qualification Classifications

		Sustained Engagement Activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial Academic Preparation and Professional Experience	Professional Experience, Substantial in Duration, and Level of Responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral Degree	Scholarly Academics (SA)	Practice Academics (PA)

**Scholarly Academics (SA)** sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained as outlined below.

**Practice Academics (PA)** sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained as outlined below.

**Scholarly Practitioners (SP)** sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained as outlined below.

**Instructional Practitioners (IP)** sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience as outlined below. IP status is sustained as outlined below.

## Tabular Presentation of Requirements for Scholarly Academic Status

In order to be considered *Scholarly Academic* (SA), faculty must have an earned Ph.D/DBA in Business or Economics preferably from an institution whose Business program is accredited by AACSB, or a terminal degree in a closely related discipline with at least 18 credit hours in their field of teaching at the College of Business.

**And** they must attain the following record of intellectual contributions at the time of hire for newly hired faculty and thereafter continuously in every five year period immediately preceding the point of assessment of faculty qualifications status.

Faculty Teaching Designation	Peer Reviewed Journal (PRJ)*	Other Intellectual Contributions (OICs)**	Total Required Intellectual Contributions
Undergraduate Level	1	4	<b>5</b>
MBA/MPA Level	2	3	<b>5</b>
Ph.D. Level	3	2	<b>5</b>
New Ph.D./DBA holders are considered AQ by virtue of the earned doctorate for the first five years immediately after receiving their terminal PhD/DBA degree. Recent PhD/DBA holders will remain AQ according to the following schedule: (a) AQ at PhD level for the first 2 years; (b) AQ at Masters level in the 3 <sup>rd</sup> year; (c) AQ at undergraduate level for the remaining 2 years.			
New hires with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered AQ to teach taxation subject to continued, sustained academic and professional .			
New hires with a J.D. degree who have been admitted to the Bar are considered academically qualified for teaching courses in business law at both undergraduate and graduate levels.			
ABD candidates will be considered Academically Qualified to teach in the undergraduate business program for 2 years after the date of hire if they have completed all requirements for obtaining their PhD/DBA degrees except preparing and defending their final dissertation in the immediate academic year prior to the date of hire.			

\*A **PRJ** must be listed in one of the following: Cabell's, Ulrich's, DOAJ, Index Corpernicus International, EBSCO, Gale, ISI, ERIC, Econlit, Scopus or within any of the sources listed on the AACSB Research/Scholarship Resource Center-Journal Rankings and Indices of Research Productivity (<http://www.aacsb.edu/en/knowledge/resources/indexes/journal-rankings/>)

\*\* **Other Intellectual Contributions and Professional Activities:** the remaining intellectual contributions, if any, may include the following OICs: peer reviewed conference proceedings, self or co-authored original academic papers presented at academic conferences, published cases with instructional materials, instructional software that is widely used, publicly available materials describing the design and implementation of new curricula or courses, research monographs, publically available working papers, consulting reports, serving as an editor of an academic journal, awarded a competitive external grant, chapters in books, and self or co-authored textbooks published by national publishers (only the first edition of a textbook counts and self-published textbooks will not be considered).

**Additional Considerations:**

**In order to promote publication in highly ranked journals,**

Faculty who in the immediate past five years have (a) published at least one article in journals ranked as “A or equivalent” and higher on the respective scales of three or more resources listed in the appendix to this document ([http://www.harzing.com/download/jql\\_journal.pdf](http://www.harzing.com/download/jql_journal.pdf)), **and** (b) attained any remaining necessary OICs as described above will be considered academically qualified to teach in the MBA/MPA program.

<b>Faculty Teaching Designation</b>	<b>Peer Reviewed Journal (PRJ)*</b>	<b>Other Intellectual Contributions (OICs)**</b>	<b>Total Required Intellectual Contributions</b>
MBA/MPA Level	One (1) Top Level journal as identified in in at least three of the resources listed in ( <a href="http://www.harzing.com/download/jql_journal.pdf">http://www.harzing.com/download/jql_journal.pdf</a> )	3	4

Faculty who in the immediate past five years, in addition to the conditions stated in item (1), have published one additional peer reviewed article as described earlier, will be considered academically qualified to teach in the PhD program.

<b>Faculty Teaching Designation</b>	<b>Peer Reviewed Journal Article (PRJ)*</b>	<b>Other Intellectual Contributions (OICs)**</b>	<b>Total Required Intellectual Contributions</b>
Ph.D. Level	One (1) Top Level journal as identified in in at least three of the resources listed in ( <a href="http://www.harzing.com/download/jql_journal.pdf">http://www.harzing.com/download/jql_journal.pdf</a> ) plus 1 additional Peer Reviewed Journal article	2	4

## Tabular Presentation of Requirements for Practice Academic Status

In order to be considered Practice Academic (PA), faculty must meet/must have met one of the following “terminal degree + teaching responsibilities” combinations at the time of initial hire:

1. Hold a terminal degree in a business field with primary teaching responsibility in a business field that is not the area of academic preparation.
2. Hold a terminal degree outside of business with primary teaching responsibilities that incorporate the area of academic preparation.
3. Hold a terminal degree outside of business with primary teaching responsibility in a business field that is not the area of academic preparation.
4. Hold an appropriate doctorate degree in the area in which she or he teaches, or JD degree or M.S. in taxation for those teaching business law/legal or accounting tax classes, respectively;

**AND**

Thereafter meet either condition (ai) or (aii) **and** meet condition (b) for maintenance of classification.

<b>A. Participating (full-time) Faculty</b>	
<b>(i) Faculty members with a terminal degree in a business field</b>	<b>(ii) Faculty members with a terminal degree not in a business field</b>
<b>(ai)</b> Maintain at least three (3) intellectual contributions during the immediate previous five years. Intellectual contributions may consist of peer reviewed journal publications (PRJ—see table footnote for definition of PRJ) or other intellectual contributions (OIC—see table footnote for definition of OIC).	<b>(aii)</b> Maintain at least three (3) intellectual contributions during the immediate previous five years. One (1) of the three intellectual contributions must be a peer reviewed journal publications (PRJ—see table footnote for definition of PRJ). The other two intellectual contributions may be either a PRJ or any of the other intellectual contributions (OIC—see table footnote for definition of OIC).
<b>AND</b>	
<b>(b)</b> Maintain <i>two or more</i> of the following practice-oriented conditions during the immediate previous five-year period. <ol style="list-style-type: none"> <li>1. Maintain professional certification specific to their field of teaching;</li> <li>2. Attain professional certification specific to their field of teaching;</li> <li>3. Conduct an active consulting practice of significance and duration;</li> <li>4. Create and deliver highly successful executive education programs;</li> <li>5. Perform active service on the Board of Directors of a corporation, non-profit, or small business;</li> <li>6. Publish one peer or editorially reviewed practice oriented articles relevant to the area of instruction in well respected professional or trade journals sanctioned by a professional organization;</li> <li>7. Publish one peer reviewed journal article in an academic journal which is listed in at least two recognized journal listings (e.g., Cabell's, Ulrich's, EBSCO, etc.);</li> <li>8. Give two external presentations at professional conferences, seminars, workshops, and/or participate in panel discussions;</li> <li>9. Active membership in a professional association relevant to the area of teaching;</li> <li>10. Serve in an administrative/management role within an institution of higher learning (community college or university, including Jackson State University)</li> </ol>	

<p><b>B. Supporting (part-time) Faculty--at the time of hire and continuously thereafter</b></p> <p>(a) Hold a terminal degree in their field of teaching;</p> <p>(b) Have met the scholarship requirements equal to those for participating faculty as described above based on the terminal degree held;</p> <p>(c) Currently work in an executive or management position as their primary profession, with significant job responsibilities related to the field of instruction.</p>
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\*A **PRJ** must be listed in one of the following: Cabell's, Ulrich's, DOAJ, Index Corpernicus International, EBSCO, Gale, ISI, ERIC, Econlit, Scopus or within any of the sources listed on the AACSB Research/Scholarship Resource Center-Journal Rankings and Indices of Research Productivity (<http://www.aacsb.edu/en/knowledge/resources/indexes/journal-rankings/>)

\*\* **Other Intellectual Contributions and Professional Activities:** the remaining intellectual contributions, if any, may include the following OICs: peer reviewed conference proceedings, self or co-authored original academic papers presented at academic conferences, published cases with instructional materials, instructional software that is widely used, publicly available materials describing the design and implementation of new curricula or courses, research monographs, publically available working papers, consulting reports, serving as an editor of an academic journal, awarded a competitive external grant, chapters in books, and self or co-authored textbooks published by national publishers (only the first edition of a textbook counts and self-published textbooks will not be considered).

**Tabular Presentation of Requirements for  
Instructional Practitioner Status**

In order to be considered Instructional Practitioner (IP), faculty must possess a graduate degree in Business, Economics, or closely related fields with at least 18 credit hours in their field of teaching;

*And*

meet the following conditions for initial classification as PQ and thereafter for maintenance of classification.

<b>A. Participating (full-time) Faculty</b>	
<b>Conditions for Initial Categorization as Instructional Practitioners</b>	
<b>EITHER</b>	<b>OR</b>
At the time of hire they have worked full-time during 3 of the previous 5 years in an executive, management, or small business position, with significant job responsibilities related to their field of teaching; <i>and</i> Have completed professional certification or are licensed by a recognized professional body relevant to their field of instruction.	At the time of hire they have worked full-time during 5 of the previous 7 years in an executive, management, or small business position, with significant job responsibilities related to their field of teaching.
<b>Conditions for Maintenance of Instructional Practitioners Status</b>	
Maintain <i>three or more</i> of the following practice-oriented conditions during the immediate previous five-year period. <ol style="list-style-type: none"> <li>1. Maintain professional certification specific to their field of teaching;</li> <li>2. Attain professional certification specific to their field of teaching;</li> <li>3. Conduct an active consulting practice of significance and duration;</li> <li>4. Create and deliver highly successful executive education programs;</li> <li>5. Perform active service on the Board of Directors of a corporation, non-profit, or small business;</li> <li>6. Publish one peer or editorially reviewed practice oriented articles relevant to the area of instruction in well respected professional or trade journals sanctioned by a professional organization;</li> <li>7. Publish one peer reviewed journal article in an academic journal which is listed in at least two recognized journal listings (e.g., Cabell's, Ulrich's, EBSCO, etc.);</li> <li>8. Give two external presentations at professional conferences, seminars, workshops, and/or participate in panel discussions;</li> <li>9. Active membership in a professional association relevant to the area of teaching;</li> <li>10. Serve in an administrative/management role within an institution of higher learning (community college or university, including Jackson State University)</li> </ol>	
<b>B. Supporting (part-time) Faculty--at the time of hire and continuously thereafter</b>	
Currently work in an executive or management position as their primary profession, with significant job responsibilities related to the field of instruction. Prior to being considered for full-time employment, professional qualifications of part-time faculty will be reassessed.	

**Tabular Presentation of Requirements for  
Scholarly Practitioner Status**

In order to be considered Instructional Practitioner (IP), faculty must possess a graduate degree in Business, Economics, or closely related fields with at least 18 credit hours in their field of teaching;

*And*

meet the following conditions for initial classification as SP and thereafter for maintenance of classification.

<b>A. Participating (full-time) Faculty</b>	
<b>Conditions for Initial Categorization as Scholarly Practitioner</b>	
<b>EITHER</b>	<b>OR</b>
<p>At the time of hire they have worked full-time during 3 of the previous 5 years in an executive, management, or small business position, with significant job responsibilities related to their field of teaching;</p> <p style="text-align: center;"><i>and</i></p> <p>Have completed professional certification or are licensed by a recognized professional body relevant to their field of instruction.</p>	<p>At the time of hire they have worked full-time during 5 of the previous 7 years in an executive, management, or small business position, with significant job responsibilities related to their field of teaching.</p>
<b>Conditions for Maintenance of Scholarly Practitioner Status</b>	
<p>Maintain <i>two or more</i> of the following conditions during the immediate previous five-year period.</p> <ol style="list-style-type: none"> <li>1. Maintain professional certification specific to their field of teaching;</li> <li>2. Attain professional certification specific to their field of teaching;</li> <li>3. Conduct an active consulting practice of significance and duration;</li> <li>4. Create and deliver highly successful executive education programs;</li> <li>5. Perform active service on the Board of Directors of a corporation, non-profit, or small business;</li> <li>6. Publish one peer or editorially reviewed practice oriented articles relevant to the area of instruction in well respected professional or trade journals sanctioned by a professional organization;</li> <li>7. Publish one peer reviewed journal article in an academic journal which is listed in at least two recognized journal listings (e.g., Cabell's, Ulrich's, EBSCO, etc.);</li> <li>8. Give two external presentations at professional conferences, seminars, workshops, and/or participate in panel discussions;</li> <li>9. Active membership in a professional association relevant to the area of teaching</li> <li>10. Serve in an administrative/management role within an institution of higher learning (community college or university, including Jackson State University)</li> </ol>	
<p><b>AND</b></p> <p><b>Maintain Five (5) intellectual contributions</b> during the immediate previous five years as outlined and tabulated below:</p> <p><i>At least one (1) of the intellectual contributions must be a peer reviewed journal article</i></p> <p><b>The remaining intellectual contributions, if any, may include</b> the following OICs: peer reviewed conference proceedings, self or co-authored original academic papers presented at academic conferences, published cases with instructional materials, instructional software that is widely used, publicly available materials describing the design and implementation of new</p>	

curricula or courses, research monographs, publically available working papers, consulting reports, serving as an editor of an academic journal, awarded a competitive external grant, chapters in books, and self or co-authored textbooks published by national publishers (only the first edition of a textbook counts and self-published textbooks will not be considered).

**B. Supporting (part-time) Faculty--at the time of hire and continuously thereafter**

Currently work in an executive or management position as their primary profession, with significant job responsibilities related to the field of instruction. In addition, they must attained a portfolio of scholarly work as described above for participating faculty. Prior to being considered for full-time employment, professional qualifications of part-time faculty will be reassessed.

\*A **PRJ** must be listed in one of the following: Cabell's, Ulrich's, DOAJ, Index Corpernicus International, EBSCO, Gale, ISI, ERIC, Econlit, Scopus or within any of the sources listed on the AACSB Research/Scholarship Resource Center-Journal Rankings and Indices of Research Productivity (<http://www.aacsb.edu/en/knowledge/resources/indexes/journal-rankings/>)

\*\* **Other Intellectual Contributions and Professional Activities:** the remaining intellectual contributions, if any, may include the following OICs: peer reviewed conference proceedings, self or co-authored original academic papers presented at academic conferences, published cases with instructional materials, instructional software that is widely used, publicly available materials describing the design and implementation of new curricula or courses, research monographs, publically available working papers, consulting reports, serving as an editor of an academic journal, awarded a competitive external grant, chapters in books, and self or co-authored textbooks published by national publishers (only the first edition of a textbook counts and self-published textbooks will not be considered).

**College of Business – Jackson State University**  
**Faculty Qualifications Task Force**  
**Recommendations for Revisions to the Faculty Qualifications Standards**

**Participating vs. Supporting Faculty**

Within Standard 9 on Faculty Sufficiency, AACSB distinguishes between *participating* and *supporting* faculty. “This distinction categorizes faculty members into those who are participants in the life of the school beyond direct teaching involvement, and those who are not.”

The JSU College of Business mission will be best accomplished with a staffing policy where the majority of student credit hours, as prescribed by AACSB International<sup>1</sup>, are delivered by faculty whose relationship to JSU-COB includes a significant engagement in the life of the College of Business and the University. Those faculty members who meet that definition are designated as “participating faculty.”

Under most conditions, tenured or tenure track faculty members will be designated as participating faculty members by virtue of their professional responsibilities in the areas of teaching, research, and service. Such faculty members are expected to be involved in university activities that are significantly beyond their basic classroom teaching assignments. They are expected to engage in instruction, scholarly activities, and university, community, and professional service.

Non-tenure-track, annual-contract faculty members can be considered participating faculty based upon the extent to which they are a part of the life of the school.

To be designated as a participating faculty member, the individual will meet the following expectations:

- a. Have realized or be anticipating a long-term relationship with the university (e.g. employment extending beyond one year);
- b. Regular attendance and participation in most department, school, and university faculty meetings, particularly those that are related to curriculum and assurance of learning
- c. Documented participation in at least two of the following activities:
  - Active engagement in university matters beyond direct teaching responsibilities. These may include: participation in policy decisions, educational directions, advising, research, and service commitments. These active roles also include activities related to the production of intellectual contributions.
  - Participation in the governance of the university, school, or department, such as membership on appropriate committees that engage in academic decision-making, search committees and similar faculty employment decisions, serving on task forces or committees involving curriculum review or enhancement.
  - Engagement in non-class activities such as directing extracurricular functions such as advisor to a student organization, providing academic and career advising, or representing the school on institutional committees.
  - Additional approved activities, other than classroom teaching, that further the mission of the College of Business, such as external advisory boards or other external professional or business organizations.

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<sup>1</sup> AACSB specifies that normally, Participating faculty members deliver at least 75-percent of the school's annual teaching (whether measured by credit hours, contact hours, or other metric appropriate to the school). And normally, Participating faculty members deliver at least 60-percent of the teaching in each discipline, each academic program, and location.

Faculty who do not meet the above criteria will be designated as supporting faculty members.

**A supporting** faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond their direct performance of teaching responsibilities. Usually, a supporting faculty member does not have deliberative or involvement in faculty issues, have membership on faculty committees, nor is the individual assigned responsibilities beyond direct teaching functions (e.g., classroom and office hours).

The use of faculty members that are not a part of the regular faculty contingent (e.g. supporting faculty) represent an important resource and provide a valuable educational experience for students of the College of Business. These faculty members include practitioners from the corporate and not-for-profit communities, retired executives, and faculty visiting from institutions across the world.

#### **Process for Determination of Participating or Supporting Status**

At least once each Academic Year, a review of all faculty will be conducted by the Department Chair, Dean and the Director of Accreditation to determine the participating or supporting status of each faculty member for the next full academic year.