

Standards of Excellence for Business Faculty
February 2022

Academic and Professional Faculty Qualifications

AACSB International accreditation standards require business schools to maintain and deploy a qualified faculty. Standard 15 of the 2013 standards identifies a qualified faculty as a faculty complement that “collectively and individually demonstrates significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school’s mission and strategies.”

Faculty qualifications result from a combination of appropriate initial academic preparation and professional experience combined with evidence of sustained engagement to maintain currency in the field. The 2013 standards identify four faculty categories for specifying qualified faculty status based on the academic preparation, experience and sustained engagement. Within the limits set by the broad definitions appearing in the standards and the minimum quantitative thresholds, accredited business schools are required to adopt their own definitions consistent with their mission along with implementation policies to ensure quality outcomes.

Review and Determination of Qualifications

Department chairs designate faculty classifications at the time of hire and annually during the annual faculty evaluation. Department chairs are also responsible for teaching assignments and are responsible for ensuring courses are taught by qualified faculty consistent with these policies and the quantitative thresholds established by AACSB Standard 15. Faculty classifications are also reviewed annually by the Dean. There are no default categories. Faculty who do meet the requirements of one of the four classifications below, will be deemed, “Other.” The faculty classifications in the Turner College are defined as follows:

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional	Doctoral or Terminal Degree	Scholarly Academics (SA) <i>2 PRJs and 2OICs</i>	Practice Academics (PA) <i>1PRJ (or 2MPCs) and 2PCs</i>

	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP) <i>1PRJ and 3PCs</i>	Instructional Practitioners (IP) <i>2PCs</i>
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Scholarly Academic (SA)

Qualifications: To be considered Scholarly Academic (SA), faculty must meet each of the following criteria:

- 1) **Academic Preparation:** The faculty member must hold a terminal degree in a field related to the area in which he or she teaches.
- 2) **Intellectual Contributions:** The faculty member must demonstrate evidence of intellectual engagement every year with the following minimum output during each five year period:
 - Two refereed journal articles related to the field of teaching, and
 - Two OICs in the last five years, or other evidence of intellectual engagement each year.

Maintenance of SA Status: Faculty are required to demonstrate currency in their respective disciplines. Faculty who completed their terminal degrees more than five years ago must meet the IC requirement stated above.

Intellectual Contributions (ICs)

SA faculty are required to publish two PRJ articles every five years. In addition to this requirement, faculty may supplement their portfolios with **Other Intellectual Contributions (OICs)**, such as, but not limited to the following:

Other Intellectual Contributions*

- presentations and/or proceedings at a refereed national or regional conferences
- research monographs
- published book chapters
- serving as editor of a scholarly book
- publishing a case for classroom teaching in a case research journal
- new professional certifications related to the field of teaching
- external grant awards that support the mission of the college
- editor or editorial board service for a quality academic journal
- significant, paid or unpaid consulting projects directly related to the field of teaching
- substantial leadership responsibilities in renowned professional business associations

*Faculty are encouraged to publish additional PRJs. Each additional PRJ (above the two required) will count as two OICs.

Other Provisions:

- ***Peer-Reviewed Journals (PRJs)*** articles must be subject to peer or editorial review and be publically and widely available in a print or on-line format that is traditionally subscribed to by a college library.
- Faculty are encouraged to publish in journals appearing on the ABDC or the CABS lists. The

College also maintains a list of additional journals that meet the College's minimum acceptable quality standard. Publication outlets not appearing on one of these lists must be validated by the FRDC.

- The College, through the FRDC, maintains a list of unacceptable outlets. Publications in these journals will not be recognized for the purpose of meeting SA requirements.
- Recent doctoral graduates who are teaching in the area of their degree or a closely related area are considered SA for five years after the award of the doctoral degree.
- "All but Dissertation" (ABD) faculty are considered SA for three years from the date of being deemed ABD.
- Faculty members teaching outside their area of academic preparation need a record of scholarship in the field of teaching, and supplemental preparation (e.g., additional coursework, certifications) in their field of teaching, to be SA.
- Faculty appointments with doctorates outside of the teaching field must be supported with higher levels of sustained, substantive academic activities to support currency and relevance in the field of teaching.
- The SA threshold for administrators serving at the level of department chair or higher is reduced to one PRJ during each five year period.
- Publications are counted by calendar year, and will apply to the year of publication based on the date appearing in the journal.

Practice Academic (PA)

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.

Qualifications: To be considered a Practice Academic (PA), a faculty member must meet each of the following criteria:

- 1) **Academic Preparation:** The faculty member must hold a terminal degree in a field related to the area in which he or she teaches supplemented by substantial professional development in his or her teaching area.
- 2) **Intellectual and Professional Contributions:** At initial appointment or transition to PA status from SA, the faculty member must meet the criteria established below:

- a) Have published at least one peer-reviewed journal (PRJ) related to the field of teaching during the past five years, **or**

Complete two *Major Professional Contributions (MPCs)* during the past five years. Major professional contributions are defined in this context as: significant economic or business research projects which are disseminated to a practitioner audience, and impact industry practices or regional economic development, **AND**

- b) Have at least two other *Professional Contributions (PCs)* to maintain currency in the field of teaching during the past five-year period.

Maintenance of PA status: In addition to the initial academic preparation, PA faculty maintain standing with 1 PRJ (or 2MPCs) and 2 PCs through other Professional Contributions such as, but not limited to:

Professional Contributions

- significant, paid or unpaid consulting projects that are related to the field of teaching
- economic and business research projects impacting regional economic development
- development and presentation of executive education programs
- significant participation in business professional associations
- relevant and active service on boards of directors
- documented continuing professional education
- full-time internships related to the field of teaching
- practice-oriented intellectual contributions
- expert witness in the field of interest
- new professional certifications
- publishing a case for classroom teaching in a case research journal
- participation in other activities of substantial depth and duration placing the faculty in direct contact with business leaders

Scholarly Practitioner (SP)

Qualifications: To be considered a Scholarly Practitioner (SP), a faculty member must meet each of the following criteria:

- 1) **Academic Preparation:** The faculty member must hold a master's degree in a field related to the area in which he or she teaches.
- 2) **Professional Experience:** At initial appointment, the faculty member must hold or have held within the past five years a position with significant duties related to the field in which he or she teaches and have a minimum of three intellectual or professional contributions in the most recent five year academic period, at least one of which must appear in a PRJ.

Maintenance of SP Status: To maintain SP status, the faculty member must publish one PRJ, **and**

- a) two additional Intellectual or Professional Contributions, or
- b) maintain full or near-full-time employment or consulting related to the field of teaching

Professional Contributions (PCs) below:

- publications related to the field of teaching
- refereed paper presentations at academic meetings
- publishing a case for classroom teaching in a case research journal
- full or near full-time employment or consulting related to the field of teaching
- active leadership in academic and/or professional associations
- holding leadership role in workshops and conferences
- service on a significant for-profit or not-for-profit board of directors
- new or renewed certifications
- professional service such as reviewing papers for an academic conference or journal

Instructional Practitioner (IP)

Qualifications: To be considered an Instructional Practitioner (IP), a faculty member must meet each of the following criteria:

- 1) **Academic Preparation:** The faculty member must hold a master's degree in a field related to the area in which he or she teaches.
- 2) **Professional Experience:** At initial appointment, the faculty member must have professional experience that is significant in both duration and level of responsibility, within five years of latest hiring, which is relevant to the field of teaching.

Maintenance of IP Status: To maintain IP status, the faculty member must continue full-time or near full-time employment in the field of teaching, or complete a minimum of two Professional Contributions in the most recent five year academic period.

Deployment of Qualified Faculty

Minimum Faculty Percentages (AACSB Standard 15)

SA \geq 40%

SA + PA + SP \geq 60%

SA + PA + SP + IP \geq 90%

Guidelines for Sufficiency of Participating Faculty (AACSB Standard 5)

Participating faculty members will deliver at least:

- 75% of the School's annual teaching
- 60% of the teaching in each degree program, discipline, and location

Participating Faculty Members

"Participating" faculty members assist the School in achieving its mission through activities beyond direct teaching responsibilities. A faculty member will be deemed participating if, in addition to teaching, he or she participates in the governance of the college through participation in curriculum development and college/department committee assignments.

Supporting Faculty Members

Faculty will be designated as "Supporting" if they have a contractual arrangement that does not include responsibilities other than teaching. Supporting faculty members do not participate in governance or curriculum development.

B.2 Annual Performance Review of Faculty

Areas of Review

1. Teaching effectiveness
2. Research, scholarly or creative engagement
3. Service to the institution, profession, and community

Annual Performance Evaluation Standards

In an effort to enhance transparency and fairness, and to provide guidelines for what the College considers to be important to its mission, the following directions for faculty performance are offered. Department chairs should use these guidelines to communicate their expectations to new faculty upon employment.

At the end of each calendar year, faculty performance will be evaluated by the department chair. Faculty will submit annual evaluation portfolios to department chairs by January 31 of each year (covering the previous calendar year's accomplishments). An outline for the portfolios can be found in the faculty section of the College's website. Each of the three areas (teaching, research, and service) shall be evaluated at five levels of performance: *Exceptional*, *Exceeds Expectations*, *Satisfactory*, *Needs Improvement*, and *Unsatisfactory*. Because of the importance of teaching to the College's mission, faculty are encouraged to go beyond the requirements of a "Satisfactory" rating in teaching.

1. Teaching: Faculty will summarize their notable teaching accomplishments in their portfolio and will provide sufficient supplements to demonstrate teaching effectiveness (copies of syllabi, tests, sample projects, student research, experiential activities, advising/mentoring activities, etc.). In addition, faculty will include all student evaluation reports for all courses taught during the calendar year in their portfolios. In order to be in compliance with the University Standards, these all will be examined during the performance evaluation process and improvement plans will be made for any courses in which the average is below a 3.75 or reflects a decline of more than 0.5 from the previous years' evaluations for this course and instructor. Additionally, in order to retain the faculty-preferred process used in the past, faculty will choose the four courses with the highest overall student evaluation ratings and calculate the mean of those evaluation scores and report this in their portfolio. For Graduate faculty, a student evaluation report for at least one graduate course should be included in the mean evaluation calculation. The mean will be used in the evaluation of performance, but all of the student evaluations will be examined and addressed if needed. This is to ensure that a minimum quality level is maintained in all courses.

The department chair will consider all of the items listed below in his/her evaluation of overall teaching effectiveness, to include course level and/or content, course delivery format, and course rigor. It is important to note that these items may not carry equal weights.

Faculty Teaching Performance Ratings	
Rating	Requirements
Exceptional	Meet all requirements for the rating of "Exceeds Expectations" and have extensive additional engagement in teaching as evidenced by: <ul style="list-style-type: none">• Work load• Innovation in instructional development• Professional development related to teaching• Assessment/AOL beyond what is required• Advising, mentoring or recruiting students• Higher student evaluations• Other similar activities
Exceeds Expectations	Meet all requirements for the rating of "Satisfactory" and have additional engagement as evidenced by:

	<ul style="list-style-type: none"> ● Work load ● Innovation in instructional development ● Professional development related to teaching ● Assessment/AOL beyond what is required ● Advising, mentoring or recruiting students ● Higher student evaluations <p>Other similar activities</p>
Satisfactory	<p>Must satisfy all of the following requirements:</p> <ul style="list-style-type: none"> ● Comply with university system and university policies such as attendance, academic dishonesty, and meeting classes. ● Have student evaluations that are satisfactory given the discipline, course level and rigor as identified by the department chair. ● Course rigor appropriate for a course of the level (lower division, upper division, graduate) and type. ● A grading distribution appropriate for the type and level of course. ● Meet the College's office hour policy. ● Submit detailed syllabi in acceptable format to the department chair in a timely manner. ● Submit summaries of all student evaluation forms. ● Submit required annual assessment activities. ● Cover required course content as demonstrated through artifacts and other relevant data (e.g. examples of tests, student projects, course management techniques, and/or other student feedback. ● Fulfill student advising/mentoring responsibilities. ● Treat students in a respectful manner, including replying to student emails, voicemail and other communications in a relatively timely manner, posting grades in a reasonable time, providing feedback to students to accompany their grades and/or making himself/herself available to any student wishing to discuss their performance.
Needs Improvement	Failure to meet one or two of the standards for satisfactory.
Unsatisfactory	Failure to meet three or more of the standards for satisfactory.

2. Research: Faculty must enter all of their intellectual contributions into Digital Measures, making sure that the record is complete (to include published journal articles, conference proceedings, as well as research in progress). Journal publications should be classified as "peer-reviewed" (most acceptable journals appear in Cabell's), or non-peer-reviewed publications, and should further be classified as "discipline-based scholarship" (basic research), "contributions to practice" (applied research), or "pedagogical" in nature. Complete copies (in the publication format) of all journal articles published in the past five-year period should be provided in each annual evaluation portfolio. Greater weight will be placed on peer-reviewed journal publications, but other publications will be considered. Faculty are encouraged to include (in their portfolios) any available information indicating the impact of their research.

Faculty Intellectual Contributions Ratings	
Rating	Requirements
Exceptional	Multiple refereed journal articles or one in a high quality journal.
Exceeds Expectations	A peer reviewed journal publication or at least two other approved publications or activities related to the discipline that have a reasonable expectation of maintaining AQ/PQ status.
Satisfactory	Meets the College's standard for academically qualified (AQ) or professionally qualified (PQ) with documented proof of intellectual engagement in the year of review.
Needs Improvement	Meets the College's standard for academically qualified or professionally qualified but cannot demonstrate intellectual activity over the evaluation period.
Unsatisfactory	Does not meet the College's standard for academically qualified or professionally qualified.

3. Service: Faculty members will enter all service activities in Digital Measures. Service activities should be classified as "service to the institution," "service to the community," or "other." Any chairmanships or officer positions and/or special duties should be noted. Faculty should also indicate the amount of time committed to each service obligation during the evaluation year. Supporting materials should be included in the portfolio. Examples of supporting materials include meeting minutes, committee reports, or other relevant documents.

Faculty Service Ratings	
Rating	Requirements
Exceptional	Exhibiting leadership and significant time commitment relative to rank.
Exceeds Expectations	Exhibiting leadership or significant time commitment relative to rank.
Satisfactory	Active engagement in service as measured by time and/or impact.
Needs Improvement	Lack of participation in service assignments as demonstrated by failure to attend meetings or fulfill other service responsibilities.
Unsatisfactory	Not engaged in service.

Pre-Tenure Review

The College utilizes the Pre-Tenure Review Policy published by Columbus State University (see CSU's *Faculty Handbook*). The College's annual performance and pre-tenure review screenings are designed not only to ensure that faculty members are maintaining academic qualifications and continuously improving, but also to provide guidance to faculty members leading up to promotion and/or tenure application(s).

Post-Tenure Review Policy

The College utilizes the Post-Tenure Review Policy published by Columbus State University (see CSU's *Faculty Handbook*).

Promotion and Tenure

Promotion and tenure decisions are based on a faculty member's cumulative performance in support of university, college and departmental missions in the areas of teaching, scholarship and professional service. The awarding of tenure represents a highly important decision through which the department, college and university all incur a major commitment to the individual faculty member. While the criteria

for promotion and tenure are similar, tenure decisions will place greater emphasis on the faculty member's demonstrated potential to consistently meet performance expectations in the future. Promotion decisions will place greater emphasis on the quality and significance of the candidate's cumulative performance.

Promotion and tenure decisions involve the faculty of the College, department chairs, and the Dean. Reviews should not be capricious, arbitrary, or discriminatory. Due process must be provided.

Criteria for Tenure

A complete discussion of the specific policies and procedures may be found in the CSU *Faculty Handbook*. After meeting the time requirements established by the Board of Regents of the University System of Georgia, faculty may choose to submit their credentials for tenure consideration. Tenure is a requirement for continued employment at Columbus State University. Except for the approved suspension of the probationary period due to a leave of absence, the maximum time that may be served without the award of tenure is seven years. Full-time faculty members who have not been on the tenure track for a minimum of the five-year probationary period required by the Board of Regents should not expect to be tenured.

At a minimum level, faculty will need to maintain AQ status to be considered for tenure. However, simply maintaining AQ status may not be sufficient for a positive tenure decision. Additionally, at a minimum faculty must demonstrate, through the body of their work: an overall "Exceptional or Exceeds Expectations" rating in two of the three areas (one of which must be teaching), and an overall "Satisfactory" or higher rating in the third area. Through their body of work, faculty should demonstrate generally positive trends, or consistently high performance, and the potential for long-term effectiveness at the University. Possession of the foregoing qualifications does not necessarily entitle an individual to be awarded tenure. In tenure decisions, present and anticipated staffing needs of the department, college, and university are fully considered. Since the tenure decision involves factors which extend beyond determination of the competence, performance, and promise of the faculty member under review, the failure to award tenure does not necessarily imply an unfavorable evaluation of the faculty member.

Criteria for Promotion

Only faculty members holding terminal degrees, or the equivalent in training, ability, or experience, may be considered for promotion. Terminal degrees must come from a university that is fully accredited or, in the absence of a system of accreditation, internationally recognized. Faculty must also exhibit satisfactory performance in all three areas, with demonstrated excellence in two of the three (one of which must be teaching). At a minimum level, faculty will need to maintain AQ status to be considered for promotion.

The following general guidelines shall apply to promotion to academic ranks:

Associate Professor - Promotion to the rank of Associate Professor is based upon actual performance as well as demonstrated potential for further development. There must be evidence that the individual is growing professionally and is contributing to his/her field. Additionally, at a minimum, faculty must demonstrate, through the body of their work: an overall "Exceeds Expectations" rating in two of the three areas (one of which must be teaching), and an overall "Satisfactory" or higher rating in the third area. Associate Professor is a high academic rank, and should carry no presumption of future promotion. Promotion to Associate Professor without a terminal degree will only be considered in exceptional cases such as having gained high distinction as a publishing scholar.

Professor - As the highest academic rank, the title of Professor implies recognition of the individual by peers and associates as an outstanding teacher and an accomplished, productive, and respected scholar or creative artist, both within and outside the University since attaining the rank of Associate Professor. The candidate must also have demonstrated, through scholarly peer-reviewed publications, applied research, the ability to communicate to professional peers the knowledge and insights gained from the exploration of his/her area of specialization. It is expected that he or she will have made important contributions in (1) research or creative activity; (2) university, public or professional service; (3) and/or administrative service to professional societies. Additionally, at a minimum, faculty must demonstrate, through the body of their work: an overall "Exceeds Expectations" rating in two of the three areas (one of which must be teaching), and an overall "Satisfactory" or higher rating in the third area, as well as at least two ratings of "exceptional" in teaching, research or service during the relevant period.

Portfolio Submission and Review Procedures

The Turner College follows the timeline for annual reviews set by the University, usually from January to March. Faculty collect and organize an annual portfolio which documents their effectiveness in teaching, intellectual contributions and service. Portfolios are due February 1 of each year. Faculty members submit electronic portfolios to their respective Department Chair for evaluation. The portfolio should document activities for the prior calendar year (January-December), and sufficient information must be provided regarding intellectual contributions over the period of time required for determination of faculty designation: SA, PA, SP, IP.

The Department Chair will evaluate portfolios based on the Standards of Excellence approved by the departments and prepare a written evaluation document to be used in a meeting with each faculty member. The evaluation documents may be revised at that time and then signed by the faculty member and the Chair and forwarded to the Dean for signing and placement in the personnel folder. Faculty members and Chairs have the right to rebut an evaluation report. In addition, faculty members have the right to appeal an evaluation report. Please refer to the University’s *Faculty Handbook*.

Signed by a majority of tenured Faculty, February 2022

Name	Signature
Ben Blair	Benjamin F. Blair
Jasmine Bordere	Jasmine Bordere
Phil Bryant	Phil C. Bryant
Fonda Carter	Fonda Carter
Brett Cotton	Brett cotten
John Finley	John Finley
Jong Ha	Jong Ha
Kirk Heriot	Kirk C. Heriot
Johnny Ho	<i>Johnny Ho</i>
Kevin Hurt	
Mark James	mark james

Sungwoo Jung	<i>Sungwoo Jung</i>
Tesa Leonce	Tesa Leonce
Laurence Marsh	Laurence Marsh
Frank Mixon	
Gisung Moon	Gisung Moon
Ed O'Donnell	
Jennifer Pitts	Jennifer P. Pitts
Robin Snipes	Robin Snipes
Neal Thomson	Neal Thomson
Uma Sridharan	<i>Uma Sridharan</i>