

University of Wisconsin-La Crosse
College of Business Administration
Criteria and Policies for Classification of Faculty Academic Qualifications and Sufficiency

Adopted March 2006

In assessing sufficiency and qualifications of faculty resources for accreditation purposes, AACSB International places limitations on the number of courses and student credit hours that can be taught by “Participating” and “Supporting” faculty members and by “Academically” and “Professionally” qualified teaching individuals. As required by the accreditation standards, the College of Business Administration (CBA) has developed criteria and policies for the classification of faculty and instructional academic staff.

The accreditation standards require that participating faculty members will 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 will deliver at least 60 percent of the teaching in each degree program AND in each academic discipline. The standards further require that at least 90 percent of faculty resources are either academically or professionally qualified and that at least 50 percent of faculty resources are academically qualified.

In order to maintain the quality of our programs and to assure compliance with accreditation requirements, faculty and instructional academic staff have the obligation to maintain currency and qualifications in accordance with the accreditation standards and local policies. In order to facilitate maintaining currency and qualifications, teaching load policies have been formulated. The normal teaching load for tenured and tenure track faculty is three courses per semester provided that the person meets the scholarly productivity guidelines. The normal instructional academic staff teaching load is four courses per semester provided that the individual maintains their “participating member” and “academically or professionally qualified” status. The Dean’s office will evaluate the status of faculty during the twice yearly scholarly productivity review and will evaluate the status of instructional academic staff during the normal annual review process.

Academic and Professional Qualifications

Definition of Academically Qualified (AQ). Under AACSB standards (Standard 10), academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities. The standards list the following categories of academic preparation:

1. “A doctoral degree in the area in which the individual teaches.”
2. “A doctoral degree in a business field, but primary teaching responsibility in a business field that is not the area of academic preparation.”
3. “A doctoral degree outside of business, but primary teaching responsibilities that incorporate the area of academic preparation.”
4. “A doctoral degree outside of business and primary teaching responsibilities that do not incorporate the area of academic preparation.”
5. “A specialized graduate degree in taxation.” (will be academically qualified to teach taxation.)
6. “Substantial specialized coursework in the field of primary teaching responsibilities, but no research doctoral degree.”

A faculty or instructional academic staff member in the CBA will be considered AQ provided the individual fits within one of the above AACSB categories and:

1. meets the CBA scholarly productivity guidelines, or
2. has satisfied two of the six categories listed in the scholarly productivity guidelines in the past five years.

Scholarly Productivity Guidelines are attached to the end of this document.

Definition of Professionally Qualified (PQ). Under AACSB standards (Standard 10), relevant academic preparation and relevant professional experience will be required to establish a faculty member as professionally qualified. A faculty or instructional academic staff member in the CBA will be considered PQ provided the individual possesses a master’s

degree and professional experience in a field related to the area of teaching and, in addition to teaching, satisfies two of the following activities relating to the area of teaching within the past five years:

1. Work: Full or part-time practitioner duties
2. Consulting
3. Professional Development: maintain professional certification, attend professional conferences and workshops.
4. Serve as active member on Board of Directors
5. Professional Leadership: Officer in national, regional, local associations
6. Books: Academic or practitioner-oriented book.
7. Articles: Peer and non-peer reviewed practitioner journals
8. Editorials: Editorial in professional magazines or journals
9. Presentations: Local, regional, national or international practitioner conferences.
10. Authoring public or professional reports
11. Engage in other professional duties and responsibilities deemed sufficient to demonstrate currency in teaching area.

Participating and Supporting Classifications

In assessing sufficiency of faculty resources, the AACSB standards (Standard 9) make an important distinction between “Participating” and “Supporting” faculty members. “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.” “A participating faculty member actively engages in the activities of the school in matters beyond direct teaching responsibilities.” “A supporting faculty member does not, as a rule, participate in the intellectual or operational life of the school beyond the direct performance of teaching responsibilities.

Regardless of whether they are full-time or part-time faculty or instructional academic staff, a teaching individual will be considered a participating member if they perform three of the following on a regular annual basis:

1. Engage in academic and/or career advising
2. Engage in research activities
3. Serve on a Department, College, or University Committee
4. Vote in CBA and/or Department matters
5. Direct extracurricular activities
6. Are eligible for and participates in faculty development activities.

Regardless of whether they are full-time or part-time faculty or instructional academic staff, an instructor will be considered a supporting member if his or her duties are exclusively teaching and do not have any other responsibilities beyond teaching functions (i.e. classroom and office hours).