

PREAMBLE
UWL CBA Scholarship & Practitioner Productivity Guidelines & Faculty Qualifications
May 15, 2014

The College of Business Administration (CBA) is accredited by AACSB International. “The fundamental purpose of AACSB accreditation is to encourage business schools to hold themselves accountable for improving business practice through scholarly education and impactful intellectual contributions.” The maintenance of accreditation requires that the CBA meet the standards set forth by AACSB. The Scholarly Productivity Guidelines is a criterion that was developed to bring the CBA into compliance with standards regarding Intellectual Contributions (Standard 2) and Faculty Qualifications (Standard 15), provided below.

Scholarly productivity in the form of intellectual contributions is necessary for the maintenance of AACSB accreditation. To provide an incentive to produce intellectual contributions and increase their scholarship workload, faculty are provided a reduction in instructional workload

Workload Policy

The UW-L Faculty Senate has workload policies for Ranked Faculty and for Instructional Academic Staff (IAS).

The UW-L faculty workload policy states:

1. *By statute, faculty workload has three components: teaching, scholarly activity, and service.*
2. *Routine scholarly activity is expected of individual faculty members.*
3. *Full-time faculty members engaged in undergraduate instruction, without special class or extra-class responsibilities, typically teach no more than 12 contact hours of group instruction per week. Full-time faculty members engaged in graduate instruction, without special class or extra-class responsibilities, typically teach no more than 9 contact hours of group instruction per week.*
4. *Faculty workload expectations in the area of scholarly activity vary by college, department, and individual faculty member. Expectations are determined by the department in consultation and agreement with the college dean. The dean must justify departmental scholarly activity workload expectations to the Provost/Vice Chancellor.*
5. *Factors that justify variance: The unique roles of the colleges in fulfilling the mission of the university will necessitate, at times and in certain situations, variances in the typical instructional workload among faculty members, disciplines and colleges.*

For those CBA faculty who meet the scholarship productivity guidelines, a variance in instructional workload to 9 contact hours has traditionally been granted because (a) many faculty are engaged in graduate instruction, and (b) maintenance of accreditation with AACSB requires that faculty scholarly activity meet accreditation standards.

The UW-L IAS workload policy states:

1. *For instructional academic staff, **Total Workload** is defined as a standard minimum teaching load plus additional workload equivalency activities.*
2. *Full-time instructional academic staff engaged in undergraduate instruction typically have a teaching load of 12 contact hours of group instruction per week.*
3. *To fulfill the responsibilities of individual units and the mission of this institution, variations will occur in the composition of individual, departmental and college workloads. ... Routine scholarly activity and/or*

service activity is required of some individual IAS members within their departments and colleges and is regarded as a normal component of IAS responsibility.

AACSB Accreditation Standard 2 and Standard 15

Standard 2 (2013 AACSB Accreditation Standards): The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management. [INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION]

The CBA has a graduate level program (MBA) and a teaching mission. Consequently, the CBA gives equal weight to three categories of intellectual contributions: (1) basic or discovery scholarship; (2) applied or integration/application scholarship; and (3) teaching and learning scholarship. Although the standard for intellectual contributions is peer reviewed journal articles (PRJs), the emphasis on impact expands the consideration of intellectual contributions that may be equivalent to a PRJ.

Standard 15 (2013 AACSB Accreditation Standards): The school 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 school’s mission and strategies. [FACULTY QUALIFICATIONS AND ENGAGEMENT]

	Academic (Research/Scholarship)	Applied/Practice
Professional Experience	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
Doctoral Degree	Scholarly Academics (SA)	Practice Academics (PA)

Required Ratios:

1. Normally, at least 40 percent of faculty resources are Scholarly Academics (SA).
2. Normally, at least 60 percent of faculty resources are Scholarly Academics (SA), Practice Academics (PA), or Scholarly Practitioners (SP).
3. Normally, at least 90 percent of faculty resources are SA, PA, SP, or IP.

These ratios are required for the college and for each department. A department with a 50/50 split of doctoral ranked faculty and master’s level practitioners, will require that all ranked faculty be SA and perhaps at least one practitioner be SP. Therefore, ranked faculty need to be engaged in more than routine scholarly activity (hence the variance in teaching load by contact hours) and the desirability of some IAS to be engaged in scholarly activity.

The purpose of the CBA Scholarship & Practitioner Productivity Guidelines are: (a) to establish a criteria for the classification of faculty resources, and (b) to establish a criteria for any variance in instructional workload.

Initial Academic Preparation and Professional Experience

Under Standard 15, the CBA “must develop appropriate criteria consistent with its mission for the classification of faculty according to initial academic preparation, professional experience, ongoing scholarship, and ongoing professional engagement.” Under definitions established by AACSB, “initial academic preparation” is assessed by earned degrees and other academic credentials. “Initial professional experience” is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.” Implicit in this standard is a trade-off between academic preparation and professional experience.

1. ACADEMICS

- a. Normally, a doctoral degree emphasizing advanced foundational discipline-based research is the required initial academic preparation for SA and PA status.
- b. Exceptions.
 - i. J.D. for teaching business law and legal environment
 - ii. Graduate degree in taxation to teach taxation
 - iii. Classified as Academically Qualified under previous standards
- c. A doctoral degree not related to the field of teaching or a non-research oriented doctoral degree, will typically require a higher level of research engagement activities to support currency and relevance in their fields of teaching.
- d. Newly Hired Faculty.
 - i. New tenure-track faculty with new terminal degrees have five years of SA status.
 - ii. New tenure-track faculty with terminal degrees three or more years old have three years of SA status.

2. PRACTITIONERS

- a. Normally, IP and SP faculty members are required to have a master’s degree in disciplines related to their fields of teaching and, at the time of hire, have professional experience in business or other types of organizations that is current, substantial, and related to their area of teaching.
- b. Exceptions.
 - i. Individuals without a master’s degree may be granted SP or IP status based on extensive professional experience in their discipline. For example, a partner in an accounting firm.
 - ii. Individuals with a research-oriented master’s degree emphasizing discipline-based research, ABD or substantial doctoral coursework that establishes currency in the teaching field may need less professional experience to obtain SP or IP status. For example a master’s degree with a master’s thesis.
 - iii. Professional experience in higher education that establishes currency in the teaching field may need less professional (business) experience to obtain SP or IP status.
 - iv. Classification as Professionally Qualified (PQ) under previous AACSB accreditation standards or hired before the PQ standards were established may obtain SP or IP status