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

# PREAMBLE

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
	1. Normally, a doctoral degree emphasizing advanced foundational discipline-based research is the required initial academic preparation for SA and PA status.
	2. Exceptions.
		1. J.D. for teaching business law and legal environment
		2. Graduate degree in taxation to teach taxation
		3. Classified as Academically Qualified under previous standards
	3. 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.
	4. Newly Hired Faculty.
		1. New tenure-track faculty with new terminal degrees have five years of SA status.
		2. New tenure-track faculty with terminal degrees three or more years old have three years of SA status.
2. PRACTITIONERS
	1. 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.
	2. Exceptions.
		1. 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.
		2. 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.
		3. Professional experience in higher education that establishes currency in the teaching field may need less professional (business) experience to obtain SP or IP status.
		4. Classification as Professionally Qualified (PQ) under previous AACSB accreditation standards or hired before the PQ standards were established may obtain SP or IP status.

**Criteria for Maintenance of Faculty Qualifications**

Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time. Maintenance of Scholarly status (SA or SP) requires high-impact intellectual contributions with peer-reviewed journal articles (PRJs). Maintenance of Practitioner status (PA or IP) requires impactful practice oriented intellectual contributions and/or engagement with businesses or other organizations. For purposes of this policy, “faculty” includes Instructional Academic Staff (IAS).

**Maintenance of Scholarly Academic (SA) Status**:

During the preceding five (5) years, each faculty member is expected to earn 18 points in total for all Scholarly activities. In addition, each faculty member is expected to author at least of two (2) peer-reviewed journal articles (PRJs) or its equivalent. New doctoral faculty will be considered SA for five years from the date the degree is granted without additional intellectual contributions.

**Maintenance of Practice Academic (PA) Status**:

During the preceding five (5) years, each faculty member is expected to earn 18 points in total from Scholarly activities and Practitioner activities, and author at least one (1) peer-reviewed journal articles (PRJs) or its equivalent intellectual contribution in Scholarly Activities or Practitioner Activities.

**Maintenance of Scholarly Practitioner (SP) Status**:

During the preceding five (5) years, each faculty member is expected to earn 18 points in total from Scholarly activities, Practitioner activities, and Instructional activities, and author at least two (2) peer-reviewed journal articles (PRJs) or its equivalent.

**Maintenance of Instructional Practitioner (IP) Status**:

During the preceding five (5) years, each faculty member is expected to have earned 18 points in total from Scholarly activities, Practitioner activities, and Instructional activities. A minimum of 2 points must be earned from Leadership Activities or Higher Order Professional Development among Instructional Activities. A minimum of 6 points must be earned from Practitioner activities or Scholarly activities related to the area of teaching. New faculty hired with IP status will have five years from the date of hire to achieve the necessary points for maintenance of IP status.

Status for Administrative Personnel with Faculty Status:

For the purposes of SA status, the minimum number of peer reviewed journal articles or its equivalent is reduced to one at the start of the third consecutive academic year for administrative personnel with faculty status such as chair, associate dean, or dean. The adjustment carries forward for three academic years after the end of that person’s term. For the purposes of PA status, theses administrative duties are considered forms of practitioner engagement.

|  |  |
| --- | --- |
| Impact Points | Scholarly Engagement and Activities |
| Activities Below Qualify for PRJ or Its Equivalent |
| 9 | PRJ in Highest Quality or Tier 1 journal[1](#_bookmark0) |
| 6 | Quality PRJ2* Scholarly book or Textbook (1st edition) in discipline faculty member teaches
* Received a significant funded competitive external grant[2](#_bookmark1)
* Journal editor or associate editor with sufficient responsibilities to maintain currency in discipline faculty member teaches
 |
| 3 | Low-quality PRJ2* Peer reviewed practitioner or practice-oriented journals 2
* High-impact intellectual contribution such as publicly available proceedings, case studies, or working paper.2
* Scholarly monograph or e-book[3](#_bookmark2),2
* Conference proceedings that are: peer-reviewed, published in a regular journal, and pre-selected by department/discipline
 |
| Activities Below are Non-Qualifying for PRJ or Its Equivalent |
| 3 | * Refereed paper presentation at international, national, or regional meetings.
* Scholarly book or Textbook (2nd or higher edition)
 |
| 2 | * Book chapters, book reviews, study guides
* Additional refereed or non-refereed journal articles
* Professional/technical reports
* Presentations at academic or practitioner seminars or conventions
* UW-L grants such as faculty research or external grant
* Significant Supervision of research by undergraduate or graduate students or fellows unrelated to teaching responsibilities
* Sponsored research reports on practice issues
* New course creations
* Executive education course creation
* Case authorship (not published in journal)
* Documented practice software
* Editorial responsibilities
* Other significant professional research projects
* Delivering symposiums or workshops
 |
| Minor Scholarly Activities or Engagement |
| Maximum 1 point per year | * Working papers (1 point for the year first available with no credit anywhere else)
* Presentations at local/regional non-academic forum
* Reviewing for academic journal
* Chair or discussant at academic conference
* Textbook reviewing
* Three or more media engagements in one year
 |

1 Quality of journal, impact of intellectual contribution, or selectivity of a proceeding is determined by the department in agreement with the dean’s office. Departments/disciplines may pre-select quality of journal. Low point activities may increase in points with appropriate documentation (e.g., impact metric)

2 ***Competitive*** means that proposals are compared in terms of their methods and potential for advancing research.

3 Original research with an extensive bibliography and longer than a journal article

|  |  |
| --- | --- |
| Points | Practitioner Engagement and Activities |
| Activities Below Qualify for PRJ Equivalent for PA Status Only[4](#_bookmark3) |
| 3 | * Books: Academic or practitioner-oriented book.
* Presentations: National or international practitioner conferences.
* Authoring public or professional business reports related to area of teaching
* Development and presentation of executive education programs
* Practice-oriented intellectual contributions detailed in AACSB Standard 2
 |
| Higher Impact Activity or Engagement |
| 3 | * Presentations: Local or regional practitioner conferences.
* Significant participation in business professional associations
 |
| The Following are **Annual** Events – Maximum 9 points in this category |
| * Work: Full or part-time practitioner duties related to area of teaching[5](#_bookmark4)
* Consulting activities that are material in terms of time and substance6
* Professional Leadership: Officer in international, national, regional, or local associations
* Holding a dean or department chair position
 |
| Medium Impact Activity or Engagement |
| 2 | * Editorials: Editorial in professional magazines or journals
* Articles: Non-peer reviewed practitioner journals
 |
| The Following are **Annual** Events – Maximum 6 points in this category |
| * Relevant, active service on Boards of Directors or Audit Committee
* Faculty internships
* Professional Development: maintain professional certification, attend professional conferences and workshops.
* Appear as an expert in the media or in other authoritative proceedings
 |
| Lower Impact Activity or EngagementThe Following are **Semester** Events with Substantial Activity[6](#_bookmark5) Maximum 6 points in this category |
| 1 pt. persemester max. | * Documented continuing professional education experiences
* Participation in professional events that focus on the practice of business, management, and related issues
* Participation in other activities that place faculty in direct contact with business or other organizational leaders. Includes significant class projects.
* Engage in other professional duties and responsibilities deemed sufficient to demonstrate currency in teaching area.
 |
| Additional Professional Engagement |
| 4 | Currently hold an active recognized Professional Certification or Licensure relevant to the subjects taught. An active license typically requires continuing professional education (CPE) credits. |
| 1pt/year | Completed professional consulting or contracts in an academic field |
| 12 | Currently hold (or within 5 years held) a management or executive position closely related to the area of teaching responsibility[7](#_bookmark6) |

4 These activities are higher order practice-oriented intellectual contributions. PA status requires one scholarly intellectual contribution or one higher order practice-oriented intellectual contribution in the last 5 years related to the field of teaching.  5 This activity should not interfere with primary instructional duties or present a conflict of interest.

6 One outside speaker in a class is insufficient for substantial activity. A class working with a business or other organizational leader is sufficient for substantial activity.

7 At some schools this is sufficient for maintenance of IP status.

|  |  |
| --- | --- |
| Points | Instructional Engagement and Activities[8](#_bookmark7)(Maximum 12 points in this category)[9](#_bookmark8) |
| **Annual** *Leadership* Activities and Higher Order Professional Development Maximum 4 points per yearMinimum 2 points in this category |
| 2 points per activity | * Leadership in teaching and learning workshops
	+ Presenting or moderating at CATL, CBA, or AOL workshops, retreats, etc.
* Leadership in assurance of learning
	+ Developing assessment tasks/rubrics for the College or department
	+ Coordinating department assessment or compiling department assessment reports
	+ Coordinating college assessment or compiling college assessment reports
* Participation at regional or national conferences with instructional related presentations
	+ Attendance at regional or national assessment conferences
	+ Attendance at regional or national conferences on teaching and learning
	+ Attendance at discipline-based conference attending sessions on teaching, learning, and/or assessment
 |
| **Semester** Activities with Lower Order Professional Development Maximum 2 points per semesterMaximum 10 points in this category |
| 1 point per activity | * Active participation in assurance of learning

o Volunteering to read/view college and department assessment tasks |
| 1/2 point per activity | * Participation in teaching and learning workshops

o Attending CATL, CBA, or AOL workshops, retreats, brown bags, etc |

8 These activities only apply to maintenance of IP or SP status.

9 Maintenance of IP status does require some professional engagement activities or scholarly activities. Activities may only count once.