

CBA Guidelines for Maintaining Scholarly and Professional Qualifications

The UWL College of Business Administration (CBA) is accredited by the Association to Advance Colleges and Schools of Business (AACSB) which sets high standards for excellence for business education. The accreditation is an internationally recognized signal of high quality which is an asset to UWL and the CBA. Meeting the standards requires that the faculty and staff engage in scholarly and professional activities that lead to innovation and impact in business practice and academic disciplines.

Standard 15 of the 2013 AACSB Standards for Business Education and Standard 3 of the 2020 standards set expectations for faculty at an AACSB accredited institution to maintain scholarly or professional engagement in order to maintain currency in their fields of teaching and which lead to high-quality outcomes that support the school’s mission. This document operationalizes this expectation for UWL CBA faculty.

AACSB recognizes four categories for qualification based on initial academic preparation and professional experience and sustained engagement activities. These categories are summarized in the following table.

		Sustained engagement activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Terminal degree	Scholarly Academics (SA)	Practice Academics (PA)
	Master’s degree and professional experience	Scholarly Practitioners (SP)	Instructional Practitioners (IP)

The CBA expects most or all faculty to fit in one of these four qualification categories. This document outlines the CBA’s expectations for sustained engagement activities for each of the four qualification categories.

The expectations that follow set *minimum* standards for maintaining AACSB qualifications. It is expected that department-specific expectations for merit, retention, tenure, promotion, and post-tenure review exceed these minimums.

Scholarly Academic Qualification

Academic preparation: Normally, faculty members in this category have a terminal degree related to the field of teaching responsibilities. Alternatively, a faculty member may have a terminal degree in a field outside of teaching with other significant academic preparation in the field faculty member will be teaching, possibly including but not limited to AACSB Post-Doctoral Bridge Program, completion of a post-doctorate program, or record of peer-reviewed publications.

Early career qualification: Faculty are considered to have the scholarly academic qualification for the five years following the completion of the above academic preparation

Qualification maintenance: After the five-year period following academic preparation, to maintain the scholarly academic qualification, faculty must maintain currency in their fields of teaching with regular engagement in scholarly activities.

The scholarly academic qualification will be determined on the *first day of classes for each Fall and Spring semester* and be based on academic preparation and scholarly activities that took place in the five-year period leading to that date.

To maintain the scholarly academic qualification, within the five-year period the faculty member at a minimum must achieve one of the following:

- Have at least two activities from Group 1 and have at least three additional activities from Group 1 and/or Group 2 or...
- Have at least two activities from Group 1, where one of the peer-reviewed publications is in a medium-impact journal (defined below) or better, and have at least two additional activities from Group 1 and/or Group 2 or...
- Have at least two activities from Group 1, where two of the peer-reviewed publications are in a medium-impact journal (defined below) or better, and have at least one additional activity from Group 1 and/or Group 2

Scholarly activities counting in this qualification category must be related to the faculty member's field of teaching.

Instructional workload: Tenured and tenure-track faculty will usually have employment contracts specifying a 9-credit per semester teaching load to support maintenance of the scholarly academic qualification. Tenured and tenure-track faculty not meeting the scholarly academic qualification will have a 12-credit per semester teaching load. In rare instances, Instructional Academic Staff (IAS) may have the academic preparation and scholarly engagement activities to support the scholarly academic qualification. Unless different arrangements are approved by the CBA dean, usually IAS employment contracts require a 12-credit per semester teaching load.

Practicing Academic Qualification

Academic preparation: Normally, faculty members in this category have a terminal degree related to the field of teaching responsibilities. Alternatively, a faculty member may have a terminal degree in a field outside of teaching with other significant academic preparation in the field of teaching, possibly including but not limited to AACSB Post-Doctoral Bridge Program, completion of a post-doctorate program, or record of peer-reviewed publications.

Qualification maintenance: To maintain the practicing academic qualification, faculty must maintain currency with professional experience or continued engagement in profession(s) related to their field of teaching.

The practicing academic qualification will be determined on the first day of classes for each Fall semester and be based on academic preparation and scholarly activities that took place in the five-year period leading to that date.

To maintain the practicing academic qualification, within the five-year period the faculty member must have at least three activities from Group 3 and have at least three additional activities from Groups 1, 2, 3 and/or Group 4. Professional and academic engagement activities counting in this qualification category must be related to the faculty member's field of teaching.

Instructional workload: Faculty meeting the practicing academic qualification will usually have a 12-credit per semester teaching load.

Former administrators: Tenured faculty members who have recently served at least one year in a full-time leadership role in college/university administration as non-instructional academic staff and who are not meeting expectations for scholarly academic status may use their administrative experience to automatically qualify as a practicing academic. The practicing academic qualification begins on the date of return to faculty status and continues for the number of years of service in full time administration, up to five years. Eg: A faculty member who served in administration for five or more years can count as a practicing academic for five years. A faculty member who served two years in administration can count as practicing academic for two years. Former administrators in this category have a normal teaching load of 9-credit hours per semester to allow time to engage in scholarship and eventually move to a scholarly academic qualification status. After the post-administration period of qualification has ended, a faculty member will only maintain a 9-credit per semester teaching load if maintaining a scholarly academic status, and will otherwise revert to a usual 12-credit per semester teaching load.

Scholarly Practitioner Qualification

Academic preparation: Normally, faculty members in this category have a master's degree related to the field of teaching responsibilities.

Qualification maintenance: To maintain the scholarly practitioner qualification, faculty must maintain currency in their fields of teaching with regular engagement in scholarly activities.

The scholarly academic qualification will be determined on the first day of classes for each Fall semester and be based on academic preparation and scholarly activities that took place in the five-year period leading to that date.

To maintain the scholarly academic qualification, within the five-year period the faculty member must have one activity from Group 1 and have at least three additional activities from Group 1 and/or Group 2. Scholarly activities counting in this qualification category must be related to the faculty member's field of teaching.

Instructional workload: Faculty meeting the scholarly practitioner qualification will usually have a 12-credit per semester teaching load.

Instructional Practitioner Qualification

Academic preparation: Normally, faculty members in this category have a master's degree related to the field of teaching responsibilities.

Qualification maintenance: To maintain the instructional practitioner qualification, faculty must maintain currency with professional experience or continued engagement in profession(s) related to their field of teaching.

The instructional practitioner qualification will be determined on the first day of classes for each Fall semester and be based on academic preparation and scholarly activities that took place in the five-year period leading to that date.

To maintain the instructional practitioner qualification, within the five-year period the faculty member must have at least two activities from Group 3 and have at least two additional activities from Groups 1, 2, 3 and/or Group 4. Professional and academic engagement activities counting in this qualification category must be related to the faculty member's field of teaching.

Instructional workload: Faculty meeting the instructional practitioner qualification will usually have a 12-credit per semester teaching load.

Selecting and Switching Qualification Categories

Faculty have an obligation to work with their department chair to determine their appropriate

qualification category (or what qualification category they will work toward if not currently fitting in any category). Department chairs will share this determination with the CBA dean's office along with evidence that faculty members are meeting the minimum expectations for the categories.

AACSB defines in its standards minimum ratios for the proportion of faculty within each discipline that may fall into each qualification category.¹ Furthermore, AACSB expects that the mix of faculty across the four qualification categories is the result of intentional and strategic decisions to advance the college's mission. Faculty members may propose to switch from one qualification category to another and must do so with these considerations in mind and in consultation and with the support of their department chair and the CBA dean. A proposal to switch must include a description of recent activities and planned future activities to assure there is no disruption in meeting the expectations of at least one qualification category as a result of the switch. The decision to approve switching categories is contingent upon the likelihood the faculty member will have no disruption in qualification, the likelihood that switching still results in a mix of faculty that achieve the school's mission, and the likelihood that switching results in qualification ratios within the faculty member's discipline that exceed AACSB minimum standards.

¹ The 2013 AACSB standards state that each discipline has at least 40% of faculty resources be SA qualified, at least 60% be SA or PA or SP, and at least 90% be SA or PA or SP or IP. The proposed 2020 AACSB standards state that each discipline has at least 40% of faculty resources be SA qualified and at least 90% be SA or PA or SP or IP.

Scholarly Engagement Activities

Group 1: Peer Reviewed Intellectual Contributions

(Faculty can repeat items for credit)

- Publication in a *peer-reviewed* academic journal of low-impact or better
- Conference proceedings that are *peer-reviewed* include a complete manuscript that is published, circulated, and publicly available
- Publication of a *first-edition* scholarly book or textbook by a regionally, nationally, or internationally recognized publisher
- Awarded a significant, competitive, external grant for scholarly work^{2,3}

Group 2: Other Intellectual Contributions

(Faculty can repeat items for credit)

- Publication of a second-edition or later scholarly book or textbook by a regionally, nationally, or internationally recognized publisher
- Self-publication of a first-edition scholarly book or textbook, or publication of a first-edition scholarly book or textbook by a publisher not recognized in Group 1
- Presentation of scholarly work at a regional, national, or international academic or practitioner conference (repeatable only for different scholarly works)
- Invited seminar presentation of scholarly work at an academic or research institution (if same scholarly work not presented and counted above and repeatable only for different scholarly works)
- Publication of a book chapter, book review, or study guide
- Publication of a non-refereed journal article
- Awarded a small external grant for scholarly work³
- Awarded a competitive UWL grant for scholarly work^{3,4}
- Editorial responsibilities for a scholarly book or academic journal
- Delivering scholarly symposium or workshop
- Service on a dissertation committee
- Three or more of any of the following: peer-reviews in academic journals, chair or discussant at an academic conference, serving on a panel at a academic conference, reviewing applications for external grants, presentation of scholarly work at local or campus events
- Other significant research projects that have been publicly disseminated and have documented impact

² “Significant” is determined by the department in collaboration with the CBA dean and depends on both the dollar value of the award, the contribution of the faculty and the potential impact of the project to advance scholarship in the field. Subcontractor amounts may be helpful in this determination. “External” may include UW-System grants. “Competitive” implies a peer-review process where awards depend on an evaluation of expected scholarly impact.

³ The stated purpose of the grant program must be to support scholarship. Awards from grant programs with different stated purposes that may have resulted in creation of scholarly work do not count in this category.

⁴ “UWL grant” implies grants that are eligible to faculty from all colleges and departments. It does not include CBA-specific grants or department-specific grants.

Scholarly impact: Group 1 activities are distinguished from Group 2 activities in that they are higher impact and involve peer-review. To assure Scholarly Academics and Scholarly Practitioners are engaged in impactful activities, these qualification categories define a minimum number of activities in Group 1, and beyond this minimum, additional activities may come from Groups 1 or 2. While higher-impact activities usually involve larger time commitments or greater workload, workload or time commitment themselves do not serve as a basis for whether an activity is counted in Group 1 or Group 2.

Low-impact journal: Journal must have a documented and verifiable peer-review process and with public circulation. Journals listed in the Australian Business Deans Council (ABDC) list at 'C' level are considered low-impact unless other external ratings or metrics make the case the journal has a higher impact than typical C-level journals on the list. This category also includes journals not listed on ABDC but have external ratings or metrics similar to C-level journals. It is the responsibility of the faculty member to provide such documentation⁵. Publications in predatory journals do not count as a low-impact journal publication.

Medium-impact journal: Journal must have a documented and verifiable peer-review process and with public circulation and publications in the journal on average make a measurable impact on the discipline. Journals listed in the Australian Business Deans Council (ABDC) list at 'B' level are considered medium-impact unless other external ratings or metrics make the case the journal has a different level of impact than typical B-level journals on the list. This category also includes journals not listed on ABDC but have external ratings or metrics similar to B-level journals. It is the responsibility of the faculty member to provide such documentation. Publications in predatory journals do not count as a medium-impact journal publication.

High-impact journal: Journal must have a documented and verifiable peer-review process and with public circulation and publications in the journal on average make a significant impact on the discipline. Journals listed in the Australian Business Deans Council (ABDC) list at 'A' or 'A*' level are considered high-impact unless other external ratings or metrics make the case the journal has a lower level of impact than typical B-level journals on the list. This category also includes journals not listed on ABDC but have external ratings or metrics similar to or exceeding A-level journals. It is the responsibility of the faculty member to provide such documentation. Publications in predatory journals do not count as a high-impact journal publication.

Peer-review: A peer-review process implies that one or more reviewers with practical or academic expertise critique and evaluate the manuscript for correctness, uniqueness, and added-value to the scholarly literature. As peers, the reviewers are likely similarly qualified as the faculty member, being academics or professionals with similar academic preparation and have a record of making scholarly contributions to the field. The CBA's definition of peer-review also includes law journals recognized by third parties, such as the Australian Business Deans Council or the Washington and Lee School of Law

⁵ Acceptable documentation might include but is not limited to the h-index for the journal, or membership on another list that can be crosswalked with the ABDC journal list.

Journal Rankings, as having an impact on the practice of law or on the scholarly literature in the field of law.

Predatory journals: Predatory journals and publishers prioritize self-interest and profits at the expense of advancing scholarship. They typically deviate from best-practices for peer-review, editorial review, and publication, and/or lack transparency in these processes. They typically accept articles quickly, without thorough review, and impose fees on the author to publish the work. Sometimes the fee is under the guise of “open access.” Publication fees and open-access are not on their own evidence of predatory practices, but those practices may warrant closer investigation. Multiple lists exist identifying potential predatory journals and publishers, including Beall’s list (<https://beallist.net>) and Cabell’s Journal Blacklist (<https://www2.cabells.com/about-predatory>). Inclusion or omission from these lists are not alone sufficient evidence to make a conclusion of predatory practices, as there are journals determined legitimate in one list and predatory in another (see, for example, *Nature* 2019, 576, 210-212 and Teixeira da Silva and Tsigaris, *Journal of Academic Librarianship*, 2018, 44, 781-792) and there may exist predatory journals not yet identified as such by the profession. Still, the lists may serve as a starting point for investigation. Paper acceptances for CBA faculty from journals with publication fees, that lack evidence of impact, and that did not supply thorough peer-reviews should be investigated by the faculty member in collaboration with the department to determine a journal is not a predatory journal. Publications in journals determined to be predatory do not count toward a faculty member’s scholarly qualifications.

AACSB classification of intellectual contributions: AACSB identifies the following categories of intellectual contributions.

Definitions from the 2013 standards - 2018 update:

- Basic or discovery scholarship: Contributions that generate and communicate new knowledge and understanding and/or develop new methods. These contributions are normally intended to impact the theory or knowledge of business.
- Applied or integration/application scholarship: Contributions that synthesize new understandings or interpretations of knowledge or technology develop new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. These contributions are normally intended to contribute to and impact the practice of business.
- Teaching and learning scholarship: Contributions that develop and advance new understandings, insights, and teaching content and methods that impact learning behavior. These contributions are normally intended to impact the teaching and/or pedagogy of business.

Definitions from the 2020 standards:

- Basic or discovery scholarship: Contributions are directed toward increasing the knowledge base and the development of theory.
- Applied or integration/application scholarship: Contributions draw from basic research and use accumulated theories, knowledge, methods, and techniques to solve real-world problems and/or issues associated with practice.
- Teaching and learning scholarship: Contributions explore the theory and methods of teaching

and advance new understandings, insights, content, and methods that impact learning behavior.

The CBA has an undergraduate-only student body and a student-focused mission. The CBA recognizes that applied scholarship and pedagogical scholarship advance this mission, in addition to contributions to basic/discovery scholarship that sustain currency in teaching fields. The CBA values contributions of any these types of scholarship from its faculty and expects a college-wide portfolio of its intellectual contributions will include a mix of all of them.

Professional Engagement Activities

Group 3: Professional Engagement Activities with Significant Impact

(Faculty can repeat items for credit)

- Publication of an academic or practitioner-oriented book (first or subsequent editions)
- Publication in an academic, professional, or trade journal of scholarship related to business practice (there should be documented evidence for quality, reputation, and/or impact of journal)
- Presentation at a regional, national, or international practitioner conference (repeatable for each unique contribution, but not for multiple presentations of the same contribution)
- Awarded a significant, competitive, external grant⁶
- Authoring of publicly disseminated business reports
- Editorial position at a professional or trade journal
- Development and presentation of executive education curriculum
- Teaching in company education or training programs
- Leadership role in professional or academic associations, professional standard making bodies, or professional policy-making bodies
- Faculty internships/externships that embeds faculty member in an organization's activities in a manner significant in time and substance
- Membership and active participation on a board of directors for a 12-month period (repeatable for each board membership or for the same membership for each 12-month period the position is held)
- Membership and active participation on a board of advisors for a 12-month period (repeatable for each board membership or for the same membership for each 12-month period the position is held)
- Part-time or full-time work in industry (at least 0.5 FTE over 12-month period or 1.0 FTE over 6-month period, repeatable for each 12-month period)
- Consulting work significant in time and substance (repeatable for each 12-month period)
- Attaining or maintaining an industry-recognized professional certification commonly required for areas of practice in the field (eg: CPA; must have current and valid certification at first day of contract for the academic year to count; repeatable for multiple certifications; not repeatable for the same certification over multiple years)

⁶ “Significant” is determined by the department in collaboration with the CBA dean and depends on both the dollar value of the award and the potential impact of the project on practices in industry. “External” may include UW-System grants. “Competitive” implies a review process where awards depend on an evaluation of the expected impact.

Group 4: Other Professional Engagement Activities that Enhance Currency in the Field

(Faculty can repeat items for credit)

- Attendance at an academic, professional, or trade conference
- Attendance at a professional or academic workshop or seminar
- Administering or reviewing for grant programs outside of UWL
- Creation, revision, or coordination of courses, programs, or events that require significant interaction with external constituents
- Awarded a small external grant
- Awarded a competitive UWL grant⁷
- Serve as an investigator in an externally-grant-funded project (if same grant not already counted)
- Providing expert witness testimony
- Author articles or op-ed pieces for media outlets
- Completion of a graduate course
- Completion of a professional training program
- Completion of a continuing education course or training program
- Acquiring professional certification (if not counted in Group 3 as industry-recognized and/or commonly required to practice in the field; the award of the certificate is not to double-count with completing a training or education program that was required for the certificate)

Professional impact: Group 3 activities are distinguished from Group 4 activities in that they have a higher impact on the CBA's mission. To assure Practicing Academics and Instructional Practitioners are engaged in impactful activities, these qualification categories define a minimum number of activities in Group 3, and beyond this minimum, additional activities may come from any of Groups 1, 2, 3, or 4. While higher-impact activities usually involve larger time commitments or greater workload, workload or time commitment themselves do not serve as a basis for whether an activity is counted in Group 3 or Group 4.

⁷ "UWL grant" implies grants that are eligible to faculty from all colleges and departments. It does not include CBA-specific grants or department-specific grants