

THE ACADEMICALLY OR PROFESSIONALLY QUALIFIED ISSUE: THEORETICAL AND PRACTICAL APPROACHES TO “REHABILITATE” MARKETING FACULTY WHO ARE NEITHER AQ NOR PQ

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ABSTRACT

The concept of academically qualified (AQ) and professionally qualified (PQ) faculty was first introduced by the AACSB in the 1991 standards. More recently, the standards were clarified to provide significant direction related to AQ/PQ. This has resulted in considerable discussion and debate as to what AQ and PQ mean, the role of AQ/PQ faculty and their importance to accredited business schools and accounting programs, how they are assessed, and how a school meets the standards regarding them. It is critical for all business schools (AACSB accredited or not) that their faculty members strive to become either AQ or PQ. The fact is that all members of the academy, whether at an AACSB school or not, should be committed to this responsibility.

AQ requires a combination of academic preparation (usually a related PhD) along with activities that maintain preparation for current teaching responsibilities. This second requirement implies that a substantial cross-section of the faculty must sustain their qualifications through intellectual contributions. The AACSB goes on to note, “AQ and PQ status may be lost if the appropriate development activities are not undertaken. However, AQ and PQ status can be regained with an appropriate array of developmental activities.”

This Special Session discussed the issues concerning faculty members who are currently not AQ or PQ and what to do to help them gain AQ/PQ status. If AQ/PQ status is lost, how can it be regained? According to the AACSB, “AQ status may be lost if a faculty member does not continue to undertake appropriate development activities that sustain his/her intellectual capital and currency in the field of teaching. If AQ status is lost, a faculty member can undertake a development program to regain the status consistent with the expectations outlined in the school’s criteria for maintaining AQ status.”

The title for this special session comes from a recent memo from a dean of a business school to his faculty concerning the AQ/PQ status of the school’s faculty. He stated, “We must strengthen our definitions and assessment of AQ and PQ, and develop a plan to rehabilitate faculty who are neither AQ nor PQ.” At first glance, the term rehabilitate seemed a little out of place, but the more we thought about it, the more it dawned on us that there are a number of ways to view this issue of getting the faculty to “maintain preparation for current teaching responsibilities.”

First, the panelists introduced the topic and discussed the unique opportunities and challenges AQ/PQ presents for marketing faculty, compared to those faculty members from other departments. The topic was then discussed from a criminal justice point of view where those convicted of crimes are assessed to see if they can be rehabilitated, and if so, what program they should be placed in. Next the panel discussed motivational approaches to encourage faculty members to take responsibility for this requirement. In addition, the PQ qualifications and how faculty members might become professionally qualified with the help of the department and/or college were addressed. The panel then presented new techniques and opportunities to produce intellectual contributions.

The roles that the college administration should or could play to facilitate the appropriate continuous development activities needed by faculty members to become academically or professionally qualified were presented. The issue was then discussed from a faculty resistance-to-change perspective. Finally, the topic was discussed from a restoration perspective, and the panel summarized the session, leaving time for discussion and debate.