

WHAT DO YOU MEAN I HAVE TO PUBLISH? A HOLISTIC VIEW OF AACSB REQUIREMENTS AND THE CHANGING PERCEPTIONS OF MARKETING FACULTY

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During the past ten years, MEA has looked at individual aspects of AACSB accreditation in a variety of ways. Van Auken (1992, 1993) discussed the issue of assessment driven by the introduction of the Mission Statement by AACSB. Pharr and Morris (1996) discussed the notion of the 50-50 Rule for course units. In 1999 and 2000, assessment and outcomes to meet AACSB accreditation came to the forefront (Kelley, Frontczak, Kams, and Van Auken, 1999; Ahmadi, Blake, Kelley, Takeuchi, 1999; Kelley, 2000; Marks, Beckman, and Lacy, 2000). Haley, Clayson, Morris, Roberts, and Vredenburg (2002) discussed AACSB's impact on the culture and culture change. While these papers and special sessions adequately addressed individual aspects of the impact of AACSB, there has not yet been a holistic investigation of its impact as felt by all faculty members, i.e. new-established non-tenured-tenured, full-time-part-time.

The complex interaction of AACSB requirements in whole, the composition of faculty within marketing departments, and the different perceptions of newer versus more established faculty may have a drastic impact upon the ability and effectiveness of implementing AACSB requirements. For example, does the composition of the faculty in terms of when they entered the field, when they attained tenure, and how they perceive the requirements of AACSB, have an impact on how and whether implementation can take place? With more females and individuals of ethnic backgrounds other than Caucasian becoming marketing faculty in recent years, how has the utilization of faculty resources to meet department, college, instructional and AACSB obligations been impacted if at all? How does the process of resource allocation and utilization to meet department, college, instructional and AACSB obligations change with the changing faculty composition of the department?

William G. Browne (1992), in his paper "Marketing Faculty Awareness of the Need to Publish or Perish," noted that in 1977, 41% indicated publishing/scholarly activities were not important in faculty evaluation. In 1989, however, only 11% thought it was not important. In spite of this change in perception, he noted that the AACSB publishing

expectations had not changed during that 14-year period from 1977 to 1991. Apparently, there had been changes in the minds of marketing faculty; so, how has AACSB accreditation really affected the department? How have marketing department faculty coped with department, college, instructional and AACSB accreditation obligation? Curran, Hyman and Shanahan (1994) indicated that a harmonious department identifies and hires based on the extant faculty's core values. Since Brown showed that the faculty perception of the importance of research has changed, how did institutions and their faculty recruiting and resource development process address change in the context of additional department, college, institutional and AACSB requirements?

The session looked at (1) how the marketing departments have or are strategically addressing the management of faculty resources to enable the retention and/or acquisition of AACSB accreditation, as well as (2) the issue of how faculty themselves as resources are evolving within marketing departments to better cope with the evolving context of both AACSB accreditation requirements and changing faculty composition and thus perceptions.

Questions like the following were addressed:

- 1 What is the faculty composition and how has that been impacted by faculty who earned their degrees in the 70's, 80's, 90's and 2000's? Hired during those same eras? Tenured during those same eras?
- 2 What is the faculty composition and how has that composition been impacted by faculty retiring or leaving in the 90's and 2000's?
- 3 How are the changing expectations and perceptions of marketing faculty relative to AACSB addressed within marketing departments?
- 4 What techniques have been used to holistically meet Mission and College of Business Objectives, Faculty Composition and Development, Curriculum Content and Evaluation, Instructional Resources and Evaluation, Instructional Resources and Responsibilities, Students, Intellectual Contributions, and Service Expectations?

REFERENCES available on request