

**School of Business Administration
Río Piedras Campus
University of Puerto Rico**

**FACULTY ACADEMIC AND PROFESSIONAL QUALIFICATIONS
AND ENGAGEMENT REQUIREMENTS**

The School of Business Administration at the University of Puerto Rico, Río Piedras Campus (FAE) employs and supports a faculty in compliance with its mission and with the standards established by The Association to Advance Collegiate Schools of Business (AACSB). This document provides a description of the requirements for the evaluation and classification of the faculty. These requirements have been developed to assure that the standards are met with respect to the faculty qualifications and the engagement activities and are organized according to the faculty categories detailed in AACSB Standard 15: Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP) and Instructional Practitioners (IP). The document defines and explains the initial academic preparation and the required engagement activities for the faculty teaching at the BBA, MBA or PhD levels. It includes some exceptions for faculty categorization and delineates their limitations.

FACULTY CATEGORIES

The following four categories are used to classify the faculty, inclusive of those holding administrative appointments (e.g., chairs, directors, and deans): **Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP) and Instructional Practitioners (IP)**. Faculty members who do not meet the definitions and requirements for these four categories are classified as **Other (O)**.

- I. **Scholarly Academics (SA)**. To be classified as a Scholarly Academic, faculty members must satisfy *both* the initial academic preparation requirements and the sustained academic engagement requirements over the previous five years, as defined below.
 - a. **Initial Academic Preparation**. The following criteria are used to determine if a faculty member meets the initial academic preparation required for the Scholarly Academic classification:
 - i. Possesses a doctoral degree in (or related to) the field in which he/she is teaching.
OR
 - ii. Possesses a doctoral degree in a non-business field and has a master's degree in business.
OR

- iii. Possesses a doctoral degree in a non-business field and has completed a Bridge Program sponsored by the AACSB.
OR
- iv. Has a specialized LLM degree in taxation, or has a *juris doctor* and a Master of Taxation, and is assigned to teach taxation courses at the undergraduate or master's level.
OR
- v. Has an LLM degree and teaches business law, labor law, international law, or courses relating to the legal environment of business at the undergraduate or master's level.

b. **Sustained Academic Engagement Activities.** To establish the requirements for the sustained engagement activities for faculty members, values (in points) were assigned to the different intellectual contributions as follows:

Peer-reviewed journal article (PRJA) or Editorial-reviewed journal article (ERJA) = 4 points
 Other peer-reviewed intellectual contributions (OPRIC) = 2 points
 Other scholarly or professional = 1 point

Then, to be classified as Scholarly Academics the following sustained engagement requirements were established according to the faculty member's teaching level:

BBA	MBA	PhD
8 points	12 points	14 points
(at least 4 points from PRJA or an ERJA from List I and the rest from Lists I, II or III)	(at least the first 4 points from a PRJA, another 4 points from either a PRJA or an ERJA from List I and the rest from Lists I, II or III)	(at least 8 points from PRJA from the <i>PhD's List of Target Journals</i> and the rest from Lists I, II or III)

Note: A faculty member who teaches regularly at the BBA level but meets the requirements to be qualified as a Scholarly Academic for the MBA or Ph.D. program, is automatically qualified to teach in the corresponding graduate program and, when appropriate, will be invited to do so.

c. **Engagement Activities EXCEPTIONS:** Any faculty member who falls within any of the following categories will be considered Scholarly Academic (SA):

- i. Faculty who have received, within the last five years, a doctoral degree in the discipline in which they teach.
 - ii. Faculty members with a doctoral degree in a non-business field and who have completed, within the last five years, a Bridge Program sponsored by the AACSB.
 - iii. Faculty who are ABD (Doctoral Candidates) for no more than three years from attaining this status, but will not teach in the Ph.D. program.
 - iv. Faculty who are part of FAE's Faculty Development Program for no more than one year from entering the program, but will only teach at the BBA level.
 - v. Faculty who are teaching at the doctoral level with half of their work load at the School of Business Administration are only required 4 points from PRJA.
- d. In limited cases (not more than 10%), a Scholarly Academic (SA) status may be assigned to **faculty members with a master's degree** in business or related field of teaching responsibility. To attain this status, however, these faculty members must **possess** a portfolio of intellectual contributions as the one expected from a Scholarly Academic **and can only** teach at the BBA level.

II. Practice Academics (PA). To be classified as a Practice Academic, faculty members must have spent 15 years (or the equivalent to three accreditation cycles) as SA with publications (PRJA). The professor should satisfy **both** the initial academic preparation requirements and the sustained professional engagement requirements over the previous five years, as defined below.

Initial Academic Preparation and Professional Preparation. As a rule, the academic preparation requirements for Practice Academics (PA) are the same as those specified in Section I. a. for Scholarly Academics (SA). In addition, to be classified as PA the faculty member must possess substantial professional experience combined with a high-level management position. Exceptions to these criteria may be applied, however, on a case-by-case basis and using the school mission as a major consideration.

a. **Sustained Professional Engagement Activities.** The sustained engagement requirements to be classified as a PA were established according to the faculty member's teaching level:

BBA	MBA
8 points*	12 points*
From lists I, II, IV, or V	From lists I, II, IV, or V

*The point-values were defined for the different intellectual contributions in section I.b.

- b. **Engagement Activities EXCEPTIONS:** In limited cases (not more than 10%) a Practice Academic (PA) status may be assigned to a faculty member without an extensive or a record of publications if the recruitment of such person was prior to the school's adoption of AACSB standards in 2007. To qualify for this exception, however, the person must fall in one of the following:
- i. Possess a doctoral in (or related to) the field in which he/she is teaching (obtained before he/she was designated as PA), be a tenured faculty member with relevant professional engagement activities that are quantifiable in terms of duration (5 years minimum), professional recognition, and substance, and has the intellectual contributions and professional engagement activities required for Practice Academics (PA) as stated above in II.a and II.b .
 - ii. Possess a master degree in (or related to) the field in which he/she is teaching (obtained before he/she was designated as PA), be a tenured faculty member with relevant professional engagement activities that are quantifiable in terms of duration (5 years minimum), professional recognition, and substance, and has the intellectual contributions and professional engagement activities required for Practice Academics (PA) as stated above in II.a and II.b .

III. **Scholarly Practitioners (SP).** To be classified as a Scholarly Practitioner, faculty members must satisfy *both* the initial academic and professional preparation requirements and the sustained academic engagement requirements over the previous five years, as defined below.

- a. **Initial Academic and Professional Preparation.** The faculty member has, at least, a master's degree in business or related field of teaching responsibility, has substantial professional experience combined with a high-level management position, and does not teach at the graduate level. A faculty member has engaged in substantial professional experience if he or she has an executive-level leadership experience in business (industry, consulting, or other practical experience), or has his/her own business which is: (1) at a high level of responsibility (for example, owner, manager, senior executive, or partner in a firm) appropriate for the course(s) that the faculty member is assigned to teach, and (2) related to the area of teaching assignment.

- b. **Sustained Academic Engagement Activities.** The sustained engagement requirements to classify a faculty member as an SP are the following:

BBA
8 points (at least 4 points from a PRJA or an ERJA, and the rest from lists I, II or III)

*The point-values were defined for the different intellectual contributions in section I.b.

- c. **EXCEPTION:** In limited cases (not more than 10%), SP status may be achieved by faculty members without relevant experience prior to hiring and hired before the current or prior AACSB standards were adopted by the school provided he/she meets the following conditions:

- i. The individual is a tenured faculty, AND
- ii. has a master degree in business or related field of teaching responsibility, AND
- iii. has relevant professional experience (over 5 years) in the discipline of teaching responsibility acquired during his/her career and before he/she was designated as SP, AND
- iv. teaches only at the undergraduate level, AND

IV. **Instructional Practitioners (IP).** To be classified as an Instructional Practitioner, faculty members must satisfy *both* the initial academic and professional preparation requirements and the sustained engagement requirements over the previous five years, as defined below.

- a. **Initial Academic and Professional Preparation.** In general, the academic and professional requirements for **Instructional Practitioners** are the same as those outlined in Section III. a. for Scholarly Practitioners. Exceptions to these requirements may be made on a case- by-case basis as evaluated relative to the college mission. Usually, IP status is granted to adjunct faculty members who are hired because of their significant and substantive professional experience. Faculty members not currently working in business, but retired from a full-time substantial professional experience, are qualified as IP provided they comply with their engagement requirements.

Sustained Professional Engagement Activities. The sustained engagement requirements to classify a faculty member as an IP are the following:

BBA
8 points [from any list]

*The point-values were defined for the different intellectual contributions in section I.b.

- b. A person could be classified as **IP without a master's degree** if the depth, duration, sophistication, and complexity of their professional experience are considered as exceptionally outstanding and unique. In addition, that person should comply with the intellectual contribution and engagement activities requirements for this category. These cases will be limited in number (not more than 5%) and the experience that is being substituted for the master's degree should be extensive so that the level of professional experience provides intellectual capital that is reasonable and comparable to that received from a master's degree.

- v. **Administrators.** A faculty member who serves in an administrative role at the department, college or university level with an assignment equivalent to 9 or more credits and publishes at least one intellectual contribution (in this case, proposals, technical reports, course creation, and special projects reports may also count as intellectual contributions) and engages in **professional development** will be classified as SA if he/she was classified as SA before accepting the administrative position or PA if he/she was classified as PA before accepting the administrative position. This classification will apply during the period of the administrative role and two years beyond.

In addition, faculty member who serves full-time for two years or more in an administrative role at the department, college or university level with an assignment equivalent to 9 or more credits, may be entitled to be classified as IP for the next three years.

Lists that Define the Different Levels of Engagement Requirements

Peer-reviewed intellectual contributions	<p>LIST I (4 points):</p> <ul style="list-style-type: none"> • Peer-reviewed scholarly journal publication <ol style="list-style-type: none"> 1. BBA and MBA faculty must use the <i>FAC's Journals Selection Criteria</i> 2. PhD faculty must use the corresponding <i>PhD's List of Target Journals</i> <ol style="list-style-type: none"> a. This includes editorial or commentary publications requested by the editor of the journal. • Peer-reviewed or editorial reviewed publication in a practitioner journal <u>from the list of possible outlets</u> (BBA and MBA level only) • Peer-reviewed published business case studies (BBA and MBA level only) <p>LIST II. Other Peer Reviewed Intellectual Contributions (2 points):</p> <ul style="list-style-type: none"> • Research Monographs • Publication of a conference proceedings paper • Peer-reviewed or invited conference presentation • Publication of a first edition textbook or scholarly book • Publication of book chapter • Publication of an original article in an edited volume published by an academic press • Receipt of a peer-reviewed funded grant
Other Scholarly Engagement Activities	<p>LIST III. Scholarly Engagement Activities (1 points):</p> <ul style="list-style-type: none"> • Publication of a second or higher edition of a textbook or scholarly book • Service as an editor or reviewer of a textbook or scholarly book • Service as an editor, associate editor, editorial board member or referee of an academic or practitioner journal • Publication of a book review in an academic or practitioners' journal • Receipt or renewal of a professional certification that enhances the classroom or research • Service as a major officer for an academic association or scholarly organization • Publicly available research working paper in an institutional web site (CICIA, Department web site, SSRN, etc.) • Publicly available instructional materials in an institutional web site • Instructional software • Papers presented at faculty research seminars (brown bags) • Delivery of an invited presentation or training session • Production of other scholastic or creative works that further the mission of the college

Professional Engagement Activities	<p>LIST IV. Professional Engagement Activities – Part 1 (1 points):</p> <ul style="list-style-type: none"> • Development and presentation of continuing professional education activities or executive education programs • Substantive roles and participation in academic or business professional associations • Receipt or renewal of a profession certification • Publicly available technical reports • Trainer • Participation in continuing professional education activities or executive education programs • Delivery of an invited presentation of training session in an assembly of a professional association <p>LIST V. Professional Engagement Activities – Part 2 (1 points):</p> <ul style="list-style-type: none"> • Consulting activities that are material in terms of time and substance • Faculty internships • Sustained professional work supporting qualified status • Relevant, active service on boards of directors • 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 • Production of other creative works that further the mission of the college
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