

**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. Sustained Academic Engagement Activities.**

Four lists of possible intellectual contributions were developed and are presented in Appendix 1.

To establish the requirements for the sustained engagement activities for faculty members, values (in points) were assigned to different intellectual contributions as follows:

<b>Peer-reviewed journal article (PRJA) or Editorial-reviewed journal article (ERJA)</b>	<b>= 4 points</b>
<b>Other peer-reviewed intellectual contributions (OPRIC)</b>	<b>= 2 points</b>
<b>Scholarly engagement activities</b>	<b>= 1 point</b>
<b>Professional engagement activities</b>	<b>= 1 point</b>

- II. **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 scholarly engagement requirements** for SA:  
Faculty member sustains currency and relevancy mostly through **Scholarship and Scholarly Engagement Activities** related to their professional background and experience in their field of teaching.

**Professors with an average research release time\* in the last three years of less than 9 credit hours need a **Total of 8 points\*\*****

At least **4 points from a PRJA or an ERJA** from List I and the remaining balance of the 8 points from Lists I, II or III (See Appendix).

**Professors teaching with an average research release time\* in the last three years of 9 credit hours or more or professors teaching at the Ph.D. Level need a **total of 16 points\*\*****

At least **8 points from a PRJA or an ERJA** from List I and the remaining balance of the 16 points from Lists I, II or III (See Appendix).

**Administrators\*\*\*: Total of 3 points\*\***

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 reports at least **3 points\*\*** from any of the 4 lists included in the appendix will be classified as SA if he/she was classified as SA before accepting the administrative position. This classification will apply during the period of the administrative role and the **following two-year period**. In this case, a technical report for the school, the college or the university, course creation, proposals and special projects reports may also be considered as intellectual contributions.

*\*(Calculated as the sum of all research credit hours per semester during the last 3 academic years divided by 3.)*

*\*\*The point-values are defined for the different intellectual contributions in section I. Lists I, II, III and IV are in Appendix 1 at the end of this document.*

*\*\*\*This usually includes positions as dean, chair, director or coordinator of a program or center at the department, college, or university level):*

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

1. Faculty who has received, within the last five years, a doctoral degree in the discipline in which they teach.
2. 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.
3. 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.
4. 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.
5. Faculty who are teaching at the doctoral level with half of their workload 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.

**III. 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.

**A. 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.

**B. Sustained Professional Engagement Activities.**

Faculty member sustains currency and relevancy **mostly** through **Professional Engagement Activities** related to their professional background and experience in their

field of teaching.

<p><b>Professors teaching at the BBA level: Total of 8 points*</b> From Lists I, II or <b>IV</b> (See Appendix)</p>
<p><b>Professors teaching at the MBA level: Total of 12 points*</b> From Lists I, II or <b>IV</b> (See Appendix)</p>
<p><b>Administrators***: Total of 3 points**</b></p> <p>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 reports at least <b>3 points**</b> from any of the 4 lists included in the appendix will be classified as 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 the <b>following two-year period</b>. In this case, a technical report for the school, the college or the university, course creation, proposals and special projects reports may also be considered as intellectual contributions.</p>

- C. 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:
1. 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 III.A and III.B.
  2. 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 III.A and III.B.

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- IV. **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 Scholarly Engagement Activities.**

Faculty member sustains currency and relevancy mostly through **Scholarship and Scholarly Engagement Activities** related to their professional background and experience in their field of teaching.

**Professors in this group needs a Total of 8 points\***

From Lists I, II or III (See Appendix)

1. 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:
  - a. The individual is a tenured faculty, **AND**
  - b. has a master's degree in business or related field of teaching responsibility, **AND**
  - c. 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**
  - d. teaches only at the undergraduate level.

**V. 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.

**B. Sustained Professional Engagement Activities.**

Faculty member sustains currency and relevancy **mostly** through **Practice and Professional Engagement Activities** related to their professional background and experience in their field of teaching.

**Professors in this group needs a Total of 8 points\***

From Lists I, II or IV (See Appendix)

**Administrators\*\*\*: Total of 3 points\*\***

A faculty member who serves **full-time for two years** in an administrative role at the department, college or university level and reports at least **3 points\*\*** from any of the 4 lists included in the appendix will be classified as IP if he/she was classified as "Additional Faculty" before accepting the administrative position. This classification will apply during the period of the administrative role and the **following three years**. In this case, a technical report for the school, the college or the university, course creation, proposals and special projects reports may also be considered as intellectual contributions.

1. In limited cases (**not more than 5%**), 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. 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.

## Appendix 1: Lists that Define the Different Levels of Engagement Requirements

Peer-reviewed intellectual contributions	<p><b>LIST I. Peer Reviewed Intellectual Contributions (4 points):</b></p> <ul style="list-style-type: none"> <li>• Peer-reviewed <b>scholarly journal</b> publication = <b>PRJA</b> <ol style="list-style-type: none"> <li>2. BBA and MBA faculty must use the <i>FAE's Journals Selection Criteria</i></li> <li>3. PhD faculty must use the corresponding <i>PhD's List of Target Journals</i> <ol style="list-style-type: none"> <li>A. This includes editorial or commentary publications requested by the editor of the journal.</li> </ol> </li> </ol> </li> <li>• Peer-reviewed or Editorial reviewed publication in a <b>practitioner journal</b> <u>from the list of possible outlets</u> = <b>ERJA</b></li> <li>• Peer-reviewed published business case studies (BBA and MBA level only)</li> </ul>
	<p><b>LIST II. Other Peer Reviewed Intellectual Contributions = OPRIC (2 points):</b></p> <ul style="list-style-type: none"> <li>• Research Monographs</li> <li>• Publication of a conference proceedings paper</li> <li>• Peer-reviewed or invited conference presentation</li> <li>• Publication of a first edition textbook or scholarly book</li> <li>• Publication of book chapter</li> <li>• Publication of an original article in an edited volume published by an academic press</li> <li>• Receipt of a peer-reviewed funded grant</li> </ul>
Scholarly Engagement Activities	<p><b>LIST III. Scholarly Engagement Activities (1 points):</b></p> <ul style="list-style-type: none"> <li>• Receipt or renewal of a professional certification that enhances the classroom or research</li> <li>• Receipt of a certificate of completion for a training or class that enhances the classroom or research</li> <li>• Publication of a second or higher edition of a scholarly textbook or book</li> <li>• Publication of a book review in an academic journal</li> <li>• Papers presented at faculty research seminars (brown bags)</li> <li>• Delivery of an invited presentation or training session to students or faculty members</li> <li>• Faculty internships or post-doctoral experiences that enhances faculty's currency</li> <li>• Publicly available research working paper in an institutional web site</li> <li>• Publicly available instructional materials in an institutional website</li> <li>• Instructional software</li> <li>• Service as an editor or reviewer of a scholarly textbook or book</li> <li>• Service as an editor, associate editor, editorial board member or referee of an academic journal</li> <li>• Service as a major officer for an academic association or scholarly organization</li> <li>• Production of other scholastic or creative works that further the mission of the college</li> </ul>

<b>Professional Engagement Activities</b>	<p><b>LIST IV. Professional Engagement Activities – Part 1 (1 points):</b></p> <ul style="list-style-type: none"> <li>• Consulting activities that are material in terms of time and substance</li> <li>• Delivery of an invited presentation of a training session in an assembly of a professional association</li> <li>• Development and presentation of continuing professional education activities or executive education programs</li> <li>• Documented continuing professional education experiences</li> <li>• Faculty internships in which a faculty member works temporarily for a business organization.</li> <li>• Instructional software intended to impact practice</li> <li>• Participation in continuing professional education activities or executive education programs</li> <li>• Participation in other activities that place faculty in direct contact with business leaders</li> <li>• Participation in professional events that focus on the practice of business and management</li> <li>• Publication of a book review in a practitioner’s journal</li> <li>• Publication of a second or higher edition of a book intended to impact the practice of business and management.</li> <li>• Publicly available instructional materials on an institutional website intended to impact practice</li> <li>• Publicly available research working papers (practice oriented) on an institutional website</li> <li>• Publicly available technical reports</li> <li>• Receipt or renewal of professional certification that enhances the classroom or research</li> <li>• Relevant, active service on boards of directors</li> <li>• Research (practice oriented) presented to business professional.</li> <li>• Research Monographs (practice oriented)</li> <li>• Service as an editor or reviewer of a practitioner book</li> <li>• Service as an editor, associate editor, editorial board member, or referee of a practitioner journal or</li> <li>• Substantive roles and participation in business professional associations</li> <li>• Sustained professional work supporting the qualified status</li> <li>• Trainer</li> <li>• Production of other creative work (practice oriented) that further the mission of the college</li> </ul>
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