



College of Business Administration

University of Puerto Rico Mayagüez Campus



FACULTY ACADEMIC AND PROFESSIONAL QUALIFICATIONS AND ENGAGEMENT REQUIREMENTS¹

The College of Business Administration (CBA) at the University of Puerto Rico, Mayagüez campus employs and supports a faculty in compliance with its mission and the standards established by The Association to Advance Collegiate Schools of Business (AACSB). This document describes the requirements for the evaluation and classification of the faculty. These requirements ensure that the CBA meets the standards concerning the faculty qualifications and engagement activities. The faculty categories in AACSB Standard 3 are 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 BSBA and MBA levels. It includes some exceptions for faculty categorization and delineates their limitations. If we find anything unethical, such as direct plagiarism, self-plagiarism, data fabrication, or falsification in scholarly or professional activities, we will submit the case to the UPRM Officer of Academic Integrity through the Dean of the College of Business Administration.

FACULTY CATEGORIES

The following four categories classify the faculty, inclusive of those holding administrative appointments (e.g., 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.**

The four lists of possible intellectual contributions are in Appendix 1. The **CBA Research Committee** is responsible for evaluating the lists at least once a year. No predatory journals or conferences or from unknown or non-academic or non-professional will be accepted. To establish the requirements for the sustained engagement activities for faculty members, values (in points) were assigned to different intellectual contributions as follows:

Peer-reviewed journal article (PRJA) or Editorial-reviewed journal article (ERJA) in journals that meet the criteria	= 4 points
Other peer-reviewed intellectual contributions (OPRIC)	= 2 points
Scholarly engagement activities	= 1 point
Professional engagement activities	= 1 point

¹Faculty at the CBA and the UPR Río Piedras are currently working on joint research, therefore the CBA decided to follow and use UPRRP's faculty academic and professional qualifications and engagement requirements with minor changes. <https://fae.uprrp.edu/wp-content/uploads/2022/09/BBA-MBA-Journal-Qualification-Process-1.pdf> with permission of UPRRP Dean Rafael Marrero.

II. **Scholarly Academics (SA).** To be classified as a Scholarly Academic, faculty members must satisfy **both** the initial academic preparation requirements or exception, and the sustained academic engagement requirements over the previous five years, as defined below.

A. **Initial Academic Preparation.** We use the following criteria to determine whether 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 the teaching discipline OR
- ii. Possesses a doctoral degree in a non-business field, has a master's degree in business or related field, or graduate courses or professional certifications in the teaching discipline, 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 primarily teach taxation courses at the undergraduate or master's level OR
- v. Has an LLM degree and primarily teaches business law, labor law, international law, taxation, or courses relating to the legal environment of business at the undergraduate or master's level.

B. **EXCEPTIONS:** Any faculty member who falls within any of the following categories will be automatically considered Scholarly Academic (SA) without the sustained scholarly engagement requirement:

1. Faculty who received, within the last five years, a doctoral degree in the discipline (or related to) in the field in which they teach.
2. Faculty members with a doctoral degree in a non-business field and who have completed a Bridge Program sponsored by the AACSB within the last five years.
3. Faculty who are ABD (Doctoral Candidates) for no more than three years from attaining this status.
4. Faculty with a doctoral degree in the discipline (or related to) the field they teach that obtained a post-doctoral degree within the last three years in an accredited university program.
5. Faculty who only teach at the BSBA level and have been part of CBA's Faculty Development Program for no more than one year.

C. **Sustained Scholarly Engagement Requirements for SA:**

Faculty members with initial academic preparation in II.A. must stay current and relevant through Scholarly Engagement Activities related to their professional background and experience in their field of teaching.

<p>Professors with an average research release time² in the <u>last three (3) years of less than nine (9) credit hours</u> A total of eight (8) points</p>
<p>At least four (4) points must be obtained by publication in a PRJA or an ERJA from List I and the remaining balance of the 8 points from Lists I, II, or III (See Appendix).</p>
<p>Professors teaching with an average research release time* in the <u>last three (3) years of nine (9) credit hours or more</u> A total of 16 points</p>
<p>At least eight (8) points must be obtained by publication in a PRJA or an ERJA from List I and the remaining balance of the 16 points from Lists I, II, or III (See Appendix).</p>
<p>Administrators³ A total of three (3) points</p>
<p>A faculty member who serves in an administrative role at a department, college, or university level with an assignment equivalent to nine (9) or more credits and reports at least three 3 points from any of the four 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 administrative role and the following two-year period. In this case, intellectual contributions can be a technical report for the school, the college, or the university, course creation, proposals, and special project reports.</p>

- D. In limited cases (**not more than 10%**), a **faculty member with a master's degree** in business or a related field of teaching responsibility may have Scholarly Academic (SA) status. To attain this status, however, these faculty members must **possess** a portfolio of intellectual contributions superior to those expected from a Scholarly Academic. They **can only** teach at the BSBA level.

² Calculated as the sum of all research credit hours per semester during the last 3 academic years divided by 3. Service grants are not considered research whether they produce research outputs.

³ This usually includes positions as dean, chair, director, or coordinator of a program or center at the departmental, college, or university level.

III. **Practice Academics (PA).** To be classified as a Practice Academic, faculty members must have the same initial academic qualifications (II.A.) or exceptions (II.B.) as an SA plus related real-world experience. 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 initial academic preparation requirements for Practice Academics (PA) are the same as those specified in Section II.A. or exception (II.B) for Scholarly Academics (SA). In addition, to be classified as PA, the faculty member must possess substantial professional experience combined with business ownership in the discipline or practitioner in the domain in a high- or medium-level management, consulting, or related position. Exceptions to these criteria may be applied on a case-by-case basis and using the school mission as a principal consideration.

B. **Sustained Professional Engagement Activities.**

Faculty with initial academic preparation in II.A. must stay current and relevant primarily through Professional Engagement Activities related to their professional background and experience in their primary teaching field.

<p>Professors A total of eight (8) points</p>
<p>From Lists I, II, or IV (See Appendix)</p>
<p>Administrators A total of three (3) points⁴</p>
<p>A faculty member who serves in an administrative role at the department, college, or university level with an assignment equivalent to nine (9) or more credits and reports at least three 3 points from any of the four 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 following two-year period. In this case, a technical report for the school, the college, or the university, course creation, proposals, and special project reports may also be considered intellectual contributions.</p>

⁴ This usually includes positions as dean, chair, director, or coordinator of a program or center at the departmental, college, or university level.

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 a related field of teaching responsibility and has substantial professional experience in their discipline in a management or consulting position. A faculty member has engaged in significant professional expertise if he or she has leadership experience in business at a high or medium-level of responsibility (for example, owner, manager, senior executive, project management, consultant, or partner in a firm) appropriate for the course(s) that the faculty member teaches.

B. **Sustained Scholarly Engagement Activities.**

Faculty members stay current and relevant primarily through Scholarly Engagement Activities related to their professional background and experience in their field of teaching.

Professors A total of eight (8) points
From Lists I, II, or III (See Appendix)
Administrators A total of three (3) points ⁵
A faculty member who serves in an administrative role at the department, college, or university level with an assignment equivalent to nine (9) or more credits and reports at least three (3) points from any of the four 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 following two-year period. In this case, a technical report for the school, the college, or the university, course creation, proposals, and special project reports may also be considered intellectual contributions.

⁵ This usually includes positions as dean, chair, director, or coordinator of a program or center at the departmental, college, or university 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.** The faculty member has the exact requirements as an SP (IV.A). 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 hired because of their significant and substantive professional experience. Faculty members not currently working in business but retired from full-time substantial professional experience are qualified as IP-provided and comply with their engagement requirements.

B. **Sustained Professional Engagement Activities.**

Faculty members stay current and relevant mainly through Practice and Professional Engagement Activities related to their professional background and experience in their field of teaching.

<p>Professors A total of eight (8) points</p>
<p>From Lists I, II, or IV (See Appendix)</p>
<p>Administrators⁶ A total of three (3) points</p>
<p>A faculty member with an assignment equivalent to nine (9) or more credits in an administrative role at the department, college, or university level and reports at least 3 points from any of the four lists included in the appendix will be classified as IP if he/she was classified as "Instructional Practitioner" 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 project reports may also be considered intellectual contributions.</p>

A. 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 outstanding and unique. In addition, that person should comply with this category's intellectual contribution and engagement activities requirements. The knowledge that is replacing 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.

⁶ This usually includes positions as dean, chair, director, or coordinator of a program or center at the departmental, college, or university level.

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

Peer-reviewed intellectual contributions ⁷	<p>LIST I. Peer Reviewed Intellectual Contributions (4 points): For journal selection, CBA faculty must use the <i>CBA's Journals Selection Criteria</i></p> <ol style="list-style-type: none"> 1. Peer-reviewed scholarly journal publication = PRJA 2. Peer-reviewed or Editorial reviewed publication in a practitioner journal = ERJA. 3. Peer-reviewed published business case studies (not in scholarly journals) in highly recognized case houses, such as Harvard Business Publishing Education and Sage. The Business Research Center will maintain its website's updated list of approved outlets.
	<p>LIST II. Other Peer Reviewed Intellectual Contributions = OPRIC (2 points):</p> <ol style="list-style-type: none"> 1. Publication of a conference proceedings paper in a highly competitive conference in a list approved by the CBA Research Committee. 2. Peer-reviewed or invited presentations in a highly competitive conference in a list approved by the CBA Research Committee. 3. Publication of a first-edition textbook or scholarly book in a competitive and recognized publishing company. 4. Publication of a significant book chapter at a competitive and recognized publishing company. 5. Publication of an original article in an edited volume published by an academic press at a competitive and recognized publishing company. 6. Approval of a peer-reviewed funded grant. 7. Case studies in other outlets not included in LIST I and approved by the CBA Research Committee.

⁷ No predatory outlets and no academic dishonesty contributions.
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Scholarly Engagement Activities	<p>LIST III. Scholarly Engagement Activities (1 point):</p> <ol style="list-style-type: none"> 1. Peer-reviewed academic and professional publications not in LIST I and II. 2. Completion or renewal of a professional certification that enhances the classroom or research work. 3. Completion for a training or class that enhances the classroom or research work. 4. Publication of a second or higher edition of a scholarly textbook or book. 5. Publication of a book review in an academic journal. 6. Papers presented at faculty research seminars (brown bags). 7. Delivery of an invited presentation or training session to students or faculty members. 8. Faculty internships or post-doctoral experiences that enhance faculty's currency. 9. Publicly available research working paper on an institutional or academic website. 10. Publicly available instructional materials on an institutional or educational website. 11. Instructional software. 12. Research Monographs (scholarly-oriented). 13. Service as an editor or reviewer of a scholarly textbook or book. 14. Service as a journal reviewer in the CBA Journal Selection Criteria list. 15. Service as an editor, associate editor, editorial board member, or referee of an academic journal. 16. Service in a governance position for an academic association or scholarly organization. 17. Production of other academic or creative works that further the college's mission in non-predatory academic and professional outlets.
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Professional Engagement Activities

LIST IV. Professional Engagement Activities (1 point):

1. Consulting activities that are significant in terms of time and substance.
2. Completion or renewal of professional certification that enhances the classroom work.
3. Delivery of an invited training session presentation in an assembly for a professional association.
4. Development and presentation of continuing professional education activities or executive education programs.
5. Documented continuing professional education experiences.
6. Faculty internships in which a faculty member works temporarily for a business organization.
7. Instructional software intended to impact practice.
8. Participation in continuing professional education activities or executive education programs.
9. Participation in other activities that place faculty in direct contact with business leaders.
10. Participation in professional events that focus on business and management practice.
11. Publication of a book review in a practitioner's journal.
12. Publication of a second or higher edition of a book intended to impact business and management practice.
13. Publicly available instructional materials on an institutional website designed to impact practice.
14. Publicly available research-working papers (practice-oriented) on an institutional website.
15. Publicly available technical reports.
16. Completion or renewal of a professional certification that enhances the classroom or research work.
17. Relevant, active service on boards of directors.
18. Research (practice-oriented) presented to business professionals.
19. Research Monographs (practice-oriented).
20. Service as an editor or reviewer of a practitioner book.
21. Service as an editor, associate editor, editorial board member, or referee of a practitioner journal.
22. Substantive roles and participation in business professional associations.
23. Sustained professional work supporting the qualified status.
24. Trainer in the faculty's discipline.
25. Production of other creative work (practice-oriented) that furthers the college's mission.

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