**FEN Universidad de Chile**

**Definitions and Policies for the Classification of Faculty according to AACSB Standards**

Ver. 1.8, March 2014

A key standard for AACSB Accreditation is the deployment of the right and qualified faculty to support the different Business degree programs offered by a school. In particular, AACSB states that “academic quality is created by the educational standards implemented by faculty members in interactions with students” (AACSB Standards Document). Therefore, in order to meet AACSB standards Schools need to establish criteria to classify faculty in terms of their qualifications in the three existing categories: Academically Qualified (AQ), Professionally Qualified (PQ), and Other (O), and to establish when faculty meet those criteria, in order to continually assess and measure their performance and development. Additionally, Schools should have guidelines to classify faculty in terms of its more permanent or temporary role in the School’s operations, thus being Participating or Supporting faculty (P or S).

1. **AQ and PQ FEN-UChile Definitions**

**1.1 AQ Academically Qualified Faculty**

AQ faculty members are those with adequate formal academic preparation—a complete Ph.D. degree in Business/ Economics or related field—who must continue to actively produce peer-reviewed journal articles (PRJ) and prepare for current teaching responsibilities. AQ faculty require a minimum of five ICs over a period of five years, at least two of which must be PRJ. AQ faculty need to be effective in their teaching responsibilities, and if necessary, they need to participate in teaching/pedagogy formal training activities.

**1.2 PQ Professionally Qualified Faculty**

PQ faculty are those with relevant academic preparation—a Master’s degree—as well as practical experience in Management or Consulting over five years. Intellectual capital should be preserved through continued and improved professional and consulting activities, by new or renewed certification, and/or by producing intellectual contributions in the discipline. PQ faculty should excel in teaching and therefore continual development and maintenance of qualification activities may additionally involve formal training and courses in Business Teaching, Pedagogy, and Instructional Methods.

**TABLE 1. AQ and PQ Definitions, Requirements, Priorities and Maintenance & Developmental Activities**

|  | **AQ****Academically Qualified Faculty** | **PQ****Professionally Qualified Faculty** | **Other** |
| --- | --- | --- | --- |
| **Definitions** according to AACSB standards | Faculty members who combine adequate formal academic preparation—completed Ph.D. degree—with subsequent activities that maintain or establish preparation for current teaching responsibilities and who must actively produce PRJ intellectual contributions. | Faculty with relevant academic preparation—Master’s degree—and practical experience in Business, Economics, or Consulting for more than 5 years. | Faculty appointed to teaching and other activities, mainly for teaching relevance purposes and who do not meet all requisites for AQ or PQ status. |
| **1.1 Requirements** |
| Educational Background at time of hiring | Ph.D. in Business/Economics\*Ph.D. in related discipline with a formal stream of research and teaching in the business discipline (e.g., dissertation, publications in the discipline) | Master’s degree (or equivalent) \*\* | Master’s degree preferable |
| Experience and demonstrated work outcomes at time of hiring | At least one discipline-based intellectual contributionAt least one course taught or co-taught or equivalent teaching assistant experienceTeaching training if needed | More than 5 years experience in the field or subject taught. At least 1 course taught or co-taught or equivalent teaching assistant experienceTeaching training if needed | Experience in a very specific field or subject. At least 1 course taught or co-taught or equivalent teaching assistant experienceTeaching training if needed |
| **1.2 Expected Activities and Outcomes** |
| Teaching | AQ faculty Balanced track: balanced emphasis on teaching and ICs,AQ faculty Research track: focus on key undergraduate and graduate subjects and discipline-based research. Teaching loads or service should not prevent them from producing required levels of PRJs  | Strong focus, particularly in undergraduate and professional masters. | High, particularly in undergraduate programs |
| Intellectual Contributions (IC) | AQ faculty are expected to produce quality ICs, including PRJs. AQ faculty in the research track should focus on PRJ with some other ICs.AQ faculty in the balanced track should have a mix of other ICs and PRJs | PQ are expected to produce some ICs (particularly contributions to practice or teaching) |  |
| **1.3 Maintenance of Status** |
| Quantity and Quality standards for maintaining status  | - A minimum of 5 ICs (Intellectual Contributions) over 5 years- At least 2 ICs must be discipline-based and published in PRJ.- AQ faculty in the research track should have at least 2 PRJ included in the ISI database or prestige equivalent rankings or indexations.  | 1 of 4 over 5 years:a) Continuous practice in Business, Institutions, or Consulting (including Executive Positions, Board of Directors, Consultant, etc.)b) Re-certification or new training in discipline c) Publication of at least 3 Intellectual Contributions d) Professional and national relevance (sustained media and professional presence, leadership in professional societies) |  |
| Improvement and Development activities if needed | Faculty with less preparation or performance in teaching should participate in teaching training sessions or courses | PQ Faculty in the lower third expected teaching effectiveness performance level, should participate in teaching training sessions or courses  | Faculty with less preparation or performance in teaching should participate in teaching training sessions or courses |

\*See AQ Exceptions, \*\* See PQ and Other Exceptions

**1.3 AQ Exceptions**

The following exceptions apply:

* ABD status. Faculty members who have achieved ABD status and are working on their dissertation may be considered AQ for three years and for a maximum of 12 credit hours per year.
* Existing faculty with a Master degree:
	+ A) And a continuous stream of research and intellectual contributions—equivalent in quality and quantity established by the AQ Status maintenance School’s standards—may exceptionally qualify for AQ level (i.e. if they are full professors)
	+ B) Specialized graduate degree in Taxation or a combination of graduate degrees in law and accounting will be considered academically qualified to teach Taxation.
* Faculty members actively pursuing a doctoral program in his/her area of teaching responsibility, completing more than 12 credit hours a year and producing 1 PRJ intellectual contribution a year may be considered AQ until completion of the Ph.D.

All exceptions may apply for a maximum of five years or until de Faculty Hiring & Development programs is fully implemented.

**1.4 PQ and Other Exceptions**

Faculty may qualify by a Departmental waiver for superior or very specialized professional experience.

**2. Participating and Supporting Faculty FEN UChile Definitions**

This policy statement:

1) Establishes criteria for classifying faculty from different Schools’ academic programs as participating or supporting, 2) establishes the roles and responsibilities of those two types of faculty.

This policy takes into consideration University regulations for Faculty classification and both adapts and complements them to meet AACSB International Accreditation Standards.

**2.1 Participating Status**

A participating faculty member in FEN engages in teaching AND participates in two or more activities, beyond direct teaching responsibilities. Such activities might include:

1. Curriculum revision and design
2. Student and career advising
3. Graduation project or thesis supervision or Participation in Graduation Exam Committees
4. Participation in Programs AOL assessment activities
5. Committee and Board appointments (e.g FEN Faculty Board, School Academic Committees, Advisory Boards, etc. )
6. Intellectual contributions
7. Participation in Research Centers and Research Projects (e.g. IFRS Technical Committee, CREM, Corporate Governance Center, Health Care Management Center, MicroData Center)
8. Service in Extracurricular activities (e.g. Summer School, Student/ Faculty workshops, )
9. Other activities that involve professional or academic involvement and demonstrate engagement with FEN faculty, staff, and alumni.

Participating status is achieved when faculty perform two or more non-teaching activities during an academic year. Exceptions may apply for:

* Faculty who have had 3 or more academic years of participating status (one year)
* Faculty who have participated in a key/important/high involvement activity (i.e. the implementation of an AOL system, curriculum design, etc.)

**2.2 Supporting Status**

A supporting faculty member collaborates in teaching responsibilities and does not participate in the intellectual or operational life of the school beyond particular curriculum, program, and class coordination meetings, surveys, and general accreditation meetings.

Supporting faculty members do not have deliberative or decision-making rights beyond the matters of the subject, class, or module taught (i.e. classes and office hours). They can participate and volunteer to collaborate, but they are not formally assigned to these responsibilities.

These appointments are normally ad hoc appointments for one term, class, or module at a time without a particular expectation or commitment of continuation. However, the School values more permanent collaborators and promotes more continuous relations with supporting faculty serving with excellence in the classroom.

Continuous participation with excellence in a supporting role is regularly an important condition to be appointed to additional activities and attain participating status.

Sustained participating status is one of the paths to being appointed as an adjunct professor in Departments or Schools. Specific criteria for such appointments should be determined by the Department Chair and should be communicated to the faculty, Dean, and the Graduate and Undergraduate Programs Associate Deans. Permanent participating faculty may also exceptionally appointed by School Associate Deans (Undergraduate or Graduate) and the Dean as Adjunct Professor –to that particular unit, and no the department- if they continuously collaborate in teaching (with excellence), and provide support in student advising, graduation project advising, curriculum revision, service, non-discipline-based intellectual contributions, and their academic appointment is for no more than 8 hours a month.