

MCOB Faculty Qualifications Supplement

The guidelines in this document are intended to match and align the MCOB Faculty Qualifications and Engagement document with the Annual Review process, Hiring process, and the Promotion and Tenure process. This supplement will go into effect upon being approved by the MCOB faculty; however, for Tenure and Promotion, faculty who are on a tenure track and hired before the implementation will choose whether to submit their tenure and promotion package based upon these guidelines or simply upon the guidance given in the Faculty Handbook.

Normally, this base will be adjusted upward according to publications over the previous two years' annual review periods and presentations at conferences over the previous annual review year. Points from publications and presentations will be added to the base score to reach a maximum of 10 points for the professional development component. Publications and presentations may count in either the review year in which the article/conference paper was accepted or the year in which the article was published/presented as designated by the faculty member.

For the current annual review SA faculty are awarded points for the professional development section according to the schedule in Table 1 below. In summary, for journal articles and other publications that result in points on the MCOB F, SA faculty will be awarded the full point value for the professional development section of the annual review based upon all journal articles/publications in the year (i.e. 6 points for an A* through 1 point for a C to arrive at a maximum of 10 points – see Table 1, this document)

Publications and other scholarly activity from the previous annual review period will generate points to be added to the base at one-half the point value on the MCOB F, SA (e.g. 3 points for an A*, 2 points for an A, 1.25 points for a B, and 0.5 points for a C –level publication).

SA faculty earn research points from presentations during the current review year in which they are designated (acceptance or actual presentation) and awarded as follows. Presentation points are not carried over to the next year. National/international conference presentation would earn 1 point. A regional or student oriented conference presentation (national presentations as agreed upon by the Department Chair) would earn 0.5 points. SA faculty could earn a

previous guidance to earn a higher score (each additional professional or engagement activity will add an additional point).

In addition, publications or other scholarly activities from MCOB FQE, Table 2 (Sections 14) will also count as per the point schedule for SAs listed above (e.g. a Year 1 journal article with a C ranking would earn 1 point). Similarly, the point total for any journal article or scholarly activity will count the same as SAs for Year 2 (e.g. a Year 2 journal article with a C ranking would earn 0.5 points).

Professional development activities and scholarly activities are counted individually and separately but both activities are combined for the professional development score.

Practice Academics

Because practice academics (PA) are hired for the combination of their scholarship and professional experience, the maintenance of their PA status is based on significant professional engagement and practitioner-focused scholarship. PAs will be able to earn a minimum score of 7/10 points by maintain their PA status by completing a minimum of five activities (from Table 2, sections 7), one of which must be in a practitioner-focused journal. Each additional activity in any year will add 1 point to that base (e.g. two professional development activities would add two points). Failure to maintain the five activities over five years will result in a lowering of the base by one point for each activity below the minimum of five and a loss of PA status until the minimum of five activities are completed.

In addition, publications or other scholarly activities from Table 2 (Section 14) will also count as per the point schedule for SAs listed above (e.g. a Year 1 journal article with a C ranking would earn 1 point). Similarly, the point total for any journal article or scholarly activity will count the same as SAs for Year 2 (e.g. a Year 2 journal article with a C ranking would earn 0.5 points).

Professional development activities and scholarly activities are counted individually and separately but both activities are combined for the total professional development score.

Instructional Practitioners

Because instructional practitioners (IP) do not normally hold a terminal degree and are often hired for their industry experience, they do not have research expectations but professional growth and development expectations related to significant practice-related contributions. IPs may come from any department if they have a certification that they maintain (i.e. Certified Public Accountant), then maintenance of that certification earns 7 points for the professional development score of the annual review. If no certification exists, then IPs will be able to earn a minimum score of 7 points by completing a minimum of five activities (from MCOB FQE, Table 2, sections 5 – 7) over five years. Each additional activity in any year will add 1 point to that

base (e.g. two professional development activities would add two points). Failure to maintain the five activities over five years will result in a lowering of the base by one for each activity below the minimum of five and a loss of IP status until the five activities are completed.

Similar to publications/journal articles counting to both maintain SA status and add to a faculty members' professional development score, activities from the MCOB FQETable 2, sections 5-7) may be double counted. Thus, activities such as "maintain license/certification" by completing 40 hours of training would also count as one activity for that year (if 200 hours of training are required over 5 years to maintain that certification). Additional testing or a new license/certification beyond the 40 hours then would count as an additional point for that year. It is important to note that the MCOB FQETable 2, sections 5-7 is not-inclusive. There may be additional activities that qualify for professional engagement and development, external leadership engagement, or administrative engagement not listed that would count toward the professional development score in the annual review.

Hiring Process

Generally, faculty are hired in at the assistant professor level. Occasionally, faculty will be hired in at the associate or full professor rank. In these cases, the normal course is for the faculty member to be hired in without tenure and go up to tenure after a one year probationary period (associate or full) or an agreed upon timeframe in the contract. However, consistent with the

There are no changes or supplements to the promotion process. These additional guidelines for tenure and promotion will go into effect starting with new tenure hires for the 2017-18 academic year.

Table 1. Proposed Annual Review Research Component Point Map

Base Points for Qualifications	6	For faculty maintaining SA Undergrad
	7	For faculty maintaining SA MBA/MACC
	7	For faculty maintaining SA DBA

The applicable SA status reflects what a faculty member is qualified to teach, regardless where the faculty member is assigned to teach. All SA faculty are expected to maintain the ability to teach at the Masters' level. Faculty who do not maintain that level will have a reduction in their Base Points for their Research portion of their annual evaluation.