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.

Annual Review Process

The MCOB Faculty Qualifications and Engagement document (hereafter, MCOB FQE) outlines a point system for scholarly contributions. These contributions are primarily intended to document that faculty are qualified according to AACSB guidelines. In addition, the point values associated with these scholarly contributions (Table 1 from MCOB FQE) and the professional engagement activities (Table 2 from MCOB FQE) can be matched and mapped to the scholarly research portion / professional development portion of the annual review given to each faculty member. The intent is for each faculty member to be working toward continuous improvement in all areas of evaluation in the annual review.

Scholarly Academics:

For Scholarly Academics (SA), the research portion of the annual review (titled professional development) is based on a 10 point scale. Scholarly Academics who are qualified for the level that they are teaching and hired (Undergraduate, Masters, or DBA) will begin with a base score of 7 points. Faculty are normally hired and expected to teach at the Master's level. Newly minted terminal degree holders after graduation from their doctoral program will have a base of 8 points for the first two years after completion of their degree. These base points for the research portion of the evaluations are awarded to reflect faculty effort and reward SA status at the appropriate level.

This point base will be adjusted downward when faculty fail to maintain the qualification (SA) for which they were hired or for that which they are assigned. Because SA faculty normally are hired to be able to teach at the Master's level, faculty that remain SA but fail to maintain qualifications to be able to teach at the Master's level will see a 1 point reduction in their base (6 point base which would be adjusted upward based upon guidance below). SA faculty who lose SA status will start with a zero in their base allocation. This minimum (zero) may be increased if the faculty member has continuing and ongoing projects, works in process, working papers, and other research activity. The 7 point base will resume when full SA status at the Master's level is attained. A 6 point base will resume if and when SA status at the undergraduate level is reacquired.

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 FQE, 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 past 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 FQE (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 are allocated as follows. Presentation points are not carried over to the next year. Each national/international conference presentation would earn 1 point. A regional or student oriented conference presentation (or other presentations as agreed upon by the Department Chair) would earn 0.5 points. SA faculty could earn a maximum of 2 points per year by presentations. The intent is that presentation submissions should be substantively different if presented at multiple conferences.

Scholarly Practitioners:

Because scholarly practitioners (SP) are hired for their practitioner status and experience and augment that experience with professional development activities to include journal publications, SPs have a different set of criteria in order to earn their professional development points for the annual review. Similar to SAs above, this portion of the annual review has a maximum of 10 points possible and SP faculty are able to earn 7 of the 10 points by maintaining SP status over the previous five years by completing a minimum of five activities over those five years (see the MCOB FQE, Table 2, sections 5 – 7). 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 SP status until the minimum of five activities are completed. Initial hires to SP status will not necessarily have the five activities; thus, they will be expected to complete one activity per year to earn the base of 7 points and will follow the

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 1-4) 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.

Practice Academics:

Because practice academics (PA) are hired for the combination of their scholarly preparation and professional experience, the maintenance of their PA status is based on on-going 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 3-7), 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 (Sections 1-4) 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 point 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 FQE (Table 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 FQE, Table 2, sections 5-7 is not all-inclusive. There may be additional activities that qualify for professional engagement and development, external leadership engagement, or administrative engagement not listed but 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 for tenure after a one-year probationary period (associate or full) or an agreed upon timeframe in the contract. However, consistent with the Faculty Handbook, when hiring full professors who have tenure at their current university, the hiring department MAY offer tenure with employment. This decision will be made on a case by case basis and will be a department level decision with the Dean's approval.

Tenure and Promotion Process

The general guidelines for Tenure and Promotion are outlined in the faculty handbook. These guidelines supplement those procedures and only apply to the Mitchell College of Business Faculty who are applying for Tenure and Promotion.

In order to qualify and be able to submit a tenure package, a faculty member must have a minimum of 5 points and 4 intellectual contributions over the six year tenure period. Meeting the minimum requirement to submit a tenure package does not guarantee the package is sufficient to earn the submitting faculty member tenure.

For tenure track faculty who have previous experience at another institution and may have a shortened period for the tenure window, these faculty will negotiate on a case by case basis the minimum number of points and publications accrued at the MCOB in order to be able to submit their tenure and/or promotion package.

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-track 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 of 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.

Journal Rating	**A***	**A**	**B**	**C**
Year 1 Point Contribution	6	4	2.5	1
Year 2 Point Contribution	3	2	1.25	0.5

Year 1 is either the review year in which the article was ACCEPTED for publication OR the year in which the article was PUBLISHED as designated by the faculty member.

Conference Participation	
Regional/Pedagogical Conference	0.5
National/International Conference	1

Maximum of 2 points in any calendar year from conference presentations.
Points are awarded in the review year the presentation is accepted OR given as designated by the faculty member.