

ACCOUNTING AND FINANCE DEPARTMENT EVALUATION CRITERIA

The Department of Accounting and Finance supports the Vision, Mission, and Value Statements of the Dixie L. Leavitt School of Business. This policy is designed to set a standard for faculty to measure and strive toward using a Student-Centric Faculty Engagement Model. Per Policy 6.1, faculty are expected to contribute in three categories of the Model: Teaching Effectiveness, Scholarship, and Service/Leadership. Definitions for each of these categories are detailed in the University Policy.

This departmental policy lists faculty evaluation criteria in each of the three categories mentioned above. Also, it establishes faculty engagement standards for each of the evaluative criteria. This policy is intended to provide direction to faculty to meet and exceed an Acceptable Performance Standard (the overall rating described in policy 6.1 as “Acceptable Progress toward Faculty Engagement & Contribution Plan”). Furthermore, it provides guidance and expectations for faculty to achieve rank advancement and tenure.

Faculty develop an annual or a 5-year Faculty Engagement & Contribution Plan (FEC Plan) in accordance with policy 6.1. In the FEC Plan faculty describe intended contributions and engagement activities for each evaluative criteria in a category and describe how such contributions and activities relate to SUU’s student-centered mission. At the end of each plan period (1 year or 5 years) faculty prepare a Faculty Engagement & Contribution Report (FEC Report). In the FEC Report faculty describe progress towards the evaluative criteria standards, explain how they were an engaged faculty member in each of the three categories, and demonstrate how contributions related to SUU’s student-centered mission.

Each of the following three tables contain a column providing guidance on standards and activities to achieve rank advancement and tenure. Rank advancement and tenure standards require faculty to meet the Acceptable Standard Performance and demonstrate a pattern of exceeding the Acceptable Standard in specific evaluative criteria in each student-centric category. If more than 1 “development required” designation is received on FEC Reports during the tenure or rank advancement review period, it is unlikely that the faculty will receive tenure or rank advancement. Additionally, faculty are expected to follow Policy 6.28 Faculty Professional Responsibility in all of their professional efforts. Policies for the qualifications for and process of tenure and rank advancement for tenure, tenure-track, and non-tenure track faculty are described in Policy 6.1.

Category 1: Teaching Effectiveness

Faculty will provide evidence of teaching effectiveness. Evidence is to be demonstrated in all of the following three evaluative criteria: student evaluations, professional development, and self-evaluation, each of which requires explanation of how efforts of the faculty member contribute to the mission of the Dixie L. Leavitt School of Business. For Annual Evaluation of FEC Reports faculty are expected to meet the Acceptable Performance standard for each of the 3 evaluative criteria. For Rank Advancement and Tenure evaluation purposes faculty are expected to exceed Acceptable Performance in 2 of the 3 evaluative criteria.

<i>Evaluative Criteria</i>	<i>Acceptable Performance</i>	<i>Rank Advancement or Tenure Guidance</i>
Student Evaluations	<ol style="list-style-type: none"> 1. Achieve an average score of 4.0 out of 5.0 or higher in 66% of courses on all questions relating to Excellent Teacher and Excellent Course 2. Provide a substantive review of student feedback 	<ol style="list-style-type: none"> 1. Provide evidence of exceptional teaching effectiveness (See Appendix A for examples) 2. Consistently achieve scores over the past 5 years in excess of the Acceptable Performance standard or demonstrate improving scores over the past 5 years that lead to scores in the recent years that exceed the Acceptable Performance standard 3. Provide a substantive review of student feedback
Professional Development	<p>Participate in one formal or informal professional development activity to improve teaching effectiveness</p> <p>All first year faculty are required to receive at least one classroom peer observation</p>	<p>Provide evidence of participation in multiple formal or informal professional development activities (See Appendix A for examples)</p> <p>All Rank Advancements and Tenure applications must be supported by at least one classroom peer observation within 5 years of the application and applying faculty must obtain a score in excess of 4.0 on all such classroom peer observations</p>
Self-Evaluation	Describe teaching contributions to the Vision and Mission of the Dixie L. Leavitt School of Business	Provide evidence of efforts above and beyond minimum expectations that demonstrate increased student outcomes both in and outside of the classroom consistent with the Vision and Mission of the Dixie L. Leavitt School of Business (See Appendix A for examples)

Appendix A provides examples of Engagement Activities and Evidences of Teaching Effectiveness that can help faculty meet the standards for teaching effectiveness. The list is not exhaustive and is meant to give faculty members guidance as to what is valued and expected to achieve success in our Department.

Category 2: Scholarship

Standards for Acceptable Performance in Scholarship are established by the Dixie L. Leavitt School of Business as part of AACSB Accreditation. Details and engagement activities are described in Table 3.2 of the School of Business Faculty Qualifications Policy which is reproduced as Appendix B to this document.

<i>Evaluative Criteria (Faculty Classification)</i>	<i>Acceptable Performance</i>	<i>Rank Advancement or Tenure Guidance</i>
Scholarly Academics (SA)	<p>SA I (18-ICH): Maintain at least 14 total activity points in a rolling 5-year time period, 12 of which are required to be generated from peer-reviewed journal articles.</p> <p>SA II (21 ICH): Maintain at least 14 total activity points in a rolling 5-year time period, 12 of which are required to be generated from academic engagement activities and 8 of those 12 points are required to be generated from peer-reviewed journal articles.</p>	<p>Describe specific academic and professional engagement activities and how they relate to the department, school of business, or university student-centric mission</p> <p>Earn total activity points in excess of what is required for Acceptable Performance in the evaluative period used in evaluating qualifications for rank advancement or tenure.</p>
Practice Academics (PA)	Maintain at least 14 total activity points in a rolling 5-year time period, 4 of which are required to be generated from academic engagement activities and 8 of which are required to be generated from professional engagement activities.	<p>Describe specific academic and professional engagement activities and how they relate to the department, school of business, or university student-centric mission</p> <p>Earn total activity points in excess of what is required for Acceptable Performance in the required time period immediately prior to application for rank advancement or tenure</p>
Scholarly Practitioner (SP)	Maintain at least 10 total activity points in a rolling 5-year time period, 8 of which are required to be generated from academic engagement activities and 4 of those 8 points are required to be generated from peer-reviewed journal articles. Furthermore, 2 of the 10 points are required to be generated from professional engagement activities.	<p>Describe specific academic and professional engagement activities and how they relate to the department, school of business, or university student-centric mission</p> <p>Earn total activity points in excess of what is required for Acceptable Performance in the evaluative period used in evaluating qualifications for rank advancement or tenure</p>
Instructional Practitioner (IP)	Maintain at least 5 total activity points in a rolling 5-year time period, 3 of which are required to be generated from professional engagement activities.	<p>Describe specific academic and professional engagement activities and how they relate to the department, school of business, or university student-centric mission</p> <p>Earn total activity points in excess of what is required for Acceptable Performance in the evaluative period used in evaluating qualifications for rank advancement or tenure</p>

Category 3: Service/Leadership

The Department of Accounting and Finance values the work performed by faculty that contribute to the operation of the department, college, university, community, or professional field and its organizations. For Annual Evaluation of FEC Reports faculty are expected to meet the Acceptable Performance standard for both of the evaluative criteria. For Rank Advancement and Tenure evaluation purposes faculty are expected to exceed Acceptable Performance in at least 1 of the 2 evaluative criteria.

<i>Evaluative Criteria</i>	<i>Acceptable Performance</i>	<i>Rank Advancement and Tenure Guidance</i>
Committee Service	Serve on one committee (university, college, or department) or professional organization	Participate in multiple service activities that contribute to the profession, university, school of business, department, or student outcomes (See Appendix C for examples) Demonstrate how this service contributes to the mission of the accounting department, the School of Business, or the university
Student Service	Support and attend two campus activities that will benefit accounting students (one of which must be a PAC activity) or finance students	Participate in or lead multiple activities that benefit students in the accounting or finance program (See Appendix C for examples)

Appendix C includes a list of engagement activities that can help faculty meet and exceed the standards for service/leadership. The list is not exhaustive and is meant to give faculty members guidance as to what is valued and expected to achieve success in our Department.

Appendix A. Examples of Engagement Activities and Evidences of Teaching Effectiveness

<i>Evaluative Criteria</i>	<i>Examples of Engagement Activities and Evidences of Teaching Effectiveness</i>
Student Evaluations	<ul style="list-style-type: none"> • Additional information from student evaluations showing excellent teaching • Student comments from student evaluations • Student comments from individual course assessment • Student comments from exit surveys • Other forms of student feedback • Student nominations for department, school or university awards (e.g. T-Bird Award, Outstanding Educator, Distinguished Educator, Beta Gamma Sigma Professor of Year Award, Influencer Certificate, etc.) • Other student sourced engagement activities and evidences
Professional Development	<ul style="list-style-type: none"> • Peer Observation of in-class teaching • Course content evaluation • Online course material review • Attendance at Center for Excellence of Teaching and Learning faculty development workshops or webinar • Conference attendance • Attendance at Faculty Research and Teaching Seminars • Presentation at Faculty Research and Teaching Seminars • Training from SUU Office of Online Teaching and Learning • CETL Curriculum Innovation Grant • Other engagement activities and evidences of professional development
Self-Evaluation	<ul style="list-style-type: none"> • Implementation of AAC&U High-Impact Educational Practices • Development or update course curriculum that reflect the School of Business standards of a rigorous relevant, and innovative curriculum • Incorporation of scholarship efforts into the classroom • Mentoring honor students • Mentoring student participation in the Festival of Excellence • Other mentoring of students • Incorporating student feedback to improve design and delivery of a course • Participation in new course development • Receipt of teaching awards from department, school or university (e.g. Community Engaged Faculty member Award, High Impact Award, Outstanding Teaching Award in School of Business, etc.) • Service as Club advisor • Service as VITA advisor • Service as Internship Coordinator or Advisor • Service as Accounting Career & Professional Development Liaison • Other engagement activities and evidences of self-evaluation

Appendix B. Engagement Activities supporting Faculty Qualification Status

	Activity Points		
	Min	Max	
I. Academic Engagement Activity			
A. Peer Reviewed Journal Articles			
Level A	12.0	12.0	per article
Level B	8.0	8.0	per article
Level C	4.0	4.0	per article
Level D	2.0	2.0	per article
B. Other Intellectual Contributions			
Research monographs	4.0	6.0	per article
Academic/professional meeting proceedings	2.0	2.0	per article
Competitive research awards received	2.0	4.0	per award
Textbooks	4.0	6.0	per pub. book
Cases	1.0	4.0	per pub. case
Other teaching materials	1.0	2.0	per item
Chapters in academic publications	1.0	2.0	per chapter
Updates of chapters	0.5	1.0	per chapter
Research reports	2.0	4.0	per report
Other widely disseminated publications	1.0	2.0	per publication
C. Other Academic Engagement Activity & Indicators			
Presentations at academic conferences	1.0	2.0	per presentation
Other scholarly presentations	0.5	1.0	per presentation
Editorship of academic/professional publications	1.0	2.0	per year
Service on editorial boards or committees	1.0	1.0	per year
Refereeing academic papers	0.5	0.5	per article
Session chair/discussant for academic conferences	0.5	0.5	per session
Other academic activities	0.5	2.0	per activity
Academic leadership positions	1.0	3.0	per academic yr.
Research grants received	1.0	3.0	per grant
Academic awards received	1.0	3.0	per award
Citations of work	0.5	5.0	per citation
Other approved indicators of academic engagement	0.5	2.0	per item
II. Professional Engagement Activity			
Consulting	1.0	4.0	per project
Delivery of professional/executive education	1.0	2.0	per activity
Professional education experiences	1.0	2.0	per experience
Completion of teaching certifications	1.0	2.0	per course
Faculty internships	1.0	2.0	per internship
Activities with business leaders	0.5	2.0	per activity
Participation in professional events	0.5	2.0	per event
Service on boards of directors	1.0	2.0	per year
Participation in relevant associations	0.5	2.0	per year
Relevant work experience	1.0	2.0	per 100 hours
Other approved professional activity	0.5	2.0	per activity

Appendix C. Examples of Engagement Activities for Service/Leadership

<i>Evaluative Criteria</i>	<i>Engagement Activities</i>
Committee Service	<ul style="list-style-type: none"> • For non-tenured faculty, meet with Peer Mentorship Team to explore committee opportunities that are best fit (expertise, time requirements, interests, need, etc.) • Volunteer for ongoing committee service • Volunteer for ad hoc committee service like faculty searches • For tenured faculty, volunteer for more intensive committees for the benefit of junior faculty • Volunteer to chair committees to which you are assigned • Serve as a faculty mentor • Contribute to the profession by assuming a leadership role and/or committee service on business, accounting, or finance-related organizations outside of SUU (e.g. UCPA, AICPA, AAA, CFA, IMA, Board of Directors, etc.) • Provide professional services and/or consultations • Journal referee • Conference discussant • Conference session chair
Campus activities that support students	<ul style="list-style-type: none"> • Serve as a club advisor (PAC, Investment Club, Investment Scholars Group, etc.) • Serve as the VITA advisor • Serve as the Internship Coordinator • Serve as the Accounting Career & Professional Development Liaison • Participate in PAC activities • Participate in employer sponsored activities • Organize or participate in a career exploration trip for accounting or finance students • Employer outreach to facilitate internships and job placements for students • Support activities of the Business Career Services Coordinator and university career services • Mentor honor students • Mentor students participating in the Festival of Excellence • Mentor other accounting, finance, or business students • Prepare students for graduate school • Invite and host outside speakers to campus • Participate in career and graduate fairs • Participate in other High-Impact Educational Practices outside the classroom • Serve as a judge in student competitions