Statement of Philosophy and Guidelines for Faculty Performance, Planning, and Evaluation

School of Accountancy
Coles College of Business
Kennesaw State University

Approved by vote of the School of Accountancy Faculty
Date: 01/26/2018
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1 Introduction

The School of Accountancy is housed within the Coles College of Business at Kennesaw State University. As such, the School of Accountancy is subject to the University’s and College’s Performance, Planning, and Evaluation guidelines.

The purpose of this document is to provide guidelines for the School of Accountancy so that all faculty members in the school have consistent information. School of Accountancy guidelines are to illuminate and clarify, but not reinterpret or redefine the guidelines provided by the superior entities. The document also seeks to address any issues specific to the School of Accountancy not covered by the College and University guidelines. This document does not repeat information already present in the superior documents. For example, descriptions of the workload tracks, definitions of faculty qualifications according to the AACSB, the weighing of quality of publications, and movement between tracks can be found in the Coles College “STATEMENT OF PHILOSOPHY AND GUIDELINES FOR FACULTY PERFORMANCE, PLANNING, AND EVALUATION” and are not repeated here.

2 Distinguishing Characteristics of the School of Accountancy

2.1 School of Accountancy Mission Statement

We aspire to be a nationally recognized leader in influencing the accounting profession by educating our students, performing relevant research, and engaging with the profession.

The mission of the School of Accountancy at Kennesaw State University is (1) to provide a high quality accounting education to a diverse student group, preparing successful accounting professionals and future leaders in local, national, and global organizations; and (2) to influence the accounting profession through relevant research and professional engagement. We will achieve these goals by promoting teaching and research excellence, delivering innovative undergraduate and graduate programs, and fostering an ethical environment of intellectual curiosity, innovation, and collegiality.

2.2 Disciplines Housed in the School of Accountancy

The School of Accountancy is composed of two disciplines: Accounting (ACCT) and Business Law (BLAW).

2.3 Characteristics of the Faculty

A spirit of cooperation and collegiality distinguishes the School of Accountancy. All members of the School of Accountancy recognize the importance of helpfulness to colleagues, willingness to share teaching materials, willingness to coauthor or assist with research projects, and willingness to serve on committees. Members of the School of Accountancy are encouraged to appreciate the contributions made by others within the School. The School also emphasizes activities that promote interaction with the profession, like publishing in practitioner journals,
providing service and leadership to professional organizations, and providing continuing education to professionals.

2.4 Degree Programs Offered

The School of Accountancy offers a Major in Accounting for the BBA (Bachelor of Business Administration) degree, a Master of Accounting (MAcc) degree, and an Accounting Concentration in the DBA (Doctor of Business Administration) degree. Undergraduate students also may choose to minor in Accounting or Business Law.

2.5 College Service Courses Offered

The School of Accountancy plays a significant role in the college of business, housing three of the fourteen courses required for all undergraduate business majors: ACCT 2100, ACCT 2200, and BLAW 2200. Additionally, ACCT 8000 (a required MBA course) is taught by School of Accountancy faculty. Staffing these courses requires a significant effort by the faculty.

2.6 School of Accountancy Accreditation

The School of Accountancy maintains separate Accounting accreditation from AACSB International. In order to maintain this accreditation, the School of Accountancy faculty as a whole is required to meet AACSB Accounting standards in the areas of academic and professional qualifications, intellectual contributions, and professional interaction and experience.

3 Process Issues

3.1 Overview of the Performance, Planning, and Evaluation Process

The first significant review is the pre-tenure review. At this review, tenure-track faculty members must demonstrate they are on track for being tenured. Performance through the third year will be proportionately (e.g., half way to tenure) compared to tenure criteria for the faculty member’s chosen track. In the School of Accountancy, the pre-tenure review is intended to give clear, constructive, and critical guidance to tenure track faculty members on areas that may need improvement prior to receiving tenure.

Faculty should submit documentation for all required reviews according to University and College guidelines. In addition to that documentation, School of Accountancy faculty must also include a completed copy of the Portfolio Check-Off Sheet (Appendix 2 of this document). All of the items listed on the Portfolio Check-Off Sheet must include an appropriate link to those documents. Failure by faculty members to include all of the required items in their digital portfolios may result in a negative review decision.

The Portfolio Check-Off Sheet requires separate summary tables for (1) Annual Reviews, (2) Course Evaluations, (3) Research Productivity, (4) Committee Assignments, and (5) Administrative Assignments (if applicable). These summary tables are important to the review process, as they provide a means for tying the detailed evidence back to the information provided
Across numerous Annual Reviews. The required format for each of these required summary tables is provided in Appendix 3. Faculty members must use the illustrated formats for each of these summaries so the Promotion and Tenure Committee has consistent information across faculty reviews. Appendix 3 also includes the format for a required table containing links to these six items that should be placed as the first item in the narrative.

In the School of Accountancy, faculty who join the department with years of service credited from prior employment can count publications from the years of service credited towards their promotion and tenure. Years of credited service will be agreed upon when the experienced new faculty member is hired. Per the University Faculty Handbook, tenure requires prior or simultaneous promotion to the rank of Associate professor.

This document (Statement of Philosophy and Guidelines for Faculty Performance, Planning, and Evaluation – School of Accountancy) is approved by two-thirds of the permanent, full-time faculty of the School of Accountancy. Faculty evaluations for annual review and promotion and tenure are always made with the most recent version of this document. The Promotion and Tenure Committee will review this document annually to ensure it accurately reflects the current environment and standards. If deemed that a revision is needed, the Committee will propose revisions and circulate a draft to faculty for their consideration. At a minimum, this document will be subject to approval by faculty vote every three years, from the time of the last approval.

For campus-wide information on the promotion and tenure process, see the following:
- Forms and Templates: http://facultyaffairs.kennesaw.edu/forms_and_templates.php
- Policies and Procedures: http://facultyaffairs.kennesaw.edu/policies_and_procedures.php

For the Coles College Faculty Performance Guidelines, see the Coles Intranet site: http://coles.kennesaw.edu/intranet/index.php (you will need to log in using your normal KSU credentials). The School of Accountancy follows the Kennesaw State University and Coles College promotion and tenure guidelines.

3.2 Composition of the School of Accountancy Promotion and Tenure Committee

In accordance with University and College guidelines, the School of Accountancy Promotion and Tenure (P&T) Committee will be composed of at least three tenured faculty members (at least two of the three faculty members must be on different tracks). Only members holding the rank of Full Professor shall serve on candidates applying for promotion to Full Professor. Committee members holding the rank of Associate Professor shall recuse themselves and a Full Professor shall be appointed to serve in their stead in the review of the candidate for Full Professor. Three year rolling terms are planned with the intention that there will always be two experienced members of the committee. Thus, the School of Accountancy will elect one new Committee member annually. A tally of the votes recommending and not recommending in each decision of the P&T Committee will be disclosed beginning with the 2018 – 2019 academic year in accordance with the University Faculty Handbook.

3.3 Evaluation of Clinical Faculty
Clinical faculty members in the School of Accountancy must hold a terminal degree as specified in the faculty search process and significantly contribute to practice in their discipline (accounting or business law). Since the School of Accountancy is separately accredited, clinical faculty will be expected to adhere to accounting accreditation standards. While high-level business experience is expected, clinical faculty should be employed as full-time faculty members supporting the mission of the School of Accountancy.

In addition to the University and College criteria, the School of Accountancy Committee will make promotion recommendations for clinical faculty members based on the following criteria:

- Clinical faculty members complete annual performance evaluations with the School of Accountancy Director and successfully follow the plans agreed to at those meetings.
- Clinical faculty members show a current commitment to the advancement of the profession in their discipline through a variety of activities in the areas of scholarship, teaching/mentoring, and professional service as agreed upon with the School of Accountancy Director.
- Promotion to Clinical Associate Professor requires clinical faculty members to show the ability to remain active in scholarly and professional leadership activities for the remainder of their career.
- Promotion to Clinical Professor requires clinical faculty members to show highly significant, sustained scholarship, professional leadership, and classroom integration activities, and these accomplishments merit regional, national, or international attention and recognition.

3.4 Outside References for Promotion and Tenure Decisions

The faculty member submitting a portfolio for promotion and/or tenure, and the Director of the School of Accountancy, develop a list of external letter writers in their specialty area in accordance with the University Faculty Handbook for years beginning in the 2018 – 2019 academic year. The specific procedural details are listed in the University Faculty Handbook.

3.5 Quality Rankings of Published Articles and other Scholarship Products

Faculty publications appearing in journals listed in the School of Accountancy Accounting Journal Quality Listing (AJQL), that were submitted and reviewed through the journal’s normal review process, are presumed to have the AJQL’s quality ranking for that journal for annual, pre-tenure, tenure, promotion, and post-tenure review purposes. For all other publications or other scholarly products, faculty members are responsible for petitioning for an evaluation and certification of the quality ranking prior to submitting their portfolios for pre-tenure, tenure, promotion, and post-tenure review. Published articles that appear in an AJQL journal, but are not normal articles (e.g., columns, book reviews, discussant comments, etc.), are not presumed to have the quality ranking for the journal and must be submitted for evaluation and certification. Published articles appearing in journals that are not listed in the AJQL must be submitted for evaluation and certification of quality.

The Scholarship Committee is responsible for evaluating the quality of all forms of scholarship produced by faculty members of the SOA (e.g., journal articles, books, etc.). The Scholarship
Committee is responsible for compiling and updating a proposed AJQL to be voted on by the faculty. Faculty members wishing to obtain a ranking and certification for a published journal article that either was not submitted and reviewed through an AJQL journal’s normal review process or that is published in a journal that is not on the AJQL, may petition the Scholarship Committee during the fall or spring semesters. Similarly, faculty members may also petition the Scholarship Committee to provide a journal-ranking equivalent for a scholarly product that is not a journal article (e.g., books and monographs). Petitions consist of a narrative (of no more than two pages of text) and accompanying evidence supporting the argument in the narrative advocating a particular quality level for the article or other scholarly product in question. In making their petition, faculty members should write their narrative so that it relates their evidence of quality to the characteristics of each journal quality level listed in Chapter 3 of the Coles College Statement of Philosophy and Guidelines for Faculty Performance, Planning and Evaluation. Petition narratives and accompanying evidence should be submitted in electronic form (a single pdf format file), via email, to the Chair of the Scholarship Committee.

Examples of evidence of journal article quality include conference presentations, grants received, competitive nature of grants, recognition by the discipline through a competitive award such as a “notable contribution to accounting research” or “dissertation award winner,” journal ranking on the Australian Business Deans’ Council Journal Quality List, journal ranking on the journal quality list of another department in the Coles College, citation impact factors, author affiliation indices, submission and acceptance rates, reputation and visibility, circulation and readership levels, editorial board composition, lists of ad hoc reviewers, copies of journal editorial policies, copies of reviews and response memos related to the review process of the article, and quality lists of peer institutions (along with a mapping from the peer institution list to the AJQL for journals included in both lists).

Examples of evidence of book and monograph quality include evidence of peer review, quality of academic publisher, grants received, competitive nature of grants, published book reviews, breadth of distribution, sales figures, and adoption rates. Only the first edition of a book will be considered a new publication; subsequent editions will not be considered separate scholarly works.

Faculty members should provide as many types of evidence as are available to accompany their petition, making a good faith effort to provide complete and unbiased evidence of publication quality. Evidence should not be selectively included nor excluded based on whether it is supportive of a higher or lower ranking. The Scholarship Committee has complete discretion to either return a faculty member’s petition and request additional evidence be gathered and resubmitted, or to reject the petition if in their sole judgment the original petition and evidence are biased or are inadequate to make an informed judgment of quality.

The Scholarship Committee will evaluate and certify journal article quality based on evidence submitted by the faculty member. The Committee will evaluate the quality of published articles authored or co-authored by a faculty member—faculty members may not seek or obtain precertification of journals prior to an article’s publication.
Faculty members’ review portfolios must include copies of the Scholarship Committee’s letters certifying the quality ranking of their published articles and other scholarly work products requiring certification. These letters will be considered *prima facie* evidence of the quality ranking of the certified journal article or other piece of scholarship. The failure of faculty members to obtain Scholarship Committee certification of a journal article or piece of scholarship that does not qualify for presumed ranking based on the AJQL (see criteria above) will result in the journal article or piece of scholarship being excluded from the faculty member’s third-year, pre-tenure, tenure, post-tenure, or promotion review.

3.6 Third-Year Reviews

The School of Accountancy requires all non-tenure track faculty to be reviewed in their third year. This review will follow the format of pre-tenure reviews.

4 Specific Comments on Faculty Activities

Faculty members are evaluated in up to four categories. In the next sections, we discuss School of Accountancy issues and provide evaluation guidance regarding Teaching, Supervision & Mentoring; Research and Creative Activity; and Professional Service. The category of Administration and Leadership is so unique to the individual and position that general guidance on evaluation is not included.

In each of the categories, the evaluation can be below expectations, at expectations, exceeds expectations, or not applicable. To exceed expectations, the faculty member must go beyond the activities that are part of meeting expectations for a faculty member at KSU.

Expectations will vary based on level and track. Given the wide variety of backgrounds and interests of faculty in the School of Accountancy, faculty members will have different criteria for meeting or exceeding expectations. Therefore, precise and uniform definitions of each evaluation type (below, at, or exceeds expectations) are not provided in this document. Instead, we rely on the ethics of each faculty member to evaluate their performance on an objective and fair standard. Faculty should attempt to compare their performance to School of Accountancy colleagues, university colleagues, or colleagues at other universities to assist in their personal evaluations of their performance.
4.1 Teaching, Supervision & Mentoring

The following are some examples of performance that can be taken into consideration when evaluating teaching:

- Because of the extra effort in teaching large classes, faculty can ask for special consideration when teaching class sizes exceeding normal as determined by the course and circumstances
- Number of different courses taught per year
- Teaching additional sections above track requirements
- New course development
- Innovative use of technology for class communication and facilitation (such as student polling devices or other creative communication software)
- Development of new course activities/projects such as the development of a new case or group activity
- Online course development
- Above average student comments on instructional effectiveness (Digital Measures)
- Student written communications
- Teaching awards
- Attendance at teaching training sessions/conferences
- Publications of articles on teaching or cases
- Conducting directed studies
- Planning, organizing, and implementing a study abroad program
- Textbook development or review (full or partial textbook review)
- Evidence of cultivating, coordinating, and supervising field placements, co-ops, and internships
- Evidence of curriculum development across the School of Accountancy course offerings
- Evidence of guest lecturing.
- Teaching in the DBA Program.

The teaching activities listed above do not provide an exhaustive list. Faculty can cite other activities as evidence of teaching that exceeds expectations for consideration by the School of Accountancy P&T Committee and the School of Accountancy Director.

The faculty member and School of Accountancy Director discuss teaching activities at annual performance evaluation meetings. The discussion should include the value of the work performed with consideration for both rank and track.

4.2 Research and Creative Activity

Intellectual contributions are a key component of scholarly activity and are particularly important to our School of Accountancy given our separate AACSB accreditation.
Intellectual contributions can be made in a variety of ways and include:

- Papers published in peer reviewed professional or academic journals
- Invited papers published in professional or academic journals
- Papers published in other non-peer reviewed professional or academic journals
- Grants applied for and received
- Books published or evidence of progress on a book
- Chapters published in books or monographs
- Cases or teaching materials published in peer reviewed journals
- Invited cases or teaching materials published in journals
- Cases or teaching materials published in non-peer reviewed journals
- Presentations at peer-reviewed academic or professional meetings
- Invited presentations at academic or professional meetings
- Presentations at non-peer-reviewed academic or professional meetings
- Book reviews published in professional or academic journals
- Publication or other scholarship related to service activities
- Service as a reviewer for books, articles, grants, or conference papers
- Service as an editor or on an editorial board of a professional or academic publication
- Service as a paper discussant at a conference
- Service as a panel moderator, participant, or discussant at a conference.
- Research published in the Coles College Working Paper Series
- Participation in Brown Bag Lunch Presentations
- Publication of comment letters to professional exposure drafts
- Presentations to professional organizations.

The faculty member and School of Accountancy Director discuss scholarly activities at annual performance evaluation meetings. The discussion should include the value of the work performed with consideration for both rank and track.

4.3 Professional Service

Service to the School of Accountancy, College, University, or profession is essential to professional development, professional commitment, professional exposure, and to be a good colleague.

Service can take a variety of forms such as:

- Service as an officer or committee chair in a professional organization in the discipline
- Presentations on professional topics to community groups (unpaid)
- Unpaid consulting work related to discipline
- Program coordinator or other leadership roles in professional conferences or meetings
- Organizer of meetings on the KSU campus or success in bringing professional meetings to campus
- Chair of University, College, or School of Accountancy committees
• Other leadership roles on campus at the School of Accountancy, Coles College, University level or across the University System of Georgia
• Adviser to student organizations
• Academic advising for students
• Committee membership on University, College, School, or professional committees
• Course coordinator for core courses/Assurance of Learning
• Publication or other scholarship related to service activities.
• Serving on doctoral committees.

Non-professional community service activities (working with Scouts, religious organization work, etc.) are not recognized unless the faculty member can make a connection with his/her professional responsibilities.

The service activities listed above do not provide an exclusive list. Faculty can cite other activities as evidence of service.

The faculty member and School of Accountancy Director discuss service activities at annual performance evaluation meetings. The discussion should include the value of the work performed with consideration for both rank and track.
Appendix 1: School of Accountancy Accounting Journal Quality Listing

1. The ABDC journal list (http://www.abdc.edu.au/master-journal-list.php) is the School of Accountancy’s primary Accounting Journal Quality Listing (AJQL), except as discussed in 2 and 3 below. SOA faculty also will receive full credit for articles published in non-accounting ABDC journals. The ranking at the time of the article’s acceptance will prevail.

2. In addition to the ABDC list, we classify the following prominent U.S. practice-focused accounting journals as B-level publications (for main articles, not columns): Journal of Accountancy (AICPA), The CPA Journal (NYSSCPA), Strategic Finance (IMA), Management Accounting Quarterly (IMA), and Internal Auditor (IIA).

3. The SOA ranks law publications based on the U.S. News ranking of the publication’s law school sponsor, if any, or ranking data curated by Washington & Lee School of Law (W&L)\(^1\), whichever yields the highest rank. The relevant U.S. News metric is the sponsoring law school’s highest rank during the three years ending on the article’s publication date. The relevant W&L metric is the highest within-subject combined score\(^2\) of the outlet in the year preceding the article’s publication. The table below summarizes ranking tiers.

<table>
<thead>
<tr>
<th>U.S. News law school ranking range</th>
<th>W&amp;L within-subject combined score</th>
<th>SOA rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 30</td>
<td>Score ≥ 65</td>
<td>A+</td>
</tr>
<tr>
<td>Top 31 – 60</td>
<td>65 &gt; Score ≥ 25</td>
<td>A</td>
</tr>
<tr>
<td>Top 61 – 100</td>
<td>25 &gt; Score ≥ 1.5</td>
<td>B</td>
</tr>
<tr>
<td>Lower ranks</td>
<td>Lower scores</td>
<td>C</td>
</tr>
</tbody>
</table>

4. This new method is effective when approved by the faculty and will apply for annual reviews of calendar 2017 forward. If a journal is ranked lower using the new method than using the 2009 SOA list, then faculty will get credit for 2017-2019 publications using the 2009 SOA list rank for that journal.

5. For publications not addressed by the above methods, please see the SOA’s Statement of Philosophy and Guidelines for Faculty Performance, Planning, and Evaluation for procedures to have your accepted/published research evaluated.

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\(^1\) The W&L School of Law ranking matrix is at http://lawlib.wlu.edu/LJ/index.aspx.

\(^2\) The W&L matrix features a pull-down filter for law “subjects” (e.g., Commercial, Corporations and Associations) used to classify publications by broad coverage area. The same publication may be ranked in more than one subject.
Appendix 2:
School of Accountancy
Portfolio Check-Off Sheet

The Portfolio Check-Off Sheet lists the items that are required to be part of promotion and tenure portfolios submitted to the School of Accountancy. Failure by a faculty member to include all of the required items in their submission may result in a negative review decision. Faculty members are not limited to the list of supporting items listed below, and can add any additional materials to the portfolio, as they see fit. Please check each item indicating it is included in the submitted portfolio. In addition, include the link to the item documentation within the portfolio submission.

Portfolio Check-Off Sheet

<table>
<thead>
<tr>
<th>Primary Portfolio Materials:</th>
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</table>

Supporting Materials:

Teaching, Supervising, and Mentoring Students

| ![Checkmark] | Link | Description |
| ![Checkmark] | Course Evaluations Summary Sheet: Summary table of course evaluation listing all courses taught by section including term, course number, section number, course name, number of students enrolled, number of evaluations completed, and mean instructor effectiveness rating (i.e., Overall, I would rate this instructor as effective.). See Appendix 3. |
Copies of all course evaluations, by semester, by course section and year, in descending order (the most recent first). Include both the questions and the student comments for each course/semester.

Other evidence of the quality and significance of the faculty member’s teaching, supervision, and mentoring.

### Research and Creative Activities

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<tr>
<th>✓</th>
<th>Link</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Research Productivity Summary: list of published papers, accepted papers not yet published, papers under review, and current working papers. See Appendix 3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title pages of published papers and journal quality ranking certificates, if appropriate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Copies of editor’s acceptance letters for accepted papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full copies of papers under review and working papers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other evidence of the quality and significance of the faculty member’s research and creative activities</td>
</tr>
</tbody>
</table>

### Professional Service

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<th>Link</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Committee Assignments Summary: list of committee assignments by year in descending order (most recent assignments first). See Appendix 3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other evidence of the quality and significance of the faculty member’s professional service</td>
</tr>
</tbody>
</table>

### Administration and Leadership (if applicable)

<table>
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<tr>
<th>✓</th>
<th>Link</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Administration and Leadership Summary: list of administrative assignments by year in descending order (most recent assignments first). See Appendix 3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other evidence of the quality and significance of the faculty member’s administration and leadership</td>
</tr>
</tbody>
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Appendix 3:

School of Accountancy
Format for Required Portfolio Summary Sheets

Portfolios are submitted via an electronic platform (consult the University guidelines for the current electronic platform). Faculty Narratives are required. To facilitate locating the Portfolio Check-Off Sheet in Appendix 2 and the Portfolio Summary Sheets below, the first item in the Narrative should be the table below where each cell contains a link to these required documents:

<table>
<thead>
<tr>
<th>Portfolio Check-Off Sheet</th>
<th>Course Evaluation Summary</th>
<th>Annual Review Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Summary</td>
<td>Committee Assignments</td>
<td>Admin. &amp; Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(if applicable)</td>
</tr>
</tbody>
</table>

Below are the five summary sheets that must be included in the portfolios faculty submit for review. The purpose of these summary sheets is not to replace the detailed evidence provided in the portfolio, but to provide help and guidance to those reviewing the full contents of each portfolio.

**Annual Review Summary**
The one-page summary of Annual Reviews is designed to provide a snapshot of the Director’s assessment of your performance for each of the annual reviews provided in your portfolio. The summary should include the Director’s assessment for each area: teaching, research, and service, as well as the Director’s overall assessment of your performance for the year. The summary should be in descending order with the most recent review first. Below is an example of the format to use.

<table>
<thead>
<tr>
<th>Year</th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
<th>Administration (if applicable)</th>
<th>Overall</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>At Expectations</td>
<td>Exceeds Expectations</td>
<td>Below Expectations</td>
<td></td>
<td>At Expectations</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>At Expectations</td>
<td>At Expectations</td>
<td>At Expectations</td>
<td></td>
<td>At Expectations</td>
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</tr>
</tbody>
</table>

**Course Evaluations Summary**
The summary is designed to facilitate the review process and must include a listing of all courses taught by section, including term, course name/number, number of students enrolled, number of evaluations completed, and mean and median instructor effectiveness rating (i.e., *Overall, I would rate this instructor as effective.*). Note that the effectiveness rating being reported is the one evaluated on a 5-point scale. Digital Measures can generate a report that includes only this information for multiple terms.

Faculty may choose to include additional columns in the summary for ratings on other questions or provide an additional column containing an overall score that incorporates the results of multiple questions. The summary should be in descending order with the most recent term first.
Any course sections taught that are not evaluated should be included in the table with explanation as to why evaluation detail is not included. The number of course sections listed in the table should tie directly to the number of course sections taught over the period of review. Below is an example of the format to be used.

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Section #</th>
<th>Course Name</th>
<th># of Students Enrolled</th>
<th># of Evaluations Completed</th>
<th>Response Rate</th>
<th>Mean/Median Overall Effectiveness Rating</th>
<th>Optional Additional Column(s)</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>ACCT 2100</td>
<td>03</td>
<td>Intro Financial Accounting</td>
<td>78</td>
<td>32</td>
<td>41%</td>
<td>4.6 / 4.86</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>ACCT 2100</td>
<td>04</td>
<td>Intro Financial Accounting</td>
<td>72</td>
<td>30</td>
<td>42%</td>
<td>4.5 / 4.72</td>
<td>4.7</td>
<td></td>
</tr>
</tbody>
</table>

**Research Productivity Summary**

The summary is designed to facilitate the review process and must include all accepted, published and working papers. Accepted and published papers should appear in descending order with the most recent listed first. Papers under review and working papers should be listed below accepted and published papers. Below is an example of the format to be used.

<table>
<thead>
<tr>
<th>Publication Date, Acceptance Date, or Submission Status (review round)</th>
<th>Title of Article</th>
<th>Journal</th>
<th>AJQL Rating or SOA Certified Rating (if available)</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepted: Oct 21, 2016</td>
<td>The Role of Corporate Governance in the Valuation of R&amp;D Investments</td>
<td><em>Journal of Accounting Studies</em></td>
<td>A+</td>
<td></td>
</tr>
<tr>
<td>Published: Spring 2015</td>
<td>Is Your Client Ready for the Approaching Lease Accounting Apocalypse?</td>
<td><em>CPA Review</em></td>
<td>B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heteroskedastic Panel Data and Spurious Archival Research</td>
<td>Working Paper</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**Committee Assignments Summary**

The summary is designed to facilitate the review process and must include all committee assignments in descending order with the most recent end-of-service date listed first. Below is an example of the format to be used.

<table>
<thead>
<tr>
<th>Dates of Service</th>
<th>Committee</th>
<th>Level</th>
<th>Role</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>Undergraduate Curriculum Committee</td>
<td>SOA</td>
<td>Member</td>
<td></td>
</tr>
<tr>
<td>Fall 2013</td>
<td>Coles College Library Committee</td>
<td>Coles College</td>
<td>Chair</td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Ad Hoc Faculty Review Committee</td>
<td>University</td>
<td>Member</td>
<td></td>
</tr>
</tbody>
</table>
Administration and Leadership Summary

Faculty members who have significant administrative assignments should include a summary table if applicable. The summary is designed to facilitate the review process and must include all administrative assignments in descending order with the most recent end-of-service date listed first. Below is an example of the format to be used.

<table>
<thead>
<tr>
<th>Dates of Appointment</th>
<th>Administrative Position</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>Associate Dean for Research</td>
<td>Coles College</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>Director</td>
<td>SOA</td>
</tr>
</tbody>
</table>