



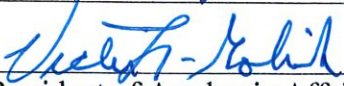
Metropolitan State University of Denver

College of Business

Department of Accounting

Faculty Evaluation Guidelines

Effective July 1, 2017

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
 _____ Department Chair	✓		5/17/17
Reviewed and approved by Committee of Department Chairs			
 _____ Dean of School	✗		5/17/17
 _____ Vice President of Academic Affairs/Provost	✓		5-24-17

Department of Accounting

Mission and Goals

College of Business Mission Statement

We engage a diverse student population from metropolitan Denver with a high-quality, inclusive, and accessible education to help them become effective business professionals.

Department of Accounting Mission Statement

The Accounting Department at the Metropolitan State University of Denver provides a high quality, accessible, enriching undergraduate and master's accounting education in an urban setting appropriate to a diverse student population enrolled under modified open admissions standards for undergraduates. We prepare students for careers, graduate education, and life-long learning in a global and technological society. The Department is committed to ethical values, continuous improvement, and mutual respect within a diverse campus community.

The Master of Professional Accountancy (MPAcc) develops in-depth competence of accounting skills and practices within a student's chosen concentration: taxation, fraud and forensic accounting, or auditing. It emphasizes development of written and oral communication skills, teamwork, and critical thinking skills, and provides a sound understanding of the legal and regulatory environments. The goal of the MPAcc is to prepare students for professional leadership positions.

The Accounting Department pursues excellence in teaching and learning as its primary purpose. Intellectual contributions in accounting and related fields that enhance teaching and learning and contribute to scholarship through both applied research and other avenues of professional development are secondary though fundamental to the mission of the Accounting Department. Service to Metro State University, the accounting profession, and the community and society in general is also secondary albeit fundamental to the mission of the Accounting Department.

Strategic Objectives and Goals

To achieve this mission, the Accounting Department has set forth the following strategic objectives and goals for the programs:

The goals of the Department in the teaching and learning area are:

- To facilitate the development of depth of knowledge in accounting and allied fields together with a broad foundation of general education in liberal arts and the sciences, in order to produce graduates who have an extensive array of skills and knowledge relevant to their entry into the accounting profession, graduate education, and lifelong learning;
- To facilitate an understanding of the accounting profession, and the role of accountants in society;
- To provide an orientation to ethical, social, political, legal and other environmental forces as well as global, technological, and multicultural dimensions;
- To provide career, professional, and academic advising to current and potential accounting majors and minors. This goal can be utilized as a separate goal for an advising category.

The goals of the Department in the intellectual contributions area are:

- To engage in (1) pedagogical research on curriculum and instructional development and other aspects of teaching and learning, (2) applied research that will contribute to the accounting profession and accounting education, and (3) other scholarly activities. The Department supports collaborative as well as individual efforts.
- To disseminate through recognized outlets the results of such research and scholarly activities.
- To partake in other professional development activities, including participation in professional workshops and seminars, and development of Internet-delivered courses.

The goals of the Department relating to the service area are to use the expertise of faculty and students:

- To provide service to the Accounting Department, the College of Business, and the University;
- To provide service to the accounting profession through professional interaction with local, regional, and national professional and academic accounting and allied organizations;
- To provide service to the community and society in general.

MPAcc Program Goals - Goals are general statements regarding actions to be taken by the program. They flow from the program, college, and university missions and provide a framework for the student learning objectives.

Accordingly, successful MPAcc students should possess the following:

- (1) Ethical awareness: ethical issues can be analyzed and decisions made in accounting-related settings;
- (2) Effective communication skills: written and oral are accomplished in a professional manner;
- (3) Critical thinking / decision-making skill utilization in professional settings;
- (4) Teamwork and leadership skills.
- (5) Sound understanding of accounting regulation and fraud awareness in practice

**HANBOOK FOR PROFESSIONAL PERSONNEL STATEMENT ON GUIDELINE
REVIEW, REVISION AND USAGE (pg. 19)**

Guidelines should be reviewed annually, but only updated if deemed necessary. If Department Guidelines are changed, the Chair must submit the current Department Guidelines and revised Department Guidelines, highlighting and explaining the rationale for any changes, to the College/School Committee of Department Chairs, the College/School Dean, and Provost for approval no later than March 1 of each year. The Provost may make revisions to such guidelines. The revised guidelines will be effective immediately for faculty hired in the next academic year. For untenured faculty members the revised guidelines will be effective upon completion of their tenure/early tenure review. For tenured faculty members the revised guidelines will be effective upon completion of their next significant evaluation (i.e., promotion or post-tenure review) or immediately, if the next significant evaluation is more than three years away. Under extremely rare circumstances, changes can be made effective immediately (triggered, for example, by discipline-specific accreditation standards) if a majority of tenure-line faculty in an academic department and the relevant College/School Dean agree such changes are needed and reasonable.

AREAS OF PERFORMANCE AND CRITERIA

University faculty members are reviewed on their performance in three areas: teaching, scholarly activities, and service.

- ✓ All relevant and official information may be considered in the course of any review or evaluation.
 - ✓ Each performance area has criteria that provide the basis for evaluation and can be viewed separately.
 - ✓ However, the ideal faculty colleague is one whose performances blur the boundaries of the three areas. That is, teaching is enhanced by scholarship and service. Scholarly activities are influenced by teaching and service; and service relates to scholarship and teaching.
- a. **Teaching.** Teaching is the act of creating and maintaining an environment which enhances the opportunities for student learning and discipline-related growth; it includes advising students to facilitate graduation and to transition to post-baccalaureate careers or further educational opportunities – especially within Metro’s MPAcc Program.
 - b. **Scholarly Activities.** Scholarly and creative activities are disciplinary or interdisciplinary expressions or interpretations that develop ideas, frame questions, create new forms of representation, solve problems, or explore enduring puzzles. They include maintenance of professional licenses and certifications.
 - c. **Service.** Service is participation in the shared governance of the academy and the use of disciplinary or professional expertise and talents to contribute to the betterment of multiple environments, including professional and disciplinary associations, or non-profit and governmental agencies.
 - d. **Other Duties.** Faculty engaged in other duties, including faculty on reassigned time to serve in roles such as Department Chairs or Directors, will be reviewed on those activities.

Faculty will submit a Portfolio for review at the appropriate time and to the appropriate level of review as stated in the Academic Affairs Procedural Calendar and the Handbook.

TENURE AND PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR

Accounting Department faculty should be involved in their profession, and they should be proficient (meets standards), if not excellent, in all aspects of academic life. MSU Denver identifies three areas of a faculty member's academic life in which proficiency/excellence is expected. By having faculty members achieve at least proficiency in their academic lives, the Accounting Department will make a significant contribution to the University.

Rating Scale

The following rating scale as per the Handbook may be applied to each criterion. Evaluators will rate the candidate as "meets standards" or "needs improvement" with explanations of how the candidate did or did not attain the ranking.

- 1. Meets Standards** This rating represents a level of performance that demonstrates competency in the profession in the category for which it is achieved. If a tenure-track member achieves this rating before the tenure portfolio year, it indicates the faculty member is progressing toward tenure in a satisfactory manner, considering the length of time that person has been on tenure-track. It does not indicate that everything has been accomplished to qualify a faculty member for tenure consideration. If a faculty member achieves this rating in the tenure portfolio year, it suggests that he or she has reached a level in that category to qualify that faculty member to be considered for tenure.

- 2. Needs Improvement** This rating indicates that a faculty member's performance does not meet standards. If a tenure-track member achieves this rating in a category before the 3rd portfolio year, it indicates the faculty member is not progressing toward tenure in a satisfactory manner in that category and there is a chance the faculty member may not be retained. If the faculty member is retained for another year, he or she should follow the suggestions from the department chair and other levels of review very carefully in such a way as to be able to document progress and compliance to assure satisfactory progress (meets standards) in the next portfolio year. If a faculty member earns this rating in the 4th portfolio year in any category, it is likely that person will be recommended for non-retention.

In reviewing faculty performance using these ratings, evaluators shall conscientiously adhere to the descriptions of each rating category, taking care to acknowledge differing aspects of performance among faculty members.

CRITERIA AND GUIDELINES

The activities presented in previous sections of this document are guidelines and are summarized in the following tables. If faculty members meet the requirements in these tables, they will be *candidates to be considered* for tenure and promotion to associate professor, if applicable.

Table 1: Expectations for Tenure and Promotion from Assistant to Associate Professor

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
By Third Year Portfolio	By Third Year Portfolio	By Third Year Portfolio
Actively participate in department assessment (AOL) activities and participate in implementing changes as determined by department faculty.	Have at least one article under review at a peer-reviewed journal listed in <i>Cabell's Directories of Publishing Opportunities</i> or other department-approved journal that is not a predatory journal.	Serve on at least two committees at the department, college or university (or any combination) level.
Use multiple pedagogies and active learning strategies.	Complete at least 2 scholarly or intellectual activities as defined in the CBUS Policy on Faculty Qualifications (CBUS Policy).	Serve in at least one additional capacity for the profession or the community.
Develop assignments that provide a practical application of course material.	Maintain Scholarly Academic (SA) status each year of tenure track appointment as defined in CBUS Policy.	Attend department, CBUS and other mandatory meetings.
Advise and recruit students for the MPAcc Program.		
Demonstrate maintenance of currency in the discipline.		
Implement suggestions of peer observers, as appropriate & observe other instructors as requested.		
Achieve a weighted average SRI score of no less than 4.5 on a 6 point scale. In some cases for a score less than 4.5, develop a plan with the department chair to improve the scores		
Use Degree Works or other appropriate tools to record details of advising sessions.		

TEACHING	SCHOLARLY ACTIVITY	SERVICE
By Sixth Year/Early Tenure Portfolio	By Sixth Year/Early Tenure Portfolio	By Sixth Year/Early Tenure Portfolio
Actively participate in department assessment (AOL) activities and participate in implementing changes as determined by department faculty.	Accomplish a total of at least five scholarly activities. Of these at least two (2) must be in the most recent two (2) year period. This includes publishing at least two articles in peer-reviewed journals listed in Cabell's Directories of Publishing Opportunities or other department-approved journals. At least one of the five scholarly activities noted above must be as solo or first author.	Serve on at least two committees at the department, college or university (or any combination) level. Serve in at least one additional capacity for the profession or the community.
Use multiple pedagogies and active learning strategies.		
Develop assignments that provide a practical application of course material.	Maintain Scholarly Academic (SA) status each year of tenure track appointment as defined in CBUS Policy.	Attend department, CBUS and other mandatory meetings.
Advise and recruit students for the MPAcc Program.		
Demonstrate maintenance of currency in the discipline.		
Implement suggestions of peer observers, as appropriate & observe other instructors as requested.		
Achieve a weighted average SRI score of no less than 4.5 on a 6 point scale. In some cases for a score less than 4.5, develop a plan with the department chair to improve the scores		
Use Degree Works or other appropriate tools to record details of advising sessions.		

- When submitting yearly portfolios for the review process, faculty members should carefully address the items in the above table.
- It is the faculty members' responsibility in their portfolios to show clear evidence that the minimum expectations are being met, according to how long the faculty member has been on tenure-track.

- If sufficient progress is not being made, especially at the Third Year Portfolio Review, but not limited to this year only, the tenure-track faculty member may be subject to a recommendation of non-retention.
- Meeting all minimum expectations by the Six Year/Early Tenure Portfolio Review makes a tenure-track faculty member eligible to be *considered* for tenure only.

PROMOTION FROM ASSOCIATE TO FULL PROFESSOR

As per the Handbook, an associate professor may apply for promotion to the rank of professor in the fourth year after attaining the rank of associate professor. Merely maintaining performance levels for tenure and /or associate professor will not suffice for the rank of Professor. The Handbook specifically states that "...there is an expectation for a record of significant accomplishment in all three areas." This rating represents a level of extraordinary performance that substantially surpasses the "Meets Standards" rating coupled with Leadership in Teaching, Scholarly Activities, and Service. For example, assisting and mentoring junior faculty is an important aspect of the role of a Professor.

Table 2: Expectations for Promotion from Associate to Professor

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
Actively participate in department assessment (AOL) activities and implement changes as determined by department faculty.	Satisfy the CBUS Policy for maintaining Scholarly Academic (SA) or status after completion of the terminal degree.	Serve as chair or co-chair for at least one committee for the institution (university level), the profession or the community.
Use multiple pedagogies and active learning strategies.	Maintain professional licensure or certification and/or complete at least 20 documented continuing professional education hours annually.	Attend department, CBUS and other mandatory meetings.
Develop assignments that provide a practical application of course material; demonstrate maintenance of currency in the discipline.	For an applicant with more than four years in-rank as associate professor, they must have maintained SA or PA status throughout their time in-rank as an associate in a manner consistent with CBUS policy.	Serve on committees, task forces, etc., for at least two of three levels at the institution: department, college, and university.
Advise and recruit students for the MPAcc Program.		
Have one summative peer observation completed and demonstrate implementation of suggestions of reviewer. Complete other peer observation activities as requested.		

Achieve a weighted average SRI score of no less than 4.5.		
Use appropriate university tool to record details of advising sessions.		
Participate in at least one Majors Fair , Open House, or Graduation Ceremony per academic year.		

POST TENURE REVIEW

For all tenured faculty members, the minimum performance standards for post tenure review are the same as those for tenure and promotion to associate professor, as stated above, excluding the peer observation requirement. However, a tenured faculty member's emphasis in certain activities may change over time. Accordingly, a tenured faculty member may submit a performance plan for any 5 year review period. If such plan is approved, then the approved performance plan will substitute as the performance standard for the applicable post tenure review period.

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
Post Tenure Review	Post Tenure Review	Post Tenure Review
Actively participate in department assessment (AOL) activities and participate in implementing changes as determined by department faculty.	Complete at least five scholarly or intellectual activities as defined in CBUS Policy. Of these, at least two must be in the most recent two year period and three must be intellectual contributions of which two must be peer-reviewed journal articles. The journal articles must be published in a journal listed in <i>Cabell's Directories of Publishing Opportunities</i> or other department-approved outlet that is not predatory. At least one of the five activities noted above must be as solo or first author.	Serve on at least two committees at the department, college or university (or any combination) level.
Use multiple pedagogies and active learning strategies.	Maintain professional licensure or certification and/or complete at least 20 continuing professional education hours annually.	Serve in at least one additional capacity for the profession or the community.
Develop assignments that provide a practical application of course material.		Attend department, CBUS and other mandatory meetings.
Advise and recruit students for the MPAcc Program.		Serve as chair, co-chair or in a leadership role on at least one of the committees for the institution, profession or community.
Achieve a weighted average SRI score of no less than 4.5.		
Use Degree Works or other appropriate tools to record details of advising sessions.		
Participate in at least one Majors Fair, Open House, or Graduation Ceremony per academic year.		

CRITERIA FOR EMERITUS STATUS OF FACULTY

According to MSU Denver's *Handbook for Professional Personnel*, "All faculty who have completed ten years or more of full-time service at the University shall be eligible at the time of their retirement for an emeritus title equivalent to their highest professional rank. Faculty who participate in the transitional retirement program or who continue to teach full-time at the University after retirement are considered to be members of the faculty and therefore are not eligible for emeritus status" (pg. 36). A department chair or any faculty member of the department may nominate faculty for emeritus status.

In addition to these basic requirements of the University, Emeritus Status in the Marketing Department requires the following.

- Faculty member consistently exceeded the College of Business requirements to be classified as SA, PA, SP or IP required of their position.
- Have a teaching history that significantly and consistently exceeded the Department's minimum standard for teaching, such as weighted average SRIs of 4.5 or higher, participating in advising and assessment, and other student involvement and support.
- Have a record of service at all three levels of the university (Department, College, and University), as well as service to the community and the profession.
- Have a desire to continue involvement with the Department, the College of Business, and the University.

Once a person is nominated, the Department Chair will substantiate that the nominee has satisfied the requirements above. The nomination must then be endorsed by the majority of the full-time faculty members of the department and by the Dean of the College of Business, who then will forward the recommendation to the Provost. If the Provost agrees with the nomination, he or she will forward the nomination to the President of the University. If the President concurs, he or she will forward the nomination to the Board of Trustees for final approval.

The benefits for an Emeritus Faculty member are outlined in the *Handbook for Professional Personnel*.

NON-TENURE TRACK FACULTY (CATEGORY II)

Category II faculty will normally carry a 4/4 teaching load but may carry 5/5 teaching load in special circumstances. Faculty may apply for reappointment by submitting a portfolio at the end of their contract period to the Department Chair as outlined in the Handbook. Reappointment decisions may be granted based on factors such as qualifications, performance, and departmental need. Performance is evaluated through a comprehensive portfolio review of teaching, scholarly activity, and service.

Category II faculty teaching a 4/4 load are required to perform service and scholarly activities in addition to their teaching responsibilities as agreed upon by the Department Chair, Dean, and faculty member. Category II with a 5/5 load are not required to perform service or scholarly activities beyond those activities that are necessary to maintain their professional qualifications.

Reappointment guidelines are summarized in Table 3. If faculty members meet the requirements in this table, they will be *candidates to be considered* for reappointment, if applicable

Table 3: Reappointment Expectations for Category 2 Faculty

TEACHING (4/4 Load)	SCHOLARLY ACTIVITIES (4/4 Load)	SERVICE (4/4 Load)
Show effective classroom delivery, content, and design.	Satisfy CBUS Policy to maintain Practicing Academic (PA), Scholarly Practitioner (SP) or Instructional Practitioner (IP) status or SA	Attend department, CBUS and other mandatory meetings.
Accurately perform all administrative functions inherent to course delivery (entering grades, responding to grade appeals, maintaining syllabi, etc).		Perform service activities in 2 of the 5 areas (department, college, university, professional, or community).
Achieve a satisfactory peer evaluation when observed during first semester of teaching and implement suggestions of peer observers.		
Achieve a weighted average SRI score of no less than 4.5.		
Hold appropriate advising hours and use university tools to record sessions.		
Actively participate in department and college assessment activities.		
(5/5 Load)	(5/5 Load)	(5/5 Load)
Show effective classroom delivery, content, and design.	Demonstrate maintenance of currency in the discipline through professional experience within the past 5 years and meet the criteria	Attend Department and CBUS meetings.

	for classification as IP, SP, SA or PA	
Accurately perform all administrative functions inherent to course delivery (entering grades, responding to grade appeals, maintaining syllabi, etc).		
Achieve a satisfactory evaluation when observed during first semester of teaching, and implement suggestions of peer observers.		
Achieve weighted average SRI scores of no lower than 4.5.		
Hold advising hours as required and use appropriate university tools to record sessions.		
Actively participate in department and school assessment activities.		

PART-TIME FACULTY (CATEGORY III)

Part-time Faculty are expected to adhere to all University and Department academic and grading policies and are required to complete all obligations related to the appointment including meeting all scheduled class times, providing contact information in case of emergency, and providing student final grades by the deadline established by the University for each semester.

Reappointment decisions are made on a semester basis and are determined based on factors such as qualifications, performance, and departmental need.

Table 4: Expectations for Part-Time Faculty

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
Use multiple pedagogies	Demonstrate maintenance of currency in the discipline through professional experience within the past 5 years. Faculty normally meet the criteria for classification as IP, SP, SA or PA, however the department chair may as needed retain an affiliate that does not qualify for one of these classifications.	No requirement.
Include activities and/or assignments that provide a practical application of course material		
Show effective classroom delivery, content, and design		
Achieve a satisfactory evaluation when observed during first semester of teaching. Continuing affiliate faculty will be observed once per year		
Implement suggestions of peer observers, as appropriate		
Weighted average SRI scores for question #2 should be no less than 4.5.		
Adhere to the course syllabus & materials distributed by Course Coordinator		