

Metropolitan State University of Denver

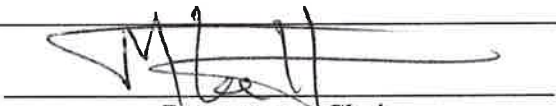
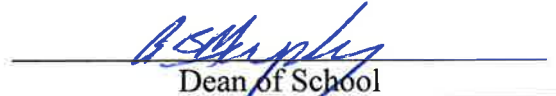

Department of Accounting
and
Master of Professional Accountancy Program

Faculty Evaluation Guidelines

Effective July 1, 2014

Prepared on: November 13, 2013

Revised on April 17, 2014

DEPARTMENT GUIDELINES REVIEW			
	Approve	Disapprove	Date
 Department Chair	X		4/18/14
Reviewed and approved by Committee of Department Chairs as noted in the minutes of the meeting dated November 13, 2013. email approval 4/25/14			
 Dean of School	✓		4/25/14
 Vice President of Academic Affairs/Provost	✓		4/28/14

Department of Accounting

Mission and Goals

School of Business Mission Statement

Approved by SCOB Faculty

Our mission is to develop students into effective business professionals by preparing students for careers and lifelong learning with an awareness of ethics, technological advancements, and globalization.

We facilitate learning through excellence in teaching by maintaining currency in the disciplines, using appropriate pedagogy, and providing individual attention to students.

We deliver a quality, accessible business education in the metropolitan Denver area to a diverse student population.

Department of Accounting Mission Statement

The Accounting Department at the Metropolitan State University of Denver provides 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 lifelong 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 auditing, or accounting. It emphasizes development of written and oral communication skills, teamwork, and critical thinking skills, and provides 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 School 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, school, 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 there from 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.

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 Section V of the Handbook.

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 3 rd 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 5th 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

While criteria for the Areas of Performance are stated in the *Handbook*, guidelines specify the standards pertaining to each criterion listed below and provide examples of activities for “Meets Standards.”

Teaching

Teaching is a complex and reflective human activity that, in the higher education context, is offered in a forum that is advanced, semi-public, and essentially critical in nature. No single definition can possibly suffice to cover the range of talents that go into excellent teaching or that could be found across the board.

Good teachers are scholars, researchers, inventors, scientists, creators, artists, professionals, investigators, practitioners or those with advanced expertise or experience who share knowledge, using appropriate methodologies, and who demonstrate and encourage enthusiasm about the subject matter in such a way as to leave the student with a lasting and vivid conviction of having benefited from that interaction.

Effective teachers typically maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work. Some might add that the best teaching transmits specific skills or enhances talents that students possess, while others would note that good teaching develops habits of mind or provides models of scholarly, scientific, artistic or professional behavior and inquiry much more important than particular information. Faculty typically aspire to a number of other civic purposes in the classroom that may also include encouraging their students to long for the truth, to aspire to achievement, to emulate heroes, to become just, to do good, etc.

To demonstrate competence in teaching, at a minimum, a faculty uses active learning, multiple pedagogies and assessments, acquired content expertise, career advising with the MPAcc Program as a focus, and Student Ratings of Instruction (SRIs) that are generally no lower than 0.50 points below the prefix mean (i.e. department mean) on a consistent basis. A continuing improvement should be evident over time. Also, a faculty member should show willingness to implement suggestions given via summative peer observations and individuals who may be asked to conduct a classroom observation or in the case of an online class, an evaluation of the equivalent elements of the course. When called upon, a faculty member will provide a peer observation of a colleague. This serves a dual purpose: evaluation of a teacher and a learning experience for the observer.

Activities that demonstrate a faculty member's level of teaching that is commensurate with being considered for retention, tenure and promotion may include the following:

1. Content Expertise: To demonstrate knowledge and/or relevant experience. Effective teachers display knowledge of their subjects in the relevant learning environment (classroom, on-line, hybrid, field work, etc.), which typically includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.

Examples of activities that demonstrate content expertise may include the following:

- Make sure class materials, assignments, text, reading materials are current in the field
 - Attend sessions at professional meetings that add currency to the teaching field
 - Continuously survey the professional, business, political, legal field to keep updated on developments in the field
 - Include additional course material beyond the textbook
 - Incorporate current information about the profession into the classroom
 - Conduct research in the field and include findings in material presented to classes
2. Instructional Design: To re-order and re-organize this knowledge/experience for student learning. Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.

Examples of activities that demonstrate instructional design may include the following:

- Identify and communicate appropriate learning objectives
 - Create syllabi that clearly state grading policies
 - Explain explicit policies on +/- grading
 - Describe limitations on the re-taking of a course
 - Provide active learning opportunities, such as experiential activities
 - Develop new courses
 - Provide peer-to-peer learning opportunities
 - Make course objectives, learning objectives, assignments, and assessments consistent
 - Attend teaching workshops/seminars and implement new ideas
 - Revise Regular Course Syllabi as needed
 - Develop detailed course outlines for students
 - Develop assignments, class activities, assessment instruments that provide students with opportunities to apply course content
 - Share changes in instructional design with colleagues as part of department assurance of learning reports
 - Incorporate course changes based on student, peer, or practitioner comments
3. Instructional Delivery: To communicate and translate this knowledge/experience into a format accessible to students. Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.

Examples of activities that demonstrate instructional delivery may include the following:

- Use multiple pedagogies in the class to meet needs of diverse learning styles

- Provide active learning opportunities such as experiential or group activities
 - Communicate topic /class/chapter/ course objectives
 - Demonstrate organization and preparation of the course
 - Incorporate technology into the class
 - Provide materials to students via website, Blackboard, My Courses, etc.
 - Attend teaching workshops/seminars and implement new ideas
4. Instructional Assessment: To evaluate the mastery and other accomplishments of students. Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

Examples of activities that demonstrate instructional assessment may include the following:

- Design course assessment instruments to measure course learning objectives
 - Advise students on their academic weaknesses and how they may improve future performance
 - Develop multiple types of assessments to meet needs of diverse learning styles
 - Regularly update assessments to keep them current
 - Ensure all graded work is made available to students for their review in a timely manner
 - Provide reviews for exams
 - Share changes with colleagues
5. Advising In and Beyond the Classroom: To provide guidance for students as they pursue undergraduate and post-baccalaureate education and/or employment. Effective faculty advisors interact with students to provide career guidance and information, degree program guidance and information (e.g., advice on an appropriate schedule to facilitate graduation), and answers to questions relating to a profession. Especially important are advice, information, and materials related to applying for Metro State's MPAcc Program.

Examples of activities that demonstrate advising in and beyond the classroom may include the following:

- Attend and/or run Department advising workshops
- Participate in Department and Metro advising activities (Majors Fair, Metro Open House, Business Fairs, etc.)
- Write letters of recommendation for employment, scholarships, and admission to the MPAcc Program
- Write no letters for competing master's programs (i.e. other regional accounting and tax programs)
- Use appropriate forms (CAPP adjustments, advising waivers)
- Use the Banner Tracking system with details of advising sessions included
- Incorporate advising component into the class activities
- Provide career or graduate school advice to students
- Emphasize the advantages of the MPAcc Program including both 3+2 (integrated) and 4+1 (traditional) approaches to the Program

- Supervise an Individualized Degree Program (IDP), independent study, or internship
- Maintain contacts in the industry to enhance career advising

Scholarly Activities

Scholarship 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. These activities include continuing professional education.

Purposes include, but are not limited to, the following: enhancing knowledge of student learning and effective teaching; advancing knowledge or culture through original research or creative activities; interpreting knowledge within or across disciplines; synthesizing information across disciplines, across topics, or across time; or aiding society or professions in addressing problems.

Typically, to be considered for tenure and promotion to associate professor, at a minimum, a faculty member should have two articles published in peer-reviewed journals listed in *Cabell's Directories of Publishing Opportunities*. For promotion to professor, higher standards exist and noted in tables below. Also, a faculty member should have at least three other scholarly activities, such as presentations at academic conferences and subsequent publication in the conference *Proceedings*, chapters or cases in textbooks, publications in practitioner sources (trade publications), and/or more journal article publications, etc. Again, for promotion to professor, higher standards exist and are noted in tables below.

All scholarly activities considered to qualify a faculty member for a "Meets Standards" designation should be related to the primary missions of the institution and programs.

Academically Qualified (AQ) Maintenance

AQ is the basic competency standard for Scholarly Activities for accreditation purposes. Performance at this level or above is necessary but may not be sufficient to support an application for tenure, promotion or a post-tenure review.

Examples of Scholarly Activities Follow

1. Activities that demonstrate a level of scholarly activities may include the following:

- Publish articles in peer-reviewed journals
- Publish 1st editions or revisions of textbooks by respected publishers and reviewed by peers
- Present peer-reviewed papers at conferences
- Facilitate panel discussions at conferences
- Publish cases in textbooks by respected publishers
- Publish non-peer-reviewed article in trade publications
- Publish scholarly books or books of applied (contribution to practice) scholarship by respected publishers

- Publish chapters in edited scholarly books or edited textbooks
- Publish peer-reviewed conference papers in proceedings
- Publish approved, detailed book reviews in respected peer-reviewed journals
- Publication of interviews in peer-reviewed journals
- Present non-peer-reviewed papers
- Publish trade books, teaching lab or case books, published by respected publishers
- Develop original data base or software
- Publish course supplements to texts
- Publish and disseminate cases by respected academic or professional organizations
- Present a paper at a Department, School, or University research seminar, symposium, etc.

2. Further demonstration of a “Meets Standards” level of scholarly activities includes the expectation that the faculty member maintains a professional license or certification, e.g. CPA, CA, CMA, CIA, CFE, CISA, or attorneys’ bar licenses. Maintenance generally entails completion of at least 20 continuing education hours annually. Accordingly, all faculty members should obtain at least 20 continuing education hours annually, regardless of certification status.

Service

Faculty engage in service when they participate in the shared governance and good functioning of the institution; service to the institution can be at the department, school, or university level. Beyond the institution, professional business faculty engage in service when they use their disciplinary and/or professional expertise and talents to contribute to the betterment of their multiple environments, such as regional communities, professional and disciplinary associations, non-profit organizations, international institutions/organizations, or government agencies.

At a minimum a faculty member should serve the institution at multiple levels and should demonstrate willingness and ability to function in a leadership position in at least one of the levels. Another minimum indication of a faculty member’s service is for the faculty member to serve the academy in some fashion, such as being a track chair or session chair at an academic conference, reviewing papers for journals or conferences, being on editorial review boards for journals, etc. Also, a faculty member serves the local community and/ or profession by involvement in campus outreach.

Faculty members are expected to be active in both on-campus and off-campus endeavors. Examples of quality service activities, both on-campus and off-campus, follow:

1. Campus-wide activities that demonstrate a faculty member’s level of service that is commensurate with “Meets Standards” may include the following:

- Serve on department committees
- Serve on school committees
- Serve on university committees
- Demonstrate leadership by chairing at least one committee
- Assist with student organizations
- Host student activities

2. a. Off-campus outreach activities that demonstrate a faculty member's level of service that is commensurate with "Meets Standards" may include the following:

- Be active in a local chapter of a professional organization
- Serve on the board of a professional or community organization
- Be an actively involved member of a local, state, national organization
- Serve in a public service capacity or perform consulting work to community, business, or professional organizations
- Provide media interviews related to the discipline or profession
- Serve a local agency, non-profit, community group, international organization, etc.

2. b. Off-campus activities related to promoting advancements within the academy that demonstrate a faculty member's level of service that is commensurate with "Meets Standards" may include the following:

- Serve as a reviewer for peer-reviewed journals or conferences
- Review texts or textbook supplements for a publisher
- Actively serve on the editorial review board of a peer-reviewed journal
- Serve as session chair or discussant at a conference
- Actively serve on an academic committee or task force

EXPECTATIONS FOR MEETING STANDARDS FOR VARIOUS TYPES OF REVIEW

Accounting Department faculty should be involved in their profession, and they should be proficient (meets standards), if not excellent, at all aspects of academic life. Metro State 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.

1. Tenure and Tenure-Track Faculty

1.1. Tenure and Promotion to Associate Professor

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.

1.1.1. Third year portfolio		
TEACHING	SCHOLARLY ACTIVITIES	SERVICE
By Third Year Portfolio	By Third Year Portfolio	By Third Year Portfolio
Actively participate in department assessment (AOL) activities and implement changes as determined by department faculty.	If the faculty member was ABD at the start of the tenure-track process then they must provide evidence of substantial progress towards completion of the dissertation. Otherwise the faculty member must 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.	Serve on at least two department, school or university committees or task forces.
Effectively use multiple pedagogies; use active learning strategies.	Accomplish at least two of any of the scholarly activities listed on pages 8 and 9.	Serve in at least one additional capacity for the profession or the community.
Develop assignments that provide a practical application of course material.	Attain or maintain professional licensure or certification and/or complete at least 20 continuing professional education hours annually.	Attend all department 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.		

Show continuous improvement in classroom delivery, content, and design, as appropriate.		
Achieve average SRIs of no less than .50 below the prefix mean after first year of teaching – with continuous improvement.		
Use Banner Tracking system with inclusion of advising session details.		
Participate in at least one Majors Fair Metro, Open House, or graduation ceremony.		

1.1.2. Tenure portfolio		
TEACHING	SCHOLARLY ACTIVITY	SERVICE
By Sixth Year/Early Tenure Portfolio	By Sixth Year/Early Tenure Portfolio	By Sixth Year/Early Tenure Portfolio
Continue doing all the above.	INITIAL AQ STATUS: If the faculty member was ABD at the start of the tenure-track process then they must have completed their dissertation and been awarded their Ph.D. This milestone meets the initial standard for AQ status and it meets the department's standard for scholarly activity. All other faculty must maintain AQ status as detailed below.	Be a team player by supporting department colleagues, i.e. volunteer for committees when needed or step up to assist the department.
Show increased support of students by recruiting for the MPAcc Program.		Attend all department and other mandatory meetings.
Show increased support of students by writing letters of recommendation for employment or related student/employer activities.	MAINTAINING AQ STATUS: 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 <i>Cabell's Directories of Publishing Opportunities</i> or other department-approved journals. At least one of the five scholarly activities noted above must be as solo or first author.	Serve on committees, task forces, etc., for at least two of the three levels at the institution: department, school, and university.
Consistently achieve SRIs of no less than .50 below the prefix mean with continuous improvement.	Maintain professional licensure or certification and/or complete at least 20 continuing professional education hours annually.	Serve as chair, co-chair or leadership on at least one of the committees for the institution, profession or community.

Have one summative peer observation completed and demonstrate implementation of suggestions of reviewer (this should be done early enough to have time to implement suggestions before portfolio is due). Complete other peer observation activities as requested.		Actively serve the profession and/or community in some capacity.
--	--	--

- 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.

1.2. Promotion to (Full) Professor

As per the Handbook, a tenured associate professor may apply for promotion to the rank of professor in the fourth year after attaining the rank of associate professor. Accordingly, the initial accomplishments assume a minimum in-rank time period. For someone with a longer in-rank period, continuous accomplishments, averages and currency will be considered.

Merely maintaining performance levels for tenure and /or associate professor will not suffice for the rank of Professor. The Handbook (p. 18) 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.

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
Actively participate in department assessment (AOL) activities and implement changes as determined by department faculty.	During the period after promotion to Associate Professor, a total of five (5) scholarly activities must be completed. Of these at least two (2) must be in the most recent two (2) year period. Generally, application for promotion comes in the fourth year after promotion to Associate Professor.	Be a team player by supporting department colleagues, i.e. volunteer for committees when needed or step up to assist the department.

Effectively use multiple pedagogies; use active learning strategies.	Of the five (5) scholarly activities above, at least two (2) must be in peer reviewed journal articles. The journals must be listed in <i>Cabell's Directories of Publishing Opportunities</i> or other department-approved journals.	Attend all department and other mandatory meetings.
Develop assignments that provide a practical application of course material; demonstrate maintenance of currency in the discipline.	Academically Qualified (AQ) status must be maintained through the period prior to and during application for promotion to Professor.	Serve on committees, task forces, etc., for at least two of three levels at the institution: department, school, and university.
Advise and recruit students for the MPAcc Program.	Maintain professional licensure or certification and/or complete at least 20 documented continuing professional education hours annually.	Serve as chair, co-chair or leadership on at least one of the committees for the institution, profession or community.
Qualify to teach in the MPAcc Program.	For an applicant with more than four years in-rank as associate professor, they must have maintained AQ status throughout this period including averaging at least 2 peer reviewed journal articles over each five-year period in this timeframe. All journals must be listed in <i>Cabell's Directories of Publishing Opportunities</i> or other department-approved journals.	Actively serve the profession and/or community in some capacity – contributing to leadership of the organization.
Have one summative peer observation completed and demonstrate implementation of suggestions of reviewer. Complete other peer observation activities as requested .		
Show continuous improvement in classroom delivery, content, and design, as appropriate.		
Achieve average SRIs of no less than .50 below the prefix mean with continuous improvement.		
Use Banner Tracking system with inclusion of advising session detail.		
Participate in at least one Majors Fair Metro, Open House, or graduation ceremony.		

1.3. Post-Tenure Review (PTR)

For a Meets Standards rating, tenurable expectations must be maintained for all three categories of evaluation.

However, a tenured faculty member's emphasis in activities may change over time. Accordingly, a tenured faculty member may submit a performance plan at any time to the department chair that describes how the 5-year post-tenure period will be spent. Upon approval of the plan, the base requirements as noted below do not specifically apply.

At a minimum, the guidelines for tenure are the bench marks of PTR. For all tenured faculty members, the minimum performance standards are those for tenure and promotion to associate stated above.

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
For all tenured faculty: the list above for Tenure, i.e., 6 th year Review, contains the expectations for PTR except that an average of 4.0 or higher on the SRIs reflects satisfactory teaching.	For all tenured faculty: the list above for Tenure, i.e., 6 th year Review, contains the expectations for PTR. Note: AQ status must be maintained throughout tenure at Metro State.	For all tenured faculty: the list above for Tenure, i.e., 6 th year Review, contains the expectations for PTR

2. Non-Tenure Track Faculty

2.1. Category II Faculty

Category II faculty hired on one or three year contracts may carry either a 4/4 or a 5/5 course load. Faculty may apply for reappointment by submitting a portfolio to the Department Chair as outlined by section VI of 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.

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

2.1.1. Category II Faculty teaching a 4/4 load

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.

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
Show effective classroom delivery, content, and design.	Demonstrate maintenance of currency in the discipline by maintaining PQ or AQ status. May be asked to document this status	Attend Department and School of Business meetings.
Accurately perform all administrative functions inherent to course delivery (entering grades, responding to grade appeals, maintaining syllabi, etc).	Maintenance of PQ status may include recent education or certification or licensure experience, work experience, intellectual or scholarly activity as defined under Academically Qualified Standards on pages 18 and 19.	Perform service activities in 2 of the 5 areas (department, school, university, professional, or community).
Achieve a satisfactory evaluation when observed during first semester		

of teaching, and show a willingness to implement suggestions of peer observers.		
Achieve SRI scores at the same level as required of tenure-track faculty.		
Hold advising hours as required of tenure-track faculty.		
Actively participate in department and school assessment activities.		

2.1.2. Category II Faculty teaching a 5/5 load

Category II faculty teaching a 5/5 load are not required to perform service or scholarly activities beyond those activities necessary to maintain professional qualifications.

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
Show effective classroom delivery, content, and design.	Demonstrate maintenance of currency in the discipline by maintaining PQ or AQ status. May be asked to document this status	Attend Department and School of Business meetings.
Accurately perform all administrative functions inherent to course delivery (entering grades, responding to grade appeals, maintaining syllabi, etc).	Maintenance of PQ status may include recent education or certification or licensure experience, work experience, intellectual or scholarly activity as defined under Academically Qualified Standards on pages 18 and 19.	
Achieve a satisfactory evaluation when observed during first semester of teaching, and show a willingness to implement suggestions of peer observers.		
Achieve SRI scores at the same level as required of tenure-track faculty.		
Hold advising hours as required of tenure-track faculty.		
Actively participate in department and school assessment activities.		

2.2. Category III Faculty

Affiliate 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. This is a part-time, "At-will" assignment to teach a specific class.

TEACHING	SCHOLARLY ACTIVITIES	SERVICE
Effectively use multiple pedagogies	Demonstrate maintenance of currency in the discipline by maintaining PQ or AQ status. May	

	be asked to document this status	
Include activities and/or assignments that provide a practical application of course material	Maintenance of PQ status may include recent education or certification or licensure experience, work experience, intellectual or scholarly activity as defined under Academically Qualified Standards on pages 18 and 19.	
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		
On average SRI scores for question #2 should be greater than 4.0.		
Actively participate in department and school assessment activities		
Meet contractual obligations		

ACADEMICALLY QUALIFIED STANDARDS

The School of Business recognizes the importance of currency in discipline as a cornerstone to quality teaching. Faculty who are current in their discipline will be classified as academically qualified (AQ) or professionally qualified (PQ) per the standards and definitions as laid out in this Appendix. Per AACSB, “AQ status requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for current teaching responsibilities” and professionally qualified (PQ) faculty members have, at a minimum, academic preparation consisting of a master’s degree in the teaching or related area and professional experience in the teaching area that is “significant in duration and level of responsibility, and current at the time of hiring.” As the school positions itself to become a pre-eminent undergraduate business school, it is a goal of the school to have AQ and/or PQ faculty members teach at least 90% of school FTEs.

AQ Status

To be initially designated as Academically Qualified, a faculty member must meet at least one of the AACSB’s six current categories of Academic Qualification standards. After the first five years of meeting the initial standards for Academic Qualification, all faculty must maintain Academic Qualification status as defined by the SCOB. The current AQ policy is on file in the Dean’s office.

Performance at this level or above is necessary but may not be sufficient to support an application for tenure or promotion. Copies of articles, (full) papers, books (title page), etc., must be available in order for an activity to be counted toward AQ status.

All activities, for Intellectual Contributions and Scholarly Contributions, listed below unless otherwise specified, must be published in a Department or School preferred outlet. Definitions of preferred outlets are included within this policy.

Intellectual Contributions

- Publication of peer reviewed journal article
- Publication of scholarly books, books of applied scholarship, or research monographs
- Publication of trade books, teaching lab or case books
- Publication of first edition or major revision of a peer reviewed textbook
- Publication of chapters in edited scholarly books or edited textbooks, multiple chapters in an edited textbook count as a single contribution.
- The development of original data bases or original software in public use.
- Peer-reviewed paper publication in the proceedings of a scholarly meeting
- Presentation of peer-reviewed full papers at preferred meetings or conferences, with or without publication of an abstract or summary of the article
- Publication of peer reviewed course supplements to texts (study guides, test banks etc.)
- Publication of cases with instructional materials in peer reviewed or edited textbooks

Scholarly Contributions

- Presentation of a major (e.g. keynote or plenary) address at an academic or professional meeting or conference.
- Serving as Editor [or co-editor] of a journal or as editor of a special edition of a journal.
- Publication and dissemination of cases by widely respected academic or professional associations.
- The development of instructional software in public use. Public use of original software or databases must be documented by the faculty member.
- Presentation of peer-reviewed work in poster sessions or research forums of professional meetings or conferences.
- Serving as a panelist at a panel presentation at a professional conferences or meetings
- Presentation at a conference without a full paper, [examples: a teaching note, case development, abstract only with power point or overhead, poster session].
- Presentation at a department or school seminar without a full paper.
- Serving on a dissertation or thesis committee.
- Examination/supervision of a thesis from another university.
- Serving as associate editor or on the editorial board of a refereed journal.
- Serving as editor of conference proceedings.
- Serving as editor of a book of readings.
- Active participation (e.g. reviewer, discussant, or track chair) in academic associations' meeting or scholarly conference.
- Serving as a referee for a preferred peer-reviewed journal.
- Publication of supplement to texts (study guides, test banks etc.) not included as Intellectual Contributions.
- Completion of a formal faculty development program sponsored by a university which requires full-time attendance for one week or more (approximately 40 hours or more of study.)

- Initial attainment of Professional Certification or documented accumulation of sufficient CPE or CEU or equivalent credits to maintain an active professional certification.

Department and School preferred outlets

- Preferred journals are journals listed in Cabell's as blind peer reviewed. These journals should be in discipline; however educational outlets will in many cases be relevant outlets for learning and pedagogical research.
- Department preferred journals not listed in Cabell's include, but are not limited to, the following (A current list is on file in the department):
Advances in Accounting Education, Advances in Behavioral Accounting, Advances in Taxation, Advances in Accounting, Finance & Economics, Accounting Enquiries, Accounting Organizations & Society, AABSS Journal, AABSS Perspectives, Accounting Education, ASBBS E-Journal, Business Ethics, Annual Advances in Business Cases, Business Case Journal, CPA Journal, Quarterly Financial Executive, Issues in Accounting Education, Journal of Accountancy, Journal of Accounting & Finance Research, Journal for Studies In Economics And Econometrics (University of Stellenbosch), Investment Analysts Journal (Southern African Finance Association), South African Journal of Accounting Research (Southern African Accounting Association), Afro Asian Journal of Finance and Accounting Research (Elsevier), African Finance Journal (University of Stellenbosch Business School), Meditari Accounting Journal (University of Pretoria), Asian Journal of Finance and Accounting (new, Web based), Journal of Accounting and Financial Research, (USA), Journal of Accounting Education, Journal of the American Taxation Association, Journal of Business and Information Technology, Journal of Legal Tax Research, Journal of Business Disciplines, Journal of Business Ethics, Journal of Business Ethics Education, Business Ethics Quarterly, Journal of Forensic Accounting, The Forensic Examiner, Journal of Forensic Studies in Accounting and Business, Journal of Business and Leadership: Research, Practice and Teaching, Journal of Critical Incidents, Journal of Private Enterprise, Journal of Education for Business, Journal of Educational Computing Research, Journal of International Society of Business Disciplines, International Journal of Business and Economics, Journal of Taxation, Journal of Korean Public Policy, Pakistan Management Review, Journal of Risk and Insurance, Management Accounting Quarterly, Oil & Gas Tax Quarterly, Practical Tax Strategies, Strategic Finance, The Tax Advisor, Tax Notes.
- Journals or books published in traditional, known and respected academic publishers (Elsevier, BNA, CENGAGE, ITP, and subsidiaries, Springer, AAA and sections, Blackwell, IMA, AABSS, Sage and AICPA, etc.), published by recognized professional associations or think tanks, or by accredited institutions of higher education.
- Preferred conferences or meetings should be widely respected academic or professional associations having a selective peer-review process as enumerated by the individual Departments and/or the School of Business. Conferences sponsored by nationally recognized academic professional organizations, or conferences sponsored by accredited institutions of higher education. Clute Institute conferences or journals are not considered preferred journals or conferences.
- Other peer reviewed journals, scholarly books, textbooks, or conferences not covered by the above may be pre-approved for the department list by the department in consultation with the dean's office and the school management team (chairs, associate dean and dean).

Expectations for a Chair and a Dean to Maintain Academic Qualifications

A chair and a dean who are AQ at the time they became chair or dean may maintain AQ classification by any one of the following:

- A. Meet expectations as required for faculty or
- B. Produce at least five contributions in a five year period, of which at least one is a peer reviewed journal article
 - a. at least one contribution within the most recent two-year period
 - b. a peer-reviewed journal article will count as two intellectual contributions
 - c. in addition to the activities items listed, a chair or dean may also include Continuing Education Credits Hours, these may be earned by attending conferences, seminars or workshops approved by the Dean's management team
 - i. a minimum of twenty Continuing Education Credits Hours are required within a calendar year to be sufficient to count as one activity
- C. Upon return to a faculty position, a chair and a dean are required to have at least one scholarly activity per year, but would have up to three years to meet the AQ maintenance standard for faculty members.

PROFESSIONALLY QUALIFIED STANDARDS

The current PQ policy is on file in the Dean's office.