California State University
Fullerton

Department of Accounting
Department Personnel Standards

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I. Preface

The Mihaylo College of Business and Economics is accredited by the Association to Advance Collegiate Schools of Business (hereafter called "AACSB"). In addition, the Department of Accounting (hereafter called "the Department") is separately accredited by AACSB, and therefore must meet the standards for Accounting accreditation. The Department is committed to providing the highest quality programs possible that meet the evolving needs of our students, the accounting profession, and the academic and business communities. The Department is also committed to the preeminence of learning with an emphasis on establishing an environment where learning and creation and the dissemination of knowledge are central to everything we do. The Department recognizes that the key to quality programs and effective learning environments is the instructional faculty. Therefore, the Department seeks to promote excellence in learning through faculty contributions in the areas of teaching, scholarly and creative activities, and service to the Department, the Mihaylo College of Business and Economics (hereafter called "the College"), the University, and the community. The Department proposes a personnel document consistent with the mission and goals of the University, and which responds to the multiple roles of the faculty members.

The Department will institute the following procedures designed to assess the Portfolio and Appendices for the purposes of retention, tenure, and promotion. The Department faculty members take the position that the evaluated faculty members and the evaluating and reviewing committees and administrators will be aided in their respective roles by having available a clear and objective statement of the Department's expectations. Furthermore, the Department faculty member's specifically affirms the position that the best interests and needs of students are served when the faculty members represent a wide diversity of interests and activities. We intend to recognize the full range of faculty talent and the great diversity of the functions higher education must perform.

II. Faculty Responsibilities

As tenure-track and tenured employees of CSU Fullerton, Department faculty members are expected to meet professional responsibilities as they apply to the needs of the Department. These include, but are not limited to:

- holding established office hours at regular times and places, as per UPS 230.020;
- submitting required paperwork on time;
- participating in commencement activities;
- participating in personnel search activities;
- attending faculty meetings;
- participating in Department and professional initiatives;
- participating in student club activities; and
- upholding their professional responsibilities, including interacting with the business community per UPS 230.000, 230.010, 240.000, 240.100, and 240.200.

Department faculty members are expected to meet professional responsibilities as they apply to teaching, scholarship, and service. In the area of teaching, these responsibilities include, but are not limited to:
• preparing course syllabi (e.g., following UPS 300.004 and UPS 411.104);
• meeting classes;
• assigning readings and class projects where appropriate;
• developing innovative teaching methods;
• preparing exams; and
• assessing student performance in meeting learning objectives.

In the area of scholarly and creative activities, faculty members are expected to engage in activities that enhance the overall mission of academia and the College. For example:
• expanding knowledge;
• applying knowledge to address relevant problems/issues in Accounting;
• adding to the research base in the faculty member's related field by publishing in high-quality peer-reviewed journals; and
• advancing the reputations of the Department, College, and University.

In the area of professional, University, and community service, these responsibilities include, but are not limited to:
• contributing to the advancement of the field;
• increasing opportunities for students in the discipline;
• actively serving on committees;
• attending events or completing activities as assigned by either the Department chair or the dean of the College; and
• contributing, in general, to the community through service activities.

III. Vision and Mission of the Department of Accounting

A. Vision Statement
The Department of Accounting provides an exemplary accounting program in Orange County that is recognized for its excellence in preparing students who are knowledgeable in the use of conceptual, theoretical, and practical applications of financial and non-financial information to reach successful business solutions. The Department also seeks to recruit and retain faculty who do high-quality research that benefits students and professionals. Further, we establish and maintain close community involvement through faculty and student interaction with the business community, and bring former students and professionals back into the classroom.

B. Mission Statement
Through excellence in teaching, a forward-looking curriculum, a culturally diverse environment, applied collaborative research, and valuable alliances with the business community, we offer accredited accounting programs that develop globally aware business leaders with practical knowledge in the field of accounting.

In alignment with the College's goals, the Department will provide a high-quality accounting education, offering graduate and undergraduate programs that
IV. Roles of the Chair, Department Personnel Committee, Dean, and Faculty Personnel Committee

With respect to the personnel process, the roles of the Department chair, Department Personnel Committee, College dean, and Faculty Personnel Committee are defined in UPS 210.000. In addition, the Department chair and Department Personnel Committee shall evaluate the personnel files of part-time faculty as consistent with UPS 210.060. The Department chair, Department Personnel Committee, and College dean shall evaluate the personnel files of full-time temporary lecturers as consistent with UPS 210.050.

V. General Guidelines
(Provide general guidance on preparation and submission)

A. Prospectus

Per UPS 210.000, during the first year of employment in a tenure-track position, each probationary faculty member shall write a prospectus, with any one section not to exceed 500 words, for each of the following: teaching, scholarly and creative activities, and service. These narratives shall describe the faculty member’s professional goals, areas of interest, resources required and accomplishments (s)he expects to achieve in each of the three areas evaluated in order to meet the Department standards and UPS 210.000 for retention, tenure, and promotion. The narratives shall relate clearly to these Department personnel standards, University personnel standards, and the position description under which the faculty member was appointed. If requested by the faculty member, a mentor may provide guidance, advice, and support to the probationary faculty member during the preparation and revision of the prospectus. The prospectus will have no formal approval process, but will be reviewed by the Department chair and the dean who will each provide written feedback, on a timetable to be published by the Office of the Provost and Vice President of Academic Affairs. The prospectus shall be included with the self-assessment narratives in the faculty member’s Portfolio that is submitted for retention review during the second year in the tenure-track position.

During subsequent years, the prospectus may be revised to reflect changes and professional growth that will normally occur during the probationary period.

B. Preparation and Submission of the Portfolio and Appendices

It is the responsibility of each probationary faculty member to prepare the required information and documentation for the Portfolio and Appendices and to deliver to the Department chair in accordance with the timetable published by the Office of the Provost and Vice President of Academic Affairs. Probationary faculty members are urged to attend the workshops held by the University Faculty Personnel Committee at the beginning of each fall semester and College Personnel Workshops to seek assistance from colleagues.
C. Organization and Documentation in the Portfolio and Appendices

The Portfolio and Appendices shall be organized by the faculty member in conformity with the standard table of contents as specified by UPS 210.000. All items listed in the Portfolio and Appendices shall be appropriately documented. A portfolio vita shall be included. UPS 210.000 requires the Department chair to declare the Portfolio and Appendices complete.

VI. Criteria for the Retention, Promotion, and Tenure of Full-time Faculty

While teaching and scholarly and creative activities are primary to securing tenure and promotion, service is valued and expected. The Department recognizes the importance of teaching, scholarly and creative activities, and service as vehicles to give meaning to the essence of scholarship.

VI-I. Teaching

A. Criteria for Teaching Performance

Evaluation of teaching performance will be based on the following UPS 210.000 guidelines:

1. Pedagogical Approach and Methods

The primary objective of pedagogy is to help students learn. The narrative and supporting documents of teaching performance shall address those factors that contribute to effective pedagogy including the following: (1) philosophy of teaching; (2) the appropriateness of the breadth and depth of course content; (3) the currency of the topics and relevancy of course syllabi, materials, and activities; (4) the effectiveness and fairness of assessment and grading procedures; and (5) future teaching goals. If relevant, the faculty member shall include additional workload activities such as coordinating programs, supervising graduate students, and other assignments related to teaching.

2. Student Response to Instruction

Student Opinion Questionnaires (SOQs) contribute to the evaluation of a faculty member's teaching effectiveness. However, they shall not be used by any level of evaluation as the sole measure of teaching effectiveness. Patterns of objective responses and written comments obtained in different courses over several semesters shall be considered more informative than isolated, individual comments. The faculty member shall provide a narrative of teaching performance that addresses student ratings and comments and his or her efforts to improve or maintain teaching performance.

3. Expectations on Student Achievement & Ongoing Professional Development

Faculty members are expected to maintain high standards regarding student achievement in all courses taught. The faculty member shall address the evidence in the Portfolio and Appendices relating to academic standards including summaries of grades awarded in each class taught. Faculty members shall include criteria used for assessment and grading.
Each faculty member is expected to show evidence of an ongoing program to maintain and improve his or her teaching effectiveness. This program shall include self-assessment of teaching objectives and methods, student achievement, and participation in pedagogical seminars and workshops. When specific weaknesses have been identified in prior evaluation(s), the faculty member shall include in the Portfolio specific plans to remedy these weaknesses. All faculty members are expected to maintain currency in their discipline by participation in academic and professional conferences and/or interaction with their colleagues. Faculty members are also expected to regularly participate in professional activities and events organized by accounting firms and professional societies in Southern California. A faculty member shall include in his/her Portfolio a discussion on how current real-world knowledge is being integrated in teaching. Scholarly and creative activities are expected to be reflected, as appropriate, in teaching methods and student participation in collaborative research and creative undertakings.

B. Indicators for Teaching Performance
Based on UPS 210.000 guidelines, the following have to be placed in the Portfolio, and shall be listed in the Portfolio Table of Contents.

1. Narrative and Self-Assessment of Teaching Performance
   A Narrative and Self-Assessment of Teaching Performance is a written discussion (no more than 1,000 words) documented by supporting evidence of the faculty member’s performance in teaching. It shall include the following: (a) a discussion of the faculty member’s teaching philosophy and pedagogical methods as they relate to course topics, assignments and pedagogical techniques; (b) a reflection on student ratings and written comments on SOQ forms; (c) expectations of student performance; and (d) a reflective review of the faculty member’s ongoing development as a teacher in the discipline.

2. Teaching Assignments
   Teaching Assignments are a semester-by-semester listing of all courses taught throughout the period of review, including summer session. The list shall include the Department name, the course name and number, the number of students enrolled, and the unit value.

3. Statistical Summaries of Student Opinion Questionnaires
   The University-provided statistical summaries for all courses shall be included. If data are missing, a written explanation shall be provided and verified by the College dean or Department chair. If service credit was given, data on student ratings and comments from all years for which credit was given are to be included if available. If data are missing, a written explanation shall be provided by the faculty member, and verified by the College dean or Department chair.

4. Statistical Summaries of Grade Distributions
The University-provided statistical breakdown of the grade distribution for each semester shall be provided, and compared to the Department mean, as published by the Department chair each semester, in courses where letter grades are awarded. The faculty member shall justify any deviation from the Department’s prescribed grade ranges for the appropriate course level, for example differences in undergraduate/graduate distributions. The prescribed grade ranges are available from the Department chair upon request by the faculty member.

5. Course Syllabi & Materials
Course Syllabi and Materials shall include a course syllabus that represents each course taught during the period of review and additional materials used by the instructor to facilitate his/her teaching. This is where a faculty member provides evidence of effective pedagogy, high expectations for students, and knowledge of the discipline. Tests, study aids, student work samples and other materials such as, innovative strategies, computer-aided instruction, etc., may also be included in the Portfolio Appendix.

6. Original Student Opinion Questionnaire
The Department chair will verify the SOQs are present. Note: Original forms may not be available for courses that are evaluated online. A faculty member is required to submit the summary forms and original Student Opinion Questionnaires, when available. If data are missing, a written explanation shall be provided and verified by the College dean or Department chair.

7. A faculty member shall also include evidence of at least three of the following activities: (i.e., selected by the faculty member)
   a. professional development related to teaching and learning within the discipline;
   b. mentoring students;
   c. new course proposals or revisions to current courses;
   d. innovative teaching;
   e. collaborative teaching;
   f. evidence of class projects done in partnership with the business community;
   g. awards and honors related to teaching; and
   h. any other teaching related information or materials germane to teaching effectiveness.

Portfolio and Appendices should contain all indicators specified by UPS 210.000 (as outlined above) and additional evidence selected by the faculty member.

8. Class Visitations and Reviews by Colleagues
Faculty members are encouraged to invite class visitsations and reviews by colleagues to further develop their teaching effectiveness. Colleagues may be selected by the faculty member and should be experts in the specific areas where enhancement is desired (e.g., communication, case studies, critical thinking). When class visitsations and reviews are conducted, the written
reports by the reviewing colleague shall be included in the Portfolio Appendix.

C. Evaluation Categories for Teaching Performance

Three subcategories of teaching effectiveness will be used to arrive at an overall evaluation of this category: 1) pedagogical approach and methods; 2) Student Opinion Questionnaires; and 3) other indicators. Rating criteria includes ratings of excellent, good, marginal and inadequate.

1. Evaluation of Pedagogical Approach and Methods

The teaching narrative and supporting documents will be considered when determining the rating for pedagogical approach and methods. The faculty member shall provide evidence in all six areas to demonstrate high quality teaching: (a) philosophy of teaching; (b) appropriateness of the breadth and depth of course content; (c) currency of the topics, practical focus, and relevance of his/her unique contributions to the course (e.g., syllabi, materials, activities); (d) effectiveness and fairness of grading procedures; (e) appropriate assessment for the course and discipline; and (f) future teaching goals.

Numbers in parenthesis next to categories indicate points awarded

Excellent (4): The faculty member shall demonstrate evidence of superior teaching performance in areas (a) through (f) in C.1 during the period of review.

Good (3): The faculty member shall demonstrate evidence of high quality teaching in areas (a) through (f) in C.1 during the period of review.

Marginal (2): The faculty member shall provide evidence of progress toward quality teaching in areas (a) through (f) in C.1 during the period of review.

Inadequate (1 or 0): The faculty member doesn’t provide evidence supporting progress towards quality teaching in areas (a) through (f) in C.1 during the period of review.

2. Evaluation Based on Student Opinion Questionnaires

The faculty member’s evaluation shall take into consideration patterns in the ratings and student comments over the full period of review. Using the statistical summaries, as well as patterns of student comments, the reviewers shall provide an evaluation of teaching performance based on the following scale. The final ratings may be adjusted to reflect the patterns of student comments and grade distributions and online evaluations:

Evaluation based on statistical summaries and student comments:
Individual faculty will address the justification for their rating in their narrative.
Excellent (4):  ≥ 3.5 out of a possible 4 points.

Good (3):  2.8 to < 3.5 out of a possible 4 points.

Marginal (2):  2.2 to < 2.8 out of a possible 4 points.

Inadequate (1 or 0):  < 2.2 out of a possible 4 points.

3. Evaluation Based on Other Indicators
The faculty member shall submit additional evidence of ongoing professional development and teaching effectiveness such as, but are not limited to, the following indicators:

a. evidence of professional development as a teacher and in the discipline is required (e.g., FDC courses taken, teaching conferences attended);
b. mentoring students (required) (e.g., advising students on accounting careers, providing guidance to students applying to graduate programs);
c. class visitations and reviews by colleagues are encouraged;
d. new course proposals or revisions to current courses;
e. innovative teaching (e.g., case studies, simulations, games, individual and group projects, and audio and visual course materials);
f. collaborative teaching (e.g., courses that have been team taught, collaborations of projects or assignments across sections);
g. supervision of graduate student’s ACCT 597 project;
h. evidence of class projects done in partnership with the business community;
i. awards and honors related to teaching;
j. any other teaching related information or materials germane to teaching effectiveness;
k. teaching rigor, expectations from students, and grading policy (e.g., examinations, assignments, grading rubrics); and
l. involvement with students in research (e.g., working on research projects with students).

Failure to provide evidence of either (a) or (b) will result in a rating of inadequate in this area.

Excellent (4): The faculty member provides evidence of annual supervision of ACCT 597 project and 6 or more other indicators.

Good (3): The faculty member provides evidence of 5-6 indicators.

Marginal (2): The faculty member provides evidence of 3-4 indicators.

Inadequate (1 or 0): The faculty member provides evidence of less than 3 of the indicators.
4. **Overall Evaluation of Teaching Performance**

An overall rating will be based on the individual ratings in the three subcategories of teaching effectiveness: (1) the pedagogical approach and methods; (2) Student Opinion Questionnaires; and 3) other indicators, including expectations of student achievement and professional development. The overall rating is the mean of the three subcategory scores. For example, a faculty member earning an excellent in pedagogical approach, good in SOQ ratings, and excellent in other indicators would have an overall score of 3.66 ((4+3+4)/3 truncated).

Rating criteria for overall teaching effectiveness will be excellent, good, marginal, or inadequate.

- **Excellent**: The faculty member shall have an overall rating score of greater than or equal to 3.66.
- **Good**: The faculty member shall have an overall rating score greater than or equal to 3.0 and less than 3.66.
- **Marginal**: The faculty member shall have an overall rating score greater than or equal to 2.0 and less than 3.0.
- **Inadequate**: The faculty member shall have an overall rating score of less than 2.0.

**VI-II. Scholarly and Creative Activities**

**A. Criteria for Scholarly and Creative Activities Performance**

Faculty engagement in scholarly and creative activities generates benefits for the faculty member as well as the University. Such activities may: (a) contribute to the advancement of the field; (b) make significant contributions to the dissemination and application of knowledge; (c) promote currency in the knowledge or methodology; and (d) enhance the professional growth of the faculty member.

Each faculty member shall establish an on-going record of sustained scholarly and creative activity that generates, integrates, and/or disseminates knowledge.

The indicators of scholarly and creative activities, scholarship shall:
- include a focused scholarly agenda;
- contribute to the field of Accounting or Business in general;
- include high quality scholarly publications;
- enhance teaching and professional growth; and
- demonstrate the impact of research in academia and/or practice.

High quality scholarly publications are required. The MCBE List of Ranked Journals used by the College for release time purposes can be used to provide
evidence in support of scholarly work quality. Journals ranked by the College as “A+”, “A”, or “A-” meet the requirements of high quality scholarly journals. With regard to “B” ranked journals, faculty shall provide additional documentation of the quality, scope, and importance of the publication. Work that is accepted or published in peer-reviewed journals shall be distinguished from work that is not subject to a peer-review. It is the responsibility of the faculty member to provide evidence of peer-reviews, including reviewers’ comments, the journals’ acceptance rates, the quality of the editorial board, and/or impact factors, if available.

Other scholarly and creative activities may include (but are not limited to) scholarly books, peer-reviewed presentations, invited publications, research and evaluation reports, invited presentations, funded grants, and awards/honors. These activities add strength to a faculty member’s scholarly record but do not replace the requirement for scholarly, peer-reviewed publications. Care shall be taken to distinguish work in progress from that already completed. Work in progress includes (but are not limited to) submitted or draft manuscripts, conference presentation proposals, and grant proposals. Scholarly or creative works are considered to have been completed when they have been accepted for publication, presented, or funded.

B. Indicators for Scholarly and Creative Activities Performance

Mandatory Indicators

a. **Self-Assessment** is a written discussion (no more than 1,000 words) of the faculty member’s performance in scholarly and creative activities. It shall include a discussion of the faculty member’s research agenda that is a focused, well defined, on-going body of work, and a reflective review of the faculty member’s scholarly and creative activities, documented by supporting evidence.

b. **High Quality Publications** consist of the dissemination of external peer-reviewed high quality scholarly work that appears in journals. It is the responsibility of the faculty member to explain and provide evidence to substantiate rating publications as high quality. See also VI-II. A.

Other Indicators

a. **Invited publications** consist of journal or magazine articles, book chapters, editorials and other related works. The faculty member shall provide documentation of the quality, scope, and importance of the publication.

b. **Scholarly Books** including textbooks and instructional materials related to textbooks.

c. **Scholarly Presentations** are papers and presentations given at professional meetings, symposia, or seminars. They may consist of featured presentations, poster sessions, panel discussions, and other forms of work which shall be peer-reviewed, and based on a theoretical or conceptual framework.
d. **Invited Presentations** include keynote addresses, convocation speeches, and other presentations made at the request of a respected organization or institution.

e. **Creative Activity** consists of policy analysis, book reviews, program evaluations, serving as a member of research projects, and other forms of scholarship with an emphasis on the practical aspects of knowledge. Publications related to or documenting such activities can be included.

f. **Funded grants, honors, and awards** related to scholarly and creative activity.

Documentation shall include (a) a complete citation; (b) a copy of each scholarly or creative work; (c) copies of letters of acceptance for those completed works that are “in press” or in the process of publication; (d) the faculty member’s contribution in the case of co-authored or other collaborative work (co-author form signed by each person); (e) the faculty member contributing in the case of co-authored or other collaborative work shall document how it relates to their research agenda and teaching; (f) evidence of peer-review; and (g) evidence supporting the quality of the work. For work presented in a medium other than print, the copy shall be in a form suitable for evaluation such as a zip drive, CD-ROM, etc. The College has an established list of preapproved journals grouped into categories, for example “A+” to “C” levels.

C. **Evaluation Categories for Scholarly and Creative Activities Performance**

Rating criteria for scholarly and creative activity includes a rating of **excellent, good, marginal, and inadequate.** These are primarily based on a count of publications and the quality of the journals.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>21-25</td>
</tr>
<tr>
<td>A</td>
<td>17-20</td>
</tr>
<tr>
<td>A-</td>
<td>14-16</td>
</tr>
<tr>
<td>B</td>
<td>7-12</td>
</tr>
</tbody>
</table>

In addition to the guidelines specified in this section (VI-II C), publications with more than two co-authors—especially on a consistent basis—may result in less weight based on the quality of the journal.

An unconditional acceptance of a manuscript, subject only to minor revisions, will be deemed a publication.

In evaluations for retention, tenure and promotion, accomplishments during service credit years shall be weighed in reasonable proportion to those achieved during probationary years at CSUF. However, accomplishments during service credit years shall never be sufficient in and of themselves for the granting of promotion and/or tenure. Accomplishments documented for the promotion to Associate Professor shall not count again for promotion to Professor. (UPS requirement)
Excellent: The faculty member shall have a sustained record of publishing and an ongoing program for scholarly work in the future. The faculty member shall also have accumulated a minimum of 60 points based on his/her publications. At least one of these publications shall be in “A+” or “A” category during the probationary period at CSUF.

In addition, the faculty member shall contribute to the field an average of one additional scholarly or creative work such as external reviews of scholarly works, editorial activities, presentations, other publications, or funded grants each year.

Good: The faculty member shall have a sustained record of publishing and an ongoing program for scholarly work in the future. The faculty member shall also have accumulated a minimum of 50 points based on his/her publications under the period of review.

In addition, the faculty member shall contribute to the field an average of one additional scholarly or creative work such as external reviews of scholarly works, editorial activities, presentations, other publications, or funded grants each year; and show evidence of a strong research stream.

Marginal: A total of less than 50 points will yield a rating of marginal, provided there is evidence of a strong research agenda and progress towards high quality scholarship.

Inadequate: One or no peer-reviewed publications combined with limited progress toward high quality scholarship will be considered inadequate performance.

VI-III. Professional, University, and Community Service

A. Criteria for Professional, University, and Community Service Performance

Faculty members in the Department recognize that considerable work is required in order to best serve the profession, our students, and our community. Teaching and scholarship and creative activities alone are not sufficient to further the mission of the University. Service is considered a significant responsibility of all faculty members in the Department and, in accordance with UPS 210.000, will be given serious attention in the retention, tenure, and promotion process.

B. Indicators of Professional, University, and Community Service Performance

The faculty member shall include a written self-assessment (no more than 1,000 words) that discusses the impact of his/her contributions in the profession, University (including Department, College, University-wide, and system-wide levels), and community. Evidence of service may include activities such as those listed below. These lists are not exhaustive, nor are items presented in ranked order of importance. It is the responsibility of the faculty member under review to discuss the nature of each activity, including time demands and personal contributions. The faculty member is also expected to regularly participate in
professional conferences and events organized by accounting firms and professional societies in Southern California. The Department recognizes that some activities require substantially more time and energy than others. For instance, writing a substantial portion of an accreditation document or serving on the Academic Senate is more demanding than membership on an advisory board that meets once a semester. The former are considered high quality activities and the latter is considered moderate quality (see Evaluation Categories that follow). The faculty member shall provide documentation of the degree of involvement and the importance of the service. It is the responsibility of the faculty member to explain and provide evidence to substantiate rating service activities as high quality.

a. Professional Service
   - serving as an officer in a professional organization;
   - participating on local/state/national/international policy committees/
     forums/task forces;
   - coordinating professional activities such as conferences;
   - editing manuscripts/professional journals;
   - reviewing grant proposals and scholarly manuscripts;
   - consulting locally/regionally/nationally/internationally;
   - reviewing manuscripts for books/professional journals/conferences/
     workshops;
   - participating in activities focused on interaction with accounting and
     business professionals, for example, Meet the Firms and CCRG
     Conferences; and
   - speaking at meetings of professional organizations.

b. University Service
   - participation in and contributions to Department, College, University
     standing committees;
   - assumption of leadership roles within the Department and College
     including activities such as course coordinator, committee chair, etc.;
   - attendance at professional/instructional meetings as the appointed campus
     representative, designated by the College dean, associate dean, or
     Department chair;
   - attendance at professional/instructional meetings as the appointed
     Department representative, designated by the Department chair;
   - active involvement as a faculty advisor/liaison with student groups
     (formally/informally);
   - actively supporting the RTP process for untenured faculty (e.g., serving as
     a faculty mentor);
   - actively supporting the pursuit of higher education of all CSUF students;
     and
   - participation on advisory boards.

c. Community Service
   - volunteer or pro-bono work in (business) community programs;
• providing special services to the (business) community;
• participation on advisory boards of the (business) community organizations;
• Participation in student activities centered around community service, for example, VITA, IIA, BAP, and the Accounting Society community services; and
• offering education seminars and workshops to the (business) community.

C. Evaluation Categories for Professional, University, and Community Service Performance

Evaluation categories for Professional, University, and Community service include a rating of excellent, good, marginal, and inadequate.

High quality activities are defined as those activities in which the faculty member provides leadership or significant contributions, and the activities demand considerable commitment over time. Moderate activities are defined as less demanding activities or those in which the faculty member makes limited contributions.

Excellent: A rating of excellent shall be rendered for a record of sustained participation in high quality activities. Activity in all three areas of service (professional, university, and community) is desirable and the faculty member’s record shall include high quality contributions to the Department, College, or University. Generally, an average of one high quality activity per year and two moderate activities per year is required for a rating of excellent.

Good: A rating of good shall be rendered for a record of sustained participation in high quality activities. Activity in two of the three areas of service (professional, university, and community) is desirable and the faculty member’s record shall include high quality contributions to the Department, College, or University. Activity shall include contributions to the Department, College, or University. Generally, an average of eight moderate activities over the period of review is required for a rating of good.

Marginal: A rating of marginal shall be rendered for a record of participation in mostly moderate activities. Activity shall include contributions to the Department, College, or University. Generally, an average of six moderate activities over the probationary period is required for a rating of marginal.

Inadequate: A rating of inadequate shall be rendered for little or no evidence of service activity, or for service activity that focuses exclusively on the profession or community (i.e., there is no significant record of contribution to the workings of the Department, College, or University).
VII. Retention, Tenure, and Promotion

A. Criteria for Retention of Probationary Faculty
Retention during the probationary years shall be based upon the individual’s continued progress in meeting the criteria for the granting of tenure—i.e., a rating of at least good in all of the three areas. The faculty member shall also achieve a minimum rating of good in teaching by the end of the second year, and continue to maintain that going forward. In addition, the faculty member should demonstrate continued progress towards a good rating in all three areas throughout the course of the tenure. For example, in the case of receiving a marginal in scholarship, clear evidence of progress toward a rating of good shall include evidence of scholarly work in progress and submission of scholarly work. The faculty member shall address goals for obtaining higher ratings.

B. Criteria for Granting of Tenure
The faculty member shall normally be considered for tenure during their sixth probationary year, regardless of the rank at which they were appointed.

In order to be granted tenure, the faculty member shall:
1. Be rated, at a minimum, good in all three areas of evaluation;
2. Meet the professional responsibilities as they apply to the needs of the Department (see Section II. Faculty Responsibilities).

C. Criteria for Promotion
Promotion from one rank to another requires that the faculty member request promotion via the University-approved form and according to University timelines.

1. Promotion to Associate Professor
   This is generally granted with tenure for those at the Assistant Professor rank.

2. Promotion to Full Professor
   For this purpose specifically, the evaluation will be based on the previous four years or the time period since tenure was granted, or promotion to associate professor, whichever is less. In order to be granted promotion to full professor, the faculty member shall be rated, good or better in service categories, and excellent in both teaching and scholarly and creative activities.

3. Early Promotion and Early Tenure
   Refer to UPS 210.000 for eligibility requirements.
   In all cases, the faculty member shall satisfy to a greater extent the requirements for promotion and/or tenure delineated in earlier sections. Additionally special requirements are described below.

   a. Early Tenure requires that the faculty member shall be rated as excellent in teaching, excellent in scholarly and creative activities, and excellent in service. The faculty member shall have met all of the requirements for
full-term tenure.

b. **Early Promotion to Associate Professor** requires that the faculty member shall be rated as *excellent* in teaching, *excellent* in scholarly, and at least *good* in service, and will generally be considered with early tenure for those hired at assistant professor rank.

c. **Early Promotion to Professor** requires that the faculty member shall be rated as *excellent* in teaching, *excellent* in scholarly and creative activities, and *excellent* in service. The faculty member shall have met all of the requirements for promotion to full professor.