



Date: 6/26/2015

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**California State University
Fullerton**

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**Department of Accounting
Department Personnel Standards**

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**Approved, June 26, 2015 by Provost Cruz for
implementation with the 2015-2016 Academic Year**

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87 **I. Preface**

88
89 The Mihaylo College of Business and Economics is accredited by the Association to
90 Advance Collegiate Schools of Business (hereafter called “AACSB”). In addition, the
91 Department of Accounting (hereafter called “the Department” is separately accredited by
92 AACSB, and therefore must meet the standards for Accounting accreditation. The
93 Department is committed to providing the highest quality programs possible that meet the
94 evolving needs of our students, the accounting profession, and the academic and business
95 communities. The Department is also committed to the preeminence of learning with an
96 emphasis on establishing an environment where learning and creation and the
97 dissemination of knowledge are central to everything we do. The Department recognizes
98 that the key to quality programs and effective learning environments is the instructional
99 faculty. Therefore, the Department seeks to promote excellence in learning through
100 faculty contributions in the areas of teaching, scholarly and creative activities, and service
101 to the Department, the Mihaylo College of Business and Economics (hereafter called “the
102 College”), the University, and the community. The Department proposes a personnel
103 document consistent with the mission and goals of the University, and which responds to
104 the multiple roles of the faculty members.

105
106 The Department will institute the following procedures designed to assess the Portfolio
107 and Appendices for the purposes of retention, tenure, and promotion. The Department
108 faculty members take the position that the evaluated faculty members and the evaluating
109 and reviewing committees and administrators will be aided in their respective roles by
110 having available a clear and objective statement of the Department’s expectations.
111 Furthermore, the Department faculty member’s specifically affirms the position that the
112 best interests and needs of students are served when the faculty members represent a wide
113 diversity of interests and activities. We intend to recognize the full range of faculty talent
114 and the great diversity of the functions higher education must perform.

115
116 **II. Faculty Responsibilities**

117
118 As tenure-track and tenured employees of CSU Fullerton, Department faculty members
119 are expected to meet professional responsibilities as they apply to the needs of the
120 Department. These include, but are not limited to:

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

130
131 Department faculty members are expected to meet professional responsibilities as they
132 apply to teaching, scholarship, and service. In the area of teaching, these responsibilities
133 include, but are not limited to:

- 134 • preparing course syllabi (e.g., following UPS 300.004 and UPS 411.104);
- 135 • meeting classes;
- 136 • assigning readings and class projects where appropriate;
- 137 • developing innovative teaching methods;
- 138 • preparing exams; and
- 139 • assessing student performance in meeting learning objectives.

140
141 In the area of scholarly and creative activities, faculty members are expected to engage in
142 activities that enhance the overall mission of academia and the College. For example:

- 143 • expanding knowledge;
- 144 • applying knowledge to address relevant problems/issues in Accounting;
- 145 • adding to the research base in the faculty member's related field by publishing in
146 high-quality peer-reviewed journals; and
- 147 • advancing the reputations of the Department, College, and University.

148
149 In the area of professional, University, and community service, these responsibilities
150 include, but are not limited to:

- 151 • contributing to the advancement of the field;
- 152 • increasing opportunities for students in the discipline;
- 153 • actively serving on committees;
- 154 • attending events or completing activities as assigned by either the Department chair
155 or the dean of the College; and
- 156 • contributing, in general, to the community through service activities.

157
158

159 **III. Vision and Mission of the Department of Accounting**

160 **A. Vision Statement**

161 The Department of Accounting provides an exemplary accounting program in
162 Orange County that is recognized for its excellence in preparing students who are
163 knowledgeable in the use of conceptual, theoretical, and practical applications of
164 financial and non-financial information to reach successful business solutions.

165 The Department also seeks to recruit and retain faculty who do high-quality
166 research that benefits students and professionals. Further, we establish and
167 maintain close community involvement through faculty and student interaction
168 with the business community, and bring former students and professionals back
169 into the classroom.

170 **B. Mission Statement**

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

176
177
178
179 In alignment with the College's goals, the Department will provide a high-quality
180 accounting education, offering graduate and undergraduate programs that

181 integrate classroom education with best business practices, technology, award-
182 winning research, functional applications, and real-world experience.

183
184 **IV. Roles of the Chair, Department Personnel Committee, Dean, and Faculty Personnel**
185 **Committee**

186
187 With respect to the personnel process, the roles of the Department chair, Department
188 Personnel Committee, College dean, and Faculty Personnel Committee are defined in
189 UPS 210.000. In addition, the Department chair and Department Personnel Committee
190 shall evaluate the personnel files of part-time faculty as consistent with UPS 210.060.
191 The Department chair, Department Personnel Committee, and College dean shall
192 evaluate the personnel files of full-time temporary lecturers as consistent with UPS
193 210.050.

194
195 **V. General Guidelines**

196 (Provide general guidance on preparation and submission)

197
198 **A. Prospectus**

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

217
218 During subsequent years, the prospectus may be revised to reflect changes and
219 professional growth that will normally occur during the probationary period.

220
221 **B. Preparation and Submission of the Portfolio and Appendices**

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

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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.

277
278 Each faculty member is expected to show evidence of an ongoing program to
279 maintain and improve his or her teaching effectiveness. This program shall
280 include self-assessment of teaching objectives and methods, student achievement,
281 and participation in pedagogical seminars and workshops. When specific
282 weaknesses have been identified in prior evaluation(s), the faculty member shall
283 include in the Portfolio specific plans to remedy these weaknesses. All faculty
284 members are expected to maintain currency in their discipline by participation in
285 academic and professional conferences and/or interaction with their colleagues.
286 Faculty members are also expected to regularly participate in professional
287 activities and events organized by accounting firms and professional societies in
288 Southern California. A faculty member shall include in his/her Portfolio a
289 discussion on how current real-world knowledge is being integrated in teaching.
290 Scholarly and creative activities are expected to be reflected, as appropriate, in
291 teaching methods and student participation in collaborative research and creative
292 undertakings.

293
294 **B. Indicators for Teaching Performance**

295 Based on UPS 210.000 guidelines, the following have to be placed in the
296 Portfolio, and shall be listed in the Portfolio Table of Contents.

297
298 **1. Narrative and Self-Assessment of Teaching Performance**

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

307
308 **2. Teaching Assignments**

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

313
314 **3. Statistical Summaries of Student Opinion Questionnaires**

315 The University-provided statistical summaries for all courses shall be
316 included. If data are missing, a written explanation shall be provided and
317 verified by the College dean or Department chair. If service credit was given,
318 data on student ratings and comments from all years for which credit was
319 given are to be included if available. If data are missing, a written explanation
320 shall be provided by the faculty member, and verified by the College dean or
321 Department chair.

322
323 **4. Statistical Summaries of Grade Distributions**

324 The University-provided statistical breakdown of the grade distribution for
325 each semester shall be provided, and compared to the Department mean, as
326 published by the Department chair each semester, in courses where letter
327 grades are awarded. The faculty member shall justify any deviation from the
328 Department's prescribed grade ranges for the appropriate course level, for
329 example differences in undergraduate/graduate distributions. The prescribed
330 grade ranges are available from the Department chair upon request by the
331 faculty member.

332
333 **5. Course Syllabi & Materials**

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

341
342 **6. Original Student Opinion Questionnaire**

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

348
349 **7. A faculty member *shall* also include evidence of at least three of the
350 following activities: (i.e., selected by the faculty member)**

- 351 a. professional development related to teaching and learning within the
352 discipline;
- 353 b. mentoring students;
- 354 c. new course proposals or revisions to current courses;
- 355 d. innovative teaching;
- 356 e. collaborative teaching;
- 357 f. evidence of class projects done in partnership with the business
358 community;
- 359 g. awards and honors related to teaching; and
- 360 h. any other teaching related information or materials germane to teaching
361 effectiveness.

362
363 Portfolio and Appendices should contain all indicators specified by UPS 210.000
364 (as outlined above) and additional evidence selected by the faculty member.

365
366 **8. Class Visitations and Reviews by Colleagues**

367 Faculty members are encouraged to invite class visitations and reviews by
368 colleagues to further develop their teaching effectiveness. Colleagues may be
369 selected by the faculty member and should be experts in the specific areas
370 where enhancement is desired (e.g., communication, case studies, critical
371 thinking). When class visitations and reviews are conducted, the written

372 reports by the reviewing colleague shall be included in the Portfolio
373 Appendix.
374

375 **C. Evaluation Categories for Teaching Performance**

376 Three subcategories of teaching effectiveness will be used to arrive at an overall
377 evaluation of this category: 1) pedagogical approach and methods; 2) Student
378 Opinion Questionnaires; and 3) other indicators. Rating criteria includes ratings of
379 excellent, good, marginal and inadequate.
380

381 **1. Evaluation of Pedagogical Approach and Methods**

382 The teaching narrative and supporting documents will be considered when
383 determining the rating for pedagogical approach and methods. The faculty
384 member shall provide evidence in all six areas to demonstrate high quality
385 teaching: (a) philosophy of teaching; (b) appropriateness of the breadth and
386 depth of course content; (c) currency of the topics, practical focus, and
387 relevance of his/her unique contributions to the course (e.g., syllabi, materials,
388 activities); (d) effectiveness and fairness of grading procedures; (e)
389 appropriate assessment for the course and discipline; and (f) future teaching
390 goals.
391

392 **Numbers in parenthesis next to categories indicate points awarded**

393
394 **Excellent (4):** The faculty member shall demonstrate evidence of superior
395 teaching performance in areas (a) through (f) in C.1 during the period of
396 review.
397

398 **Good (3):** The faculty member shall demonstrate evidence of high quality
399 teaching in areas (a) through (f) in C.1 during the period of review.
400

401 **Marginal (2):** The faculty member shall provide evidence of progress
402 toward quality teaching in areas (a) through (f) in C.1 during the period of
403 review.
404

405 **Inadequate (1 or 0):** The faculty member doesn't provide evidence
406 supporting progress towards quality teaching in areas (a) through (f) in C.1
407 during the period of review.
408

409 **2. Evaluation Based on Student Opinion Questionnaires**

410 The faculty member's evaluation shall take into consideration patterns in the
411 ratings and student comments over the full period of review. Using the
412 statistical summaries, as well as patterns of student comments, the reviewers
413 shall provide an evaluation of teaching performance based on the following
414 scale. The final ratings may be adjusted to reflect the patterns of student
415 comments and grade distributions and online evaluations:
416

417 **Evaluation based on statistical summaries and student comments:**

418 **Individual faculty will address the justification for their rating in their**
419 **narrative.**

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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.

468 **4. Overall Evaluation of Teaching Performance**

469 An overall rating will be based on the individual ratings in the three
470 subcategories of teaching effectiveness: (1) the pedagogical approach and
471 methods; (2) Student Opinion Questionnaires; and 3) other indicators,
472 including expectations of student achievement and professional development.
473 The overall rating is the mean of the three subcategory scores. For example, a
474 faculty member earning an excellent in pedagogical approach, good in SOQ
475 ratings, and excellent in other indicators would have an overall score of 3.66
476 ((4+3+4)/3 truncated).

477
478 Rating criteria for overall teaching effectiveness will be excellent, good,
479 marginal, or inadequate.

480
481 **Excellent:** The faculty member shall have an overall rating score of
482 greater than or equal to 3.66.

483
484 **Good:** The faculty member shall have an overall rating score greater than
485 or equal to 3.0 and less than 3.66.

486
487 **Marginal:** The faculty member shall have an overall rating score greater
488 than or equal to 2.0 and less than 3.0.

489
490 **Inadequate:** The faculty member shall have an overall rating score of less
491 than 2.0.

492
493 **VI-II. Scholarly and Creative Activities**

494
495 **A. Criteria for Scholarly and Creative Activities Performance**

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

502
503 Each faculty member shall establish an on-going record of sustained scholarly and
504 creative activity that generates, integrates, and/or disseminates knowledge.

505
506 The indicators of scholarly and creative activities, scholarship shall:

- 507
- 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.
- 508
509
510
511

512
513 High quality scholarly publications are required. The MCBE List of Ranked
514 Journals used by the College for release time purposes can be used to provide

515 evidence in support of scholarly work quality. Journals ranked by the College as
516 “A+”, “A”, or “A-” meet the requirements of high quality scholarly journals. With
517 regard to “B” ranked journals, faculty shall provide additional documentation of
518 the quality, scope, and importance of the publication. Work that is accepted or
519 published in peer-reviewed journals shall be distinguished from work that is not
520 subject to a peer-review. It is the responsibility of the faculty member to provide
521 evidence of peer-reviews, including reviewers’ comments, the journals’
522 acceptance rates, the quality of the editorial board, and/or impact factors, if
523 available.

524
525 Other scholarly and creative activities may include (but are not limited to)
526 scholarly books, peer-reviewed presentations, invited publications, research and
527 evaluation reports, invited presentations, funded grants, and awards/honors. These
528 activities add strength to a faculty member’s scholarly record but do not replace
529 the requirement for scholarly, peer-reviewed publications. Care shall be taken to
530 distinguish work in progress from that already completed. Work in progress
531 includes (but are not limited to) submitted or draft manuscripts, conference
532 presentation proposals, and grant proposals. Scholarly or creative works are
533 considered to have been completed when they have been accepted for publication,
534 presented, or funded.

535
536 **B. Indicators for Scholarly and Creative Activities Performance**
537 **Mandatory Indicators**

- 538 a. Self-Assessment is a written discussion (no more than 1,000 words) of the
539 faculty member’s performance in scholarly and creative activities. It shall
540 include a discussion of the faculty member’s research agenda that is a
541 focused, well defined, on-going body of work, and a reflective review of the
542 faculty member’s scholarly and creative activities, documented by supporting
543 evidence.
- 544
545 b. High Quality Publications consist of the dissemination of external peer-
546 reviewed high quality scholarly work that appears in journals. It is the
547 responsibility of the faculty member to explain and provide evidence to
548 substantiate rating publications as high quality. See also VI-II. A.

549
550 **Other Indicators**

- 551 a. Invited publications consist of journal or magazine articles, book chapters,
552 editorials and other related works. The faculty member shall provide
553 documentation of the quality, scope, and importance of the publication.
- 554
555 b. Scholarly Books including textbooks and instructional materials related to
556 textbooks.
- 557
558 c. Scholarly Presentations are papers and presentations given at professional
559 meetings, symposia, or seminars. They may consist of featured presentations,
560 poster sessions, panel discussions, and other forms of work which shall be
561 peer-reviewed, and based on a theoretical or conceptual framework.
- 562

- 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.

A+	21-25
A	17-20
A-	14-16
B	7-12

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)

611 **Excellent:** The faculty member shall have a sustained record of
612 publishing and an ongoing program for scholarly work in the future. The
613 faculty member shall also have accumulated a minimum of 60 points
614 based on his/her publications. At least one of these publications shall be in
615 “A+” or “A” category during the probationary period at CSUF.
616

617 In addition, the faculty member shall contribute to the field an average of
618 one additional scholarly or creative work such as external reviews of
619 scholarly works, editorial activities, presentations, other publications, or
620 funded grants each year.
621

622 **Good:** The faculty member shall have a sustained record of publishing
623 and an ongoing program for scholarly work in the future. The faculty
624 member shall also have accumulated a minimum of 50 points based on
625 his/her publications under the period of review.
626

627 In addition, the faculty member shall contribute to the field an average of
628 one additional scholarly or creative work such as external reviews of
629 scholarly works, editorial activities, presentations, other publications, or
630 funded grants each year; and show evidence of a strong research stream.
631

632 **Marginal:** A total of less than 50 points will yield a rating of marginal,
633 provided there is evidence of a strong research agenda and progress
634 towards high quality scholarship.
635

636 **Inadequate:** One or no peer-reviewed publications combined with limited
637 progress toward high quality scholarship will be considered inadequate
638 performance.
639

640 **VI-III. Professional, University, and Community Service**

641
642 **A. Criteria for Professional, University, and Community Service Performance**
643 Faculty members in the Department recognize that considerable work is required
644 in order to best serve the profession, our students, and our community. Teaching
645 and scholarship and creative activities alone are not sufficient to further the
646 mission of the University. Service is considered a significant responsibility of all
647 faculty members in the Department and, in accordance with UPS 210.000, will be
648 given serious attention in the retention, tenure, and promotion process.
649

650 **B. Indicators of Professional, University, and Community Service Performance**
651 The faculty member shall include a written self-assessment (no more than 1,000
652 words) that discusses the impact of his/her contributions in the profession,
653 University (including Department, College, University-wide, and system-wide
654 levels), and community. Evidence of service may include activities such as those
655 listed below. These lists are not exhaustive, nor are items presented in ranked
656 order of importance. It is the responsibility of the faculty member under review to
657 discuss the nature of each activity, including time demands and personal
658 contributions. The faculty member is also expected to regularly participate in

659 professional conferences and events organized by accounting firms and
660 professional societies in Southern California. The Department recognizes that
661 some activities require substantially more time and energy than others. For
662 instance, writing a substantial portion of an accreditation document or serving on
663 the Academic Senate is more demanding than membership on an advisory board
664 that meets once a semester. The former are considered high quality activities and
665 the latter is considered moderate quality (see Evaluation Categories that follow).
666 The faculty member shall provide documentation of the degree of involvement
667 and the importance of the service. It is the responsibility of the faculty member to
668 explain and provide evidence to substantiate rating service activities as high
669 quality.

670
671 **a. Professional Service**

- 672 • serving as an officer in a professional organization;
- 673 • participating on local/state/national/international policy committees/
674 forums/task forces;
- 675 • coordinating professional activities such as conferences;
- 676 • editing manuscripts/professional journals;
- 677 • reviewing grant proposals and scholarly manuscripts;
- 678 • consulting locally/regionally/nationally/internationally;
- 679 • reviewing manuscripts for books/professional journals/conferences/
680 workshops;
- 681 • participating in activities focused on interaction with accounting and
682 business professionals, for example, Meet the Firms and CCRG
683 Conferences; and
- 684 • speaking at meetings of professional organizations.

685
686 **b. University Service**

- 687 • participation in and contributions to Department, College, University
688 standing committees;
- 689 • assumption of leadership roles within the Department and College
690 including activities such as course coordinator, committee chair, etc.;
- 691 • attendance at professional/instructional meetings as the appointed campus
692 representative, designated by the College dean, associate dean, or
693 Department chair;
- 694 • attendance at professional/instructional meetings as the appointed
695 Department representative, designated by the Department chair;
- 696 • active involvement as a faculty advisor/liaison with student groups
697 (formally/informally);
- 698 • actively supporting the RTP process for untenured faculty (e.g., serving as
699 a faculty mentor);
- 700 • actively supporting the pursuit of higher education of all CSUF students;
701 and
- 702 • participation on advisory boards.

703
704 **c. Community Service**

- 705 • volunteer or pro-bono work in (business) community programs;

- 706 • providing special services to the (business) community;
- 707 • participation on advisory boards of the (business) community
- 708 organizations;
- 709 • Participation in student activities centered around community service, for
- 710 example, VITA, IIA, BAP, and the Accounting Society community
- 711 services; and
- 712 • offering education seminars and workshops to the (business) community.
- 713

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

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

718
719 High quality activities are defined as those activities in which the faculty member
720 provides leadership or significant contributions, and the activities demand
721 considerable commitment over time. Moderate activities are defined as less
722 demanding activities or those in which the faculty member makes limited
723 contributions.

724
725 **Excellent:** A rating of excellent shall be rendered for a record of sustained
726 participation in high quality activities. Activity in all three areas of service
727 (professional, university, and community) is desirable and the faculty
728 member's record shall include high quality contributions to the
729 Department, College, or University. Generally, an average of one high
730 quality activity per year and two moderate activities per year is required
731 for a rating of excellent.

732
733 **Good:** A rating of good shall be rendered for a record of sustained
734 participation in high quality activities. Activity in two of the three areas of
735 service (professional, university, and community) is desirable and the
736 faculty member's record shall include high quality contributions to the
737 Department, College, or University. Activity shall include contributions to
738 the Department, College, or University. Generally, an average of eight
739 moderate activities over the period of review is required for a rating of
740 good.

741
742 **Marginal:** A rating of marginal shall be rendered for a record of
743 participation in mostly moderate activities. Activity shall include
744 contributions to the Department, College, or University. Generally, an
745 average of six moderate activities over the probationary period is required
746 for a rating of marginal.

747
748 **Inadequate:** A rating of inadequate shall be rendered for little or no
749 evidence of service activity, or for service activity that focuses exclusively
750 on the profession or community (i.e., there is no significant record of
751 contribution to the workings of the Department, College, or University).

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753 VII. Retention, Tenure, and Promotion

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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

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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.