

Section IX: APPENDIX

Addendum 1

Explanation of the “Critical Dimensions of Teaching” and the “Categories of Scholarly Activity”

Critical Dimensions of Teaching

Faculty members whose teaching is judged to have satisfied the standard or higher should be judged to have satisfied the standard or higher in most of the critical dimensions. The following explains each of these critical dimensions of teaching in some detail. It is expected that these will be evaluated through a combination of:

- A. Classroom observation
- B. Course Materials, including
 - 1) Syllabi
 - 2) Texts and other assigned readings
- C. Assignments
 - 1) Term projects
 - 2) Exams
- D. Student evaluations including written comments, administered through the University Testing Center or the Department as appropriate. It is expected that such evaluations will be presented from not less than four classes per year, from each of the three years preceding any personnel action. These evaluations will reflect the spectrum of courses offered by the faculty person. It is recommended that faculty obtain evaluations in all classes.
- E. Discussions with students.

1. **Faculty member knowledge of subject matter**
Does the faculty member stay current in their knowledge of the subject matter taught in their courses? Evidence may come from sources A through D above as well as from research materials produced by the faculty member.
2. **Effective learning environment**
This dimension looks at the appropriateness and quality of materials, course structure and organization, effective learning activities, and availability to students. Evidence may come from sources A through D above.
3. **Effective classroom presentations**
This dimension looks at the communication skill, enthusiasm, and classroom charisma of the faculty member. Evidence may come from sources A through D above.

- 4. Motivation of students**
This dimension looks at the faculty member's classroom rapport, enthusiasm, and the willingness of the students to work (put in that extra effort). Does the faculty member provide a good role model? Evidence may come from sources A through D above as well as class attendance, drop rates over the quarter, and other indications of student involvement in their education.
- 5. Preparation of students for future courses**
Can the students who have passed the faculty member's class 1) recognize and solve problems, 2) think critically, 3) use sound judgment, and 4) communicate effectively, as may be expected for that level of class. Is the acquisition of knowledge relevant and appropriate? Evidence may come from sources A through D above as well as by observing the performance of the students in later courses (Do prerequisite courses prepare students for later courses?).
- 6. Evaluation of student performance**
Does the faculty member use appropriate standards for grading and evaluation? Is the evaluation fair to students? Is the grade distribution appropriate for the level of class and in line with departmental/college norms? Evidence may come from sources A through D above as well as a review of grading procedures and grade distributions.
- 7. Respect for and appreciation of faculty member by students**
This dimension looks at whether the faculty member is liked and respected by students and whether the faculty member represents the department/CBE/WWU well. Evidence may come from sources A, C, and D above.
- 8. Evidence of pedagogic/curricular innovation**
Does the faculty member incorporate new developments into courses, use new teaching technologies, participate in curriculum development, develop new courses? Evidence may come from source B above as well as from knowledge of the faculty member's departmental participation.

Categories of Scholarly Activity

AACSB offers the following *examples* of the types of faculty accomplishments that may satisfy a school's expectations for a faculty member to maintain his/her capabilities. All faculty members (full-time, part-time, visiting, etc.) are "expected to demonstrate accomplishments that satisfy the school's expectations for contributions" as implied by the school's mission statement. Not every faculty member must contribute in each of the three categories. (The portfolio of faculty contributions, for the entire faculty as a whole, must fit with the mix of activities suggested by the mission statement and demanded by the mix of degree programs.)

- 1. Learning and pedagogical research**
 - a. Journal articles on teaching innovations
 - b. Major editorial responsibilities for pedagogical journals
 - c. Presentations to education seminars or conventions
 - d. Textbooks and chapters

- e. Teaching cases
- f. New learning materials
- g. New curricula development
- h. New course creation

2. Contributions to practice

- a. Articles in practitioner journals
- b. Major editorial responsibilities for practitioner journals
- c. Reports from sponsored research on practice issues
- d. Presentations at practitioner seminars or conventions
- e. Executive education course creation
- f. Documented practice software

3. Discipline-based scholarship

- a. Journal articles on disciplinary research or theory
- b. Books, monographs, and chapters
- c. Major editorial responsibilities for academic journals
- d. Presentations at academic conferences and seminars
- e. Reports from sponsored research

Addendum 2

Maintenance of Academic Qualifications: Activities and Evidence

Intellectual Contributions

- Article in a refereed academic or professional journal
- Scholarly book, textbook, or chapter in a book
- Research monograph
- Institutional/government document of sections thereof
- Book review or case in a refereed academic or professional journal
- Published review of books or software
- Article or abstract in a non-refereed or trade publication
- Refereed proceedings and abstracts
- Publicly available papers and course material in electronic form
- Statement of course initiated or innovations instituted or developed
- Published computer software
- Published cases studies with teaching notes
- Published curriculum materials
- Educational media production
- Other publicly available papers (e.g.: working papers, grant applications, newspaper articles, and so forth)
- Participation in international, national, regional, university or community scholarly or professional meetings evidenced by:
 - Program listing
 - Letters of acknowledgement
 - Other appropriate documentation
 - Conference and professional presentations and participation
 - Session Chair
 - Discussant
 - Panelist
 - Conducting a workshop or panel
 - Published abstracts
 - Reports
- Editorship
- Editorial and review board membership

Professional Development

- Review and organize current literature for instruction
- Develop/organize new technology for instruction
- Complete seminars, short courses, courses, programs, etc.
- Professional self-study and travel activities.
- Evidence for the quantity and quality of the above may be provided through:
 - Transcript
 - Certificate
 - Reports

Professional Work Experience

- Participation as an employee or intern with an organization
- Consulting Report
- Evidence for the quantity and quality of the above may be provided through:
 - Narrative description
 - Prepared reports

Addendum 3

Maintenance of Professional Qualifications: Activities and Evidence

Professional Work Experience

- Participation, other than teaching, as an employee or intern with an organization at least 10 hours per week
- Participation as a consultant with relevant firm or firms in areas relevant to teaching responsibility²
- Evidence for the quantity and quality of the above may be provided through:
 - Narrative description
 - Prepared reports

Professional Development³

- Complete seminars, short courses, programs, etc.
- Review and organize current literature for instruction
- Develop/organize new technology for instruction
- Professional self-study and travel activities
- Evidence for the quantity and quality of the above may be provided through:
 - Transcript
 - Certificate
 - Reports
 - Narrative descriptions

Intellectual Contributions⁴

- Activities noted as evidence of academic qualification in the Policies and Procedures section “Academic and Professional Qualifications”
- Educational media production
- Participation in international, national, regional, university or community, scholarly or professional meetings, evidenced by appropriate documentation

² Consulting engagements leading to maintenance of PQ status may be short or long or in greater or lesser depth. Multiple engagements are necessary if consulting is the only activity supporting maintenance of PQ status. The length and depth of such activities will be considered; fewer long and deep engagements will carry more weight than short and relatively narrowly focused engagements.

³ Professional development activities must equal 100 hours in the five-year period if such activities are the only activities supporting maintenance of PQ status.

⁴ Multiple contributions are necessary if such contributions are the only activities supporting maintenance of PQ status.

Addendum 4

Accounting Department Addendum to Section VIII: Relationship with the Profession

The relationships that the Department of Accounting maintains with the accounting profession are important to faculty, students, and the institution. Faculty are encouraged to incorporate professional activities into their teaching, scholarship, and/or service. Examples of these are listed below:

Teaching:

- Activities that incorporate current standards and techniques into the curriculum.
- Inviting professionals to the classroom, where appropriate.

Scholarship:

- Activities, such as Continuing Professional Education, that maintain the faculty member's competence.
- Presentations at meetings of professional organizations.
- Publications in professional journals (preferably refereed).

Service:

- Membership in professional organizations (e.g., AICPA, IMA)
- Active participation in professional organizations
- Participating in student/professional activities
- Maintaining contacts with professionals and alumni