Department of Accounting and Finance
College of Business
The University of West Florida

Bylaws

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Preamble

The Department of Accounting and Finance (hereafter "the Department") endorses the Mission statements of the University and the College of Business (hereafter "the College").

Issues not covered in these bylaws will be governed by the bylaws of the College.

I. Department Faculty Meetings

The Chair, or a designee of the Chair, shall preside in all meetings of the Department. Department meetings shall be conducted as follows:

a. The Department shall meet at least once each fall and spring semester to execute and discharge the business that needs to be transacted. The Chair may call additional meetings as he or she determines necessary. Except as noted in subsection I(c) all meetings are to be called with at least five working day notice. No such notice is required if the purpose of the meeting is information sharing only.

Most meeting activities can be accomplished in an informal manner. However, when the chair determines necessary, or when requested by any voting member, *Robert's Rule of Order* will prevail.

b. The Office Administrator of the Department, or designee thereof, shall be responsible for the taking of the minutes and keeping a permanent record of Department faculty meetings. The office administrator is responsible for keeping and distributing the minutes as required by these bylaws. The minutes are to be distributed to the members of the faculty within ten working days of the meeting for which the minutes were taken.

c. The Chair shall convene special meetings of the Department faculty upon petition of at least 25% of the voting faculty as defined in I(d) or when deemed necessary by the Business College Council or the Dean.

d. Voting members include full-time tenure-track faculty, full-time tenured faculty, faculty on phased retirement, full-time instructors, and full-time non-tenure track faculty. The definition of voting members excludes people with visiting appointments, adjuncts, and non-teaching advisors. The Department chair is a voting member, but only casts a vote to break a tie.

This definition of voting members applies throughout these bylaws except for matters described in subsection I(h).

e. For all matters except those described in I(h), a quorum (the number of persons needed to conduct business at a meeting) is defined as 75% of the members, as defined in I(d).

f. For all matters except those described in I(g) and I(h), passage of a motion requires a simple majority of voting members, as defined in I(d), who are present at the meeting when the motion is made.

g. Except as described in subsection I(h), changes to these bylaws requires an affirmative vote of 66.67% of the members defined in I(d).

h. For changes to the tenure and promotion standards portion of these bylaws (Appendix 1), voting members include the Department chair, full-time tenure track faculty, full-time tenured faculty, and phase retirement faculty. For said changes, a quorum is defined as 75% of those same faculty listed here in this subsection I(h). For said changes, passage of a motion requires an affirmative vote of 66.67% of those same faculty described here in this subsection I(h).

i. The Department may at times conduct regular Department business by e -mail. If department meetings are held by e-mail, all members should be included. For all matters except those described in I(h), a member is defined in subsection 1(d). For matters described in subsection I(h), a member is defined in subsection I(h). If motions are made, there should be adequate opportunity for discussion by e-mail. If motions are voted on, the “members present” is presumed to include all members as defined in either I(d) or I(h), as applicable.

j. Hand-written or e-mail proxies should be submitted to the Chair prior to or at the beginning of the meeting. The proxy must identify the member giving the proxy and the member who will vote the proxy. The proxy should be signed (if hand written) or include a signature line (if e-mail). Such proxies are valid for counting a quorum and for voting on specified items from the prepared agenda.

k. The Chair shall prepare and distribute an agenda for the meeting at least 48 hours prior to the start of the meeting. Any items that the faculty desire to have included on the agenda should be communicated to the Chair prior to the meeting.

l. No less than 48 hours prior to a meeting in which a major motion will be introduced, all voting members should receive a copy of the proposed motion. Major motions may include proposals for changes to these bylaws, changes to curriculum, changes to personnel policies, or similar matters.

II. Policies and Procedures for Tenure, Promotion, and Annual Evaluation

The Department will adopt and maintain tenure, promotion, and annual evaluation policies and procedures that are consistent with the UWF-UFF Collective Bargaining Agreement (CBA) and with the University's and the College's tenure, promotion and annual evaluation policies and procedures.

The Department adopts, as minimum requirements for the Department and its members, the promotion, tenure, and annual evaluation policies and procedures of the College (if any), the CBA, and the University.

The Department's tenure and promotion policies are incorporated herein as Appendix 1. The Department's annual evaluation policies and procedures are incorporated herein as Appendix 2.

III. Office Space

Available office space will be allocated based first upon faculty rank, and second upon longevity, where longevity is defined as time in rank at UWF. The following faculty rank ordering will be used: professor, associate professor, assistant professor, instructor, visiting, emeriti, adjunct. For example, a professor with 10 years longevity has priority over all associate professors with 15 years; and a professor with 25 years longevity has priority over all professors with less than 25 years longevity. In addition, a professor with 5 years in rank while at UWF has priority over a professor just hired from outside UWF, regardless of how long they have been in rank.

IV. Teaching Schedules

To enhance the faculty scholarly and creative activity, the Department will attempt to give every member of the faculty a teaching schedule that is either two days per week (MW or TR) or three consecutive (MTW or TWR) days per week. Additionally, the Chair will try to accommodate scheduling requests where possible.

V. Assignment of Summer Teaching Positions

The Department's policy on summer teaching assignments policy is incorporated herein as Appendix 3.

VI. Mentor Program for Tenure-track Faculty

The Department's mentoring policy is incorporated herein as Appendix 4.

VII. Midpoint Review for Tenure-track Faculty

The Department's mid-point review policy is incorporated herein as Appendix 5.

VIII. Bylaws Severability

The provisions of these Bylaws are severable, and if any provision shall be held invalid or unenforceable, that invalidity or unenforceability shall attach only to that provision and shall not in any manner affect or render invalid or unenforceable any other provision of these Bylaws, and these Bylaws shall be carried out as if the invalid or unenforceable provision were not contained herein.

IX. Relationship of Department Bylaws to the Collective Bargaining Agreement

In instances where the collective bargaining agreement between the UWF chapter of United Faculty of Florida and the UWF Board of Trustees authorizes departments/units to define and/or clarify terms and conditions of employment related specifically to the Department, these bylaws constitute the sole and exclusive document wherein those department-specific terms and conditions reside.

Appendix 1. Policies and Procedures for Promotion and Tenure

The Department of Accounting and Finance affirms the mission of the College and of the University as a regional comprehensive university. A candidate for promotion and/or tenure should demonstrate competence in the areas of teaching, service, and scholarship/creative activities. The faculty of the Department recognizes that teaching (our primary mission) must be supported by service and scholarship/creative activities. These three endeavors are interdependent and the quality of our performance in teaching and service is shaped to a large degree by the scholarship/creativity of our faculty. As in all disciplines, scholarship within the various specialties of Accounting and Finance includes a wide variety of research and creative activities as defined and judged within our academic disciplines.

The categories of performance used in the tenure and promotion processes for teaching, service, and scholarly/creative activities are: **distinguished, excellent, good, fair,** and **poor** as defined in the Annual Evaluation Standards. The following specify the *minimum* expectations for tenure and promotion along with examples of what criteria will be used with respect to teaching, service, and scholarly/creative activity. The chair will make the determination as to whether the candidates teaching, service, or scholarly and creative activity is Distinguished, Excellent, Good, Fair or Poor. The chair's determination will incorporate the annual evaluations.

University Criteria for Tenure and Promotion Decisions

	For a favorable personnel decision the weight of evidence must show sustained performance at these levels		
Personnel Decision	*Teaching*	*Scholarship and Creative Projects*	*Service*
Tenure	Excellent	At least Excellent in one category and at least Good in the other category	
Promotion to associate	Excellent	Excellent	Excellent
Promotion to professor	Distinguished in at least one category and at least excellent in the other two categories		

COMMON DEPARTMENTAL STANDARDS ON TENURE AND PROMOTION:

The College of Business requires that a candidate for tenure/promotion must be qualified, pursuant to faculty categories as detailed in AACSB Standard 3 as well as the College document on Faculty Qualifications, at the time the application is submitted. In addition, the candidate must demonstrate a consistent record of scholarly activities. The record of scholarship must include publications in peer reviewed journals as well as other intellectual contributions as defined by the departmental standards for tenure, promotion and annual evaluations which may be higher than the minimum requirements for eligibility.

The departmental standards are described below. Meeting departmental standards makes the candidate eligible to apply for tenure and/or promotion but does not guarantee any specific outcome. These outcomes are influenced by the quality of intellectual and departmental contributions as evaluated by department, college, and university peers.

Minimum Expectation for Tenure and/or Promotion for the Department of Accounting and Finance:

A. Teaching

Since the University is primarily a teaching institution, excellence in teaching is expected for tenure and promotion. Evaluation of excellence will include, but is not limited to, the following:

1. Student evaluations
2. Evaluations of the individual from continuing education courses and/or professional seminars
3. Teaching awards
4. Peer review, especially by faculty colleagues familiar with the candidate's teaching
5. Attendance at workshops, seminars, short courses, and continuing professional in one's area of specialization
6. Cumulative professional judgment by the department chair
7. Administrative evaluation at the dean, vice-president, and president levels
8. The difficulty of the courses taught
9. Development of new courses or significant revision of existing courses
10. Use of technology in face-to-face or online courses
11. Anecdotal evidence from students, faculty, staff, and others both from within and outside of the University
12. Class size
13. Assumption of a number of directed studies and/or participation in one or more graduate thesis committees
14. A course load requiring multiple preps
15. Quality of course syllabi, course objectives, and other instructional materials created by and/or used by the instructor
16. Quality of assessment practices
17. Quality of advising, mentoring, and student supervision practices
18. Accomplishment of special teaching assignments (e.g., capstone course, honors course)
19. Evaluation of the level of standards of academic integrity promoted, including respect for students and their rights
20. Participation in professional development activities to specifically improve teaching quality and flexibility
21. Teaching philosophy
22. Availability to students and other instructional support practices

B. Service

The candidate for tenure and/or promotion should show evidence of service to the Department, the College, the University and the community. Service may be in the area of Academic Service or Professional Service.

Academic Service may include, but is not limited to, the following activities:

1. Participation or leadership on committees;
2. Supporting/advising student organizations, especially those associated with the College of Business;
3. Service on institutional programs and groups such as the Faculty Senate;
4. Development and participation in continuing education programs;
5. Talks to civic and community organizations; and
6. Active participation in civic and community organizations.

Professional Service is primarily external to the University and may include, but is not limited to, the following activities:

1. Holding office or major committee appointments in national or regional professional/academic organizations;
2. Serving as editor or reviewer for professional/academic journals or proceedings
3. Participation in professional/academic meetings and seminars as session chair, moderator, or other significant role;
4. Consulting in one's area of expertise;
5. Attendance at workshops, seminars, and short courses in one's area of specialization;
6. Other professional activities associated with one's discipline that inform, acquaint, and develop research and teaching abilities; and
7. Travel time to and from remote campuses locations.

C. Scholarly and Creative Activities

Overview

These standards are in keeping with the Department's Annual Evaluation Standards for Teaching, Service, and Scholarly/Creative Activities. These standards are also consistent with the primary mission of the College of business, which is to provide a high-quality educational experience. Scholarly/Creative Activities may be basic, focusing on the discovery of new knowledge, applied, focusing on the synthesis or applications of existing knowledge, or instructional, designed to advance the practice or instruction of accounting or finance. Basic research is recognized and considered a valuable scholarship contribution. However, *because the Department's primary mission is high-quality instruction, the department finds applied and instructional research to be more relevant to its mission.* The Department recognizes our university's mission as a regional comprehensive university and, therefore, our scholarly efforts should serve regional interests as well as national constituents. Therefore, presentations at regional professional and academic conferences are valued as scholarly intellectual contributions.

Scholarly and Creative activities may include the following:

1. Peer-reviewed papers published in professional or academic journals, trade journals, proceedings, or periodicals;
2. Editorially-reviewed papers published in professional or academic journals, trade journals, proceedings, or periodicals;
3. Papers presented at professional or academic conferences, symposiums, or seminars;
4. Cases published in a casebook, journal, or proceedings;
5. Participation in professional or academic meetings and seminars as discussant or another significant role (other than presenter and session chair);
6. Books, book revisions, chapters in books, study guides and other text books supplementary materials, book reviews, monographs, bibliographies, or abstracts;
7. Development of instruction software published and publicly available;
8. Publicly available materials describing the design and implementation of new curricula or courses;
9. Grants awarded and reports related to funded research;
10. Examination questions that are reviewed by practicing professionals and accepted for publication as a component of a professional certification examination, e.g., the CPA exam;
11. Creation and delivery of professional continuing education programs or executive education courses;
12. Drafts, working papers, and research in progress;
13. Consulting project of sufficient scope and duration; and
14. Other contributions based upon the Chair's evaluation

For purposes of this policy, a *peer-reviewed article* is defined as any of the following:

1. A peer-reviewed article or case in a journal listed in Cabell's directory or an editorially-reviewed article in a journal that utilizes an editorial board or committee that is widely acknowledged as possessing expertise in the faculty member's field
2. An equivalent, but only on a limited basis as described below

Guidelines for Evaluating the Quality of Intellectual Contributions

These guidelines establish criteria for ensuring that the scholarly and creative activities approved within the department's bylaws meet a standard of quality consistent with the College's mission while guarding against publishing in predatory journals. To meet the department's quality standards, scholarly and creative activities should meet four tests:

1. Exist in public written form
2. Be relevant to the faculty member's expertise
3. Be consistent with the mission of the College of Business
4. Have been subject to scrutiny by academic peers or practitioners prior to publication
    - For journal publications, this scrutiny can be justified by the journal meeting one or more of the following criteria:
        - ♦ A well-regarded editor[1] with information about institutional affiliation and contact procedures
        - ♦ A recognized professional submission system
        - ♦ A well-regarded journal, university, and/or professional society publisher
        - ♦ Journal has a professional archive system
        - ♦ Journal provides a reasonable review period
        - ♦ Documentation demonstrating the journal is listed on a well-regarded journal quality index, such as:
            - ➢ Australian Business Deans Council Journal Quality List
            - ➢ Chartered Association of Business Schools Academic Journal Guide
            - ➢ Clarivate Journal Citation Reports
            - ➢ Cabell's Journalytics with a documented peer-review process and an acceptance rate of 50% or less
            - ➢ Scimago Journal and Country Rank
            - ➢ Eigenfactor Journal Ranking
            - ➢ For law review articles, publication in journals representing ABA-accredited law schools or journals appearing in the Washing and Lee Law Journal Rankings are acceptable indicators of quality
    - For books, textbooks, instructional guides, cases, software, editorially-reviewed publications, and all other acceptable forms of scholarly and creative activities (as defined by the department's bylaws), additional sources of scrutiny can be used to assess quality, such as
        - ♦ A well-regarded editorial board or list of reviewers
        - ♦ A well-regarded publisher, university, government agency, research lab, and/or professional society
        - ♦ The Chair's discretion

[1] 2020 Guiding Principles and Standards for Business Accreditation, Updated July 1, 2022. Association to Advance Collegiate Schools of Business (AACSB). Retrieved from https://www.aacsb.edu/eductors/accreditation/business-accreditation/aacsb-business-accreditation-standards. Accessed September 1, 2022; Grudniewicz, Agnes et al., "Predatory journals: no definition, no defence." Nature (2019, December 11). Retrieved from https://www.nature.com/articles/d41586-019-03759-; and https://libguides.uwf.edu/ScholarlyCommunication/evalOAjournals. Accessed September 1, 2022.

Deceptive, fraudulent, and/or predatory journals[2],[3] do not meet the department's quality standards. Some red flags for these types of journals include things such as

1. The journal does not have an editor or editor contact information
2. The review period for the journal is excessively short
3. journals requiring a charge for submission and/or publication

Requirements for tenure and promotion

A faculty member must maintain a record of continued productivity over time. In addition, the following specific requirements for tenure and promotion must be met:

1. For tenure (at the rank specified):
   (a) Assistant Professor – 3 peer-reviewed journal articles with 1 substitute by equivalent as defined below.
   (b) Associate professor – 4 peer-reviewed journal articles with 1 substitute by equivalent as defined below.
   (c) Professor – 8 peer-reviewed journal articles with 4 substitutes by equivalent as defined below. A minimum of 3 peer reviewed articles (with 2 equivalents) must be published while at UWF.

2. For promotion:
   (a) From Assistant to Associate – at least 4 peer-reviewed articles. One of the 4 peer-reviewed articles may be satisfied by the equivalents listed below.
   (b) From Associate Professor to Professor – at least 8 cumulative peer-reviewed articles (including those published prior to promotion to Associate Professor) with at least 4 being published after submission of the dossier for promotion to Associate Professor. Two of the 8 peer-reviewed articles may be satisfied by equivalents listed below.

   For promotion at UWF a minimum of 3 peer-reviewed articles (with 1 substitution) must be published subsequent to appointment at UWF.

[2] 2020 Guiding Principles and Standards for Business Accreditation and "Predatory journals: no definition, no defence."
[3] "Scholarly Communication: Predatory Journals & Publishers." LibGuides. Accessed September 28, 2022. Retrieved from https://libguides.uwf.edu/ScholarlyCommunication/evalOA-journals.

Equivalents for peer reviewed article

The following may be considered equivalent to one peer-reviewed article to the extent that the activity represents a scholarly activity equivalent to a peer-reviewed article. Equivalents will be judged on a case-by-case basis by the Chair of the Department.

1. A published book, textbook, book chapters, or research monograph;
2. Published computer simulation/software, instructional guide, study guide used by an institution other than UWF;
3. Business cases published in a casebook or textbook used at an institution other than UWF;
4. Four peer-reviewed papers presented and/or published in proceedings of international, national, and regional, meetings;
5. Creation of eight hours of professional continuing education programs or executive education courses. Faculty member should provide tangible evidence of the program to the Chair for evaluation;
6. Twenty examination questions that are reviewed by practicing professionals and accepted for publication as a component of a professional certification examination, e.g., the CPA exam;
7. Grants awarded and reports related to funded research; and
8. Other scholarly or creative activity that is equivalent, as determined by the department chair on a case by case basis.

Appendix 2. Policies and Procedures for Annual Evaluations

Categories of Performance

The Department uses the following adjectives in its annual evaluations: **Distinguished, Excellent, Good, Fair, and Poor.** The Department defines these levels of performance as follows:

Distinguished—performance clearly exceeds department expectations for excellence.

Excellent—performance is defined as meeting department expectations and no major areas of weakness exist.

Good—performance indicates *moderate* progress in a given area but one or more weaknesses render the performance as not quite meeting the expectations of *excellence* in the department.

Fair—performance suggests minor progress in an evaluation area because one or more major weaknesses exist in performance. Although there may be one or more strengths as well, the performance clearly is not consistent with the department's expectations for excellence. Performance at this level warrants remedial planning.

Poor—performance is characterized as having *substantial* weaknesses that jeopardize professional progress as a UWF faculty member. Performance at this level requires remediation activity. In extreme cases, out-counseling may be the most appropriate course of action to assist the faculty member to find an institution that will be a better match for the faculty member's abilities, values, and/or work ethic.

The standards for tenure/promotion are in a different document. High ratings on annual evaluations do not guarantee tenure/promotion.

Evaluation Standards for Teaching

The development of standards for teaching that are totally quantifiable is ***not practical nor is it desirable.*** Rather, the evaluation of teaching is a subjective decision not easily quantified. Ultimately, the quality of teaching is evidenced by what students take from a course, relative to where they began and to their ability. Accordingly, the quality of the instructional process is influenced by many variables including the nature of the course; quality and motivation of the students enrolled; and instructor workload obligations. The teacher's ability to influence and/or control these variables may be different from course to course. Recognizing the existence of these many variables and the subjective nature of the evaluation process, an evaluation of teaching should be a decision made by the chair.

Because the University is primarily a teaching institution, **excellence** in teaching is expected for tenure and promotion. Evaluation of **excellence** will include, but is not limited to, the following:

1. Student evaluations;
2. Evaluations of the individual from continuing education courses and/or professional seminars;
3. Teaching awards;
4. Peer review, especially by faculty colleagues familiar with the nominee's teaching;
5. Attendance at workshops, seminars, short courses, and continuing professional education courses in one's area of specialization;
6. Cumulative professional judgment by the department chair;
7. Administrative evaluation at the dean, vice-president, and president levels;
8. The difficulty of the courses taught;
9. Development of new courses or significant revision of existing courses;
10. Use of technology in face-to-face or online courses;
11. Anecdotal evidence from students, faculty, staff, and others both from within and outside of the University;
12. Class size;
13. Assumption of a number of directed studies and/or participation in one or more graduate thesis committees;
14. A course load requiring multiple preps;
15. Quality of course syllabi course objectives, and other instructional
16. material created by and/or used by the instructor;
17. Quality of assessment practices;
18. Quality of advising, mentoring, and student supervision practices;
19. Accomplishment of special teaching assignments (e.g.; capstone course, honors course);
20. Evaluation of the level of standards of academic integrity promoted, including respect for students and their rights;
21. Participation in professional development activities to so specifically improve teaching quality and flexibility;
22. Teaching philosophy;
23. Availability to students and other instructional support practices.

The chair's evaluation may be appealed.

Evaluation Standards for Service

These guidelines represent a baseline, or reference point, that the chair may use for evaluation of the standards for service. Depending on the circumstances, the chair may deviate from these guidelines. For example, the chair may conclude that a particular service responsibility has a greater contribution to our mission than some other responsibility.

Note 1 Major deviations should be agreed before time. Examples of deviations:

1. Faculty Senate membership or chairing the University Personnel Committee meets the total service rating for distinguished.
2. Officer of a national discipline-specific organization meets the total service needed for a rating of distinguished.
3. University Personnel Committee Membership will count as two committee memberships.

Note 2 The above rating system is a year-to-year rating. Individuals seeking promotion and tenure are expected to demonstrate both academic and professional/ community service.

Academic Service may include, but is not limited to, the following activities:

1. Participation or leadership on committees;
2. Supporting/advising student organizations, especially those associated with the College of Business;
3. Service on institutional programs and groups such as the Faculty Senate;
4. Development and participation in continuing education programs;
5. Talks to civic and community organizations; and
6. Active participation in civic and community organizations.

Professional and Community Service is primarily external to the University and may include, but is not limited to, the following activities:

1. Holding office or major committee appointments in national or regional professional/academic organizations;
2. Serving as editor, reviewer, a member of an editorial review board for professional/academic journals or proceedings;
3. Participation in professional/academic meetings and seminars as session chair, moderator, or other significant role;

4. Consulting in one’s area of expertise;
5. Attendance at workshops, seminars, and short courses in one’s area of specialization;
6. Other professional activities associated with one’s discipline that inform, acquaint, and develop research and teaching abilities:
7. Travel time to and from remote campuses locations; and
8. Regional/community development/service organizations.

Evaluative Ratings	***Service Output***
Distinguished	Representation in four or more of the above in any combination (example: 1 university, 2 college, and reviewer)
Excellent	Representation in three of the above in any combination
Good	Representation in two of the above in any combination
Fair	Representation in one of the above
Poor	No service

Tenure-earning exception

Recognizing and supporting the need of tenure-earning faculty to focus on research and teaching, tenure-earning tracks have the following evaluation rating system:

Evaluative Ratings	***Service Output***
Distinguished	Representation in two or more of the above in any combination (example: college committee, reviewer)
Excellent	Representation in one of the above
Good	No service

Evaluation Standards for Scholarly and Creative Activity

Research Objectives

A primary mission of the College of Business includes providing a high-quality educational experience. To pursue this mission, faculty conduct scholarly/creative activities that support their teaching. Accordingly, the department adopts the following scholarship values:

- Faculty members should make scholarly/creative contributions to the accounting and finance disciplines and share the results with colleagues, students, and the professional community.
- Scholarly/creative activities may be basic, focusing on discovery of new knowledge, applied, focusing on the synthesis or applications of existing knowledge, or instructional, designed to advance the practice or instruction of accounting or finance. Basic research is recognized and considered a valuable scholarship contribution. However, ***the Department's primary mission is high-quality instruction, therefore the department values applied and instructional research more highly than basic research.*** Additionally, in order to reach a wide audience it is often more practical for faculty to disseminate their findings via presentations at professional/academic conferences than more traditional, less widely read outlets, such as academic journals.
- Scholarly/creative activities should be consistent with and supportive of the faculty member's areas of teaching.
- Scholarly/creative activities should support the educational experience of a wide range of constituents, including on-campus students, distance-learning students, and professionals seeking continuing education.
- The results of scholarly/creative activities should be disseminated. A scholarly/creative activity that is not widely distributed or heard by a large audience, or that is designed only for use within the College or the Department, is useful and valuable. However, the scholarly/creative activity is more valuable when that intellectual effort is subjected to wider scrutiny within the professional or academic community.
- Scholarly/creative activities may include, but are not limited to, the following:

    1. Peer-reviewed papers published in professional or academic journals, trade journals, proceedings, and/or periodicals;
    2. Editorially-reviewed papers published in professional or academic journals, trade journals, proceedings, and/or periodicals;
    3. Papers presented at professional or academic conferences, symposiums, and/or seminars;
    4. Cases published in a casebook, journal, or proceedings;
    5. Participation in professional/academic meetings and seminars as discussant or another significant role (other than presenter and session chair);

6. Books, book revisions, chapters in books, monographs, bibliographies, abstracts, and/or reviews;
7. Development of software/instructional materials;
8. Grants awarded/grant reports written;
9. Preparation of questions for professional certification examinations.
10. Earning nationally recognized professional certifications such as CPA, CMA, CIA, CFA, CFP, CFE, and ChFC;
11. Development, preparation, and/or presentation of professional continuing education programs;
12. Drafts/working papers/research in progress; and
13. Consulting projects.

Administrative Guidelines

Focusing on the tangible research work product of a single year results in an unreliable, volatile, and potentially inaccurate measure of research productivity. In many cases, scholarship/creative efforts are in process for several years before completion. Therefore, a twelve-month evaluation period is too short an interval for a realistic and meaningful measure of scholarship/creative productivity. Such a myopic focus could result in an *Distinguished* ranking one-year followed by a *Poor* ranking in the next, when there may be no substantive difference in faculty research efforts during those two years. Accordingly, the Department defines the relevant review period to include the current year plus the previous two years (a rolling three-year year evaluation period).

For annual evaluation purposes, the chair should use the publication or presentation date of the scholarship/creative activity to determine the year of record. If the activity does not result in publication or presentation, the chair should use his or her judgment in determining the date of record.

Common Departmental Standards on Annual Evaluations:

Normally, in order to achieve the rating of “Excellent” or better in “Scholarly and Creative Activities” a faculty member must:

1. Be qualified, pursuant to faculty categories as detailed in AACSB Standard 3 as well as the College document on Faculty Qualifications, and
2. In the last three (3) years, have published at least one peer-reviewed journal article and meet his or her departmental standard for “Excellent” or better in “Scholarly and Creative Activities.”

Rating Guidelines

The Committee offers the following guidelines.

- **Distinguished:** Productivity exceeding that specified in the excellent category.
- **Excellent:** One peer-reviewed journal article and one other intellectual contribution from List 1.
- **Good**: One intellectual contribution from List 1.
- **Fair:** One proceeding/abstract/presentation at an international, national, or regional conference.
- **Poor:** No visible or tangible scholarly/creative activity.

These guidelines represent a baseline, or reference point, that the chair may use for evaluation of scholarship/creative activities. Depending on the circumstances, the Chair may deviate from these guidelines. For example, the Chair may conclude that

- a particular editorially-reviewed journal has greater prestige and greater contribution to our mission than some other journal that is peer reviewed; or
- a particular academic journal has significant prestige and outstanding contribution to our mission, and therefore should be weighed more heavily than other peer-reviewed journals.

List 1:

1. A published book, edited book, case book, textbook, book chapters, study guide, test bank or monograph;
2. Published computer simulation/software or instructional guide;
3. Cases published in a journal, casebook, or textbook;
4. A practice set;
5. Two peer-reviewed presentations/proceedings/abstracts at international, national, or regional, meetings;
6. One peer- or editorially-reviewed journal article or two book reviews;
7. Creation of eight hours of professional continuing education programs or executive education courses. Faculty member should provide tangible evidence of the program to the Chair for evaluation;
8. Twenty examination questions for professional examinations (CPA, CMA, CIA, CFE, CFA, etc.);
9. Grants awarded and reports related to funded research;
10. Consulting projects, internships, or other scholarly or creative activity that is equivalent, as determined by the department chair on a case by case basis;

11. Recognition via professional honors and awards, such as, but not limited to, the Florida Institute of CPA's Educator of the Year and the American Accounting Association's Educator of the Year, that are based upon the totality of the individual's contributions in the areas of teaching, service, and scholarly/creative activities

Guidelines for Teaching-track Faculty

The University has established a teaching track that allows faculty to place greater emphasis on classroom teaching, service, and maintenance of academic status as either a Scholarly Practitioner or as an Instructional Practitioner. Less emphasis is placed on tangible evidence of scholarship/creative activities. In the Department's view, a faculty member who is responsible for teaching more courses and perhaps more preparations during the academic year should have minimal expectations of scholarly/creative output as measured by articles and proceedings. Such faculty should focus their scholarly/creative efforts on maintaining and improving mastery of the current literature and professional practice. To this end, teaching track faculty should focus scholarly/creative activities in the area of attendance and participation in professional conferences, continuing professional education programs, consulting projects, and preparation of new teaching materials and methodologies.

Appendix 3. Assignment of Summer Teaching Positions

The Department of Accounting and Finance (the Department) should offer courses that meet the needs of students, the Department, the College of Business (COB), and the University.

Available supplemental appointments will be offered equitably as appropriate to qualified faculty, not later than five (5) weeks prior to the beginning of the appointment, if practicable. Summer appointments are assigned using the following criteria.

1. Courses should be assigned to faculty members with appropriate content expertise and qualification.
2. Whenever possible, courses will be assigned to qualified in-unit faculty, rather than to adjuncts.
3. The Department chair will attempt to give at least one course to all eligible faculty who request to teach in the summer.
4. Initial assignments would be based on faculty seniority.
5. If all faculty members cannot teach at least one course because of low student demand or funding limitations, faculty would rotate teaching courses each summer. For example, faculty A would teach in year 1 and faculty B would teach in year 2. If a faculty member is offered a summer class, but passes, that faculty member would rotate as if they had accepted the summer class. In other words, a faculty member cannot “store up” teaching assignments for a later date.
6. If all faculty members in the department have been given an opportunity to teach one summer course, faculty may be able to teach a second summer course if there is sufficient demand and funding. If there is not enough demand or funding to offer two classes to all faculty wishing to teach two classes, then the department will follow a second course assignment rotation consistent with the first-course assignment rotation outlined in point 5 above.

Appendix 4. Mentor Program

Mentoring Policy of the Department of Accounting and Finance

The department chair shall assign a mentor for each new faculty hire as soon as possible. The mentor should serve as an informal guide for the new faculty member beginning upon their arrival on campus and continuing past their midpoint review. The mentor should help the new faculty member become familiar with the university culture and become aware of university resources. The mentor should serve as a “safe” person who is available to help the new faculty member with questions or problems without fear of impacting promotion decisions. Ideally, the mentor will help contribute to new faculty morale, motivation, and a sense of community.

Responsibility of the Mentor

The mentor should contact the new faculty member in advance of his/her arrival at the university and then meet with the new faculty member on a regular basis through at least the midpoint review period. The mentor should provide informal advice to the new faculty member on aspects of teaching, research and committee work or be able to direct the new faculty member to other appropriate individuals. The mentor should treat all interactions and discussions in confidence. There is no evaluation or assessment of the new faculty member on the part of the mentor, only supportive guidance and constructive feedback.

Responsibility of the Mentee

The new faculty member should keep his/her mentor informed of any problems or concerns as they arise. If the mentoring relationship is not working out, the faculty member should contact the department chair to request a different mentor. The chair shall have discretion as to whether to replace the mentor.

Appendix 5. Midpoint Review for Tenure-track Faculty

Purpose of the Midpoint Review

The purpose of the Midpoint Review is to provide support and guidance in the areas of teaching, research, and service for tenure-track faculty in a timely fashion in order for faculty to continue or modify progress for a successful candidacy.

Timing of Midpoint Review

The Midpoint Review for candidates on a standard six-year tenure clock will occur in the spring of the third year. Candidates should submit a completed portfolio by 1 March. The Department Chair will determine the appropriate spring term for candidates arriving with time towards tenure and promotion credit.

Membership of the Midpoint Review Committee

In accordance with the University Tenure and Promotion Guidelines the chair may appoint a Midpoint Review Committee in lieu of the chair providing the mid-point review. The committee should include at least three faculty members including two tenured faculty who ideally have experience in either the college of business or university personnel committee, and the new faculty member's mentor. The department chair constitutes the committee from the above pool of accounting and finance faculty. The department chair will not serve on the committee.

Materials for Midpoint Review Committee

The midpoint review will not be as extensive as the formal tenure review that occurs toward the end of the probation period. The documents for the Midpoint Review should include a current vita, annual evaluations, student evaluations of teaching, peer evaluation of teaching, selected examples of teaching materials and scholarship, and a self-evaluation by the faculty member.

Responsibilities of the Midpoint Review Committee

The committee will evaluate the candidate using the current departmental standards for tenure. If deficiencies exist, the committee will provide specific recommendations for a successful tenure and promotion. If the committee affirms the candidate's progress, the committee will provide specific rationale of affirmation.

The committee will provide a formal letter of the candidate's progress to the candidate, the department chair, and the COB Dean. The Dean will review the department's written mid-point review and respond to the department and the faculty member in writing. Further use of these materials is at the discretion of the faculty member.

The Midpoint Review Committee should assist the tenure candidate by providing advice and recommendations for producing an effective tenure application binder.