Indicators of excellence in Instruction/Teaching:

Courses taught by semester:

Instruction/Teaching:

Other indicators of excellence/effectiveness in research and publication:

Research Work-in-Progress:

Articles accepted for publication:

Publications in refereed journals in the last 3 years:

Research and Publication Activities:

Previous Calendar Year (See attachment for listing of effective performance indicators: Unless otherwise noted the time frame for reporting activities and accomplishments is the calendar year. Faculty Member: Mays Business School Professional Activity and Accomplishment Report

Department: Accounting Rank and Tenure Status: Calendar Year: 2011
Summary of longer-term professional goals:

Summary of professional goals for the current calendar year:

Accepted but not yet enacted:

- Development activities planned but not yet undertaken, and/or service roles
- Include a listing of manuscripts in preparation and/or under review, new course

Other indicators of professional excellence and/or effectiveness (examples multiple:

Indicators of effectiveness in service:

Indicators of excellence in service:

Service:

Indicators of effectiveness in instruction/teaching:
The three major dimensions of faculty performance include: (1) creation and dissemination of new knowledge, (2) instruction and development of new instructional materials (e.g., textbooks, instructional materials), (3) development of innovative pedagogical methodologies and materials, including high-quality student development and supervision of students' research.

Indicators of Excellence in Instruction/Teaching, Indicators of Excellence in Instruction/Teaching (which includes student development) includes the following examples:

- Significant self-development activity, such as a Faculty Development Leave, that lead to
- Well-documented contribution to the field of study.
- Recognition in proceedings of conferences and professional meetings.
- Publication of chapters (in textbooks).
- Publication of papers in national or international refereed journals of appropriate discipline.
- Publication by research sponsors of internal reports or monographs.
- Publication of research on leadership styles or conditions.
- Publication in refereed journals in appropriate discipline.

Indicators of Effectiveness in Research and Publication, Indicators of Effectiveness in Research and Publication include the following examples:

- Presentation of invited papers or keynotes on new research findings at national and international meetings.
- Recognition of new research findings by peer review for research (e.g., receipt of letters of invitation).
- Recognition of new research findings by inclusion in reviews for research (e.g., publication of a research article).
- Recognition of new research findings by inclusion in reference lists.
- Recognition of new research findings by inclusion in bibliographies.
- Recognition of new research findings by inclusion in publication databases.
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The Chair of the Faculty Development Committee suggests:

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Significant self-development activities that lead to enhanced service effectiveness.

- Evidence of professional service to the local community and public at large.
- Service as consultant to business organizations (e.g., governmental agencies).
- Speaker at national and international conferences.
- Significant contributions to academic development.
- Contribution to graduate development efforts.
- Significant service on University, college, or departmental committees and task forces.
- Significant service as an active member of the Faculty Senate.
- Development and/or leadership of new local, national, or international organizations.
- Significant contributions to graduate development efforts.
- Significant contributions to academic development.

Examples:

**Indicators of excellence in service.** Indicators of excellence in service include the following:

- Evidence of professional service to the local community and public at large.
- Evidence of significant professional service to the University.
- Significant service on local, national, or international boards or committees.
- Development and/or leadership of new local, national, or international organizations.
- Significant contributions to graduate development efforts.

Examples:

**Indicators of excellence in research.** Foundational research contributions include the following:

- Evidence of publication in refereed journals.
- Significant contributions to academic development.
- Significant contributions to graduate development efforts.
- Significant contributions to academic development.
- Significant contributions to graduate development efforts.

Examples:

**Indicators of excellence in instruction/teaching.** Evidence of excellence in instruction/teaching include the following:

- Significant contributions to graduate development efforts.
- Significant contributions to academic development.
- Significant contributions to graduate development efforts.
- Significant contributions to academic development.
- Significant contributions to graduate development efforts.
Indicators of excellence in research and publication include the following examples:

Other clear and demonstrable contributions to doctoral student development.

- Scholarly, and/or professional positions.
- Preparation of doctoral candidates or postdoctoral students into significant academic.
- Chair of doctoral student committees.
- Invitation to present research at peer and/or applied schools.
- Invited conference.
- Footnotes on key references or of primary paper or address of important international and
  national conferences.

- Membership on editorial board or of national/international organizations.
- Received or linked significant external research funding in research (see section note).
- Associate editorship or section editorship of a major journal(s).
- Editorship of highly referenced scholarly book.
- Program Chair of primary publication.
- Peer-reviewed publication of major journal(s).
- Publication of scholarly book(s).
- Publication in leading refereed journals in appropriate discipline.

Research and Publication
Increased teaching effectiveness.
- Significant self-developed activities, such as a faculty developmental course, that led to
  increased student retention.
- Significant contributions to student development through student advising and mentoring.
- Significant contributions to multi-section courses.
- Supervision of independent study projects.
- Preparation of high-quality class preparation and student instruction.
- Development of new courses (or major revision of existing courses).
- Selection of student awards for outstanding teaching/innovation.

Following examples:
In combination with assessments of quality from department heads, students, faculty peers,
- Development and/or coordination of successful new executive development programs.
- Recruitment of words for research or academic performance by the faculty member's
  students.
- Evidence of awards for research or academic performance by the faculty member.
- Evidence of publication in refereed, external journals (e.g., textbooks).
- Development of innovative pedagogical methodologies and materials, including high
  fidelity
- Evidence of teaching effectiveness in a multi-section course (or equivalent course syllabi),
  to be considered in relation to course expectations (documented through course syllabi).
- Significant contributions to student retention, interviews with students, and classroom
  observations.
- Ongoing teaching performance over a sufficient period of time as evidenced by
  excellence.
- Evidence of course longevity and continued use, including faculty.
- Evidence of peer-reviewed instruments, surveys, or professional society outcomes.

Indicators of excellence in instruction/teaching include the following examples:

Institutional Research:
Performance indicators, but will be positively considered if they result in research publications.
- Grants for research: a significant amount of grant funding, and/or a large number of grants.
- Evidence of the development of new faculty, leadership and research.
- Development of new courses (or major revision of existing courses).
- Evidence of the development of new courses (or major revision of existing courses).
- Selection of student awards for outstanding teaching/innovation. When such funding

Section Note: External funding of research may be an indicator of excellence when such funding

Note: Faculty retention policies and procedures need to be considered in relation to course expectations (documented through course syllabi).
Significant self-development activities that lead to enhanced service effectiveness.

Evidence of professional service to the local community and public at large.

Service to consulting business or organizational(s) and/or governmental agencies.

Speeches and/or consulting for major professional groups.

Administrative roles within the department.

Advisor to student organizations.

Contribution to external development efforts.

Service on University, Board, and departmental committees and task forces.

Service on a review committee of the Faculty Senate.

Service as an active member of the Faculty Senate.

Program chair or similar position for regional or state professional organization.

Officer in regional or state professional organization.

Committee chair of national/international professional organization.

Indicators of effectiveness in service include the following examples:

Evidence of excellence in professional service to the local community and public at large.

Attribution of significant external financial support.

Service on a major governmental commission/task force, or board.

Administrative or service roles.

Other demonstrate leadership in departmental, college, university, or system.

Chair of a major university committee or task force.

Officer in the Faculty Senate.

Program chair or similar position for a national/international organization.

Officer in a national/international professional organization.

Indicators of excellence in service include the following examples:

Service

Recognition in executive development programs.

Excellence in administrative or internal service.

Professional development of students.

Participation in the NEA/University Honors Program.

Excellence in the NEA/University Honors Program.

Excellence in service to the NEA/University Honors Program.