

Q1



Q2

The Pathways Commission is charged with "Charting a National Strategy for the Next Generation of Accountants." This is the title of its 2012 report that includes a strongly-stated Recommendation 3 to reform accounting education so that teaching is respected and rewarded as a critical component of achieving the mission of each institution.

Within Recommendation 3 are several action items that relate to support for teaching, reward of outstanding teaching, and the use of teaching portfolios in evaluating teaching. This survey is designed to gather information from accounting programs on how you support and reward teaching. We are also searching for some schools that effectively use teaching portfolios in the evaluation of faculty. We will then communicate further with those schools to identify best practices in this regard. This survey has been designed to be straightforward and take a minimum amount of time to complete, while allowing us to gather some important information on how our schools support, reward, and evaluate high-quality teaching ([click here for a definition of high-quality teaching](#)).

Q3

Background Information

Q4

Characterize the average accounting course class sizes and related range.

	Average class size	Class size range
Basic or elementary accounting courses	<input type="text"/>	<input type="text"/>
Upper division or advanced courses	<input type="text"/>	<input type="text"/>

Q5

Describe the average teaching loads per academic year. If your school does not use semesters, please convert the credit units at your school to a general semester equivalent.

	# courses	#credit hours	# of preparations
Academically Oriented/Tenure Track	<input type="text"/>	<input type="text"/>	<input type="text"/>
Tenured/Less Research Active	<input type="text"/>	<input type="text"/>	<input type="text"/>
Professionally Oriented/Clinical	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (please specify) <input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q6

Support for Teaching

Q7

Describe technology typically available in classrooms. (Please check all that apply):

- Projection capability
- Internet access
- Access to electronic data bases for class, (e.g., professional standards)
- Student access to electronic data bases outside the classroom
- Student access to electronic data bases during testing
- Student ability to share internet material with entire class during class
- Other (please describe)

Q8

Maintaining faculty competencies

Q9

Are effective teaching enhancement programs sponsored/offered on campus?

- Never
- Annually
- At set intervals less frequently than annually
- Only at times of major decisions (e.g., promotion in rank, tenure)
- At the discretion of the faculty member
- Other

Q10

Do faculty have the ability to obtain continuing professional education or other off campus teaching effectiveness programs?

- Yes, the institution generally pays for continuing education
- Yes, the institution pays for a portion of continuing education
- No, the responsibility to obtain continuing education is that of the faculty member

Q11

Do faculty have the ability to travel to meetings devoted, in part, to high quality teaching?

- Yes, the institution generally pays the cost of such travel.
- Yes, the institution pays for a portion of the cost of such travel.
- No, the cost to travel to such meetings is the responsibility of the faculty member.

Q12

Other Support Elements

Q13

Describe the availability of teaching and grading assistants. The institution is generally:

- able to provide all such assistance requested.
- able to provide only a portion of such assistance requested.
- unable to provide such assistance.

Q14

Describe the availability of teaching secretarial and clerical support. The institution is generally:

- able to provide all such assistance requested.
- able to provide only a portion of such assistance requested.
- unable to provide such assistance.

Q15

Are there other forms of support for teaching at your school that are not covered in the previous questions?

- No
- Yes (please specify)

Q16

Rewarding Teaching Excellence

Q17

Is teaching quality evaluated for purposes of compensation adjustments (e.g., annual merit raises)?

- Yes
- No, please explain why

Q18

What are the bases for the evaluation of teaching quality? (Please check all that apply)

- Student evaluations
- Peer review results (e.g., observation, video recording)
- Syllabus analysis
- Course material evaluation
- Statements of teaching philosophy or methods
- Other (Please describe)

Q19

Does your institution provide awards or other recognition for high quality teaching?

- Yes, at department or accounting school level
- Yes, at school of business level
- Yes, at college/university level
- No

If No is Selected, Then Skip To Teaching Portfolios

Q20

Please characterize the nature of the awards (Please check all that apply).

- Monetary
- Citation or certificate
- Recognition/publicity (e.g., press releases, internal pub)
- Other

Q21

Teaching Portfolios

Q22

Does your institution use teaching portfolios as an element in evaluating faculty performance? ([See description of the contents of a teaching portfolio.](#))

- Yes
- No

If No is Selected, Then Skip To Which of the following best describes...

Q40

For what aspects of faculty performance evaluation are teaching portfolios used? (check all that apply)

- Tenure
- Promotion
- Annual evaluations for raises, etc.
- Other (please specify)

Q41

How would you rank the importance of teaching portfolios in the evaluation of the areas indicated in the previous question?

- Very Important
- Moderately Important
- Somewhat Important
- Not Important

Q42

With what frequency are teaching portfolios required to be prepared by your faculty?

- Annually
- At set intervals less frequently than annually
- Only at times of major decisions (e.g., promotion in rank, tenure)
- At the discretion of the faculty member

Q43

Does your use of teaching portfolios include any of the following elements: (Please check all that apply)

- Statement of teaching philosophy (e.g., teaching methods such as lecture or Socratic Method, use of small group discussions, student presentations, course rigor, nature of examinations, range of knowledge, and skills tested)
- Teaching History (i.e., courses taught, evaluations)
- Annual performance review evaluation summaries
- Educational materials developed (e.g., case studies, outlines, classroom presentations)
- Innovative teaching techniques (e.g., use of small groups, educational trips, visiting lecturers)
- Availability outside classroom (e.g., office hours, electronic availability)
- Developmental activities (i.e., activities undertaken to improve skills, or teaching techniques)
- Report of peer review process
- Other (please specify)

Q23

Display This Question:

If Does your institution use teaching portfolios as an element in evaluating faculty performance... **No** Is **Selected**

Which of the following best describes your use of teaching portfolios?

- Never used
- Used in the past, but not currently

Q24

Display This Question:

If Does your institution use teaching portfolios as an element in evaluating faculty performance... **No** Is **Selected**

What are the specific reasons why teaching portfolios are not currently being used at your school in evaluating faculty performance? (check all that apply)

- The content of teaching portfolios is not considered important in evaluating faculty
- Our faculty has not been able to agree on the appropriate content of teaching portfolios
- Other criteria (e.g., student evaluations) are considered more important in evaluating teaching than teaching portfolios.
- Other (please specify)

Q25

Display This Question:

If Does your institution use teaching portfolios as an element in evaluating faculty performance... **No** Is **Selected**

How would you assess the likelihood of your school using teaching portfolios in the future in evaluating faculty performance?

- High
- Moderate
- Low
- Highly unlikely

Q39

Display This Question:

If Does your institution use teaching portfolios as an element in evaluating faculty performance... **Yes** Is **Selected**

We are trying to identify schools we can use as examples of best practices. We would like to follow-up with you in the future to discuss some of these best practices. Do we have your permission to contact you?

- Yes
- No

If **No** Is **Selected**, Then Skip To **Thank you for your participation!**

Q38

Display This Question:

If Does you institution use teaching portfolios as an element in evaluating faculty performance... **Yes** Is **Selected**

Please provide the following information:

Your Name

E-mail Address

Institution Name

Q26

Thank you for your participation!

Add Display Logic...

Carry Forward Choices...

Add Skip Logic...

Add JavaScript...

Add Note...
