September , 2016

To Whom It May Concern:

I am writing this letter to support Dr. Marsha Huber’s application for tenure at Youngstown State University. Dr. Huber’s passion and enthusiasm for teaching and her efforts to continuously improve teaching—her own as well as others’—first came to my attention eight years ago. At the time, I was leading a group that was developing the first new, in over 20 years, required core course for the College of Business, an Introduction to Professional Responsibility in Business. Since then, I have had the pleasure of reading Dr. Huber’s papers, attending various presentations she has made and talking with her about our mutual interests in accounting education. It is an honor to write this letter.

Marsha Huber is an educator not only of students, but also of professionals and educators. With passion, enthusiasm and what appears to be boundless energy she inspires others to work at continuous improvement in all areas of their professional life. She exemplifies the scholar-practitioner with research that investigates issues of importance for the accounting profession.

A scholarly teacher, Marsha Huber is also a scholar of teaching and learning. She constantly strives to improve the learning experience for her students. As she develops new teaching/learning materials and interventions designed to improve students’ ability to learn, Marsha gathers evidence to empirically test the efficacy of her work. Through rigorous testing of the evidence and deep reflection, she reiteratively works to enhance the learning experiences she has created and the interventions that she attempts. And, she generously shares what she has learned through this research with accounting educators.

Her published papers represent only a fraction of the impact and influence that she has on the accounting educator community. The community of accounting academics most consistently focused on teaching and learning, and improving accounting educations is deeply, widely and actively engaged through a network of annual conferences. Marsha regularly attends, participates and leads sessions at these conferences. This year, for example, she served on a panel of outstanding accounting educators for a session at the Annual Meeting of the American Accounting Association in New York, City. The session, for which an advance proposal was submitted and peer-reviewed, consisted of a group of esteemed accounting educators talking about the innovative work they do with their students, all of which is rooted in theory and empirical research.

If the quality of one’s work can be judged by the company one keeps, then surely the two persons with who shared the panel time with Marsha Huber signal her value to accounting education. Billie Cunningham was honored this year by the Cook Prize, the highest award for teaching excellence awarded by the American Accounting Association. Dan Stone, the Gatton Endowed Chair of Accounting at the University of Kentucky, is well-respected for a life-time of innovative accounting and accounting education research and will later this year be the plenary guest presenter at the first annual Teaching, Learning and Curriculum Colloquium for accounting educators.

I cannot recommend her more highly than to tell you that Dr. Marsha Huber is recognized by her peers in accounting education for the impact that her innovative work has already made and for the future potential she has to improve accounting education far beyond the confines of her classrooms.

Sincerely,

Susan M Curtis, PhD, Lecturer

Department of Accountancy

University of Illinois, Urbana-Champaign