**Faculty Application for Tenure**

**Marsha Huber, Ph.D., CPA**

**Executive Summary**

This Executive Summary highlights my accomplishments in the areas of teaching, scholarship, and service for my tenure application in relation to the WCBA mission statement.

**TEACHING**

My teaching strengths are the following:

* Consistent, effective teacher
  + 80-90% “SA” and “A” ratings for Dr. Huber’s six years at YSU
  + Students praise Dr. Huber for her knowledge, passion, kindness, and willingness to help.
  + Selected “YSU Distinguished Professor of Teaching”
  + Selected “Best Professor” by Beta Alpha students
  + Mentor to three student research presentations at the American Accounting Association (AAA) annual meeting
* Nationally recognized accounting educator
  + Winner of prestigious national teaching awards for her educational innovations for both her primary courses – ACCT 2602 (financial accounting) and ACCT 4813 (federal taxation)
  + Recipient of KPMG award for mentoring women in accounting
  + Harvard Visiting Faculty Scholar
  + “Featured” educator in AICPA on-line publication, *Extra Credit*
  + Serves on three editorial boards for teaching journals

**SCHOLARSHIP**

My strengths in scholarship are the following:

* Quality researcher receiving recognition for articles and papers
  + Winner of the prestigious Lybrand “silver” medal for *Strategic Finance* article
  + Winner of two “best paper” awards
  + Published five refereed journal articles and two chapters in books
  + Pioneer research in innovative areas including gamification and neuro-accounting
  + Recipient of $5,000 IMA incubator grant
* Nationally recognized expert in “well-being” research
  + Research in “happiness in accounting” was featured on the cover of the June, 2016 issue of the *Journal of Accountancy*
  + In demand for interviews, advice, workshops, and webinars requested by accounting firms, the State of Ohio, and professional organizations.
* Prolific speaker with over 80 presentations at national, regional, and local conferences.

**SERVICE**

My strengths in service are the following:

* Recognized as a leader on campus as a visionary with a strong work ethic
  + Serve on the Faculty Development Committee (FDC) and present workshops on campus every year
  + Provided substantial service on student and chairperson evaluation committee
  + Help department committees with student-centered conferences
  + Helped develop the new MAcc program
* Recognized for service to regional business community:
  + Consulted with Joann Fabrics on implementing gamification to increase firm productivity and quality metrics
  + Consulted with the Ohio Department of Administrative Services (DAS) to help develop a high performance work culture. Administered “happiness” survey, analyzed results, and held training workshop for DAS senior staff members
* Connected to nationally recognized speakers
  + Advised the FDC on faculty developers to speak at annual events
  + Invited recognized speakers to campus for AFSPD and WAFC[[1]](#footnote-1)
  + Held national and regional offices with the AAA

**Faculty Application for Tenure**

**Marsha Huber, Ph.D., CPA**

**Associate Professor of Accounting and Finance**

I am pleased to submit these materials to support my tenure review package. I am a consistent, dependable, and effective teacher dedicated to my students; a nationally recognized accounting education pioneer, scholar, and innovator recognized by the American Accounting Association; an influencer of accounting practice recognized by both the AICPA and IMA; and a servant leader on campus. In this application, I hope to present sufficient evidence for a favorable vote regarding my tenure.[[2]](#footnote-2)

The mission of the *WCBA is to prepare undergraduate and MBA students for productive and fulfilling careers as leaders in business, government, nonprofit organizations, and society* with the following tenets:

* *We emphasize a student-centered, teaching/learning process with a focus on the application of theory to practice and the intellectual and professional development of our students.*
* *We promote and reward faculty scholarship that influences management/business practices and that enhance the teaching-learning process.*
* *We encourage and reward service activities by our students, faculty, and staff that add value to the regional business community.*

Also as outlined in the *WCBA Guidelines for Renewal, Tenure, and Promotion*, this portfolio will address each category of teaching, scholarship, and service, and how my work in each area fulfills the WCBA mission. Each area will include a statement of philosophy with supporting accomplishments and contributions. Finally, I will address areas key to AACSB accreditation including innovation and impact.

**TEACHING**

The WCBA emphasizes *a student-centered/learning process with a focus of application of theory to practice*. As a professor, I seek to strike the appropriate balance between the theoretical and the practical; challenge and support; and the ebbs and flows of learning. My goal is to make every class a learning experience for my students where they learn relevant industry content while also developing their critical thinking skills.

In addition, in an environment of increasing accountability, the AACSB requires college programs to provide evidence that intellectual outcomes are “making a difference” in the business and accounting realms. I will also discuss my teaching accomplishments using the following AACSB metrics used to measure academic and teaching impact: *recognition by professional and/or academic societies for intellectual outcomes, editorial board memberships, inclusion of academic work in other professors’ courses, appointments as visiting scholars at other schools, publications that focus on teaching, mentorship of student research leading to formal presentations at academic or professional conferences.*[[3]](#footnote-3)

**Honors and Awards**

I am pleased to report that I have received many honors for my innovative work in accounting education, reflecting impact over my entire time at YSU. The honors include:

* 2014 – Visiting Faculty Scholar at Harvard University
* 2014 – YSU Distinguished Professor of Teaching
* 2013 – Beta Alpha Psi Professor-of-the-Year
* 2013 – KPMG Mentoring award, Gender Issues Work-Life Balance Section, AAA
* 2012 - George Krull/Grant Thornton Innovation in Education award, *Out of the Box Learning for Tax Class: Students Create Models, Pamphlets, and a Shoebox Case*, AAA
* 2012 - Honorable Mention, SPN Action Teaching award, *Teaching Business Students through Philanthropy-Based Education*
* 2011 - Canadian Academic Accounting Association, Theall Innovation in Education award, *Philanthropy in Accounting Education*
* 2010 - Bea Sanders AICPA/AAA Innovation in Education award, *Who Moved my Classroom? A Framework for Community-Linked Learning and Assessment in Accounting*

My innovative course designs received national recognition from both the American Accounting Association (AAA)[[4]](#footnote-4) and the Canadian Academic Accounting Association. These innovations are fully implemented in both Financial Accounting (ACCT 2602) and Federal Taxation (ACCT 4813), the primary courses I teach each year.

The innovations for ACCT 2602 won the *2010* *Bea Sanders/AAA Innovation in Accounting Education* award for best practices in the lower level accounting courses. Recipients are selected from the pool of accepted submissions to the AAA’s Effective Learning Strategies Forum. The innovations for this class include an interview project, the internal control paper, and the financial statement analysis project.[[5]](#footnote-5)

We also pilot tested these innovations at YSU in ACCT 2602 from 2010 – 2012. Because of the positive reactions from both students and the instructors, we adopted these innovations as part of our common syllabus for all of our 2602 classes in 2012. In addition, other universities have also adopted these assignments (e.g. University of Sharjah, Indiana Purdue University – Columbus, IN).

The innovations in the ACCT 4813 received the *2012 George Krull/Grant Thornton Innovation* in Accounting Education award for best practices in the upper level accounting courses.[[6]](#footnote-6) The Selection Committee evaluates submissions based on transferability to other institutions, capacity to enhance the learning of traditionally difficult topics, and effectively filters students who should enter the CPA profession. These innovations included an interview project, creation of pamphlets, and the shoebox case. [[7]](#footnote-7) As a result of this award, I was invited to share these innovations at the annual American Tax Association mid-year meeting in 2012.

My teaching effectiveness is demonstrated at YSU with my being a recipient of the Beta Alpha Psi Professor-of-the-Year award in 2013, and the YSU Distinguished Professor of Teaching award in 2014. In addition, I received the KPMG mentoring award for my role in advancing women in their accounting careers.

Finally, because of my growing reputation in accounting education, Kurt Fisher, Harvard professor and founder of the Mind, Brain, and Education discipline, invited me to join him at Harvard as a Visiting Faculty Scholar in 2014, to pioneer research in neuro-accounting.

**Student Teaching Evaluations** (Tab E)

Over the past six years, I have been primarily responsible for two different undergraduate classes: ACCT 2602 and ACCT 4813.[[8]](#footnote-8) In a typical year, I teach two sections of ACCT 2602 and three sections of ACCT 4813. Business and non-business majors alike take ACCT 2602, and it serves as the second business course for many WCBA students. ACCT 4813 is primarily taken by accounting majors. In addition, I assist with VITA as part of my teaching load (2015) or as a volunteer (2016). For the 2015-2016 academic year, I will be teaching the new MAcc course on Accounting Ethics and Professionalism.

Upon your review my student evaluations, you will see that the majority of the line items are at 80-90% “SA” and “A.” For 2602, these ratings have been consistent for six years. My strongest points in ACCT 2602 are for the line items: developing a challenging course, having extensive knowledge, and creating an inclusive environment.

I began teaching ACCT 4813 in 2012. Again, my scores have been consistent for three years. My strengths in ACCT 4813 are for line items: designing assignments that require creative thinking, having extensive knowledge, open to questions and differences of opinion, and providing opportunities for problem solving, critical thinking, and decision-making.

Student comments are positive describing me as “passionate, kind, knowledgeable, personable, and willing to listen and adjust my teaching methods to best serve the class” (Tab F).

After reviewing my evaluations, however, I also see areas where I can improve my teaching. Although 80% of students rate my organization as “SA” or “A,” this one line item is the lowest with 20% at “SD” or “D.” In addition, based on written comments from students and my chairpersons, organization is one area I could improve in. Thus, I have taken steps to improve my course organization over the last year. Some of those steps include surveying students during the semester to ask for input on ways I can improve my class. In addition, I have had many one-on-one discussions with students on this particular topic.

Thus this fall, I am piloting the “flex” class by revising my ACCT 4813 class. First, I mapped the new CPA content areas onto my syllabus to determine coverage and emphasis, adding and deleting what I cover in the book. Second, I reduced the number of required assignments by 25% while also making them optional, allowing a student to design his or her own optimal course. My course is focused on three components – tests, tax return preparations, and tax memos. Ancillary assignments (e.g. reflection papers, conducting interviews) are now optional.

Given the percentage of our students who work, I believe this approach is more student-centered.[[9]](#footnote-9) This “flex” design allows students to focus on the most fundamental tax concepts, and time permitting, they can elect assignments that allow for a more holistic learning experience if they so desire. In addition, by dropping 25% of my required assignments, I can dedicate more time to grading and providing comments.

**Additional Teaching Impact Indicators**

I serve on three editorial review boards for teaching-related journals: the *Journal of Accounting Education, College Teaching,* and *Excellence in College Teaching*.

I have mentored four students with their research, whose work was presented at the annual AAA Annual Meeting as part of FAST-CA[[10]](#footnote-10) on three separate occasions (Tab G).

* 2015: Dominic Jackett – “Experiential Sampling Method: Measuring and Improving the Daily Well-Being of Accounting Students”
* 2014: Kulvir Khasa – “Gamification at JoAnn Fabrics Distribution Center”
* 2013: Dominic Jackett, Chad Mitghell, and Jordan Moy – “Development of Character Strengths and Virtues as a Key to Increased Well-Being”

YSU has a competitive advantage in this area of educational research. According to the Brigham Young rankings, we are currently ranked 8th in the country for educational research out of 346 universities. I am one of four YSU researchers who contribute to this ranking.[[11]](#footnote-11)

Finally, I believe one of my most important roles as a teacher is to present a hopeful future to our next generation of accountants. In January, 2016, the AICPA called me for an interview on how I seek to make students’ lives more meaningful and published the article, “The Secrets to Job Satisfaction,” in its on-line publication, *Extra Credit*, for educators (Tab N).[[12]](#footnote-12)

I asked a few of students to write letters of recommendation about my teaching and role in their lives. You will probably recognize a few of them who are or were student leaders: Doug Falk, Jacob Powell, Ann Phillips, Mike McKinney, Muntasser Ali, and LaTrice Fitzpatrick. I believe these letters speak to my qualities as a professor, a mentor, and a friend to students on campus and after graduation (Tab H).

**SCHOLARSHIP**

The WCBA *promotes and rewards faculty scholarship that influences management/business practices and that enhance the teaching-learning process.* According to my contract, I need four publications in my discipline for tenure. I have five peer-reviewed articles, and two additional intellectual contributions in the form of chapters for books.

I left my tenured position at Otterbein University to come to YSU because I wanted to leave an imprint on accounting education and the accounting profession. In order to have influence, I would need to refine my skills as a scholar and further define my research focus. My early scholarly focus was to conduct educational research, but my latter focus has been on applied and disciplinary research, especially since I will be teaching in the MAcc program. According to the AACSB, Standard A1:

Scholarship that fosters innovation and *directly impacts* the theory, practice, and teaching of accounting is a cornerstone of a quality accounting academic unit. A broad range of scholarly activities ensure intellectual vibrancy across and among faculty members and students … Outcomes of intellectual contributions are indicated by their *impact or influence on the theory, practice, and teaching* of accounting, business, and management rather than *just by the number of articles published or documents produced*.

AACSB metrics employed to measure scholarly impact are: *alignment to intellectual contribution outcomes with themes or focus areas valued by mission, recognition for research (i.e. best paper awards), competitive grants, citation counts, and invitations to speak at conferences.* My research also has a strong relationship to management practice in alignment with the WCBA mission. Examples of AACSB impact metrics related to practice include: *media citations, requests from practice community to utilize faculty expertise, publication in practitioner journals aimed directly at improving accounting and management practice, consulting reports, case studies based on research that led to solutions to accounting and business problems, presentations and workshops for accounting professionals, and tools developed for companies.*[[13]](#footnote-13) In the following section, I will outline how my scholarship meets the mission of the WCBA and the AACSB impact metrics.

**Honors and Awards**

I am pleased to report that I have received several awards for my scholarship, demonstrating the quality of the publications. In comparison to my education awards, these awards have occurred just over the last two years. I believe this speaks to the development of my skill set as a scholar. The honors include:

* 2016 – Lybrand IMA silver medal for article, “Work Less, Play More … Get results: Achieve gamification success with an appropriate, effective design and the right performance measures” Annual IMA meeting.
* 2016 – “Best paper” TLC award for “Comparing the Effectiveness of Learning Centers and Writing Circles to Improve Accounting Students’ Writing Skills,” Mid-Atlantic Region AAA meeting.[[14]](#footnote-14)
* 2016 – Honorable mention for TLC award “Can Innovative Assignments Engender ‘Real World’ Learning and Positive Emotions in the Introductory Accounting Class?” Ohio Region AAA meeting.
* 2015 – “Best paper” GIWB award for “Meaning at Work: Expertise, Happiness, Job-Satisfaction and Retention for Employees in the Accounting Profession,” Ohio Region AAA Meeting. [[15]](#footnote-15)

The prestigious Lybrand award is given annually by the Institute of Management Accountants (IMA). Each year, IMA awards a Lybrand Gold, Silver, and Bronze medal to the top three articles published that year in either *Strategic Finance* or *Management Accounting Quarterly*. The awards are given for “excellence in contributing to the literature for the advancement of management accounting and financial management.” All articles are double-blind reviewed using a point system to judge article submissions. In addition, each article is reviewed by three members of the editorial board. Roughly 100 manuscripts are eligible for these awards.

TLC papers are nominated for “best paper” awards by reviewers for conference papers. These top three papers are then forwarded to all the TLC regional coordinators (about eight people) to be blind-reviewed and ranked. Based on those rankings, the “best paper” is awarded. For the GIWB, the regional coordinator will select the “best paper” based on points awarded papers by reviewers.

**Intellectual Contributions**

I have five refereed journal articles exceeding the requirement of four refereed journal articles. The AACSB classifies articles into three categories: Disciplinary, Teaching, and Applied. In addition, articles are often rated as A, B, or C level. The WCBA, however, does not give guidance about what ratings are desired. According to the mission statement, the WCBA rewards both applied and teaching research in its mission statement.

Refereed Journal Articles (Tab I)

Following are my five refereed journal articles followed by the category of research[[16]](#footnote-16) &[[17]](#footnote-17)

* **Huber, M**., Hancer, M., & George, T. (2010). “A Comparative Examination of Information Technology (IT) Usage in the Restaurant Industry,” *Journal of Foodservice Business Research*, *13*(3), 268-281. (disciplinary)
* Killian, L., **Huber, M.**, & Brandon, C. (2012). “The Financial Statement Interview: Intentional Learning in the First Accounting Class.” *Issues in Accounting Education*, *27*(1), 337-360. (teaching)
* Lusher, A., **Huber, M**., & Valencia, J. (2012). “Empirical Evidence regarding the Relationship between the Computerized Classroom and Student Performance in Introductory Accounting.” *The Accounting Educators’ Journal*, 22, 1–23. (teaching)
* **Huber, M.** & Mafi, S. (2013). “Education par excellence: Developing personal competencies and character through philanthropy-based education.” *Journal of Accounting Education, Special Issue on Governmental and Not-for-Profit Accounting*, *31*(3), 310-332. (teaching)
* **Huber, M**. (2016). “Work less, play more... Get results: Achieve gamification success with an appropriate, effective design and the right performance measures.” *Strategic Finance* (April): 40-46. (applied)

According to WCBA guidelines, the applicant’s portfolio *should also include additional intellectual contributions such as* books chapters, externally funded grants, and presentations. Following are my additional intellectual contributions:

Book Chapters (Tab J)

I co-authored two chapters while at YSU:

* **Huber, M**., Kelly, J., & Mafi, S. (2012), A Cross-Disciplinary Exploration of Web 2.0 Technologies to Enhance Deeper Learning and Collaboration (pp. 228-248) *Teaching and Learning with the Net Generation*, Hershey, PA: IGI Global. (teaching research)
* Mafi, S., **Huber, M.** & Shraim, M. (2016). ISO Certification Case Study, Chapter 9, *Handbook of Construction Management: Scope, Schedule, and Cost Control,*” Bocan Raton, FL: CRC Press. (applied research)

Conferences

Since coming to YSU, I have presented more than eighty times over the last six years at teaching conferences (e.g. the Lilly conferences, the CTLA), academic conference (AAA), and professional conferences (OSCPA, IMA). My VITA in Tab B lists all my presentations, and to save space, I am only listing presentations I did the last year.[[18]](#footnote-18) Some of these presentations are related to my scholarship, but others such as the CPE sessions might be considered more as service to the profession.

|  |  |  |
| --- | --- | --- |
| Title | Conference | Type |
| “Experiential Study of Well-Being in the Daily Lives of Accounting Students” | 2015 AAA Annual Meeting | Poster and Faculty-Student Research |
| “Upward Bound – Removing Impediments to Success” | 2015 AAA Annual Meeting | CPE |
| “Comparing the Effectiveness of Learning Centers and Writing Circles to Improve Accounting Students’ Writing Skills” | 2015 AAA Annual Meeting\* | Paper |
| “Can Innovative Assignments Engender ‘Real World’ Learning and Positive Emotions in the Introductory Accounting Class?” | 2016 Ohio AAA Meeting\* | Paper |
| “The Status of Tax Education and the AICPA Model Tax Curriculum” | 2016 Mid-Atlantic AAA Meeting\*\* | Paper |
| “Using Writing Circles as an Effective Peer Review Technique to Improve the Writing Skills of Accounting Students” | 2016 Mid-Atlantic AAA Meeting | Paper |
| “Want to keep your Talent? Who are the Happiest Accountants and Why” | 2016 IMA Annual Meeting | Concurrent |
| “Using Games and Design Thinking to Encourage Innovation” | 2016 IMA Annual Meeting | CPE |
| “Creativity Workshop: Geniuses, Aha Moments, and Engaging your Creative Brain” | 2016 AAA Annual Meeting | CPE |
| “Contemplative, Creative, and Reflective Practices for Accounting Educators” | 2106 AAA Annual Meeting | Panel |
| “Internal Controls: Intentional Learning in the First Accounting Course” | 2106 AAA Annual Meeting | Poster |
| “Research on Texting Interventions Designed to Improve Performance on the Job” | 2106 AAA Annual Meeting | Research Roundtable |
| “How to Use Gamification to Motivate your Workforce” | IMA Cleveland Controller’s Conference | CPE |
| “Redesign Your Course Using Design Thinking” | 2016 International Lilly Conference | Concurrent Session |

Research-in-Progress

Because of AACSB standards, the new MAcc program, and direction given to me by Dr. Woodlock, I have been shifting the focus of my research. In addition, Dr. Stout, whom I consider one of my mentors, recently advised me to not write any more education articles for a while, but to focus on the areas that I am “uniquely qualified” to write on.

Therefore, after I finish the many education papers that are in progress, I will focus more on practitioner-based and disciplinary articles. In fact, I have one disciplinary tax paper in the “review” pipeline already. The title, journal, and status for submissions in review are listed in the following table:

Submissions (Tab K)

|  |  |  |
| --- | --- | --- |
| Article Name | Journal | Status |
| Comparing the Effectiveness of Learning Centers and Writing Circles to Improve Accounting Students’ Writing Skills | *Issues in Accounting Education* (teaching) | Revise and resubmit |
| Can Innovative Assignments Engender ‘Real World’ Learning and Positive Emotions in the Introductory Accounting Class? | *Advances in Accounting Education* (teaching) | Revise and resubmit |
| The Role of Ethical Beliefs, Perceptions of Taxation, and Knowledge of Tax Laws on Restaurant Servers’ Tip Reporting Intentions | *Journal of Accounting, Ethics, & Public Policy* (disciplinary) | In Review |
| Using the “What we are Best at” Group Intervention to Build High Performance Work Climate | *Developing Leaders for Positive Organizing (book chapter)* (applied) | Revise and resubmit |

Working Papers (Tab L)

I also have two working papers included in my portfolio. These have been presented conferences, but will be submitted to journals after I work through revisions for the papers in review.

* “Meaning at Work: Expertise, Happiness, Job-Satisfaction and Retention for Employees in the Accounting Profession” with Wei Wang, David Law, and Margaret Kern. Targeted for *Behavioral Research in Accounting.* (Disciplinary)
* “The Status of Tax Education and the AICPA Model Tax Curriculum” with Ray Shaffer and Gary Robson. Targeted for *Journal of Accounting Education* (Teaching)

Research in Progress

Finally, I have research in various stages of data collection. Following is a list of research projects in progress:

* Neuroaccounting: Using the EEG to measure the Development of Expertise in the Subconscious Mind with Chen Chen, data collection in Aug - Oct, 2016.
* Tax compliance, ethical position, religious background, perception of taxes and underreporting, and the manipulation of the knowledge of tax laws – data collection completed. First paper has been submitted with Karl Menk. Three more papers are anticipated from this data set.
* “What Accountants need to know about Design Thinking” with Gigi Gormley, Targeted for *Strategic Finance* or *Journal of Accountancy*.
* The Daily Use of Character Strengths by Accounting Students and Professionals – data collected in 2013 with Wei Wang; replicated in Dec., 2015. Further research being conducted in fall, 2016 and spring, 2017.
* Sustainability accounting: Talent retention and recruitment in the accounting profession – data collection began Oct., 2015.
* Capability Model Maturity Integration Model with Shirine Mafi and Jeremy Schwartz – case study and interview process began June, 2016.
* Firms with “progressive” practices and financial performance and/or audit quality with Karin Petruska – planning stages.
* Ten-year history of VITA clients with Ray Shaffer – data collected; data analysis is beginning.

Additional Impact Indicators (Tab M)

My research has received national recognition by both the AICPA and the IMA. The IMA awarded me the silver medal for my article on gamification and allowed me to speak at its national conference. The IMA also gave me an incubator grant of $5,000 to support my research in neuro-accounting. The IMA described my research project as a “very innovative, creative study that could lead to interesting results.”

The AICPA has not only written about me as an innovative educator, but also wrote an article, “How to increase CPAs’ happiness on the job,” about my well-being research for its newsletter, the *CPA Insider* (Tab N)

<http://www.journalofaccountancy.com/newsletters/2016/feb/increase-happiness-on-the-job.html>

Even more exciting, however, is my well-being research made the **cover** of the *Journal of Accountancy* in June, 2016, “Building Happy CPAs” (Tab O):

<http://www.journalofaccountancy.com/issues/2016/jun/increase-happiness-at-work.html>

Since speaking at the IMA and the publication in the Journal of Accountancy, the OSCPA also interviewed me and published the following article, “Offering hope in the quest to retain accounting talent” (Tab N)

<http://www.ohiocpa.com/news-resources/news/2016/08/04/offering-hope-in-the-quest-to-retain-accounting-talent>

I am considered a “work life balance” expert in the country. I have participated in the following consulting projects:

* Helped the Ohio Department of Administrative Services (DAS) measure its work climate with my “happiness” survey and held a subsequent workshop related to my findings.[[19]](#footnote-19)
* Helped the JoAnn Fabric Distribution Centers implement a game designed to improve productivity and quality. A description of this is included in the *Strategic Finance* gamification article.

In addition, businesses have asked me to help them. The Hackett Group, a management accounting consulting group, has invited me to do a webinar for them and BDK (6th largest CPA firm it the world) asked me for guidance with their firm’s happiness study (Tab P).

**Service**

The WCBA *encourages and rewards service activities by our students, faculty, and staff that add value to the regional business community.*

I see myself as a connector and thought leader when it comes to service. I believe my service at the university and college levels have made a noticeable impact.

* I have been a participant on the Faculty Development Committee (FDC) since my first year at YSU. I have taught seminars on campus and connected the committee chair to speakers for our events. Committee Chair, Cary Wecht, has written a letter describing my service to the FDC (Tab Q).
* I participated on the ad hoc committee that reviewed both the student evaluations and chairperson evaluations of faculty for the entire academic year. After reading the literature, talking with other schools, holding focus groups, and inviting experts to our meetings, we submitted two reports to the Provost on our recommendations for improving the evaluation process. Committee Chair, Sharon Stringer, has written a letter describing my service to the FDC (Tab Q).
* I joined the new Culture of Community Council. Our mission is to cultivate an environment that is inclusive and educate the YSU community on the importance of diversity. Since this is a new group, we met every few weeks to work on different aspects of our mission, action plans, and events.
* I introduced YSU to the Todd Rogers, Harvard associate professor of public policy and Director of the Student Social Support (S3) Lab, to participate in research designed to increase student retention. I pitched our university to the S3 Lab folks as a good fit for their study, and set up meeting with Associate VP of Student Success, Michael Reagle. Our students participated in the study for the first time this spring semester, and this study will continue into fall.
* I help to set the tone for *Accounting Finance Student Practitioner Day* (AFSPD) and also recruit our guest speakers. Last year, I invited Tim West from Northern Illinois to teach communication skills through Improv at both the conference and for the business faculty. In past years, I invited Kelly Pope to speak on her work on fraud, Carolyn Adams Miller to discuss her book, “Your Best Life,” via Skype. Over the years, I have helped set the unique themes for the event (e.g. meaning, strengths, smart communications) and this year, 2020: Vision for the Future Accounting.
* I am active in my service to the accounting community with memberships in the OSCPA, AICPA, IMA, and the AAA. I have served in leadership roles in the AAA in both a national and regional levels. Currently, I am the President Elect for the Gender Issues Work-Life Balance (GIWB) section and the Faculty Development Chair for the Teaching, Learning, and Curriculum (TLC) section. The incoming TLC president, Natalie Churyk, has written a letter of recommendation about my activities with the TLC. In addition, Susan Curtis has written a letter describing my work in the AAA as well and the influence of my work on her practice as a teacher (Tab Q).
* I chair the *Women in Accounting and Finance Celebration* (WAFC)planning committee (Tab R). Last year we used design thinking to come up with our theme of “Thinking BIG -Bridging into Greatness.” Our committee – Ms. Wathen, Ms. Mumaw, Dr. Petruska, Dr. Kassawat, and student, LaTrice Fitzpatrick – planned and executed a spectacular event. We selected new topics and created an interactive exercise where our women created “greatness cards” to reflect about their strengths. I also invited Shelley Carson, Harvard professor of psychology and author of *The Creative Brain*, to be our keynote speaker via Skype.

The feedback on a follow-up survey was extremely positive. One student described the event as “motivating, encouraged, sentimental, genuine and great” and another wrote “the energy was contagious.” One of our students wrote about how this event compared to last year:

*I went to the event both last year and this year and I think you guys did a fabulous job at creating a new course of topics to talk about so it wasn't the same information being repeated over the 2 sessions ... I love the gifts that you guys passed out. They were adorable and a great asset to my work environment. I am excited that I won a book for my greatness card and a book that is actually relevant. I am not a fan of reading but I am excited to get the opportunity over the summer to read this book… I enjoyed the event very much and would be really excited to come again and maybe one day be on the panel.*

Following is a summary of my participation in service over the last few years:

University Level

* Member, Faculty Development Committee (FDC)
* Member, Culture of Community Council
* Member, Student Evaluation and Chairperson Faculty Evaluation Ad-hoc Committee
* Taught two faculty development sessions for the FDC – one on “Classroom Assessment Techniques” to new faculty and a second one on “Using Design Thinking to Redesign your Classes”

College Level

* Member of the Strategic Planning Committee

Department Level

* Member, ACCT 2602 Curriculum Planning Committee.
* Member, MAcc Committee.
* Member, AFSP Day Committee Planning Committee.
* Chair, 2nd Annual Women in Accounting and Finance Celebration.
* Volunteer, VITA
* Moderator, 40th Annual Institute of Taxation

American Accounting Association

* Ohio Region Coordinator, TLC section
* Faculty Development Committee, TCL section
* Vice President of Research, GIWB section
* President Elect, GIWB section

Editorial Boards

* Consulting editor, *College Teaching*
* Editorial Board*, Journal of Accounting Education*
* Guest Reviewer, *Excellence in College Teaching*

Non-Profit Boards

* Member, the Leadership Board, Deeper Waters, Redding, CA
* Audit Committee, International House of Prayer, Kansas City, MO
* Secretary, Brice Green Condo Association, Canal Winchester, OH

**Conclusion**

It has been my pleasure to present you with my application for tenure at YSU. In retrospect, the difficult decision to leave my former university to pursue refinement and expansion of influence, seems a justified one, considering the positive impact I have been able to engender at YSU in a myriad of ways I had yet to contemplate when I initially became a faculty member.

After constructing, reviewing, and reflecting on my own portfolio, my decision to come to YSU as a faculty member was a good one and has been extremely rewarding. I have grown as a teacher and a scholar and found more purpose and meaning in life since coming to YSU; able to improve student lives and make a difference in accounting education and in the accounting profession.

I hope the materials presented to you related to my teaching, scholarship, and service is sufficient to garner your favorable vote regarding my tenure.

1. AFSPD stands for Accounting Finance Student Practitioner Day; WAFC stands for Women in Accounting and Finance Celebration [↑](#footnote-ref-1)
2. AICPA stands for the American Institute of CPAs, the world’s largest member association representing the accounting profession. IMA stands for the Institute of Management Accountants, the worldwide organization for management accountants. [↑](#footnote-ref-2)
3. The AACBS impact metrics are included in Tab Q for your viewing. [↑](#footnote-ref-3)
4. AAA stands for the American Accounting Association, the premiere organization representing accounting educators in the United States. [↑](#footnote-ref-4)
5. You can read details about my ACCT 2602 innovations is my pre-tenure report that is included in Tab Y. [↑](#footnote-ref-5)
6. This is another award of the American Accounting Association. [↑](#footnote-ref-6)
7. You can read details about my ACCT 4813 innovations is my pre-tenure report that is included in Tab Y. [↑](#footnote-ref-7)
8. Syllabi for ACCT 2602 and ACCT 4813 are included in Tab D. [↑](#footnote-ref-8)
9. According to a survey conducted this semester in ACCT 4813, 21% of my tax students work full-time and 72% part-time. [↑](#footnote-ref-9)
10. FAST-CA stands for faculty-student collaborations in accounting. A special day-long session is set aside for these presentations on the final day of the AAA annual conference. [↑](#footnote-ref-10)
11. The URL for the site is: <http://www.byuaccounting.net/rankings/univrank/rank_university_edu.php?qurank=Edu_Mothe&sortorder=ranking6> [↑](#footnote-ref-11)
12. The URL for is: <http://www.aicpa.org/InterestAreas/AccountingEducation/NewsAndPublications/Pages/marsha-huber-accounting-education.aspx?action=print> [↑](#footnote-ref-12)
13. The AACBS impact metrics are included in Tab Q for your viewing. [↑](#footnote-ref-13)
14. TLC represents the Teaching, Learning, Curriculum section of the AAA. [↑](#footnote-ref-14)
15. GIWB represents the Gender Issues Work-Life Balance section of the AAA. [↑](#footnote-ref-15)
16. AACSB accounting standards allow for research in other business or integrated areas. Per Standard 2 of the Accounting accreditation standards, page 19, “Finally, the spirit and intent of this standard applies to both intellectual contributions grounded solely in a single disciplinary area and interdisciplinary contributions. Interdisciplinary contributions will be judged in the same context as contributions in a single disciplinary area and in *no way discounted* in the context of this standard; however, interdisciplinary outcomes should be aligned with the mission … of the business school” (Tab S). [↑](#footnote-ref-16)
17. Although we have not adopted the ABDC quality rating guide for the WCBA, my first four articles are in the ABDC guide and would be rated C, A, C, and B. *Strategic Finance*, however, is not listed in the ABDC guide, and upon further inquiry, I learned only ABDC members can request publications to be added to the list. It is likely that *Strategic Finance* has never been submitted to the list like other U.S. practitioner publications such as *Tax Adviser* and the *CPA Journal*. Thus, I have also included an article in Tab T showing that universities like ours that value applied research include *Strategic Finance* as an acceptable publication. [↑](#footnote-ref-17)
18. I would like to acknowledge that I often work with co-authors on my projects. I am the lead author/researcher on most of them. The following is a key for table.

    \*My co-author presented (or will present) the paper.

    \*\*I am not lead author on this paper. [↑](#footnote-ref-18)
19. The case study about this experience is currently in review for a book, *Developing Leaders for Positive Organizing*. [↑](#footnote-ref-19)