

Green Wins AT&T Award Consolation Prize

— CoB tourism management instructor Evelyn Kwan Green (pictured below) was recently awarded a 2010 *AT&T Outstanding Faculty Award* consolation prize. CoB accounting professor Charles Jordan



took home the overall award. Sources tell USMNEWS.net that the CoB has not, at least in recent memory, delivered an *AT&T Award* consolation prize before. The decision to do so in this case seems to indicate that the 2010 selection of Jordan instead of Green was a tough one.

According to sources, handing out even a consolation *AT&T Award* to an instructor sets a bad precedent in the CoB. There are only two major awards for CoB faculty, and one of these – the *Louis K. Brandt Faculty Research Award* – comes around only on odd-numbered years. And, though the *AT&T Award* makes an annual visit, its monetary prize is much smaller than that for the *LKBA*. Reports are that in this case Green’s consolation cash prize likely came out of the total fund, so that Jordan’s award was probably diminished.

Aside from the concerns some CoB faculty have with recognizing instructors over tenure-track faculty, Green’s selection is particularly troubling given what some consider is her controversial history in the CoB (USM). Since joining the CoB’s tourism management unit, it has been revealed by USMNEWS.net that she was operating an interior redesign business (EKG Redesign) out of her Joseph Greene Hall office. She also began her instructorship in the CoB at a salary higher than a more seasoned instructor, and with the cushiest teaching load among the group. These discrepancies generated a firestorm within the instructor ranks. Sources told USMNEWS.net at the time that it was Green’s relationship with former CoB associate dean Farhang Niroomand that assisted her CoB career trajectory. Some of the issues involving Green are covered in the *Special Report* ["Where the Boys go to School the Girls will Follow"](#).

"Licensed to Ill" – An Editorial from the Desk of Susan Greene-Lewis

— The recent report [Already One of Them](#), about new ACC director Skip Hughes’ co-authored paper on the student evaluations of teaching, reminded me of the title of the Beastie Boys’ debut album. That title is *Licensed to Ill*. This is the type of license that Hughes now holds

when it comes to evaluating the teaching effectiveness of the accounting faculty in his charge. If he doesn't like a faculty member (*sinner*), then he can hate his or her inadequate teaching (*sin*), as indicated by his or her student evaluations of teaching. However, if he likes him or her, then he can provide CoB dean Lance Nail with a written rationale, citing his own paper below, as to why the particular faculty member received a chair's teaching rating that is so good.

**STUDENT EVALUATION OF TEACHING (SET):
STUDENT PERCEPTIONS OF FACTORS AFFECTING THE SET RATING PROCESS**

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Abstract

Although the results of numerous studies have challenged the validity of summative SET processes, educators continue their widespread reliance upon this student-generated survey data to evaluate classroom teaching performance. We use the same survey methodology as employed in SET processes, focusing on student perceptions of the relative importance of factors that might affect their SET ratings decisions. By doing so, we attempt to further illuminate student motivations and beliefs that color this process and the usefulness of its information. Surveying 931 accounting student enrolled at twelve public and private colleges and universities, we provide evidence of the following. First, students appear to be grade-driven, those attending public universities more so than those attending private schools, and this factor potentially affects the SET process. Second, although students are capable of discerning "good" teaching attributes from others, they may view their participation in the SET process as a "game." Third, we observe that racial and gender differences do not affect the SET rating process. Fourth, students may respond to valid teaching techniques, such as "cold calling," "pop quizzes," and requiring significant homework, by reducing SET ratings. Lastly, we observe remarkable stability among those factors deemed important by student respondents in making SET rating decisions, both over time and student mix.

Keywords: Student evaluation of teaching. Student perceptions. Rating process.

Thematic Area: Management Accounting

Will he, or won't he? Hughes calls the research theme above "Management Accounting." As the above report stated, this alone tells us that Hughes has already become "one of them." Only for *sinner*s is a paper about student evaluations of teaching, or one about accounting faculty attitudes toward AACSB accreditation, *not* accounting research. For the so-called "buds," anything goes.