ACADEMIC AFFAIRS PORTFOLIO AND OPERATIONS REVIEW

DEPARTMENT/PROGRAM PHASE 1 TEMPLATE

Name of school/college: Albers School of Business and Economics
Name of department/program: Department of Accounting
Date: June 16, 2016

Introduction

As the school/college reviews and builds out data sets provided by the university, it will also solicit, in a manner appropriate to the organization and culture of that school/college, the information needed from departments or programs for well-informed analysis and recommendations. Such material falls into two categories:

1. Workload and operations information that is held (or largely held) within the department/program rather than the school/college or central university data sources, such as faculty service performed within the department/program.
2. Information, perspectives, and concerns that the department/program believes should be considered as part of the broader review, such as challenges inherent to teaching within a particular discipline.

The questions below reflect the baseline information that meets the criteria above. Schools and colleges should feel free to add to these questions as appropriate. Please note that this template is part of the Workload and Operations phase; each department/program will have another opportunity to provide information relevant to the Portfolio Review.

Accounting Department/Program Review

Please address the questions below and add whatever information deemed relevant to this process.

To the extent that this information is not already available in the template for your school or college, advise regarding the parts of the workload for your faculty not captured by course load and credit generation measures. In particular, if there is any research/scholarship/creative work or service that distinguishes the contributions of the faculty in this department or program from others in the school/college and university, please describe it.

Response:

Please note that in this narrative, the term "Accounting department or department" refers to department faculty, staff and student workers. The Department is nationally ranked by the US News and World Report and both its undergraduate and graduate programs are within the Top 20 programs in the country. We work hard to maintain this ranking.

Service:

Members of the department faculty are expected to interact with accounting professionals & recruiters as part of their service. The objective is to increase placements, to garner more internship opportunities,

to get firms to contribute to the Accounting Associates Fund, to get feedback to improve curriculum content, and to recruit professionals to serve as adjunct faculty members. Recruiting activities managed by the Albers Placement Center are more effective when faculty members participate in the process.

2. The department has its own Accounting Awards Banquet where our high-achieving students are recognized for their academic performance. We also recognize students for service and leadership.

3. The awards mentioned above are funded by donations from alumni and professional firms. Faculty is actively involved with networking with professional firms and alumni to fund these awards. The department has a Scholarship Committee that goes through an involved process (essays, references, etc.) to determine awardees. Twenty-three awards were made in 2016.

4. The department organizes the SU-KPMG Northwest Financial Reporting Case Competition. We have 12 Pacific-Northwest schools participating at this competition that runs for two days. Members of the faculty are expected to participate.

5. The Accounting Department runs its own specialized Accounting Mentor Program. While the annual Mentor Fair is supported by the Albers School, the rest of the events and support for the Accounting Mentors and Mentees is handled within the department. In 2015-2016, 66 accounting students were mentored by 33 accounting professionals.

6. The department presents a Fall Tax Seminar as an opportunity to bring tax professionals to our campus for continuing education.

7. The department hosts the Accounting Education Seminar which brings accounting faculty from Western Washington community colleges to campus to collaborate with our faculty on continuing education. This results in donations, research opportunities, and, most of all, recommendations to prospective transfer students to complete their education at Seattle University.

8. The Accounting Department's Administrative Assistant provides the support for collecting all of the Albers faculty data for AACSB accreditation as well as for annual faculty reviews.

9. The Accounting department coordinates a Low Income Tax Assistance program. Accounting students enrolled in the Federal Taxation II class as well as other qualified accounting students and alumni volunteer for three days per week from mid-January to mid-April preparing tax returns for low income community members. All the training and scheduling for these volunteers is done by the Accounting Department. In 2015, our student and alumni volunteers prepared 652 tax returns with refunds totaling $780,000, and Earned Income Credit of $270,000. This program takes place within the SUYI footprint, so it also enhances our Center for Community Engagement's programs.

10. The Accounting faculty and staff develop and present multiple “Accounting Intake” events every year. The purpose of the Intake is to prepare incoming undergrad majors and graduate students for success in their academic as well as their professional careers.

11. The Accounting department runs an Accounting Tutoring Lab that provides help to all undergraduate students, as well as MBA students including those in the Leadership Executive MBA program. So far this year the Lab has served approximately 100 individual students and logged over 500 student visits.

12. The Accounting Department provides significant support to Seattle University’s Beta Alpha Psi and Ascend chapters, including providing Faculty Advisors and staff and monetary support.

13. Our faculty is actively involved in leadership roles in the profession. Activities include editorship of reputed journals, and coordinating national conferences for accounting educators, and serving as Directors for professional associations like the WSCPAs, and presenting as panelists and speakers locally and nationally.

14. Members of the Accounting faculty serve in various leadership roles across campus. Faculty serve on Academic Assembly, the University Personnel Committee, as Program Directors for the new MSBA program, the Internal Audit Certificate program, and the Bridge MBA program, and also help organize the New Faculty Institute, and serve as faculty advisors of student clubs and associations.

14. The department sends out an annual magazine titled the “Seattle Accountant”. This involves considerable time and planning.

15. The Internal Audit faculty has an additional burden of needing to interact with the Internal Audit professionals in the community to build a network for internships, curriculum development and for adjuncts. We are one of 6 programs in the country that has been rated as a “comprehensive“ program by the Institute of Internal Auditors. Similarly, the faculty teaching valuation classes need to interact with valuation professionals.

16. The department plans to apply for Institute of Internal Audit “Center of Excellence” status (granted by the Institute of Internal Auditors) in July 2017. There are only 6 other such Centers in the world. Getting this status will involve significant work on our part.

17. The Department has two Advisory Boards (Accounting and Internal Audit) that govern its activities. The department is responsive to the recommendations of these Advisory Boards.

18. The Department occasionally runs conferences for internal audit professionals and workshops for valuation professionals.

19. The department has an active assessment and curriculum review process. For example, we just redid all our Learning Outcomes for both our undergraduate and MPAC programs.

20. A member of our faculty collaborates in lecturing for the Summer Business Institute and for the Universidad Interamericana(UCA) in Nicaragua.

Research:

1. Accounting faculty like all Albers faculty have to maintain their "Scholarly Academic" status. This involves publishing at least three journal articles in high-quality journals in a five year period. The typical acceptance rate in such journals is anywhere from 5% to 25%. The usual lead time for these articles to get reviewed, revised and published can be as long as two years.

2. The department has to pay for a portion of the WRDS data base that contains financial statement data and stock price data. Unfortunately, for research on capital markets, a more comprehensive set of databases (e.g., earnings expectations data) is required. This is not available at Albers.

3. Faculty conducting behavioral/judgment research need to get professionals as subjects. This is an involved and time-consuming process that slows down their research efforts.

4. Faculty involved with the Internal Audit program are expected to work on areas related to internal audit if the department intends to maintain its comprehensive status or obtain its Center of Excellence status.

Is there information that needs to be considered as a part of an analysis of the "teaching productivity" of the department or program? Are there differentiators in the kinds of instruction taking place or the population of students being educated that impact the ability of faculty to generate credit hours?

Response:

1. The Accounting department serves a high proportion of international students. Department faculty have often found it difficult to have these students meet expectations around class participation and have to do additional work to assist students for whom English is a second language.

2. The department is currently facing a surge in undergraduate enrollments that it is struggling to handle as all faculty are already at full load. The hiring of professionals as adjuncts is a very challenging task and there is a limit to how we can respond to increased enrollment with the hiring of adjuncts, due to AACSB accreditation guidelines. While no professional teaches as an adjunct for the compensation, low levels of compensation also complicates our recruiting. There is no guarantee in the quality of instruction that an adjunct will provide. This may hurt our current undergraduate ranking as one of the Top 20 Accounting programs in the country.

3. We are the only program in the country offering a unique certificate in Valuation. We are also the only program on the west coast offering a certificate in Internal Audit. These niche programs require professionals to teach as adjuncts in the program. Needless to say, this helps us sustain out Top 20

ranking of the Master's program. A viable strategy to sustain these unique certificates would be for regular faculty to teach as co-instructors of these classes. However, we do not have enough full-time faculty members to do so. Also, we have trouble retaining qualified adjunct faculty given the demands we make of them.

4. The Department coordinates a very large number of for-credit internships – we did 82 three-credit internships in 2015-16. These internships are coordinated by our Placement Center and monitored by the Chair.

5. All faculty teaching Internal Audit classes need to have obtained a Certificate in Internal Auditing. This is unusual but necessary to maintain our "Comprehensive" status with the Institute of Internal Auditors.

6. Accounting standards and requirements change every year. As such, all faculty members are expected to be up to date with the latest standards. This is a very time-consuming process involving interaction with professionals, attending webinars, reading journal articles etc.

7. The fact is that our students need to know the new standards if we want them to pass the accounting certification exams or secure employment. As such, when we teach, we need to be aware that all students will be sitting for a professional certification exam.

8. Students need to "hit the ground running" in the professional world. As such, the department encourages pedagogical collaborations with professionals. Examples are internal audit projects with SU offices, recruiting of CFOs/controllers for students to shadow in the controllership class, students being asked to present to professionals, etc. These collaborations take time and investment.

9. A faculty member of the Accounting department conducts an EU Study Tour those theme is corporate governance.

What unrealized opportunities do you see? Are there ways that the contributions of the department/program to the mission and financial health of the university could be improved?

Response:
1. An additional non-tenure track full-time faculty line would enable us to deal with the current enrollments better and sustain our rankings.

2. The department handles a lot of administrative work to make all those service contributions possible. Needless to say, those have a significant impact on our rankings and student satisfaction rates. As such, the department would be well served with more administrative help at the staff level.

3. We are currently one of 6 comprehensive programs in Internal Audit in the nation. We plan to apply for "Center of Excellence" status in 2017. We are also the only program on the west coast offering a certificate in Internal Audit and the only program in the country offering a unique certificate in

Valuation. Needless to say, these programs help contribute to our Top 20 ranking of the Master's program. An investment in these programs will greatly help sustain the Accounting department.

What particular constraints or challenges does the department/program face?

Response:

1. Not enough full-time faculty lines.
2. Hiring qualified adjuncts from the pool of available professionals with current adjunct salary levels.
3. Sustaining our rankings given that we have adjuncts (professionals) teaching our upper level graduate certificate classes.
4. We need more staff support to handle the administrative load.

Is there anything else you would like to put on the record?

Response:
No