2017

Accreditation Report

SCHOOL OF ACCOUNTANCY

JON M. HUNTSMAN SCHOOL OF BUSINESS **UtahState**University

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Executive Summary

Executive Summary

The last five years have represented a 'tipping point' in the development of the School of Accountancy (SOA) and the Jon M. Huntsman School of Business (HSB). They have seen increasing expectations of the SOA's various stakeholders, aggressive and successful efforts to attract top faculty, expanded offerings of high impact student programs, and the refreshing of curricula to emphasize workplace readiness. The SOA has experienced growth in student numbers in the Masters of Accountancy program, a reflection of the standing in which students hold the SOA and the associated value proposition.

A collegewide culture of excellence has taken root, as has a commitment to becoming one of the premier business schools in the western United States and, in due course, the nation. The SOA has been recognized by our peers as a "Top 50" accounting program at the undergraduate and graduate levels in the Public Accounting Report and our students are performing at a very high level on the CPA exam. These efforts have been supported by a significant infusion of financial resources from differential tuition and a growing donor base that have given SOA the flexibility to invest strategically and substantially in support of achieving its mission. Students, alumni, and friends continue to embrace the changes the SOA has adopted and its commitment to continued progress.

The results of the various initiatives are numerous and diverse. The SOA has seen increased student placement in high profile organizations and graduate programs around the country, engagement with faculty on research, and successful participation in regional and national competitions. The volume, and in particular, quality of faculty scholarship has gone up as has the engagement of faculty in curriculum and program development. The faculty continues to play significant leadership roles within the academy. Engagement with the business community continues to grow both in terms of support of student programs and opportunities for student placement.

Three particular accomplishments epitomize the magnitude and impact of the Huntsman School and School of Accountancy's continued evolution, The $1.5 million endowed professorship by Bonnie and James Quigley/Deloitte Foundation, the opening in March 2016 of Huntsman Hall, and the announcement in May 2017 of a $50 million gift from Jon M. and Karen Huntsman and the Charles G. Koch Foundations. The Quigley/Deloitte Professorship provides our program with the resources to pursue an elite accounting scholar/educator. Huntsman Hall, a 125,000 square foot, state of the art teaching facility, emphasizes the JMHSB's commitment to students and to creating a world class learning environment that is representative of the JMHSB's aspirations. The $50 million gift is recognition of the progress the JMHSB has made in response to an earlier gift of $25 million from Jon and Karen Huntsman and their charge to build a business school of distinction. Each of these gifts reflect the strides that the JMHSB has made since Dean Douglas Anderson and Senior Associate Dean/Department Head SOA Larry Walther joined USU in 2006 and 2008, respectively, and challenged us to adopt a vision of what the JMHSB and SOA could be, not what it had been.

Engagement, Innovation & Impact

Engagement, Innovation and Impact

Building on the Last Five Years

The School of Accounting (SOA) is the academic unit within the Jon M. Huntsman School of Business (HSB) at Utah State University (USU) that is responsible for the design and delivery of the undergraduate (BA) and master's (MAcc) programs in accounting. The Jon H. Huntsman School of Business and its precursors have a history in business education that dates back to 1889. The last ten years, however, have seen the SOA and JMHSB undergo profound and transformational change. The past five years in particular have seen a concerted effort to build on the momentum generated when Dean Anderson joined JMHSB in 2006 challenged JMHSB to improve significantly and rapidly.

Senior Associate Dean/Department Head SOA Larry Walther has followed his lead and challenged our students and faculty to expand our opportunities and horizons. From a student perspective, the transformation has involved curricular changes, driven by evaluation of a changing employment landscape, that better position students for the workplace and gives them the knowledge, skills, and competencies demanded by employers. The undergraduate core curriculum or business acumen, and SOA programs have undergone revision to align with market needs. The SOA's portfolio of extracurricular and professional development offerings has been continued to maintain the highest standards of excellence, within the JMHSB's strategic pillars and the SOA's mission. There has been increasing emphasis on and socialization of students around their taking ownership of their Huntsman experience. Developing life-long learners who recognize the importance of education as a process and not an event lies at the core of SOA's student-focused philosophy.

From a people perspective, the SOA has hired 6 new faculty (of which 4 remain at USU) with a diversity of backgrounds and roles consistent with building a portfolio of faculty expertise and capacities. At the heart of the faculty strategy is a commitment to students and to helping them see and reach their potential.

From an infrastructure perspective, the state of the art Huntsman Hall opened in March 2016. This 125,000 square foot facility that includes 21 classrooms and 21 study rooms was designed with teaching and learning and the empowering of students to own their Huntsman experience in mind. The $50 million building was funded with $15 million from the State of Utah and $35 million from donors. The Eccles Business Building, which opened in 1970, has also undergone almost $5 million in renovations to upgrade teaching spaces, create the FJ Management Student Success Center, and improve the work environment for faculty and staff.

Financially, as a department within the JMHSB, we find ourselves in a strong, secure position, and continue to develop existing and new revenue streams. The development of improved instruction commitment to the university's Regional Campus operation (4 accounting faculty (3 of which hold Ph.D.) now support this program), and the development of differential tuition revenues that flow directly to SOA. Revenue from differential tuition alone has more than doubled.

The JMHSB has made strategic choices and investments that have enabled it to maintain a steep upward trajectory of accomplishment in response to the challenge. Below we highlight Innovation, Impact, and Engagement within the SOA.

Engagement

- The Beta Alpha Psi chapter has achieved 'Superior' status for thirty-nine consecutive years, the Institute for Management Accounting chapter has received the 'Gold Award of Excellence' for twenty-one successive years and been recognized as an Outstanding Chapter for three years in a row.
    - Our Beta Alpha Psi chapter is not among the largest chapters in the nation, but we are very well known to the Executive office and Professional partners because our students always choose to complete in all of the Best Practices competitions, present in the Chapter operations sessions, volunteer at service projects and otherwise maintain a high profile. We always take a large group of officers to the regional and annual conferences. This not only maintains visibility for the SOA, it enhances our ability to place students in firm offices outside of our geographic area when that is desired by our students.
    - In 2016, our past BAP president, Dillon Jones was interning at the FASB. Our student group visited the FASB offices and spent several hours there learning more about standard setting and opportunities with that organization. Dillon is the second former USU BAP president to have this opportunity, which demonstrates the engagement of our students as well as our School of Accountancy leadership and proactive attitude.
- The Institute of Management Accountants student chapter has achieved the "Gold Award of Excellence" for 21 consecutive years, which is the longest current streak in the nation. For schools that achieve the "Gold Award of Excellence", the IMA organization designates four schools as an "Outstanding Student Chapter". Our chapter has achieved this designation eight times, including 2015, 2016, and 2017.
    - Our students have annually been awarded IMA scholarships from the national organization. In both 2016-17 and 2017-2018 we had students receive the Stuart McLeod Memorial Scholarship (the top IMA Scholarship). This represents the third and fourth time a USU student has received the top award.
- The Financial Planning Association focuses on helping students explore and understand careers in the financial services industry, such as personal financial planning and estate planning.
    - Our students regularly serve as student volunteers at the annual national convention of the Financial Planning Association (FPA), the largest and most recognized organization of financial planners in the United States.
- Deloitte FanTAXtic – When the format of this competition changed, we felt at a disadvantage because some larger schools devoted significantly more faculty resources. Our students and Bonnie Villarreal decided we would rise to the challenge and continue to enter a team each year. In the 2016 competition, our student team was able to take honorable mention (2nd place) behind University of Texas Austin. We beat out the University of Utah and Brigham Young University even though our team included two junior and two sophomore students.
- Beginning with Fall 2015 we began offering Career Exploration trips to accounting firms and large businesses in the greater Salt Lake City area and beyond. This provided students with the opportunity to visit Big 4 and local accounting firms as well as industry.
- Each year 6 SOA students are selected as Quigley Ambassadors. They are specifically tasked with recruiting and retaining accounting students.
- A faculty member and a student have been appointed to positions/internships at FASB and another student was appointed to an internship at the PCAOB.

- Alumni Engagement has increased with the creation of the $1.5 million Bonnie B. and James H. Quigley / Deloitte Foundation Professorship in Accounting. Mr. Quigley is an alum and former Global CEO of Deloitte.
- An External Advisory Board provides a strong forum for engaging alumni from public accounting firms, and industry companies.
- The Spirit of Jay Price Award was established in 2011 to honor and recognize the legacy of selfless service and personal contributions of Dr. Price. Each year an alum is recognized for their service, contributions, integrity, and giving back to the SOA.
- Frequent visits by the department head and faculty with alumni and firms have enhanced alumni loyalty and involvement in the department's programs and increased philanthropic giving through the "All-In" initiative.
- Collaboration with alumni at our key employers to host firm explorations trips to attract high-caliber freshmen and sophomore students to the accounting major.
- The department's faculty continue to provide leadership in key roles in the academy, including the American Accounting Association and its important sections. Examples of external leadership include:
    - Larry Walther, FSA President
    - Chris Skousen, International Accounting Section -American Accounting Association President Elect, President, Past-President 2016-19, Treasurer, 2014-16
- Over the accreditation period many faculty have been engaged with the accounting profession through consulting, corporate education, and serving on boards.

Innovation

- In response to changes in market demand, accreditation standards, and our advisory board we undertook a project to understand the role of "Big Data" in our accounting curriculum. As a result of studying this issue we participated in the college-wide decision to integrate a "Big Data" course in the college acumen.
- We further modified our undergraduate curriculum so that students could increase their technology related electives.
- Restructure of the MAcc and BA degrees to allow for a professional program where students simultaneously complete thier MAcc and BA degrees in 5 years.
- Throughout 2014-2015 we partnered with International Accounting Seminars, a global provider of executive accounting education, to provide a certificate in USGAAP. The certificate was intended for individuals working for US companies internationally who needed to demonstrate USGAAP competency. While this venture did not enroll enough students, it does demonstrate our efforts to provide education opportunities outside of the traditional campus environment.
- In 2016, we received approval to offer a new innovative executive masters of accounting (EMAcc) program. The EMAcc is targeted to mid-level financial executives who are seeking additional accounting training. This program is in its infancy and will move forward in the near future.

Impact

- The number of students admitted directly from high school into the JMHSB has more than doubled since fall 2012 as has the number in the top 10% of their high school classes.
- Three Accounting students have received the AICPA's Elijah Watts Sells Award, and Huntsman students were recipients of a Goldwater Scholarship and USU's 4th ever Truman Scholarship.
- Students have been placed in elite and well respected Doctoral programs including those at the University of Iowa, University of Texas-Austin, Texas A&M, Indiana University, and University of Massachusetts-Amherst.
- The School of Accountancy is currently ranked in the top 40 of large schools for first time CPA pass rate, and 4th among small programs/top 40 among all schools in the Public Accounting Report rankings.
- School of Accountancy graduates are placing at the accounting firms across the nation, with 96% placement of MAcc students.
- Recent terminally qualified faculty have been hired with Ph.Ds. from institutions including, Indiana University-Bloomington, The University of North Carolina at Chapel Hill, University of Wisconsin-Madison, University of Southern California, and Texas Tech University.
- Faculty have published multiple articles in elite, high quality, and quality peer reviewed journals (29 in total).

Programs Listed in the Scope of Accreditation

Program	Level	Location	Date Established
Bachelor of Accounting (BS/BA)	Undergraduate	Main Campus and Regional Campuses	Pre-1940
Master of Accounting (MAcc)	Graduate – Masters	Main Campus	Pre-1970

Situational Analysis

Situational Analysis

Overview

Utah State University (USU) was founded in 1888 as Utah's land-grant university. It is based in Logan, Utah, a town of 48,000 located 80 miles north of Salt Lake City, the state capital. It is the largest employer in a community with a diverse mix of companies in the agricultural, manufacturing, retail, and high technology sectors. Logan is consistently rated one of the safest communities in the nation, not to mention one of the most picturesque.

USU is a Carnegie Doctoral University: Higher Research Activity institution. It is comprised of eight colleges: College of Agriculture and Applied Sciences, College of Engineering, College of Humanities and Social Sciences, College of Science, Caine College of the Arts, Emma Eccles Jones College of Education and Human Services, Jon M. Huntsman School of Business, and S.J. & Jessie E. Quinney College of Natural Resources. Total enrollment is 26,118 with approximately 17,000 students located on the main campus in Logan. USU's land-grant mission gives it responsibility for extension services including distance education and regional campus initiatives statewide. Undergraduate enrollments account for approximately 90% of the total. USU attracts students from all 29 Utah counties and 50 U.S. states as well as over 80 countries. In-state enrollment accounts for approximately 75% of the total. Given its location, environment, and student focus, USU is seen as the 'preferred provider' of higher education by many Utah families.

The Jon M. Huntsman School of Business (HSB) has one of the nation's oldest undergraduate business programs, awarding its first degree in Commerce in 1894. Historically known as the College of Business, the school was renamed in December 2007 in recognition of a $25 plus million gift from businessman and philanthropist Jon M. Huntsman and his wife, Karen. The School is comprised of four departments: the School of Accountancy, and the Departments of Economics and Finance, Management, and Management Information Systems. It has 2,343 students enrolled in business programs, of which 1,775 are located on the Logan campus. Of these, approximately 1,900 are pursuing undergraduate degrees in business, and 420 pursuing graduate degrees. The School has 96 faculty/administrators and 60 support staff.

School of Accountancy (SOA) is a significant component of the Jon M. Huntsman School of Business (HSB), and enjoys a reputation as a high-quality accounting program with a strong regional and emerging national reputation. The original Department of Accounting was established in 1966, and was designated the School of Accountancy and admitted as a member of the Federation of Schools of Accountancy in 1983. The SOA received separate AACSB accounting accreditation in 1988, and this accreditation was reaffirmed in 1997, 2007, and 2012. The SOA has 382 undergraduate declared accounting majors and 73 enrolled MAcc students. Of the undergraduate students, 324 are located on the Logan campus. The SOA has 14 faculty/administrators, 2 support staff, and regularly employees 2-3 adjuncts.

Degrees Supported

The SOA offers degree programs at the undergraduate and master's levels. The School also offers a minor in accounting for undergraduate students in other disciplines. At the master's level, the SOA awards the Master of Accounting (MAcc) with several specializations as well as the Executive Master of Accounting (EMacc). The EMAcc is truly in its infancy and was approved to be offered beginning Summer 2017. While our initial discussions with our advisory board, corporate executives, and other constituents indicated significant demand for this program, we have discovered that our brand and location are not ready for the EMAcc. We will continue to explore whether is a viable program. The SOA has historically supported an accounting specialization in the College of Business MBA program (MBA-Accounting), but a strategic decision was made in 2010 to no longer offer this option in order to focus exclusively on the MAcc programming. However, we do continue to offer one accounting course for the MBA program. The SOA does not offer a PhD program, and there are no near-term plans to pursue this option.

Graduates

The undergraduate accounting vision is to provide a sound technical accounting framework that prepares students for successful careers in accounting, business, and graduate school. The Masters of Accounting builds upon this framework and instills professional skills, attitudes, and values in students. While additional technical content continues to be introduced at the graduate level, the program is focused primarily on providing students with the ability to research, analyze, communicate, and apply new methods in a changing accounting environment. Table 1 presents the number of accounting degrees granted both at the undergraduate and graduate levels since the 2011-12 Academic year.

Accounting Degrees Awarded

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17*
Bachelor	91	113	101	88	102	96
MAcc	26	31	32	51	41	46
EMAcc						0

*Estimated degrees for 2016-17

Teaching Excellence

Teaching excellence is a core strength of the SOA. Individual faculty members have been recognized several times during the past decade as "best teachers" and "best advisors" within the JMHSB. Each member of our faculty views teaching excellence as an important part of their role. The SOA systematically monitors and assesses teaching and learning outcomes to ensure successful results for its students.

The SOA maintains a comprehensive teaching and learning assessment process to ensure that such activities effectively support the complementary missions of both the JMHSB and the SOA. At the core of this process are the program-level teaching and learning goals for both the undergraduate and graduate accounting programs. These goals were developed by faculty curriculum committees with significant

input by both the professional and student advisory boards. They were also influenced by the written pronouncements of professional, academic, and accrediting bodies, as well as professional licensing agencies. The learning goals, the process by which they are assessed, and teaching and curriculum modifications are under constant review and revision. The faculty has engaged in numerous meetings and discussions in order to improve and derive substantial benefit from the assessment process. Assessment results are prominently reported on the SOA website.

The SOA teaching and learning goals are divided into three areas: (1) business and accounting knowledge, (2) professional skills, (3) and values and attitudes. The SOA curriculum design process seeks to ensure that courses will be designed to effectively meet these goals and thereby support the mission of the school. Undergraduate and graduate faculties identify the appropriate courses in which SOA program-level learning goals are to be covered and/or reinforced. Learning goals are generally assessed in the courses where the most intensive coverage occurs. Embedded assessment tools are employed to directly assess the effectiveness of the learning activities that purport to meet program learning goals.

Additional measures of teaching and learning effectiveness are also employed to provide evidence of teaching and learning effectiveness. They include student satisfaction surveys, employer satisfaction surveys, alumni satisfaction surveys, recruiter satisfaction surveys, student course evaluations, student focus groups, outside curriculum reviews, and student performance on CPA examinations. Details on these measures are included elsewhere within this report and on the SOA website

Student Placement

The SOA places students with all of the Big Four accounting firms as well as governmental, corporate, and professional organizations of local, regional, and national stature. The School has consistently placed more than 90 percent of its graduates in accounting-related professional positions or in graduate schools. In 2016, the SOA placed an undergraduate student with the Public Company Accounting Oversight Board (PCAOB). In 2016, the SOA also placed Dillon Jones, a 2015 graduate, with the Financial Accounting Standards Board's (FASB) prestigious Post-graduate Technical Assistant program.

Student Engagement

USU's Beta Alpha Psi (BAP) chapter, established in 1977, and the Institute of Management Accountants (IMA) student chapter, established in 1984, have distinguished themselves among the premier student accounting organizations in the nation. As a Superior Chapter for 39 consecutive years, the Beta Alpha Psi chapter is frequently identified as the chapter with the longest running streak of superior chapter awards in the nation. In similar fashion, the IMA student chapter has earned the "Gold Level of Excellence" designation for 21 consecutive years. It has also been regularly designated as an "outstanding chapter," and our students have received numerous scholarships from the national IMA organization. USU students are consistently successful competitors in regional and national student competitions, such as the Deloitte FanTAXtic Competition. The SOA offers personal financial planning education on both the undergraduate and graduate levels and provides a Financial Planning Association Student Chapter for interested students. Members of the Student Chapter have served as invited volunteer staff members at annual national conventions of the Financial Planning Association 4 of the last 5 years.

Faculty

The SOA is staffed almost exclusively by full-time faculty members. Our goal is that all faculty members be participative, as contemplated under AACSB standards. Except for an occasional scholarly academic-qualified visiting faculty member (for a period of one year or less), we believe we achieve or nearly achieve this 100% goal every year. The long-term structural faculty mix reflects an approximate 3/1 ratio of scholarly academics and instructional practitioners' faculty. We aspire that each faculty member be either scholarly academics, scholarly practitioners, practice academics, or instructor practitioners, and we have strong management practices in place to define and control for this expectation.

Each faculty member has a uniquely drafted role statement wherein they identify targets for personal teaching and research effectiveness and/or excellence. Each faculty member receives an annual review and other feedback about performance relative to their role statement. Every faculty member is expected to be fully available and engaged with our students.

The SOA has been heavily engaged in faculty recruiting on a very selective basis for several years. It is expected that this trend will continue, and we anticipate replacing retiring faculty and adding a net gain of two faculty members over an approximate five-year span. The anticipated faculty size and mix is approximately 13 tenure/tenure track faculty and 2 lecturer positions. The SOA was particularly effective in faculty recruiting and is excited to have recruited two additional SA faculty members who will begin in the summer of 2017. In 2016 and 2017, faculty additions have come from Northeastern University (with an Indiana PhD), University of Wisconsin, Texas Tech University, and North Carolina State University (with a University of North Carolina PhD). Each has impressive credentials. We expect one position soon to be filled by the Bonnie and Jim Quigley/Deloitte Foundation Professorship.

Research and publication are important aspects of each tenure-track faculty member's role. Investment continues to occur in building the research competency and portfolio of the faculty. Numerous scholars are invited to campus each year for presentations of papers, summer research funding has been provided, several faculty members have received reduced teaching loads (research-only semesters), and recent hires have agreed to more significant research expectations commensurate with improved salary and benefits packages. The SOA believes it is making steady progress in elevating its research potential and output.

Academic Standards

The SOA maintains high academic standards and expectations. Controls include rigorous admission standards and controls at both the undergraduate and graduate level. Undergraduates must have earned a 3.0 GPA and pass the introductory accounting course with a "B" grade or higher for admission to upper division accounting classes. As of 2011, students are also required to successfully complete an admissions exam prior to taking Intermediate Financial Accounting courses.

The MAcc is designed for students who have the desire to elevate their professional opportunities and become Certified Public Accountants (CPAs). Current USU Undergraduate Accounting students planning to complete an Accounting Masters degree can participate in the Professional Accounting Program (PAcc). The PAcc allows undergraduate accounting students to combine requirements and earn their Bachelors and Masters degree concurrently. The USU PAcc allows accounting students to begin taking

graduate classes during their “senior year” and to complete requirements for both the Bachelors degree and the Masters degree concurrently over a 2-year period.

To gain entry into the graduate program students must:

- Meet the following GPA requirements
  - Undergraduate accounting GPA minimum of 3.0
  - Last 60 credit hours GPA minimum of 3.0
  - Overall GPA minimum of 3.0
- Complete the GMAT exam with a minimum of all parts above the 50th percentile or qualify for a GMAT waiver as follows:
  - Option 1 – Cumulative GPA of at least 3.75 and grade of B+ or better in both ACCT 3110 and either ACCT 3310 or 3410
  - Option 2 – Cumulative GPA of at least 3.5 and grades of B or better in all of the following courses: ACCT 3110, 3120, 3310, 3410

This rigorous conditioning has produced a student body that consistently excels on the CPA exam. SOA students tend to dominate university-level recognitions such as valedictorian and scholar of the year. We believe these outcomes result from the school's high input standards coupled with its strong academic expectations.

Mission and Strategy

The SOA has a focused mission with clearly defined action plans and pays careful attention to the details of its execution. Information about our recent efforts to update our mission statement and the related strategic initiatives can be found in the strategic management section of this report. We believe this action plan is in large measure the pathway to our research, teaching, and professional engagement results.

Stakeholder Involvement

The SOA also has appointed and meets semi-annually with an active Advisory Board comprising professional accounting and business executives to review and advise the School in its programs. The SOA seeks student feedback on ways in which programming can be improved. Follow-up alumni surveys are conducted on 2- and 5-year intervals.

Financial Support

The SOA has enjoyed the support of loyal alumni and benefactors from the accounting profession. The $6,536,560 SOA endowment supports one endowed chair, two endowed professorships, and over 25 endowed scholarships. The SOA awards over $120,000 annually in direct scholarships, as well as providing access to similar sums for research and teaching assistantships. This student support is further supplemented by large amounts of scholarship support afforded by the JMHSB. The SOA initiated an

"all-in" award in 2010 for firms having 100% participation by our alumni in our annual gift campaign. The level of donor support has increased significantly during the past five years. With a gift of $1,500,000 from Bonnie and Jim Quigley and the Deloitte Foundation we created our first department specific endowed chair. We continue to pursue other endowed chair opportunities.

Coordination with JMHSB

The SOA is an academic department within the JMHSB. As such, the Department Head reports to the Dean. JMHSB Executive Committee meetings are held one or more times per month, and all strategy is coordinated in this committee. SOA faculty fully participate in college-wide committees and meetings. The SOA enjoys particularly strong support from the JMHSB, as evidenced by recent support for multiple new faculty lines. Two accounting faculty members have also served as Associate/Acting Deans over the past few years. The Dean plays an active role in all SOA faculty evaluation and promotion processes.

Competition

There are many universities and accounting programs in Utah and the surrounding area. Most are located in the Salt Lake City area. These include the acclaimed Brigham Young University (BYU) and The University of Utah. Other emerging schools include Southern Utah University, Utah Valley University and Weber State University. To the north is BYU-Idaho, Boise State University, and Idaho State University. We believe each of these schools is of good to excellent quality.

There are also private sector providers of accounting education, including Stevens-Henagar College, The University of Phoenix, and Westminster College. The number of universities is remarkable when compared to the population of Utah. Yet each school seems to be thriving in its market niche. Explanations for this phenomenon include the following: (a) Education is highly-valued by Utah families and a large proportion of the population seeks out college experiences, (b) families in Utah tend to be larger than national norms, (c) Utah has a large proportion of younger persons, (d) Utah's population is expected to continue to grow, and (e) BYU and BYU-Idaho attract students globally through their church association. Thus, we believe that competitive forces only cause us to be cognizant of defining our special position, but do not cause us to be fearful about having a sustainable or obtainable student population.

Despite the significant number of education service providers, we believe we are well-positioned. We work cooperatively with most of these competitors and enjoy collegial relationships. Our defined market is high-quality students able to meet rigorous standards, and we are selective in our admissions. We believe this approach appeals to many students within our market area (certainly a sufficient number to support the program-size goals outlined in our strategic plan), and we enjoy a reputation as a preferred-choice by many students. We are highly affordable, and thrive on our reputation as a public school with a personal touch. We are the land-grant institution of the State of Utah and enjoy a rich history. We are the "rural" university choice, given our position outside of the Salt Lake City area, the concentrated population center of Utah. The safe and enjoyable environment of the Logan area is also not to be overlooked. USU is a state institution, not affiliated with a religion. Nevertheless, many students share a common religion. This proves attractive to students who desire to study in a public university (rather than BYU), but amongst a significant proportion of students sharing similar cultural and religious values.

Conclusion

The School of Accountancy has, over many years, established a recognized culture and tradition of excellence. This culture is felt strongly by our students, faculty, alumni, and professional partners. Although the department has undergone many changes over the years, and has experimented with many programs and initiatives, the constants of our success have endured. We have been fortunate to attract honest, capable, and motivated students from Utah-area families who value hard work. Our mission as a School is not only to provide the technical knowledge and skills these students need to enter the accounting profession, but also to instill in them the professional values they will need to truly succeed.

Progress Update on Concerns from Previous Review

Progress Update on Concerns from Previous Review

The SOA benefited significantly from feedback provided by the previous review team, and has made substantial progress on each issue identified. The two areas for continued improvement, and our progress on each, are identified in the following discussion:

1. The SOA has two faculty members involved in teaching accounting courses in the RCDE (distance learning) program at the Tooele and Vernal campuses. While current enrollment in these courses is very limited, however, were enrollment to increase, issues relating to faculty deployment and student services could become problematic and should be closely monitored. (Standard 10: Faculty Qualifications; Standard 8: Staff Sufficiency – Student Support)

   The SOA's commitment to Utah State University's land-grant mission of providing regional campus education opportunities throughout the state remains strong. To facilitate the quality of education we have hired two PhD faculty lines dedicated to teaching in the regional campus system. To do so, we received $500,000 of ongoing additional funding through regional campus and the state legislature. In additional to two PhDs, we have one lecture located on the Roosevelt campus. Receiving funding from the state helps strengthen these positions going forward. The tenure track faculty now in these positions are located on the Logan campus.

2. The SOA should revise its mission statement to reflect the increased research emphasis. (Standard 31: Accounting Mission Statement)

   Our mission statement is inclusive of our enumerated guiding principles. We have modified the "Discovery" guiding principle to explicitly state that "research" is part of our guiding principles. Prior to this change we used the word "ideas" in place of "research". We believe that substituting "research" for "ideas" better reflects our increased emphasis on research. The revised Discovery Guiding Principle is as follows:

   <u>Discovery</u>
   We are committed to producing new and relevant educational and business **research** and to a process of lifelong learning for ourselves and our students.

Strategic Management and Innovation

Strategic Management and Innovation

Mission, Vision, Purpose

The JMHSB has a broader mission, vision, and purpose than the SOA. The JMHSB is noted below.

Mission

> "Our mission is to develop leaders of distinction in commerce and public affairs."

Vision

> "As we make strategic decisions in the Jon M. Huntsman School of Business, we aspire to see our investments pay off in the lives of our students. When our students graduate, they will be prepared to add immediate value to the organizations where they work and be prepared for increasing leadership roles in the organizations and community where they choose to serve.
>
> Our students will be identified by the following:
>
> - A strong commitment to ethical leadership
> - A sense of purpose and place engendered by global vision
> - An ability to create and leverage value through their understanding of entrepreneurial processes
> - A mastery of applied and conceptual analytical frameworks"

Purpose

> "Our purpose is to be an engine of growth for our community, the state, the nation, and the world, and to enable our students to lead lives of meaning and contribution.

The mission, vision, and purpose continue to evolve based on ongoing discussions within and outside the school. In particular, the mission has transitioned from a statement of aspirations relative to the community of business schools

> 2012: ' . . . become recognized globally as top tier within our chosen strategic focus'

to one that placed greater emphasis on the school's commitment to students

> 2014: '. . . build a great school of business and economics by providing our students a first-rate education that will enable them to lead with distinction and effectiveness in the world of commerce and public affairs.

to the present statement that explicitly and concisely articulates a focus on desired outcomes. Similarly, the statement of purpose has evolved from one with a strong external focus (" . . . to be a career accelerator for our students and an engine of growth for our community, the state, the nation and the

world.") to one that also reflects a commitment to developing individuals that seek intrinsic value through a business education.

An inclusive process was used in formulating the above statements. For example, the most recent statements originated from discussions within the school's leadership team. They were presented to the school and input solicited from all faculty and staff. Based on this input, the statements were refined. The statements were also shared with and input sought from the school's National Advisory Board. Both internal and external stakeholders fully endorsed the revisions to the statements.

School of Accountancy Mission

This SOA's mission and guiding principles are as follows:

We achieve excellence in accounting education by providing an engaged learning experience, empowering our students to distinguish themselves as ethical, dedicated, and successful business professionals.

The following eight values guide us in accomplishing our mission:

Integrity

We expect adherence to the highest standards of honesty, personal accountability, and ethical behavior from our faculty and our students.

Respect

We promote the fair treatment of individuals and aspire to an increased global vision by respecting, experiencing, and learning from diverse points of view.

Teaching

We seek to disseminate accounting and business knowledge in dynamic and creative ways to our students and business community.

Discovery

We are committed to producing new and relevant educational and business research and to a process of lifelong learning for ourselves and our students.

Rigor

We seek to create rigorous learning activities that challenge our students to be well-rounded critical thinkers and communicators, capable of undertaking leadership roles.

Stakeholders

We value the diverse contributions received from our students, faculty, alumni, employers, and business community.

Global Vision

We embrace the opportunities resulting from an increasingly dynamic and interconnected global business environment.

Resources

We seek continual improvement in our financial strength and national prominence.

The Mission Statement as a Strategic Driver

The mission statement along with our guiding principles is the heart and driving force of our strategic plan and ensuing activities. Actionable items, and the opportunity to assess results and make adjustments, arise from within the mission statement. This next section details our current strategic plan, and the processes by which it was developed.

Strategic Management Planning Processes

The SOA works closely with the University and JMHSB in broad strategic planning activities. In addition, the SOA's activities are coordinated by its own carefully developed strategic plans, which reflect the results of numerous faculty meetings, as well as interactions with stakeholders, including student groups and the SOA Advisory Board. The Advisory Board meets with the SOA twice each year to review the strategic direction of the college, ensure the professional relevance of instructional programs, and assist with financial support for the school.

The strategic plan has been comprehensively revisited twice during the past decade. The current plans reflect a continuation of the best practices and ideas that emerged from Phase I and additional strategies during Phase II. Phase II is intended to lead to an extension of the USU-SOA brand.

The strategic plan is articulated with the mission of the SOA, and includes identifiable actions and outcomes that drive results toward a clearly understood goal set.

Foundational Principles and Broad Strategies / Phase I

During the early 2000's, the SOA identified the following 8 general initiatives as being strategically important for accomplishing its mission:

1. Enhance the scholastic quality of incoming students to undergraduate and graduate programs.
2. Continuously improve the design, delivery, and assessment of the School of Accountancy's curriculum.
3. Recruit, develop, and retain a highly productive faculty.
4. Increase the participation of tenure-track faculty members in research programs that lead to high- quality publications and sponsored research funding.
5. Increase quality student exposure to diverse groups, cultures, and ideas.
6. Establish high-quality continuous-improvement processes in key student support functions.

7. Heighten SOA faculty stature through participation in, and service to, the professional and academic communities.
8. Enhance relationships with alumni, employers, and friends.

Phase I included the development of a balanced-scorecard approach to measuring and monitoring progress. This framework facilitates the SOA's efforts toward documenting progress made on its strategic initiatives (as well as continuous improvement) across four broad perspectives (customer, financial, internal business, and innovation and learning). Within the customer perspective, the major strategic initiatives are: (1) prepare students to effectively serve organizations in a global society, (2) enhance student satisfaction with their educational experience, and (3) to enhance The SOA's relationships with alumni, employers, and friends.

Within the financial perspective, the initiatives are (1) to build a prosperous and financially viable School of Accountancy and (2) to develop the financial resources of the School of Accountancy. Within the internal business perspective (process), the initiatives are: (1) to ensure the scholastic quality of incoming students to undergraduate and graduate programs, (2) to recruit, develop, and retain a highly qualified faculty, and (3) promote student diversity and exposure to global issues. Finally, under innovation and learning, the initiatives are (1) to cultivate a climate for teaching innovation, (2) continuously improve the design, delivery, and assessment of the curriculum, and (3) to increase the scholarly productivity of the faculty. The SOA employs various assessment tools to measure its progress toward these continuous improvement initiatives.

Actionable Initiatives and Directed Strategies / Phase II

Phase I provided a strong foundation for driving the SOA's continuous improvement goals. Phase II, which began early in 2009, was an effort to build upon this foundation and embark upon strategic planning that included more specific and measurable targeted results, including additional actionable items and outcomes.

Phase II reflects the belief that the SOA was executing extremely well within the region and that its quality results were sufficient to embrace a longer-term plan to achieve a more prominent level of national recognition.

Therefore, the following strategic planning elements fundamentally define the broad activities that are necessary to fulfill this mission and achieve these objectives. This Phase II Plan is intrinsic to the SOA's desire to establish a positive national reputation, while preserving the "public university – personal touch" atmosphere that is unique to the program.

The plan identifies strategies that address the size, quality, and image of the SOA, all three of which involve tangible and intangible components, and are inherently interrelated.

Size

The SOA's strategy is to increase program size to provide for the awarding of approximately 120 undergraduate and 60 graduate degrees per year. This student level will be considered the "equilibrium

enrollment" level. We continue to get closer to these goals, but have much more work to do. This student population is judgmentally viewed as congruent with the resource set available to the SOA, and aligns with stewardship outcomes for efficiency, while preserving an acceptable level of closeness between students and faculty. This "equilibrium enrollment" also provides sufficient output to ensure that the SOA will remain a campus of interest for national student recruiting firms.

The SOA anticipates gradual increases in academic standards and expectations for the both the undergraduate and graduate students. These increases will occur in a way that maintains the school's growth targets. As student populations move beyond the target equilibrium enrollment, academic standards will be used to constrain the growth by selecting the scholars of highest potential.

Growth in enrollment will be met with increases in faculty size. Over the next six years, The SOA anticipates hiring approximately six new faculty members. It also anticipates the departure of three current faculty members. This will result in an average net increase of 0.50 faculty members per year.

These initiatives to increase program size will be driven by aggressive positioning strategies that include student recruitment activities, promotion of quality metrics, and involvement of all stakeholders. Communications, including newsletters, advertisements, and the web presence, will be designed to reflect investment in quality with a contemporary flare.

Positioning will be augmented by interactions and positive association with the pillars and branding of the Jon M. Huntsman School of Business, as well as emphasis of the attractive natural attributes of the Cache Valley.

Quality

A significant element in achieving a program of national prominence will require consistent attention to quality. Quality in the SOA can be evidenced by consistent outcomes relating to:

- CPA Exam performance – The SOA will produce Masters level students that regularly perform in the Top 10 passing rate on the CPA exam.
- Assurance of Learning – The SOA will provide a learning environment where at least 80% of students satisfactorily complete embedded AOL measures, and the SOA will adopt threshold controls that effectively redirect students not meeting standards of academic progress.
- Relevant internships – The SOA will emphasize the importance of applied practical experience via relevant and rigorous internships, and seek to align curriculum scheduling and placement services to facilitate achievement of this strategy.
- Student placement – The SOA will place at least 90% of graduating undergraduates in meaningful professional employment or a quality graduate program, and all graduating graduate students in a position of choice.
- Student persistence – The SOA will monitor the length of employment with key CPA firms that recruit students, and will promote strategies that lengthen the average period of employment.
- Awards and recognitions – The SOA will have its student groups actively involved in challenges that result in regular award winning status.

- Faculty qualifications – The SOA will employ a faculty that meets standards relating to academic and/or professional qualifications as envisioned under standards of the AACSB.
- Faculty research – The SOA will have all of its academically qualified faculty members regularly engaged in thoughtful work and study that is rigorous and relevant, and a select portion of the faculty nationally recognized for their contributions to targeted literature sets.

Central to plans for realization of quality goals is the imposition of strict academic standards. The faculty will compliment these standards by maintaining a high level of proficiency and academic engagement in teaching and research. The SOA will establish uniformly rigorous grading standards, and adopt long-term target benchmarks/trends for GPA and GMAT scores.

Image

The SOA desires to preserve the "public university – personal touch" environment. This means that a high-quality education is provided in an affordable format, where passionate faculty members meaningfully interact with engaged students.

This program image specifically includes reference to "engaged students." The SOA is focusing its efforts on students who apply themselves with appropriate rigor to their academic pursuit. The SOA will provide an environment that will enable such students to become successful leaders.

The SOA strives to engage all faculty members with the academic and professional community, beyond the scope of their specifically identified assignments at USU. It understands that leadership in academic and professional organizations will be important in extending national recognition for USU.

The SOA will work to develop external financial support and endowments. Specifically, the SOA seeks to develop resources that will enable it to award scholarships that will underwrite educational costs for premier students, finance professorships to attract and retain nationally recognized scholars, and obtain additional resources to enhance training for students and faculty. The SOA has the specific objective of attracting an endowment in support of a named School. Further, the SOA seeks to broaden the proportion of graduates who regularly give back to the School.

The SOA will also retain its intangible quality components. These include a collegial faculty environment that creates a sense of "family" amongst various constituents. Another important intangible is continued adherence to high ethical standards and maintenance of an environment of decorum and mutual respect. Unwavering commitment to academic integrity is essential.

Accounting students will come to recognize that the SOA provides a robust educational environment that strongly emphasizes technical training, ethical reasoning, and an attitude of persistence, and that places high value in relationships. Further, the SOA will reinforce the Huntsman School's pillars of analytical rigor, global vision, ethical leadership, and entrepreneurial spirit. As examples, the SOA will seek to be an early mover/top tier school on curricular and extracurricular coverage of emerging topics that align with these pillars, such as incorporation of complex financial instruments (rigor) and the migration toward international harmonization of accounting standards (global vision).

The SOA encourages “opportunity seeking behavior” with regard to unique curricular offerings. As examples, the SOA and JMHSB have unique and well-regarded niches in financial planning and lean processes. Faculty members are encouraged to be experimental in advancing curriculum proposals related to potential niche-creating opportunities that might lead to national market differentiation.

Many SOA students have had international exposure and speak a second language. The SOA will promote and leverage this unique multi-cultural attribute to its advantage, particularly in expanding career placement opportunities outside of the Intermountain West region. This attribute will be used to further extend the national branding for USU’s SOA.

Key Inputs Supporting the SOA Strategy

Strategy is achieved when a master plan is well understood and a unit works in harmony toward those purposes. Achieving a strategy also requires careful attention to the details of daily operation, coupled with the ability to respond with agility as circumstances change and opportunities arise. We believe all of these components are in place in the SOA. The following narrative, while not meant to be an exhaustive discussion, describes some of the key processes that drive the SOA strategy. It is impossible to fully communicate the nature of all activities and processes, but the following narrative is a sample of the activities that drive our results.

Teaching and Learning

The SOA's programs orient students toward professional careers in accounting and business. Its undergraduate accounting vision is to provide students with a sound technical accounting framework that prepares them for successful careers in accounting and business or to be accepted to a graduate school. The Master of Accounting builds upon the technical accounting framework of the bachelor's program to instill professional skills, attitudes, and values. While additional technical content continues to be introduced at the graduate level, the graduate program focuses primarily on providing students with the ability to research, analyze, communicate, and apply new methods in a changing accounting environment.

As with many professional accounting schools, the SOA maintains active ties with the accounting profession. The SOA spends significant time and resources helping its faculty and students develop a professional network among the accounting community. To ensure that its programs remain current and relevant, the SOA meets twice annually with its Advisory Board to develop and monitor strategic initiatives, review curricula and specific courses, and receive input and direction on the latest developments within the profession.

Developing leadership skills assumes a prominent role in the SOA. Similarly, professional networking is prominently featured. Students are provided with leadership opportunities through three separate accounting student groups. In addition to leadership opportunities, these organizations provide students with ample opportunities to interact with practicing professionals, develop professional skills and attitudes, and build professional networks. These networks have produced favorable results for SOA graduates, who enjoy very high placement rates.

Instructional activities of the SOA are focused on professional preparation. The faculty considers professional licensing requirements and the ongoing guidance of our professional advisory board in designing and delivering the curriculum. The SOA strives to establish a culture of learning that not only imparts knowledge and skill, but also reinforces professional values and helps students establish contact with the accounting profession. Practicing professionals are often invited to speak in SOA classes.

The SOA emphasizes academic rigor and decorum. The student culture is noted for its strong work ethic and high level of maturity. Many students come from agrarian households and are accustomed to thrift and hard work. Their families tend to be complete and to have instilled the students with a strong sense of values, personal decorum, and an appreciation for education. Many students are motivated to climb the socio-economic ladder and see their education as foundational to achieving their aspirations.

Many students have spent up to two years serving in church-related missionary work, always away from home, and typically abroad. These experiences contribute to a culture of maturity, self-reliance, and leadership, which attributes enable the SOA to set high academic standards and see students reach rather than resist. This is a unique and defining element of the SOA which allows for a strong teaching and learning environment.

Research

The School of Accountancy is a professional accounting school, and aspires to solve business and accounting problems through both basic research as well as active research with companies in the field. Its faculty members participate in a balanced portfolio of research activities that not only expand the theoretical framework of accounting, but also bring improvements to accounting and business practices. The SOA makes every attempt to leverage the research activities by aligning faculty research activities with teaching responsibilities. This provides yet another opportunity to enrich the teaching and learning process by having faculty sharing the results of their cutting-edge research in the classroom.

Service

Faculty and students of the SOA desire to use their expertise to become leaders in the academic and professional communities. The SOA is engaged in a variety of efforts. Examples include support of the Intermountain Accounting Seminar, regular faculty delivery of professional education seminars (e.g., local and state CPA society meetings and CPE seminars), consultative activities in lean accounting and operational excellence (including site-visits supporting the Shingo Prize), participation in the regional tax conference, and many other educational events. The SOA and its Beta Alpha Psi chapter host one of the largest and most successful VITA programs in the country.

Highly Effective Practices

Building Professional Relationships: As a professional accounting school, it is crucial that the SOA develop and maintain excellent relationships with the professional community. We rely on these relationships to: (1) ensure the continued relevance of our instructional and research programs, (2)

sharpen our strategic vision, (3) enhance the professional networking and placement of our students, and (4) develop the financial resources needed for a quality accounting program.

The SOA is fortunate to have the guidance and support of an active Advisory Board that meets semi-annually and also participates in several other events during the year. The board has been invaluable in reviewing curricula and courses, assisting in the development of program learning goals, articulating mission and strategy issues, and in developing scholarship funding. We believe that these professional relationships have been a real strength to the SOA.

Teaching, Learning, and Assessment Process: The SOA maintains a comprehensive assessment process to ensure that teaching and learning activities effectively support the complementary missions of the JMHSB and the SOA. At the core of this process are the program-level teaching and learning goals for both the undergraduate and graduate accounting programs. These goals were developed by faculty curriculum committees with significant input from both the professional and student advisory boards. They were also influenced by the written pronouncements of professional, academic, and accrediting bodies, as well as professional licensing agencies. Learning goals are generally assessed in the courses where the most intensive coverage of relevant content occurs. Embedded assessment tools are employed to directly assess the effectiveness of the learning activities that purport to meet program learning goals. Additional measurements of teaching and learning effectiveness are also employed to provide evidence of teaching and learning effectiveness. These include student satisfaction surveys, employer satisfaction surveys, alumni satisfaction surveys, recruiter satisfaction surveys, student course evaluations, student focus groups, peer-teaching evaluations, outside curriculum reviews by professionals, and student performance on the ETS and CPA examinations. Data from each of these are used to drive decision-making for continuous improvement.

The assurance of learning processes (AOL) are deployed regularly, with iterative cycles deployed at least twice each five years, and sometimes more frequently when deemed appropriate. The SOA regularly reviews and updates goals as these processes reveal areas where improvement or revisions are needed. AOL has become far more than a compliance task for the SOA and is meaningfully shaping its curriculum and learning results.

The SOA periodically assesses the form and content specifications of the CPA exam. This assessment entails a detailed mapping of specific USU courses to/against CPA exam content specifications. When differences are noted, the faculty quickly responds with course specific adjustments to ensure uniform coverage of CPA exam material.

Student Networking and Placement Process: A major strength of the SOA is its professional networking and placement process. Over the years, it has cultivated excellent relationships with the professional community, many of whom are graduates of USU. SOA students have many opportunities to hear from and interact with accounting professionals.

The SOA sponsors three active student organizations and numerous professional events to help connect students to their future profession. The sponsored organizations are student chapters of Beta Alpha Psi (BAP), Institute of Management Accountants (IMA), and the Financial Planning Association (FPA). These organizations invite professional speakers to campus to teach students about the profession.

In addition, the SOA is a co-sponsor of the Intermountain Accounting Seminar, which brings top accounting leaders to campus and is attended by accounting professionals and students in the

Intermountain area. Other major events include Meet the Firms Night, Career Day, the SOA Recruiter's Meeting, Alumni Networking Night, and Mock Interviews. The SOA is supported in its networking and placement efforts by an excellent Career Services office on campus.

Through all of these mediums, students are counseled on the importance of ethical values, development of lifelong relationships, strong technical competence, and an attitude of persistence. Students are also counseled about methods for obtaining employment outside of the Utah market. Although not viewed as a national recruiting school, the SOA successfully places many students in markets around the country.

Quality Admissions Processes: The SOA has been "raising the bar" on admissions over the past several years. Utah, in general, has been expanding its university infrastructure. These schools, in turn, are pushing to grow and gain market share (and expand curriculum and degrees).

The SOA response is to focus on defining itself by targeting the best students – to become a place where the best students seek to obtain their accounting degree. This is consistent with USU's Tier 1 Research status. The SOA has embarked upon heightened admission standards and expectations. This elevated standard restricts admission to upper-division accounting courses. Currently, to be admitted into intermediate courses (Acct 3110) and cost accounting (Acct 3310), incoming undergraduate accounting students must achieve a 3.0 overall GPA, earn a B or better in the first introductory accounting course, and pass a gateway competency test administered by the SOA. Subsequent courses require Acct 3110 and/or Acct 3310 as prerequisites. Students admitted to the Master of Accounting program must have an undergraduate GPA of 3.0 or better, and score at least at the 50th percentile in all sections of the Graduate Management Admissions Test (GMAT).

The SOA also seeks to attract high-quality students to accounting. It does this by developing high-quality recruiting literature, coordinating with university ambassador programs, interfacing with JMHSB recruiting activities and with brand managers, and conducting similar activities. In particular, a generous alumni gift has enabled the SOA to establish the Quigley Ambassador program. Quigley Ambassadors are charged with student recruiting and telling the SOA story.

Faculty Development Process: The SOA faculty development process ensures that faculty members are focused on personal continuous improvement activities. Faculty members operate according to a role statement that guides the allocation of their time into efforts of teaching, research, and service. Each faculty member in the promotion and tenure (P & T) pipeline also has a P & T committee that periodically meets with them and provides guidance. All faculty members are evaluated annually according to their individual role statements and their annual work plan.

Faculty qualification is defined and governed by JMHSB policies which address both academic and professional qualification status. Tenured and tenure-track faculty members are usually expected to satisfy conditions for Scholarly Academic (SA) status. Additional SOA policies guide teaching load allocations. Those policies generally seek to incentivize research efforts by providing degrees of freedom to reduce teaching loads commensurate with efforts and outcomes related to research. The typical teaching load for a successful researcher is 2/2, although several faculty members have greater or lesser assignments. Occasional financial support is provided for research efforts during the summer months.

Faculty members are highly encouraged to participate in academic and professional associations, and discretionary funds of the SOA are used liberally in support of these affiliations. The SOA celebrates and

encourages faculty members to assume leadership roles within their respective organizations, and there are ample instances of that outcome. Faculty members frequently attend firm-sponsored training events, such as the Deloitte Trueblood seminars, FSA faculty consortium, and so forth.

The SOA regularly invites distinguished scholars to present working papers and research. Almost all faculty members (tenure-track and lecturers) attend each such event, unless travel schedules conflict. The planning for these sessions is coordinated by a designated faculty member, and the schedule is ad hoc based upon availability of guest presenters and the number of alternative presentations that have arisen in the course of faculty recruiting efforts. In general, about 5 such presentations occur during a typical academic year.

Examples of Continuous Improvement Outcomes

The following discussion highlights selected achievements since the last accreditation visit. It is not an exhaustive discussion, but is meant to illustrate points of progress that are being driven by strategy.

Building Professional Relationships

The SOA's Advisory Board has convened once or twice yearly, and selected members have been additionally engaged to assist with special assignments related to faculty recruitment, speaking engagements, and similar services to the SOA. Their input has been vital in reshaping strategy, fund-raising, helping to model curriculum, and branding the SOA, whose student placement record has been outstanding. For example, our tracking surveys continued to show that, each year, over 90% of our Masters graduates seeking jobs successfully found opportunities to join their employer-type of choice—usually upon graduation, but certainly within a few months thereafter.

The strength of our professional relationships is evident in our fund-raising successes. Discretionary gifts have resulted in an endowment expansion of approximately $1,500,000 during the past five years. This is particularly impressive given the constrained economy, low earnings rate on investments, and continued disbursements in support of academic scholarships and professorships. Our investment in building and sustaining professional relationships has yielded significant benefits.

Finally, the total engagement has been strengthened by the addition of several new Advisory Board Members. In addition, the "all in" fund raising drive has yielded broader penetration with alumni. While not financially material, the alumni buy-in, beginning at graduation, should yield better life-long relations between the SOA and its alumni.

Teaching, Learning, and Assessment Process

The SOA was an early mover on deployment of a rigorous model for assessing teaching and learning. It is noteworthy that the SOA's 2007 maintenance report was included as an appendix in AACSB training materials as a "model report." We believe one reason was its demonstrated quality and implementation of the assessment plan, which continues to be improved upon. Several revisions have been made to both the learning objectives and the cycle and assessment methodology. Faculty members are broadly

engaged in assurance-of-learning, and take this process quite seriously. Their feedback drives continuous improvement. The AOL system is detailed later in this report.

As explained earlier, one of the SOA's strategic initiatives is to improve the quality of students and learning. As of the fall of 2011, students entering Intermediate Accounting are required to pass a gateway exam. The goals for this exam are to instill an attitude of seriousness amongst students taking our introductory courses, to help assure student success in Intermediate courses by testing for preparedness, and to control for size and quality of input into the accounting program. We believe this process will enhance the learning environment for our target student population.

The SOA carefully monitors CPA exam performance and pass rates. Obtaining accurate data is problematic for many reasons. Nevertheless, we believe our results are indicative of a successful program. During the past 4 years, our MAcc students have been listed each year in the Top 40 for Schools With Highest Passing Rates Amongst First-Time Candidates With Advanced Degrees (NASBA Annual Reports, Institution Rankings Large Institutions.

Student Networking and Placement Process

The SOA supports three significant student organizations, each of which has achieved exemplary results. The Beta Alpha Psi chapter is proud to have the longest-running streak (39 years) of Superior Chapter recognition status in the country. The Institute of Management Accounting Chapter has been recognized as a Gold Chapter for 21 consecutive years. The SOA Student Chapter of the Financial Planning Association is one of three schools which regularly participate in hosting the national conference. These organizations provide students with a strong foundation for professional networking and placement.

The SOA conducts annual surveys of employers, and virtually all master's-level students achieve desired professional placement upon graduation. Most of the initial placements are in public accounting firms across the country. About one-third of undergraduate students pursue a graduate degree, and the others pursue a variety of alternative accounting, family, or business opportunities. Undergraduate students generally do not place in public accounting firms, as Utah essentially requires a master's degree for professional certification.

In addition to the numerous networking opportunities afforded through regular meetings of the student organizations, other networking events include the annual kick-off meeting, annual firm night (attended by approximately 30 firms), annual awards banquet, mock interview day, annual golf tournament, alumni night (dinner and basketball), intermountain accounting seminar, and similar events. Collectively, these events foster an environment where virtually all interested students are well-known to interested recruiters.

The SOA is proud of Dillon Jones, a 2015 master's graduate for his 2016 placement as a Post-Graduate Technical Assistant at the FASB and Sam Lindquist, PCAOB Intern in 2016.

Quality Admissions Processes

The SOA follows the JMHSB admission guidelines and has additional constraints for it junior and above accounting courses. These processes include consideration of overall and accounting GPAs, and other prerequisite conditions. A requirement that was first implemented in the fall 2011 semester requires all students desiring to enter upper-division accounting courses to additionally pass a gateway exam that is administered independent of the regular classroom processes. This allows for consistent quality control in admissions, beyond constraints which might be affected by choice of teacher and/or university for lower-division courses.

Faculty Development Process

The SOA's strategic plan calls for continuous recruiting efforts spanning a six-year period. These efforts are ongoing, and offers were extended in 2012, 2014, 2015, 2016, and 2017. Every effort is being made to attract both high-quality scholars with established reputations, and recent PhD's showing great potential for meeting a role expectation of research and teaching excellence. Most recently, the SOA hired Dr. Devon Erickson, Dr. Rachel Martin, Dr. Jayson Talakai, and Dr. Brad Lindsey. We continue to seek to fill the Quigley/Deloitte Professorship.

The SOA research symposiums included guests such as Adam Esplin (University of Alberta), Deb Sledgianowski (Hofstra University), Darren Roulstone (The Ohio State University), Denise Hanes (Villanova University), Jeremy Griffin (University of Mississippi), Anna Brown (Idaho State University), Keejae Hong (University of North Carolina), Kip Holderness, (West Virginia University), Kristen Valentine (University of Texas at Austin), Eric Johnson (University of Wyoming), Rajiv Banker (Temple University), Dirk Black (Dartmouth College), James Brushwood (Colorado State University), Lauren Milbach (Texas A&M University), Ervin Black (University of Oklahoma), and Brady Twedt (Indiana University).

Additional SOA guests have included persons such as Jonathan Duersch (Securities and Exchange Commission), Brooke Deterline (CEO, Courageous Leadership), Greg Paul (Entrepreneur), Jason Wendel (Partner, KPMG), Rick Manning (Executive Director, EY), Jess Larsen (CEO, Myelin Advisors), Ester Phahla (President & CEO, Ester N. Phahla, CPA), Paul Allen (VP, AgReserves Inc), Steve Watson (Audit Manager, Deloitte), Jeffrey Thomson (President & CEO, IMA), Morgan Miles (Audit Manager, Deloitte), Wes Yeomans (Partner, Deloitte), Doug Arveseth (Tax Partner, PwC), Kristynn Saxton, (Tax Director, PwC), Cathy Engelbert (CEO, Deloitte), Vale Hale (Executive Director, Utah Governor's Office of Economic Development), Jon Wyma (Executive Director, EY), Brian Fox (President & Founder, Confirmation.com), Billy Atkinson Jr (Chairman, Private Company Council FASB),. Collectively, these events have proven helpful to advance a culture of enhanced research interest and professional knowledge and skill.

Each faculty member is evaluated annually. This process leads to cycles of continuous improvement. State-wide budget pressures have limited opportunities for significant salary adjustments, but supplemental resources have been used to augment salaries through earnings on professorships and special summer research grants and awards.

The SOA is fortunate to have sufficient resources to support faculty travel and conference fees, and faculty are encouraged to participate in US and global seminars. Various faculty members hold leadership positions within professional associations, and these activities are also encouraged and

supported. The Peer Review Team is referred to individual faculty CVs for numerous examples of such activities.

SOA faculty members have received awards from the JMHSB, the University at large, as well as other organizations. Particularly noteworthy is that Dr. Jeffrey Doyle was "on loan" to the Financial Accounting Standards Board during the 2012-13 academic year, as he has also been selected as the FASB Faculty Research Fellow. Dr. Nate Stephens is recipient of two 2012 Best-Paper Awards for his recent publications in *Accounting Horizons* and *Issues in Accounting Education*. Frank Shuman received the 2014 Usel K. Albers IMA Campus Advocate of the Year award, Bonnie Villarreal received the BAP 2015 Outstanding Faculty Advisor Award, and Dr. Kari Olsen, is the 2016 IRF Emerging Scholar for the Competitive Manuscript Award for the IMA and has received two research grants.

Practices in Need of Improvement

The SOA is very happy with the evolution of its AOL process over the past decade. It has become a mature and functioning process, but the SOA desires to continue to improve it; specifically, to make it less compliance-driven and more outcomes-driven. Dr. Nate Stephens has monitored our progress and developed a plan which the department follows to ensure the AOL process is working. We believe the feedback loop is functioning and bringing substantive change in course content and in instructional method and effectiveness. However, the broadly positive nature of much of the assessment suggests that there are opportunities for more penetrating analysis of results to find areas for future improvement. In particular, Dr. Jeffrey Doyle has developed a strong process of assessing learning-outcomes for his students. Multiple other accounting faculty members are applying his method, and it has been presented to the JMHSB as a potential model for further application. A template of the method is included in Appendix 3.

In the past several years the SOA has hired and promoted faculty members under a bifurcated process, wherein the faculty members can be evaluated for excellence in either teaching or research. Most faculty have been retained under a teaching excellence/research effectiveness mode and we expect to hire only under the teaching excellence model going forward. The SOA needs to better define the linkage between the concepts of research effectiveness/excellence and actual outcomes expected under each model.

Even with the new Huntsman Hall, facilities remain significant limiting factor. There is a significant lack of office space for faculty, staff, graduate students, and student organizations.

The SOA needs to continue to make efforts to attract a more diverse student body. This has been a challenge because of the historical demographics of the State of Utah. However, there is an increasing sector of the population that is of Hispanic origin, and we anticipate growth from within that demographic. The SOA has also undertaken initiatives to increase the proportion of faculty hiring and student recruitment amongst females. The Quigley Ambassadors are tasked specifically with targeting female students to help grow this demographic.

Intellectual Contributions, Impact, and Mission Alignment

The mission of the Huntsman School speaks to enabling students "to lead with distinction and effectiveness in the world of commerce and public affairs". The vision statement speaks to students being identified by a commitment to ethical leadership, purpose and place engendered by global vision, creating and leveraging value through understanding of entrepreneurial processes, and mastery of applied and conceptual analytical frameworks. These require thought leaders who are shaping their disciplines, whose scholarship reflects and informs contemporary business practice, and engaged teachers who influence and bring innovation to business education.

Faculty whose role includes scholarship are expected to develop a portfolio of scholarly outcomes consistent with their roles. Expectations are set in line with broader university expectations, the School's commitment to raising its research profile, and the expectation that faculty develop their own unique research brands. Expectations are communicated by the Associate Dean for Academic Affairs when faculty are on boarded, and the message reinforced by department heads, and tenure and promotion advisory committees that meet with faculty on a regular basis. Expectations are also communicated via department journal lists and/or other department frameworks that define scholarship standards. The underlying message is that scholarship should be driven by impact, impact as measured by the academic community, the ability to influence practice, and the shaping of learning outcomes. Significant change in the composition of the faculty in recent years has afforded the School the opportunity to continue establishing a new culture as it relates to scholarship.

Summary details of the SOA's portfolio of intellectual contributions can be found in AACSB Table 2.1. Full details can be found in Appendix 1. The SOA's research profile has evolved consistent with a focus on quality and impact.

Table 2-1 Intellectual Contributions

Part A: Five-Year Summary of Intellectual Contributions

	Portfolio of Intellectual Contributions			Types of Intellectual Contributions								% of Faculty producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Academic/Professional Meeting Proceedings	Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by School	Percent of Participating Faculty Producing ICs	Percentage of Total FTE Faculty Producing ICs
School of Accountancy	43	17	17	29	2	30	5	6	0	0	5	79%	76%

* Includes several Instructional Practitioners in Business Communication.

Part B: Alignment with Mission, Expected Outcomes, and Strategy

The mission of the Huntsman School is to develop leaders of distinction in commerce and public affairs. Faculty are expected to demonstrate leadership by being thought leaders, influencing practice, or shaping the educational process. The School is not a doctoral granting institution yet is committed to being a leader within the academy. Expectations regarding research consistently articulate the importance of impact, the development of individual brands as scholars, and the value attached to sustained high quality productivity over volume. These are supported by corresponding investments in the research enterprise. The majority of our faculty produce intellectual contributions to our academic domain.

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

SOA faculty have consistently published research in Elite and High Quality Journals, including:

- The Accounting Review
- Journal of Accounting Research
- Journal of the American Tax Association
- Accounting Horizons
- Journal of Accounting and Economics
- Issues in Accounting Education
- Auditing: Journal of Practice and Theory
- Journal of Management Accounting Research

Part D: Impact of Five-Year Portfolio of Intellectual Contributions

Several SOA faculty have been recognized with awards for their scholarship from journals and organizations including the the Institute for Management Accounting, and the American Accounting Association.
With many of our faculty remaining early in their careers, we expect measures of impact are likely to increase in the coming years.

Financial Strategies and Allocation of Resources

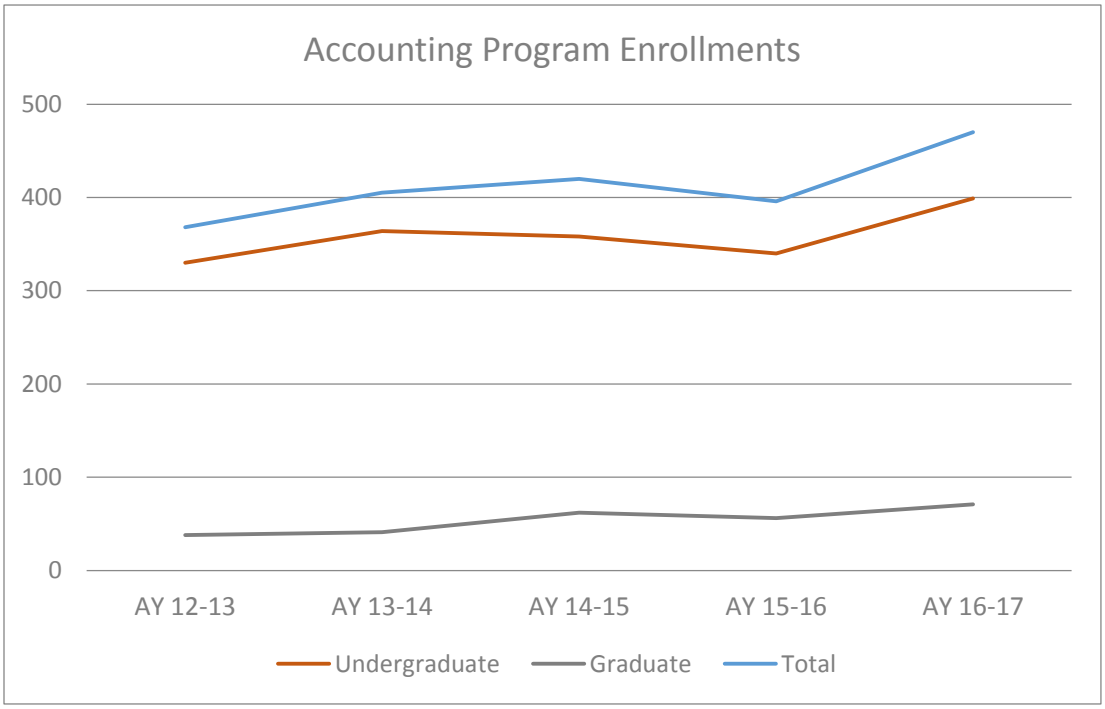
As the SOA is a department within the JMHSB, our financial resources are managed through the JMHSB. The SOA's operating budget has increased approximately 27% since 2012 and now stands at approximately $1.8 million. The budgeting process is overseen by the Dean's Office. Through a coordinate effort we discuss and plan for our future needs and assess potential opportunities.

Participants

Participants

Students

The last five years has seen significant growth both at aggregate and program levels.



Enrollment Growth

This growth, in light of increasing tuition and improvements in the caliber of the student body, is a reflection of the increased visibility and impact that school strategies have yielded, and the increased value students attach to the SOA and JMHSB experience.

Student Civic Engagement

Consistent with the SOA's commitment to having a positive impact on society and helping students find balance and meaning in life, our different clubs actively participate in community based initiatives. For example, students in the SOA offer volunteer tax assistance to students and community members while interns in the Small Enterprise Education Program provide free training to aspiring entrepreneurs in low socio-economic communities in several locations overseas.

Faculty and Professional Staff Sufficiency and Deployment: Faculty Management and Support

Hiring

The SOA closely follows university guidelines in hiring (https://hr.usu.edu/files/policies/404.pdf). Faculty hiring originates with discussions between the Dean and respective department heads regarding needs that align with school priorities. A search committee consisting of five faculty members, the majority of whom are from the hiring department, is then convened by the department head and charged with identifying candidates with the potential to be successful in the Huntsman School and in advancing the SOA's interests. Following interviews at appropriate academic conferences and/or via video conferencing technology, two to four candidates are typically invited to visit the campus. Candidates meet a number of department and other interested faculty and key members of school administration, and give research presentations. Given the SOA's commitment to the student experience, in many cases candidates also give in class teaching presentations and/or meet with groups of students. Feedback is solicited from all those who interact with the candidates and is reviewed by the search committee in determining which candidates are viable. This is shared with the department head. Consultation between the department head and Dean results in recommendations to the Provost.

Fit with the Huntsman culture and context are important factors in hiring decisions. Indeed, this has been a priority for Dean Anderson. A primary focus of meetings between potential faculty recruits and the Dean/Associate Deans is to share details of the transformational journey the JMHSB and SOA are on, core elements of the school's vision, mission, and values, and expectations regarding faculty engagement in and commitment to moving the school forward. As important as an individual's credentials, record, performance, and career growth are, these are not a substitute for a commitment to helping the school achieve its goals and aspirations.

Onboarding

Onboarding of new faculty occurs at multiple levels. The university hosts a new faculty seminar prior to the start of fall semester to introduce new faculty to university policies as they relate to faculty, instructional resources, and establishing a career at USU. The university also hosts a teaching excellence workshop to which new faculty are expected to attend that addresses best practices in teaching and creating supportive learning environments. Additional seminars on teaching and research strategies are offered throughout the year.

At the JMHSB level, a new faculty workshop introduces faculty to school expectations, tenure and promotion processes, and strategies for successful careers within the JMHSB. Particular emphasis is placed on communicating the message that there are multiple pathways to successful Huntsman careers, and that the JMHSB and SOA is committed to empowering faculty to 'own their careers' rather than be owned by the tenure and promotion process. The workshop also addresses teaching and research strategies with particular reference to school expectations and evaluation standards. This represents an opportunity for new faculty to hear from faculty who have adopted different strategies with regard to teaching and research. Current Huntsman faculty at different career stages/lengths of time in JMHSB and SOA also share insights about their career development strategies and how they navigated their early years in the SOA. Follow up meetings and feedback acquired at the department

level are used to identify opportunities to improve onboarding processes and ease the transition of new faculty.

Evaluative Processes

In addition to reinforcing the messages communicated at JMHSB's new faculty workshop, onboarding at the department level emphasizes evaluative processes. Consistent with university policies, there are three annual evaluative processes (https://hr.usu.edu/files/policies/405.pdf)

- Tenure Advisory Committee Meeting: Each fall, pre-tenure faculty meet with a Tenure Advisory Committee consisting of senior faculty from within and outside the faculty member's home department. The committee's role is developmental in nature rather than being one of advocacy. Committees are charged with providing constructive guidance on steps the candidate needs to take to develop a compelling portfolio of accomplishment. Significant emphasis is placed on demonstrating impact and how the candidate aligns their activities and performance with the SOA's mission and their Role Statements. The latter articulates performance expectations and how these can be met in each of the areas of teaching, research, and service. It is against this document that candidates are evaluated in tenure and promotion processes. Through careful selection of committee members and regular communication within the SOA about university and school expectations related to tenure and promotion, candidates receive comprehensive and constructive feedback as well as a consistent message regarding performance expectations.

  For faculty seeking promotion to the rank of Full Professor and those in non-tenure track positions, a Promotion Advisory Committee is convened no later than the year prior to when the candidate seeks to apply for promotion. Similar to the Tenure Advisory Committee, the role of the committee is developmental in nature, the goal being to provide comprehensive and constructive feedback on what the candidate needs to do to build an effective case for promotion.

- Annual Review: Each spring, all faculty meet with their department head to review their performance during the preceding year and to articulate performance goals for the upcoming year. As part of this process, faculty are required to update their record of activity within Digital Measures. During this review, a determination is made as to whether the candidate, met, exceeded, greatly exceeded, or failed to meet expectations. This assessment is the basis for making decisions about merit pay increases and resource support (travel budget, research support, technology needs etc.)

- Dean's Office Review: Following the annual review, tenure track faculty meet with the Dean and Associate Dean for Academic Affairs to review performance to date and evaluate whether the candidate is on track to achieve a positive tenure and promotion decision. An important dimension of this review is an assessment of the candidate's alignment with the JMHSB and SOA's missions, interests, and culture, and of whether they have taken ownership of their career development in a manner indicative of future success within the SOA. The JMHSB and SOA have recently initiated a similar process for Associate Professors to assist in career development.

- Post Tenure Review: University policy calls for a post-tenure review of faculty whose Annual Reviews over a multi-year period indicates a failure to meet expectations in one or more areas of teaching, research, and service. If it is determined that such a review is warranted, this leads to a professional development plan being established to help the candidate address the shortcomings in their performance.

Faculty Development

The SOA and JMHSB continue to raise the bar with regard to faculty performance and alignment with the SOA and JMHSB mission and culture. The upward trajectory of the SOA as well as its increasing profile within the academy have made it possible to attract an increasing caliber of faculty as can be seen from the profile of recent faculty hires (Appendix 2). In addition to onboarding and evaluative processes, several other initiatives are used to retain high performing faculty. These include

- Faculty Support: Faculty support is largely administered at the department level. It is outcome driven and aligned with the JMHSB's mission. In addition to centrally allocated budgetary resources, the empowerment of departments to develop new revenue streams has given the SOA added flexibility to support faculty needs. Additional resources are available from the Dean's Office to support needs that extend beyond individual departments or that meet targeted school needs.

- Enhanced Clarity of Performance Expectations: Consistent with tenure and promotion processes and shifts in school expectations, departments continue to revisit and refine standards of performance. Each department either has a journal list and/or similar approach to defining parameters for effectiveness versus excellence in research. Similarly, greater clarity is being developed with regard to teaching. Faculty are expected to demonstrate leadership consistent with their teaching assignment, the SOA taking an inclusive approach to characterizing leadership.

- Faculty Engagement: A consistent message communicated throughout the SOA is one of engagement, whether that be with students or with the academic or business communities. Resources are available to support efforts aligned with the SOA's mission. During the hiring process and after new faculty are hired, an underlying message is that faculty take ownership of their activities and career development in a manner that both leverages intrinsic motivations and empowers them to materially add to the student experience and align with the SOA's mission.

Reward Systems

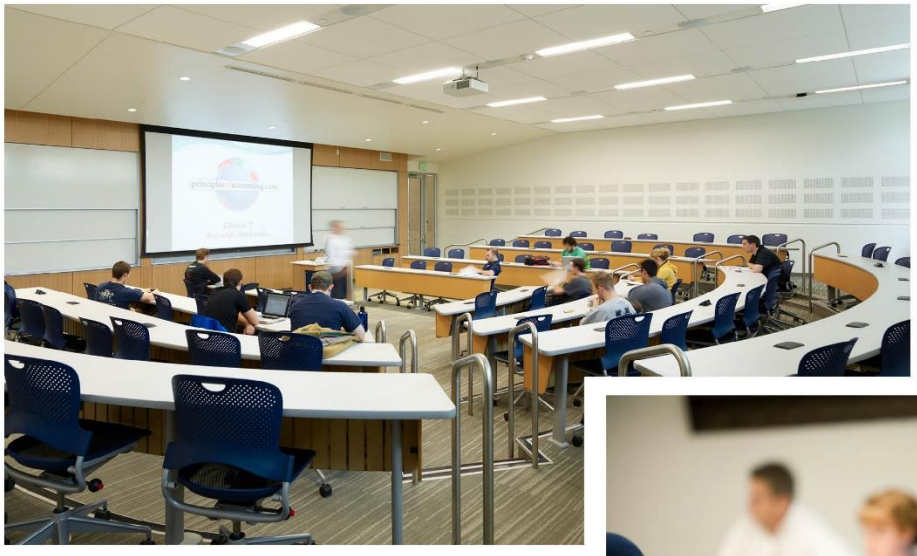
The SOA observes university policies and guidelines regarding rewards. Annual reviews are used to award merit salary increases when such monies are available. Input from Department Heads and other unit leaders is sought in identifying individuals to be considered for increases. Recommendations are then reviewed with the Dean prior to awards being made. At the department level, Department Heads have discretion to recognize exceptional performance within department budget and resource

constraints. This might include the allocation of monies for research/teaching support or travel, teaching assignments, or course releases. The support of sabbaticals is also tied to performance.

Staff Resources

The SOA has two staff, who support our academic unit and help build infrastructure in mission critical areas such as marketing and external relations. Hiring processes follow university guidelines. In addition to university onboarding processes, the SOA works to identify additional training needed to support new hires. In many cases, training resources are available within the university.

The SOA invests to provide access to other training resources and to support staff professional development. For example, it is routine for staff including academic advisors, those involved with the SOA's data collection and analysis efforts, and other support functions to attend pertinent professional conferences. They are encouraged to identify appropriate opportunities and initiate requests for participation at the unit level. These are reviewed based on fit with the individual's role. The SOA is committed to not only increasing human resource capacity but investing in professional development activities to retain high performing staff.



Learning and Teaching

Learning and Teaching

Program Initiatives

Changes in curriculum are subject to school and university guidelines. Proposals for new courses, course changes, new programs, and major program changes are initially vetted by department curriculum committees before being reviewed by the college committee. They are then reviewed at the university level. The Associate Dean for Academic Affairs represents the JMHSB at the university level. At any point, proposals can be returned to an earlier stage in the review process to address questions and concerns. The university has adopted an online system, Curriculog, to manage workflow and the approval process. This has led to a streamlining of corresponding processes. Modest program changes are managed at the department level.

The Master of Accounting degree has made significant changes the past five years. The SOA developed a pathway that enables its strongest undergraduate students to also complete their MAcc degree within a five year span while increasing retention of these students into the graduate program. Doing so not only gives the students the greatest chance of success when taking the CPA exam but creates space for students not completing a Masters degree to strengthen their programs of study with complementary coursework.

Assurance of Learning

The JMHSB's Assurance of Learning (AoL) processes continue to evolve. Overseen by the Associate Dean for Academic Affairs and JMHSB's AoL specialist, AoL processes involve a cross section of personnel including course instructors, program administrators, department heads, the JMHSB's Curriculum Committee, and the SOA's Curriculum Committee. They are driven by Learning Goals that align with the JMHSBs mission. Full details of the JMHSB's AoL's processes and outcomes can be found at https://huntsman.usu.edu/assessment. The JMHSB also coordinates with university personnel to ensure that assessment protocols align with the requirements of the Northwest Commission on College and Universities.

In the current review period, the focus of AoL efforts has been on critically evaluating where objectives are measured so as to streamline the data collection process and better capture the effects of retained learning, and reducing the number of disparate measures for the same objective.

The SOA maintains a comprehensive teaching and learning assessment process to ensure that such activities effectively support the respective and complementary missions of the Jon M. Huntsman School of Business and the SOA. At the core of this process are the program-level teaching and learning goals. These goals were developed by faculty curriculum committees with significant input by both the professional and student advisory boards. They were also influenced by the written pronouncements of professional, academic, and accrediting bodies, as well as professional licensing agencies.

The SOA teaching and learning goals are divided into three areas: (1) professional knowledge; (2) professional skills; (3) and professional values and attitudes. The SOA curriculum design process seeks to ensure that courses will be designed to effectively meet these goals and thereby support the mission of the school. The SOA Curriculum Committees (both graduate and undergraduate) identify the appropriate courses in which SOA program-level learning goals are to be covered and/or reinforced.

Learning goals are generally assessed in the courses where the most intensive coverage occurs. Embedded assessment tools are employed to directly assess the effectiveness of the learning activities that purport to meet program learning goals. Additional measures of teaching and learning effectiveness are also employed to provide evidence of teaching and learning effectiveness. They include student satisfaction surveys, employer satisfaction surveys, alumni satisfaction surveys, recruiter satisfaction surveys, student course evaluations, student focus groups, peer teaching evaluations, outside curriculum reviews by professionals, and performance on the ETS and CPA examinations. These output measures become inputs into data-driven decision making for continuous improvement.

Learning Goals

Six learning goals underlie the undergraduate business program:

L1: Business Enterprise - Students will have a broad understanding of business enterprise.
L2: Communications - Students will be proficient at oral and written communication.
L3: Analytical Rigor - Students will be able to think critically and use analytical tools and reasoning to effectively support decision making.
L4: Global Vision - Students will understand the context within which business activity occurs.
L5: Entrepreneurial Spirit - Students will be able to identify and effectively leverage opportunities to create value.
L6: Ethical Leadership - Students will have a strong commitment to ethical leadership.

The six are operationalized and goal attainment measured using indicators identified in Appendix 3. Complete details of the AoL framework can be found in this Appendix and are also available online https://huntsman.usu.edu/assessment/undergraduate_students. Goals and metrics are evaluated on an annual basis to ensure they remain in alignment with JMHSB and SOA's mission, changes in the business acumen, and course changes. Based on faculty input and review by Department Heads, the SOA's assessment mapping is updated and, as needed, measurement plans revised.

A number of techniques are used to measure learning outcomes, but this is done largely using course embedded pre/post tests and assignments. Course assessment coordinators work with other course faculty to design/revise assessment protocols, manage the assessment process, and provide summary data and action plans for 'closing the loop'. The Associate Dean for Academic Affairs, the AoL Specialist, and the Curriculum Committee meet regularly with coordinators to review outcomes data and discuss next steps.

The MAcc program has a set of program specific learning goals:

Master of Accounting (MAcc):

L1: Students will demonstrate technical knowledge

L2: Students will demonstrate basic professional skills
L3: Students will demonstrate dedication to professional values and attitudes needed for success in the accounting profession

Details can be found in Appendix 3 and at https://huntsman.usu.edu/assessment/index. Assurance of Learning processes largely mirror those at the undergraduate level. Program Directors are responsible for working with program faculty to design assessment protocols and oversee data collection.

Measurement and 'Closing the Loop'

The School of Accountancy utilizes results from multiple surveys and assessments to measure performance. Outcomes from Educational Testing Services, Business Core Class Assessments, student's CPA Exam Performance, External Course Reviews, and Peer-Teaching Evaluations are all utilized to ascertain the performance of our program.

Additionally, surveys are regularly administered to receive timely feedback from our different customers. Student Course Evaluations, Student Satisfaction Surveys, Alumni Satisfaction Surveys, Employer Satisfaction Surveys, Recruiter Satisfaction Surveys, Peer Focus Groups, and reports from the University Analysis, Assessment and Accreditation Office received by the Jon M. Huntsman School of Business are all utilized as indicators of the School of Accountancy's performance. Additional information can be found on our website at:
https://huntsman.usu.edu/soaassessment/outcomes_data/index

Empowering High Quality Teaching

The SOA, JMHSB, and USU take a holistic view of teaching. Role Statements typically state expectations that in addition to high quality classroom instruction faculty:

- Be actively involved in curriculum development, continuous improvement, and assessment activities.
- Actively seek and respond to peer and student feedback of instructional performance.
- Be highly engaged with students outside the classroom with regard to their academic and professional development.
- Proactively seek out opportunities to improve instructional skills and demonstrate a commitment to high quality instruction

In other words, there is an expectation that faculty, regardless of whether teaching is the primary component of their role, take ownership of their teaching obligations. During hiring, onboarding, and tenure and promotion and annual evaluative processes, expectations are articulated regarding the importance the SOA attaches to activities that support student development. Tenure and promotion committees are also charged with providing constructive guidance on the development of compelling teaching portfolios. The university mandates the use of the IDEA Lab instrument for assessing instruction quality in all courses.

Participation in teaching focused professional development activities are viewed as equally important as those that are scholarship focused and are supported in a similar manner. As part of the JMHSB's Faculty Excellence Series, exceptional and innovative teachers share best practices with their peers. The University's Empowering Teaching Excellence program also offers a regular series of events in which USU and outside presenters share best practices, new insights, and trends in education. More than half a dozen Huntsman faculty, including SOA faculty Chad Simon and Kari Olsen, have presented in this program in recent years. The university has also established the Center for Innovative Design and Instruction (CIDI) which '… helps university instructors create and maintain high quality learning environments. We provide access to practical tools, relevant data, prompt and effective support, consultation, and hands-on training.' This is a particularly important resource given the land grant mission of the university.

Academic and Professional Engagement

Academic and Professional Engagement

Student Academic and Professional Engagement

The SOA continues to make significant financial as well as people investments to support a broad array of SOA-level programming focused on student academic and professional development. An important message the SOA communicates to students is the need for them to take ownership of their Huntsman Experience. This means taking advantage of the numerous out of class learning opportunities, extra-curricular activities, and professional development programs the SOA and university offer. In addition, departments and programs also offer a variety of programming that reinforces these themes.

In the SOA, student clubs and organizations such as Beta Alpha Psi, Institute for Management Accountants, and the Financial Planning Association offer programming that provides students with opportunities to interact with members of the business community, engage in activities that develop professional skills, and offer leadership opportunities. Several of these organizations participate in case competitions and/or sponsor students to participate in local and national competitions, organize projects with local businesses, or otherwise offer opportunities for hands-on learning and professional development. In the last year alone, student groups have participated in national and regional competitions.

Executive Education

Beyond the previously discussed EMAcc and attempted USGAAP certificate program we have several faculty that engage in executive education. For example, Dr. Skousen and Dr. Walther have taught executive education continuing professional education courses for IASeminars, an international executive education company. These courses have allowed both to engage senior executives, regulators, and policy makers from around the world.

Faculty Qualifications

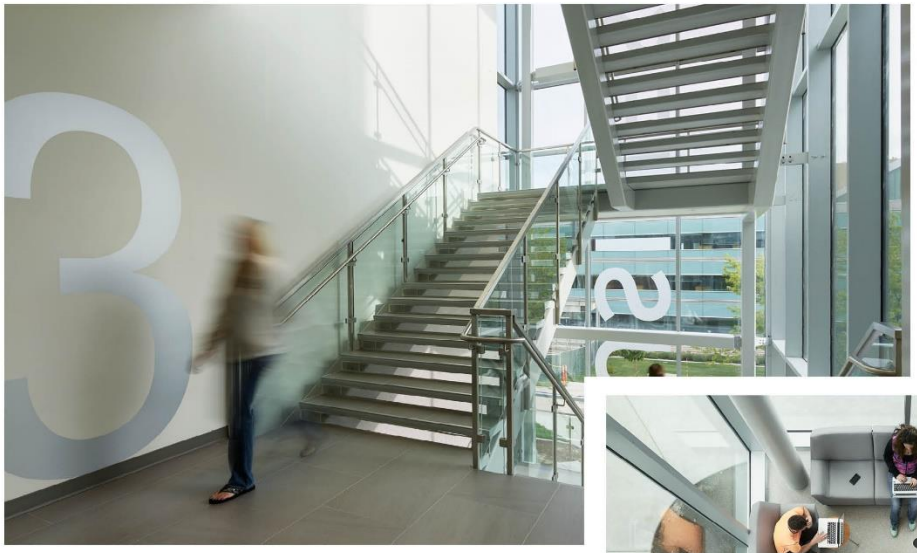
Criteria used to evaluate how faculty support JMHSB's mission are outlined in Appendix 4. These are not only used as a guide in annual evaluative processes but are explicitly tied to Role Statements. Faculty profiles are also reviewed on an annual basis at the Department and Dean's Office levels to identify performance gaps. The tables below summarize the data that relate to AACSB Standard 15. Complete details can be found in Appendix 4. As the tables indicate, there are no areas of concern. These data are reviewed on an annual basis and used in determining faculty assignments and to identify faculty development needs and opportunities. The Huntsman School encourages faculty to take advantage of professional opportunities that keep them connected to business practice. University policy, recognizing the value of such professional activity, permits faculty to spend four days each month so engaged.

AACSB Table 15-1 (Summary): Faculty Sufficiency and Qualifications Summary for Academic Year 2016-2017

	Faculty Sufficiency		Percent of Time Devoted to Mission				
	Participating Faculty Productivity	Supporting Faculty Productivity	Scholarly Academic	Practice Academic	Scholarly Practitioner	Instructional Practitioner	Other
School of Accountancy	97%	3%	69%	8%	0%	22%	0%

AACSB Table 15-2: Deployment of Participating and Supporting Faculty by Qualification Status in Support of Degree Programs for Academic Year 2016-2017

	Percent of Teaching by Degree Program *measured by student credit hour*						**Ratios**		
	Scholarly Academic (SA)	Practice Academic (PA)	Scholarly Practitioner (SP)	Instructional Practitioner	Other (O)	Total	SA	SA + PA + SP	SA + PA + SP + IP
Undergraduate Program	5,289	309	0	2,421	0	8,019			
	65.96 %	3.85%	0%	30.19%	0%	100 %			%
MAcc	486	204	0	201	0	891			
	54.55 %	22.90 %	0.00 %	22.56 %	0.00%	100%	54.55%	77.44%	100.00 %



Appendices

Appendices

1. Intellectual Contributions
2. Faculty Hires, 2013-2017
3. Assurance of Learning Objectives, Course Mappings, Measurement, and Sample Assessment Form
4. Faculty Engagement and Sufficiency Criteria and Data

Appendix 1: Intellectual Contributions

Table 2-1 Intellectual Contributions											
Part A: Five-Year Summary of Intellectual Contributions											
Department	Portfolio of Intellectual Contributions			Types of Intellectual Contributions							
	Basic or Discovery Scholarship	Applied or Integration/ Application Scholarship	Teaching and Learning Scholarship	Peer-Reviewed Journals	Academic/Professional Meetings Proceedings	Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Cases	Other Teaching Materials	Other IC Type Selected by the School
School of Accountancy											
Jeffrey Doyle	3	1	0	2	0	1	0	0	0	0	1
Devon Erickson	6	0	0	1	0	5	0	0	0	0	0
Edward Grange	0	11	6	2	1	10	0	2	0	0	2
Rhett Hunt	0	0	0	0	0	0	0	0	0	0	0
Richard Jenson	1	1	1	1	1	1	0	0	0	0	0
Rachel Martin	8	0	0	1	0	2	3	0	0	0	2
Kari Olsen	5	3	1	6	0	1	2	0	0	0	0
Franklin Shuman	0	0	1	0	0	1	0	0	0	0	0
Chad Simon	3	0	0	3	0	0	0	0	0	0	0
Christopher Skousen	8	0	2	5	0	5	0	0	0	0	0
Nathaniel Stephens	6	1	3	5	0	3	0	2	0	0	0
Jayson Talakai	3	0	0	2	0	1	0	0	0	0	0
Bonnie Villarreal	0	0	0	0	0	0	0	0	0	0	0
Larry Walther	0	0	3	1	0	0	0	2	0	0	0
Total	43	17	17	29	2	30	5	6	0	0	5

Appendix 2: Faculty Hires 2013-2017

Year	*Name*	*Position*	*Discipline*	*Doctorate*
2015	Kari Olsen	Assistant Professor	Accounting	University of Southern California
2016	Devon Erickson	Assistant Professor	Accounting	Indiana University
	Rachel Martin	Assistant Professor	Accounting	University of Wisconsin
	Jayson Talakai	Visiting Assistant Professor	Accounting	Texas Tech University
2017	Brad Lindsey	Associate Professor	Accounting	University of North Carolina- Chapel Hill
	Jayson Talakai	Assistant Professor	Accounting	Texas Tech University

Appendix 3: Assurance of Learning Objectives, Course Mappings, Measurement

Accounting Undergraduate Program

Learning Goals and Objectives

Business and Accounting Knowledge

K1: Professional standards, regulations, and best practices relating to the recording, presentation, and verification of accounting information.

- ACCT3110 Intermediate Financial Accounting and Reporting I
- ACCT6200 Accounting for Complex and Multinational Businesses

K2: Roles of accountants in society in providing and ensuring the integrity of financial and other information, including the legal, ethical, and regulatory environment in the profession.

- ACCT4510 Auditing Principles and Techniques
- ACCT6560 Business Law and Professional Responsibilities

K3: Internal controls, security, key business processes, and design and implementation of effective information management solutions.

- ACCT4500 Accounting Information Systems

K4: The process of assessing risk and providing assurance to users of financial and non-financial information.

- ACCT4510 Auditing Principles and Techniques
- ACCT6510 Financial Auditing

K5: Tax policy and compliance for individuals and enterprises.

- ACCT 3410 Income Taxation I
- ACCT 6410 Tax Research and Procedures

K6: Global reporting environment

- ACCT 6700 Advanced Topics in Accounting

K7: Business formation and regulatory compliance for small businesses.

- ACCT 6400 Income Taxation II
- ACCT 6560 Business Law and Professional Responsibilities

K8: Understanding of and commitment to professional conduct.

- ACCT 4510 Auditing Principles and Techniques
- ACCT 6560 Business Law and professional Responsibilities

Professional Skills

S1: Oral and written communication in the context and language of accounting and business

- ACCT3310 Strategic Cost Management
- ACCT6410 Tax Research and Procedures

S2: Develop, record, analyze, validate, communicate, and make professional judgments relative to financial and other types of information.

- ACCT3120 Intermediate Financial Accounting and Reporting II

S3: Use of information technology to: (1) support business processes and controls, (2) develop and interpret information, and (3) ensure financial reporting integrity.

- ACCT4500 Accounting Information Systems
- ACCT6400 Income Taxation II

S4: Ability to work productively as a member or leader of a team.

- ACCT6250 Accounting Concepts, Research, and Cases
- ACCT6510 Financial Auditing

S5: Ability to use resources such as professional standards, regulations, and other financial data to research accounting-related issues and apply their findings to various decision settings.

- ACCT3410 Income Taxation I
- ACCT6250 Accounting Concepts, Research, and Cases

Values and Attitudes

VA1: Value-based reasoning techniques under conditions of uncertainty to enhance personal objectivity, integrity, and ethical conduct.

- ACCT3310 Strategic Cost Management
- ACCT6510 Financial Auditing

VA2: Motivation and commitment to continue learning throughout life to maintain professional knowledge and skills.

- ACCT3410 Income Taxation I
- ACCT6700 Advanced Topics in Accounting

VA3: Appreciation of diverse world-views resulting from a variety of geographical and cultural experiences.

- Assessed at the Jon M. Huntsman School of Business level

Undergraduate Course Mapping

Business and Accounting Knowledge		3110	3120	3310	3410	4500	4510
K1	Professional standards, regulations, and best practices relating to the recording, presentation, and verification of accounting information.	H	H	H	M	M	M
K2	Roles of accountants in society in providing and ensuring the integrity of financial and other information, including the legal, ethical, and regulatory environment in the profession.	H	H	L	M	M	H
K3	Internal controls, security, key business processes, and design and implementation of effective information management solutions.	L	L	L	L	H	H
K4	The process of assessing risk and providing assurance to users of financial and non-financial information.	L	L	L	L	H	H
K5	Tax policy and compliance for individuals and enterprises.	L	L	L	H	L	L
K6	Global reporting environment.	M	M	L	L	L	L
K7	Business formation and regulatory compliance for small businesses.	L	L	L	L	L	L
K8	Understanding of and commitment to professional conduct.	M	M	M	M	M	H
Professional Skills							
S1	Oral and written communication in the context and language of accounting and business.	M	M	H	L	L	M
S2	Develop, record, analyze, validate, communicate, and make professional judgments relative to financial and other types of information.	H	H	H	M	M	M
S3	Use of information technology to: (1) support business processes and controls, (2) develop and interpret information, and (3) ensure financial reporting integrity.	L	L	L	L	H	M
S4	Ability to work productively as a member or leader of a team.	L	L	L	L	L	L
S5	Ability to use resources such as professional standards, regulations, and other financial data to research accounting-related issues and apply their findings to various decision settings.	M	L	L	H	L	L
Values and Attitudes							
VA1	Value-based reasoning techniques under conditions of uncertainty to enhance personal objectivity, integrity, and ethical conduct.	L	L	H	M	M	M
VA2	Motivation and commitment to continue learning throughout life to maintain professional knowledge and skills.	M	M	M	H	M	L
VA3	Appreciation of diverse world-views resulting from a variety of geographical and cultural experiences.	M	M	L	L	L	L

Master of Accounting

Learning Goals and Objectives

L1. Students will demonstrate technical knowledge of the following areas

- L1.1 Students will demonstrate the ability to apply professional standards, regulations, and best practices relating to the recording, presentation, and verification of accounting information.
- L1.2 Students will demonstrate the ability to apply professional knowledge of the roles of accountants in society in providing and ensuring the integrity of financial and other information, including the legal, ethical, and regulatory environment in the profession.
- L1.3 Students will demonstrate the ability to apply professional knowledge of internal controls, security, key business processes, and the design and implementation of effective information management solutions.
- L1.4 Students will demonstrate the ability to apply professional knowledge of the process of assessing risk and providing assurance to users of financial and non-financial information.
- L1.5 Students will demonstrate the ability to apply professional knowledge of tax policy and compliance for individuals and enterprises.
- L1.6 Students will demonstrate the ability to apply professional knowledge of the global reporting environment.
- L1.7 Students will demonstrate the ability to apply professional knowledge of business formation and regulatory compliance for small businesses.
- L1.8 Students will demonstrate the ability to apply professional knowledge and the understanding of and commitment to professional conduct.

L2. Students will demonstrate basic professional skills in the following areas

- L2.1 Students will demonstrate basic professional skills in the area of the oral and written communication in the context and language of accounting and business.
- L2.2 Students will demonstrate the ability to develop, record, analyze, validate, communicate, and make professional judgments relative to financial and other types of information.
- L2.3 Students will demonstrate basic professional skills in the use of information technology to: 1) support business processes and controls, 2) develop and interpret information, and 3) ensure financial reporting integrity.
- L2.4 Students will demonstrate the ability to work productively as a member or leader of a team.

L2.5 Students will demonstrate the ability to use resources such as professional standards, regulations, and other financial data to research accounting-related issues and apply their findings to various decision settings.

L3. Students will demonstrate dedication to the following professional values and attitudes needed for success in the accounting profession

L3.1 Students will demonstrate an awareness of value-based reasoning techniques under conditions of uncertainty to enhance personal objectivity, integrity, and ethical conduct.

L3.2 Students will develop the motivation and commitment to continue learning throughout life to maintain professional knowledge and skills.

L3.3 Students will demonstrate an appreciation of diverse world-views resulting from a variety of geographical and cultural experiences.

Course Mapping

Master of Accounting	**L1. Technical Knowledge**							
Course	**L 1.1**	**L 1.2**	**L 1.3**	**L1.4**	**L1.5**	**L1.6**	**L1.7**	**L1.8**
ACCT 6200: Acct. for Complex/Multinational Companies	H	M	L	M	L	M	L	M
ACCT 6250: Accounting Concepts	M	M	L	L	L	M	L	M
ACCT 6310: Cost Management	H	M	H	L	L	L	L	M
ACCT 6400: Income Taxation	M	L	L	L	H	L	H	M
ACCT 6410: Tax Research	H	M	L	L	H	M	L	M
ACCT 6420: Taxation of Corporations	M	M	L	L	H	M	H	M
ACCT 6440: Taxation of Flow Thru Entities	M	M	L	L	H	L	H	M
ACCT 6460: Advanced Tax Topics	M	M	L	L	H	L	H	M
ACCT 6510: Financial Auditing	H	H	M	H	L	L	L	H
ACCT 6560: Business Law/Professional Responsibilities	L	H	M	M	L	L	H	H
ACCT 6620: Financial Statement Analysis	L	M	L	H	L	L	L	L
ACCT 6700: Advanced Topics	M	M	L	L	L	H	L	M
	L2. Professional Skills					**L3. Prof. Values**		
	L 2.1	**L 2.2**	**L 2.3**	**L 2.4**	**L2.5**	**L 3.1**	**L3.2**	**L3.3**
ACCT 6200: Acct. for Complex/Multinational Companies	L	M	L	L	M	L	L	L
ACCT 6250: Accounting Concepts	H	M	M	H	H	M	M	M
ACCT 6310: Cost Management	H	H	M	H	M	M	H	L
ACCT 6400: Income Taxation	L	M	H	M	L	M	M	L
ACCT 6410: Tax Research	H	M	L	M	H	H	H	M
ACCT 6420: Taxation of Corporations	L	M	M	L	M	M	M	M
ACCT 6440: Taxation of Flow Thru Entities	L	M	M	L	M	M	M	L
ACCT 6460: Advanced Tax Topics	H	M	L	M	M	M	H	L
ACCT 6510: Financial Auditing	H	M	M	H	H	H	H	L
ACCT 6560: Business Law/Professional Responsibilities	M	L	L	M	M	M	M	L
ACCT 6620: Financial Statement Analysis	H	H	M	L	H	L	H	L

Sample Course-Embedded Assessment Learning Form

School of Accountancy
Teaching and Learning Goals
Course-Embedded Assessment Learning Form

Course Name:_____ Course #_____ Section #____

Instructor's Name:_____ Enrollment ____ Semester_____ Year _____

Program Goal: (Type program goal here.)

Learning Outcome Objective #___: (Enter your learning objective here that supports the program learning goal above.)

Learning Activities	Assessment Methods / Rubric	Student Performance
• Enter learning activities here. •	Methods: • List assessment method(s) here. Rubric: • Briefly list and explain criteria used to evaluate student performance.	Goal: ____% of all students will satisfactorily meet all of the assessment criteria. Actual Performance: | # Students (Total) | # Meeting Expectation | # ~ Meeting Expectation | | 0 | 0 | 0 |

Learning Outcome Objective #___: (Enter your learning objective here that supports the program learning goal above.)

Learning Activities	Assessment Methods / Rubric	Student Performance
• Enter learning activities here. •	Methods: • List assessment method(s) here. Rubric: • Briefly list and explain criteria used to evaluate student performance.	Goal: ____% of all students will satisfactorily meet all of the assessment criteria. Actual Performance: | # Students (Total) | # Meeting Expectation | # ~ Meeting Expectation | | 0 | 0 | 0 |

Learning Outcome Objective #___: (Enter your learning objective here that supports the program learning goal above.)

Learning Activities	Assessment Methods / Rubric	Student Performance
• Enter learning activities here. •	Methods: • List assessment method(s) here. Rubric: • Briefly list and explain criteria used to evaluate student performance.	Goal: ____% of all students will satisfactorily meet all of the assessment criteria. Actual Performance: | # Students (Total) | # Meeting Expectation | # ~ Meeting Expectation | | 0 | 0 | 0 |

Analysis and Recommendations: How might the above learning activities be improved to raise student performance levels? How might you change outcome objectives and/or assessment methods based on the above results? Other observations and/or recommendations?

Appendix 4: Faculty Engagement and Sufficiency Criteria and Data

Introduction

In accordance with AACSB Standard 15 - Faculty Qualifications and Engagement, adopted April 8, 2013, the Jon M. Huntsman School of Business provides documentation supporting the classification and deployment of qualified faculty. This document contains the official language governing how the Huntsman School defines and designates faculty according to the four AACSB categories 1) Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), and Instructional Practitioners (IP). The criteria therein are consistent with and supportive of JMHSB's student-focused mission, vision, and purpose.

Scholarly Academics

To be considered a Scholarly Academic, faculty are expected to have demonstrated qualifications at the time of hire and to maintain these qualifications over time by engaging in a variety of academic development activities. SA faculty sustain currency and relevance through scholarship and related activities.

Initial Preparation

Generally, SA faculty will have obtained a research oriented doctoral degree in the field of their teaching responsibilities (or a closely related field). In the event that the faculty member's degree is outside the field of their teaching responsibilities, they must demonstrate significant levels of sustained, substantive academic engagement to support currency and relevance in their field of teaching. Individuals with a graduate degree in law or taxation may be considered SA to teach business law and taxation subjects, respectively, so long as they demonstrate sustained academic engagement in their area of teaching.

In limited cases, an individual may be considered SA without a doctoral degree. These individuals must demonstrate higher levels of sustained, substantive academic engagement activities with substantial intellectual contributions in the areas in which they teach. It is expected that cases in which an individual is classified as SA without a doctoral degree would be rare.

Maintenance of SA Status

It is expected that most SA faculty will maintain their SA status over time by engaging in scholarly activities that lead to the production of relevant, impactful intellectual contributions. SA faculty must demonstrate a contemporary portfolio of research over each 5 year AACSB review cycle. No precise number of outputs is specified but SA faculty should typically contribute multiple outputs during each cycle, depending on quality, that exhibit societal impact as evidenced by their presence in reputable journals. Generally, faculty with role statements that indicate a high level of focus on research, relative to teaching, service, or other roles, will be expected to produce more numerous (or higher quality) publications than those with lower levels of research focus in order to maintain SA status.
While it is expected that most faculty members will maintain their SA status through quality peer reviewed intellectual contributions, this does not preclude the consideration of other substantive,

impactful intellectual contributions which add to the body of knowledge and advance business practice. Other maintenance activities may include

- Relevant, active editorships with academic journals or other business publications,
- Service on editorial boards or committees, or through leadership positions, participation in recognized academic societies and associations, research awards, academic fellow status, invited presentations, etc.

Expectations of New Doctorates

Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to AACSB review dates. Subsequent to this five year period, faculty must maintain their SA status as outlined in the preceding paragraphs of this document.

Practice Academics

To be considered a Practice Academic, faculty are expected to have demonstrated qualifications at the time of hire and to maintain these qualifications over time by engaging in a variety of ***professional*** development activities. PA faculty sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty member's earlier work as an SA faculty member.

Initial Preparation

Generally, PA faculty will have obtained a research oriented doctoral degree in the field of their teaching responsibilities (or a closely related field). In the event that the faculty member's degree is outside the field of their teaching responsibilities, they must demonstrate significant levels of sustained, substantive ***professional*** engagement to support currency and relevance in their field of teaching. Individuals with a graduate degree in law or taxation may be considered PA to teach business law and taxation subjects, respectively, so long as they demonstrate sustained ***professional*** engagement in their area of teaching.

Maintenance of PA Status

Individuals may maintain their PA status by engaging in relevant development activities that demonstrate the maintenance of intellectual capital (or currency in the teaching field) consistent with teaching responsibilities. Depending on rigor and level of engagement, PA faculty will typically be expected to engage in numerous activities over a five year AACSB review cycle. These activities should demonstrate a level of engagement that is material in terms of time and substance and on par with the academic activities demonstrated by SA faculty to maintain their status. A non-exhaustive list of these professional development activities includes

- Consulting activities
- Faculty internships
- Development and presentation of executive education programs
- Sustained professional work supporting qualified status
- Significant participation in business professional organizations
- Practice-oriented intellectual contributions
- Relevant, active service on boards of directors
- Continuing professional education
- Participation in professional events that focus on the practice of business, management, and related issues

Scholarly Practitioners

To be considered a Scholarly Practitioner, faculty are expected to have demonstrated qualifications at the time of hire and to maintain these initial qualifications over time by engaging in a variety of professional development activities. SP faculty sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their field experience with development and engagement activities involving substantive scholarly activities in their areas of teaching.

Initial Preparation

Normally, SP individuals will have a master's degree in a field related to their teaching responsibilities. Additionally, SP faculty will have professional experience at the time of hire that is significant in duration and level of responsibility and consistent with the area of teaching responsibilities. In limited cases, SP status may be conferred upon an individual without a master's degree, if the depth, duration, sophistication, and complexity of their professional experience compensates for their lack of formal graduate training.

Maintenance of SP Status

Individuals may maintain their SP status by engaging in a variety of professional development and engagement activities that involve substantive scholarly work in their fields of teaching. SP faculty should build a portfolio of activities that are material in terms of time and substance over a five year AACSB review cycle. A non-exhaustive list of these types of activities includes

- Relevant scholarship outcomes having to do with the production and dissemination of intellectual contributions
- Relevant, active editorships with academic, professional, or other business/management publications
- Service on editorial boards or committees

- Validation of SP status through leadership positions in recognized academic societies, research awards, academic fellow status, invited presentations, etc.
- Development and presentation of continuing professional education activities or executive education programs
- Substantive roles and participation in academic associations.

Instructional Practitioners

IP faculty maintain their currency and relevance through continued professional experience and engagement related to their professional backgrounds.

Initial Preparation

Normally, IP status is granted to newly hired faculty who join with substantive professional experience that is significant in duration and level of responsibility and consistent with the area of teaching responsibilities. IP faculty will typically have a master's degree in the field they are teaching, although in some limited cases, IP status may be conferred upon an individual without a master's degree, if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of graduate training.

Maintenance of IP Status

IP faculty maintain their IP status by engaging in a variety of professional development and engagement activities that keep them relevant in the fields they teach. IP faculty should be regularly involved in activities that keep them close to contemporary practices in their professional work and demonstrate the maintenance of intellectual capital or currency in the their teaching field. A non-exhaustive list of potential activities includes

- Consulting activities that are material in terms of time and substance
- Faculty internships
- Development and presentation of executive education programs
- Sustained professional work
- Significant participation in business professional associations and societies
- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Documented professional certifications in the area of teaching
- Participation in professional events that focus on the practice of business, management, and related issues
- Participation in other activities that place faculty in direct contact with business and other organizational leaders
- Development of curriculum
- Development/leadership of student clubs/organizations (with significant industry interaction)

Other Expectations and Qualifiers

Expectations of special cases, as well as language governing the expectations of all faculty members, regardless of AACSB classification is presented below.

General Expectations and Teaching Level

As a general rule, regardless of which of the aforementioned classifications an individual falls in, all faculty (SA, PA, SP, or IP) are expected to must be involved in continuous development activities throughout their careers to stay current and retain their AACSB qualification status. Faculty should document multiple activities over a five year AACSB review period and would typically report a number of relevant activities each year. A non-exhaustive list of potential development activities includes

- Intellectual contributions to discipline-based scholarship, to practice, and to learning and pedagogy
- Relevant journal and/or other business publication editorships, and/or editorial board/committee service
- Consulting activities that are material in terms of time and substance
- Field research projects
- Participation as a Shingo Prize examiner
- Faculty internships
- Sustained professional work supporting qualified status
- Leadership positions in recognized professional/academic societies
- Advanced academic coursework
- Relevant, active service on boards of directors
- Documented continuing professional education experiences
- Huntsman School sponsored Partners in Business Seminars
- Instructor for professional seminars
- Significant participation in professional and/or academic conferences

Expectations of Academic Administrators

Academic administrators (e.g. deans, associate deans, department heads, program administrators, etc.) who have demonstrated a lifetime portfolio of scholarly activities may maintain their SA status through appropriate activities consistent with their administrative roles. These development activities may be the same as those undertaken by other faculty members to maintain their qualifications, or they may be activities purely administrative in focus, relating to their leadership roles and responsibilities.

Expectations of Faculty with Respect to Teaching Roles

Teaching roles affect the expectations of faculty members in each of the four AACSB qualification categories. The expectations of faculty who teach advance level or graduate courses at the Huntsman

School would likely be different and would require demonstration of a higher level of sustained academic and/or professional engagement and achievement than those who teach solely in the undergraduate programs.

AACSB Table 15-1 - Faculty Sufficiency and Qualifications Summary for Academic Year 2016-2017											
Faculty Portfolio			Faculty Sufficiency		Normal Professional Responsibilities	Percent of Time Devoted to Mission					Brief Description of Basis or Qualification
Name	Date of First Appointment to School	Highest Degree, Year Earned	Participating Faculty Productivity	Supporting Faculty Productivity		Scholarly Academic	Practice Academic	Scholarly Practitioner	Instructional Practitioner	Other	
School of Accountancy											
Campbell, Paul	2013	MTx, 01	0	48	MT				0.1		Masters, Substantial Industry Practice
Doyle, Jeffrey	2006	PhD, 03	333	0	UT, MT, RES, SER	1					PhD, Multiple High Quality Publications
Erickson, Devon	2016	PhD, 13	687	0	UT, MT, RES, SER	1					Recent PhD
Grange, Vance	1978	PhD, 87	390	0	UT, MT, RES, SER		1				PhD, Substantial Industry Practice
Haueter, Kent	2017	MBA, 92	0	99	UT				0.1		MBA, Substantial Industry Practice
Hunt, Rhett	2012	MPA, 04	261	0	UT, SER				1		Masters, Substantial Industry Practice
Jenson, Richard	1988	PhD, 88	1161	0	UT, MT, RES, SER	1					PhD, Multiple High Quality Publications
Martin, Rachel	2016	PhD, 15	390	0	UT, MT, RES, SER	1					Recent PhD
Olsen, Kari	2015	PhD, 15	495	0	UT, MT, RES, SER	1					Recent PhD
Shuman, Franklin	1992	MA, 89	1494	0	UT, MT, SER				1		Masters, Substantial Industry Practice
Simon, Chad	2012	PhD, 08	477	0	UT, MT, RES, SER	1					PhD, Multiple High Quality Publications
Skousen, Chris	2007	PhD, 04	207	0	ADM, UT, MT, RES, SER	1					PhD, Multiple High Quality Publications
Stephens, Nate	2008	PhD, 08	327	0	UT, MT, RES, SER	1					PhD, Multiple High Quality Publications
Talakai, Jayson	2016	PhD, 16	390	0	UT, SER	1					Recent PhD
Villarreal, Bonnie	2010	MS, 09	739	0	UT, MT, SER				1		Masters, Substantial Industry Practice
Walther, Larry	2008	PhD, 80	1419	0	ADM, UT, MT, RES, SER	1					PhD, Admin
Watkins, Daniel	2015	JD, 04	0	123	MT		0.2				JD, Substantial Industry Practice
Totals for School of Accountancy			8770	270		10	1.2	0	3.2	0	
			97%	3%		69%	8%	0%	22%	0%	
			P/(P+S) = 97% ≥ 60%			Minimum SA = 69% ≥ 40%, Minimum SA + PA + SP = 77% ≥ 60% Minimum SA + PA + SP + IP = 99% ≥ 90%					