

**Organization: Grand Valley State University**

**Business School Name:** Seidman College of Business

Seidman College of Business

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Grand Rapids, Michigan 49504-6424

United States

**Accounting Degree Level(s) Offered:** Undergraduate, Masters

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## AACSB Continuous Improvement Review School of Accounting 2016-2021

### TABLE OF CONTENTS FOR REPORT SECTIONS

Executive Summary.....	3
AACSB Continuous Improvement Report.....	8
Tables .....	40
Table A2-1.....	41
Table A6 .....	43

Note: Strategic Plan is not part of the combined PDF

# School of Accounting | Executive Summary

## Executive Summary

Faculty in the School of Accounting (SOA) in the Seidman College of Business (Seidman) at Grand Valley State University interact with accounting professionals and academics across the globe to develop opportunities for engagement, innovation, and societal impact for our faculty and students.

### SOA Vision:

Seidman's School of Accounting is a preferred provider of accounting and business professionals.

### SOA Mission:

Seidman's School of Accounting prepares learners to become successful accounting and business professionals who make ethically informed decisions that positively impact the economy, environment, and society. The School contributes to the college, university, the profession and society through quality teaching, scholarship and service.

SOA's vision and mission are consistent with those of Seidman, and SOA shares the core values of pursuit of excellence, learning, accountability, and engagement, which are described more fully in the Seidman report.

Several of Seidman's strategic priorities (which align with recent commitments made at the university level) guide the SOA's activities with respect to the BBA-Accounting, MSA, and MST programs. SOA strives to attract, retain, and support students, thereby enhancing the success of learners within SOA and across Seidman and GVSU.

SOA actively interacts with practitioners and the NASBA as well as academicians across the globe to develop a distinctive and relevant curriculum that sufficiently prepares graduates for accounting careers and licensure examinations and to strengthen our engagement with stakeholders and positively impact society.

SOA faculty engage in professional development and publish pedagogical and practitioner research to develop multi-dimensional approaches to learning that in some cases is transformative.

The following tables list, within each of these strategic priorities, examples of various activities in which SOA faculty have engaged to demonstrate engagement, innovation, and impact.

<b>Attract/Retain/Support Students &amp; Enhance Learner Success</b>	<b>Engagement</b>	<b>Innovation</b>	<b>Impact</b>
Collaborated with Hospitality & Tourism Management to create Accounting for Non-Business Majors 1 & 2 (ACC 201 & 202)	✓	✓	✓
Created graduate tax badges and revised MST curriculum with input from practitioner focus groups	✓	✓	✓
ACC 212 & 213 faculty task forces to improve consistency in delivery across all sections		✓	✓
ACC 212 & 213 faculty task forces to improve relevance of these courses for non-accounting majors		✓	✓
Launched the Accounting Careers Awareness Initiative outreach program	✓	✓	✓
Held the first Accounting Careers Awareness Initiative summer camp	✓	✓	✓
Expanded use of juried presentations in accounting classes, with local accounting practitioners serving as the jurors	✓	✓	✓
Strongly encouraged and supported student internships with accounting firms and corporations	✓		✓
Participated in university Awards of Distinction scholarship interviews to identify and encourage high caliber accounting majors	✓		✓
Backstage Pass event with accounting firms and corporations and prospective accounting majors to explore accounting as a potential career path	✓	✓	✓
Faculty invite guest speakers from area accounting firms and corporations to discuss real-world application of course concepts and to demonstrate new technologies such as RPA	✓	✓	✓
Refined MSA admission process to increase consistent application of standards and facilitate admission decisions	✓		✓
Awarded accounting scholarships ranging from \$1,000 to 33 credits of graduate tuition	✓		✓
Began a new endowed accounting scholarship to honor a recently deceased accounting faculty	✓		✓
Expanded opportunities for students to participate in case competitions	✓	✓	✓
Restructuring student org faculty supervision to enhance student experience	✓	✓	✓

Provided training for undergrad accounting majors advising to coordinate faculty and adviser roles	✓		✓
<b>Develop Distinctive &amp; Relevant Curriculum</b>	<b>Engagement</b>	<b>Innovation</b>	<b>Impact</b>
Purchase and integrate the FASB Codification and COSO materials into appropriate financial, systems, and audit courses		✓	
Use of Compustat comprehensive financial database to analyze relationships between accounting/financial variables to see how organizational decisions affect those variables		✓	
Create course environments in which students are rewarded for thinking through a problem and offering a solution		✓	
Incorporate relevant and current news articles into courses		✓	
In Internal Audit, incorporate student project working with student organizations to develop internal controls for cash	✓	✓	✓
Maintaining internal audit curriculum suitable for inclusion in the Internal Audit Educational Partnership and certificate program	✓	✓	✓
Maintaining managerial accounting curriculum endorsed by the Institute of Management Accountants	✓		✓
Involvement of MSA students in faculty research, producing co-authored papers	✓		✓
Mentoring honors college accounting students who are completing their honors senior projects	✓		✓
Solicited input from tax community focus groups for the revision of the MST program and the creation of graduate tax badges that are stackable to the MST degree	✓	✓	✓
Faculty attended workshops and conferences on analytics and emerging technologies with the expectation of integrating these into the classes they teach	✓	✓	✓

<b>Strengthen Engagement with Stakeholders and Positively Impact Society</b>	<b>Engagement</b>	<b>Innovation</b>	<b>Impact</b>
SOA serves as a United Way Voluntary Income Tax Assistance (VITA) program site, typically preparing more than 200 federal returns per year for low-income taxpayers in the greater Grand Rapids area.	✓		✓
One faculty member was ranked in the top 10% of SSRN authors based on all-time downloads	✓		✓
Faculty serving on boards of professional organizations, non-profit organizations, and academic organizations	✓		✓
Faculty seek out volunteer opportunities in their communities to help people in need, including performing pro bono services (treasurer, audit committee, bookkeeping) for churches and other non-profit organizations, mentoring scouts earning financial badges, and even weather spotting	✓		✓
Faculty serving on AICPA's FAR and REG subcommittees, vetting and writing CPA exam questions and working on exam blueprints	✓	✓	✓
Faculty serving on editorial boards of academic journals and performing ad hoc journal reviews	✓		✓
Faculty presenting ethics workshops	✓		✓
Emphasis on critical thinking and data analytics prepares students to be outstanding employees who lead to higher productivity, helping society flourish	✓		✓
Encouraging students to view business as a force for good in society, not just as a profit-making enterprise	✓	✓	✓
Faculty research on ethics improvement in the accounting profession, corporate social responsibility, using new technologies to change the future of how accounting is done	✓	✓	✓
Faculty service on AACSB peer review teams	✓		✓
Faculty authoring textbooks, test banks, and other instructor supplements	✓	✓	✓
In 2020, our MST degree was ranked 9 <sup>th</sup> best in the nation by Accounting Degree Review, as 15 <sup>th</sup> best in the nation by Master's Programs Guide, and as 16 <sup>th</sup> best in the nation by GradSchoolHub	✓		✓
Faculty participate in firm-sponsored invitation-only events such as the PwC annual symposium and analytics workshops and Clayton & McKervey's mix-it-up gathering	✓		✓

Increase Professional Development	Engagement	Innovation	Impact
Even before Covid, faculty were starting to enhance face-to-face teaching by adding on-demand, online resources such as youtube channels with lightboard videos, pencasts, and panopto videos. Faculty training for online and hybrid teaching was already well underway before the pandemic and was greatly accelerated starting in March 2020	✓		✓
Proposals in curriculum system to offer at least one section online of all required courses per year in BBA, MSA, and MST programs, such that students who want to complete those degrees from off-campus can do so		✓	✓
Faculty research on developing students' critical thinking skills		✓	✓
Faculty research on newer technologies such as blockchain and REA accounting		✓	✓
Faculty attended workshops and conferences on analytics and emerging technologies with the expectation of integrating these into the classes they teach	✓	✓	✓
Intermediate financial accounting faculty team was awarded a summer stipend to identify and integrate appropriate Tableau analytics cases into the two intermediate classes		✓	✓
Faculty participate in Seidman Learning Communities	✓		✓
Faculty participate in Pew Faculty Teaching and Learning Training	✓		✓
Faculty attend webinars on topics of interest	✓		✓
SOA faculty engage in cross-disciplinary research with Finance, MIS, and other faculty	✓		✓
SOA hosted the MICPA Educators Spring Conference in 2016	✓		✓



# AACSB Continuous Improvement Report School of Accounting 2016-2021

## TABLE OF CONTENTS

Overview.....	1
<b>Situation Analysis.....</b>	<b>1</b>
Advantages.....	3
Community Relationships.....	3
Modern Facilities and Locations.....	3
Reputation.....	4
Recent Faculty Hiring Success.....	4
Disadvantages.....	5
Challenges.....	5
Opportunities.....	6
Progress Made on Issues Identified in the Previous CIR.....	7
Consultative Guidance.....	8
New Degree Programs.....	8
<b>Three Areas of AACSB Accounting Accreditation.....</b>	<b>9</b>
<b>Strategic Management and Innovation for Accounting.....</b>	<b>9</b>
Strategic Planning Process and Outcomes.....	9
SOA Mission.....	9
SOA Vision.....	9
SOA Values.....	9
SOA’s Actions related to Seidman’s Strategic Priorities 2016-21.....	10
Strategic Priority 1: Building the Seidman Brand.....	10



Strategic Priority 2: Attract / Retain / Support Students .....	10
Strategic Priority 3: Develop Distinctive Curriculum .....	13
Strategic Priority 4: Increase Professional Development .....	14
Strategic Priority 5: Grow / Strengthen Engagement with Stakeholders .....	15
Financial Resources.....	16
SOA Sources of Funding.....	16
Summary of SOA Strategic Priority Spending .....	16
Preliminary Future SOA Strategic Priority Spending .....	17
Faculty Resources .....	17
Intellectual Contributions .....	18
<b>Accounting Learning and Teaching .....</b>	<b>19</b>
Curricula Content, Management and Assessment.....	19
Curriculum Changes Made During Current Review Period .....	21
Assurance of Learning.....	22
Undergraduate Accounting Program Outcomes .....	23
MSA Program Outcomes.....	24
MST Program Outcomes.....	25
IT Skills, Agility, and Business Knowledge for Accounting Graduates .....	25
Expected Curriculum Revision .....	26
<b>Accounting Academic and Professional Engagement and Professional Interactions</b>	<b>27</b>
Accounting Faculty Sufficiency, Credentials, Qualifications and Deployment.....	27
Recruitment and Hiring.....	27
Mentoring .....	28
Faculty Qualifications.....	28
Strategies Supporting Faculty Engagement.....	29

# School of Accounting | CIR Report

## Overview

### I. Situation Analysis

Established in 1960, Grand Valley State University (GVSU) is a NCAA Division II regional comprehensive university that balances research and teaching. GVSU currently has 23,350 students representing 75 countries, including 20,405 undergraduate students and 2,945 graduate students. GVSU has been named one of America's 100 best college buys for each of the past 25 years. The middle 50% of Fall 2020 entering class earned high school GPAs from 3.4 to 3.96, ACT scores of 21-27 and SAT scores of 1050 to 1230.

The Seidman College of Business was established in 1970 on GVSU's main campus in Allendale. Seidman was relocated to GVSU's Grand Rapids campus in 2000 to enhance opportunities for increased engagement with the business community. Seidman's current home, the L. William Seidman Center, opened in May 2013. This location houses all Seidman programs, as well as its outreach centers. Seidman offers a BBA with 10 majors, along with an MBA, EMBA, MSA, and MST. Please see the Seidman CIR report for further background on GVSU and Seidman.

The School of Accounting (SOA) is one of five units in Seidman. SOA began as the Accounting & Taxation Department in 1974, and became a school in 2007. SOA offers a Bachelor's of Business Administration (BBA) with a major in accounting (1974), a Master's of Science in Accounting (MSA) with audit and tax emphases (2003), and a Master's of Science in Taxation (MST) (1978). SOA received initial AACSB accreditation in 1997.

In 2019, SOA added the ability for qualified students to combine enrollment in the BBA and MSA degree programs, thus meeting some of the graduate program requirements during their senior undergraduate year. Although the majority of SOA undergraduate and MSA students are full-time, SOA offers evening and/or fully online sections of required courses to accommodate part-time and non-traditional learners.

SOA enrollments by degree for the last five fall semesters are shown here:

#### SOA Enrollments by Degree

Degree	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>BBA-Accounting</b>	609	624	606	544	554
<b>MSA</b>	93	78	70	63	68
<b>MST</b>	21	16	12	4	2

The decline in enrollment is steeper than the university's decline in enrollments, and lags the university decline by about two years. The extremely low number of MST students in Fall 2019 and Fall 2020 resulted from SOA temporarily pausing enrollments to the MST program while

revising the curriculum with input from the West Michigan tax community. As we re-start the enrollment to that program, we expect to regularly attract 25 to 30 MST students to each course. Our goal is to attract practitioners who have worked in tax for 2 to 5 years who want to develop more specialized tax expertise. Although we planned to re-start our MST program in Fall 2021, demand for this program has not materialized as 2019 tax community focus groups had believed would be the case. Follow-up surveys of those focus group participants indicates that the pandemic has lessened or postponed the demand for potential MST students, at least temporarily. Most Grand Rapids area accounting employees are still working from home and do not want to take classes this academic year but will be interested in future years.

In past years, most BBA students were admitted to Seidman during their sophomore years via a secondary admit system. Seidman now has a first year direct admit program in which BBA students can be admitted to Seidman directly from high school and select their degree program during their sophomore year. MSA and MST students are admitted directly into those programs based on admission criteria applied by a graduate program director and, in borderline cases, by a committee of graduate accounting faculty. Most MSA students are full-time and continue from SOA's BBA program; however, some come from non-accounting GVSU undergraduate degree programs, and approximately 9% come from other universities, as shown here:

#### GVSU MSA Initial Admission Types

MSA Initial Admission Type	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Total
Grand Valley Undergraduate	81	72	66	59	62	340
Non-Grand Valley Undergraduate	12	6	4	4	6	32

Accounting courses are offered primarily in downtown Grand Rapids, where the SOA and Seidman are located. Approximately 4 sections of introductory accounting classes each semester, including the honors sections, are taught on GVSU's main campus in Allendale, approximately 13 miles west of Grand Rapids.

Comparable Schools	Aspirant Schools
University of Akron Appalachian State University Bowling Green State University Georgia Southern University Minnesota State University – Mankato University of Missouri – Kansas City Texas State University Towson University	Ball State University James Madison University Kennesaw State University Miami University Northwestern University Portland State University

## Advantages

SOA has several advantages worth noting, including strong community relationships, modern facilities and location, reputation and recent faculty hiring success.

### Community Relationships

SOA is located in the very supportive community of Grand Rapids in the heart of West Michigan. This area is long known for its philanthropy, strong work ethic, and belief in higher education as a path to success. Our SOA Advisory Board and our Tax Advisory Board are always willing to meet with SOA to help in whatever ways we ask. They provide channels of communication between SOA and the business community. They provide counsel to SOA regarding objectives, strategies, problems, and opportunities and help determine the direction of our programs. Our Accounting Alumni Affinity Network group (formerly called the Accounting Alumni Association) meets regularly and hosts events such as golf outings, both to network amongst themselves and to help raise funds to support student scholarships and School of Accounting development needs. SOA currently has \$2,342,355 in total endowments, most of which is for student scholarships. Most importantly, SOA is a preferred program by accounting firms for hiring.

### Modern Facilities and Location

GVSU is a relatively young university. The Downtown Campus is relatively new; most buildings were constructed in the last 15 years. All GVSU professional programs are housed on this campus, which now accounts for over 50% of majors and students at the university. The relatively new facilities and dormitories are attractive to prospective students. Our L William Seidman Center (business building) is just 8 years old, is LEED certified, and has strong integrated levels of classroom technology.

Our location in downtown Grand Rapids is not accidental. GVSU saw the value of placing Seidman, including SOA, in close proximity to those who employ our graduates. Several public accounting firms are located just a short walk across the river via a pedestrian bridge, making it easy for firm representatives to interact with our faculty and students. Firm representatives make presentations in classes and serve as jurors for juried presentations made by students in selected accounting classes. Students in Beta Alpha Psi visit several accounting firms to tour their offices each fall semester. Our downtown location facilitates the ability for accounting students to secure and complete internships and affords many opportunities for interaction between students (and faculty) and the accounting profession.

GVSU's Career Services staff is also located downtown, which enables them to give great attention to SOA students. Career Services assists SOA and our students with the annual recruiting process, including promotion of an annual pre-interview "Meet the Firms" event, coordination of on-campus interviews including lunches with accounting faculty and employers, assistance with an annual Backstage Pass event that educates new and potential accounting majors about career paths in accounting, and the annual career fair.

Besides the close proximity to accounting employers, our downtown location is attractive to potential students and faculty who value a vibrant city atmosphere. Grand Rapids is the second largest city in Michigan, the economic and cultural hub of West Michigan, the fastest growing major city in Michigan, and one of the fastest growing cities in the Midwest. Grand Rapids has museums, theaters, outdoor attractions, and many great restaurants, and breweries. Expedia calls Grand Rapids one of America's "super cool" cities.

### **Reputation**

SOA has a good reputation and demand for our students has historically been strong. Pass rates of SOA students on the CPA exam typically are among the top three universities in the state of Michigan. Consistently strong results attract employers to interview our students for entry-level positions, internships, and summer leadership programs. The performance of our graduates in the workplace has confirmed and continued their interest in our students. Our curriculum has been approved by the Internal Audit Education Partnership and by the Institute of Management Accountants. Our MST program has been ranked in the top 20 in the nation by three different raters (#9 by Accounting Degree Review (May 2020), #15 by Master's Programs Guide (2021), and #16 by GradSchoolHub (June 2021)).

SOA's faculty prioritize high quality teaching. University-level or broader teaching-related awards won by faculty during the current review period include the Outstanding Graduate Faculty Mentor Award (twice) from the Graduate Student Association, the Michigan Accounting Educators Award from the Michigan Association of CPAs, the Pew Teaching Excellence Award from GVSU's Pew Faculty Teaching and Learning Center, Nominee for GVSU Alumni Association's Outstanding Educator (twice), Louisiana Tech Outstanding Teaching Award, and the Student Success Gold Star by GVSU's eLearning for effective use of Blackboard (multiple). Several faculty have published teaching cases, one of which was awarded the Outstanding Case Submission in the International Case Competition of the Academy of Legal Studies in Business, and another that was awarded the Best Education Paper by the American Accounting Association's Midwest regional meeting. The new CPA Evolution Model Curriculum mentions the importance of REA (Resources-Events-Agents) accounting and data modeling. SOA has two faculty already teaching this model (one of whom co-authors a REA textbook), whereas many universities have not yet incorporated this model into their curricula.

### **Recent Faculty Hiring Success**

The advantage of our recent successful hiring is actually both a challenge (that will be discussed further in the challenges section of this report) and an advantage. In 2016-2021, roughly 40% of SOA faculty were in the last few years of their careers. While the collective years of experience provided a wealth of institutional knowledge and wisdom, the motivation for innovation of curriculum and pedagogical methods may have been lacking. During 2019-21, a total of nine tenured faculty terminated employment with GVSU. SOA was fortunate to hire during 2019-2021 a total of four tenure-track assistant professors and one non-tenure-track affiliate professor of practice. SOA has also committed a tenure-track line to a current affiliate of

practice who is expected to finish a doctoral program in 2023. With the replacements, the average age of our full-time tenure-line faculty lowered by approximately 7 years. The new faculty are highly motivated to use innovative pedagogical techniques and reinvigorate our curriculum. For the four most recent tenure-line and affiliate hires, SOA specified that candidates should have strong analytic skills and interest in integrating emerging technologies throughout the curriculum. SOA's successful hiring is an advantage worth mentioning, as most universities complain about how difficult it is to hire tenure-line faculty.

## Disadvantages

Increased competition for fewer Michigan students poses a challenge for all Michigan universities, including GVSU. Davenport University and Calvin University are both located in Grand Rapids and both offer bachelors and masters degrees in accounting.

Starting salaries for Accounting majors have not kept pace with salaries of other business majors in recent years. Accounting historically offered salaries at the top end of business major salaries, thus attracting students despite the requirement for 150 hours and certification examinations for many entry-level positions. Currently non-Accounting business majors command higher salaries without the need for the extra 30 hours of study and without the need to pass a very difficult certification exam. This reduced student demand is a disadvantage for accounting educators nationwide, not just at GVSU.

## Challenges

As a unit within Seidman, SOA faces the same two primary challenges:

1. *The continued decline in traditional aged, undergraduate students – the core of GVSU.* This change requires a shift in focus to include other audiences, as well as development of innovative programs and delivery modalities. The speed and agility needed to make these changes have not been hallmarks of the GVSU culture, primarily due to its success. Given the high level of capacity utilization of resources (both human and financial) Seidman and SOA currently experience, there is little band-width to add new initiatives.
2. *Resources.* As illustrated in Graphic 1-2 of Seidman's CIR report, Seidman's total enrollment growth has far outpaced that of GVSU as a whole over the past 10 years. However, the Seidman operational budget per student is the lowest in the state. (See Graphic A-1, A-2, and A-3 of the Seidman CIR report for a 5-Year View of Seidman Operational Budget per Student in the Addendum.) Over the past five years, Seidman's base, non-wage budget has been reduced by 22%, while the average enrollment fell by 3%. Graphic 1-2 contrasts the growth in student enrollments and majors with the change in faculty resources. [Note: some of the data presented in the business report will use a base rate of 2011/2012, which was Seidman's lowest enrollment level following the 2008 recession. The current dean joined Seidman in 2014. At that time, 2011/12 was identified as the base rate for evaluating forward progress].

These challenges are particularly acute at the School of Accounting. While the University saw a decline in students starting in 2016, because of the secondary admit, the Seidman College of Business and the School of Accounting did not fully experience the decline until 2018. Since 2018, the number of accounting students has declined approximately 8%. The number of MST students has declined over 80%. While part of the tax enrollment decline can be explained by a hiatus in the program, the decline was more than 40% prior to revamping the program. These declines mirror the declines at other Universities due to changes in the accounting industry.

SOA has recently experienced significant faculty attrition. Between 2019-2021, nine tenure track professors (including one tenured instructor) have retired, resigned, or passed away. Two visiting faculty also left, each having completed three one-year appointments at GVSU, the limit per GVSU policy. To date, only eight of the eleven vacated faculty positions have been replaced due to budget constraints. Between 2019-2021, SOA hired four new tenure-track assistant professors, a non-tenure-track affiliate professor of practice, and three non-tenure-track visiting faculty.

## Opportunities

Curriculum innovation is our greatest opportunity. As noted earlier, newly hired faculty were chosen for demonstrated interest and aptitude for analytics and emerging technologies in accounting. Not only are SOA faculty excited to enhance our curriculum, the profession is helping to motivate such change with the CPA Evolution calling for universities to infuse their curricula with greater understanding of business processes, systems, data management and analytics, and emerging technologies. In addition to infusing SOA curriculum with these topics, we plan to add graduate accounting and auditing badges that can stack to a MSA degree, similar to the graduate tax badges that stack to a MST degree.

Increased agility in course delivery is another opportunity. A silver lining of the pandemic is that faculty were forced to learn how to teach with various types of technology. Whereas SOA previously had only a few faculty proponents of online and hybrid learning, and only four SOA faculty had completed GVSU's training to deliver online or hybrid courses, now all SOA faculty are trained and realize the value of different modes of course delivery. In our pre-pandemic meetings with the West Michigan tax community, we committed to offer every MST course either asynchronously online or in evening sessions. We noted that the evening sessions could be recorded and posted for students unable to attend in person. Now we can add a hyflex option whereby students may attend synchronously via videoconferencing if they choose not to attend in person but still want the engagement of attending in real-time.



## II. Progress Made on Issues Identified in the Previous CIR

Associated Standard and Issue	Progress Made
<p><b>2013 Standards A4 and A9 / no related 2018 Standard:</b> Accounting Faculty Sufficiency and Deployment and Accounting Faculty Qualifications and Engagement/Professional Interactions – appropriate deployment of faculty based on faculty qualifications and disciplinary expertise should be demonstrated, including a formal mechanism that determines appropriate deployment of faculty at graduate and undergraduate levels based on faculty qualifications and sufficiency</p>	<p>The School of Accountancy currently meets or exceeds faculty qualifications in all areas and has procedures in place to ensure faculty are appropriately deployed at the graduate and undergraduate levels based on faculty qualifications and sufficiency. As shown in Tables 3-1 and 3-2 of the Seidman CIR Report, and discussed in section III of the SOA Cir Report, 88.4% of student credit hours were taught by participating faculty during the current review period, exceeding the 60% AACSB guideline. SA faculty taught 51% of student credit hours, exceeding the 40% AACSB guideline, and 100% of student credit hours were taught by faculty with either SA, PA, IP, or SP qualification, exceeding the 90% AACSB guideline.</p>
<p><b>2013 Standard A5* / 2018 Standard A4 Accounting Curricula Management and Assurance of Learning:</b> SOA will create a detailed schedule for the assessment of accounting-related learning goals that demonstrates a systematic process to meet the gaps in the current process, including documented evidence of curricular changes as a result of closing the loop activities</p>	<p>The School of Accounting now follows the same process as that implemented across Seidman, consistently employing goal assessment teams (GAT) to interpret assessment data and recommend changes in course delivery and/or structure to effectively close the loop. Seidman and SOA established and followed a five-year AOL plan for 2016-17 to 2020-21 to ensure regular assessment of each goal, and is currently developing a five-year plan for 2021-22 to 2025-26. This is integrated with the Seidman AOL process and structure, with oversight by the Seidman Assessment Chair.</p>
<p><b>2013 Standard A7* / 2018 Standard A5 Information Technology Skills and Knowledge for Accounting Graduates:</b> SOA needs to continue to develop mature and informed learning strategies for accounting graduates, including competencies in data analytics, data management, and other business information technologies and how they are consistent with the mission, expected outcomes, and strategies.</p>	<p>SOA has revamped the Accounting Systems course ACC 340 to include more data management and data analytics. Seven SOA faculty either have technology backgrounds or have attended professional development workshops on data analytics, visualization, robotic process automation, semantic technologies, and process mining, and are integrating these technologies into classes. Intermediate Financial Accounting (ACC 310) now employs some basic analytics and visualization exercises with Tableau. Accounting Systems (ACC 340) includes SQL/Microsoft Access database design and querying and Tableau visualization, and will soon incorporate Alteryx. Internal</p>



Auditing (ACC 413/513) and External Auditing (ACC 414/514) include analytics in Excel and/or ACL. Structured Accounting Analytics & Emerging Technologies (ACC 616) has added process mining with Celonis software. The search for our 2019-20 and 2020-21 faculty hiring included preferred qualification for candidates with demonstrated interest in and ability to integrate analytics and emerging technologies into the curriculum. SOA is in the process of revising the accounting curriculum to comply with the CPA Evolution Model Curriculum, which will include even more analytics and emerging technologies.

\*The AACSB - Accounting Accreditation Committee Decision Letter - Grand Valley State University dated March 13, 2018, listed these as A7 for concern two and A9 for concern three. These do not appear to align with what is listed on the AACSB website referencing the 2013/2018 standards, thus we have included the standard numbers that align with the described concerns.

### III. Consultative Guidance

1. SOA echoes Seidman's wish for consultative guidance regarding potential alternative budget models.
2. SOA has made forward progress in creating consistency across sections of our introductory accounting courses and increasing their relevance to non-accounting majors; however, additional guidance would be helpful. Especially useful would be guidance related to assessment of students in these courses, as D/F/W rates are higher than we would prefer, and A/A- rates are lower than we would prefer to attract students into Seidman and into SOA. GVSU's FTLC and other scholars have been promoting "ungrading" or non-examination assessments of students. Learning from others' experiences in this area would be appreciated.
3. Student organization (Beta Alpha Psi, IMA Student Chapter, and IIA Student Chapter) participation has declined markedly over the past several years (even pre-Covid). We are told that other universities are experiencing similar declines nationwide. Learning from others' experience on how to respond to the decline would be helpful.

### IV. New Degree Programs

No new degree programs in Accounting.

## Three Areas of AACSB Accounting Accreditation

### I. Strategic Management and Innovation for Accounting

#### Strategic Planning Process and Outcomes

SOA's strategic planning process is driven primarily by the Seidman's strategic planning process and outcomes (see Seidman CIR Report for more detail). As described therein, the SOA Director is part of the Seidman Leadership Team that uses the strategic plan while determining activities and priorities. Each spring, the SOA Director, with input from SOA faculty, assembles a list of activities for the SOA for the next year that are consistent with the current Seidman strategic plan and with the SOA's mission, vision, and values. The SOA Director meets with the Seidman Deans to discuss and refine these activities, with the final list being presented back to the SOA faculty at the beginning of the fall semester. Activities are then assigned to existing SOA committees or newly formed task forces, with progress reports made at month SOA meetings.

#### **SOA Mission:**

Seidman's School of Accounting prepares learners to become successful accounting and business professionals who make ethically informed decisions that positively impact the economy, environment, and society. The School contributes to the college, university, the profession and society through quality teaching, scholarship and service.

#### **SOA Vision:**

Seidman's School of Accounting is a preferred provider of accounting and business professionals.

#### **SOA Values** (same as Seidman):

**Pursuit of Excellence**—We continuously strive for the highest quality in our personal, professional, and organizational endeavors

**Learning:** We foster the intellectual curiosity of our Seidman, local, and global communities by:

- creating, expanding, and applying knowledge
- enhancing and encouraging critical thinking
- developing a global perspective
- sustaining a culture for the open exchange of ideas
- preparing learners to adapt to the future of work and society

**Accountability:** We hold ourselves responsible to:

- act in an ethically-informed manner
- be socially responsible
- welcome the diversity of ideas, people, and cultures,
- promote an environment of transparency, trust, and cooperation

**Engagement:** We intentionally connect and collaborate in an effort to:

- reflect on ethics in our personal and professional lives
- emphasize mutual understanding
- support diversity of thought
- foster intellectual curiosity and innovation
- provide opportunity and professional growth
- honor our strong and lasting business and community relationships

### SOA's Actions related to Seidman's Strategic Priorities 2016-21

#### **Strategic Priority 1 – Building the Seidman Brand:**

SOA participated in efforts to revise Seidman and SOA websites. SOA hired a student worker to review the existing Seidman and SOA websites and also to review websites of other universities' accounting programs from a student perspective and to provide feedback on what could be changed to improve the student experience in using Seidman and SOA sites.

Other SOA activities related to building the Seidman brand also fit into Strategic Priorities 2 (Attract/Retain/Support Students) and 4 (Grow/Strengthen Engagement with Stakeholders). To avoid duplication, those activities are not listed separately here.

#### **Strategic Priority 2 – Attract/Retain/Support Students:**

- This strategic priority will be continued as Seidman's 2021-26 Strategic Priority 1 – Learner Success

In addition to SOA faculty helping with the Seidman initiatives for learner success described in the Seidman CIR report, SOA engaged in the following activities to attract, retain, and support students.

- Collaborated with Hospitality & Tourism Management (HTM) to create two 1.5 credit courses: Accounting for Non-Business Majors 1 & 2 (ACC 201 & 202). This activity resulted from HTM informing Seidman and SOA that the introductory financial and managerial courses they had been requiring their students to take were not meeting their needs and their DFW rate was unacceptable. After a series of meetings between accounting and HTM faculty, an accounting faculty co-taught with a HTM faculty a special topics HTM Accounting course to better understand the needs of these students. The deans and directors of these two areas, together with the associate provost, determined that HTM students would be best served by replacing the six credits of introductory financial and managerial accounting courses with three credits of accounting for non-business majors paired with a three credit HTM financial decision-making course.
- Created four graduate tax badges and revised the MST curriculum with input from practitioner focus groups. Initial brainstorming meetings were held with a small group of

tax practitioners, two tax faculty, and the SOA unit heads. Two larger identical meetings were then scheduled, each with more than a dozen tax practitioners in attendance to provide their input as to the future of our MST program. Feedback was unanimous that we should not discontinue the MST program, but that we should try to increase its appeal to a broader geographical area and a more specific audience of practitioners (who may already have a MSA with a tax emphasis) with 2 to 4 years of tax experience.

- ACC 212 and 213 faculty task forces improved consistency in delivery across all sections of these introductory accounting courses. This initiative resulted from students complaining of inconsistencies on the “Ask-the-dean” web portal. Although each course used the same textbook across all sections, different sections had different grading components, varying difficulty of exams, and different faculty expectations and policies. When the pandemic caused the pivot to fully online for the remainder of Winter 2020 semester, SOA standardized the remainder of that semester for all students across all sections of each of the two courses. SOA then continued that standardization throughout 2020-21. An instructor team created videos and exams which were delivered via a common Blackboard course management template and homework and quizzes that were delivered via a common textbook publisher homework management site. Despite the efforts made, student performance varied greatly across different instructors, thus SOA will continue efforts to improve consistency.
- Along with the inconsistencies across sections, non-accounting business majors complained of perceived lack of relevance of the course content of the introductory accounting courses ACC 212 and 213. The ACC 212 and 213 faculty task force developed lists of the learning objectives that are important for all business majors, even those in marketing or management who may never make a journal entry in their jobs. Those learning objectives that are important for accounting majors but not for other business majors were covered as optional (not tested) and will be reintroduced in intermediate financial and cost accounting courses. The first year of this experiment (2020-21) revealed difficulties with the textbooks; however, this effort will continue.
- In 2018-19, SOA launched an Accounting Careers Awareness Initiative outreach program in which faculty visited area high schools and middle schools with high percentages of students receiving free and reduced lunches. The goal was to educate students and guidance counselors on the variety of career paths an accounting degree can launch as a way to improve those students’ future financial situations. The outreach program culminated in our first Accounting Careers Awareness Initiative Summer Camp in June 2019, a free, week-long, on-campus residential experience for students from the aforementioned high schools to show them what campus life is like and to further introduce them to accounting as a potential career path. Local firm and company representatives contributed time and money to make this camp a much-enjoyed experience for the 15 students who attended from 8 area high schools. NABA (National Association of Black Accountants) also provided grant money. Of the 15 student

participants, 2 were freshmen, 4 were sophomores, 5 were juniors, 3 were seniors, and one was a just-graduated senior. COVID put a temporary hold on this entire program because SOA was unable to get into schools to talk with prospective students. We expect to re-start the outreach program this fall and to run the camp again in summer 2022. The camp was featured in Grand Valley Magazine in Fall 2019, as shown here: <https://www.gvsu.edu/gvmagazine/more-than-math.htm> and the awards ceremony video from the camp is available at <https://www.youtube.com/watch?v=aTHiF4Row7U>.

- Expanded use of juried presentations in accounting classes, with local accounting practitioners evaluating each presentation. Initiated in ACC 311 (Intermediate II) several years ago, faculty noted higher quality when presentations are juried by accounting practitioners rather than only faculty-graded. In response to Seidman and SOA stakeholders saying our students need improved communication and presentation skills, we added juried presentations to the ACC 607 Accounting Ethics course.
- Strongly encouraged and supported student internships with accounting firms and corporations. SOA's incoming internship coordinator worked with the outgoing internship coordinator and with the Seidman internship staff to streamline and make our accounting internship program and processes consistent with those across Seidman.
- Seven SOA faculty participated in GVSU's Awards of Distinction scholarship interviews during the review period, both to assist the university in recruiting students to GVSU and also to identify and encourage high caliber accounting majors.
- Backstage Pass annual event with accounting firms and corporations and prospective accounting majors to explore accounting as a potential career path. For 2021, Career Services helped SOA to be able to continue this event despite COVID by hosting this event online. Typical attendance at this event is 80 to 100 students and 6 to 8 accounting firms and corporations.
- Faculty invite guest speakers from area accounting firms and corporations to discuss real-world application of course concepts and to demonstrate new technologies such as Robotic Process Automation. The need for guest speakers to be virtual this year expanded the potential pool of speakers. One of our MSA classes had the former governor of Michigan talk about his career path through public accounting.
- In 2018-19, SOA's unit heads met with the Graduate Accounting Committee and the graduate advisor to simplify and improve the consistency in application of admission criteria to facilitate the admission process.
- Each year a SOA committee solicits and evaluates applicants for dozens of accounting scholarships ranging from \$1,000 to 33 credits of graduate tuition (currently worth \$25,509). The total given in scholarships each year is approximately \$90,000.
- Began a new endowed accounting scholarship to honor recently deceased accounting faculty member Stephen Goldberg. Within just a few months, SOA has already raised more than \$50,000 to endow that will result in a \$2,000 annual scholarship.

- Expanded opportunities for students to participate in various competitions. SOA students participated in (and won!) Beta Alpha Psi's "Project Run With It – student teams consult with non-profit organizations to solve real problems" in both 2018 and 2019. SOA's student analytics team won second place at a 2019 analytics competition at Northern Illinois University. In 2020 and 2021 SOA students did not enter competitions because of Covid. SOA will identify additional opportunities and encourage students' participation in the upcoming year assuming participation is deemed safe.
- SOA held a training session with accounting faculty and Seidman advising staff to clarify the roles of each, to increase communication across these parties and to improve the quality of advising for students.
- Restructured the faculty advising for SOA's three student organizations. One faculty will be assigned to each student organization, and one additional faculty will serve as the oversight advisor for all three student organizations to facilitate combined events.

### **Strategic Priority 3 – Develop Distinctive Curriculum**

- This strategic priority will be continued as Seidman's 2021-26 Strategic Priority 2 – Develop Distinctive & Relevant Curriculum

Several activities described in the previous strategic priority (HTM collaboration, MST innovation, ACC 212/213 consistency/relevance) also apply to this priority, as they aimed to attract, retain, and support students through curriculum enhancements. In addition, SOA also engaged in the following activities related to developing distinctive curriculum.

- SOA purchased faculty and student licenses from the American Accounting Association to integrate the FASB Codification into the intermediate and advanced financial accounting courses and to integrate the COSO (Committee on Sponsoring Organizations) materials into the accounting information systems and audit courses.
- SOA faculty included the Compustat comprehensive financial database in the financial statement analysis course so students would analyze relationships between accounting and financial variables to see how organizational decisions affect those variables.
- In Internal Audit, one faculty incorporated a student project in which auditing students worked with student organizations to develop internal controls for cash. One group uncovered a risk with a cashless system used by multiple student organizations that was severe enough to alert the director of Student Life so they could mitigate the risk.
- SOA maintained the internal audit curriculum to remain suitable for inclusion in the Internal Audit Educational Partnership and certificate program.
- SOA maintained the managerial accounting curriculum endorsed by the Institute of Management Accountants (IMA Higher Education Endorsement Program) – an endorsement currently held by only 60 colleges and universities in the Americas and less than 100 colleges and universities worldwide.
- Involvement of MSA students in faculty research, publishing co-authored papers. Stephen Goldberg and Lara Kessler co-authored a paper with student Merribeth Govern

on fostering diversity and inclusion in the accounting workplace, published in *The CPA Journal* in December 2019. Dori Danko and Stephen Goldberg co-authored a paper with student Allyse Bachelder on studying abroad, published in *Business Education Innovation Journal* in 2018. Anne Sergeant co-authored a paper with student Patrick MacDonald on using video production to enhance multimedia presentation skills in undergraduate business courses, published in *Business Education Innovation Journal* in 2017.

- SOA faculty mentored 35 honors college accounting students on their honor's college project, undergraduate honors theses, and Mawby fellowship projects.
- Faculty were awarded summer stipends and attended workshops and conferences on analytics and emerging technologies with the expectation of integrating these into the classes they teach.

#### **Strategic Priority 4 – Increase Professional Development**

- This strategic priority will become part of Seidman's 2021-26 Strategic Priority 2 – Distinctive & Relevant Curriculum.

SOA faculty engaged in professional development activities as follows

- Throughout the entire 2016-2021 review period, SOA faculty have enhanced face-to-face teaching by adding on-demand, online resources. Prior to Covid, eight faculty regularly posted lightboard videos, panopto videos, and/or pencasts or audio narrated powerpoints. After Covid, all SOA faculty have posted such resources.
- SOA will offer at least one online section per year of each required course in the BBA, MSA, and MST programs, to enable students to complete those degrees from off-campus. Proposals have been approved through the university curriculum process for approximately half of our courses; we plan to submit proposals for the remaining courses in 2021-22.
- Faculty research on developing students' critical thinking skills, e.g. Sergeant & Cannon's (2016) Critical thinking development through teaching: a sample project in accounting. *Business Education Innovation Journal*, 8(2).
- Faculty intellectual contributions on newer technologies and issues such as blockchain (Fanning & Centers), REA accounting (Dunn), cryptocurrencies (Kessler & VandenBerg), cybersecurity (Jiang).
- Intermediate financial accounting faculty team was awarded a 2019 summer stipend to identify and integrate appropriate Tableau analytics cases into the two intermediate classes.
- Faculty participate in university and Seidman-wide professional development activities including Learning Communities, FTLC (Faculty Teaching and Learning Center) workshops, and Fireside Chats.
- SOA hosted the MICPA Educators Spring Conference in 2016.



## Strategic Priority 5 – Grow/Strengthen Engagement with Stakeholders

- This strategic priority will be subsumed across all of Seidman’s 2021-26 Strategic Priorities.

Many SOA activities listed for previous strategic priorities also apply to this priority, which supports the decision to subsume this priority across the others for 2021-26. Activities not already listed for other priorities include the following. Note that in some cases “stakeholders” is defined as society, as SOA seeks to positively impact the society in which we work and live.

- SOA’s alumni group – currently called Accounting Affinity Networking Group (AANG) – meets quarterly and plans fundraisers such as an annual golf outing that typically raises \$3,000 to \$7,000 per year. The golf outing could not be held in 2020 due to COVID. For 2021 AANG has planned a park picnic fundraising event instead of a golf outing to reduce cost and risk in case COVID limits participation. The picnic event will be family-friendly to encourage attendance by alumni who don’t want to sacrifice family time.
- Career services and SOA annually host a Meet the Firms (formerly called Pre-recruiting) event to connect employers and students prior to official interviews. Proceeds from Meet the Firms support student travel for conferences and competitions.
- SOA’s Advisory board normally meets semi-annually, albeit less formally and virtual-only during the pandemic.
- SOA serves as a United Way Voluntary Income Tax Assistance (VITA) program site, typically preparing more than 200 federal returns per year for low-income taxpayers in the greater Grand Rapids area.
- Ten SOA faculty served on boards of professional organizations, non-profit organizations, and academic organizations.
- Most SOA faculty seek out volunteer opportunities in their communities to help people in need, including performing pro bono services (treasurer, audit committee, bookkeeping) for churches and other non-profit organizations, mentoring scouts earning financial badges, and even weather spotting.
- Two SOA faculty served on the AICPA’s FAR (Dori Danko) and REG (Lara Kessler) subcommittees, vetting and writing CPA exam questions and working on exam blueprints.
- Ten SOA faculty either served on journal editorial boards or performed ad hoc journal reviews.
- Chris Harper is one of only six instructors state-wide who is authorized to deliver the Michigan-specific Ethics course that every Michigan CPA must take biannually to maintain licensure.
- SOA faculty scholarship includes intellectual contributions related to ethics and diversity, for example, Kessler & Goldberg’s 2020 ethics case on the Foreign Corrupt Practices Act, Kessler & Goldberg’s 2019 article on workplace diversity.



- Three SOA faculty (Dori Danko, Cheryl Dunn, and Lara Kessler) have co-authored textbooks, test banks, and other instructor supplements.
- Despite having placed our MST degree program on hold while we revised the curriculum, our MST degree was ranked 9th best in the nation by Accounting Degree Review (in 2020), as 15th best in the nation by Master's Programs Guide (in 2021), and as 16th best in the nation by GradSchoolHub (in 2021).
- SOA faculty participate in firm-sponsored events such as the PwC annual symposium and analytics workshops and Clayton & McKervey's mix-it-up gathering.

### Financial Resources

SOA's budget is under the umbrella of Seidman's budget. Each Seidman unit is allocated a CSSM (operations) budget. Salary budgets are managed centrally in Seidman as allocated by the University. SOA also has access to spending accounts from endowments and other fundraising efforts. A summary of SOA sources of funding in 2020-21 compared to 2015-16 is shown here.

### SOA Sources of Funding

	2020-21	2015-16	Annualized Change Over 5 years
<b>BASE</b>			
Salary	\$3,038,472	\$3,153,328	-0.7%
Student Wages	11,199	41,004	-14.5%
CSSM Budget	9,000	36,827	-15.1%
<b>NON-BASE</b>			
Scholarship Endowment Distribution	39,208	58,864	-6.7%
Gifts and Sponsorships	44,883	30,488	9.4%*

\* Increase due to donations for the Accounting Careers Awareness Program and Summer Camp

Because fewer SOA faculty were hired than were lost, the 2021-22 salary budget will be even lower.

A portion of the spending identified for strategic priorities in Seidman's CIR Report Table 2-1 applies to SOA faculty, staff, and students. Additional spending by SOA consistent with Seidman and SOA strategic priorities is reflected here.

### Summary of SOA Strategic Priority Spending (rounded to nearest \$1,000)

Strategic Priority	2016-17	2017-18	2018-19	2019-20	2020-21	Totals
Building the Seidman Brand	\$0	\$0	\$0	\$0	\$2,000	\$2,000
Grow/Strengthen Engagement with Stakeholders	6,000	6,000	6,000	4,000	0	22,000
Develop Distinctive Curriculum	3,500	3,500	3,500	3,500	3,500	17,500
Attract/Retain/Support Students	0	0	0	7,000	7,000	14,000
Increase Professional Development	0	15,000	0	5,000	2,000	22,000

During 2021-2026, SOA expects to spend funds consistent with strategic priorities as follows:

#### Preliminary Future SOA Strategic Priority Spending (rounded to nearest \$1,000)

Strategic Priority	2021-22	2022-23	2023-24	2024-25	2025-26	Totals
Distinctive & Relevant Curriculum	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$40,000
Learner Success	5,000	5,000	5,000	5,000	5,000	25,000
Transformative Multi-Dimensional Approaches to Learning	(costs overlap with Distinctive & Relevant Curriculum and Learner Success)					
Societal Impact	4,000	15,000	15,000	15,000	15,000	64,000

Expected spending for Distinctive & Relevant Curriculum includes faculty training on technologies to integrate into the accounting curriculum, and for software and databases used in accounting classes. Learner Success spending will support student organizations and student competitions. Societal Impact spending will support faculty licenses and memberships in professional and academic organizations and the accounting career awareness outreach and summer camp programs.

#### Faculty Resources

Like the other units in Seidman, SOA faculty management policies are centrally managed through the university's shared-governance structure. Policies are reviewed and updated on a regular basis, and where interpretation of policies is permitted, Seidman does so at the college level, not at the unit level.

Following GVSU policy, SOA faculty are evaluated annually on a calendar year. Faculty follow the same process and structure as other Seidman units. This description is available in the Seidman CIR section II.A.iv.

As noted previously and in the Seidman CIR Report, all GVSU faculty are allocated \$900 from the university for professional development, and all Seidman faculty are allocated an additional \$300. SOA faculty with reasonable justification may be granted additional funds from the SOA development fund generated by donors. Other university level support for professional development includes competitive program activity grants and travel grants from the Faculty Teaching and Learning Center (FTLC) and from the Center for Scholarly and Creative Excellence (CSCE).

GVSU offers internal professional development opportunities for faculty. FTLC offers consultations, mentoring, faculty learning communities, grants, workshops, and seminars to improve teaching effectiveness. Seidman has faculty learning communities in which many SOA faculty have actively participated. The university's Instructional Design for eLearning (IdeL) Center and Seidman each aid Seidman faculty in the development of hybrid and online courses. IdeL offers workshops as well as one-on-one appointments with instructional designers. Because demand for those services began to exceed the IdeL staff's available time, Seidman added personnel to provide course design and technology support to Seidman faculty.

As Table 3-1 in the Seidman CIR Report illustrates, with 88.4% of student credit hours taught by participating faculty during the review period, sufficiency of SOA faculty related to student credit hours exceeded the 60% AACSB guideline. That table also shows that 51% of Accounting student credit hours were taught by faculty with SA qualification, exceeding the 40% AACSB guideline, and 100% of Accounting student credit hours were taught by faculty with either SA, PA, IP, or SP qualification, exceeding the 90% AACSB guideline. The scheduling policy adopted by Seidman and the SOA in 2016 that required balancing participation ratios and faculty qualifications prior to finalizing schedules was maintained throughout the review period. The 100% faculty qualification resulted from SOA and Seidman's implementation of professional development plans (PDPs) for tenured or tenure-track faculty who either lost or were in danger of losing SA status. Faculty on PDPs were required to generate a research timeline mapping a path to SA. Progress on each PDP was monitored and faculty were assisted in meeting the plan. One SOA faculty was on a PDP through August 2020 when he retired. Currently no SOA faculty are on PDPs.

Table 3-2 in the Seidman CIR Report further illustrates that SOA faculty were deployed such that a higher percentage of SA faculty taught the MSA/MST courses as measured by student credit hours (59.3%) compared to undergraduate ACC courses (40.4%). SP faculty taught 24.1% of the MSA/MST courses and 11.2% of the undergraduate ACC courses, and IP faculty taught 17% of MSA/MST courses and 48% of the undergraduate ACC courses. These percentages are consistent with SOA's strategy to utilize SA faculty as much as possible in graduate level courses while still maintaining the minimum 40% in undergrad courses per AACSB guidelines.

### Intellectual Contributions

Consistent with SOA's, Seidman's, and GVSU's mission, SOA faculty strive to produce a mix of basic, applied, and pedagogical intellectual contributions. As illustrated in Table 8-1 in the Seidman CIR Report, SOA faculty met that goal with a total of 112.5 intellectual contributions during the five-year review period, including 24.5 peer-reviewed journal articles, 48.5 additional peer-or-editorial reviewed intellectual contributions, and 39.5 other intellectual contributions. Of those 112.5 intellectual contributions, 28.33 represent basic scholarship, 37 are applied scholarship, and 47.17 are pedagogical scholarship. Nearly all (89.5%) participating faculty, representing 86.3% of total Full Time Equivalent (FTE) faculty, produced intellectual contributions during the review period.

The quality of the journals in which SOA faculty published is appropriate for a comprehensive regional university, with 5% ranked as elite, 9% as A, 58% as B and 27% as C. The total of A and B journals (the expectation for a school with balanced teaching and research expectations) was 67%. As seen in this list, the journals include a mix of basic, applied, and pedagogical outlets.

- Journal of Economics and Business
- Managerial Finance
- Academy of Accounting and Financial Studies Journal

- Banking and Finance Review
- IMA Educational Case Journal
- Business Education Innovation Journal
- Journal of Corporate Accounting and Finance
- Cost Management
- Strategic Finance
- International Journal of Accounting Information Systems
- Journal of Information Systems
- Communications of the Association for Information Systems
- Journal of Emerging Technologies in Accounting
- Accounting Information Systems Educator Journal
- Journal of Law, Business & Ethics
- Estate Planning
- Business Entities
- Journal of American Academy of Business
- Journal of Taxation

Faculty made presentations and led workshops at various locations across the globe, and some even won awards. Anne Sergeant and Neal Vandenberg were awarded Best Educational Paper in the 2018 Midwest American Accounting Association Conference. Lara Kessler and Stephen Goldberg were awarded Outstanding Case in the Academy of Legal Studies in Business Conference's 2019 International Case Competition.

## II. Accounting Learning and Teaching

### Curricula Content, Management and Assessment

The BBA in accounting requires students to complete the business core plus 19 credits of accounting coursework. The MSA includes 18 credits of required accounting coursework and 15 credits of electives. The MST includes 15 credits of required coursework and 18 credits of electives, and recently was revised to allow graduate tax badges to be stacked toward the MST degree. The badges are made up of sets of related tax courses that were already part of our curriculum. The added badges did not alter the MST program requirements; however, they allow students flexibility such that students can enroll for a badge or two before deciding to enroll for the MST degree.

Proposed changes in SOA curriculum may come through five different paths that illustrate how the needs for change are identified and how changes are accomplished. First, SOA faculty members may propose changes to the SOA Curriculum Committee, which considers the proposal and makes a recommendation to the entire SOA faculty at a SOA meeting. Second, SOA's Assurance of Learning (AOL) Committee may propose curriculum changes based on assessment results; such proposals are brought to a SOA meeting. Third, the Dean's office may

request SOA to make curriculum changes; such requests are brought to a SOA meeting. Fourth, the Graduate Accounting Committee may identify potential changes in MSA or MST courses during its bi-weekly meetings; such needs are brought to a SOA meeting. Fifth, SOA Advisory Board or the Accounting Alumni Affinity Networking Group may bring needs to SOA's attention. Less urgent identified needs will be directed first to either the SOA Curriculum Committee or to the SOA Graduate Accounting Committee where they follow path one or four above. More urgent identified needs will be brought directly to a SOA faculty meeting, similar to path three above. All five paths end with a SOA faculty meeting; such meetings typically happen monthly, thus proposed changes from all five paths are considered and voted on in a timely manner.

The SOA Curriculum Committee is comprised of faculty representing various teaching areas in the SOA. One SOA curriculum committee member also serves on the Seidman curriculum committee to ensure curriculum change proposals are adequately communicated at that level. Faculty teaching each of the multi-section courses in SOA meet at least once per semester (and most meet regularly during the semester) to ensure consistency of delivery across sections of the same course, including use of the same textbook and similar kinds of assessments. Faculty in those courses discuss what seems to be working well and what doesn't seem to be working well. As long as they stay consistent with the parameters established by the approved Syllabus of Record (SOR) and the official Assurance of Learning (AOL) planned assessment schedule, those faculty teams may change textbooks, change which topics and learning objectives to emphasize, and vary the kinds of assessments to use. More extensive changes must be submitted via the curriculum change process.

SOA's management of the hierarchy of learning has three facets. One facet is SOA's use in most accounting courses of standard publisher textbooks that are used nationwide by many other universities for similar courses. The standard textbook publishers hold focus groups when authors are preparing new or revised textbooks to ensure that the content represents the consensus belief about which classes are appropriate to use the books, what topics should be included in the books, and at what level those topics should be covered given the target courses. A second facet is informal discussions among SOA faculty as to whether students are adequately prepared for their upper level classes and speculation about causes and potential solutions in the lower level classes. A third facet is formal discussions at SOA faculty meetings. Whenever proposed curriculum changes are discussed and voted on at SOA meetings, the director asks SOA faculty how their current classes are going and whether students in the upper level accounting classes are adequately prepared, especially with respect to anything that appears to be a systematic issue. Faculty then discuss whether to add a pre-requisite to the upper level course or whether to change something in the existing pre-requisite courses.

## Curriculum Changes Made During Current Review Period

ACADEMIC YEAR	PROGRAM		
	BBA	MSA	MST
2016-17	<ul style="list-style-type: none"> <li>Added hybrid delivery mode for ACC 240 Financial Accounting Applications</li> </ul>	<ul style="list-style-type: none"> <li>Discontinued ACC 602 Corporate Financial Acct II and added ACC 311 Intermediate II as an MSA foundation requirement.</li> </ul>	<ul style="list-style-type: none"> <li>No changes</li> </ul>
2017-18	<ul style="list-style-type: none"> <li>Changed ACC 308 Governmental to ACC 408/508; also changed pre-requisite from ACC 212 Principles to ACC 310 Intermediate I</li> <li>ACC 413 Internal Auditing to ACC 413 and ACC 513.</li> <li>ACC 414 Auditing Theory and Practice and ACC 614 Auditing were changed to ACC 414 and ACC 514 External Auditing</li> <li>ACC 416 Information Systems Auditing as ACC 416 and ACC 516.</li> </ul>		<ul style="list-style-type: none"> <li>Added ACC 607 Ethics for Accountants as required</li> </ul>
	<ul style="list-style-type: none"> <li>Changed 310 Intermediate I pre-requisite from ACC 240 to ACC 240 with B- or better</li> <li>Added ACC 333 Accounting Ethics as required instead of any business ethics</li> </ul>	<ul style="list-style-type: none"> <li>Discontinued ACC 511 Financial/Mgrl Acct as foundation, replace with ACC 212/213</li> <li>Added ACC 603 Acct &amp; Audit Research as elective</li> <li>Moved ACC 612 Acct Legal Environment to elective</li> <li>Moved ACC 616 Financial Acct Systems to required</li> <li>Changed ACC 616 to Structured Acct Analytics &amp; Emerging Technologies and added ACC 340 Acct Systems as pre-requisite</li> </ul>	<ul style="list-style-type: none"> <li>Discontinued ACC 511 Financial/Mgrl Acct as foundation, replace with ACC 212/213</li> </ul>
2018-2019	<ul style="list-style-type: none"> <li>Added online delivery method for ACC 212, ACC 213, ACC 240</li> </ul>	<ul style="list-style-type: none"> <li>Dropped Finance emphasis due to Finance courses being discontinued</li> <li>Added Audit emphasis</li> </ul>	<ul style="list-style-type: none"> <li>No changes</li> </ul>
	<ul style="list-style-type: none"> <li>Added BBA/MSA combined degree program</li> </ul>		
2019-2020	<ul style="list-style-type: none"> <li>Added ACC 201 Acct for Non-Business Majors 1 and ACC 202 Acct for Non-Business Majors 2</li> <li>Removed CIS 150 Intro to Computing as BBA requirement</li> <li>Participated in effort with CIS to create two 1.5 credit Excel courses for Seidman majors.</li> <li>Added online delivery method for ACC 311 Intermediate II and ACC 321 Cost Strategy &amp; Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>Added online delivery method for ACC 615 Entity Taxation, ACC 618 Advanced Accounting, ACC 620 Accounting Theory</li> </ul>	<ul style="list-style-type: none"> <li>Added online delivery method for all fourteen MST courses</li> </ul>

2020-2021	<ul style="list-style-type: none"> <li>SOA engaged in a major initiative to increase consistency in content and delivery across all sections of the two introductory accounting courses (ACC 212 and ACC 213).</li> </ul>	<ul style="list-style-type: none"> <li>No changes</li> </ul>	<ul style="list-style-type: none"> <li>Added four badges stackable toward a MST degree: Foundations of Tax Practice; Corporate Transactions; Wealth Planning; and Advanced Tax Practice</li> </ul>
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### Assurance of Learning

SOA participates in Seidman’s mission-informed and faculty-driven AOL framework and process that are described in the Seidman CIR Report, section 3.B.iv. SOA follows the Annual Assessment Cycle illustrated in the Seidman CIR Report’s Graphic 4-1.

The SOA AOL Committee is tasked with monitoring and improving our assessment process. A member of the SOA AOL Committee also serves as a member of the Seidman Assessment Committee. As noted in the Seidman CIR Report, the Seidman Assessment Committee members oversee the assessment activities conducted within their units each semester. When the Seidman Assessment Director (AD) notifies faculty and unit heads before the start of the school year of planned assessment activities in their courses and units, including the instructions, rubrics, and reporting templates, the SOA AOL chair is included in that notification. The SOA AOL chair works with SOA faculty to ensure they perform the required AOL activities and provide assessment results to Seidman’s AD by the set deadlines.

When the Seidman AD collects the assessment results and shares them with the Seidman Assessment Committee and unit heads, the SOA AOL chair and the SOA Director meet with the SOA AOL Committee to review the results to determine whether the established targets were met, in which case the next round of assessment is scheduled after two years. If the established targets were not met, the SOA AOL Committee along with the faculty who teach the course in which the learning goal was assessed form a Goal Assessment Team (GAT) to recommend appropriate actions to close the loop. The GAT’s recommendations are shared at a SOA faculty meeting, which may include a proposed curricular change. At least one year after the agreed upon actions are implemented, the learning goal is re-assessed to evaluate efficacy of the improvements and, if needed, additional changes are proposed by the GAT. As noted in the Seidman CIR report, all SOA faculty have access to a Blackboard site on which the Seidman AD documents the SOA faculty approved program learning goals and objectives, curriculum maps, a five-year assessment calendar, rubrics, results templates, closing of the loop plans, and assessment data.

Having just completed a five-year assessment cycle for 2016-2021, and having just revised Seidman and SOA’s strategic plan and priorities for 2021-2026, SOA’s AOL committee will work with the Seidman Assessment Director to create a plan for the 2021-2026 assessment cycle.



## Undergraduate Accounting Program Outcomes

The first four sets of competencies listed below are common across all Seidman BBA degrees as detailed in Table 5-1 of the Seidman CIR Report. The last two sets of competencies are also assessed for Accounting AOL. SOA strives to ensure the BBA-ACC curriculum provides students with the following competencies:

### Effective Business Communication

- 1.1 Students will be skilled at locating, evaluating, and using information effectively.
- 1.2 Students will develop clear, concise and well-organized written communication.
- 1.3 Students will produce professional quality oral presentations.

### Functional Business Knowledge

- 2.1 Students will apply disciplinary knowledge to solve problems.
- 2.2 Students will demonstrate proficiency in the basic concepts and principles across the disciplines.

### Informed Decision Making

- 3.1 Students will analyze and integrate the impact of strengths and weakness, opportunities, and threats in business decisions.
- 3.2 Students will analyze and integrate the impact of global forces in business decisions.

### Ethics and Values

- 4.1 Students will apply ethical theories and models to ethical problems.
- 4.2 Students will identify their own values and understand how value systems impact decision-making.

### Technical Accounting Knowledge

- 5.1 Students will recognize, measure, record, analyze and interpret accounting elements within financial statements.
- 5.2 Students will apply an internal control assessment framework and interpret the effectiveness of internal control.
- 5.3 Students will use accounting information to evaluate strategic actions.

### Data Management and Analytics

- 6.1 Students will explain how data is captured and stored in enterprise systems.
- 6.2 Students will extract, manipulate, and report data.

Each learning objective was assessed twice during the current review period. Table 5-1 in the Seidman CIR Report outlines how and when each of these learning objectives was assessed, results of the assessments, and any further actions taken based on the results.

Corrective actions taken are as follows. The first assessment of information literacy revealed a weakness in the areas of “seeks and uses information.” Upon investigation, the GAT concluded



the assessment assignment insufficiently motivated students to demonstrate their true mastery of the skills. They recommended revising the assignment and increasing the point allocation to better motivate students. The second assessment revealed students demonstrated satisfactory performance in seeking and using information, thus effectively closing the loop.

The first assessment of informed decision making revealed a weakness in identification of firm's global strategy and cultural factors. The GAT recommended the MGT 495 course place more emphasis on global strategy and cultural factors both by changing the cases used and devoting more class time to those topics. Results of the second assessment are pending as of the writing of this report. The first assessment of technical accounting knowledge related to internal control revealed a weakness in the areas of internal control assessment and communication of results that appeared to result from inconsistent coverage of elements of control evaluation concepts in internal versus external auditing. A plan was made to increase consistency of coverage and in the second assessment the goals were met.

An indirect measure, the *ETS*<sup>®</sup> major field was used to assess functional business knowledge. The first assessment revealed weaknesses on six of nine subsections of the test. After instructors placed more emphasis on the weak areas, the second assessment showed considerable improvement in all areas.

### MSA Program Outcomes

SOA strives to ensure the MSA curriculum provides students with the following competencies:

#### Effective Business Communication

- 1.1 Students will develop clear, concise and well-organized written communication.
- 1.2 Students will develop and deliver effective formal presentations.

#### Business Acumen and Strategic Decision Making

- 2.1 Students will demonstrate proficiency in accounting knowledge and concepts.
- 2.2 Students will demonstrate proficiency in analyzing business problems and recommending solutions.

#### Global Perspective

- 3.1 Students will identify inter-cultural and global factors impacting accounting decision-making.

#### Ethical Awareness and Competence

- 4.1 Students will understand various influences on, and be able to apply various approaches to, ethical decision-making.

Each learning objective was assessed twice during the current review period. Table 5-1 in the Seidman CIR Report outlines how and when each of these learning objectives was assessed, results of the assessments, and any further actions taken based on the results.

For written communication, in the first assessment students met all goals. In the second assessment, six out of seven criteria were met but students were weak on writing style. The course will discuss the rubric and stress writing style more in the future to ensure students better develop this competency. The first assessment of ethics revealed weakness in the areas of application of ethical theory and models as well as governance recommendation. The course increased coverage of descriptive literature on how ethical decisions are made in practice and incorporated behavioral influences on decision-making, and the second assessment revealed these course changes were effective and the goals were met.

### MST Program Outcomes

SOA strives to ensure the MST curriculum provides students with the following competencies:

#### Ethical Awareness and Competence.

- 1.1 Students will identify and analyze ethical issues commonly faced by tax
- 1.2 professionals and make appropriate recommendations.

#### Effective tax communication.

- 2.1 Students will provide concise and articulate synopsis of tax matters
- 2.2 demonstrating proper language structure, grammar and mechanics.
- 2.3 Students will demonstrate a context and audience appropriate writing style.

#### Substantive tax law.

- 3.1 Students will correctly identify tax issues and apply appropriate tax laws.
- 3.2 Students will accurately determine all tax consequences for current
- 3.3 transactions.

#### Strategic tax analysis and planning.

- 4.1 Students will effectively analyze client tax situations and develop
- 4.2 appropriate tax strategies to resolve client issues.

Each learning objective was only assessed once during the current review period, because the program was paused for revision before the second assessment was due. Table 5-1 in the Seidman CIR Report outlines how and when each of these learning objectives was assessed, and that results of the assessments indicated no further actions were needed.

### IT Skills, Agility, and Business Knowledge for Accounting Graduates

The need for accounting graduates to develop information technology skills, agility, and increased business knowledge is accelerating at an incredible pace. As Table A6 indicates, SOA has made some strides deploying current and emerging technologies in Accounting courses. Software and other tools that students are using include Excel, Access, SQL, Tableau, Taxlayer, RIA Checkpoint, IDEA, WRDS database, Westlaw database, Gleim CPA review, and Celonis

process mining. Deployment of additional technologies will increase as SOA continues to revise our curriculum. Several SOA faculty have attended conferences and workshops during the current review period to enhance their ability to integrate current and emerging technologies into SOA classes. These conferences and workshops include

- International Conference on Information Systems (2016)
- Big Data Ignite Conference (2017)
- GVSU's Data and the Digital World Symposium (2017)
- Hungerford Nichols SMART Software (2017)
- Becker Excel Skills Webinar (2017)
- Merging Minds & Technology Conference (2017)
- Blockchain for Business and IT Leaders (2017)
- Accounting is Big Data Conference (2017)
- Blockchain Technology: An Emerging Issues Forum (2018)
- GVSU's Digital Percolator "Unconference" (2018)
- Joint Midyear Meeting of AAA's AIS and Strategic & Emerging Technologies Sections (2016, 2018, 2020)
- AIS Educators Conference (2017, 2018, 2019, 2021)
- PwC Analytics and Automation Academy (2019 – 4 faculty)
- MICPA's The Ultimate Guide: Data Analytics & Business Intelligence (2019)
- PwC's Accounting and Tax Annual Symposium (2019)
- Data Centric Architecture Forum (2020, 2021)

In addition to attendance at conferences and workshops, SOA faculty Cheryl Dunn has led REA Accounting workshops in 2018, 2019, and 2021 attended by 83 faculty from other universities. Those workshops emphasize small data skills and business process knowledge that have been identified as very important by the Business Analytics & Reporting task force of the CPA Evolution project. She has also led sessions on analytics and process mining at AAA's AIS Boot Camps and at the AIS Educators Conferences.

SOA's recent faculty retirements and successful hiring of faculty with IT backgrounds and interest in integrating emerging technologies throughout the curriculum will facilitate further advancements in developing IT skills, agility, and knowledge for SOA graduates.

### Expected Curriculum Revision

The AICPA has initiated a CPA Evolution to result in a revised CPA licensure model and new CPA exam in 2024. While a CPA Evolution Model Curriculum was published in summer 2021, the new CPA exam blueprint will not be available until summer 2022. The Institute of Management Accountants (IMA) is expected to issue its response to the CPA Evolution Model Curriculum in September 2022. SOA recognizes that the profession is at a turning point that provides a rare opportunity to re-evaluate our entire accounting curriculum. SOA has begun initial discussions

that will continue throughout 2021-22 and include discussions with internal and external stakeholders such as our advisory board, alumni networking group, student groups, Seidman Advising and Seidman's Dean's team. The expected outcome of these discussions is a proposal for a revised curriculum to be submitted to the university in 2022 to be effective in 2023-24.

### III. Accounting Academic and Professional Engagement and Professional Interactions

#### Accounting Faculty Sufficiency, Credentials, Qualifications and Deployment

##### Recruitment and Hiring

Seidman and SOA realize the importance of the recruitment, hiring, development, and retention of faculty for accomplishing our strategic goals and achieving our mission and vision. When SOA has permission to hire a new faculty, SOA and the Seidman Dean's office work together to develop a recruitment plan. The plan includes identification of search committee, creation of a position announcement, and selection of advertisement outlets that will maximize the likelihood of a diverse candidate pool. SOA search committees include members from SOA, at least one member from a non-Accounting Seidman unit, and an inclusion advocate to encourage best practices for inclusion. Recruitment plans must be approved by the Dean, Human Resources (HR), and Affirmative Action. Once approved, ads are placed in the selected outlets. SOA faculty may informally or formally meet potential candidates at conferences such as the AAA annual meeting or the AAA rookie camp. Applicant information is summarized on a spreadsheet according to required and preferred qualifications. The search committee selects pre-screen candidates to be interviewed via phone or videoconference and sends the spreadsheet to the Dean's office for approval. Approved pre-screen candidates are interviewed. The recruiting spreadsheet is updated and candidates are identified as acceptable/not acceptable. Candidates selected for on-campus interviews are identified with detailed justification as outlined in the position announcement. Once the candidate list is approved by the Dean and HR, selected candidates are interviewed and the search committee updates the recruiting spreadsheet identifying each candidate as acceptable/not acceptable. The Dean selects the candidate, with input from search chair and SOA director as needed.

The initial probationary appointment for a new tenure-track faculty member is three or four years, subject to renewal. Non-tenure-track faculty are generally hired with a one-year renewable contract. After the second successful year, such faculty may be re-appointed with up to three year renewable contracts.

New tenure-track SOA faculty are typically given a reduced teaching load in the first year (15 credits total across fall and winter instead of the normal 18 credits). They are also normally given summer research support for the first two years, with a third summer dependent on successful results from the first two summers.

All full-time SOA faculty are provided support for databases, paper submissions, travel, and professional memberships and licenses. Funding from the university for such expenditures is limited to \$900 per faculty member. Faculty needing additional funding with reasonable justification may be given additional support from the College as well as from the SOA development fund. Faculty are encouraged to submit papers to regional, national, and international conferences to develop their scholarship and network with peers in their disciplines. A one half-time (20 hours per week) graduate assistant is assigned to assist SOA faculty with research during the fall and winter semesters. First priority for the graduate assistant's time is given to untenured tenure-track faculty.

Tenure-track faculty are eligible to apply for sabbatical leave on a seven-year cycle. Sabbatical applications are competitive and not guaranteed. Faculty must develop proposals, including expected outcomes and timelines. Those not awarded the sabbatical leave may re-apply in future years.

### **Mentoring**

Seidman developed a plan to ensure that new faculty have the resources necessary to succeed for the long-term. Mentoring and support activities include the following.

- Mentors are assigned to each new faculty, regardless of rank.
- New faculty orientations are required of all new faculty, regardless of rank.
- Tenure-track faculty in their first three years meet regularly as a group with Seidman's Dean.
- Seidman Learning Communities – all Seidman faculty are invited to participate in learning communities of interest to them. Recent learning communities include Hybrid/Online Teaching, Learning Integrated Knowledge (LIk), Research & Scholarship, Societal Impact, and Teaching Ethics.
- Peer Teaching Observation – Untenured tenure-track Seidman faculty participate in peer observation for formative purposes. The program includes the untenured faculty observing other faculty teaching, FTLC video the untenured faculty for self-assessment, and having other Seidman faculty observe them and provide feedback.

### **Faculty Qualifications**

Please see the Seidman CIR Report section on Faculty Qualifications, Sufficiency, and Deployment and the related discussion of Tables 3-1 and 3-2 for discussion of the criteria employed for participating versus supporting faculty and for faculty classification as Scholarly Academic (SA), Scholarly Practitioner (SP), Practice Academic (PA), and Instructional Practitioner (IP). As Table 3-2B illustrates, SA percentages of at least 40% for BBA-ACC and at least 59% for MSA/MST were maintained each year, and SA+SP+PA+IP percentages were 100% for both BBA-ACC and MSA/MST in all five years except in 2017-18 when BBA-ACC was 88%.

## Strategies Supporting Faculty Engagement

SOA values meaningful engagement with the accounting profession and provides numerous opportunities for such engagement. SOA faculty engage with the area business community and with practicing accountants in several ways, including:

- SOA faculty include affiliate professors of practice with extensive years of experience and some of whom are still employed part-time at area firms and corporations
- SOA faculty serve on boards or are members of professional organizations such as Financial Executives International – Western Michigan, AICPA, MICPA, International Council for Small Business, and Economic Club of Grand Rapids
- SOA faculty volunteer as treasurers, directors, audit or finance committee members for non-profit community organizations such as Buen Pastor, Grand Rapids Community Foundation, Harvest Stand Ministries, St. Stephens Catholic School, Catholic Central High School, Community Action House of Holland, Community Food Club of Greater Grand Rapids, and Wings of Mercy
- Faculty Chris Harper is regularly interviewed on television and radio to educate the general public about critical tax and financial matters.

SOA faculty have produced intellectual contributions with societal impact, including

- Cheryl Dunn co-authored a journal article “Resources-Events-Agents: A Revolutionary Approach to accounting and Enterprise System Design” and a textbook *REA Accounting Systems and Analytics*, both have a goal of changing the way the world does accounting, moving away from the double-entry bookkeeping model that has been used for hundreds of years and moving toward an ontology-driven approach that facilitates the capture of more dimensions and a richer set of data than traditional accounting allows.
- Lara Kessler and Stephen Goldberg’s paper about the benefits, challenges, and strategies of workplace diversity contributes to discussions with societal impact.
- Lara Kessler and Stephen Goldberg won the Academy of Legal Studies in Business Conference 2019 International Case Competition’s Outstanding Case Submission.
- Randi Jiang co-authored a paper on assessing fraud risks in IT security. Her research explores the concept of why systems, if not well-designed, can actually assist in committing fraud rather than protecting our organizations. Exposing such flaws will help society build better systems.
- Anne Sergeant and Neal VandenBerg won the 2018 AAA Midwest Region Annual Meeting Best Paper Award.
- Tax articles co-authored by Mike Yugas and Lara Kessler help tax practitioners better understand how to apply IRS rulings and regulations.

SOA faculty include many of the United Nations sustainable development goals discussed in the Societal Impact section and Table 9-1 of the Seidman CIR Report.

- Goal 3: Good Health and Well Being is promoted informally as a means of encouraging students in ACC 321; is discussed in the context of work-life balance in ACC 607 and is promoted as part of professional habits and behaviors in ACC 618.
- Goal 5: Gender Equality is discussed during the employment law unit in ACC 612.
- Goal 8: Decent Work and Economic Growth is covered multiple times in ACC 213 and ACC 321 as SOA faculty encourage students to consider the impact of managerial accounting decisions on workforce morale and other non-quantitative impacts.
- Goal 9: Industry, Innovation, and Infrastructure is discussed in several ACC courses, including innovation as a leading indicator of firm performance on the balanced scorecard, when discussing product lifecycles, when discussing the need to innovate in accounting to take advantage of technological advancements, blockchain, automation in auditing, and so forth.
- Goal 12: Responsible Consumption & Production is discussed in ACC 213, ACC 321, and ACC 617 as they cover sustainability reporting as well as the qualitative factors in decision-making.
- Goal 13: Climate Change is discussed in ACC 213 and ACC 617 with respect to reporting and measuring sustainability performance, and in ACC 317 when discussing energy-related tax credits.

# School of Accounting | AACSB Tables

## AACSB TABLE A2-1: Intellectual Contributions of the Accounting Academic Unit



## AACSB TABLE 8-1 INTELLECTUAL CONTRIBUTIONS

Date Range: Winter 2016 - Fall 2020

## Part A: Five-Year Summary of Intellectual Contributions

Aggregate and summarize data by discipline.	Portfolio of Intellectual Contributions				Types of Intellectual Contributions				Percentages of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/ Application Scholarship	Teaching and Learning Scholarship	Total	Peer-reviewed journal articles	Additional peer- or editorial-reviewed intellectual contributions	All other intellectual contributions	Total	Percent of Participating Faculty Producing ICs	Percent of total Full Time Equivalent (FTE) faculty producing ICs
Accounting	28.33	37	47.17	112.5	24.5	48.5	39.5	112.5	89.50%	86.30%

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

Provide a description of how the portfolio of intellectual contributions by faculty and by units within the school, where appropriate, align with mission, strategies, and expected outcomes.

SOA's mission suggests the portfolio of Accounting intellectual contributions should typically consist of more pedagogical and applied scholarship as compared to basic or discovery scholarship. SOA strives to be thought leaders primarily with respect to educating accounting students. The portfolio during the current review period is made up of 42% pedagogical, 33% applied, and 25% basic, which is appropriately aligned with SOA's mission, strategies, and expected outcomes.

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

Identify the qualitative and quantitative measures of quality used by the school and apply these measures to analyze and evaluate the portfolio of intellectual contributions.

Seidman ranks journals according to a list that was created and is maintained by a Seidman committee with representation from all Seidman units. This list was created based on review of several other lists (including the Australian Business Dean's Council list) that are considered to be best practice lists among accredited business schools. As in other lists, the higher a journal is ranked, the greater the quality and potential impact of the research. Predatory journals as identified by Cabell's predatory journal list are kept off the Seidman list, with no credit given for publishing in those journals. Typically, SOA expects faculty to target their research toward A and B journals, and expects most of the research to be published in B journals. Table 8-2 in Seidman's CIR report indicates that 67% of SOA's peer-reviewed journal articles are in A and B journals, in keeping with SOA expectations.

Seidman also evaluates its units' portfolios of intellectual contributions using citation counts and H-indices for associate professors. Seidman uses a benchmark 4.2 for citations - the average citation count for business and economics articles as indicated by a 2007 study by Iglesias and Pecharroman. Seidman notes a Mingers (2009) study revealed high-end scholars at research-focused schools averaged H-indices of 5 to 15. With 805 total citations of 57 total articles, SOA associate professors had median citations per article of 0 and an average H-index of 4. While slightly below the average Seidman H-index of 5, SOA's average H-index of 4 still indicates that most SOA faculty are writing multiple articles that are being cited multiple times.

**Part D: Impact of Intellectual Contributions**

*(i) Analyze the impact of the portfolio of intellectual contributions on the theory, practice, and/or teaching of business, including qualitative and quantitative evidence.*

Two teaching case papers in SOA's portfolio of intellectual contributions received awards, indicating both quality and impact on the teaching of business. Anne Sergeant and Neal Vandenberg won the 2018 AAA Midwest Region Annual Meeting Best Education Paper Award and Lara Kessler and Stephen Goldberg won the Academy of Legal Studies in Business Conference 2019 International Case Competition's Outstanding Case Submission.

*(ii) Provide exemplars of the societal impact of the school's intellectual contributions.*

Dunn – paper and textbook on Resources-Events-Agents Accounting – both have goal of changing accounting practice; textbook is used at several other universities

Kessler & Goldberg – paper on the benefits, challenges, and strategies of workplace diversity

Jiang – paper on assessing fraud risks in IT security

Yuhas & Kessler – multiple tax articles help tax practitioners better understand how to apply IRS rulings and regulations

## School of Accounting | AACSB Tables

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**AACSB TABLE A6:** Assignment of Faculty to Teach Accounting Courses in All Degree Programs Within the Accounting Academic Unit During the Most Recent Academic Year

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All Courses Taught	List Minimum Qualifications or Credentials for Faculty Assignment to Each Course	List Current or Emerging Technology Deployed in Each Course	List All Faculty Assigned to Teach this Course for the Most Recent Academic Year	Comments
<b>Undergraduate Program (BBA – ACC)</b>				
<b>ACC 201: Accounting for Non-Business Majors 1</b>	Master's degree in Accounting or Business Administration with at least 3 years of accounting work experience	None	Paul Spindler	Bachelor's degree with significant relevant experience can teach with departmental approval.
<b>ACC 202: Accounting for Non-Business Majors 2</b>	Master's degree in Accounting or Business Administration with at least 3 years of accounting work experience	None	Paul Spindler	Bachelor's degree with significant relevant experience can teach with departmental approval.
<b>ACC 212: Principles of Financial Accounting</b>	Master's degree in Accounting or Business Administration with at least 3 years of accounting work experience	None	Dave Centers, Joanne Brouse, Rebecca Kiser, Anne Eikenhout, Paul Spindler, Neal VandenBerg, Rachel Weaver, Chris Harper, Rita Grant, Cheryl Dunn, Marinus DeBruine	Bachelor's degree with significant relevant experience can teach with departmental approval. We are adding awareness of analytics (Excel or Tableau) starting in Fall 2021.
<b>ACC 213: Principles of Managerial Accounting</b>	Master's degree in Accounting or Business Administration with at least 3 years of accounting work experience	Microsoft Excel	Kurt Fanning, Dave Centers, Anne Sergeant, Parvez Sopariwala, Kelly Timmer, Rebecca Kiser, Danielle Azzollini, Chris Harper	Bachelor's degree with significant relevant experience can teach with departmental approval. We are adding Tableau starting in Fall 2021.
<b>ACC 240: Financial Accounting Applications</b>	Master's degree in Accounting or Business Administration with at least 3 years of accounting work experience	Cloud version of Systems Understanding Aid	Dave Centers, Rita Grant	Bachelor's degree with significant relevant experience can teach with departmental approval.

<b>ACC 310: Intermediate Accounting I</b>	Master's degree in Accounting with at least 3 years of accounting work experience	Tableau	Bishal BC, Dori Danko	Bachelor's degree in Accounting, CPA license, and significant relevant experience can teach with departmental approval.
<b>ACC 311: Intermediate Accounting II</b>	Doctoral degree in Accounting	Excel	Marinus DeBruine, Rachel Weaver	Master's degree in Accounting with significant relevant experience may be allowed with department approval
<b>ACC 317: Individual Income Tax</b>	Master's degree in Taxation or JD	Taxslayer, RIA Checkpoint	Lara Kessler, Rebecca Kiser, Jon Brignall, Mike Yuhas	Bachelor's or Master's degree in Accounting / Taxation with significant tax experience may be allowed with department approval
<b>ACC 318: Entity Taxation</b>	Master's degree in Taxation or JD	None	Mike Yuhas	Bachelor's or Master's degree in Accounting / Taxation with significant tax experience may be allowed with department approval
<b>ACC 321: Cost, Strategy, and Decision Making</b>	Master's degree in Accounting with at least 3 years of accounting work experience	Excel	Paulette Ratliff-Miller, Parvez Sopariwala, Anne Sergeant, Anne Eikenhout	Bachelor's degree in Accounting with significant accounting experience can teach with departmental approval
<b>ACC 330: International Accounting</b>	Master's degree in Accounting with at least 3 years of accounting work experience	None	None	The International program that this was serving is currently on hold so we didn't offer this year.

<b>ACC 333: Corporate Governance and Accounting Ethics</b>	Master's degree in Accounting with at least 3 years of accounting work experience	None	Dori Danko, Steve Goldberg	
<b>ACC 340: Accounting Systems</b>	Doctoral degree in Accounting	Access, Excel, Tableau	Cheryl Dunn, Randi Jiang	Master's degree with significant accounting systems experience can teach with department approval
<b>ACC 408: Governmental and Not-for-Profit Accounting</b>	Master's degree in Accounting with at least 3 years of accounting work experience	None	Dori Danko	
<b>ACC 413: Internal Auditing</b>	Doctoral degree in Accounting	Excel, IDEA	Joanne Brouse, Jen Kern	Master's degree in Accounting with significant relevant experience may be allowed with department approval
<b>ACC 414: External Auditing</b>	Doctoral degree in Accounting	Excel	Neal Vandenberg	Master's degree in Accounting with significant relevant experience may be allowed with department approval
<b>ACC 416: Information Systems Auditing</b>	Doctoral degree in Accounting	Excel, IDEA,	Kurt Fanning	Master's degree in Accounting with significant relevant experience may be allowed with department approval
<b>ACC 490: Accounting Internship</b>	Master's degree in Accounting with at least 3 years of accounting work experience	Varies by internship	Rita Grant, Dori Danko	

Masters of Science in Accounting				
<b>ACC 508: Governmental and Not-for-Profit Accounting</b>	Master's degree in Accounting with at least 3 years of accounting work experience	None	Dori Danko	
<b>ACC 513: Internal Auditing</b>	Doctoral degree in Accounting	Excel, IDEA	Joanne Brouse, Jen Kern	Master's degree in Accounting with significant relevant experience may be allowed with department approval
<b>ACC 514: External Auditing</b>	Doctoral degree in Accounting	Excel	Neal VandenBerg	Master's degree in Accounting with significant relevant experience may be allowed with department approval
<b>ACC 516: Information Systems Auditing</b>	Doctoral degree in Accounting	Excel, IDEA,	Kurt Fanning	Master's degree in Accounting with significant relevant experience may be allowed with department approval
<b>ACC 603: Accounting and Auditing Research</b>	Doctoral degree in Accounting	None	Rita Grant	Master's degree in Accounting with significant relevant experience may be allowed with department approval
<b>ACC 607: Ethics for Accountants</b>	Doctoral degree in Accounting	None	Steve Goldberg, Chris Harper	Master's degree in Accounting with significant relevant experience may be allowed with department approval

<b>ACC 608: Forensic Accounting</b>	Doctoral degree in Accounting	None	Paul Spindler	Bachelor's degree in Accounting with CPA license and significant relevant practice may be allowed with department approval
<b>ACC 612: Accountant's Legal Environment</b>	JD	Gleim CPA review software, Westlaw database	Lara Kessler	
<b>ACC 613: Financial Statement Analysis</b>	Doctoral degree in Accounting	Excel, WRDS database	Bishal BC	Master's degree in Accounting with significant relevant experience may be allowed with department approval
<b>ACC 615: Entity Taxation – Theory and Practice</b>	Master's degree in Taxation or JD	RIA Checkpoint	Jonathan Brignall	Bachelor's or Master's degree in Accounting with significant tax experience may be allowed with department approval
<b>ACC 616: Structured Accounting Analytics and Emerging Technologies</b>	Doctoral degree in Accounting	Access, Excel, Celonis process mining	Cheryl Dunn	Master's degree in Accounting with significant relevant experience may be allowed with department approval. Note: Introduced and discussed various other technologies but didn't use them hands-on



<b>ACC 617: International Accounting</b>	Doctoral degree in Accounting		Rita Grant, Kelly Timmer	Bachelor's degree in Accounting with significant relevant experience may be allowed with department approval
<b>ACC 618: Advanced Accounting</b>	Doctoral degree in Accounting		Rita Grant, Mike Koerber	Master's degree in Accounting with significant relevant experience may be allowed with department approval
<b>ACC 620: Accounting Theory</b>	Doctoral degree in Accounting		Paulette Ratliff-Miller, Chris Harper	Master's degree in Accounting with significant relevant experience may be allowed with department approval
<b>ACC 622: Tax Research and Writing</b>	Master's degree in Taxation or JD	RIA Checkpoint	Elizabeth Potocki, Lisa Pohl	Master's degree in Accounting with significant tax experience may be allowed with department approval
<b>ACC 624: Corporate Tax I</b>	Master's degree in Taxation or JD		Mike Yuhas	Master's degree in Accounting/Taxation with significant tax experience may be allowed with department approval
<b>ACC 627: Estate, Gift, and Trust I</b>	Master's degree in Taxation or JD		Mike Yuhas	Master's degree in Accounting/Taxation with significant tax experience may be allowed with department approval

<b>ACC 629: Partnership Taxation</b>	Master's degree in Taxation or JD		Mike Yuhas	Master's degree in Accounting/Taxation with significant tax experience may be allowed with department approval
<b>Masters of Science in Taxation</b>				
<b>ACC 622: Tax Research and Writing</b>	Master's degree in Taxation or JD	RIA Checkpoint	Elizabeth Potocki, Lisa Pohl	Master's degree in Accounting with significant tax experience may be allowed with department approval
<b>ACC 624: Corporate Tax I</b>	Master's degree in Taxation or JD		Mike Yuhas	Master's degree in Accounting/Taxation with significant tax experience may be allowed with department approval
<b>ACC 625: Corporate Tax II</b>	Master's degree in Taxation or JD		Mike Yuhas	Master's degree in Accounting/Taxation with significant tax experience may be allowed with department approval
<b>ACC 627: Estate, Gift, and Trust I</b>	Master's degree in Taxation or JD		Mike Yuhas	Master's degree in Accounting/Taxation with significant tax experience may be allowed with department approval
<b>ACC 629: Partnership Taxation</b>	Master's degree in Taxation or JD		Mike Yuhas	Master's degree in Accounting/Taxation with significant tax experience may be allowed with department approval

<b>ACC 630: Multistate Taxation</b>	Master's degree in Taxation or JD		Not offered this year	Master's degree in Accounting with significant tax experience may be allowed with department approval; MST program was on hold
<b>ACC 631: Employee Benefit Plans and Deferred Compensation</b>	Master's degree in Taxation or JD		Not offered this year	Master's degree in Accounting with significant tax experience may be allowed with department approval; MST program was on hold
<b>ACC 632: Tax Accounting</b>	Master's degree in Taxation or JD		Not offered this year	Master's degree in Accounting with significant tax experience may be allowed with department approval; MST program was on hold
<b>ACC 633: International Tax Practice</b>	Master's degree in Taxation or JD		Brent Felten	Master's degree in Accounting with significant tax experience may be allowed with department approval
<b>ACC 636: Taxation Problems, Planning, and Current Issues</b>	Master's degree in Taxation or JD		Not offered this year	Master's degree in Accounting with significant tax experience may be allowed with department approval; MST program was on hold

<b>ACC 639: Federal Tax Practice and Procedure</b>	Master's degree in Taxation or JD		Not offered this year	Master's degree in Accounting with significant tax experience may be allowed with department approval; MST program was on hold
<b>ACC 690: Accounting Internship</b>	Master's degree in Accounting or Taxation	Varies by internship	Rita Grant, Dori Danko	

**Addendum Files**

- GrandValleyStateU\_CIRAppl\_Acctg\_Jun19.pdf
- Grand\_Valley\_State\_U\_Acctg\_CIR2\_DecLtr\_Feb17\_vf.pdf
- GrandValleyStateU\_ACCOUNTING\_PRT\_Report.pdf
- GrandValleyStateU\_ExtDecLtr\_Acctg\_JAN18.pdf
- GrandValleyStateU\_AcctgCIR2PRTRpt\_Dec17.pdf

*If you would like to view these documents please see the organization's addendum tab*