Minutes of Faculty Meeting
October 27, 2014
11:30 a.m. – 2:00 p.m.
BusAd G-201

Attendees: Shirley Daniel, Roger Debreceny, Liming Guan, Manu Ka'iama, Tom Pearson, David Wang, Mary Woollen, , Jian Zhou, Boocuhn Jung, Robin Hadwick, Richarda (Rikki) Mitsunaga, Robert Bachini, Reid Kuioka, Hamid Pourjalali and Marlene Sagapolutele
Guest: first portion of the meeting: Associate Dean Qimei Chen

Not in attendance: John Wendell on sabbatical leave; Jenny Teruya and David Yang, excused

Minutes of September 22, 2014 meeting were approved

Executive 3/2 MAcc with Dean Chen:

Decision:
Tabled to Spring 2015

Discussion:

Dean Chen discussed 3/2 MAcc program and how it can be offered. The main idea is to provide a source of (net) revenue to the College and provide faculty with the ability to earn additional money by teaching off load MAcc courses. She explained that the additional Shidler gift is to be used for scholarships and faculty development and not for operating expenses. Organizing and Executive MAcc via RCUH (instead of our current MAcc), can be implemented only if all SOA faculty are supportive:
The following issues were discussed as concerns:

- Does not address the cases that the faculty do not want to teach offload
- More details are needed about the projected revenues and costs of a potential Executive MAcc program.
- How the money for the EMacc would flow through the system is unknown (variable costs/fixed costs, revenues). Questions about how the MHRM finances work for the management department were not really answered, but it seems that no additional faculty lines have been added to staff this program, which has a larger enrollment that is anticipated in the E-MAcc.
- If the current MAcc is replaced by an E-Macc, and if the teaching load of this EMAcc is off load, the need for fulltime tenure track faculty will be reduced.
- Both UG and MAcc students take 400 level Accounting courses, and it is not clear how the offerings of 400 level courses will impact or be available to E-MAcc students, or how the tuition revenues would be accounted for.
- It is not clear if the tuition structure of current MAcc students will be impacted.
- The quality of the MAcc may be impacted as the objective will shift to generating income.
- MAcc may end up being offered to those who can afford it (more international students) to the detriment of local students.
- We may end up losing the MAcc if enrollment is low and/or marketing isn't successful (similar to GCPA program).
- Macc courses may not be perceived to have good faculty student ratios
- Shidler has a very small number of faculty
- If we make the MAcc difficult to get into, we will lose market to HPU and Chaminade

- Concern about the MAcc ending up similar to the past executive programs like the GCPA, which was just canceled, without even being discussed among the SOA faculty

Other issues:

- If the MAcc is offered through RCUH, could the College provide scholarships to MAcc students? (No scholarships have been offered to the MHRM).
- Offload teaching is not a must, but we do have to pay a huge fringe if not. This may be okay if we can afford it.
- Can differentiate tuition for different markets.
- Splitting up the student population will end up not having enough enrollment in 400 level courses for the traditional UG students.
- Custom cohorts of the MAcc wouldn't be a problem, if we can recruit more students
- The local market is limited, perhaps we can create separate divisions for different populations
- Only one accounting course (BUS 624) exists for accounting faculty to teach in the executive MBA programs. So we need to create executive teaching opportunities for younger SOA faculty.
- There is benefits for younger faculty to teach executive programs, they learn to teach differently, make connections in the community
- The faculty may support EMAcc if we got something in writing about supporting faculty and the marketing plan
- We need some kind of assurances before supporting EMAcc

Acc 460 Discussions:

Supported: Acc 460 converted to four 1-credit courses in financial, managerial, audit and AIS, tax and ethics.

Discussion:

- Acc 460 should be designed as a true capstone course
- Financial subcommittee is considering part of Acc 460 to cover topics from Acc 321 and 323, since Acc 460 is required (unlike Acc 415).
- The CPA exam content on international is unknown. International content can be taught while teaching intermediate accounting.
- Many faculty do not want to teach Acc 460. Acc 321 and 323 need to have more skills projects and experiential learning to reinforce the application of the technical knowledge topics
- There is a disconnect between the skills committees and the financial committees in discussing the content for Acc 415 versus 460. Acc 415 not a required course.
- Maybe we want to pull out government accounting from Acc 415 and add more financial topics to this course. However, we do not cover governmental accounting, in any other undergraduate course. So Acc 635 may need to be offered more often, and it isn't clear if UG students would have access to it.
- Basic skills in accounting are not being carried forward from the 300 level to the 400 level courses.
- Providing 1 credit hour options for Acc 460 may enhance the teaching experience, and we should support it if can we match faculty with appropriate topic for a better experience.
- Students may be challenged by this concept as they do not like the idea if not having one professor for Acc 460 and may react negatively
- Changing teachers, the experience changes for the students, even if they know about it

- Problem is with students already being weak in areas. Will it cause more problems to the students? Not opposed, but will it be a solution to the problem?

- A capstone is supposed to cover a wide range of topics. Issues of changing teachers may not happen, as for each new subject there is a new teacher.

Acc 401 Discussions:

Supported:
Tom and Mary will review given the additional 1-credit hour in Acc 460 for Tax and Ethics.

Discussion:

- There are some pushback for following AICPA model curriculum. Spending less time on deductions, details to gross income and exclusions. If Acc 401 is changed, Acc 407 must be restructured.

Acc 321 Discussions:

Supported:
Recommend a C+ or better in 201 and 202
Use of software program at the beginning of Intermediate I.
Change prerequisite for Acc 202 to C in 201 and can take 201 and 202 at the same time.

Discussion:

- Cost of software program (about $30)
- Students cannot repeat 201 and 202 if they pass
- We should give some benefit of doubt to student. Keep at C- in Acc 201 and Acc 202 to enter in Acc 321.
- Students not doing well on journal entries, we move fast in Acc 321, and students not grasping concepts
- We cannot control grades from community colleges
- Entry test, cannot do as a prerequisite. Students are enrolled in the class already
- Integrate software. Need to negotiate subject matter into 321, into 460, etc. Need to come up with the subject matter, Different books for different courses
- Need to have software, where cannot just copy journal entries from each other
- Using software in Taiwan made students take course more seriously.
- Add honors sections to both Acc 201 and 202. Do experimenting in those courses.

Acc 409 Discussions:

Supported:
No change in C- prerequisite for Acc 323
BUS 311should be the prerequisite for Acc 409

Phd Committee:

- Kun-su Park will represent us at the next AAA Ph.D. consortium.
- Concerns about PhD students knowledge of spoken English were raised.
- We must recruit PhD students from MAcc program something similar to 3/2 (undergraduate/MAcc), we should provide MAcc/PhD admission and faculty who teach MAcc can help with recruiting from our current MAcc students. BYU does a good job of taking MAcc

students and recruiting them for PhD program. Ph.D. students should not be teaching upper level courses.

Speakers Reports:

- Elaine Mauldin will be our next visiting faculty presenter.

Faculty Reports/suggestions:

- Flip cameras are available to help with getting students involved in the group projects.
- Faculty can consider the use of the flexible classrooms
- Provide an exercise where students take quizzes most sessions, all closed book, then open to everyone, and then get students involved.

Advisory Board agenda

- Information from SOA meeting
- Information about learning outcomes and profiles
- Next Steps?: We should talk about the content of courses