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October 15, 2006 – Revised January 23, 2007 (Attachment 2) – Revised March 7, 2007, January 8, 2008 (Attachment 1)

Barbara Merino
Chair, Department of Accounting
College of Business Administration
University of North Texas
PO Box 305219
Denton, TX 76203-5219

O. Finley Graves
Interim Dean
College of Business Administration
University of North Texas
PO Box 311160
Denton, TX 76203-1160

Dear Dr. Merino and Dean Graves:

The Accounting Maintenance of Accreditation Committee (AAC) thoroughly reviewed the information pertaining to the University of North Texas maintenance of accreditation visit scheduled for the 2008-09 academic year. The Accreditation Coordinating Committee (ACC) has concurred with the Maintenance of Accreditation Committee's recommendations pertaining to the scope of accreditation. This letter confirms:

(1) The business degree programs to be included in and excluded from the maintenance of accreditation review (attachment 1). *Please review the attached list carefully as some programs that were requested for exclusion may be included in the scope of the review.* Before or during the visit, the Peer Review Team may question a program's exclusion or discover additional programs that should have been considered. If that happens, the issue will be referred back to the ACC. Thus, the discovery of undisclosed business programs or the questioning of previously excluded programs might delay the accreditation decision process.

(2) The comparable peer, competitive, and aspirational groups selected (attachment 2). The peer and aspirational schools will form the basis for the assembly of your peer review team and the generation of Accreditation Statistical Reports to be used by you and the team during the on-site review. These reports are meant as a context for judgment and consultative feedback, and are not a basis for the accreditation decision.

The next steps in the maintenance of accreditation process can be found in the Maintenance of Accreditation Handbook at <http://www.aacsb.edu/accreditation/process/process-toc.asp>.

We appreciate your commitment to the process of continuous improvement. Please do not hesitate to contact us if you have further questions or concerns.

Sincerely,

Jack Wilkerson, Chair
Accounting Accreditation Committee

c: Peer Review Team

ATTACHMENT 1

Accounting

October 15, 2006 – Revised March 7, 2007, January 8, 2008

University of North Texas

AACSB International confirms that the following accounting degree programs will be included in the accounting accreditation review:

Degree Program Inclusions:

Undergraduate

- B.S. Accounting
- B.S. Accounting Control Systems

Master's

- B.S./M.S. Accounting
- B.S. Accounting/M.S. Taxation
- M.S. Accounting
- M.S. Taxation

Doctoral

- Ph.D. Accounting

Degree Program Exclusions:

Undergraduate

- *none*

Master's

- MBA Accounting – Program has been suspended*

Doctoral

- *none*

*The Peer Review Team will wish to confirm the status of the program at the time of the visit.

Updates and/or additional information impacting the scope of the accreditation review as defined herein should be submitted to the attention of Jack Wilkerson, Chair, Accounting Accreditation Committee, both electronically (email to AAC@aacsb.edu) and in hard copy to the AACSB International office in Tampa, FL.

ATTACHMENT 2

Accounting

October 15, 2006 – Revised January 23, 2007

University of North Texas

AACSB International confirms that the following are your comparable peer, competitive, and aspirant groups:

Comparable Peers:

Florida International University
State University of New York – Buffalo
University of Central Florida
University of Memphis
University of South Florida
Virginia Commonwealth University

Competitive Group:

Baylor University
Southern Methodist University
Texas A&M University
Texas Christian University
Texas Tech University
University of Texas – Arlington
University of Texas – Austin
University of Texas – Dallas
University of Texas – El Paso
University of Texas – San Antonio

Aspirant Group:

Florida State University
Oklahoma State University
University of Oregon
University of Missouri – Columbia
University of Nebraska – Lincoln
University of Tennessee

Revisions to your comparison groups should be submitted to the attention of Jerry Strawser, Chair, Accounting Accreditation Committee, both electronically (email to AAC@aacsb.edu) and in hard copy to the AACSB International office in Tampa, FL no later than six months prior to the scheduled accreditation review.

PEER REVIEW TEAM MEMBERS

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PART I EXECUTIVE SUMMARY

Introduction. If one were asked to characterize in a single word the ten-year period since the College's last AACSB International visit, an appropriate word would be *flux*. Not only has the College and University faced significant administrative turnover (four Deans, three Provosts, and two Presidents in the past five years alone), but the state of Texas has significantly altered its approach to higher education, demanding ready access for a greater number of students while recasting its funding model and placing more emphasis on research. (As a part of its new approach, the state has named the University of North Texas (UNT) one of seven Emerging Research Universities in the state.) In addition, the Dallas-Fort Worth (DFW) metropolitan area and its economy have grown rampantly, providing UNT with rich opportunities but producing challenges too, as enrollments have swelled, commuter traffic has become more congested, and universities both in Texas and outside the state have entered what was already a competitive market. Further, UNT is anticipating an increase in its student population to over 46,000 students in the near future.

Despite the turbulence it has faced, the College has not only continued steadfastly to serve the North Texas region, but has moved forward in a number of significant ways. For example, the College has been at the forefront of the University's efforts to establish a south Dallas campus, an entity intended to serve primarily a minority population. Efforts to grow and brand the Masters of Business Administration (MBA) degree program are coming to realization, and the college's Doctor of Philosophy (Ph.D.) program is now solidly focused on a smaller group of students who are better trained and placed at higher ranked schools. Perhaps most importantly, the combination of a new strategic plan and a soon-to-be-constructed \$60 million Business Leadership Center building has the College poised for further growth and development in the immediate future.

Similarly, the Department of Accounting has also experienced dramatic turnover during the past ten years with five Chairs, ten faculty retirements, two faculty assuming administrative positions outside the Department, and four faculty departures to other schools. We were, however, fortunate to hire a new Doctoral Program Director in 2007 and will be adding one tenured associate professor, four tenure-track assistant professors, and two senior lecturers in fall 2008.¹

Embracing Change. Each Chair over the past decade has brought a different vision to the Department, visions that the faculty and staff have sought to embrace. Further, the state's designation of UNT as an Emerging Research University has superseded the traditional view of the university as primarily a teaching institution with a view of a university balanced with excellent teaching and outstanding research. Each of these changes, in turn, has led the faculty

¹ See Accounting Supplemental Documents for Maintenance of Accreditation Annual Reports.

to re-evaluate its course and program offerings, launch new initiatives, and engage more actively in discipline-based research.

For example, the faculty responded early on to calls for increasing student exposure to globalization. The Department is currently planning to offer an International Accounting course that focuses on International Financial Reporting Standards (IFRSs) as a study abroad course next summer, and a visiting scholar from Egypt will join us for two years this fall. Over the last five years we have had a visiting Fulbright scholar from Egypt, Chair from Damascus, and doctoral student from Italy. In addition, the department has forged new relationships with several international universities that provide exchange opportunities for faculty as well as students (e.g., Tecnológico de Monterrey).

The Department now more actively reaches out to the business community and provides opportunities for student and faculty interaction with business professionals. In conjunction with the UNT Career Services office, the Department offers a host of internship options for students with firms in public accounting and industry, and government. The College's Distinguished Lecture Series brings three speakers from business or government to campus each semester, and students in the Accounting Professional Development course interact with accounting executives through modules such as the etiquette meal and mock interviews. A number of classes also incorporate hands-on projects with companies and governments, such as audits and consulting engagements (e.g., City of Denton).

Significant strides have also been made in research productivity and in the quality of our doctoral program. As an outcome of the reaccreditation process ten years ago, the Department reduced the quantity of students in the doctoral program and put into place initiatives to increase its quality. Today, the program has stabilized at approximately ten students who work closely with a mentoring graduate faculty of approximately seven. The fact that several of the Department's doctoral students have recently published articles, presented papers at our discipline's national and regional meetings, and received awards or recognitions for their research reflects the increased quality. Initiatives to improve both the quantity and quality of the faculty's research have included research grants, travel money for presentations, and research assistants.

Looking Forward. The Department of Accounting in the College of Business Administration at the University of North Texas has much to be optimistic about the future. At the University level, an administration with major research university experience is now in place. Their vision, moreover, is for the University to become a nationally competitive research institution, and the University sends a consistent message to that effect. Perhaps most importantly for the Department of Accounting, the new administration appears to value the Department and is providing resources to help it compete. In the past academic year alone, the Department has received funding at nationally competitive levels for one tenured associate professor, four new tenure-track faculty, and two new senior lecturers. In addition, salaries for two other vacant faculty lines have been increased to nationally competitive levels, in some cases by \$30,000 to \$40,000. Marked increases in merit and market monies over the past two years have helped bring salaries for existing faculty more in line with national averages for AACSB accredited public, doctoral granting universities. In spring 2008, for example, the Department received over

\$115,000 in merit and market adjustments for the previous academic year, and there will be more adjustments this fall based on the current academic year. Finally, the University is now moving forward with a new building for the College called the Business Leadership Center, set to break ground in early 2009, and open in fall 2011. The programming phase is currently in progress, and the design firm has been recently selected.

As a Department, we are also making significant strides. We continue to move forward and soon hope to have a permanent department Chair. Evidence of our cooperative efforts are reflected in the revision of the Department's Strategic Plan and the recruitment of new faculty (i.e., 13 candidate visits in Spring 2008). The Department will continue to recruit two new faculty this coming year to help us grow and enhance our programs and reputation. In addition, with the addition of new faculty in fall 2008, the Department will be able to increase accounting course offerings and reduce class sizes at the UNT Denton and UNT Dallas campuses. This will enhance quality instruction and allow timely graduation for students.

The Department has established a Strategic Plan with specific targets to better position itself in the DFW market. Accomplishment of these targets will require the Department to improve in at least two major areas. The first is in assessment and data collection. The Department has been involved in assessment of student learning for a number of years, first on its own initiative and then as part of the University's Southern Association of Colleges and Schools (SACS) reaccreditation process, which was completed in 2006. It has become increasingly clear to us, however, that our earlier efforts were not providing the type and level of information needed. As a consequence, the Department's leadership sought to educate itself concerning direct, course-embedded measures and has put several new assessment programs in place. The Department must also improve its overall tracking of data to be able to assess its own efforts. In putting together its Strategic Plan and gathering information for this Maintenance of Accreditation report, it became evident that we did not always have the requisite information in a common format or in a consistent location. Initiatives are now being developed at the College and Department levels to rectify this shortcoming, including the assignment of the Vice Chair of the Department of Accounting to collect and document accreditation information.

A second area in need of improvement is development. Although the Department has always generated external funding, most ongoing gifts have been in the form of student scholarships. To achieve our vision of becoming a competitive program nationally, we must increase external funding for faculty travel and research support, and endowments for Chairs, Professorships, and Fellowships. The Department is working with the University's Office of Advancement to better develop our network of alumni and friends to identify potential donors. To help faculty generate external research funding, the University has also provided, on an ongoing basis, seed money to assist them in the development of research proposals.

Overall, recent developments at the University, College, and Department levels have provided indications of a positive outlook for the Department of Accounting's future. With a supportive administration, experienced leadership in the College, a Strategic Plan in place, and a new building on the horizon, the Department is well-positioned to take advantage of the opportunities offered by a robust and expanding Dallas-Fort Worth economy. Although realizing our goals

will require hard work and diligence, the Department has a dedicated faculty and staff, many outstanding students, and a host of loyal external supporters. Working together, we look forward to the realization of our vision, making the UNT Department of Accounting in the College of Business Administration the leading accounting program in the North Texas region of Texas with an enhanced reputation at the national level.

BEST PRACTICES

The following list some of our best practices in the Department of Accounting at the University of North Texas:

1. **Visiting Scholar Workshop Series.** The Department sponsors a series of research workshops each year. Every semester, we bring in two or three outside, nationally recognized research scholars (e.g. Drs. Tony Tinker, Sue Haka, Lisa Koonce, Dan Dhaliwal, Laureen A. Maines, Jim Hunton, etc.) to meet with our Ph.D. students and present a research workshop for faculty and students in the Department and College.
2. **Travel Support.** The Department provides generous financial support to faculty and Ph.D. students for travel to present research manuscripts and attend research conferences.
3. **Research Support.** The Department provides resources to support faculty and Ph.D. student research. The support includes research expenses, data, and travel to conduct research and to present findings. The Department also supports faculty research through the award of competitive research grants each summer.
4. **Teaching Assistants.** The Department supports teaching excellence by providing teaching assistants and doctoral students to faculty. They help with quiz, homework, and exam grading; exam proctoring, and student tutoring. Each department on an annual rotation basis presents a teaching enhancement seminar for the College's faculty and doctoral students each year. The Department of Accounting conducted the 2007-2008 seminar.
5. **Student Organizations.** The Department provides support and mentoring to its two student organizations, the National Association of Black Accountants (NABA) and Beta Alpha Psi (BAP). Our NABA officers have received scholarships from their national organization in recognition of their involvement. UNT's BAP Chapter has been a "superior chapter" every year for the past five years. ("Superior chapter" is the highest award designation from their national BAP organization.) Also, a faculty member from the Department serves as a director on the BAP International Board of Directors.
6. **Advisory Boards.** The Department has two active advisory boards. The first board comprises experienced professionals who assist the department with curriculum / program guidance and development. The Junior Advisory Board is made up of young professionals who have been in public accounting, industry, and government (usually for

less than five years) and who help with curriculum issues and make presentations about the accounting profession to classes. Both boards assist with student mock interviews.

7. **Scholarships.** The Department provides approximately \$75,000 annually in scholarships to undergraduate, masters, and Ph.D. students. For the 2008-2009 academic year, 63 students will receive scholarships that range from \$500 to \$3,000. The department also annually identifies outstanding students in its first two courses, Financial Accounting and Managerial Accounting, recognizes them at a luncheon with Accounting faculty, and allows those who are Accounting majors to compete for \$20,000 in scholarships to assist with their education.
8. **Guest Lecturers.** Instructors of various classes in the master's programs invite professionals to make presentations. For example, the Information Systems in Accounting class typically has practitioners from the Big-4 accounting firms make Enterprise Resource Planning (ERP) demonstrations and discuss internal controls. The Internal Audit seminar also has active participation from the Dallas chapter of the Institute of Internal Auditors.
10. **Internship Program.** The Department's internship program provides opportunities in public accounting, industry, and government for both undergraduate and graduate Accounting students. This program has placed 60 students with 22 companies and government entities in the past three years.
11. **Internal Audit.** The Department's Internal Audit program is an Institute of Internal Audit (IIA) endorsed program. The IIA has also endowed a professorship in internal audit that Dr. Raymond Clay currently holds. The graduate Internal Audit course performs an audit for a not-for-profit organization in the Dallas-Fort Worth metropolitan area every year and has done this for the past 18 years.

PART II SITUATIONAL ANALYSIS

To better understand challenges currently facing the Department, it is important to understand the dynamic environment in which University, College, and Department operate. Dallas/Fort Worth is a vibrant and rapidly-growing metropolitan area as evidenced by the following rankings:

- 4th in the United States with an estimated population of over 6 million residents.
- 9th fastest growing market in America (nuwireinvestor.com).
- in the top 10 “Hot Cities for Job Growth” by *Business 2.0* magazine.
- among the “Best Performing Cities: Where America’s Jobs are Created and Sustained” by the Milkin Institute.
- 4th fastest growing custom’s district (U.S. Census Department) according to World City Annual Statistics.
- 8th top metropolitan area for tech jobs by *Fortune* magazine.
- 9th in the nation for most international economic activity (Moody’s Economy.com).
- Three DFW counties are among the ten fastest growing counties in the U.S. (CNNMoney.com).

DFW is also home to the Barnett Shale natural gas reserves (a geological formation of economic significance). There has also been significant gas exploration and production in the DFW area in recent years.

As an urban campus, many of our students are employed part-time by companies and have families. A wide variety of organizations from public accounting, industry, nonprofit, and government also recruit accounting graduates from the undergraduate and graduate degree programs at UNT. Therefore, many of our students upon graduation elect to stay in the DFW area.

The University of North Texas is a student-centered, public research university and is ranked in the top four percent of U.S. colleges and universities by the Carnegie Foundation. It is the most comprehensive university in the DFW region, offering 96 bachelor’s, 111 master’s, and 50 doctoral degree programs. Some recent accolades for UNT include: obtaining more Goldwater Scholarships in 2005 and 2006 than any other Texas university, and having an outstanding 19:1 student-faculty ratio. The University is annually named one of the top 100 colleges for Hispanic students, and African-American students have an 82 percent retention rate. UNT recently established an Honors College and a College of Engineering.

The College of Business Administration has experienced dramatic administrative changes over the past ten years but, with its current experienced leadership, is poised to achieve great things, including the new \$60 million Business Leadership Center building that will open in fall 2011.

The Department of Accounting is one of five academic units in the College of Business Administration. We offer classes supporting programs leading to the BS-ACS (Bachelor of Science in Accounting Control systems), BS/MS (Bachelor of Science/Master of Science – “five-year program”), Master of Science in Accounting, Master of Science in Taxation, and a Ph.D. in Business Administration with a concentration in accounting. In fall 2007, we served 935 undergraduate accounting majors, 120 graduate accounting majors, and 10 doctoral students. Accounting, Finance, and Marketing are the most popular undergraduate majors in the College. We pride ourselves on diversity of students and ideas (see Accounting Supplemental Documents for the Department of Accounting Diversity and Ethics statements and tables in this section detailing student demographics).

Over the past ten years, the Department of Accounting has faced significant changes. Much of this change has resulted from State of Texas initiatives, but much has also resulted from University, College, and Department developments. While many of these changes, and the accompanying challenges, are common to many universities (e.g., funding issues arising from decreased state support, coping with growing enrollments, etc.), others are unique to the UNT System, University, College, and Department of Accounting. Since its last AACSB accreditation renewal in 1998, UNT has had two chancellors, three presidents, and four provosts, each of whom has placed different demands on the College and Department. Within the College of Business Administration (COBA), there have been five deans, each of whom has brought his or her own perspective in responding to the various demands placed upon them. In the Department of Accounting, there have been five Chairs. Despite these changes, the department continues to move forward. With a UNT today that is full of new administrators, including a president and provost, a clearer understanding as to the university’s direction is emerging. In response, the Department of Accounting has developed its own new Strategic Plan with targets to address the challenges brought about by these changes and to create new opportunities for students, faculty, staff, and other stakeholders who make up the accounting community.

The Department of Accounting at UNT has been affected by all of these noted pressures plus others over the past decade. An Accounting program makes up a significant portion of the new UNT Dallas campus initiative, and many of the courses have been staffed by COBA faculty and adjuncts from the Denton campus (although this number is now decreasing as more faculty dedicated to UNT Dallas have been hired). As well, the Department of Accounting has been asked to increase its research focus, add to its revenue stream (whether through federal funding or other initiatives), and accommodate more students, despite giving up a share of its resources for reallocation to new university initiatives. In 1998, the Department of Accounting had approximately 712 students and 20 full-time faculty (19 tenured/tenure-track and one lecturer); for the 2007-2008 academic year, there were over 821 Accounting students and only 15 full-time faculty (11 tenured/tenure-track and four lecturers).

Since 1998, we have lost ten faculty to retirements and two to administrative positions. We retained two faculty members recruited in 1998 but have lost four of the five recently hired faculty within the last five years to other schools. In addition, two married faculty members currently have gone to a reduced load (half-time status) due to the serious medical condition of one of them. These departures and work restrictions have resulted in having to utilize several

adjunct faculty to cover classes. Similar to other universities, the department has had only limited success with recruiting faculty in tax, due to the limited number of graduates and faculty with this specialization. Although facing these obstacles, we still feel that we continue to provide a high-quality of education for our students at UNT and are actively seeking to hire additional tenure-track faculty.

On a positive note, our Chair in Spring 2008 prepared and presented a special report on the state of the department to our Provost and Vice-President for Academic Affairs. She now has a better understanding of our dire condition and current salaries for Accounting faculty and new hires. This Spring, she authorized several new Accounting faculty positions. We brought in 13 faculty candidates for campus visits and successfully hired seven new faculty members to start in fall 2008. These include one tenured associate professor, four new assistant professors, and two new senior lecturers. The Provost has also committed to bring salaries for productive faculty to market levels to increase retention of current faculty.

Placement of our students has been excellent. We recently conducted a survey of graduates (within the past seven years) and found that most acquired a job before graduation or soon thereafter. We sent out approximately 500 surveys and had 133 (27%) useable ones completed and returned. Out of the 133 surveys, only five graduates are currently looking for a job, and the average length in their current employment is over 20 months. Job titles range from “Bookkeeper/Tax” to “Staff Accountant” and “CFO.”²

The Department has two very active advisory boards. The Department of Accounting Advisory Board has thirty-five members and is active with curriculum / program guidance and development and makes recommendations to the department. The Junior Advisory Board includes recent graduates who give feedback regarding what changes they would recommend in curriculum. They also make presentations to the Accounting Professional Development course and interact with the students on a regular basis. Both boards assist with student mock interviews.

The Department has many advantages relating to its reputation, sponsors, and supporters. Among universities and colleges in the DFW area, UNT is the largest public university and based upon recruitment of Accounting students over the years, firms seek to employ our graduates. We also have an excellent reputation among leaders in the local business community. This respect is evidenced by the wide variety of business leaders from many walks of life who generously support the department through the giving of their time and financial resources.

Due to the leadership from our Department Chairs, our external funding has been outstanding over the past five years. We received over three million dollars in endowed funds in the past five years. We received Accounting Excellence funds to conduct departmental operations and provide travel funds for faculty to make research presentations, and regularly attend conferences and the Annual Meeting of the American Accounting Association (AAA). (Five of our faculty made international trips this past year for manuscript presentations.) We have funded the Barney

² For survey and complete data, see Accounting Supplemental Documents.

Coda Chair in Accounting and were able to recruit Dr. Carol Ann Frost, a renowned scholar / researcher, as the founding holder of the chair and Director of the Doctoral Program. We also fully funded the Paden Neeley Excellence in Teaching Professorship awarded it to Dr. Teresa L. Conover. G. Brint Ryan, a UNT Accounting alumnus, also created a one million dollar endowment whose interest can be utilized for department operations. In addition, the Department awards approximately \$75,000 annually in scholarships to our students.

As can be seen from the Strengths Weaknesses Opportunities and Threats (SWOT) analysis provided below, the Department of Accounting has a numerous strengths on which to build, but also a number of ongoing challenges. Historically, the Department simply met the needs of students who chose to major in Accounting, and funding was essentially guaranteed by the state. Today, the Department must work to position itself in an increasingly competitive marketplace and to generate the funding necessary to take advantage of the various opportunities presented. Of note, the Department has been very successful in raising private funds recently, was able to hire an outstanding senior researcher to champion the doctoral program, and hired seven new faculty for the coming year based upon a commitment from UNT administration.

SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • AACSB Accredited. • Affordability of education. • Part of a dynamic, research-oriented university. • High-quality and dedicated faculty. • Renowned senior researcher to lead doctoral program. • Recent, excellent private financial support. • AAA and international organization activities. • Diverse students and faculty. • Great placement across all programs. • Focus on experiential learning through internships. • Active National Association of Black Accountants and BAP chapters. • Excellent relationship with accounting profession. • Dedicated advisory boards. • DFW location – population base and job market. • Technology infrastructure and support. • “Work-ready” students. • Location to DFW Airport. • Growing enrollment. • Strong, diverse curriculum and programs. • Dedicated/talented faculty and staff. • Comprehensiveness of programs. 	<ul style="list-style-type: none"> • Shortage of tenure-track and tenured faculty (especially Tax). • Large class sizes. • Need for more course offerings at the graduate level to support growth in programs. • Underdeveloped fundraising and alumni support. • Limited research funding and support. • Ability to attract / retain top students. • Ability to attract / retain top faculty. • Understaffing.

Opportunities	Threats
<ul style="list-style-type: none"> • New building / facilities. • Large untapped alumni base. • Increased demand for accounting graduates. • Ph.D. faculty shortage (opportunity for doctoral program). • Recognition that accounting matters, can recruit better students. • Transition from urban to residential campus (building new dormitories). • Diversity. • Historical strength in Tax program. • Support of alumni base. • Support of business community. • Availability of internships. • Firms and companies want to hire our graduates. • DFW location. • Regional economy and employment market (cost of living / proximity to many employers). 	<ul style="list-style-type: none"> • Strong competition from other universities (students and programs) in DFW and state. • Decreased state funding. • Competitive market for Accounting faculty. • Increased traffic congestion in DFW metropolitan area. • Lack of resources. • Limited faculty / growing student population (projected at 46,000 students). • Ability to attract quality Ph.D. students (due to financial limitations). • Interstate 35 traffic congestion. • Ability to attract research faculty. • Limited funds to get existing faculty to market salaries.

Resource limitations have challenged the Department in its efforts to offer an adequate number of classes and programs, recruit and retain faculty, and keep salaries of existing faculty at competitive levels. As state funding decreases, the Department must depend more heavily on discretionary funds and must contend with a salary inversion problem for many long-time professors. Additionally, the Department has experienced a large number of retirements in the last ten years, and the University has not provided a commensurate number of replacement faculty lines to adequately cover current classes and programs, and provide quality instruction during that time period. The problem has been further exacerbated by the fact that retiring faculty members have typically taught nine credit hours per semester and engaged in significant service activities, while newly hired associate and assistant professors are typically assigned a six-hour teaching load (and in some cases, one class prep per year) with limited service responsibilities. The large number of recently hired associate and assistant professors will therefore place significantly higher teaching and service responsibilities on the existing faculty in the Department. The increasing workload, coupled with the salary inversion issue, has the potential to affect morale among the current associate and full professors in the Department. We are hopeful that the Provost and Vice-President for Academic Affairs, along with the College Dean, will reward productive faculty in the department with significant market adjustments to aid us in retention of faculty.

A second immediate challenge to the future of the Department is increasing the number of applicants to the BS/MS, MS, and Ph.D. programs. The excellent employment market for accountants and the fact that BS students can qualify for the CPA examination in less time by simply taking required post-baccalaureate coursework as a non-degree seeking student have made it difficult to attract and retain students for the master's programs. Also, large public accounting firms and industry salaries have decreased the attractiveness of upper echelon employees to leave their jobs and pursue accounting doctoral programs. The Department is currently considering changes to its programs and requirements to meet these challenges.

Demographic Information Regarding Students. Included below is information on the composition of the student body in accounting. Although the University as a whole has been working to build up the resident student base relative to commuters (five new dormitories in the past five years with three more dormitories planned), we still have a preponderance of non-traditional students, both at the undergraduate and graduate levels. Whether taking a full load or not, most commuting students work twenty or more hours per week, and many are married with families. These non-traditional attributes present challenges that limit the involvement of our students in extracurricular activities, yet provide opportunities relative to the diversity of views brought to both undergraduate and graduate classes. At the doctoral level, the number of students has stabilized at a manageable size of 10-12 students in line with changes brought about during our last AACSB reaccreditation review.

We have a diverse student body as is evidenced by the following tables. While we do not have information regarding country of origin, we have students from many foreign countries such as Sierra Leone, Nepal, Pakistan, Ivory Coast, Nigeria, Columbia, Ghana and Russia to name a few.

**Accounting Student Ethnicity and Gender
Fall 2007**

**PACC
(PRE-ACCOUNTING)**

	Female		Male		Total	
	#	%	#	%	#	%
African American	68	16%	40	10%	108	26%
American Indian	2	0%	2	0%	4	1%
Asian	11	3%	9	2%	20	5%
Hispanic	28	7%	21	5%	49	12%
Other	9	2%	7	2%	16	4%
White	106	26%	111	27%	217	52%
TOTAL	224	54%	190	46%	414	100%

**ACCT – BACS
(ACCOUNTING CONTROL SYSTEMS)**

	Female		Male		Total	
	#	%	#	%	#	%
African American	9	7%	9	7%	18	14%
American Indian	0	0%	1	1%	1	1%
Asian	3	2%	6	4%	9	6%
Hispanic	15	11%	4	3%	19	14%
Other	5	4%	3	2%	8	6%
White	33	24%	47	35%	80	59%
TOTAL	65	48%	70	52%	135	100%

**ACCT – BS
(ACCOUNTING)**

	Female		Male		Total	
	#	%	#	%	#	%
African American	21	13%	8	5%	29	18%
American Indian	0	0%	0	0%	0	0%
Asian	7	4%	3	2%	10	6%
Hispanic	8	5%	8	5%	16	10%
Other	6	4%	6	4%	12	7%
White	40	24%	58	35%	98	59%
TOTAL	82	50%	83	50%	165	100%

**ACCT – MS
(MS ACCOUNTING AND TAX DEGREE PROGRAMS)**

	Female		Male		Total	
	#	%	#	%	#	%
African American	1	1%	4	4%	5	5%
American Indian	0	0%	0	0%	0	0%
Asian	5	5%	3	3%	8	8%
Hispanic	4	4%	3	3%	7	7%
Other	6	6%	4	4%	10	10%
White	37	39%	29	30%	66	69%
TOTAL	53	55%	43	45%	96	100%

**ACCT – Ph.D.
(DOCTORAL STUDENTS)**

	Female		Male		Total	
	#	%	#	%	#	%
African American	1	9%	0	0%	1	9%
American Indian	0	0%	0	0%	0	0%
Asian	1	9%	1	9%	2	18%
Hispanic	0	0%	0	0%	0	0%
Other	1	9%	1	9%	2	18%
White	2	18%	4	36%	6	55%
TOTAL	5	45%	6	55%	11	100%

Undergraduate Enrollment	
Major	Fall 2007
PACC	414
ACCT – BACS	135
ACCT - BS	165
TOTAL	714

Graduate Enrollment	
Major	Fall 2007
ACCT - MS	67
ACCT – TAX	27
ACCT – MBA *	2
ACCT – Ph.D.	11
TOTAL	107

*ACCT – MBA suspended as of Summer 2008.

Student Credit Hours – Fall 2007	
Lower	3,871
Upper	2,386
Master	885
Doctoral	48
TOTAL	7,190

MISSION STATEMENT

The mission of the professional programs in accounting at the University of North Texas is to prepare a diverse student body for careers in industry, public accounting, and the nonprofit sector primarily in the North Texas region.

The mission of the doctoral program in accounting at the University of North Texas is to prepare students to conduct discipline-based research, appreciate a variety of research methods, and engage in quality instructional activities.

Statement of Commitment. The faculty of the Department of Accounting is committed to extending the body of knowledge in the areas of both discipline-based and practice-oriented research and participating in the intellectual discourse in the field in general. The faculty is further committed to the dissemination of knowledge through high-quality teaching and other curricula-related endeavors. The faculty values service activities that contribute to the advancement of the profession and the academy, and provide opportunities for professional interaction and faculty development.

The Department serves a diverse student body that is largely non-traditional and employed. The faculty is committed to providing an accommodative and supportive learning environment, including flexible class scheduling, office hours, modes of student-teacher communication, and course delivery.

The faculty of the Department is committed to preparing students for career development, life-long learning, and a global work environment. The faculty strives to produce graduates who are technically competent, think independently, critically appraise situations, act in a responsible and ethical manner, and contribute positively and cooperatively to their employers and communities.

Vision Statement. To graduate the most knowledgeable and highly sought after accounting professionals in the North Texas region.

STRATEGIC MANAGEMENT PLANNING PROCESS

Current Efforts. The Department of Accounting is committed to continued improvement and relevance for the future direction of the Department. We meet as a Department each fall for a one- or two-day retreat to evaluate and track our progress. We include stakeholders in our retreats and in other dedicated meetings to receive feedback constantly and help us serve the needs of our students. We also meet as a faculty several times each semester to address items such as faculty governance, and curriculum and program issues. We spent significant time as a faculty developing a new, updated Strategic Plan with targets during our fall 2007 retreat. Our goal was to develop a living document that can be used to guide current efforts, while remaining flexible enough to respond to emerging issues, and more importantly, to have a Strategic Plan in which our faculty are committed.

The Strategic Plan's Goals and Targets conform to the format of the University of North Texas Strategic Plan that was developed in 2006 but focus on the Department's own challenges and aspirations. Like UNT's plan, it identifies goals in five broad areas that relate to students, research, community, reputation, and resources. Striving to attain the goals set forth in these areas will ensure that the Department makes significant progress in attaining its vision. The guiding principles for the Department's Strategic Plan also supports those of the college. The Department's Strategic Plan is in the Accounting Supplemental Documents.

Historical Context. In the spring of 2004, an ad hoc committee that included faculty, staff, College administrators, College advisory board members, and students was formed to evaluate the College's position and begin the process of revising the College's Mission and Vision Statements and developing a new Strategic Plan for the College. These efforts were driven by both College and University recognition of the need to respond to a changing environment. After initial discussion of the situation faced by the College and an analysis of COBA's strengths and weaknesses, a subcommittee, including members of all the various stakeholder groups, was formed to draft new Mission and Vision Statements for the College. At the same time, other sub-committees were formed to address ethics and diversity, since these were areas likely to interact with the Strategic Plan. By fall 2004, the committees had each finished drafting documents, and these were circulated among the various stakeholders for discussion and comment. Final versions of each of these documents were presented and accepted by the College of Business faculty in late fall of 2004. In response to this initiative by the College, a Department strategic planning committee drafted a new Strategic Plan for the Department.

Department of Accounting faculty members actively served on the College's ethics and diversity committees and worked with other COBA stakeholders to craft ethics and diversity documents; therefore, the department was comfortable adopting the College's ethics policy and diversity policy for use by the department.

Strategic Plan and Current Initiatives. Faculty members recently identified seven items from the Strategic Plan to focus on for the coming academic year (2008-2009) and have listed their related targets and requisite resources. These items are identified below in the Financial Strategies section of this report.

**UNIVERSITY OF NORTH TEXAS
DEPARTMENT OF ACCOUNTING
Strategic Plan Goals
(Adopted October 26, 2007)**

Strategic Goal 1 – Well- Educated and -Prepared Professional Graduates.

Strategic Goal 2 – Increased Research and Other Scholarly Activity.

Strategic Goal 3 – Enhanced Reputation.

Strategic Goal 4 – Community Engagement.

Strategic Goal 5 – Resource Development and Management.

Strategic Goal 1 – Well Educated and Prepared Professional Graduates.

1.1 Assure rigorous curriculum to provide students with knowledge to succeed in accounting and to ensure the development of skills in critical thinking, information technology, ethical decision making, communication, teamwork, and leadership.

1.1.1 Implement assessments with direct measures for undergraduate and graduate programs.

Targets:

- Implement revised assessment program with direct measures of student learning outcomes for undergraduate programs by end of Fall 2007.
- Implement revised assessment program with direct measures of student learning outcomes for graduate programs by end of Spring 2008.
- Include standardized external assessment measures (e.g., ETS major field exams, Collegiate Learning Assessment Test) to be used as a regular part of the assessment process for all levels by Spring 2009.

1.1.2 Implement a program to track initial placement and career success of graduates.

Targets:

- Implement a survey to assess employment of graduates within 90 days of graduation during Spring 2008.
- Implement a survey to assess career success after 10 years during Spring 2008.

1.2 Attract and retain outstanding students and facilitate their timely graduation.

1.2.1 Stabilize undergraduate student enrollment, while increasing the quantity and quality of graduate student enrollment.

Targets:

- Develop strategies to increase student enrollment in the BS/MS program by 5% by 2010.
- Continue to develop and implement strategies to increase graduate student enrollment to at least 175 students by 2009 and at least 250 students by 2011.

1.2.2 Improve graduation rates of declared accounting majors.

Targets:

- Develop mentoring program for at-risk students by end of Fall 2008.

- 1.2.3 Increase scholarships to \$3,000 for 5th year Ph.D. students for the 2009 – 2010 academic year to reduce outside work responsibilities. Increase funding for Ph.D. assistantships.

Targets:

- Provide funding for in-state tuition by 2010.
- Raise funding for doctoral assistantships to peer school levels by 2010.

- 1.3 Attract, nurture, and retain faculty dedicated to excellence in teaching and mentoring of students.

- 1.3.1 Support faculty instructional development opportunities.

Targets:

- Provide financial support annually for faculty to participate in pedagogical conferences.
- Provide instructional grants to faculty for pedagogical research by 2010.

- 1.3.2 Encourage faculty involvement in student organizations/activities.

Targets:

- Support accounting student organizations through increased faculty attendance at organization meetings.

- 1.4 Increase student involvement in and exposure to interdisciplinary and multicultural experiences and educational opportunities.

- 1.4.1 Increase ethnic diversity of faculty, staff, and students.

Targets:

- Participate and support the Ph.D. Project.
- Actively recruit minority students and increase minority enrollment by 5% by 2010.
- Actively recruit minority faculty and staff and seek to increase percentage by 5% by 2010.

- 1.4.2 Identify and participate in external programs to increase number of minority scholarship opportunities.

Targets:

- Provide financial support to NABA and ALPFA to participate in leadership conferences that provide scholarships for minority students.
- Select at least one undergraduate student to participate in the KPMG leadership program each year.

Strategic Goal 2 – Increased Research and Other Scholarly Activity.

2.1. Attract, nurture, and retain faculty dedicated to quality research and scholarship.

2.1.1 Seek to ensure accounting faculty salary levels are in line with accounting accredited AACSB market levels.

Targets:

- Salary levels for new faculty reach the median for new faculty at AACSB public Ph.D. granting institutions by the 2008-2009 academic year.
- Sufficient market adjustments to raise continuing faculty salaries to median of faculty of the same rank at AACSB public Ph.D. granting institutions by 2010.

2.1.2 Increase support for research.

Targets:

- Ensure a minimum of two years' summer research support for all new tenure-track hires by Fall 2008.
- Assign research assistants to all junior faculty by Fall 2008.

2.1.3 Increase the number of endowed chairs, professorships, and fellowships.

Targets:

- Obtain funding for one new endowed chair or professorship in accounting or tax by 2013.
- Obtain funding for two new fellowships for junior faculty by 2011.

2.2 Produce primarily basic research with supporting efforts in applied and pedagogical scholarship and actively pursue research funding opportunities.

Targets:

- Increase the number of Academically Qualified faculty to 85% by 2010.
- Increase the number of summer grants to continuing faculty to three each year by 2009.
- Increase the amount of external funding received by faculty by 10% by 2009.
- Increase the number of submissions to "A" list journals by 10% by 2010.

Strategic Goal 3 – Enhanced Reputation.

3.1 Strengthen the department's reputation by establishing and using effective communication.

Targets:

- Identify successful alumni by Spring 2009.
- Update the department website to highlight successful alumni by Spring 2009.
- Utilize the department advisory boards as a conduit for communication and feedback about our programs.

Strategic Goal 4 – Community Engagement.

- 4.1 Build and nurture relationships with business, professional fields, government, and communities at large.

Targets:

- Expand and publicize programs, such as the internal audit program, that provide direct aid to not-for-profit organizations by Spring 2009.
- Re-establish the income tax assistance program by Spring 2009.
- Increase participation in the accounting internship program by 10% by Spring 2009.
- Have at least 40% of the faculty become active members of at least one Dallas-Fort Worth area professional society.

Strategic Goal 5 – Resource Development and Management.

5.1 Increase fund raising in the department by developing targeted programs and needs.

Targets:

- Increase scholarship funding by alumni by 10% by 2009.
- Promote and establish more named scholarships with a base of \$10,000.
- Identify a primary donor for the Anderson Tax Chair by Fall 2008 to re-energize that effort.
- Increase annual unrestricted giving to the department to \$200,000 by 2010 (faculty support, marketing, student programs).

5.2 Recruit, develop, reward, and retain an increasingly diverse and productive staff.

Targets:

- Provide financial support for staff to attend workshops to improve their skills by 2010.
- Seek diversity when hiring replacement staff positions during 2008-1009.
- Develop benchmarks as a means to determine staff productivity by 2009.

FINANCIAL STRATEGIES

This section offers budget data and financial strategic initiatives undertaken by the Department of Accounting. Funding to support research, teaching, and service components of the Department's mission come from several sources: allocation of college funding that is provided by the University from the state, endowment income, annual giving, and contracts and grants. The Department of Accounting Chair works closely with the College of Business Administration's and the Department's administrative support personnel to insure the effective and efficient use of the state's financial resources. The Chair also works closely with the College's development officers to secure endowment and annual giving funds and supports faculty initiatives to apply for and receive internal and external contract and grant funding.

Expenditures. The following table details budget data for the past six years (for fiscal years ending August 31) and projected budget data for 2008-2009. While amounts have remained relatively stable for several years, we have experienced several retirements and faculty resignations for positions at other schools.

Please note that projected expenditures for faculty salaries in 2008-2009 will have a marked increase due to the hiring of seven new faculty and market adjustments, and likewise, other projected expenditures will also increase in support these new faculty.

**Table 4
Department of Accounting
Expenditures**

Academic Year	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09 (projected)
Faculty Salaries	\$1,274,232	\$1,436,698	\$1,514,071	\$1,568,071	\$1,538,568	\$2,016,837	\$2,180,106
Staff Salaries	95,337	95,858	61,088	68,296	68,297	63,551	66,095
Student Assistant Salaries	37,247	37,310	34,261	36,397	36,397	36,397	40,000
Part-Time Salaries*	87,332	90,042	103,501	110,053	118,098	250,261	295,000
Operating Expenditures	48,028	46,940	40,552	46,599	44,812	37,295	55,000
TOTAL	\$1,542,176	\$1,706,848	\$1,753,473	\$1,829,416	\$1,806,172	\$2,404,341	\$2,636,201

* AY 2002-2008 contains doctoral student stipends at \$16,000 per student; AY 2008-2009 contains doctoral student stipends at \$20,000 per student.

Gifts and Endowments. The Department of Accounting receives financial strong support from alumni, professionals, and companies who employ our graduates; its advisory boards; and other friends and stakeholders. The support received by the Department of Accounting is used to support research, teaching, and service components of the Department’s mission.

Gifts and Endowments
(at May 1, 2008)

Endowed Student Support – Investment balances	\$1,272,355
Endowed Student Support – Expendable	\$ 104,065
Non-Endowed Student Support – Expendable	\$ 29,972

Faculty and Program Support
(at May 1, 2008)

Endowed Faculty Support – Investment balances	\$3,732,085
Endowed Faculty Support – Expendable	\$ 76,473
Non-Endowed Faculty and Program Support – Expendable	\$ 641,967

Contracts and Grants. The Department of Accounting and the College, led by Accounting Professor Ted Coe, received a \$171,000 Department of Education grant for North American Free Trade Agreement (NAFTA) studies in 2003.

Financial Strategies

At a Spring 2008 faculty meeting, the Department of Accounting selected seven action items from its Strategic Plan on which to focus during the 2008-2009 academic year. The items, estimated funding requirements, and source(s) of funding are listed below.

Action Items	Estimated Funding Requirements	Source(s) of Funding
Implement an ongoing survey to assess employment of graduates within 90 days of graduation.	\$2,000	Department of Accounting Non-endowed Faculty and Program Support – Spendable.
Implement an ongoing survey to assess career success of graduates after 10 years.	\$2,000	Department of Accounting Non-endowed Faculty and Program Support – Spendable.
Participate in and support the Ph.D. Project.	\$5,000	College of Business – shared with Department of Accounting Endowed Student Support – Spendable.
Provide support to NABA and ALPFA students to participate in leadership conferences by means of scholarships for minority students.*	\$2,000	Department of Accounting Endowed Student Support – Spendable.
Ensure a minimum of two years of summer research support for all new tenure-track hires.	\$200,000	Department of Accounting Non-Endowed Faculty Support – Spendable - shared with VPAA and Provost's Office.
Increase the number of submissions to “A” list journals by 10% during 2009.	None.	None.
Have at least 40% of the faculty become active members of at least one DFW area professional society during 2009.	None.	Department of Accounting Non-endowed Faculty and Program Support – Spendable.

*ALPFA = Association of Latino Professionals in Finance and Accounting.

Other Strategic Uses of Gifts and Endowment Funds

Research Support. The Accounting Excellence Fund provides support for faculty to present papers and attend research conferences. It is also utilized to provide summer research grants to continuing faculty. We project this amount to be approximately \$4,000 per faculty member, or \$60,000 annually.

Service Support. The Accounting Excellence Fund provides for registration and travel expenses for staff to attend DFW area educational opportunities to increase their skills to better serve the department and its needs. Also, it provides support to faculty advisors of student organizations to attend national and regional organization meetings. We project this amount to be approximately \$1,000 per staff member and faculty advisor, or \$5,000 annually.

DEGREE PROGRAMS

The Department of Accounting offers degree programs leading to a BS-ACS degree in Accounting, a BS/MS degree in Accounting, an MS in Accounting, an MS in Taxation, and a Ph.D. in Business Administration with a concentration in Accounting. The catalog copy for each of these programs is included in the Accounting Supplemental Documents.

BS-ACS (Bachelor of Science in Accounting Control Systems). A four-year degree with a major in accounting that prepares graduates to enter the accounting profession in a variety of industry, nonprofit, or government positions in which technical competence, written communication skills, understanding accountants' roles in society, knowledge of the Code of Ethics, and information technology proficiency are important. The BS-ACS program also prepares students for entry into the MS and other advanced professional degree programs.

Undergraduate students accepted into the college may select accounting as their major. The BS-ACS degree does not offer areas of specialization. During the past five years, our BS-ACS program has awarded the following number of degrees: 2007=78, 2006=77, 2005=92, 2004=88, and 2003=83.

In the near future, the department has elected to replace the BS-ACS degree with a BBA in Accounting. This streamlined degree program will require all BBA Accounting students to take the same Accounting courses: Financial Accounting, Managerial Accounting, Intermediate Accounting I, Intermediate Accounting II, Cost Accounting, Accounting Systems, Individual Taxation, Auditing, and Professional Development. After Fall 2010, we will no longer offer some undergraduate courses in support of the BS-ACS degree: Advanced Accounting, Advanced Cost, and International Accounting courses. (Each of these undergraduate courses currently has a similar graduate course offered by the department.) We are making this degree change to eliminate duplication of course offerings, utilize our faculty resources more effectively, and encourage students who plan to seek the Certified Public Accountant (CPA) certificate to enroll in the BS/MS Accounting program.

BS/MS Accounting. This five-year program provides a Bachelor of Science and Master of Science degrees with a major in Accounting and is designed to provide an appropriate base of knowledge for entry into the accounting profession. Students earning this degree will have completed an educational program consistent with recommendations from professional accountants and accounting educators and will be prepared for entry into careers as professional accountants in public accounting, industry, nonprofit, or government areas. Concentrations include Accounting Information Systems, Auditing/Internal Audit, Entrepreneurial, and Managerial.

BS/MS Taxation. This five-year program provides a Bachelor of Science with a major in Accounting and Master of Science with a major in Taxation and is designed for students interested in pursuing a career as a tax specialist. Students earning this degree will have completed an educational program consistent with recommendations from professional

accountants and accounting educators and will be prepared for entry into careers as tax professionals.

During the past five years, our BS/MS programs (Accounting and Tax) have awarded the following number of degrees: 2007=33, 2006=29, 2005=26, 2004=23, and 2003=31.

MS Accounting. This Master of Science with a major in Accounting is designed to provide an appropriate base of knowledge for students who currently hold a bachelor's degree. Students earning this degree will have completed an educational program consistent with recommendations from professional accountants and accounting educators and will be prepared for entry into careers as professional accountants in public, industry, nonprofit, or government areas. Concentrations include Accounting Information Systems, Auditing/Internal Auditing, Entrepreneurial, and Managerial. During the past five years, our MS in Accounting program has awarded the following number of degrees: 2007=30, 2006=21, 2005=18, 2004=15, and 2003=19.

MS Taxation. The Master of Science with a major in Taxation is designed for students who currently hold a bachelor's degree. Students earning this degree will have completed an educational program consistent with recommendations from professional accountants and accounting educators and will be prepared for entry into careers as tax professionals. During the past five years, our MS in Taxation program has awarded the following number of degrees: 2007=18, 2006=17, 2005=20, 2004=16, and 2003=19.

Ph.D. in Business Administration with a concentration in Accounting. This degree prepares students to conduct discipline-based research, to appreciate a variety of research methods, and to engage in quality instructional activities. During the past five years, our Ph.D. program has awarded the following number of degrees: 2007=1, 2006=1, 2005=1, 2004=1, and 2003=0.

Placement of Undergraduate and Master's Program Graduates. We have had excellent placement of our students. We recently conducted a survey of graduates (within the past seven years) and found that most acquired their job before graduation or soon thereafter. We sent out approximately 500 surveys and had 133 (27%) useable ones completed and returned. Out of the 133 surveys, only five graduates are currently looking for a job, and the average length in their current job is over 20 months. Job titles range from "Bookkeeper/Tax" to "Staff Accountant" and "CFO."

NEW DEGREE PROGRAM

We have one new degree program in the past ten years, the Masters of Science in Taxation:

MS in Taxation. This degree was formerly a concentration in the MS with a major in Accounting program and is now a separate degree in name only. Course requirements for this degree program remain essentially the same. Students with a MS in Taxation typically are employed by public accounting firms or tax department at large companies.

ASSESSMENT TOOLS AND PROCEDURES

This section of the report provides a brief statement of learning objectives for each of the degree programs offered by the Department of Accounting (BS-ACS, MS, BS/MS, and Ph.D.) This section also provides a list of assessment tools and procedures that are currently being utilized, the most recent outcomes from those assessments, and a brief description of how the information from the outcome assessments affects program offerings. In summary, this information will demonstrate “assurance of learning” for each of the degree programs.

Quality Improvement Process. Two faculty committees are responsible for monitoring and assessing the degree programs offered by the Department of Accounting. The Department’s Academic Policy Committee is responsible for the undergraduate and master’s programs, while the Department’s Doctoral Program Committee evaluates its doctoral program.

BS-ACS Accounting Major Program

Program Objectives. A four-year degree with a major in accounting prepares graduates to enter the accounting profession in a variety of industry, nonprofit, or government positions in which technical competence, written communication skills, understanding of accountants’ roles in society, knowledge of code of ethics, and information technology proficiency are important. The BS-ACS program also prepares students for entry into the MS and other advanced professional degree programs.

Learning Objectives. Specific learning objectives (i.e., learning outcomes, skills) emanate from the program’s objectives. Students in the BS-ACS program take no fewer than twenty-two hours of accounting course work in common with students in the BS/MS in Accounting and Tax programs. For this reason, a number of learning outcomes and their measures are valid for both programs. Upon completion of the Accounting major at UNT, students will demonstrate the following skills:

1. An understanding of accountants’ roles in society.
2. Technical competence in the accounting field.
3. Foundational level command of information technologies relevant to the field.
4. In-depth knowledge of the professional Code of Ethics.
5. Foundational level communication skills.

Assessment. Table 1 presents the five learning objectives, specific assessment measures being utilized for each of the objectives, and recent assessment results.

Table 1
BS-ACS Accounting Major Program Objectives

Objective	Courses Where Measured	Target	Results
An understanding of accountants' roles in society.	ACCT 3405 and ACCT 4400 (Professional Development for Accountants and Auditing).	70% overall score on embedded questions.	60% in Fall 2006. 60% in Spring 2007. 78% in Spring 2008.
Technical competence in the accounting field.	ACCT 3110 (Intermediate Accounting I).	70% overall score on embedded questions.	56% in Spring 2008.
	ACCT 3120 (Intermediate Accounting II).	70% overall score on embedded questions.	66% in Spring 2008.
	ACCT 3270 (Cost Accounting).	70% overall score on embedded questions.	73% in Spring 2008.
	ACCT 4100 (Accounting Systems).	70% overall score on embedded questions.	72% in Spring 2008.
	ACCT 4140 (Advanced Accounting).	70% overall score on embedded questions.	73% in Fall 2007. 75% in Spring 2008.
	ACCT 4140 (General Financial Accounting Questions).	70% overall score on embedded questions.	71% in Fall 2007.
	ACCT 4270 (Managerial Accounting).	70% overall score on embedded questions.	85% in Fall 2007.

Table 1
BS-ACS Accounting Major Program Objectives
 (continued)

Foundational level command of information technologies relevant to the field.	ACCT 3110 (Intermediate Accounting I).	70% ability to access and get accurate information from FARS.	95% in Fall 2007.
In-depth knowledge of the professional Code of Ethics.	ACCT-4400 (Auditing).	70% overall score on embedded questions	67% in Spring 2007. 62% in Spring 2008.
Foundational level communication skills. (Develop effective written presentations.)	ACCT-3110 (Intermediate Accounting I).	70% correct completion of communication portion of FARS project.	72% in Spring 2007. 75% in Fall 2007.

BS/MS in Accounting, MS in Accounting, and MS in Taxation

Program Objectives. The mission of the professional programs in Accounting at UNT is to “prepare a diverse student body for careers in industry, public accounting, and the nonprofit sector primarily in the North Texas region.” We strive to produce graduates who are technically competent, think independently, critically appraise situations, act in a responsible and ethical manner, and contribute positively to their employers and communities.

Learning Objectives. Upon completion of the Accounting major in the professional programs at UNT, students will demonstrate the following skills:

1. Ability to apply technical knowledge, to have a command of technology, and to research contemporary accounting issues.
2. Ability to communicate effectively in memo form.
3. Ability to communicate effectively in oral presentations.
4. Ability to recognize ethical dilemmas and analyze their impact on different decisions related to the issues of various stakeholders.

Assessment. Table 2 presents the four learning objectives, the specific assessment measures being utilized for each of the objectives, and recent assessment results.

Table 2
BS/MS in Accounting, MS in Accounting, and MS in Taxation

Objective	Measures	Evaluator	Courses Where Measured	Target	Results
Ability to apply technical knowledge, to have a command of technology, and to research contemporary accounting issues.	Rubric for Assessment of Research Skills. Embedded Questions. Embedded Questions. Embedded Questions.	Mayper Atwood* Bibb* Hutchison	ACCT 5110 (Accounting Research). ACCT 5330 (Taxation of Corporations and Shareholders). ACCT 5360 (Advanced Topics in Federal Taxation). ACCT 5140 (Advanced Accounting).	80%	81% of students performed good or excellent in Spring 2007. Average = 67% in Fall 2007. Average = 72.3% in Fall 2007. Average = 79% in Fall 2007.
Ability to communicate effectively in memo form.	Rubric for Written Communication Skills.	Mayper	ACCT 5110 (Professional Research).	80%	Average = 84% in Fall 2007.
Ability to communicate effectively in oral presentations.	Rubric for Assessment of Oral Communication.	Curtis	ACCT 5120 (Information Systems in Accounting).	80%	Average = 56.2% in Spring 2007.
Ability to recognize ethical dilemmas and to analyze their impact on different decisions related to the issues of various stakeholders.	Rubric for Assessment.	Clay	BUSI 5200 (Ethics and Corporate Governance).	80%	Currently under review.

* Tax Only.

Doctoral Program in Accounting

Program Objectives. The stated mission of the doctoral program in Accounting at the University of North Texas is “to prepare students to conduct discipline-based research, to appreciate a variety of research methods, and to engage in quality instructional activities.” The following learning outcomes reflect achievement of that mission.

Learning Outcomes. Upon completion of the doctoral program in Accounting at UNT, students will demonstrate the following skills:

1. Specialized knowledge of accounting (relates to preparing students to conduct discipline-based research).
2. Knowledge about how to apply research methods and statistics to accounting (relates to preparing students to conduct discipline-based research and to appreciate a variety of research methods).
3. Knowledge about a specialized area of interest outside of, but related to, accounting (relates to preparing students to conduct discipline-based research).
4. Ability to engage in independent thought in conducting a research project in accounting (relates to preparing students to conduct discipline-based research).
5. Ability to teach accounting (relates to preparing students to engage in quality instructional activities).

Table 3
Doctoral Program in Accounting

Fall 2003 - Spring 2008 Results

Objective	Measures	Results
Specialized knowledge of accounting.	Comprehensive Exam; Semester Progress Reports.	8/9 (89%) passed the comprehensive exam.
Knowledge about how to apply research methods and statistics to accounting.	Comprehensive Exam; Semester Progress Reports.	8/9 (89%) passed the comprehensive exam.
Knowledge about a specialized area of interest outside of, but related to, accounting.	Comprehensive Exam - minor field; Semester Progress Reports.	11/12 (92%) passed the minor exam.
Ability to engage in independent thought in conducting a research project in accounting.	Dissertation Proposal; Dissertation; Tracking graduates' progress and obtaining feedback after graduation; Semester Progress Reports.	7/8 (88%) passed dissertation proposal defense. 5/7 (71%) completed dissertation and graduated.
Ability to teach accounting.	Completion of teaching seminar; Teaching evaluations by students; Semester Progress Reports; Tracking graduates' progress and obtaining feedback after graduation.	All students have successfully completed the teaching seminar. COBA also conducts a workshop in teaching each year for all doctoral students. The Department of Accounting conducted the seminar during Spring 2008.

Remediation. Three areas of concern emerge from the assessment analysis presented. First, the low score for the embedded questions from the 3110 (Intermediate Accounting I) course. The course has often been staffed by instructors, as needed. We now plan to staff the course with tenure-track faculty, reduce class sizes, and continue to monitor performance. The second area of concern is in the MS level Taxation courses. Many of the courses have been taught by local Tax Professionals as Adjunct Professors. We recently have recruited an experienced and highly qualified tax professor as an Associate Professor, and she will teach or oversee those teaching these courses. We also plan to actively recruit for an additional tenure-track faculty in Tax this coming year and will continue to monitor performance. A third area of concern is the ability to communicate effectively in oral communication. We will now encourage students to give more planned and impromptu presentations and incorporate these grades into the syllabus.

We thought we had a problem with “Accountants’ Roles in Society” when we originally administered the embedded questions in the Professional Development class in 2006 and 2007. At that point, we taught the role at the first meeting of the class and then tested the students’ knowledge on the final exam. The results were discouraging, and we assumed that students were not learning the “roles.” We then restructured the course, which is a practicum with multiple professionals as guest speakers. Now, we cover the “roles” material at the end of the course, and students have done much better on the embedded questions. We also tested the embedded questions in the Audit course and found results consistent with covering the “roles” material at the end of Professional Development. We believe that interaction with and exposure to professionals solidified the student’s understanding of the “Accountants’ Roles in Society.”

Several indirect measures that we track include placement, success, CPA pass rate, and feedback from our advisory boards. Our pass rate on the recent CPA exam was consistent with UT San Antonio, UT Dallas, and the University of Houston. While slightly lower than the flagship institutions of UT Austin and Texas A&M University, a much larger percentage of their graduates taking the exam have advanced degrees.

We formed a Junior Advisory Board during 2006 for the purpose of obtaining feedback from recent graduates. Selected young professionals that have graduated in the past five years are invited to join the Junior Advisory Board. They attend Advisory Board meetings and also make presentations in the Accounting Professional Development course. Their valuable advice includes suggestions, such as more use of spreadsheets and group activities in courses. We have instituted their recommendations.

FACULTY SUFFICIENCY AND QUALIFICATIONS

The Department of Accounting at UNT has always sought to balance full- and part-time faculty, and teaching and research so that the College satisfies the demands of its various constituencies. The institution of *participating* and *supporting*, and *AQ/PQ* (*Academically Qualified* and *Professionally Qualified*) designations by AACSB International helps us quantify these efforts. Keeping in mind the Department's mission and vision, the nature of its student body, and its role within the University, the College has adopted criteria for identifying participating faculty that incorporate the traditional tenure/tenure-track faculty at the heart of the College but also allow, depending on duties, for the inclusion of appropriate non-tenure track faculty. Similarly, the College developed AQ and PQ criteria that are appropriate to our institution. The criteria were originally developed for the College's faculty and modified as appropriate for the Accounting faculty. The faculty sufficiency tables are contained in the Accounting Supplemental Documents.

The pages that follow contain both the participating and AQ/PQ criteria that the Department has adopted. Summary tables for Department participating and AQ/PQ status follow.

Evaluation Criteria for Participating and Supporting Faculty

Participating faculty members actively engage in the activities of the Department, College, and/or University in matters beyond direct teaching responsibilities. These activities include, but are not limited to:

- Academic and/or career advising.
- Sponsorship of student organizations.
- Membership on Department, College, and/or University level committees.
- New course or curriculum development or revision.
- Involvement in fundraising for the Department, College, or University.
- Attendance at Department and College level faculty meetings.
- Promotion of and participation in programs of the Department, College, and University such as Study Abroad, the Professional Leadership Program, etc.
- Active participation in research for publication in academic or teaching publications that bring recognition to the Department, College, or University.
- Application for and/or receipt of internal or external grants to support research and/or teaching activities.
- Other related service to the Department, College, and/or University, such as participation in commencement activities, recognition programs, orientation, etc.

Supporting faculty members do not participate in the intellectual or operational life of the University beyond the fulfillment of teaching responsibilities. Such faculty members are

generally employed as needed on an adjunct basis for one term, without expectation of continued employment for the entire academic year or beyond.

Maintenance of Academically Qualified Status³

Except as noted, the initial criteria provide academic qualification for a period of five years from the receipt of the terminal degree. In order to ensure the quality of our programs, however, faculty must demonstrate that they are maintaining currentness and relevance of their instruction. Such maintenance can be demonstrated through the activities the faculty members undertake outside of the classroom. The chart that follows shows the types of activities in which Academically Qualified faculty should be engaged. Activities listed under Level 3 in the chart are worth 3 points each, Level 2 activities are worth 2 points each, and Level 1 activities are worth 1 point each. To maintain Academically Qualified status, UNT COBA faculty members must earn at least 10 points and have a minimum of one refereed publication during the preceding five-year period.

It is important to note that the specific activities shown are indicative of a level but are not meant to be exhaustive. Other activities may be considered for any of the levels; although, it is the responsibility of the faculty member and/or department to demonstrate that the activity merits inclusion. It should also be noted that these are the minimal standards for maintaining Academically Qualified standards. Other standards apply for determining Graduate Faculty Status at UNT.

Category
Level 3 (3 points each).
Activities meriting a level 3 rating include (but are not limited to) the following:
Discipline-based research accepted/published in a refereed academic research journal.
Publication of a scholarly book, excluding the publication of edited volumes that do not include original research.
Publication of a book chapter that involves original research.
Publication of a refereed scholarly research monograph.
Editor in a national or international journal.

³ Initial academic qualification follows the guidelines in the AACSB International Standards under standard 10 – Faculty Qualifications. Details are omitted here in the interest of space.

Level 2 (2 points each).
Activities meriting a level 2 rating include (but are not limited to) the following:
Receipt of an externally funded competitive research or pedagogical grant.
Pedagogical or applied research publication in a refereed journal.
Publication of a textbook (1 st edition).
Research presented at refereed international or national meetings.
Editor in a regional or local journal.
Associate Editor or on an Editorial Board of a national or international journal.
Level 1(1 point each).
Activities meriting a level 1 rating include (but are not limited to) the following:
Research presented at refereed regional meetings.
Receipt of an internally funded research or teaching grant.
Research award (e.g., a best paper award from a national meeting).
Revise and Resubmit of basic, applied, or pedagogical research submitted to a peer-reviewed journal.
Publication of a textbook (revised edition).
Publication of instructional software.
Invited paper published in a journal or presented to a symposium or seminar.
Associate Editor or on an Editorial Board of a regional or local journal.
Reviewing Activity for journal or meetings.

Evaluation Criteria for Professionally Qualified Faculty

Initial Criteria for Professionally Qualified Status. Professionally qualified faculty attain their professional qualifications by acquiring appropriate graduate academic knowledge supplemented by professional experience.

Upon hiring, a faculty member can be designated as Professionally Qualified for a period of 5 years if she or he meets the following criteria:

- A minimum of a Masters degree with a major related to the area of teaching responsibility.
- Substantive professional/technical experience that is related to the area of teaching responsibility.

Maintenance of Professionally Qualified Status. Professionally qualified faculty maintain their professional qualifications by supplementing their academic knowledge in a discipline or by actively participating in a professional field that is related to the area of teaching responsibility. The items below represent the types of activity expected of a professionally qualified faculty

member. Each activity is valued at 1 point per year, and UNT COBA faculty must accumulate at least 5 points during a five-year period to maintain their status as professionally qualified.

Professionally Qualified Faculty will maintain their status through activities such as:

- Continuing professional/technical work experience related to the area of teaching responsibility.
- Professional/technical arm's length consulting engagement(s) related to the area of teaching responsibility.
- Attainment of a certification, re-certification, or licensure, requiring annual academic coursework or annual continuing professional education, related to the area of teaching responsibility (e.g., CPA, CMA, CIA, or CFE).
- Conducting or participating in professional workshops related to the area of teaching responsibility.
- Pedagogical or practitioner research accepted for publication in trade or professional journals related to the area of teaching responsibility.
- Participation in corporate or non-profit boards or audit committees for organizations conducting business related to the area of teaching responsibility.
- Presentations at national or regional trade or professional meetings related to the area of teaching responsibility.
- Service as an expert witness in cases related to the area of teaching responsibility.
- Delivering or writing continuing professional education related to the area of teaching responsibility.

Note that specific activities shown are indicative but are not meant to be exhaustive. Other activities may be considered for meeting maintenance standards, though it is the responsibility of the faculty member and/or department to demonstrate that the activity merits inclusion.

**Summary Tables for Faculty Sufficiency, Faculty Qualifications,
and Calculations Relative to Deployment of Qualified Faculty**

Complete tables for faculty sufficiency (for department as a whole, broken down by location and schedule), intellectual contributions, and faculty qualifications appear in the Accounting Supplemental Documents. The summary tables that follow are derived from data presented from those tables. A few comments about the tables are in order. In Accounting, we are struggling to accommodate the loss of several faculty members in fall 2007 and were faced with additional losses in spring 2008. Thanks to efforts by our Chair and faculty, plus support from the College's Dean and Provost, we have hired one new tenured Associate Professor, four new tenure-track Assistant Professors, and two new senior lecturers for fall 2008. These new hires will raise both the Department of Accounting's and the College's percentages significantly above the AACSB International suggested minimums.

Summary Table I shows statistics for faculty sufficiency for fall 2007 and spring 2008 with the College's sufficiency noted for comparisons. As noted, the department had only limited full-time faculty teaching courses in these semesters and the results highlight this problem. Results will drastically change with the addition of seven new faculty in fall 2008.

**Summary Table I
Department of Accounting
Summary of Faculty Sufficiency**

	COBA Fall 2007	Accounting Fall 2007	COBA Spring 2008	Accounting Spring 2008
% of total SCH (Semester Credit Hours) taught by Participating Faculty	75%	60%	70%	48%

Our optimism is also the result of an analysis relating to the mix of intellectual contributions among the faculty. As Summary Table II shows, the department has an impressive array of both peer-reviewed journal articles and other intellectual contributions. In line with the Department's mission, the majority of these publications are in discipline-based scholarship, but there are also significant contributions to practice and learning and pedagogy. An examination of full-time faculty shows that the vast majority have produced a number of intellectual contributions over time. Of those who have not, almost all are professionally qualified faculty from practice or faculty who have chosen in the later stages of their careers to take on more substantial teaching loads and service commitments. Incorporating these faculty into the Department is an important part of the Department's efforts to balance the demands for research, while teaching a large undergraduate population.

**Table II
Department of Accounting
Summary of Faculty Qualifications**

	Number of Contributions during the period (2003-2008)								
	Qualifications			Learning & Pedagogical Scholarship		Discipline- Based Scholarship		Contributions to Practice	
	Acad	Prof	Oth	PRJ	OIC	PRJ	OIC	PRJ	OIC
Total	11	17	0	2	13	46	100	4	24
FTE	11	7.75	0						

In terms of AQ/PQ distribution, Summary Table IIA shows that the department as a whole on an FTE basis had approximately 70% AQ faculty in Fall 2007, over 63% AQ faculty in Spring 2008, and 100% AQ plus PQ faculty for both semesters. Although we have a significant proportion of Ph.D. students included within the AQ percentage, we anticipate significant improvement (approximately 71% AQ faculty on an FTE basis) when seven new faculty recruits join our faculty in fall 2008 and 100% AQ plus PQ. This should bring us up to levels more in line with our mission.

Table IIA
Department of Accounting
Calculations Relative to Deployment
of Qualified Faculty

	Fall 2007	Spring 2008	Projected Fall 2008
AQ/(AQ+PQ+O): [>=50%]	69.62%	63.10%	70.53%
(AQ+PQ)/(AQ+PQ+O): [>=90%]	100.00%	100.00%	100.00%
AQPh.D/(AQ+Ph.D+PQ+O): [<=10%]*	8.86%	10.71%	7.37%

*AQPh.D. = Academically Qualified Ph.D. Students.

Policies for Faculty Management

The Department of Accounting at UNT recognizes the importance of fair and consistent procedures for the recruitment, development, and retention of its faculty. A number of University, College and Department policies and procedures help guide us in these efforts. A summary of these practices is included in Volume II. Specific policies and procedures are contained on the enclosed disc and are also available on line at:

www.coba.unt.edu/policiesforfaculty