

Accounting – Strategic Goals and Action Plans

Goal 1: Improve the success of accounting students. The following action plans should be implemented. First, require minimum score of 70% on the Accounting Competency Exam. Second, only offer the eight courses most essential for student success for the undergraduate accounting degree rather than providing a larger array of electives. Third, establish certificate to serve the population in need of TAX/ACG credits for CPA licensure. Forth, limit BUL offerings to the courses most relevant to business education. Fifth, expand existing peer advisor program to include two peer advisors. Sixth, develop and implement improved communication initiatives. Seventh, engage instructors in student mentoring and career advising through individual advising and expanded co-curricular professional development activities. Eighth, further develop relationships with the professional community by faculty serving on professional committees, making professional presentations, and participating in professional networking functions. Ninth, clarify assignment and evaluation procedures to ensure that faculty understand the importance of community engagement and student advising.

Goal 2: Strengthen the research profile of the School of Accounting. The following action plans should be implemented. First, develop a plan for focusing and branding the SOA's research. This includes, but is not limited to revising the SOA Preferred Journals list to include journals valued by peer and aspirant schools. Second, using appropriate benchmarks (e.g. doctoral granting peer intuitions), establish funding to attract and retain faculty essential to support the research mission. Third, establish evaluation metrics and goals using established rankings (e.g., BYU and SSRN institutional rankings). Forth, clearly articulate the connection between research mission and annual evaluation.

Goal 3: Review, clarify, and strengthen the focus of the doctoral program for accounting students. The following action plans should be implemented. First, develop a clearer mission for advancing the doctoral program for accounting students. Second, develop a faculty retention and hiring plan to sustain the mission articulated. Third, evaluate financial and audit as the primary functional areas and archival and experimental as the primary research methods included in doctoral program. Forth, integrate education based research into doctoral education. Fifth, revise doctoral graduate assistant duties to better align with the doctoral program mission. Sixth, evaluate doctoral placements and doctoral student publication record. Seventh, participate in a College of Business initiative for acknowledging achievement of doctoral alumni. Eighth, explore alternative approaches to recruiting quality students that are appropriate for our program (e.g. The PhD Project), Ninth, provide financial support for doctoral students conducting primary data collection. Tenth, provide summer grants during the student's second summer. Tenth, initiate a program to host visiting scholars.

Goal 4: Review and improve accreditation requirements. The College of Business is an accredited AACSB institution. However, AACSB also provides separate accreditation for accounting programs. At FAU, the School of Accounting (SOA) participates in AACSB accreditation when the College of Business is under review; however, the SOA is not separately accredited. To evaluate the desirability of separate AACSB accreditation and improve its assessment process, the following action plans should be implemented. First, conduct a one-year fact finding mission to further evaluate separate AACSB accreditation for the SOA. Second, conduct a workshop with Assistant Dean for Accreditation and Assessment. Third, identify one or two faculty members to participate in AACSB accreditation workshops. Forth, establish an assessment coordinator to lead the implementation and maintenance of a robust assessment of learning.

Goal 5: Improve efficiencies. The following action plans should be implemented. First, develop an efficient master schedule of courses for the MTX program which allows students to enter in any term and graduate in four terms. Second, require students without an undergraduate accounting background to take foundation coursework at the undergraduate level (e.g. ACG 3131, ACG 3141, ACG 3341, and ACG 4651) instead of at the graduate level (e.g. ACG 6137, ACG 6347, and ACG 6635). Third, continue monitoring enrollments and modify course schedules to eliminate inefficiencies and meet student demand.