

**Stan Ross Department of Accountancy, Baruch College
Accreditation Maintenance 2005**

Executive Summary

The Stan Ross Department of Accountancy is part of the Zicklin School of Business, a unit of Baruch College, City University of New York. Stan Ross is a Baruch College graduate, a prominent business executive, and a generous benefactor.

Baruch's Department of Accountancy is nationally recognized for its success in developing leaders for the accounting profession. In 2004, for example, *U.S. News and World Report* ranked the department's graduate accounting programs as number 37 in the nation, a ranking consistent with the department's record of developing high potential undergraduate and graduate students and excellence in scholarship. Particularly prominent Baruch graduates include two persons cited in the 2003 *Accounting Today's* Most Influential People in Accounting.

Missions

Key missions are (1) to operate the undergraduate, master's, and doctoral programs in accountancy, (2) to provide accounting knowledge to students with majors in areas other than accounting, and (3) to serve its student, academic, and business constituencies through engagement in high quality research. Consistent with the Zicklin School's mission, the department seeks to provide high quality, high value education to enhance the professional aims of its students. The department's programs provide the tools necessary for a diverse student body to contribute to the development and prosperity of New York City, the country, and the world.

Degree Programs

Baruch's Stan Ross Department of Accountancy provides quality education for the school's accounting majors and provides support to students with other majors. Degree programs consist of the BBA in Accountancy, MBA and MS in Accountancy, MBA and MS in Taxation, and the Ph.D. in Accountancy.

Students

While Baruch College has the most competitive entrance criteria in the CUNY system, accountancy's undergraduate programs have even more demanding admissions and retention criteria. In 2004 the department increased these admission and retention standards. Undergraduate students must now achieve a C in each junior level accountancy course or a 2.50 GPA in accounting to be accepted in the major and enroll in senior level courses. Master's degree students are particularly well qualified with an average GMAT score of about 590.

Faculty

The department has 30 full-time accountancy faculty and an approximately equal number of adjunct faculty. Of the full-time faculty, 69 percent are academically qualified and 25 percent are professionally qualified. Academic and professional qualifications for adjunct faculty are 12 percent and 85 percent respectively. The Faculty Resource Plan describes the faculty, faculty activities, and resources.

Advisory Board

Accountancy's record of accomplishment in producing large numbers of capable graduates and its associated reputation are evidenced by the impressive credentials of the advisory board. The Strategic Plan includes the names and affiliations of these nationally recognized leaders in business.

Facilities

In 2001, the department moved to its new, state-of-the-art facility. The classrooms have computer, projector, and document camera capability. Substantial space is available for student meetings, study, and reflection.

Technological support for students and faculty is extensive. Available resources include high-speed internet throughout the building, powerful, specialized data bases such as Lexis-Nexis and *Compustat*, and the Blackboard system. All students have e-mail accounts and access to the outstanding physical and electronic libraries. Baruch's library has on-line availability of most major academic journals including 156 journals in accounting and taxation. Faculty can access these publications in their offices or at home. In 2003, the library received the "Best of the Best" award as the best college library in the country. These resources are described more completely in the Faculty Resource Plan, an attachment to this document.

Effective Practices

Particularly effective practices include the following:

Course Committees. Teaching and program development activity is coordinated by course committees. These committees, comprised of all full and part-time faculty who teach the course, determine the content and course operation. Each committee is responsible for a particular group of courses such as managerial accounting, intermediate accounting, or taxation. Course committees are an important element of the department's commitment to quality and continuous improvement in teaching. Responsibilities include review of course and exam content for appropriateness of subject, depth, breadth, format, course and instructional development, coordination of multiple section courses, and monitoring to ensure oral and written content, discussion of ethical issues, international content, and interaction with practice, as appropriate for the course. During 2004, the department increased the responsibilities of these committees to include monitoring grading policies and monitoring for specific disclosures on course outlines.

Performance Evaluation. All faculty members are expected to strive for excellence in teaching and research. The evaluation of teaching relies upon three separate mechanisms. First, students fill out faculty evaluation questionnaires in which they comment on perceived preparation, attendance, availability, teaching skills, and overall effectiveness. These evaluations are available to the administration and are reviewed by course committees. Second, teaching is subject to peer review whereby a senior faculty member visits at least one class for each junior faculty member each semester and reports impressions to the chair. Third, the chair obtains impressions from informal meetings with students.

The chair reviews all faculty members except full professors on an annual basis. He prepares a letter for the individual's file which comments on the individual's teaching, research, and service; then meets with each faculty member to discuss strengths, weaknesses, and programs for improvements.

Recruiting, Promotion, and Tenure. Recruiting, promotion, and tenure practices follow the university's detailed guidelines as summarized in the Faculty Resource Plan.

Teaching Load. Teaching assignments permit faculty to devote substantial time to the development of knowledge. Strong consideration is given to faculty preferences concerning specific courses, days, and times. New faculty members are usually assigned to teach basic courses to minimize preparation requirements. Beginning in September 2002, most faculty teach three, rather than four, class sections per year.

Faculty Development. Strong faculty development activities, the focus of the remaining items in this section, influence the success of the faculty. Details concerning the following key initiatives are included in the Faculty Resource Plan.

Research Seminars. The department sponsors weekly seminars to stimulate faculty and provide an outlet for communicating research activity. Most seminars are presented by outside speakers, academics who are leaders in the field.

Travel and Other Support. Faculty members are reimbursed for representing Baruch at academic meetings and meetings of professional organizations. Funds are also available for software, supplies, professional association memberships, and manuscript submission fees.

Technological Support. Technological support for both students and faculty is extensive. Both students and faculty have access to large numbers of computers with associated software, powerful, specialized data bases and on-line professional journals for use in research and teaching. All faculty and doctoral students have computers in their offices and printers and copy machines are nearby.

Faculty Research Plans. All full-time faculty submit annual plans showing research in progress, planned research, progress to date, and expected completion.

Training. The college offers extensive faculty self-improvement and training opportunities in a variety of areas including the use of computer software, research techniques, and teaching effectiveness.

Evidence of Continuous Improvement

Recent actions to effect continuous improvement include the following:

Learning goals. During 2003-2004, the department developed preliminary learning goals. These have been disseminated to course coordinators and the faculty. Course committees are responsible for achievement of these goals.

New Full-Time Tax Program. During the Spring Semester 2003, the department developed a full-time MS program in Taxation (MST). This program permits students to take full course loads and complete the coursework expeditiously. It includes a new course in state and local taxation, an increasingly important topic. The department also modified the MST's entry requirements to open the program to students who do not have accounting or legal backgrounds. These innovations are responsible for significant enrollment growth in the taxation area. In 2000, the department accepted tax program applications from only 24 students. The number of acceptances increased to 39 in 2002 and 47 in 2004.

MS for Undergraduate Accountancy Majors. Historically, admission to the MS in Accountancy program has been reserved for students with undergraduate degrees in fields other than accounting. The department is developing new, advanced courses in forensic accounting, entity taxation, and managerial accounting at the master's level. This action should permit undergraduate accounting majors to pursue the MS without duplicating previous accountancy courses.

150-Hour Program Administration. In early 2004, the dean's office assigned Mike Wynne, to assist the Stan Ross Department of Accountancy. As discussed in the document titled "Curriculum Administration and the Quality of Instruction," Mike has provided invaluable assistance with respect to the 150-hour CPA requirements transition, enhancing the 5-year Bachelor's/ Master's programs in accounting, advising students, and other matters.

Accountancy Learning Assessment. During 2003-2004, the department developed the Accountancy Learning Assessment, an exam intended to evaluate the success of the junior-level undergraduate courses. Students who have completed their junior level courses respond to multiple choice questions that are randomly selected from a pool of questions provided by the faculty. The exam is on-line and students receive immediate feedback. Results will be evaluated on a course and instructor basis.

Development of Innovative Teaching Approaches. In 2002, the department received a three-year \$120,000 PricewaterhouseCoopers grant to finance development of innovative teaching approaches. Details are included in the document titled "Curriculum Administration and the Quality of Instruction."

Development of Internship Instruction. During 2004, the department took several steps to improve the internship program. One was to assign an instructor to teach an internship course. A second was to document for students and faculty, the procedures for acceptance in and completion of the program. In addition to work, students must present an analysis of their firms and other factors related to the internship experience to obtain course credit for internships.

Team Teaching. During 2004, the faculty began team teaching activity. The objectives are to improve instruction by permitting faculty members to focus upon specific aspects of the course and free up more uninterrupted time for scholarly activities.

Conferences. The department recently began sponsorship of four conferences for academics and people in business. In 2004 the department hosted the first annual Joint Research Conference. This conference features research paper presentations by untenured faculty from Baruch and three nearby universities. Plans are underway for the 2005 conference. In 2003, the department began sponsorship of an annual academic conference in conjunction with the American Accounting Association (AAA) and the Financial Executives Institute (FEI). This highly successful conference was held again in 2004. Also in 2003, the department hosted its first bi-annual tax conference, a conference designed to update practitioners, faculty, and students on current developments in taxation. Baruch's third annual Financial Reporting Conference was held during the Spring Semester 2004. This seminar, which is organized by Professor Norm Strauss, consists of presentations by distinguished regulators, business people, and academics.

Zicklin Center for Corporate Integrity. In 2002, the college established the Center for Corporate Integrity. Within a relatively short period of time, the Center has sponsored numerous conferences with the effect of promoting student and faculty development and providing national visibility for Baruch College and the department. The Center is particularly interested in the changing issues of governance and financial reporting confronting U.S. corporations and capital markets.

Superior Status for Beta Alpha Psi. In 2004, Baruch's Beta Alpha Psi chapter was awarded "superior" status, the highest level that an active chapter can attain. To obtain this designation, the chapter met stringent benchmarks for attendance, growth in membership, community service activities, and the number of large educational and professional events. In addition, the chapter earned one of several "most improved chapter" designations. Professor Bert Rothberg is advisor; Mohan Menon, class of 2005, is president.

Exceptional Faculty Achievement. John Elliott received the American Accounting Association's 2004 Notable Contributions to Accounting Literature Award and the 2004 Wildman Medal Award by the American Accounting Association.

Regional KPMG Case Competition. In early 2004, a Baruch College team won the regional KPMG national case study competition. The team consists of members of the Association of Latino Professionals in Finance and Accounting and is advised by Professor Donal Byard.

International Executive Program. The department plans to launch an international executive program in 2005. This program should provide an opportunity for faculty to travel, bring funds into the department, and increase Baruch's worldwide visibility.

Additional Teaching. In 2004, the Dean initiated a system whereby the teaching load is increased for faculty members who do not have a recent record of scholarship activity. This policy increases the incentive to engage in scholarly activity.

The Faculty Resource Plan describes development-related items in more detail.

Fifth Year Maintenance Report

1. Situational Analysis

a. Key Historical and other Factors

Selected historical and other factors that shape the applicant's mission and operations are summarized in this section. Faculty-related considerations appear in the Faculty Resource Plan, a key component of this document.

- 1) **Organization.** The Stan Ross Department of Accountancy is a unit of the Zicklin School of Business, Baruch College. Baruch College is one of 20 colleges that comprise the City University of New York (CUNY), a public institution. The college is headed by Provost David Dannenbring. John Elliott is Dean of the Zicklin School of Business and a professor of accountancy. Joseph Kerstein is the accountancy chair; Bharat Sarath is deputy chair.
- 2) **Student Diversity.** Diversity is central to the University's mission. In 2003-2003, minority students received approximately 75 percent of the undergraduate degrees awarded in accountancy and approximately 65 percent of the graduate degrees.

Diversity permits students to benefit from different views regarding values and issues. Partially offsetting the benefits of diversity, not all international students possess advanced English skills. This, and the challenge of obtaining work permits, reduce the percentage of graduates who receive job offers in the field.

- 3) **Professional Orientation.** Baruch's undergraduate and graduate students have historically been prepared to sit for the CPA. Beginning in 2009, however, New York State will require 150 hours of higher education to sit for the CPA. While many of our students are expected to go on to graduate school, others will complete their educations in four years. The associated challenges and opportunities, including the need to develop effective programs for students who will not pursue the CPA, are discussed in the section titled "Forces that Challenge the Applicant's Future."
- 4) **Financial Resources.** In common with many public universities, CUNY has significant financial resource constraints. Historically, the department has accomplished a great deal with limited resources. With sufficient resources, the department should be able to improve its teaching effectiveness and research productivity.

The school provides the resources for all programs. In addition to the school's funds, \$85,000 is available from the Stan Ross bequest during 2004-2005. Relatively limited funds are also available through the Baruch College Fund.

- 5) **Student Employment.** Many students have either part-time or full-time employment. While work experiences may be valuable, one consequence is that the combination of employment and coursework is extremely demanding. One challenge is to ensure that coursework receives a high priority.
- 6) **Location.** The college is located in the heart of Manhattan, New York City, a major financial center with a large supply of experienced accounting professionals and

extensive job opportunities for new accountants. Positive features also include proximity to other excellent universities including Columbia and New York University, unparalleled exposure to the performing arts, museums, restaurants, sports, and ethnic diversity. Unfortunately, the city lifestyle with its associated activity and costs is not for everyone. This can be a particular problem for people with school-age children.

- 7) **Staff.** Accountancy has substantial administrative needs due to large numbers of students, the large number of class sections, the operation of a large internship program, the operation of a 150-hour program which permits custom-tailoring for each student, and other administrative needs. Two full-time administrative assistants and part-time graduate assistants support the chair and deputy chair. A senior administrative staff member is assigned to provide undergraduate and graduate program advisement and to assist in program development. Additional staff is needed to perform the necessary student and faculty support activity.
- 8) **Faculty-Related Items.** Faculty recruitment, composition, and turnover are discussed separately in the Faculty Resource Plan, a component of this document.

b. Relative Advantages and Disadvantages

1) Significant Strengths

a) **Student Qualifications.** Large numbers of well-motivated undergraduate and graduate students are attracted by Baruch's strong reputation and value. The department's undergraduate programs have separate (and more selective) admissions criteria compared to the school. In 2004 the department increased these criteria. Undergraduate students must now achieve a C in each junior level accountancy course or a 2.50 GPA in accounting to be accepted in the major and enroll in senior level courses. Master's degree students are particularly well qualified with an average GMAT score of about 590.

b) **Reputation and Success of Graduates.** The school's alumnae database includes 1,955 accounting executives. Particularly prominent Baruch graduates include two persons cited in the 2003 Accounting Today's Top Most Influential People in Accounting, Eli Mason, Managing Partner, Mason & Company, Division of J.H. Cohn and Abraham Briloff, Emeritus Professor of Accounting, Baruch College. The department's Advisory Board members, cited in the Strategic Plan, are also internationally known for exceptional records in business and accounting.

For the class of 2003, the college has information concerning 203 hires. Of these, 103 were with CPA firms (71 of which were with the Big 5). For master's degree students in the class of 2003, of 26 students seeking employment, 20 received offers in the field. The director of undergraduate placement advises that a high percentage of accountancy majors seem to obtain jobs compared to the school as a whole.

Regarding the longer term, the college has job information on 142 graduates from the Class of 1994. Of these, 19 are employed by Big 5 firms. With respect to the class of 1999, 55 graduates are employed by Big 5 firms.

- c) **Research Productivity.** Consistent with the department's mission, which prioritizes publication in top tier academic journals, the department has a strong faculty that is well-known for outstanding research productivity. Intellectual accomplishments are documented in the Faculty Resource Plan and individual faculty vitae.
- d) **Facilities.** Baruch's students and faculty benefit through the availability of excellent teaching, library, and computer facilities. These facilities are discussed in the Faculty Resource Plan.
- e) **Emphasis upon Faculty Development.** Attention to faculty development is regarded as a major strength. Information is included in the Faculty Resource Plan.
- 2) **Weaknesses.** Weaknesses are primarily resource-related. Specific issues are cited in the Strategic Plan.

c. **Forces that Challenge the Applicant's Future**

One important planning need concerns the 150-hour program and the non-CPA track alternatives. New York State requires 150 hours to sit for the CPA effective in 2009. For Baruch, this will likely result in larger master's level programs. The department is re-developing program and course offerings at both the undergraduate and graduate levels to meet the new 150-hour requirements and better serve our students and other stakeholders. Objectives include maintaining and improving overall learning effectiveness and maintaining student enrollments. Since four-year graduates will no longer be CPA-eligible, the challenge is to develop attractive alternative programs for non-CPA track students while providing flexibility for these students to later move to the CPA track, if desired.

d. **Opportunities for Enhancing Degree Offerings**

For the near and intermediate term, the department will focus upon developing and implementing effective non-CPA and 150-hour programs. Accountancy is currently planning an internal auditing track and is developing additional graduate level courses. The objective is to maintain quality and also increase the opportunities for students to pursue meaningful careers in accounting.

e. **Degree Programs**

The Department of Accountancy offers the BBA in Accountancy, MBA and MS in Accountancy, MBA and MS in Taxation, and the Ph.D. in Accountancy.

	1998	1999	2000	2001	2002
<u>Degrees Awarded</u>	<u>-1999</u>	<u>-2000</u>	<u>-2001</u>	<u>-2002</u>	<u>-2003</u>
BBA in Accountancy	549	509	513	458	512
MS in Accountancy	11	20	12	10	37
MBA in Accountancy	79	69	55	44	53
MS in Taxation	6	2	7	5	2
MBA in Taxation	15	23	18	13	11
Ph.D in Accountancy	0	2	3	2	0

All Baruch College's degree programs with an accounting emphasis are offered through the Department of Accountancy. No accountancy programs are delivered to or held at off-campus locations.

2. Mission Statement -- Stan Ross Department of Accountancy

The missions of the Stan Ross Department of Accountancy are (1) to operate the undergraduate, master's, and doctoral programs in accountancy, (2) to provide accounting knowledge to students with majors in areas other than accounting, and (3) to serve its student, academic, and business constituencies through engagement in high quality research. Consistent with the Zicklin School's mission, the department seeks to provide high quality, high value education to enhance the professional aims of its students.

As one of its major accomplishments, the department's programs have always provided the tools necessary for a diverse student body to contribute to the development and prosperity of New York City, the country, and the world. Accounting graduates have become leaders in business, not-for-profit organizations, and government.

The undergraduate program is the largest of the department's programs and receives the majority of the department's resources. Undergraduate students obtain both the technical tools and general background necessary for successful careers in accounting. Much of the program's emphasis is directed to enhancing the students' ability to understand the environment and to alert students to the broad implications of accounting principles, procedures and accounting decisions.

The department's master's programs in accountancy seek to expand the knowledge and skills that students bring from undergraduate school and the workplace. The MBA in Accountancy appeals, generally, to students with business experience. This program seeks to provide students with both a broad business base and the accounting and managerial tools necessary to function effectively as accountants and manage others in public accounting, private industry, and not-for-profit organizations.

The MS in Accountancy is designed for students with an undergraduate degree in any field. It provides advanced coursework in preparation for financial and accounting positions in diverse areas and, as one option, provides the knowledge and skill set necessary to sit for the CPA examination. Students enrolled in the 150-hour program receive both an undergraduate degree in their chosen major and the MS in Accountancy.

The department's master's programs in taxation appeal to students who wish to specialize in this area. The MBA is for students who desire a broader business education, whereas the MS is for those wishing to focus only upon taxation. The goal of both the MBA and the MS is to provide students with an understanding of concepts, procedures, and specific tools necessary for effective practice in the field.

The PhD program in Accountancy develops prospective professors of accounting who possess the tools necessary for future research. PhD students are expected to conduct meaningful, imaginative, and rigorous research in the field. Their doctoral dissertations require them to demonstrate this ability prior to graduation.

In conducting these programs, the department provides students with an appreciation of relevant concepts and theories, their relationship to society, a strong

sense of ethical issues, and the opportunity to interact with accounting practitioners and business executives.

Course and curriculum committees help the department to achieve its educational objectives. These committees are in place for each major accounting course area. They meet periodically to discuss course content and consider the need for modifications. Curricula are revised, as necessary, to reflect the suggestions and mandates of the various accrediting agencies, the business community, and the New York State Education Department. The department continuously evaluates and modifies its programs based on that input.

For a faculty member to achieve tenure and promotion, he or she must teach effectively, publish quality research, and provide service to the department, school, and college. This is communicated to faculty members at appointment and reviewed at each year's annual meeting with the chair. The annual review includes discussion of the faculty member's teaching as evaluated by students and peers, publication record, and record of service. The publication record should reflect contributions to the creation and dissemination of knowledge in accounting, preferably in top-tier academic journals. The faculty, as a whole, is also very active in academic and professional endeavors.

The Stan Ross Department of Accountancy intends to build on its tradition of excellence in public higher education in accountancy. With a rededication to quality, the department seeks to realize the fullest potential of its educational mission by energetically responding to the strong aspirations of its students, faculty, and alumni. (April 2, 2003)

Note: The department plans to review the mission in 2005-2006, based upon inputs from the advisory board and other stakeholders. We will likely reformat the information to provide for a relatively brief mission and move the supporting material to a separate document.

3. **Strategic Management Planning Process**

a. **Mission Statement**

The mission statement is the basis for strategic planning. The first accountancy mission statement was adopted by vote of the faculty in April 1994.

Departmental policy encourages review of the mission in response to regulatory changes or school-initiated changes, and prior to considering new activities and programs. The review process includes obtaining inputs from stakeholders, a consensus of the mission statement committee, and a majority vote by the department faculty. After some debate, and with inputs from stakeholders, the mission was last revised by the faculty in 2003.

The mission statement is comprehensive. It begins with the objectives of high quality and high value and follows with acknowledgement of the backgrounds of students. Each program's objectives are then outlined. The mission statement notes that in addition to providing technical skills, students benefit through an appreciation of relevant concepts and theories, their relationship to society, a strong sense of ethical issues, and the opportunity to interact with accounting practitioners and business executives. Then, the mission cites the important role of course committees in overseeing courses and teaching practices. Following this, it outlines the expectations for faculty and the overall commitment to quality. This mission statement is totally consistent with that of the school and in fact, includes portions of the school's mission.

Selected sections of the mission statement will appear in the undergraduate and graduate catalogs. Bharat Sarath and Tony Tinker are arranging to post the document on the Accountancy web site. Key provisions appear in many course outlines and we are working toward 100 percent inclusion. It is also included in the Baruch College Faculty Handbook.

b. **Strategic Plan**

The annual Strategic Plan, included as a separate document, is developed by the department's Executive Committee. Primary consideration is for student learning, excellence in scholarship, the careers of graduates, and faculty development. Stakeholders, including individual faculty, direct their inputs to Executive Committee members or to the chair.

c. **Financial Resources**

The school provides the resources for all programs.

4. **Assessment Tools and Procedures**

- a. **Learning Goals.** During 2003-2004, the department developed preliminary learning goals. These have been disseminated to course coordinators and the faculty. Course committees encourage faculty to include the pertinent learning expectations on course outlines. The learning goals, the details of which are

included in the document titled "Curriculum Administration and the Quality of Instruction," are as follows:

- 1) **Appreciate the professional role played by accountants in society in providing and ensuring the integrity of financial and other information**
- 2) **Appreciate the ethical and regulatory environment for accountants**
- 3) **Develop the ability to research the accounting literature**
- 4) *Develop general accounting knowledge and skills necessary for successful careers in accounting*
 - a) **Understand business processes and analysis**
 - b) **Understand internal controls and security**
 - c) **Understand risk assessment and assurance for financial and non-financial reporting**
 - d) **Be able to successfully apply project and engagement management concepts**
- 5) *Develop technical accounting knowledge and skills necessary for successful careers in accounting*
 - a) **Be able to record, analyze, and interpret historical and prospective financial and non-financial information** with appreciation of the relevant theoretical background and accounting alternatives
 - b) **Demonstrate the ability to design systems and apply technology to financial and non-financial information management**
 - c) *Be able to work with key concepts of federal income taxation of individuals and corporations*
- 6) *Develop an appreciation for global business opportunities and practices.*
- 7) *Develop effective written communication skills*

(Boldface items are from the AACSB Standards)

- b. **Assessment Measures.** The department utilizes a variety of mechanisms to assess the quality of instruction and student learning. These include course committees, student and peer evaluations, and the Accountancy Learning Assessment.
 - 1) **Course Committees.** Teaching and program development activity is coordinated by Course Committees. These committees, comprised of all full and part-time faculty who teach the course, determine the content and course operation. Each committee is responsible for a particular group of courses such as managerial accounting, intermediate accounting, or taxation. The committees meet periodically to consider their courses. They are an important element of the department's commitment to demonstrate quality and continuous improvement in teaching. The committee chairs for 2004-2005 are as follows:

Committee	Courses (ACC or TAX)	Chair
UG fundamentals	2101	Ping Zhou
Graduate introductory	9100, 9110	Not assigned
Systems	3202, 9816	Tony Tinker
Auditing	5400, 9821	Julius Cherny
Intermediate	3000, 3100, 9804	Hugo Nurnberg
Cost	3200	Marilyn Neimark
Managerial	2203, 9115, 9811, 9815	Bharat Sarath
Advanced financial	4100, 9805	William Ruland
Tax	All tax	Hy Gorenberg and Steve Melnik
Doctoral programs	All accountancy doctoral level	Masako Darrough

These committees are described in the document titled "Curriculum Administration and the Quality of Instruction."

- 2) **Student and Peer Evaluations.** For all courses, students fill out student course evaluation questionnaires every semester. Summaries of results are sent to the chair and to the instructor. Faculty members are expected to earn high ratings on these evaluations. The course committees are charged with reviewing student course evaluations and are expected to work with instructors with low ratings. A second evaluation mechanism is the peer review system. Teaching of all faculty below the rank of full professor is reviewed by peers each semester and a peer evaluation form is submitted to the chair. Peers, who visit one or more classes, are selected by the chair from faculty with higher rank.
- 3) **Accountancy Learning Assessment.** Accountancy is developing an exam to be taken by senior level students. The Accountancy Learning Assessment consists of questions from material in lower level accounting courses. Questions are assigned randomly and scored by computer. The exam was administered on a pilot basis during the Fall Semester 2004. At present, assessment is through exams on a course-by-course basis.
- 4) **CPA Exam.** For the Fall Semester 2002, eight percent of Baruch's BBA graduates who sat for the exam for the first time passed all four parts. The comparable passing percentage for graduate students is 52 percent.

5. Financial Strategies

All significant resources come from the school and from the Stan Ross Fund. In view of resource limitations, the department opts to direct a relatively large share of development support funds to junior faculty.

6. New Degree Programs

The department is developing program and course offerings at both the undergraduate and graduate levels to meet the State's new 150-hour requirements and better serve our students and other stakeholders. Under the new requirements, beginning in 2009, candidates must have 150 hours of education to sit for the CPA. This initiative is extremely important to the future of the department and its stakeholders. Objectives include improving performance on the CPA exam, maintaining or improving overall learning effectiveness, and maintaining student enrollments.

One component of the plan is to substitute an internal auditing specialization in the four-year program for the existing CPA track. Since Sarbanes Oxley, the demand for internal auditors has been particularly strong and the Institute of Internal Auditors (IIA) has encouraged Baruch to develop a concentration in this field. The department is working closely with local and national IIA representatives. This program will include four specialized courses in internal auditing. It will also include an internship. Department faculty and IIA members are collaborating in the design of these courses which will be staffed largely by practicing internal auditors. The department is also considering additional specialties such as corporate accounting.

7. Faculty Sufficiency and Qualifications.

The department meets the AACSB's standards regarding participating faculty. Of 58 full and part-time faculty, 54 are classified as participating. Participating faculty teach 92 percent of student credit hours. Attachment A shows the classification by each faculty member.

With respect to academic and professional qualification, 50 percent are academically qualified and 45 percent are professionally qualified. Attachment B shows academic and professional qualification status by program.

Teaching loads for accountancy are substantially higher than for the school. A summary of accountancy and school-wide student credit hour on a per faculty basis follows:

Department	Student credit hours (SCH)	FT and PT faculty	SCH per faculty member
Statistics and CIS	12,483	67	186
Management	13,675	68	201
Marketing	10,888	52	209
Law	6,188	29	213
Econ and Finance	21,912	88	249
Accountancy	17,557	58	303

8. Policy for Faculty Management Including Non-Tenure Track Faculty – Processes for Recruitment, Retention, and Development for all Faculty

The Faculty Resource Plan describes processes for recruitment, retention, and development. It also addresses key provisions of our extensive faculty development practices.