

# Faculty Excellence Award Application Form



Name: Department of Accounting

Rank:

Department: Accounting

Award applying for:

(Check one)

	Excellence in Teaching Award*
	Excellence in Scholarship & Creative Endeavors Award*
	Excellence in University Service*
	Excellence in Scholarship of Teaching & Learning Award*
X	Department/Program Excellence Award^
	Irene Rose Community Service Award^
	Laurie Hendrickson McMillian Faculty Award^

\*college selection required before being forwarded to university

^university awards

College nominations are due by November 23, 2015 to the college Dean.

University nominations are due March 13, 2016 to the Director, Center for Faculty Development, Dr. Steve Jones

Please insert the required documentation in the pages below for the award category you have noted above. Detailed information associated with each award is available online at the Academic Affairs Intranet Forms Page – section titled “Awards”

<https://intranet.gcsu.edu/academic-affairs/policies-procedures-and-practices-manual-forms>

It is requested that all application materials be inserted into one document, saved, and submitted electronically for consideration.



**Office of the Dean**  
J. Whitney Bunting College of Business  
Campus Box 10  
Milledgeville, Georgia 31061-0490  
Phone 478-445-5497  
Fax 478-445-5249  
gcsu.edu/business

March 7, 2016

Department of Excellence Award Selection Committee

It is with great pleasure that I endorse without reservation the Department of Accounting for the University's Department of Excellence Award.

The Accounting department has grown rapidly over the past several years to the point that it is one of the ten largest majors in the university, excluding undeclared majors. The growth is driven by exemplary output metrics such as high job placement rates for both undergraduate and graduate students (100% placement of MAcc students 90 days out), and exceptional performance of graduates on the CPA exam, a widely-accepted and nationally-normed measure in the industry for program quality and proficiency of graduates. The department carefully combines discipline-based learning, field-experiences through outlets such as internships, and professional development of students to produce superior Georgia College graduates.

The department has actively engaged in the professional development of its majors, through avenues such as its professionalism course, and industry-specific job fair with a state-wide reach, and involvement of their advisory board members in the life of their students.

Aided by a discipline-specific advisory board, the department's level of industry and alumni contact is superlative. Those board members are active supporters of Georgia College through investment of their time in classroom visits and panel participation. They are giving back to the College through annual donations and endowment of scholarships. Productive alumni relationships are facilitated through a LinkedIn group and networking events.

Accounting department faculty members are active researchers and extremely effective teachers. They regularly engage in professional development to improve the quality of their teaching. They teach large sections, especially in their lower-division classes, and deliver classes here on the main campus and in Macon. An important component of their annual assessment process is to seek input from practitioners to make certain that programs meet industry needs. The department is offering an innovative summer course that provides non-business students a one-course survey of basic accounting principles. One successful initiative to improve student retention and through-put in accounting courses is the accounting lab.

Admissions policies for the graduate accounting program encourage our top Georgia College undergraduate accounting majors to remain here to complete their master's degree. The department also places bachelor's graduates into top accounting master's programs such as Emory, UGA, the University of North Carolina, Wake Forest, and Georgia State.

The activities of the Accounting department perfectly align with the mission of Georgia College, especially in terms of attention to high-quality academics, engagement with both students and external constituencies, and output metrics such as performance on professional certification exams. Thus, the Accounting Department in the College of Business is deserving of the 2016 Department Excellence Award from Georgia College.

Sincerely,

James E. Payne, Ph.D.  
Dean, J. Whitney Bunting College of Business

Milledgeville • Macon • Warner Robins  
Established in 1889  
Georgia's designated public liberal arts university since 1996

## NARRATIVE STATEMENT

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The Department of Accounting is committed to educating future accounting professionals through student-centered learning. To promote excellence in teaching, faculty members are actively engaged in professional development activities and conduct research examining pedagogy and learning. The services provided to students have enhanced their learning experiences through active engagements with accounting professionals which prepare them well to enter the profession. As a result of the concerted efforts of the department's faculty members, our programs have experienced significant growth in both size and reputation over the past ten years.

For the Department of Accounting, engaged learning means engagement with the accounting profession. By the time a student graduates, they will have had dozens of opportunities to engage with accountants through networking events, career fairs, golf tournaments, and alumni socials. While these activities help students obtain employment, the higher goal is to expose them to accounting professionals from a broad ranges of industries so that they learn what it means to be part of a profession. We are proud of the students who graduate from our programs and are confident that they will make a positive contribution to the accounting profession.

### **Mission and Goals**

The mission of the Department of Accounting is to provide students with a quality professional education while continuing to enhance their strong liberal arts experience to prepare graduates for productive careers in accounting.

The department aims to

- offer a coordinated group of learning experiences including an intensive study of accounting theory, necessary technical skills, and real life experiences;
- provide activities to promote the development of analytical thinking, oral and written communications, and interpersonal and leadership skills;
- conduct scholarly research in accounting which can be integrated into the educational process;
- encourage a collegial and supportive culture within the department that is based on a respect and tolerance for people and their ideas;
- provide an environment that supports success and the pursuit of excellence; and
- develop mutually beneficial relationships with businesses, alumni, and the community.

The department offers two degree programs, the Bachelor of Business Administration (BBA) in Accounting and the Master of Accountancy (MAcc). The department also provides service courses for the BBA, MBA, and Master of Logistics and Supply Chain Management programs.

The Bachelor of Business Administration with a major in Accounting provides students with in-depth coverage of material that provides a solid foundation in accounting concepts and techniques. Students graduating from this program will be well prepared to undertake graduate studies or to commence employment in a range of accounting related occupations.

The Master of Accountancy program emphasizes accounting knowledge and business skills in areas identified by the profession as critical for success in the challenging and dynamic business environment. In fall 2015, *The Financial Engineer* released its first ever ranking of graduate accounting programs and our Master of Accountancy program ranked 2<sup>nd</sup> in the state of Georgia.

## **Pedagogical Support, Activities, and Innovation**

The Department encourages and supports faculty in their efforts to be innovative in their teaching and to enhance the learning environment. Not only is this achieved through recognition of such efforts in the annual evaluation process, but also through financial support for professional development activities. Faculty members regularly attend workshops and conferences that focus on improving teaching effectiveness and curriculum design and development. One such event is the annual meeting of the *Georgia Association of Accounting Educators* which is attended by the majority of our accounting faculty every year.

The *Supporting Evidence* section of this document outlines several examples of innovative and effective pedagogical practices used by the Department of Accounting faculty. The section also lists faculty awards and grants relating to teaching, research, and service, as well as involvement in professional organizations and participation in professional development activities.

Faculty members in the department are active researchers on issues relating to the improvement of teaching and student learning. They regularly publish or present work that is co-authored with students in addition to providing supervision of student research. Faculty members have also been actively pursuing research categorized as Contributions to Practice and Discipline Based, all of which provides a basis for innovation in the classroom. A list of published research and presentations relating to Learning and Pedagogy made by faculty in the Department of Accounting is provided in the *Supporting Evidence* section of this document.

## **Assessment and Curriculum Development**

The Department of Accounting works on an annual assessment cycle. The assessment plan is developed early in the fall semester based on the results of the prior year assessment results. Assessment activities include course embedded assessment, standardized test results, and surveys. The department makes use of the College of Business assurance of learning rubrics to assess communication skills (both oral and written) and analytical skills. The annual review of assessment data informs the department's actions regarding teaching practices and curriculum design. Additionally, the department solicits input from practitioners to inform the curriculum for our professional development program. Our goal is to not only serve the needs of the students, but also of the accounting profession.

In addition to ensuring that students graduate from the major with a comprehensive knowledge of accounting, the department also seeks to produce graduates with sound business knowledge. This is assessed through the ETS Major Field Test for Business, which is a nationally normed multiple choice instrument designed to measure a student's subject knowledge and the ability to apply facts, concepts, theories and analytical methods across business disciplines. All business students are required to take this test as a component of the capstone business class, *MGMT4195 Strategic Management*. Accounting majors routinely score above the national average on all sections of the exam and consistently outscore other majors in their respective disciplines. While the overall performance has been relatively constant just below the 90<sup>th</sup> percentile, the range of scores has generally improved. Further details are provided in the *Student Success Data* section of this document.

Updates to the Master of Accountancy curriculum have been driven by changes in the requirements for professional certification. Although the program was first introduced in 2001, it was deactivated in 2005 while a comprehensive program review was conducted. The review

revealed that demand for the program would likely increase if significant changes were made to the curriculum. Consequently, a newly designed MAcc was reinstated in 2006. Since that time, the program has grown considerably and our graduates have been extremely successfully both in terms of employment and CPA licensure.

Changes to the Uniform CPA Exam initiated a further review of the curriculum in 2009 and 2012. In order to better prepare our graduates for successful completion of the CPA Exam, adjustments were made to both the undergraduate and graduate curriculum. In particular, students can now take a CPA Review course for credit as part of the MAcc program. This has been well received by firms who actively recruit our graduates.

The most recent change to the accounting curriculum was the introduction of a one credit hour required course, *ACCT 3000 The Accounting Profession*. The course serves as an introduction to the accounting profession with an emphasis on career planning and professional development. Students examine issues such as ethics, professional conduct, career options, and professional designations as they relate to the accounting profession. Feedback from recruiters indicated a need for such a class and it has already made a positive impact on student placement for internships and full-time employment. Further discussion of this course is provided below in the *Student Support* section.

In response to interest from students outside the business school, the department created a new course that was offered for the first time during summer 2015. The course provides an overview of the basic topics of financial and managerial accounting with an emphasis on how accounting reports are used by managers, investors, and other business stakeholders. It takes more of a user approach and is less technical than the current accounting course on offer. This course is now required for the Business Administration minor for non-business majors as well as the Nonprofit Professional Certificate.

## **Student Support**

Since academic advising services have been centralized at Georgia College, the student support activities in the Department of Accounting focus primarily on professional development. However, many faculty members still act as mentors for career guidance and provide general academic advice. Our goal is to provide the necessary support to ensure students succeed in the classroom and also in their transition to the profession.

The Department of Accounting is fortunate to have a student learning center within the department. Affectionately known as the “Accounting Lab”, the center is located on the 4th floor of Atkinson Hall. Three graduate assistants are available weekdays to assist students with their accounting classes. The lab is open to all students taking accounting classes, not just accounting majors. Students also use the lab to study, complete homework assignments, and hold group meetings. Over 75 students visit the Accounting Lab each week.

Commencing fall 2013, all incoming freshman who had declared as accounting majors were placed in designated sections of the Accounting Principles classes. This enabled the students to get to know other accounting students and faculty from day one, rather than waiting until they started their upper-level accounting classes as juniors. Feedback from the students has been extremely positive. This early start to the major provides a timely introduction to the accounting profession, not only in course content, but through involvement in professional development activities and interaction with accounting faculty members.

Through *The Accounting Profession* course, the department hosts a series of activities each semester that support students with their career preparation. The course is team taught with one faculty member acting as the coordinator. In addition to sessions that address resume preparation, interview skills, and career options, the course also hosts up to six speakers each semester. These speakers provide information about their firm in conjunction with making a presentation on a professional development topic. A networking reception is held immediately after each presentation to enable the students to meet individually with the speaker. All accounting students, not just those registered in the class, are invited to attend these presentations.

The annual Accounting Career Fair has grown from a regional event to one that attracts CPA firms and companies from around the state. This year we had 20 employers and over 125 students in attendance. In preparation for the career fair, the department holds a mock career fair and encourages students to also participate in mock interviews. Feedback from representatives at the career fair indicates that they have noticed a drastic improvement in student preparation for the event. The fair is hosted by members of Beta Alpha Psi, the accounting honor society. This provides members with an additional opportunity to interact with accounting professionals.

The development of external relationships has been one of the department's top priorities over the past three years. Faculty members have travelled across the state to meet with potential employers to spread the word about Georgia College's accounting programs. These visits have resulted in a significant increase in the number of firms attending our career events, internship opportunities for our students, and placement rates for graduates.

To support this priority, the *Georgia College Accounting Advisory Board*, consisting of over a dozen individuals from public accounting and industry, was established in May 2012. The purpose of the board is to provide advice, guidance, and support for the continuous improvement of our accounting programs. The board has committees that focus on providing professional development activities for students, maintaining relationships with alumni, and the generation of gifts to fund scholarships and provide resources for students and faculty. Since its inception, the board has generated over \$20,000 to support student activities and scholarships.

Contact is maintained with accounting alumni through personal meetings, attendance at alumni events, and the Georgia College Accounting group on LinkedIn which has over 300 members. The use of social media has proven to be very effective in connecting with both recent graduates and older alumni and providing networking opportunities for our current students.

## **Student Success**

Many students switch to the accounting major after taking their first accounting principles class. As such, the graduation rates are not a true reflection of the success of students who decide to pursue the major. For students graduating in AY14, the average time to degree for the BBA in Accounting was 4.07 yrs. The MAcc average time to degree declined from 2.1 in AY14 to 1.4 in AY15. This suggests that once a student commits to an accounting degree, they are provided with the necessary support and guidance to complete the program in a timely manner.

A survey is conducted prior to graduation from the undergraduate program to determine students' plans for graduate school. Typically, 75% of graduates go on to pursue a master's degree in accounting. The majority of these students remain at Georgia College for the MAcc program but others have been accepted into graduate programs at a variety of schools, including

Emory University, University of Georgia, Georgia State University, Georgia Southern University, Kennesaw State University, University of North Carolina, Florida Coastal School of Law, John Marshall Law School, Wake-Forest University, and the University of Texas at Dallas.

Current Georgia College undergraduate accounting majors who meet entrance requirements to the Master of Accountancy may choose the "early enrollment" option during their senior year. This process has further been streamlined for the highest performing students who are granted automatic admission to the MAcc if their undergraduate GPA is 3.25 or higher. This saves students the time and cost of taking an admission test such as the GMAT or GRE. This initiative has resulted in our best and brightest undergraduate students electing to remain at Georgia College for graduate school.

Internships have become a crucial component in the recruitment process for public accounting firms. Five years ago approximately 10 to 15 internships were completed each year by students in the accounting programs. This number has risen to 50 in the current year. The majority of these are completed by undergraduate students with approximately 60% completing an internship prior to graduation.

Due to current CPA licensure requirements, most students elect to complete graduate school before seeking full-time employment. A survey of graduating students shows that of the students not going to graduate school, approximately 55% have received job offers prior to graduation with nearly 80% receiving job offers within 90 days of graduation. These rates may appear low, however they reflect the current trend of accounting firms requiring students to complete graduate school before commencing work. Consequently, placement rates for the MAcc program are much higher. This year, 25% of students had already received a job offer before commencing the program, 90% had received a job offer prior to graduation, and 100% were employed within 90 days of graduation. The average starting salary for BBA graduates is \$47,000 while MAcc graduates can expect to earn \$55,000 plus benefits in a starting position. A list of the employers who have recruited students for internships and/or full-time employment is provided in the *Student Success Data* section of this document.

Students in the accounting programs are well represented in a range of honor societies, including, but not limited to, Beta Alpha Psi (the honors organization for financial information professionals), Beta Gamma Sigma (the honor society serving business programs accredited by AACSB International), and Phi Kappa Phi (the nation's oldest, largest, and most selective honor society for all academic disciplines).

In addition to the internal scholarships available to accounting majors, our students routinely receive scholarships from the following external organizations, averaging over \$10,000 per year: Georgia Society of CPAs, Middle Georgia Chapter of the GSCPA, Heart of Georgia Chapter of the GSCP, American Institute of CPAs, and Becker CPA Review.

## FACT PROFILE – Department of Accounting

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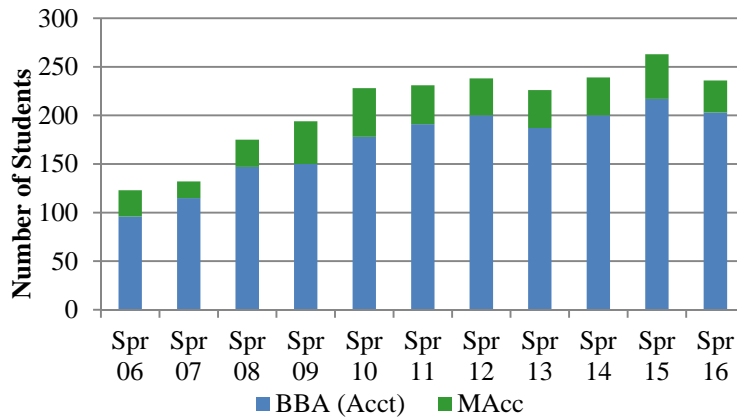
### Degrees Offered:

Undergraduate - Bachelor of Business Administration with a major in Accounting  
 Graduate - Master of Accountancy

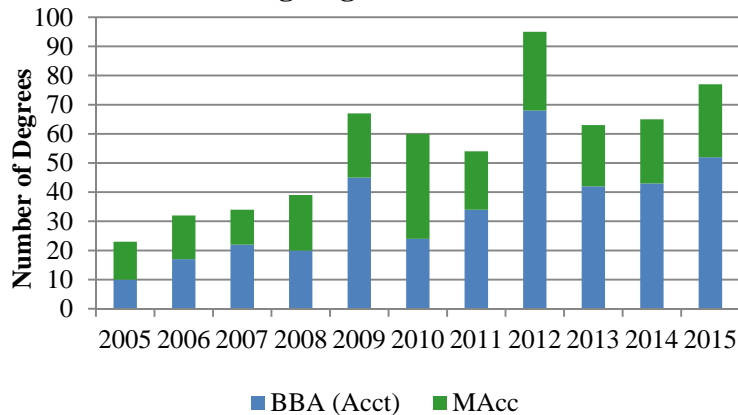
### Full-time Faculty & Staff:

Catherine Whelan	PhD	Chair & Professor, tenured
Mehenna Yakhou	PhD	Professor, tenured
Tom Moore	PhD, JD	Professor, tenured
Teresa King	PhD	Professor, tenured
David McIntyre	PhD	Associate Professor, tenure track
Ben McMillan	DBA	Assistant Professor, tenure track
Cynthia Orms	JD	Assistant Professor, tenure track
Matt Roessing	JD	Assistant Professor, tenure track
Roberta Gorham	MAcc, CPA	Lecturer
Susan Manrodt	MAcc, CPA	Lecturer
Susan Whittle	BBA	Senior Secretary

**Accounting Program Enrollment: 2006-2016**



**Accounting Degrees Awarded: 2006-2015**





## STUDENT SUCCESS DATA

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### Overview

Average Time to Degree:	BBA – 4.1 years, MAcc – 1.4 years
Placement in Graduate School:	70% admitted to graduate school
Internships:	60% of students complete an internship prior to graduation
Job Placement:	BBA - 55% prior to graduation, 80% within 90 days MAcc - 90% prior to graduation, 100% within 90 days
Average Starting Salary:	BBA - \$47,000; MAcc - \$55,000

### Assessment – ETS Exam Performance

The ETS Major Field Test for Business is a nationally normed multiple choice instrument designed to measure a student’s subject knowledge and the ability to apply facts, concepts, theories and analytical methods across business disciplines. The following table provides percentile rankings for accounting majors for each discipline.

<b>Business Discipline</b>	<b>AY11</b>	<b>AY12</b>	<b>AY13</b>	<b>AY14</b>	<b>AY15</b>
Accounting	97	99	99	98	97
Economics	85	63	77	88	92
Management	90	88	99	92	89
Quantitative Business Analysis	72	41	50	95	82
Finance	88	69	90	81	79
Marketing	95	89	94	86	61
Legal and Social Environment	96	95	97	88	95
Information Systems	92	95	95	94	97
International Issues	90	81	98	86	89
<b>Overall</b>	<b>89</b>	<b>80</b>	<b>89</b>	<b>90</b>	<b>87</b>

### Internships and Job Placement

The following is a list of employers who have recruited Georgia College accounting students for internships and/or full-time positions within the past 2 years.

Accounting & Consulting Group, LLP	Blue Bird Corporation
Cowetta County Board of Education	Fulton & Kozak, CPAs
Dixon Hughes Goodman LLP	Georgia Department of Banking and Finance
Frazier Deeter LLC	Grant Thornton LLP
Georgia Department of Audits	Hancock Askew & Co
Georgia Power	Mauldin & Jenkins, LLC
Habif, Arogeti & Wynne, LLP	Morris Bank
Integrated Science & Technology, Inc.	Thiele Kaolin Company
Large & Gilbert, P.C.	Southern Company
McNair, McLemore, Middlebrooks & Co.	TJS Deemer Dana LLP
Nichols, Cauley & Associates, LLC	Whaley Hammonds Tomasello, P.C.

The following pages are letters of support from two of the employers listed above.

March 3, 2015

Georgia College & State University  
231 West Hancock Street  
Milledgeville, GA 31061

To Whom It May Concern:

Dixon Hughes Goodman would like to recommend the Georgia College & State University's Department of Accounting for the Department Excellence Award. Our firm has hired quality interns and entry level hires from the university's accounting school.

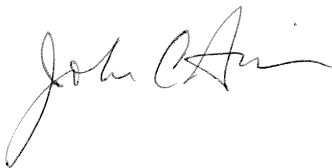
DHG participates in the fall career fair and also presents in the professional accounting course. Through both programs, we have identified high performers for our summer leadership program, internship program, and for full-time hires. 100% of our GCSU summer leadership conference attendees have received internship offers. Additionally, 100% of our GCSU interns have received offers for a full-time position.

GCSU has worked with their students to allow a spring internship to fit into their accounting curriculum. This opportunity is extremely beneficial as students are able to experience a true public accounting busy season.

Additionally, I serve on the department of accounting advisory board. Through this activity, I have met many of the accounting professors at GCSU and I have been quite impressed. Their dedication has truly developed a very strong accounting program.

DHG's experience with the GCSU Department of Accounting has been extremely positive and plan to continue recruiting top talent from the program.

Sincerely,



John Davis, CPA

Audit Partner

Dixon Hughes Goodman



February 19, 2015

Ms. Nancy L. Geery  
Director of Recruiting  
Habif, Arogeti & Wynne, LLP  
5 Concourse Parkway, Suite 1000  
Atlanta, GA 30328

To whom it may concern:

I have had the pleasure of partnering with the Georgia College Department of Accounting beginning in 2013 and cannot be more pleased with both the quality of the students and the dedication, commitment and excellence of everyone I have worked with in the department.

HA&W strives to recruit the best and the brightest and we have favored recruiting from a group of Universities almost exclusively over the past decade or so. Catherine Whelan was kind enough to pay me a personal visit in our Atlanta office and although our firm had not 'added' a new college to our recruiting roster in some years, her passion for the both the students and the program prompted me to learn more and commit to recruiting on campus at the next accounting career fair.

I am so grateful that Catherine took the time to personally visit me to share her passion for the students in the program as Georgia College has become a target school for HA&W. The students have excelled in our internship program, summer leadership conference and have consistently received superior feedback in the areas of: professionalism, technical expertise, drive, communication skills and overall effectiveness in getting meeting goals, deadlines and achieving desired results. The full time hires/alumi from Georgia College that HA&W has on its professional staff are significant contributors to the firm.

I have had the opportunity to work with Georgia College Department of Accounting's Advisory Board and this has allowed me a further opportunity to see the commitment to overall excellence in the program and the success of the students.

We continue to partner with the department and commend all involved for their efforts in developing future leaders in the accounting community.

Please feel free to contact me at any time at 770-353-7171 if you have any questions. In the meantime, best regards.

Cordially,

Nancy L. Geery  
Director of Recruiting  
Habif, Arogeti & Wynne, LLP

## SUPPORTING EVIDENCE

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### Effective and Innovative Pedagogy

The following paragraphs provide examples of a variety of innovative and effective forms of pedagogy employed by the faculty:

For his Legal Environment of Business course, Matt Roessing developed a number of innovative pedagogies, including (1) using of role-play to enhance student engagement, knowledge retention, and critical thinking skills; and (2) replacing the standard textbook with research assignments that encourage students to develop legal knowledge in the business areas that interest them most. Mr. Roessing has published work on his role-playing exercises, and he applied for and received a USG grant for his textbook transformation project.

Members of the Accounting Department work together and assist each other in improving classroom experiences and applying for grants. After Mr. Roessing received an ENGAGE grant in fall 2014, he worked with new accounting professor Mrs. Heather Gangi to help her apply for and implement her own ENGAGE grant, which she received in Spring 2015.

Mrs. Gangi was awarded an Engage Mini-Grant to develop and execute a financial literacy project partnering with Georgia Military College, the Milledgeville Chamber of Commerce, and Junior Achievement. Accounting Principles II students participating in the project teach seventh graders at GMC about choosing a career, budgeting, goal setting, and financial decision making using a series called “Economics for Success” developed by Junior Achievement. Prior to entering the GMC classroom, the accounting students spend approximately four weeks developing an understanding of corporate social responsibility and how it applies to them as future business professionals.

Online homework technology is integrated into several accounting courses to enable students to receive immediate feedback on their work. Students have found this extremely helpful in preparing for exams and there is evidence that demonstrates a positive impact on academic success, particularly in the introductory courses.

In his Accounting Information Systems class, Dr. McIntyre introduces students to software packages they are likely to encounter in the profession. The commercial software *IDEA* enables students to perform basic audit related tasks. The following is unsolicited feedback received from a recent graduate: “*I just wanted to let you know how much I learned in your class has really applied to my job so far. IDEA is a huge talent to have when it comes to auditing. I’ve only been here a few months so far but I’m starting to develop a reputation as an IDEA guy.*”

Similarly, students are exposed to *Peachtree* accounting software through a project in which they assume the role of an accounting practitioner. The project requires independent learning and simulates producing a set of accounts for a real business through the analysis of transactional data.

The Accounting Profession course includes a module on *Microsoft Excel for Accounting* in response to employer’s desire for better Excel skills from our students. Students are required to produce accounting worksheets and working papers are completing courses in *Lynda*, the University's training portal.

In the graduate Advanced Auditing class, students must complete a regression project using *Audit Analytics* which is the commercial database used by both practitioners and academic researchers. Students also learn how to read, critique and present academic research papers in preparation for opportunities involving academic research.

Mr. Roessing emphasizes diversity and inclusion in his business law and ethics classes. He encourages students to consider how laws and ethical principles apply in a business environment with global stakeholders. He invites Diversity Peer Educators and guest speakers from the GC Cultural Center to host interactive programs and help prepare business students for the challenges and opportunities of a diverse workforce. Such techniques may also improve retention of students from traditionally underrepresented backgrounds by showing the value of their participation in our global economy.

Mr. Roessing hosts an annual Supreme Court Review and other panel discussions with legal experts, as well as radio interviews with invited guests on different topics of law and ethics. Tom Moore and Cynthia Orms are regular guest on the panel. These events are open to all Georgia College students and community members.

### Student Exit Survey

All accounting majors are required to complete an exit survey prior to graduation. The purpose of this survey is to gather feedback about the accounting programs and collect information about students' plans for the future. This information is then used to inform decision about future activities within the department with the goal of improving the quality of the accounting programs and student experiences.

One question on the survey asks students to rate their level of satisfaction with the faculty. The possible ratings are Very Satisfied, Satisfied, Neutral, Dissatisfied, and Very Dissatisfied. For the most recent graduating class, over 98% of students were either very satisfied or satisfied with the availability of faculty and the professionalism of the faculty. Furthermore, 96% were either very satisfied or satisfied with the teaching effectiveness of the faculty.

The following student comments have been taken from the exit survey from the past three years. The comments were provided in response to the request – “Please provide any additional comments or thoughts related to the accounting program and/or your experience as a student in the Department of Accounting.”

*As a student, I am surrounded by others striving for academic and individual success in a very challenging field. These aspirations would seem almost unattainable without the instruction, mentoring, and insight of our professors. These instructors continuously challenge our limits and push us to reach our full potential as students and individuals.*

*The Accounting Department at GCSU is first class. All of the professors provide you with the adequate knowledge, to prepare you for the workforce, and also make you a great accountant. I have developed great relationships with some of the professors and feel as if I could seek advice toward career paths or simply about life in general.*

*I have had a great experience here at Georgia College in the Accounting Department. The professors and curriculum were challenging but in the end very rewarding because I definitely felt well prepared during my internship.*

*I absolutely love Tax and everything about it. I think my love for it was directly sparked from my professor. He was such a passionate teacher and delivered his class lectures so well, it definitely rubbed off on me. Having enthusiastic teachers who know what they are doing and how to transfer it teaching really does affect their students.*

*The accounting department has made huge steps with the new required accounting profession class. I wish it were offered when I started so I had a better understanding of the accounting world.*

*The classes are very difficult but I wouldn't have it any other way. I'd rather actually learn, fight and get the best grade possible than to just sit in class, write copious papers and happen to pass. The teachers are always willing to help which helps to ease the pain a little.*

*The accounting department is the best! I have loved all my professors and have learned so much. It is easy to find employment through the accounting career fair. Continue to get big firms to the career fair and the program couldn't be better.*

*I must give credit to Professor Gorham. I didn't know what I wanted to do when I started taking multiple core business classes. Her Principles of Accounting I course really made me love the subject, and embrace my future as an accountant.*

*As a student, I think that my experience overall was VERY fulfilling! I think that the right amount of stress and weight is placed on each course and I don't know that I would change anything.*

*As a previous major from another business department, I can truly say that the accounting department professors are the most knowledgeable and helpful in the school of business. I would highly recommend to future business students that accounting is the major to choose.*

*After four years in the accounting department, there is a noticeable change in the department. The department has gradually made itself one of the best departments at Georgia College. The faculty are more than happy to help with anything, including making it a priority to see their students go to grad school, pass the CPA, and get a job. The accounting department isn't just there to see you pass your classes, they want you to get an education and see you move on to bigger things. This shows with things like Beta Alpha Psi and the accounting fair. No other department invests that much time and effort to see their students be successful. I'm happy to say I'll be back for my MACC.*

*Faculty members are easily accessible, approachable, motivating, while at the same time are demanding, stimulating, and focused; a balance that is warranted, but not easily conquered. Professors are passionate about the material being taught, which is evidenced by enthusiastic energy and needed patience in the classroom; the result . . . an environment where learning is contagious. Last, faculty-student relationships are recognized as a priority in the learning process, not as an inconsequential aspect where teachers simply deliver a lecture to a group of individuals.*

## Awards and Grants

Accounting Department faculty members have received a variety of awards and grants relating to teaching, research, and service. Some examples are listed below.

- Laurie Hendrickson McMillan Faculty Award, 2005 & 2015
- ENGAGE Mini-grant, 2014 & 2015
- Textbook Transformation Grant, Affordable Learning Georgia, 2014
- J. Whitney Bunting College of Business Summer Research Grant, 2006 & 2014
- College of Business Students' Choice Award (Teaching), 2014
- GCSU Excellence in Teaching Award, 2008
- GCSU Excellence in Research Award, 2006 & 2008
- GCSU Faculty Research Grant, 2006

## Professional Organizations

Active participation in professional associations is an important way to ensure the faculty stays up to date with current issues that can then be applied and discussed in the classroom. The faculty holds memberships with the following professional associations and organizations.

- Academy of Business Education
- AIS Educator Association
- American Academy of Accounting & Finance
- American Accounting Association
- American Institute of Certified Public Accountants
- Association of Certified Fraud Examiners
- Georgia Association of Accounting Educators
- Georgia Bar Association
- Georgia Society of CPAs
- Institute of Management Accountants
- International Association for Accounting Education and Research
- MidSouth Academy of Economics & Finance

## Faculty Professional Development Activities

The following list provides examples of the type of professional development activities that are typically undertaken each year by the department's faculty:

- AACSB Assessment Seminar, *Association to Advance Collegiate Schools of Business*
- Hybrid Course Design Workshop, *IDEAS – Georgia College*
- Master's Teaching Program, *Georgia State University*
- USG Teaching & Learning Conference, *University System of Georgia*
- Study Abroad Workshop, *GC International Education Center*
- Desire2Learn (D2L) Training, *IDEAS – Georgia College*
- Creating and Publishing ePub Documents for Windows Users, *CETL – Georgia College*
- Safe Space: Train the Trainer, *GC Office of Institutional Equity and Diversity*

## Intellectual Contributions – Faculty & Students

Examples of published research and presentations relating to *Learning and Pedagogy* made by faculty in the Department of Accounting are provided below. Items labeled with a “#” indicate work that was co-authored with student(s).

- # Humphries, S.A., Cowart, K. & Whelan, C., The Utilization of Communication Technologies by Study Abroad Participants. Communications of the IIMA, 6(1), 2006.
- Humphries, S.A., & Whelan, C. “Effectiveness of Interactive Technology in Business Education”, Business Education Innovation Journal, 1(2), 2009.
- King, T., “Back to Basics: Teaching the Statement of Cash Flows”, American Journal of Business Education, 4(9), 2011.
- King T.T., H. W. Cecil, and C. Andrews, “Upcoming Changes to the CPA Exam”, CPA Journal. Vol. LXXIX, No. 5, 2009.
- # McIntyre, D. D., Agoons, A. O., "The Use of Mentoring in the University System of Georgia's Minority Advising Program," *University of New Mexico Mentoring Institute*, October 2014.
- McIntyre, D. D., "Fraud and Investigations: A Summary of Frauds at Higher Education Institutions," *Association of College & University Auditors*, September 2012.
- McIntyre, D. D., 2012 ACUA Annual Conference, "Use of Accounting Students in the Internal Audit Function," *Association of College & University Auditors*, September 2012.
- McIntyre, D. D., Morris, S., "Fun City, Georgia: A Governmental Accounting Exercise Using Peachtree Accounting," *Georgia Association of Accounting Educators*, February 2011.
- Moore, T., “Teaching Evaluations and Grades: Additional Evidence”, Journal of American Academy of Business, 9(2), 2006.
- Moore, T. & Yakhou, M., “Foreign Language Requirements for Business Degrees: An Update”, Journal of College Teaching and Learning, 3(6), 2006.
- Orms, C. “Incorporating Service Learning & Community Engagement into the Business School Curriculum”, Journal of Legal Studies Education, in press.
- Orms, C., Brown, J., English, K., “Integrating Theory & Practice: Community Engagement Case Studies as Evidence of Institutional Culture”, *Society for Teaching and Learning/Higher Education Teaching & Learning*, January 2015.
- # Orms, C., Maimo, J., "Effective Implementation Strategies for Learning Objectives in Online and Face-to-Face Courses," *USG Teaching & Learning Conference*, April 2013.
- Whelan, C., Goings, D. & Humphries, S.A., “Effect of Class Frequency on Student Performance in Accounting”, Journal of Business and Accounting, 2(1), 2009.
- Yakhou, M. & V.P. Dorweiler “Fostering Cross-Functional Skills and Attitudes in Business Administration Students”, International College Teaching Methods & Styles Journal, Volume 3, Number 2, 2007.
- Yakhou, M., U. K., “Adapting the Balanced Scorecard and Activity Based Costing to Higher Education Institutions”, International Journal of Management in Education, 6(3), 2012.