**Shidler College of Business**

**School of Accountancy**

**Advisory Board meeting of 5/5/2021**

**7:30 a.m. to 9:00 a.m.**

**Minutes**

**Attendees:**

**Board members:** Terri Fujii, Chair, Kyle Chang, Keric Chang, Charles Goodin, Calvin Hangai, Rodney Harano, Shawn Hasegawa, Kent Kasaoka, Kurt Kawafuchi, Cindy Lam, Addie Lui, Gary Nishikawa, David Okabe, Ross Okumura, Lawrence Rodriguez, Lucas Sayin, Ed Schell, Tayne Sekimura, Karen Silverstein, Ronald Shiigi, Donny Shimamoto, Ryan Suekawa, Howard Todo, Gordon Tom, Carleton Williams, Edwin Young, Pamala Young

**Faculty and staff:** Vance Roley (Dean),Kristi Bates, Thomas Pearson, Hamid Pourjalali, and Jenny Teruya

**BAP and Accounting Club**: Elton Chon, Brandon Willis, and Jacquelyn Tran

The meeting commenced at 7:31 a.m.

Chair Fujii welcomed the Board members and introduced new members of the SOA Advisory Board.

Dean Roley provided his report on SOA successes. The Hawaii Accounting Research Conference became one of the significant and well-known accounting conferences quickly. The Hawaii Accounting Research Doctoral Institute (HARDI) attracted Ph.D. students from highly ranked invited schools. He praised the SOA faculty's research productivity and reputation and thanked the SOA Advisory Board members (notably Mr. Lawrence Rodriguez) for their help with Shilder Strong fundraising.

Pourjalali provided a report on the Hawaii Accounting Research Conference (HARC) and Hawaii Accounting Research Doctoral Institute (HARDI). HARC 2022 will benefit from two panels: Professionals and theoreticians. Donny Shimamoto will manage the professional Panel. Shimamoto explained the Panel's objective and the individuals who will be invited to join him in the Panel.

Pourjalali explained HARDI was created to influence accounting research direction and address research areas that the accounting professionals consider relevant. The HARDI program is different from all other Ph.D. consortiums. It brings well-trained Ph.D. students together for three weeks and uses the most recognized research faculty in the world to work with the admitted Ph.D. students. He provided the list and universities of HARDI students in 2021 and the nominee and expected nominee list for HARDI-2022. In addition, he provided the list of HARDI Professional Advisory Board who provide research topics and questions for consideration.

Pourjalali provided an additional report on changes in the undergraduate, MAcc, and Ph.D. programs posted on the SOA's web pages. Pearson and Teruya further explained the changes in the curriculum to provide a community-centered tax elective course (VITA) and to help 3/2 MAcc students to double count two required undergraduate credits towards their MAcc program. Teruya indicated that the number of MAcc applicants and candidates remains low.

Pourjalali and Dean Roley indicated that the salary of accounting students is not very different from those in other majors and students find the accounting program significantly more difficult than other programs. Pourjalali suggested that as long as the market salaries are not considerably higher for accounting graduates, students choose majors other than accounting. Roley will provide relevant information to Chair Fujii.

Chair Fujii invited the chairs of SOA Subcommittees to provide their one-year report. Hasegawa reported that Faculty Interaction Committee meetings have resulted in three distinct areas of collaboration between faculty and professionals. Teaching (such as lecturing and guest), research (such as research questions and collaborative research), and faculty community involvement. Based on faculty's needs, it is possible that the matching of the faculty will be to other-than-SOA-board members. The follow-up meeting will define these areas more.

Nishikawa provided SOA's advancement report on available cash and budget for the 2021-2022 school year. He indicated that for newer objectives of the SOA, additional fundraising was necessary. Dean Roley reported that the Shidler College supported faculty research salary and databases significantly and was willing to work on fundraising to meet additional funds needed by the SOA.

Williams explained the reasons and details of the "CPA Examination Preparation Certificate." He and Pourjalali provided the results of the CPA survey of the SOA graduates from 2014 to 2020. The results indicate that those with MAcc degrees have been significantly more successful in passing the CPA exams (see attached for the certificate program and the survey reports).

Todo reported that Nominating Committee was successful in meeting its objective of diversifying the SOA Advisory Board members, and seven new members were invited and joined the Board.

On behalf of Wong, Pourjalali reported that Student Interaction Committee successfully created and executed the SOA mentorship program. The program included over 170 mentors/coaches lines that over 150 students used.

Given the limited time, Chair Fujii introduced the students at the meeting and invited them to provide their observations.

Given no other comments and reports, Chair Fujii adjourned the meeting at 9:00 a.m.

**"CPA Examination Preparation Certificate"**

**Program**

This certificate recognizes the additional courses that an accounting student takes to prepare for the CPA examination while completing an undergraduate or 3/2 MAcc degree. The School of Accountancy issues the certificate when a student completes (at least) ten credits of the following courses (when applicable, with a minimum of 2.5 GPA for ACC 407, ACC 413, and ACC 415):

Required (9 credits):

Accounting 407 (Taxation of Business Entities), 3 credits, with grading option of A to F

Accounting 413 (Law for Accountants), 3 credits, with grading option of A to F

ACC 415 (Advanced Accounting), 3 credits, with grading option of A to F

Minimum of one additional credit from the following:

Accounting 399, with grading option of credit or no-credit; one credit awarded for completion of each section (AUD, BEC, FAR, REG) of self-study CPA review

Accounting 416 (Special Topics in Accounting), currently three credits, but starting Spring 2022 variable 1-3 credits depending on the topic. Each semester, these courses are offered to cover new accounting technology advances, with grading option of credit or no-credit

By completing these classes, you prepare yourself to have a more successful CPA examination experience while meeting the 150 credit hours required to become a CPA.

The 3/2 MAcc students can use ACC 407, 415, and 413 towards their MAcc degree requirements.

**PLAN OF STUDY-Steps to complete the certificate:**

1. Take Acc 415 (prerequisite Acc 323). Note: offered in the Fall semesters only
2. Take Acc 407 (Acc 401 prerequisite), and Acc 413 (no prerequisite)

And;

1. Minimum of one credit from self-study courses:
* Take Acc 399 for preparation of each topic in CPA exam (up to four credits). Work with Professor Pourjalali to receive the override.
* Take Acc 416 for one, two, or three credits. The topics vary based on their availability and your interest (all online courses via the AICPA or Coursera). By presenting certificates of completion, you can recover your tuition for the AICPA or Coursera courses by the School of Accountancy (See Professor Pourjalali for the course selection and override).

All these courses are to:

1. Help you pass the CPA examination
2. Improve your accounting and information systems knowledge.
3. Improve your marketability and starting salary in larger accounting firms and/or corporations.

Why becoming a CPA is essential (from the **National Association of State Boards of Accountancy-**NASBA website):

**1. Prestige and Respect**

Respected and admired by their peers, clients and the general population, CPAs are often viewed as an elite group of professionals. After years of academic and technical training – and passing the rigorous [CPA Exam](https://nasba.org/exams/the-next-version-of-the-cpa-exam/) – a CPA's ethics and character are further tested with several years of extensive on-the-job training. These individuals achieve a level of expertise and proficiency beyond that of a "standard" accountant, proudly earning them the designation of CPA.

**2. Career Development**

Conquering the CPA Exam and obtaining the CPA license allows individuals to stand out to potential employers, who are often impressed with accountants who earn this highly coveted title. Earning a CPA license demonstrates a commitment to the profession and often highlights potential candidates for leadership and management positions. A CPA license is also necessary for those who desire higher levels of authority and responsibility. It is not uncommon for seasoned accountants to return to school to earn a Master's Degree in Accounting, so they can start the journey to become a [licensed CPA](https://nasba.org/licensure/gettingacpalicense/).

**3. Career Security**

CPAs are in more demand than ever before – and that doesn't seem to be changing any time soon. One reason for increased demand for CPAs is that in the 1990s, there was a dip in accounting students when the Internet boomed and students chose to pursue jobs in IT and marketing. Also, the Sarbanes-Oxley act passed in 2002 and this act increased the need for qualified CPAs to enforce higher standards of public corporate accounting. Finally, Baby Boomers are retiring and leaving a tremendous gap in the market, which is also felt in the academic world as more and more [accounting professors retire](https://www.thiswaytocpa.com/profession/articles/salary-demand/over-one-million-strong-and-growing/).

**4. Job Satisfaction**

CPAs are typically multi-talented professionals who perform a mix of highly-specialized job functions including auditing, business and management consulting, information technology (IT), international financial reporting and tax advisory services, to name a few. With the various paths available as a CPA, such as [forensic CPA](https://nasba.org/blog/2017/03/30/what-does-it-take-to-be-a-forensic-cpa/), this allows individuals to make a difference in areas, depending on the skills they've gained and the desires that allow them to be satisfied with their job. Especially with the Millennial generation of CPAs, the accounting profession offers these individuals [unique advantages in giving back to society](http://www.journalofaccountancy.com/newsletters/2017/mar/young-cpas-help-save-world.html), which they greatly value.

Also, with the spread of globalization, the environment of accounting is changing. CPAs have more opportunities to travel the world and gain international business experience, especially those who are multi-lingual and multi-cultural.

**5. Money and Benefits**

When choosing a career, many people consider salary potential and benefits as important criteria, next to passion for the job. Luckily, for those considering the CPA license, there are numerous career paths individuals can follow – public accounting, government, non-profit, industry, etc. [Being a CPA isn't just a job, it's actually a whole series of jobs and stepping stones](https://www.aicpa.org/interestareas/youngcpanetwork/resources/career/pages/default.aspx) that will culminate into an amazing career. If the diversity of what the CPA license can lead you to as far as career development isn't convincing enough, here are the latest stats on [CPA  earnings and employment](https://www.thiswaytocpa.com/profession/articles/salary-demand/cha-ching-cha-ching/):

* You'll make 10-15% more if you have your CPA license.
* The Department of Labor and Statistics predicts employment of accountants and auditors will grow faster than average for all occupations through the years 2024.

**The Survey of the SOA graduates from 2014-2020 (the years that the curriculum was adjusted to improve CPA passing rates) As of 5-5-2021**

The number sent (MAcc and undergraduate students with valid email addresses: 650, Responses 83, 12.7% response rate)

52% have passed all sections, 48% have not.

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| 43 passed all |
| 40 not passed all |
| 29 have not passed any sections |
|  20 graduated 2018, and after |
|  9 graduate before 2018 |
|  (8 are not planning at all) |

* MAcc degree: 23 graduates, 20 passed all sections, from 3 not passed, one graduate in 2016, two in 2020

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| 20 MAcc passed |
|  1 2016 graduate has not |
|  2 2020 graduate has not  |

* Undergraduate degree:

|  |  |  |
| --- | --- | --- |
| Year | Passed all? No | Passed all? Yes |
| 2014 | 5 | 4 |
| 2015 | 3 | 8 |
| 2016 | 2 | 2 |
| 2017 | 5 | 5 |
| 2018 | 6 | 8 |
| 2019 | 9 | 5 |
| 2020 | 7 | 1 |
|  | 37 | 33 (includes 3/2s) |

* Total before 2018
* Passed all: 19,
* Have not passed all: 15