

**The State of the Accounting and Business Environments
and Effective Academic Responses Thereto**

Report of the Environmental Screening Committee

American Accounting Association

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Executive Summary

This Committee was appointed as a successor to the AAA's Changing Environment Committee. We focused our efforts in two areas. First, we attempted to identify current accounting and business trends, and the effects of these trends on accounting education. We relied primarily on meetings with representatives from three of the Big 5 firms in identifying current and emerging trends. Second, we attempted to identify innovations occurring within the academic community. Although many of these innovations are occurring outside of business schools, we believe that they offer insights for AAA members to consider in revising curricula and courses at their own institutions.

Current Accounting and Business Trends and Effects on Accounting Education

We met with partners responsible for professional development at Deloitte & Touche, KPMG, and PricewaterhouseCoopers to identify current accounting and business trends and their effects on accounting education. A number of themes were common across all three firms. First, each firm indicated that the practice environment was changing rapidly. Second, consulting-type services continue to grow in importance, and such consulting-type services are not uncommon in each firm's assurance practice. Third, there was concern about the shortage of accounting graduates and a sense, shared by at least two of the firms, that accounting curriculums are not designed to attract either the quantity or quality of students needed by the profession. Finally, each firm wants a greater emphasis placed on developing student skills, and they want a de-emphasis in what they characterize as a "rule-based" approach to accounting education.

Although not specifically mentioned by each firm, two of the firms emphasized the increasing globalization of business and, as a result, their practices. These firms want students to have a greater global awareness and knowledge, and study abroad programs were strongly supported.

The similarities across the three firms far outweighed any differences. However, there was one notable difference. One firm continually emphasized the importance of students having a strong technical accounting background. The other two firms never commented on the importance of technical accounting knowledge. Both of these other firms seemed more concerned with students developing broad-based business knowledge and skills.

Academic Innovations

A tremendous amount of innovation is occurring on academic campuses around the country, many of these innovations are happening outside business schools. Information technology is profoundly transforming education. As has already happened in a myriad of other industries, technology has the effect of transferring power from the producer (i.e., the educational institution) to the consumer (i.e., the student). A focus on residential, synchronous learning is being enhanced by, and in some cases replaced with, the introduction of asynchronous learning. In addition, the traditional educational model of “just-in-case” knowledge delivery is being replaced by a customized “just-for-you” model of lifelong learning. The focus is increasingly on attracting students who are motivated to learn, not students who are motivated to be taught. We expect the pace of educational change and innovation to continue to increase for the foreseeable future.

I. Committee Charge and Major Sections of the Report

The charge given to this committee (committee members are listed in the Appendix) was to:

Assist accounting educators and their schools in continuously monitoring the environment, including important issues and trends, in which accounting education is delivered.

In meeting this charge, the AAA Executive Committee asked us to:

1. Study the final report of the 1997-98 Changing Environment Committee, and implement its recommendations as deemed appropriate.
2. Identify and disseminate best practices for delivering accounting and business education. (In completing this part of the charge, the committee was encouraged to coordinate with the Director of Faculty Development, who is responsible for the emerging benchmark project.)
3. Provide the Executive Committee, through the designated liaison person, reports on the committee's activities for each Executive Committee meeting.
4. Disseminate current accounting and business trends to the accounting and business community.

In meeting our charge, we proceeded as follows. We read and studied the final report of the 1997-98 Changing Environment Committee (CEC). Although our committee did not have the authority to implement any of the CEC's recommendations at individual academic institutions, the AAA's formation of the Environmental Screening Committee was a direct response to a

recommendation in the final report of the CEC. The CEC recommended that the AAA establish a permanent committee to proactively monitor the market for accounting programs. Our charge – and most of our focus – reflected this attempt to proactively monitor the market for accounting programs.

We focused most of our efforts on identifying current accounting and business trends and the effects of these trends on accounting education. We also discuss academic innovations, many of which are happening outside of business schools. In identifying current accounting and business trends and the effects of those trends on accounting education, we relied most heavily on all day meetings with three of the Big 5 firms. One of our members spent an entire day discussing these issues with individuals responsible for professional development at Deloitte & Touche, KPMG, and PricewaterhouseCoopers. More specifically, we spent a day visiting with numerous individuals from D&T: Director of Leadership and Management Development, National Director – Tax Professional Development, Director of National Education and Development, and Director – National A&A Professional Development. We also spent a day with the National Partner in Charge of KPMG’s Center for Leadership Development, and half a day with the Managing Partner of KPMG’s Assurance & Advisory Services Center. Finally, we spent a day with a Partner in Learning and Education for PwC.

Another committee member participated in one of the four focus groups sponsored by the Strategic Thinking Task Force (a collaborative effort of the AAA-AICPA-Big 5-IMA). We also read the transcripts from all four focus groups sponsored by the Strategic Thinking Task Force. We read both business and non-business publications, including the recent IMA publication,

Counting More, Counting Less, and Dancing with the Devil: Information Technology and the New Competition in Higher Education by R. N. Katz (San Francisco: Jossey-Bass, 1999).

Finally, we drew upon our personal knowledge – one member is a senior financial executive with a *Fortune 100* corporation and is a former partner with a Big 5 firm, another member has over twenty years experience with another Big 5 firm, a third member is the dean of a major business school, and one of the academic members of our committee works for an institution that has established a customized educational program with a Big 5 firm.

Another committee member interviewed (and, in some cases, visited) several leading educational innovators at Duke, Georgetown, RPI, Stanford, Virginia, and the University of Washington.

The interviewees included chairpersons, directors, and administrators, both in business schools and in the humanities and sciences.

The remainder of our report is divided into the following sections:

- II. Current accounting and business trends and the effects of these trends on accounting education
- III. Innovative responses by the academic community
- IV. Future trends

II. Current Accounting and Business Trends and Effects on Accounting Education

Based upon our meetings with representatives from the three firms, we found that there were a number of similarities in the responses received across the firms, but there also were some

notable differences. We first discuss areas of agreement, followed by areas where there was clear disagreement among these three organizations.

Common Themes

All three firms stated that their environments were rapidly changing. There is an increasing emphasis on providing consulting services, even within the assurance practice, and on providing other types of value-added services. However, the continuance of this trend is uncertain given the recent moves by some of the Big 5 firms to divest their consulting practices and recent SEC efforts to reduce the extent of consulting services provided to attest clients. The current movement within public accounting toward a greater focus on consultative and other types of value-added services is consistent with developments in industry (see the IMA's publication *Counting More, Counting Less* for more details).

The firms were concerned with the shortage of accounting graduates. Finally, all three firms emphasized the importance of student skills and were critical of what they perceived as the prevalence of a "rule-based" approach to accounting education. Some specific comments made by firm representatives follow.

Changes in Service Offerings

These firms believe that they will provide assurance on all types of information in the future (e.g., financial, environmental, ethics, computer security, etc.). They expect to provide assurance on a real-time basis – clients could release information at any time and the firm would provide assurance on that information. Finally, one firm suggested that the profession's involvement as a

provider of outsourcing services will grow (e.g., internal audit, finance function, analysis of risks and controls). However, under current SEC regulations, a service to outsource an entity's finance function could only be provided to non-attest clients.

Financial reports in the future will contain more current and prospective information. At least one firm believes that the FASB's focus on the balance sheet (bricks and mortar assets in the view of this firm) is flawed. That firm believes that the FASB needs to develop standards to capture the drivers of economic value in today's economy (e.g., intangibles). In addition, the firm believes that the definition of the client may change. The client may still hire the assurer, but the user of the assurance report would pay the assurance firm. Finally, the firm believes that assurance fees may be set on a different basis in the future. A fee structure based on value received by the report user may replace the present pricing structure, which is based on hours incurred and billing rates. Alternatively, assurance prices may follow the pricing structure of the insurance industry. Client risk would determine assurance fees.

It was suggested that all partners and staff must become much more consultative in their approach to client engagements. For example, many partners do not speak the language of the firm's primary contact – the CFO. The language of CFOs is finance.

There was consensus that most accounting graduates lack business acumen. Examples of business acumen that were mentioned included an understanding of: (1) how different entities generate profits, including the “value added” activities that different businesses provide, (2) the levers of success for a particular business, (3) business risks, (4) the issues that CEOs/CFOs are typically thinking about, and (5) globalization and the resultant cultural issues.

Number and Training of Accounting Majors

A least one firm believes that the shortage of accounting graduates is due to two factors. First, the compensation packages offered by the profession are not competitive with those provided by consulting firms and high technology start-ups. Second, students are not attracted to a profession where the risk of being sued is high.

Partly as a response to the declining number of accounting majors, as well as to changes taking place in the practice environment, firms are hiring graduates of academic programs other than accounting. The model of hiring graduates from non-accounting programs is already well entrenched in the United Kingdom. Future assurance teams will consist of individuals possessing a range of skills (e.g., accounting and auditing; computer security and control; financial instruments; strategic management; etc.). Approximately 50 percent of one firm's current hires in the assurance/tax functions are from non-traditional sources (e.g., experienced hires, graduates from non-accounting programs). Of further interest to the educational community, one partner from one firm stated that the adoption of the 150-hour rule was the "worst mistake the profession ever made." In particular, the firm is not pleased with how educators have used the additional 30 hours of time.

One firm was quite specific in describing desirable traits for new hires. This firm wants to hire intelligent people. Raw individual intelligence is critically important to the firm, and the firm believes that standardized tests (SAT/ACT/GMAT) are reasonably good indicators of raw intelligence. This firm stated that they "cannot afford to hire auditors who are less intelligent

than the people who are preparing and using the financial statements.” The firm believes that accounting curricula at many schools have driven intelligent people away from our discipline. They want the academic community to develop a curriculum that will attract smart people to the accounting major. In particular, accounting education should de-emphasize the learning of rules. The firm does not bring value to clients by interpreting detailed rules; rather, the firm delivers value by understanding the client’s business and helping the client to solve problems.

This same firm wants to hire individuals with a different personality profile than the typical student profile of an accounting major. Using the Myers-Briggs typology, the accounting profession has typically attracted a high proportion of *sensors* and, to a lesser extent, *introverts*. The firm has found that it is the *intuitives*, not the *sensors*, who rise to firm leadership. This firm also has found that *extroverts* are more successful than *introverts*.

The firms want greater integration of all curriculum content. They believe that distinctions that exist in academia between financial, managerial, auditing, systems, and tax are creations of academics. Distinctions between these areas do not exist in their practice. Moreover, accounting systems, in particular, is not a discrete course – it needs to be integrated with all content areas. In addition, there needs to be integration across other business disciplines, as well as between other business disciplines and accounting. A greater need to understand all aspects of business, given greater involvement as a member of cross-functional teams, characterizes the market for entry-level accountants in industry (see *Counting More, Counting Less*).

The procedural focus in the principles course needs to be eliminated, as well as the redundancies that exist in the curriculum. Consistent with the recommendation of one firm, we believe that a module on financial reporting ethics needs to be added to the principles course. All business students need such exposure.

Finally, all three firms emphasized the global nature of their practice. It was argued that domestic clients no longer exist -- all clients are global. As a result, students need a much greater understanding of global business than they have possessed in the past. For example, students need to learn enough of a foreign language to read it and carry on a basic conversation (one firm suggested Mandarin, Cantonese, and Japanese; another firm suggested Spanish). Students also need to understand foreign cultures, and they should be encouraged to travel abroad. Given this increasing globalization, students should have skills and content knowledge in the following areas: (1) international economics, (2) international finance, (3) international tax, (4) international capital markets and capital structures, (5) cultural awareness and sensitivity, and (6) a foreign language.

Consistent with a firm recommendation, we suggest a greater use of experiential learning in accounting curricula. Simulations and internships are particularly effective in providing students with an opportunity to apply what they learn in class. In addition, more extensive collaborations between the academic and practitioner communities offer much promise for curriculum enhancement.

Skills Needed by Tomorrow's Graduates

The traditional academic emphasis on financial accounting and auditing will be insufficient to prepare students to succeed in the evolving marketplace. The firms want graduates whose technical training goes beyond accounting and auditing. For example, a student's education should cover business strategy, technology, and business processes. Moreover, all three firms emphasized the importance of skills. The specific skills mentioned included: (1) presentation, (2) writing, (3) leadership, (4) analytical, (5) extemporaneous speaking, (6) flexibility, (7) team work, and (8) research. In elaborating on research skills, students need the ability to take an unstructured problem, even one where guidance is lacking, and to conduct research (often using on-line tools), reason by analogy from existing standards, and ultimately to draw a conclusion. The model of education used by law schools was advocated.

While agreeing with the skills listed in the previous paragraph, another firm wants students to develop skills in the following areas as well: (1) listening, (2) interviewing, (3) negotiating, (4) dealing effectively with ambiguity, (5) self-awareness, and (6) project management. For example, in the area of project management, students should be taught to ask the following questions upon being given a new assignment:

- Who is the client?
- What is the deadline?
- What is the deliverable?
- What work has already been completed?
- What is the budget?

One firm specifically mentioned the importance of technology skills. The firm expects proficiency among its hires in tools such as Word, Excel, PowerPoint, and Access. A familiarity with tools such as Java, Unix, Oracle, SAP, and C++ would be helpful.

Differences Across Firms

There were no major differences in the feedback received from two of the three firms. Although there were more similarities than differences across the three firms, one firm clearly had views that were not shared by the other two firms.

Only one firm valued accounting content knowledge over business advisory skills and various soft skills. For example, one firm representative stated that he would prefer 21 hours of technical tax courses in a MAcc program rather than nine hours of such courses. This individual believes that a 3-credit hour university course (45 contact hours plus out-of-class assignments) is a more effective way to deliver technical tax content than a firm-sponsored one-week immersion course.

The emphasis by this firm on technical content was not limited to one individual, and it was not limited to the firm's tax practice. This same firm indicated a preference for students to complete 15 hours of auditing-related courses if they seek to enter an A&A practice upon completion of a MAcc degree. This individual feels that the auditing skills of today's graduates are deficient. According to this firm, students have an insufficient understanding of the following areas: (1) internal control frameworks (COSO, CoCo, Cadbury), (2) nature of evidential matter, (3) the role of attestation in a market economy, (4) the role of corporate governance, (5) independence and ethics, and (6) risk assessment.

Use of Technology in Delivering Education

We discussed how two of the firms are using technology to deliver education to their own employees. These firms have aggressively adopted various distance-learning and self-paced techniques. For example, one firm uses technology from VTEL. We observed a few minutes of a class being delivered in this manner. A live presentation is transmitted via satellite to multiple locations for display on a large screen. Participants at these remote locations can ask questions of the presenter, and the student and instructor can see each other (other participants observe this interaction).

Another firm was an even more aggressive user of distance-education and self-paced learning. This firm has partnered with Caliber Learning Systems to offer training courses. We observed part of a course being presented at a Caliber Learning Center. The learning environment in a Caliber class seemed quite similar to the learning environment in the VTEL class. In addition, this second firm also offers an extensive menu of self-paced computer-based training courses. The firm offers courses using Lotus Notes, the Internet, and CDs as the delivery vehicle. The Lotus Notes courses are written in Lotus Script. These courses are entirely text based, and are relatively basic in terms of design features. Courses offered via the Internet also are relatively basic given the limited bandwidth of the medium. Finally, the design features of CD-based courses are much more rich. They include text, graphics, audio, and animation.

Other Insights

As stated previously, one of our members participated in a focus group sponsored by the Strategic Thinking Task Force (a collaborative effort of the AAA-AICPA-Big 5-IMA). We also read the transcripts from all four focus groups sponsored by the Strategic Thinking Task Force. Our conclusions are generally consistent with the findings of the Strategic Thinking Task Force.

One of our members is a senior financial executive with a *Fortune 500* company, and is a former Big 5 partner. This individual shared the views expressed by one of the Big 5 firms that knowledge of accounting and auditing rules is still quite important. In fact, the IMA's practice analysis, *Counting More, Counting Less*, lists a solid understanding of accounting as integral to success for new hires in industry. However, students need to know much more than just GAAP and GAAS.

Students should understand the "cutting edge issues" facing the profession and be able to articulate a credible position on either side of the issue. In addition, students need a better understanding of how capital markets work, and the valuation techniques that analysts use to compare and evaluate company performance. For example, students should be familiar with EBITDA, including its strengths and weaknesses as a financial measure, and why analysts sometimes use this as a financial measure rather than the more traditional cash flow from operations. Students should understand why analysts often add back amortization of intangibles to income in valuing companies. In addition, the IMA practice analysis, *Counting More, Counting Less*, identifies strategic planning and process improvements as critical functions within organizations that are rarely taught in accounting programs. We believe that a solid

understanding of accounting and auditing is a necessary, but not sufficient, condition to be adequately prepared to function effectively in entry-level positions, whether in public accounting or in industry.

In addition to confirming the importance of the skills discussed previously, our industry representative stated that personality traits often spell the difference between continuing career advancement and lower level stagnation. We, as educators, will enhance students' chances of success by helping them develop and understand the importance of certain personality traits, including: (1) common sense, (2) tact, (3) the ability to motivate people, (4) how and when to say no, (6) appearance, and (7) a willingness to embrace change.

III. Academic Innovations

In interviews (and some campus visits) with chairpersons, directors, and administrators at a number of universities, the committee was struck partly by the energy invested in educational innovation and mostly by four insights shared in varying degrees by several interviewees.

First, although technology is not necessarily the driver of educational reform, technology is a powerful tool that will enable the most nimble among us to transform the residential, teacher-centered, "just-in-case" model of business education into an asynchronous, learner-centered, "just-for-you" model of lifelong learning that can at once both drive down the cost of delivering education and threaten universities that prize residentiality as their most important strategic asset.

Second, the profession's supply of qualified, entry-level, practitioners depends crucially on a supply of students who are motivated to learn, rather than students who are motivated to be

taught. Third, although accounting faculty are capable of renewal in the face of challenge and opportunity, the key question is *how*, not *whether*, accounting education will innovate.

Fourth, although the youngest discipline on many established campuses, accounting has an uncommon opportunity to act as a change agent that engages the campus in a vision, facilitates the capacity for change, devises strategies, develops faculty, manages information technology as a strategic asset, and focuses on assessing student outcomes. Accounting departments that micromanage change within their own departments alone may risk their current status as the accounting profession's preferred provider of the educational content and dominant channel of educational delivery. For example, in some large corporations, management views their corporate university as the *only* distribution channel for would-be financial executives. Is there any reason to believe that an intelligent non-accounting major necessarily incurs a long-term disadvantage by studying the humanities or sciences? Interestingly, several successful educational reforms have succeeded by partnering with the humanities and sciences to position innovation as part of a campus-wide initiative. Several examples follow.

Stanford University, a model in campus-wide educational reform, formally reviews the pedagogy and learning technology of all of the university's educational units (including the Business School) on an ongoing basis. The university's office of Learning Technology and Extended Education offers extensive support through, for example, the Stanford Learning Lab, Stanford Online, and the Stanford Center for Professional Development, among other centers and institutes. The highly visible Stanford Learning Lab is constructing a number of classrooms and alternative-learning spaces that will enable faculty to observe learning activities directly, to

measure effectiveness quantitatively, and to address the controversial role of the traditional large lecture class in residential undergraduate curricula. Another innovation, particularly appropriate to accounting and business curricula nationwide, is a strategic partnership with BMW AG to leverage new technologies, social protocols, and management strategies that enable BMW AG to deliver corporate training and Stanford to deliver undergraduate and graduate education.

Duke University supports a single, campus-wide, technology-and-teaching Center with an annual budget between \$500 thousand and \$1 million. The Center houses four professional staff and funds educational grants. In turn, individual departments and colleges fund resident staff from the Center who support faculty-initiated educational reform. Staff from the Center and from the departments/colleges meet with faculty frequently to share ideas and to encourage cross-department collaboration and assessment. For example, the Center maintains an extensive, publicly available, database on assessment that is useful in screening the predicted effectiveness of pedagogical techniques. Although faculty internships have long been common in accounting and business education, Duke partners with corporations to bring professional interns to campus largely to collaborate with faculty on advanced projects.

Georgetown University's American Studies Crossroads Project is a comprehensive information platform that offers pedagogical, scholarly, and institutional resources both to the university community and to the American Studies community worldwide. Unlike some accounting-department based web sites, the Project offers a number of tangible, turnkey resources, such as workbooks, videos, CDs, and DVDs useful to both educators and to self-motivated students. The University's Center for Electronic Projects in American Culture Studies, sponsor of the

Crossroads Project, offers well-attended workshops that promote faculty development, curriculum innovation, and scholarly research.

In accounting, some colleges and universities have innovated apparently by developing market-sensitive, strategic plans that address questions central to a department's market niche, among them: product (degree, certificate?), market (resident learners, distance learners, degree programs?), and geographical focus (campus, local, national?). For example, the University of Phoenix seized an early opportunity in online education, offering an interesting twist on technological experimentation: while all universities have some faculty experimenting with technology, the University of Phoenix has all faculty experimenting. The lesson that the University of Phoenix offers to traditional universities is *not* that they are innovating but, rather, that they have selected a market they can compete in successfully.

However, reforms in some accounting departments have not generally been part of campus-wide initiatives. Rather, departments have partnered with another department to radically redesign course offerings around a central theme, such as accounting information systems (AIS). For example, the Accountancy and Computer Information Systems departments of Bentley College jointly offer three core degree programs in AIS: a Bachelor of Science (BS) in AIS, a Master of Science (MS) in AIS, and a BS/MSAIS (a five-year program). The programs differ dramatically from traditional accounting curricula in this way: the BSAIS program requires only one 3-credit course in accounting and the MSAIS requires only one 3-credit course in accounting and a choice from among several 1.5-credit Assurance courses.

Several universities have focused on classroom design and others on course delivery. Two examples: First, the University of Washington's Unwired, an on-campus office of information technology, monitors a number of innovative projects designed to filter electronic resources into the classroom efficiently. For example, one project, Collaborators, controls specially designed, wired classrooms that use circular pods and ergonomically-enhanced benches. Second, leveraging an award-winning studio-course that replaced large lectures with interactive, small-group learning, Rensselaer Polytechnic Institute (RPI) hired the former head of Educom to establish a national institute that serves both RPI and other educational institutions. The Institute markets workshops, web resources, educational consulting, and assessment research about new educational pedagogies.

A number of other campus-wide, punch line, initiatives are emblematic of curriculum reform nationwide. For example, Princeton, Stanford, and Yale plan an alliance to offer online courses to their alumni; the University of Wisconsin's Graduate School of Library and Information Sciences offers continuing education over the web to professional librarians worldwide; and the University of Virginia's first-year computer-literacy course encourages students to harness technology as a medium for learning independent of faculty involvement.

IV. Future Trends

Given the rapid pace of change in the profession, it is difficult to predict future developments more than a very short time into the future. However, the current firm restructurings and potential prohibitions on the provision of consulting services are very likely to significantly shape the face of the profession going forward. As we go to press, which firms will split off

their consulting practices, how these splits will be accomplished, and any restrictions that may be placed on consulting units that are retained have yet to be fully resolved.

The state of the profession regarding these issues can be described as follows. The dispute between Arthur Andersen and Andersen Consulting is close to being resolved. Regardless of the arbitrator's decision, the only uncertainty appears to be the terms of the "divorce," not the reality of the split. However, Arthur Andersen has developed its own internal consulting practice, and AA appears committed to further development of this practice under the AA corporate umbrella. Deloitte & Touche has attempted to create a firewall between Deloitte Consulting and the rest of the firm, and D&T, as does AA, seems committed to retaining its consulting group. Ernst & Young has completed the sale of its consulting practice to Cap Gemini. KPMG has sold a 20 percent stake in its consulting practice to Cisco and plans to sell some, or all, of its remaining stake in a future IPO. PricewaterhouseCoopers has publicly announced plans to spin off its consulting group as one or more separate entities.

The restructurings of the firms, as well as recent SEC efforts to restrict the provision of consulting services to audit clients, raise many more questions than we have answers. Many of these issues will substantially affect the accounting academic community. Some of these questions include:

- If AA and D&T are successful in retaining their consulting practices, will there be differences in audit effectiveness between "dedicated accounting firms" (i.e., assurance and tax) and multi-disciplinary professional services firms?

- Will clients prefer to hire a dedicated accounting firm or a multi-disciplinary professional services firm?
- Will audit fees be affected by firm restructurings?
- Will students prefer to work for a dedicated accounting firm or a multi-disciplinary professional services firm?
- Will starting salaries be affected by the restructurings – that is, will the now separate consulting units compete for accounting students against their former organizations and have the effect of driving up starting salaries?
- Will dedicated accounting firms place a renewed emphasis on technical accounting, auditing, and tax education rather than on the more recent focus on general business knowledge and skills?

Although we cannot answer these and other equally important questions, their resolution is likely to have important implications for academia. We strongly encourage the AAA, accounting departments, and individual faculty to continually monitor these events and to carefully consider their implications for curriculum design and delivery.

Appendix

Members of the AAA Environmental Screening Committee

James W. Barge – Vice President and Controller, Time Warner

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