

President's Message

From Pete Wilson's Annual Meeting remarks, August 17, 2002

My primary objective in this message is to discuss one of my themes for the coming year—restoring public trust; more specifically, helping the profession regain the public's trust through research, education, and professional involvement. This is related to another of my themes—let every flower bloom in arguably the most fertile ground for accounting scholarship in history. There has never been a better time to be an accounting academic. The opportunity for us to create value by applying our core competencies to pressing issues is unparalleled, and I am committed to helping the membership unleash our creative energies on the issues at hand—to let, indeed encourage, every flower to bloom.

Academics' Core Competencies

What are our core competencies—the things we do best when we are at our best, and why are they so needed now? Academics have two fundamental competencies that we continually develop and that we leverage through our teaching, research, and professional involvement:

- First, we excel at structuring business phenomena—at recognizing and validating causal relationships where others see disparate events and circumstances. These structures are grounded in theory, logic, and/or empirical verification. In simpler terms, we excel at the Sesame Street game “some of these things are different than the other.” For those of you who are not familiar with the game, let me explain how it works. Objects such as a glass, a cup, a pencil, and a bottle are placed on a table and children are asked which objects are similar and which are different. The objective is to help them identify patterns, a precursor to developing concepts. We do the same thing as academics, only the objects are all business phenomena and we connect them through concepts that are grounded in established research paradigms.
- Our second core competency is that we excel at communicating these structures to diverse audiences in languages and formats that they find relevant through our research articles, teaching, and professional involvement. Importantly, the way we structure the world is invariant across these audiences but the way we communicate structures is specific to them.

A few features of the way we create and communicate these structures are especially salient to restoring the public's trust: our best structures are robust and objective and we have a well-deserved reputation for communicating our points of view meticulously and impartially.

- By robust, I mean that our best structures explain a broad array of phenomena and, in particular, they are largely invariant to change. When others are confused and frustrated by change, we find comfort in the robustness of our most prized concepts and theories, and see opportunities to extend and refine them. Recent events will pressure test our theories and empirical results, and while a few cracks are likely to surface, I suspect that those results that we cherish most will continue to hold. Similarly, recent events will pressure test our curriculums and the way we teach, but I suspect that those who have anchored their teaching in first principles that have emerged from the past 50 years of research will not have to make many changes. Rather, we will view recent events as rich examples of time-tested theories.
- By objective, I mean that we generally are not swayed by political and financial motives that far too often distort public opinion, lawmaking, standard setting, regulation, auditing, and reporting decisions. Our objectivity derives from two sources:

rigor and peer review. Our work is grounded in science and it is scrutinized to high standards of objectivity and rigor through peer review. There is room for improvement in our review processes and certainly we are not saints. Still, in a world where corporate reports, analyst reports, and media reports are often tainted severely by concerns about conflicts of interest, our research reports and more generally our public commentaries tend to be remarkably scrupulous and independent. As a result, although we have our shortcomings, academics have the high ground at a time when faith in institutions is waning. In this regard, we have the credibility to influence public opinion and practice in ways that can help the profession regain the public's trust.

To summarize, what academics do best is structure business phenomena in robust and objective ways and communicate these structures to diverse audiences through our teaching, research, and professional involvement in terms they find relevant and credible. The cornerstones of trust are competency and integrity and thus for academics to help the profession regain the public's trust, the profession and public must believe that we bring cogent and objective perspectives to the issues at hand. This we can do and this we must do to seize the opportunity.

Having discussed our competencies and opportunities in general terms, let me next turn to specific things we can do through our research, teaching, and professional involvement.

Restoring Public Trust through Research

The business phenomena we study have never been so fertile with research opportunities and the need for reliable research that informs decisions made by Congress, the SEC, FASB, companies, and investors has never been greater.

With regards to opportunities, I expect to see exceptionally powerful research designs in the near future due to increases in the variation in the phenomena we study and our ability to explain this variation. For example, I suspect that there is enormous cross-sectional variation in variables associated with earnings quality during 1998–2000 relative to prior years. We are well aware of the extreme cases of aggressive accounting that have been widely reported in the media, but surely there was considerable cross-sectional variation among the more than 10,000 SEC registrants with regards to opportunities and motives to manipulate reported numbers, and our extant paradigms suggest several factors that likely explain this variation.

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G. Peter Wilson

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Other research opportunities will center on the increased time-series variation associated with the most significant regulatory interventions since the aftermath of the 1929 stock market collapse. Congress, the SEC, and the FASB are poised to create a plethora of research opportunities. Similarly, we are about to get powerful data for testing signaling theories as companies decide whether to voluntarily expense options, increase the transparency of disclosures, and/or change governance structures. To exploit these opportunities we will draw on 50 years of analytical and empirical research and on our capacity to continually innovate.

In addition to having richer research opportunities, hopefully there will also be more resources to conduct research if Congress the SEC, FASB, and others see the benefits of research and, importantly, believe that we can deliver relevant and reliable results.

Dick Dietrich from The Ohio State University made two related points during a recent conversation. First, Dick suggested that this is a good time to promote the idea of large-scale government funding for business research along the lines provided through the National Science Foundation. The market dropped seven trillion dollars partially, if not largely, because investors could not trust the numbers. Given these phenomenal financial consequences, Dick argues, it makes sense to propose spending a few million on related research. Second, he suggests that the SEC has access to data that could significantly enhance academic research and that now might be a good time to pursue win-win ways to make some of this data available to researchers with appropriate controls for confidentiality.

To summarize, credible research, both theoretical and empirical, can provide a foundation for helping restore public trust. The increased demand for research is accompanied by abundant opportunities and, hopefully, by equally abundant resources. There is no better time to be an accounting academic who is devoted to research.

Restoring Public Trust through Education

With regards to education, we can help restore the public's trust inside and outside the classroom. Education helps in two ways. First, we can help companies, auditors, audit committees, and other board members make more informed decisions. Second, we can help prevent the spread of half-baked ideas that are motivated by media sensationalism and political opportunism that can severely distort laws, regulations, standards, and enforcement actions.

In the classroom

In the classroom, we need to increasingly emphasize two values that have long been the mainstay of accountants' reputation but have been severely tarnished by recent events: integrity and skepticism. With regards to teaching integrity, I believe actions speak louder than words and that we are role models for our students. I also believe that exploring ethical dilemmas through case discussions can promote integrity and that many cases provide opportunities for such discussions. Still, our influence on integrity is likely marginal at best. By contrast, I believe that we can profoundly affect students' ability and desire to be skeptical. Skepticism is grounded in the scientific method and it can be taught rigorously. Skepticism vigorously challenges the assumptions, theories, and facts that substantiate or refute all hypotheses related to an issue, yet begins with an open mind. By contrast, cynicism assumes the worst about human behavior and vigorously seeks data that confirms these beliefs. We can and should teach our students to persistently pursue skepticism rather than cynicism. To this end, we must constantly challenge their ideas and encourage them to challenge our ideas and their classmates' ideas.

Outside the classroom

Outside the classroom we need to expand our educational mission to include the general public and we need to focus especially on two groups that greatly influence public opinion, the media, and politicians. Certainly the public's distrust for the profession has a factual basis that becomes more evident daily and when we can do so responsibly, we should help cull out bad apples and deceptive accounting and auditing practices. However, the public's image of accountants has been distorted far too harshly and too often by media sensationalism, as well as political opportunism that, thrives on, and may be partly due to, colossal ignorance about basic finance and accounting.

Politicians have repeatedly made statements that reflect either a tremendous lack of knowledge about accounting or considerable intent to deceive. This is scary, considering the effect they are having and will continue to have on the laws, regulations, and enforcement actions that govern accounting and auditing.

For example, while being interviewed recently on ABC's *This Week* (July 14th, 2002), Senator Joseph Lieberman stated that employee stock options have no value when they are granted. He elaborated on this statement in a previous interview, I believe on CNBC, by indicating that stock options have no value when granted because their exercise price is generally equal to the stock price on the grant date. The Senator is either remarkably ignorant of basic finance or he is intentionally misleading the public; there is no middle ground. If the Senator actually believes that options have no value on the grant date if

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Call for Nominees for AAA Offices

The 2002–03 Committee on Nominations is seeking candidates for the following offices to serve during 2003–04:

President-Elect
Vice President
Vice President–Professional Relations
Vice President–International
Vice President-Elect–Finance
Council Member-at-Large (2)
International Council Member-at-Large

The 2002–03 Committee on Nominations is chaired by Jan R. Williams, University of Tennessee.

Other members of the committee are Mary S. Stone, The University of Alabama; Joel S. Demski, University of Florida; Jon Davis, University of Wisconsin–Madison; Stewart Leech, University of Melbourne; Ida Robinson-Backmon, University of Baltimore; and Paul F. Williams, North Carolina State University.

Members of the Association who would like to suggest names for consideration as nominees should submit their nominations before December 1, 2002 to Jan R. Williams, College of Business Administration, 716 Stokely Management Center, University of Tennessee, Knoxville, TN 37996-0570 or via email to jwilli13@utk.edu. ■

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their exercise price equals the stock price on that date, he should be willing to gift me an option to purchase his home at any date in the future for its current market price.

Senator Lieberman's claim that stock options have no value at the grant date is widely held and his argument that they have no value because the exercise price equals the market price of the underlying stock on the grant date is convincing to the uninformed. Indeed, the senator was not challenged when he posited the idea on CNBC, a business network.

Democratic House Leader Gephardt highlighted another common misconception recently. In responding to the President's statement that accounting is not always black and white, Congressman Gephardt proclaimed that accounting should be black and white. This is a pervasive belief. There is a large gap between what accounting is and what the general public knows about the profession, and this gap is a monumental barrier to constructive reform and to restoring the public's trust.

If we hope to regain the public's trust, we must prevent misleading ideas such as those professed by Senator Lieberman and Congressman Gephardt from gaining currency. The best weapon we have to fight this battle is education. In this regard, I urge you to seek opportunities to educate the business media, politicians, and general public on basic accounting and finance principles whenever possible. You can make a difference. Having spent considerable time with the print media during the past six months, I have been genuinely impressed by their desire to learn and the rate at which they have moved up the accounting learning curve. I am less optimistic about the broadcast media and politicians, but see little alternative but to doggedly pursue opportunities to educate them and thus their audiences.

However, a caveat is in order. Our rules of conduct for educating the public must conform to those we maintain in the classroom. In particular, whenever possible we should focus on educating the press about the various ways to think about an issue and avoid becoming an advocate. And when we do become an advocate, such as in the case of insisting that stock options granted at their exercise price have value, our ideas should be bolstered by research or by concepts and logic that are grounded in accepted paradigms.

To summarize, by educating our students and the general public about accounting values and concepts we can affect the way laws, regulations, and standards are promulgated, implemented, and enforced, all of which will help restore the public's trust.

There has never been a better time to be an accounting educator. We can make a difference through education that will help restore the public's trust in accounting.

Restoring Public Trust through Professional Involvement

There are other ways we can reach outside our universities through professional involvement. For example, we can send comment letters to standard setters, serve on audit committees, and support Association and section committees that work closely with professional organizations.

In this regard, I am especially pleased that Larry Rittenberg (University of Wisconsin) will chair a newly formed task force with broad representation that will analyze and provide feedback on proposed COSO risk management standards. Related internal control problems both within companies and within their auditors' firms have been central to the recent scandals.

Similarly, I am pleased that Steve Zeff (Rice University) has agreed to chair the Professionalism and Ethics committee and appreciative to Linda Thorne (York University), last year's chair, for recommending that I appoint Steve and other high-profile educators to ensure that the good work that this committee has completed gets integrated into the mainstream of section and region activities. Linda and several others from last year's committee have agreed to stay on the committee and the committee will now include three past AAA presidents: Steve, Tom Dyckman (Cornell University), and Andy Bailey (University of Illinois). I hold all of the members of this committee in very high regard and I would urge all of you to work closely with them to make a difference both within the AAA and, more broadly, within the profession.

This committee's activities for the coming year embody both of my themes: they will help the profession regain the public's trust and they are a flower that I have encouraged to bloom. I have asked the Professionalism and Ethics Committee to plan one of the three plenary sessions for the Annual Meeting in Hawaii next summer and informed them that they are free to do so as they please. I would encourage those of you who are planning section or region meetings to extend similar opportunities to this committee.

In summary, there has never been a better time to get involved in professional activities. We can make a difference that will help restore the public's trust.

How can the AAA help?

How can the AAA help us help the profession regain the public trust? My personal view is that the AAA should continue not to be engaged in policy recommendations, except in limited cases where appointed committees or task forces communicate ideas that are grounded in widely accepted research, theories, and/or concepts. The fact is that we seldom agree on research results, let alone policy recommendations, as anyone knows who has received two referee reports on the same paper. However, the AAA should encourage members to proffer opposing views so long as they are grounded along the lines discussed earlier and we should continue to promote forums for scholarly exchange on pressing current issues. I expect this will happen during the next year throughout the organization at the section midyear meetings, regional meetings, and the Annual Meeting in Hawaii. I look forward to serving as president and to working with all of you during the coming year to strengthen the AAA and help the profession regain the public's trust. ■

2003 Annual Meeting

Sunday through Wednesday, August 3–6, 2003 • Honolulu, Hawaii

CALL FOR SUBMISSIONS

The Program Advisory Committee invites academic and practitioner members of the American Accounting Association to submit papers and proposals for special concurrent sessions and to volunteer to serve as moderators or discussants for the 2003 Annual Meeting. In order to ensure appropriate consideration of your submission, please comply with the following instructions.

Submission Deadline

Submissions of papers and proposals for special concurrent sessions will be accepted online at <http://aaahq.org/AM2003/submit.cfm> beginning September 16, 2002, and must be received by **January 6, 2003** to be considered for inclusion in the program. To encourage earlier submissions, there will be no fee required for those papers and proposals received before 12:00 midnight (Eastern Standard Time) on **December 16, 2002**. Email notification of accepted submissions will be issued no later than March 31.

All submissions should be submitted electronically and can be completed online beginning September 16, 2002. During submission, you will be asked to create a password, which will be required for future access to information about your submission. An email confirmation of your submission, including a submission ID number, will be returned to you by email. Please contact the American Accounting Association if you are unable to transmit your submission electronically.

Submission Fee

A submission fee of \$50 (U.S.) must accompany each paper or special session proposal submitted after December 16, 2002. Submission fees may be paid electronically by credit card (Visa and MasterCard only) at the time of submission, or by check. Checks must be in U.S. dollars and be made payable to the American Accounting Association. Checks should be mailed, along with a copy of the email confirmation, to Annual Meeting Submissions, American Accounting Association; 5717 Bessie Drive; Sarasota, FL 34233-2399.

Guidelines for Online Submission of Papers

DO NOT INCLUDE:

a cover page with your submission: Information typically provided on a cover page will be entered on the online submission form. DO NOT include the abstract with the body of your submission.

DO INCLUDE:

- A 150-word (maximum) ABSTRACT on the online submission form only. DO NOT include the abstract with the body of your submission.
- The body of your submission including ONLY the title and content of your submission in PDF (preferred) or Microsoft® Word format. The body of your submission MUST NOT include any identifying author information.
- Any ancillary files, such as tables, Excel® worksheets, PowerPoint® slides, etc., should be converted to PDF format and appended to the main submission PDF file prior to submission. Only ONE FILE may be uploaded at the time of submission. For assistance with multiple file submissions, contact Kathy@aaahq.org.
- Indication to which of the AAA Sections your submission should be directed. Choose the Section that most closely matches the topic area of your submission. Papers and proposals will be considered ONLY if directed to one of the following Sections: Accounting, Behavior and Organizations, Accounting Programs Leadership Group, American Taxation Association, Artificial Intelligence/Emerging Technologies, Auditing, Faculty Diversity and Initiatives, Financial Accounting and Reporting, Gender

Issues in Accounting, Government and Nonprofit, Information Systems, International Accounting, Management Accounting, Public Interest, Teaching and Curriculum, Two-Year College, and At-Large (Interdisciplinary)

Submission Limitations

- Papers should not be submitted that have been published, accepted for publication, or that will have been presented at more than one AAA Section or Regional Meeting during Spring 2003.
- Submission of a paper implies a commitment by at least one author to register for and attend the meeting to present the paper at the appointed time.
- Presenters must provide an adequate supply of handouts or papers for distribution to session attendees. ■

REQUEST FOR PROPOSALS

Continuing Professional Education (CPE) Workshops — 2003 AAA Annual Meeting

The American Accounting Association invites proposals from individual members, Sections, and others who wish to conduct a continuing education workshop in conjunction with the 2003 Annual Meeting in Honolulu, Hawaii. Half- and full-day workshops will be held on Saturday, August 2 and Sunday, August 3, 2003.

Proposals to conduct a workshop must be submitted using the proposal form that can be obtained on the AAA web page (<http://aaahq.org/AM2003/cpeinfo.html>) or by contacting Linda Watterworth, Education Project Manager, at email: linda@aaahq.org, phone: (941) 556-4118, 5717 Bessie Drive, Sarasota, 34233. **The deadline for proposal submission is January 6, 2003.**

The CPE program provides professional development opportunities that give participants the opportunity to gain in-depth perspectives on very current issues. We encourage the submission of proposals that take advantage of the context of the CPE program and highlight critical issues for practical accounting and accounting and business education. (Please be aware that the AAA considers it inappropriate for presenters of CPE workshops to implicitly or explicitly market products.)

If you have questions, feel free to contact Linda Watterworth using the contact information above. ■

Invitation to Volunteer for Committees

President-elect William L. Felix, Jr. is beginning to plan AAA committee assignments for 2003–2004. If you are interested in serving on a committee, please send contact information (name, affiliation, address, phone, fax, and email) with any specific committees of interest to:

William L. Felix, Jr.

Eller Professor of Accounting

Eller College of Business and Public Administration

McClelland Hall 301, PO Box 210108

The University of Arizona

Tucson, AZ 85721-0108

Fax: (520) 621-3742

Email: wfelix@bpa.arizona.edu

If you want to suggest someone to serve on a committee, or want to suggest some type of committee activity, please feel free to do so as well. All suggestions and offers are most welcome. ■

Other Calls . . .

CALL FOR NOMINATIONS

2003 Wildman Medal Award

The Deloitte & Touche Wildman Award Committee is currently accepting nominations for the 2002–2003 Wildman Award. The Wildman Award is given annually, at the American Accounting Association Annual Meeting, to the author(s) of the article, book, monograph, or other work published during the five calendar years preceding the year of the award (2003), which is judged to have made or to be likely to make, the most significant contribution to the advancement of the practice of accounting (including audit, tax, and management services). Nominations are due by December 1, 2002. Detailed criteria and instructions are available on the AAA web site. Click on the Awards button and then click on Wildman Medal Award. ■

CALL FOR NOMINATIONS

2003 Innovation in Accounting Education Award

The American Accounting Association requests nominations for the Award for Innovation in Accounting Education. The Ernst & Young Foundation will fund this award. Detailed criteria and instructions are available on the AAA web site. Click on the Awards button and then click Innovation in Accounting Education Award. ■

CALL FOR NOMINATIONS

Notable Contributions to Accounting Literature Award

The Screening Committee for the Joint AICPA/AAA Notable Contributions to Accounting Literature Award invites nominations of outstanding articles, books, monographs, or other publications for consideration. Detailed criteria and instructions are available on the AAA web site. Click on the Awards button and then click on Notable Contributions to Accounting Literature Award. ■

CALL FOR NOMINATIONS

2004 Outstanding Accounting Educator Award

Nominations for the 2004 American Accounting Association Outstanding Accounting Educator Award(s) must be submitted before June 1, 2003. Any person or group may make nominations.

This award is funded by the PricewaterhouseCoopers Foundation. Detailed criteria and instructions are available on the AAA web site. Click on the Awards button and then click Outstanding Accounting Educator Award. ■

CALL FOR PROPOSALS

Steve Berlin/CITGO Grant

The purpose of the Steve Berlin/CITGO Grant program is to foster academics' understanding of the contemporary external reporting problems faced by preparers. Proposals are being sought for the funding of field work that will contribute to research papers and/or teaching cases that address issues managers face in reporting the past and anticipated future performance of their companies to the public. Detailed criteria and instructions are available on the AAA web site. Click on the Awards button and then click Steve Berlin/CITGO Grant. ■

CALL FOR MANUSCRIPTS

2003 AAA Competitive Manuscript Award

The American Accounting Association Competitive Manuscript Award encourages research among members of the Association and associate members who have earned their Ph.D. within the past five years. Any subject matter in the field of accounting is proper for inclusion in this contest. For more information and submission instructions please go to the AAA web site and click the Awards button and then click on Competitive Manuscript Award. Manuscripts must be received in the Association's administrative office by January 13, 2003. ■

CALL FOR PAPERS

University of Waterloo Symposium on Information Systems Assurance

The Center for Information Systems Assurance at the University of Waterloo is pleased to announce a symposium to be held October 30–November 1, 2003 in Toronto, Canada. Papers are invited on the theme of Governance, Transparency and Integrity: The Role of Information Technology. The submission deadline is June 1, 2003. For additional information please go to the AAA web site and click on the Calls for Papers button and then click on University of Waterloo Symposium on Information Systems Assurance. ■

CALL FOR PAPERS

Ethics in the Post-Enron Era Eighth Symposium on Ethics in Accounting

The Professionalism and Ethics Committee of the AAA invites papers for the Eighth Symposium on Ethics in Accounting, to be held immediately preceding the 2003 AAA Annual Meeting in Hawaii. Because of the current importance of the issue, we hope to devote at least one session to focus on ethics in the post-Enron era. A prize will be awarded for best overall paper and a separate award will be presented for the best paper authored by a Ph.D. student. Doctoral students are invited to attend with registration covered by the Professionalism and Ethics Committee.

Detailed criteria and instructions are available on the AAA web site. Click on the Calls for Papers button and then click on Eighth Symposium on Ethics in Accounting. ■

CALL FOR SUBMISSIONS

2003 ABO Outstanding Dissertation Award Competition

The AAA Accounting, Behavior and Organizations Section is pleased to announce its 2003 Outstanding Dissertation Award Competition. The purpose of this competition is to recognize outstanding dissertation research in a behavioral accounting/organizations topic. The AAA/ABO Section Dissertation Award carries with it a plaque for the award recipient and for his/her dissertation chair. The award recipient will be announced at the ABO Business Meeting at the American Accounting Association's Annual Meeting in August 2003. Detailed criteria and instructions are available on the AAA web site. Click on the Awards button and then under AAA Section Awards click on ABO Outstanding Dissertation Award. ■



Competitive Awards for:

Research on Risk Measurement and Disclosure

The *International Journal of Accounting* and the KPMG & University of Illinois Business Measurement Research Program are pleased to announce a research award competition for papers on *Reporting Risk*. Papers dealing with all aspects of business risk reporting are suitable for the competition. We are particularly interested, however, in papers dealing with the risk exposure of different stakeholders arising from strategic management decisions (e.g., acquisition, divestiture, limited partnerships, R & D strategy, hiring and promotion of skilled managers...). We also are highly interested in papers investigating alternative measures of different dimensions of business risk (e.g., value at risk, sensitivity analysis...).

Authors of accepted papers will be invited to present their research at a conference during the fall semester of 2003 and such papers, at the authors' option, will be published in *The International Journal of Accounting*. We expect to offer as many as six cash awards of \$5000.00 each, in addition to the cost of participating in the conference. Preference will be given to new scholars. To qualify for these awards, papers must be submitted prior to June 1, 2003. A panel of reviewers will evaluate submitted papers based on contribution and the quality of the research. Funding for these awards will come from the KPMG & UIUC *Business Measurement Research Program*. For more information about this program, see www.cba.uiuc.edu/kpmg-uiucresearch/.

Please submit papers to: Competitive Research Awards
Risk Measurement and Disclosure
Attn: Michelle Loyet
Center for International Education & Research in Accounting
University of Illinois at Urbana-Champaign
320 Wohlers Hall
1206 S. Sixth Street
Champaign, IL 61820
e-mail: mloyet@uiuc.edu
fax: (217) 244-6565



Ernst & Young Professorship in Accountancy

The University of Illinois at Urbana-Champaign is seeking an outstanding senior scholar for the Ernst & Young Professorship in Accountancy. Candidates should have a doctoral degree and possess an exceptional record in scholarly accountancy research and teaching at all levels including doctoral education. The position requires assuming a leadership role in the research mission of the Department of Accountancy and the College of Commerce and Business Administration, as well as participation in curriculum and course development in undergraduate and graduate programs.

Applications are sought from outstanding senior scholars in any of the sub-fields of accountancy (e.g., auditing, financial, managerial, or taxation) and with any research method expertise (e.g., analytical, archival, or experimental).

Applicants should submit a resume listing publications and courses taught. Copies of recent working papers also should be provided. To ensure full consideration, applications should be received by November 1, 2002. Applications received thereafter will be considered if the position is still available.

The proposed starting date is summer of 2003 or August 21, 2003. Compensation will be competitive including generous support of research. Applications, supporting materials and correspondence should be sent to:

Professor Ira Solomon
Head, Department of Accountancy
360 Wohlers Hall
College of Commerce and Business Administration
University of Illinois
1206 S. Sixth Street
Champaign, IL 61820

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Approaches to Improving Discussions

This article by William Cashin and Philip McKnight addresses how discussion in class can build cognitive development, improve students' interest in learning, and increase participation.

"I have come to feel that the only learning which significantly influences behavior is self-discovered, self-appropriated learning."

—Carl Rogers (1969, p. 153)

Although such learning can take place during a lecture, it is more likely to occur in discussion classes where there is give and take. Everybody knows what a discussion is, but try to find a good definition or description. In this paper we will use "discussion" to include a variety of teaching approaches that focus on two-way, spoken communication between the teacher and the students, and more importantly among the students themselves, for example, recitation, dialogue, and guided and pure discussions.

Strengths of Discussion Approaches

As suggested in [a] previous IDEA Paper on improving lectures (Cashin 1985), what constitutes effective teaching, that is, what best fosters learning, depends upon your instructional goals. Discussion approaches are well suited to a variety of course goals.

1. Discussions provide the instructor with *feedback about student learning*. A major limitation of lectures (one-way communication) is the lack of information about what the students are learning. Discussions overcome this by using both instructor and student questions, student comments, elaborations, justifications, etc. These interactions allow the instructor to plumb the depths of the students' understanding.
2. Discussions are appropriate for higher-order cognitive objectives: *application, analysis, synthesis, evaluation* (Bloom et al. 1956; Gronlund 1978). Discussions permit and encourage the student to introduce, explore, and refine ideas in ways that are impossible in a lecture.
3. Discussions are appropriate for affective objectives: *to help students develop interests and values, to change attitudes* (Krathwohl et al. 1964; Gronlund 1978). Discussions can do more than change minds; they can change hearts, the way we feel about an issue, and our appreciation of it.

4. Discussions allow students to become more *active participants* in their learning. This increases their motivation to learn and makes the learning more interesting.

Weaknesses of Discussion Approaches

Like everything in life, discussions have not only advantages, but disadvantages.

1. It may be *difficult to get student participation*. First, discussions can be threatening to students. In lectures the students' ignorance can go undiscovered. To participate in a discussion means to run the risk of both being wrong and being found out. Also, there may be *peer pressure not to excel*. There are still students who prefer the "gentleman's (or gentlewoman's) C." Further, in some cultures it is considered inappropriate for the individual to stand out, for example, in some Asian countries and some Native American tribes. Other subcultures do not place a high value on intellectual achievement in general.
2. Discussions are *more time-consuming*. The pace seems slower, not much may appear to be happening.
3. Discussions are *not well suited to covering significant amounts of content*. As instructors, we must wrestle with the issue of how much of the content we cover vs. the depth of the students' learning.
4. Effective discussions *require more forethought* than do lectures. They are not opportunities for the instructor to take a break. Yet preparation cannot ensure that the discussion will follow the anticipated direction. After a few bad experiences, the instructor may take refuge in a more predictable method—lecturing.
5. In discussions the *instructor has less control*. To some extent we must go where the students' questions and interests take the group. We must allow the students to speak.

Recommendations

This part of the paper will summarize recommendations regarding three aspects of discussions: improving cognitive or intellectual learning, improving the affective or interest/value aspects of learning, and increasing participation. The authors included in the Further Readings section at the end of this paper treat most of these topics. Individual authors will be

cited only where their treatment seems to be of special interest.

Cognitive Aspects

1. *Define the topic*. The topic for discussion should be *relatively clear*, that is, limited enough to focus the students' attention. "Real" or relevant issues rather than abstract or academic ones are more likely to engage students. It is desirable to give students the topic a class or two before the discussion so that they may prepare. Often assigned readings and study questions help.
2. *The instructor must be prepared*. It is our contention that an effective discussion requires much more preparation than an effective lecture. In a lecture the instructor can decide what he or she will cover. In a discussion you should be prepared to explore any issue reasonably related to the discussion topic. This means you must know the topic very well. It is advisable to list possible issues or questions that the students might bring up and to outline possible answers or responses and if necessary do more reading or studying yourself.
3. *Use a common experience*. Discussions are likely to be more focused and therefore more productive if they deal with something the students have all experienced. Choosing something from the students' "real life" is one tactic. Providing a common experience by means of readings, a film, etc., is another. Ensure that students have sufficient information to make the discussion productive—simply sharing ignorance is in no one's best interest. During the discussion you may have to provide additional information if lack of data is hindering or sidetracking the discussion.
4. *Acting as a facilitator is the instructor's primary role in a discussion*. Most of the content should be covered before the discussion, either in previous lectures, readings, films, or other sources, including the students' experience. The following behaviors tend to be facilitative:
 - a) *Listen*—attend to the points the students are trying to make, not just your points. (Attend to their feelings as well as their thoughts.)
 - b) *Observe*—pay attention not only to the content but to the group

(continued on page 8)

Approaches to Improving Discussions *(continued from page 7)*

- process, for example, who is responding to whom and who is typically ignored by the rest of the group.
- c) *Allow for pauses and silence*—students need to be given time to think. So we must exercise that most difficult skill for college teachers, keeping quiet. This is necessary if students are to answer complex, higher-order questions.
 - d) *Post and verify* what individuals are saying. Periodically take time to summarize or write on the chalkboard your understanding of the problems or positions, solutions, or responses being put forth by the students. Then check if your understanding is correct. When writing on the chalkboard, try to use simple phrases. Show relationships between ideas by using diagrams, etc.
 - e) *Request examples or illustrations*. Almost all writers agree that using examples helps people learn. The more complex or abstract the material becomes, the more helpful illustrations become.
 - f) *Encourage and recognize students' contributions*. Broad student participation in discussions enhances their value. Be especially alert to nonverbal clues that students who do not participate much have something to say, when they do, call on them. Occasionally comment positively on students' contributions, but do not do it every time. Otherwise, it becomes a dialogue between you and individual students rather than a discussion among students.
 - g) *Test consensus*. If everyone agrees, then there will be no discussion. Beware of premature agreement. If the group seems to have reached a consensus, test this by paraphrasing your understanding of that agreement. Often only the talkers have agreed and there are still opposing positions to be explored.
 - h) *Provide a summary and/or conclusion*. By taking a few minutes throughout the discussion or at least at the end to summarize the main points that have been discussed, you provide the students with a sense of closure and help them remember. Making explicit any conclusions that have been reached is also very helpful if the topic will not be discussed further.
5. *Regarding questioning*, the following are some suggestions that encourage interaction among students:
- a) *Ask students for clarification* if their comments seem to you (and so probably to many others) to be incomplete or unclear.
 - b) *Ask students to support their opinions*. Sometimes students, especially freshmen, think it is sufficient simply to have an opinion. But in most college-level courses one's opinion is less important than the reasons behind it. You are not so much interested in what they think as why. Make the students go beyond their initial, perhaps superficial, reactions.
 - c) *Use open-ended questions*, that is, questions that permit the students to elaborate and think through their answer rather than just give a brief response, or a "yes" or "no." Use questions like, "What are the causes of...?" or, "What is your opinion about...?"
 - d) *Use divergent questions*, that is, questions to which there is not a single, correct answer. Questions like "What were the causes of the American Revolution?" are both open-ended and convergent—the student is likely to respond with a set of causes generally agreed upon by historians. Questions like "What is your opinion about the greenhouse effect?...or capital punishment?" permit the students to talk about what they think. They can explore one position without having to cover others.
 - e) *Rephrase questions* if students cannot respond to your first question. Your second question can help the students to focus on previous material that might be relevant, or to draw their attention to some limitation or inconsistency in a previous response, etc.
 - f) *Pause, give the students time to reflect* and think through their responses, especially with higher-order concepts. In our culture, silence is socially awkward. You may need to train your students (and yourself) to feel comfortable with silences.
6. *Possible stages to follow*. There are many paths that a discussion might productively travel. The following is one general plan:
- a) *Define a problem*. Until there is some agreement about what the problem, question, or issue is, the discussion is likely to make little progress.
 - b) *Have students suggest possible solutions*. Brainstorming (have the group suggest as many solutions as possible without any discussion of their feasibility) is one approach. The group should avoid criticizing or making evaluative judgments at this point.
- c) *Collect relevant data* or comments from the students about the relative advantages and disadvantages of the proposed solutions. At this stage the focus is still on elaboration rather than evaluation.
 - d) *Evaluate the various solutions, positions, and conclusions*. Now is the time to judge, compare, weigh, and evaluate.
 - e) *Decide upon a solution, position, etc.* If at the end of the previous stage one position clearly is better than the other alternatives, then you are already finished. But most questions have more than one "good" answer. In such cases, the group or the various individuals must decide which position they choose to embrace, at least for now.

Affective Aspects

Many academics tend to conceive of college as primarily, if not exclusively, an intellectual or cognitive experience. Such a conception of college ignores at least two considerations. First, individual students often bring to college feelings, interests, and values that hinder their learning or understanding of content, which we may consider objective. Second, college is about values, at least values like logical thinking, clear expression, knowing the data or literature, and even appreciating the subject and being responsible for one's own work. At a more profound level, college is also about what kind of person one aspires to be, what kind of world the student wants and what life is about. Our teaching is value-laden, and appropriately so. Discussion approaches are well suited to many of these concerns about feelings, interests, and values; hence, this section on affective aspects of discussions is included:

7. *Know your students*. Start the discussion with something relevant to the students' interests and goals, something out of their experience.
8. *Be patient*. Discussion classes take more time to get going. Therefore, be careful you do not talk too much, especially at the beginning.
9. *Be sensitive to student feelings*. Sometimes students suppress their negative feelings. But those feelings still remain an obstacle to learning. Sometimes students get into arguments (vs. discussion); this does not foster learning. Sometimes students attack the professor. Do not take it personally. You may want to get these feelings out in the open and talk about them.

10. *Challenge the students, but do not threaten them.* This can be a very difficult balance to achieve. You want to arouse students enough to stretch themselves, but not so much that it becomes counterproductive. What makes it especially difficult is that what challenges one student may distress another. Some suggestions are:
 - a) *Do not question a single student for too long.* If the student cannot respond after a second, focusing question, move on to other students. Demonstrating how much an individual student does **not** know rarely serves a useful purpose.
 - b) *Use personal anecdotes.* Using your own experiences and showing that you are human can facilitate the discussion if done in moderation.
11. *Avoid premature agreement.* We have already talked about testing for consensus. (See 4g above.) You may wish to ask a student or group to argue against the apparent consensus. Or you may want to play devil's advocate—very carefully; avoid being so convincing that later some students will consider you to be intellectually dishonest. (See McKeachie 1986, pp. 33–34 for an extended discussion.)
12. *Deal with conflicts,* do not ignore them. A helpful first step is to define the apparent areas of conflict. The problem may simply be cognitive misunderstanding, although often not. You may want to write the pros and cons on the chalkboard, or you may want to arrange for the two sides to debate the issues. At least in some way explicitly address the conflict.
13. *Recommended instructor behaviors:*
 - a) *Be silent;* when in doubt, keep quiet. (See 5f above.)
 - b) *Hear students out.* Concentrate on the points the student are trying to make more than on the points you want to make.
 - c) *Inquire,* ask the student to elaborate, clarify, expand, explain, explore, etc.
 - d) *Paraphrase* what a student has said, first, to check your understanding, and second, to show that you are listening. This is helpful behavior for the other students also.
 - e) *Be accepting* rather than judgmental or evaluative. Try to focus on the “correct” part of the student's response. Positive reinforcement will foster more learning than negative reinforcement. (Eventually your grading criteria will have to be taken into consideration, and they

will have an important influence. See 15 below.)

Regarding Participation

The following are some suggestions about what you might do to increase student involvement and interaction in our discussions.

14. *Create the expectation of participation.* Arrange the seating so it is easy for everyone to see one another, e.g., around a table or with a circle of chairs. Make the instructor part of the group, e.g., **not** behind a desk, but seated in same kind of chair, etc. Help students to get to know one another, e.g., have them interview someone they do not know. Get students to talk, e.g., have them introduce the person they interviewed. Help them learn each other's names.
15. *Clarify how participation will influence grades,* and do this *early and clearly.*
16. *Avoid always looking directly at the student speaking.* Socially we are conditioned to look at the person who is speaking. If you, as the instructor, typically do this, the students will speak to you, not the group. If Student B is responding to something Student A said, you might look at Student A. Also, look at the other students to see how they are reacting to the speaker. Use gestures and nods to direct the students' attention to other students, not to you, or simply say, “Talk to him (or her).”
17. *Control excessive talkers by,* for example:
 - a) *Do not call on the “talkers” first.* Wait to see if someone else raises a hand or volunteers a comment.
 - b) *Solicit responses from the “nontalkers.”* Be alert to nonverbal cues indicating that they have something to say and call on them: “Did you want to say something...?” or “Let's hear from some of you who haven't said anything yet.”
 - c) *Have the class observed by someone assigned as an observer,* then discuss who is talking, how often, to whom, etc. Often this will make both the “talkers” and the “nontalkers” modify their behavior.
 - d) *Talk to the student outside of class* if all else fails.
18. *Instructor's role as group leader.* Many of the “gate-keeping” responsibilities in the group process literature are also appropriate in discussion groups.
 - a) *Call the class to order.*
 - b) *Help the group clarify its goals.* Even if the goals are primarily the instructor's it helps to make them

SITES TO SEE

The Chronicle of Higher Education

<http://chronicle.com/free/>

The Chronicle of Higher Education is an excellent source of news and information about all things academic. Subscribers who register can receive free access to all of *The Chronicle's* web site and regular email news updates. Much of their site is available only to subscribers, however; at the URL above, a few articles and access to their database of job postings are free to everyone.

Academe Online

<http://www.aap.org/publications/Academe/index.htm>

Academe is the bimonthly magazine of the American Association of University Professors (AAUP). It analyzes higher education issues from faculty members' perspectives. Feature articles examine tenure, affirmative action, part-time faculty appointments, distance education, intellectual property, and other timely academic issues.

The American Association of Community Colleges Publications

http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/AACCPublications/AACC_Publications.htm

AACC is the major publisher of books, monographs and periodicals focused on community college events and issues. See sample articles at the URL above for the *Community College Journal* and *Community College Times*.

The *Community College Journal* features articles by leading experts, opinions that put the news in perspective, coverage of higher education issues, and profiles of the field's leaders. *Community College Times*, the biweekly newspaper of the American Association of Community Colleges, provides in-depth coverage of community college issues—from fund-raising, strategic planning, and accountability to current legislation, cutting-edge technology, and institutional development.

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faculty development UPDATE

Approaches to Improving Discussions

(continued from page 9)

clear. In more flexible groups where the students have a major voice in determining goals, such clarification becomes essential.

- c) *Keep the group on track.* Sometimes this can be done by simply calling attention to the fact that the individual or group is getting off the point.
- d) *Clarify and mediate differences.* (See 12 above, on dealing with conflicts.)
- e) *Summarize and draw conclusions.* (See 4h above.)

Conclusions

As with the IDEA Paper on improving lectures, the recommendations in this paper are suggestions of things that may help create and maintain an effective discussion. They are not prescriptions—things that you must do. If these recommendations are helpful, use them. If not, perhaps some of the further readings will be of help.

References for Further Reading

All of the citations that follow, if they have specific page numbers listed after them, are recommended for further reading. The recommended first choice has two asterisks after it; a single asterisk follows recommended second choices.

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Mark your calendars for upcoming meetings!

See our online listings on the AAA web site. Go to <http://AAA-edu.org> and click on the Meetings button for links to more meeting information.

New CPA Exam Web Site Available

A new Internet web site, <http://www.cpa-exam.org>, makes it easier for candidates and interested parties to gather information about the Uniform CPA Examination. The site, created by the AICPA with input from the National Association of State Boards of Accountancy (NASBA), the Board of Examiners, and the Computerization Implementation Committee, offers new and existing information about the CPA Examination.

Candidates and others interested in the CPA Examination now have one site through which they can access all available exam information. The web site was created to coincide with the transition of the Uniform CPA Examination to a computer-based test, scheduled for implementation in early 2004. ■

NEW VIDEO — FRAUD: THE UNMANAGED RISK

Available from the University of Waterloo Centre for Accounting Ethics

Nick Hodson, keynote speaker at the annual Ethics Workshop of the Canadian Academic Accounting Association in June 2001, offers a practitioner's perspective on issues relating to management fraud. This four-segment, 57-minute video is an edited version of his thought-provoking presentation and includes PowerPoint® slides and other features. It is designed for use in both business and academic settings.

View excerpts or order a copy of the video on the Centre's web site: http://www.arts.uwaterloo.ca/ACCT/ethics/multimedia/fraud_menu.htm. ■

2002 Doctoral Consortium

The 2002 American Accounting Association Doctoral Consortium was held June 11–16 at the Granlibakken Resort in Tahoe City, California. The Consortium was attended by 73 doctoral students, including representatives from five foreign associations: the Accounting Association of Australia and New Zealand (AAANZ), the European Accounting Association (EAA), the Chinese Accounting Professors Association, the Irish Accounting and Finance Association, and the Taiwan Accounting Association. Although each school or university that sends a student to the Consortium pays a fee, the Consortium is sponsored by Deloitte & Touche, with the aid of a \$1 million endowment from J. Michael and Mary Ann Cook since 2001. Current and past participants in the AAA Consortium have benefited greatly from Deloitte & Touche's generous and long-standing support. The Doctoral Consortium Director's Report is available on the AAA web site at <http://raw.rutgers.edu/raw/aaa/aen/fall02/2002Doctoral.htm>. ■

Robert Kuhn Mautz

Past President of the AAA, Robert Kuhn Mautz (Bob), passed away on June 2, 2002. Other professional attainments included membership on the Public Oversight Board of the American Institute of Certified Public Accountants and service on the Federal Government's Cost Accounting Standards Board. His articles appeared in the *Journal of Accountancy*, *The Accounting Review*, *Accounting Horizons* (for which he also served as the initial editor), *Financial Executive*, and the *Harvard Business Review*. Professional awards included the AICPA's Gold Medal of Honor for Distinguished Service in 1979, election to the Accounting Hall of Fame in 1978, designation as an Outstanding Educator in the American Accounting Association in 1984, and the United States General Accounting Office Award for Public Service in 1976. More information on Bob is available on the web site at <http://aaahq.org/newsarc/mautz.htm>. ■

Journal of International Accounting Premiere Issue Coming Soon

The International Accounting Section's first issue of their new journal is currently in production and is expected to mail before the end of the year. Under the editorship of Professor R. S. Olusegun Wallace, the first issue will feature the following articles: "An Analysis of Disclosure in the Annual Reports of U.K. and Dutch Companies"; "The Predictive Ability of Geographic Segment Disclosures: SFAS No. 131 vs. SFAS No. 14"; "The Effects of Investor Informativeness and Earnings Persistence on the Japanese Subsidiary Earnings Anomaly"; "Predictive Accuracy of Analysts' Earnings Forecasts: A Comparison of Non-U.S. Cross-Listed Firms and U.S. Multinationals"; and "A Comparison of Event Study Methods for Foreign Firms Listed on the U.S. Stock Exchanges."

The Executive Committee of the International Accounting Section has established a \$60 annual general subscription rate for this new journal. A subscription is included with Section membership. ■

Deloitte Foundation Sponsors Its 37th Annual Trueblood Seminars

The Deloitte Foundation recently hosted the annual Trueblood Seminars for Professors at the Deloitte & Touche Development Center in Scottsdale, Arizona.

The Trueblood Seminars bring accounting faculty and practitioners together in an interactive environment to discuss current trends in the profession, and provide case materials to help professors capture the richness and complexity of practice in their classrooms. The Deloitte Foundation administers the seminars in conjunction with the American Accounting Association (AAA).

A report on the seminar is available on the AAA web site at: <http://aaahq.org/meetings/2002Trueblood.htm>. ■

STEPHEN A. ZEFF INDUCTED INTO THE ACCOUNTING HALL OF FAME

Columbus, Ohio – Stephen A. Zeff, Herbert S. Autrey Professor of Accounting at Rice University, was inducted into The Accounting Hall of Fame on August 15 during a breakfast ceremony at the American Accounting Association's Annual Meeting in Atlanta.

The Accounting Hall of Fame was established in 1950 at The Ohio State University's Fisher College of Business and has since honored 70 influential and respected accountants from academe, accounting practice, government, and business. The Hall of Fame's international board of electors selects the honorees.

Historian, teacher, and internationally known lecturer, Professor Zeff's keen observations and insights have enhanced perspectives on accounting in both national and global domains and sharpened understanding of critical accounting policy issues. He has authored over 20 books and monographs and 30 major articles and delivered more than 500 lectures and seminars to students, academics, and practitioners, over 380 of which have been outside the United States.

His long and distinguished record of service to the American Accounting Association includes service as the first Director of Education (1969–71), editor of *The Accounting Review* for three terms (1977–82), and President (1985–86). In addition he authored a history of the Association to commemorate its fiftieth anniversary.

Professor Zeff has received a dozen awards for his distinguished teaching at Tulane and Rice, as

well as the American Accounting Association's Outstanding Accounting Educator Award in 1988 and the Outstanding International Accounting Educator Award given in 1999 by the AAA's International Accounting Section. His contributions have been recognized by the Texas Society of CPAs and by academic and professional bodies in many countries outside the U.S., including Latin America, the United Kingdom, Australia, New Zealand, Japan, and Finland. ■



Presentation of Accounting Hall of Fame Certificate by Thomas Dyckman (left) to Stephen A. Zeff.



Members of Accounting Hall of Fame in attendance at induction of Stephen A. Zeff (L to R) – Back row: William H. Beaver, James Don Edwards, Nicholas Dopuch, Charles T. Horngren, Sidney Davidson; Front row: Joel S. Demski, Stephen A. Zeff, Arthur R. Wyatt.

The International Accounting Summer Conference
Göttingen University, Germany
June 18-20, 2003

The next annual summer conference of *The International Journal of Accounting* will be held in Germany. It will be jointly sponsored by the Accounting Department of **Georg-August University Göttingen**, Germany, and the **Zimmerman Center** (formerly CIERA) of the **University of Illinois at Urbana-Champaign**, USA. The conference will be held in Göttingen, Germany on June 18-20, 2003, and will consist of two full days. The first day will be devoted to research papers that had been submitted to *The International Journal of Accounting*. The second day will be devoted to the presentation of papers submitted on the theme of:

Reporting Financial Performance

Authors are invited to submit research papers for presentation at the conference. Authors of accepted papers will be provided with the cost of travel (up to \$1,000.00) and lodging. Authors will have the option of publishing their papers in the *International Journal of Accounting* after satisfying the refereeing process.

Papers are to be submitted before March 1, 2003 to either:

A. Rashad Abdel-khalik
Zimmerman Center
320 Wohlers Hall
The University of Illinois at
Urbana-Champaign
1206 South Sixth Street
Champaign, IL 61820
USA

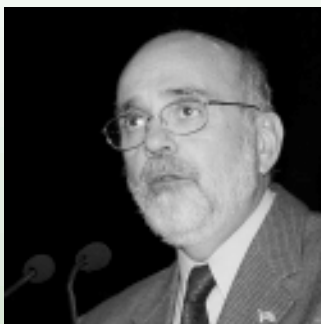
Lothar Schruoff
Göttingen University
Platz der Göttingen Sieben 3
D-37073 Göttingen
Germany

e-mail: rashad@uiuc.edu

schruoff@wiwi.uni-goettingen.de

Göttingen is home of Europe's first free university and is a charming college town situated in the center of Germany (about two hours by train from Berlin, Frankfurt and Hamburg). Georg-August University, founded in 1737, has a worldwide reputation; forty-two Nobel laureates have been students or faculty members at Göttingen. For more information see <http://www.uni-goettingen.de> and www.goettingen.de.

2002 ANNUAL MEETING HIGHLIGHTS . . .



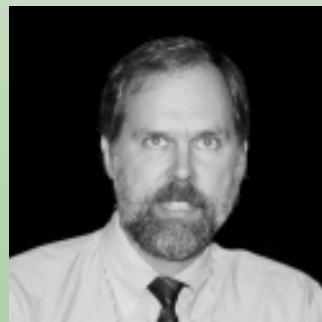
The American Accounting Association held its 87th Annual Meeting from August 14 to August 17, 2002 at the San Antonio Marriott Rivercenter and San Antonio Marriott Riverwalk in San Antonio, Texas, with AAA President Joel S. Demski (left) presiding. Over the course of the meeting attended by 2,180 AAA members, 31 Continuing Professional Education programs were offered. Ninety paper presentation sessions, sixteen panel sessions, and six "Make Your Own" sessions also took place.



Outstanding Accounting Educator Award winners Jacob G. Birnberg, (above left) University of Pittsburgh and Robert E. Jensen, (lower left) Trinity University



Competitive Manuscript Award winner Susan D. Krische, (below) University of Illinois at Urbana-Champaign



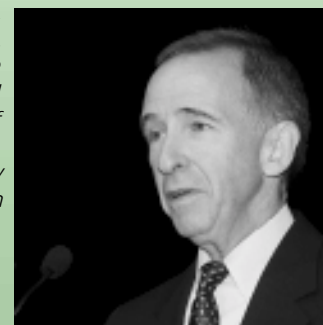
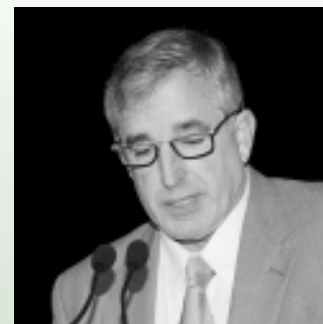
Curriculum Challenge Contest winners Anil Arya, John Fellingham, (pictured top right) and Douglas A. Schroeder, all of The Ohio State University; Gary Entwistle, (pictured middle right) University of Saskatchewan, and William R. Kinney, (pictured lower right) The University of Texas at Austin



Notable Contributions to Accounting Literature Award winners David C. Burgstahler, (top left) University of Washington and Ilia D. Dichev, (lower left) University of Michigan



Ramachandran Natarajan, The University of Texas at Dallas, won the drawing and will enjoy ocean-view accommodations for two at the Hilton Hawaiian Village Beach Resort and Spa, plus limousine transportation to and from the Honolulu International Airport, during next year's AAA Annual Meeting. (See page 4.)



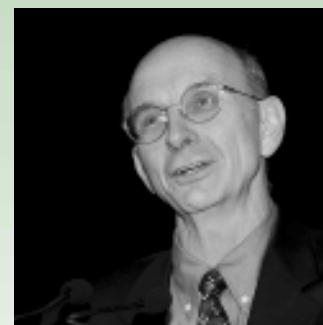
Wildman Medal Award winner Stephen Penman, (below) Columbia University



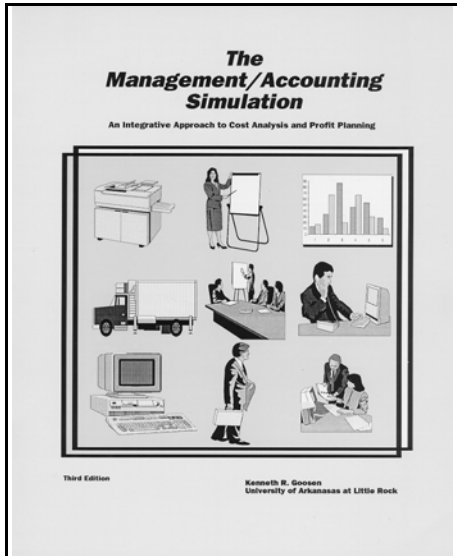
Innovation in Accounting Education Award winner Joseph T. Wells, (below) Association of Certified Fraud Examiners



Featured speakers included, (bottom row, left to right) Jerry Feltham, University of British Columbia, Jack E. Triplett, Brookings Institution, Katherine Schipper, Financial Accounting Standards Board (FASB), and incoming AAA President G. Peter Wilson.

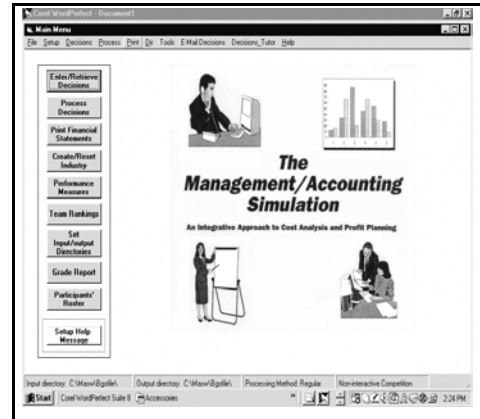


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A Few Words from the Interim Executive Director

It is my pleasure to be serving as your Interim Executive Director. Though I have been with the American Accounting Association for five years as Director of Academic Programs, and feel I know many of you, it seems appropriate to provide some background for those I have not had the chance to work with as yet.

I came to the AAA in 1997 from the northeast part of Missouri where I was the founding Director of Faculty Development for the faculty development initiative at Truman State University, entering the association arena after 18 years of academic life. I have studied, worked, taught, and sometimes lived on college campuses since my freshman year at Stetson University. After the baccalaureate degree I taught and worked in administration at Auburn University, Saint Louis University, and Florida State University, where I earned a Ph.D. in higher education before initiating the new faculty development program at Truman. Though I think of myself as a somewhat displaced academic, my scholarly interests are in the areas of teaching and learning and organizational development in higher education, and publications before I joined the AAA include: *Active Learning in College Classes: A Range of Options for Faculty*, coauthored with Charles Bonwell, and "Institutional Assessment Has an Unexpected By-Product: Faculty Development," appearing in *To Improve the Academy*.

I look forward to continuing my work with members and leaders in the AAA toward goals for the coming year. As the fall term gets completely underway on your campuses, at the headquarters office we are beginning to plan for the 2003 Annual Meeting in Hawaii. The Annual Meeting will occur earlier next year—August 3–6, 2003. Mark your calendars and bookmark the new 2003 Annual Meeting web site at <http://aaahq.org/AM2003/index.html> to stay tuned

for more information as we plan for an exciting meeting program focused on the kinds of critical issues outlined in Pete Wilson's president's message in this issue.

Last June's accounting information systems intensive workshop, the REA Basic School held in June at Michigan State University developed by lead instructor Bill McCarthy and additional instructors Julie Smith David (Arizona State University) and Guido Geerts (University of Delaware), was a great success. We are planning to offer the week-long workshop again in 2003, probably in early June. Goals of the "school" are to increase the technical content of accounting information systems (AIS) classes and increase the computer science skills of participants. Our intent is to involve faculty who are relatively new either to AIS or to complex semantic modeling, or to both. We will be looking for faculty who will teach an AIS class during the 2003–2004 and are committed to doing so with a strong enterprise modeling orientation. The aim is for those completing the workshop to use what they learn to make significant changes in the way they teach. Faculty will leave the workshop with new skills, cases, and other materials they can use to incorporate new content into their classes. As details become available you will find information on the AAA web site and in our regular emails.

Please do not hesitate to get in touch with me should there be any assistance I or members of our staff can provide. I hope your fall term is progressing successfully and that I will see you at one of our upcoming meetings. ■



Tracey E. Sutherland

AMERICAN ACCOUNTING ASSOCIATION STATEMENT OF RESPONSIBILITIES

Sponsored by the AAA Professionalism and Ethics Committee, the Statement of Responsibilities is online at <http://accounting.rutgers.edu/raw/aaa/about/SOR.pdf> ■

New Accounting Horizons Editor to Begin in May 2003

Professor Robert Lipe has been selected to become the next editor of *Accounting Horizons*, effective May 2003.

Dr. Lipe is KPMG Centennial Professor in Accounting in the School of Accounting in the Michael F. Price College of Business at the University of Oklahoma. He received his Ph.D. in Accounting and Economics and M.B.A. from the University of Chicago. During 1996–1997 he served as Academic Fellow in the Office of the Chief Accountant, U.S. Securities and Exchange Commission, giving him the opportunity to apply his research and teaching expertise to real-world accounting issues.

One of his papers, "The Information Contained in the Components of Earnings," published in the *Journal of Accounting Research* in 1986, was identified as being one of the top 100 influential articles in accounting.

Professor Lipe has been an Associate Editor for both *Accounting Horizons* and the *Journal of Accounting Literature*, and a member of the editorial boards of *The Accounting Review*, *Accounting Horizons*, and the *Journal of Accounting Research*. He teaches primarily in the area of financial accounting. ■

Search Begins for Next Issues in Accounting Education Editor

Managing editors of the three association-wide journals serve a three-year term with one initial year of transition. The Publications Committee is soliciting nominations for the *Issues in Accounting Education* editorship to succeed Thomas P. Howard, whose term runs through July 2004.

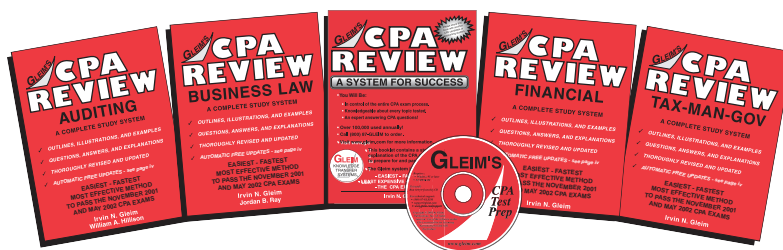
Please send your nominations no later than December 31, 2002 to the Vice President–Publications:

Larry Tomassini
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2100 Neil Avenue
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