



Thought Leaders in
Accounting

Teaching, Learning and Curriculum Section

The Accounting Educator

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MESSAGE FROM THE PRESIDENT

Dear TLC Section Members

October 2018



First, I would like to thank Natalie Churyk for her service as TLC President these past two years. Natalie loves this organization and she has increased member involvement and encouraged participation by TLC members in the Annual Meeting during her tenure. Thank you, Natalie! I would also like to thank the TLC Committees on research and teaching who represented us well in the annual meeting program. These Committees will continue brainstorming new ideas or following through with previous ideas for next year's program.

We kicked off the 2018 Annual Meeting in National Harbor, MD with the TLC breakfast on Monday morning, August 6, to celebrate the TLC award winners. We could not be more pleased that all three of the J. Michael Cook Prize winners are TLC members – Carolyn Hughes, Marsha Huber and Robert (Bob) Allen. The winners of the Outstanding Instructional Contribution in Accounting Award sponsored by the Deloitte Foundation are Poh-Sun Seow and Gary Pan and an Honorable Mention for this award went to Melissa Larson, Troy Lewis and Brian Spilker. The winners of the Outstanding Research in Accounting Education Award sponsored by the EY Foundation are Karen Pincus, David Stout, James Sorensen, Kevin Stocks and Raef Lawson. Tim Fogarty was the recipient of the TLC Hall of Honor Award sponsored by the KPMG Foundation. Congratulations to all of the winners and a warm thank you to our award sponsors! More information about the awards are included in the newsletter on pages 9-11.

The third annual TLC Colloquium will occur in Dallas Texas on November 9 and 10, 2018. Cathy Scott, Billie Cunningham, Kimberly Church, Karen Osterheld, and Wendy Tietz have arranged amazing sessions for both research and teaching tracks. A huge thank you to the KPMG Foundation for sponsorship of this event again this year. For more information, refer to pages 3-6.

I am looking forward to working with TLC's outstanding executive team including Natalie Churyk (Northern Illinois University), Past President; Bette Kozlowski (KPMG), VP Practice; Karen Osterheld (Bentley University), VP Academic; Cindy Bolt-Lee (The Citadel), Treasurer; Claire Kamm Latham (Washington State University-Vancouver), Secretary; and Bambi Hora (University of Central Oklahoma), Council Representative.

Thanks to all of our members for your support of the TLC Section and our best to you as you complete the Fall semester.

Cassy Budd, CPA
Nemrow Excellence in Teaching Professor
AAA TLC Section President, 2018-2020
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The Accounting Educator
Call for Short Papers for Next Issue

For publication in *The Accounting Educator*, email short articles, cartoons, letters to the editor, call for papers, announcements, or other items of interest to carol@carolyacht.com.

The Accounting Educator accepts submissions on any issue regarding accounting education or curriculum. Your manuscript should be two to three pages, single spaced. Submit your manuscript in Word format electronically by February 1, 2019.

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2018 Teaching, Learning and Curriculum Section Midyear Colloquium

November 9 and 10, 2018
Sheraton Dallas Hotel Galleria

Preliminary Program

Friday, November 9, 2018

8:00 am–9:00 am **Breakfast**

9:00 am–10:30 am **Plenary Session**

Decoding Accounting: What We Are Hiding from Our Students
Presenter: David Pace, Indiana University

Expertise is a prerequisite for teaching, but the very skill of experts often means that they are not fully conscious of the steps that they themselves perform when they respond to basic challenges in their field. This can mean that mental operations that are essential to learning a discipline are never taught. The Decoding the Disciplines approach seeks to identify places where students get stuck and to make explicit the processes that students must master to succeed in the field. Participants in this session will explore the Decoding process and will have an opportunity to explore how it may be used to increase learning in accounting.

10:30 am–10:50 am **Break**

10:50 am–12.30 pm **Concurrent Sessions**

**Research 1.01: The Synergy Between Learning and Research:
Transforming Your Classroom by Taking Great Teaching Ideas into
Research and Then Back Again.**

**Effects of Interspersed Questions during Reading on Learning: A
Progression from Survey to Quasi-Experiment and Experimental
Designs**

Presenter: Fred Phillips, University of Saskatchewan

Description: In this session, I will present three studies conducted to determine the effects of interspersed questions during reading on learners with varying reading abilities. Apart from describing these intriguing effects, this session will illustrate how to investigate teaching questions using sound

research methods. Specifically, I will describe the progression from a curiosity about classroom teaching to three increasingly rigorous methods that led to identifying the effects of different ways of assigning questions to be completed as part of a reading assignment.

Listening to Your Gut, Defining Success and Using Data for Classroom Research

Presenter: Susan Curtis, University of Illinois-Urbana-Champaign

Description:

Today, many call the practice a “flipped classroom”, but teachers have long understood the importance of getting students to lay the groundwork for learning. In this session I will present action research that utilized frequent on-line assessment with the aim to improve students’ advance preparation for class. Follow the instructors’ journey through cycles of beginning happy anticipation, best-laid plans waylaid by disciples of the Wily Coyote or disrupted by a World Series of events to the inevitable conclusion that a reboot is progress. In addition to telling a teaching story, I will discuss the distinction between using classroom evidence with the intention to improve one’s classroom and conducting rigorous analysis of data generated by complex situations to advance knowledge.

Teaching: 1.02: ED Talks: 8 Ways to Improve the Classroom Experience

Presenters:

- *Snapchat* - Jennifer Cainas, University of South Florida
- *Accounting Profession* - Gia Cheivs, Baylor University
- *Student Storytelling* - Karen Farmer, Texas A & M University
- *Future Career Modeling* - Rachel Gambol, University of Tampa
- *Competency-Based Learning* - Brenda Mattison, Tri-County Technical College
- *Discussion Boards* - Tracie Miller, Austin Community College
- *Real-World Example* - Russ Tietz, Mount Union University

12.30 pm–1:45 pm **Lunch**

1:45 pm–3:25 pm **Concurrent Sessions**

Research: 2.01: Scholarship in Accounting Education Dialogue Session

Teaching: 2.02: Preparing Students for the Future: Embracing Disruptive Technology in Accounting Education

Presenters: Markus Ahrens, Saint Louis Community College-Meramec;
Cathy Scott, University of North Texas – Dallas

Description: Are you having difficulty keeping up with the how quickly technology is changing? Do you feel that you already have too many topics to cover in your accounting course? This interactive session will discuss disruptive technologies and how quickly they're changing the accounting profession and the accounting classroom. Disruptive technologies discussed in the session will include Blockchain, AI, Advanced Robotics, 3-D Printing and Big Data. Resources will be introduced which can help to successfully integrate technology into your classroom environment. Participants will be provided the opportunity to determine which technology resources can best facilitate critical thinking within their courses, as well as fit with their teaching style.

3:25 pm–3:45 pm **Break**

3:45 pm– 5:00 pm **Concurrent Sessions**

Research: 3.01: Editor Panel

Teaching: 3.02: Teaching Roundtables

5:30 pm–7:00 pm **Reception with the Scholarship and Art of Research and Teaching Forum**

Saturday, November 10, 2018

8:00 am–9:00 am **Breakfast**

9:00 am–10:15 am **Concurrent Sessions**

Research: 4.01: One-on-One Appointments with Editors

Teaching: 4.02: Apprentice to the Accounting Master: Structuring Student Experiences Around the Accounting Professional

Description: The Pathways Commission report, *In Pursuit of Accounting's Curriculum of the Future* stated, “development of professional judgment in undergraduate accounting students requires core curricula that have interactions with the accounting profession...Such profession interactions ‘socialize students to perform the role of practitioner...’ (Wayne et. al., 2010, p. 327).” Involving professionals beyond guest lectures and presentations allows students to network with practitioners and has many benefits that surpass the learning experience. Professional involvement can include a guest lecturer on a specific topic, a guest judge or audience member for presentations, a project consultant or coach to guide an activity,

a co-instructor to collaborate within their scope of expertise, or as a client with an actual or hypothetical business problem. Students develop mentorship and internship opportunities, become more knowledgeable of the future profession and develop an identity with the profession prior to beginning their career. This presentation provides practical examples of how to engage professionals in successful interactive learning experiences with students by:

- Identifying appropriate activities and professionals for interactive experiences
- Defining and communicating expectations for professionals' role
- Encouraging interaction between professionals and students and faculty
- Involving all parties in the assessment process
- Recognizing the benefits to students, faculty and professionals.

Presenter: Gail Hoover-King

10:15 am–10:35 am **Break**

10:35 am–12:15 pm **Closing Session**

Creating Collaborative Partnerships Between the Scholarship and Art of Teaching.

Presenters:

Kim Church, Assistant Professor of Accounting, University of Missouri – Kansas City

Kelvie Crab, Accounting lecturer and MAcc Program Coordinator, University of Kansas

Stacey Lhuillier, Business Instructor, Kansas State University

The 2018 American Accounting Association J. Michael and Mary Anne Cook/Deloitte Foundation Prize

The AAA/J. Michael and Mary Anne Cook/Deloitte Foundation Cook Prize is the foremost recognition of an individual who consistently demonstrates the attributes of a superior teacher in the discipline of accounting. The Cook Prize serves to recognize, inspire and motivate members to achieve the status of a superior teacher. Each year up to three awards of \$25,000 each can be made in the categories of graduate, undergraduate and two-year accounting degree programs.



2018 Award Winners



Carolyn B. Hughes - Two Year College | Marsha M. Huber - Undergraduate | Robert D. Allen - Graduate

Two-Year College

Carolyn B. Hughes, Asheville Buncombe Technical Community College

To me, being a bridge for my students means that I help them along a path that connects them to a demanding but promising career...to help them understand how business and accounting works.

Preparing this bridge requires a commitment on my part to carefully prepare, set clear, measurable goals and empathize with a diverse group of people from assorted backgrounds. This requires that I respect my students, care about their futures, and encourage them to believe in their abilities.

Undergraduate

Marsha M. Huber, Youngstown State University

My teaching philosophy is to transform young people's lives and the accounting profession through the interdisciplinary application of positive psychology, neuroscience, and the best educational theories available today.

Underlying my teaching philosophy is my belief that what I do is about THEIR learning, not my teaching.

The transformation to become a "superior" teacher has taken a lifetime, and it will likely continue until I retire. What I do is not random, but intentional. I'm always learning more, renewing myself, perfecting my classes, because I can't ask my students to be their best, if I'm not giving them my best also.

Graduate

Robert D. Allen, The University of Utah

As I consider the positive influence outstanding teachers have had in my life, I recognize the responsibility and privilege of being an educator. I work hard to make a positive difference in the life of each student.

Some of the most satisfying experiences I have had as an educator have been to help students beyond their expectations.... I love the challenge of helping students see the potential that resides within them.



2018 TLC Award Winners

A highlight of the TLC breakfast each year at the AAA annual meeting is seeing our colleagues recognized for their outstanding work in the prior year. The following awardees were recognized at the TLC breakfast in National Harbor, MD on August 6, 2018. Congratulations!

- ***Outstanding Research in Accounting Education*** to recognize excellence in accounting education research (published in 2017). Sponsored by the EY Foundation.
 - Karen V. Pincus, David E. Stout, James E. Sorensen, Kevin D. Stock, Raef A. Lawson, “Forces for Change in Higher Education and Implications for the Accounting Academy.” *Journal of Accounting Education* 40 (2017) 1-18
<https://www.sciencedirect.com/science/article/pii/S0748575116301993>



Raef Lawson; David Stout; Sylvia Ulrich, EY Foundation

- **Outstanding Instructional Contribution** to recognize excellence in the development of original instructional materials (published in 2017). Sponsored by Deloitte.
- Award: Poh-Sun Seow and Gary Pan, “Using an Online Tutorial and Teaching REA Data Modeling in AIS Courses.” *AIS Educator Journal*, 12.1 (2017): 1-19
<http://www.aisej.com/doi/pdf/10.3194/1935-8156-12.1.1>



Poh-Sun Seow; Kathleen Shoztic, Deloitte

- Honorable mention: Melissa P. Larson, Troy K. Lewis, Brian C. Spilker, “A Case Integrating Financial and Tax Accounting Using the Balance Sheet Approach to Account for Income Taxes.” *Issues in Accounting Education* 32.4 (2017): 41-49.
<http://aaajournals.org/doi/10.2308/iace-51750> (AAA member login required)



Melissa Larson; Troy Lewis; Kathleen Shoztic, Deloitte

- **Hall of Honor Inductee** to recognize a TLC member who has provided outstanding service to the section for an extended period of time. Sponsored by the KPMG Foundation.
 - Tim Fogarty, Professor of Accountancy, Case Western Reserve University



Tim Fogarty; Bette Kozlowski, KPMG Foundation



Whose work is inspiring you?
TLC Awards Committee Solicits Nominations

A highlight of the TLC breakfast each year at the AAA annual meeting is seeing our colleagues recognized for their outstanding work in the prior year. Start searching now for nominations for these 2019 awards.

- ***Outstanding Research in Accounting Education*** to recognize excellence in accounting education research (published in 2018).
- ***Outstanding Instructional Contribution*** to recognize excellence in the development of original instructional materials (published in 2018).
- ***Hall of Honor Inductee*** to recognize a TLC member who has provided outstanding service to the section for an extended period of time.

The nomination for the two publication awards should include the full bibliographic citation and a brief note to indicate the reason for nomination. Nominations may be made by both members and non-members of the TLC Section. However, at least one of the nominated authors must be a TLC member.

Nominations for the Hall of Honor should be made by TLC members. Nominees should have been a member of the TLC section for at least eight years, served as chair of one TLC committee, and served as an officer or director.

Nominations will be accepted through April 1, 2019.

Send your nominations or questions to Tracy Manly, Chair, TLC Awards Committee at tracy-manly@utulsa.edu.

Council Minutes *Sunday, August 5, 2018*

Council Chair Markus Ahrens welcomed everyone to the August 2018 Council Meeting in National Harbor, MD. Outgoing Council members were recognized for their service, and incoming Council members and Segment Leadership were welcomed.

A motion was made, seconded and carried to approve the March and May 2018 Council Meeting minutes.

Executive Director Tracey Sutherland reported on significant milestones and events that have happened over the past year:

- Membership growth has been at its highest in the past seven years. As a trend, Section growth also tends to parallel overall membership growth.
- On the Publications front, all AAA journals are now available to AAA members via the Digital Library. We also transitioned to a new printer for the journals.
- Meetings continue to grow with a total of 51 meetings held in the 2017-2018 membership year. Sections are offering more now to include case conferences, boot camps, doctoral and new faculty consortia.
- A total of 271 awards were presented during the 2017-2018 member year, with 150 given at the Annual Meeting, and 121 presented at the Midyear Meetings.
- Revised Section Bylaws were adopted after a nearly 2-year process, with input from each section and AAA Professional staff.
- A new activity approval process was developed to help prioritize tasks that the Association should move forward with. Council played a role in the development of the submission and approval forms.
- The Center for Advancing Accounting Education has held several successful conferences including Big Data, Intensive Data & Analytics Workshop and the upcoming Blockchain Technology Forum.
- There were several internal promotions among the AAA professional Staff, as well as, additional new hires.
- The Publications Ethics policies are now posted on the AAA website at <http://aaahq.org/About/Governance/Policies-Procedures>.

Chief Innovation Officer Julie Smith David reviewed the Sustainability Mindset foundation and the story of the four quadrants in relation to impact (and profitability) and how it is important to look at projects that have higher impact and profitability in order to keep the organization sustainable. She also reviewed that timeline of the development of the Impact Statement and Prioritization Process which has brought us to the AAA New Activity Approval Process. This new process will help guide the decision making process on various projects as we continue to move the Sustainability Mindset forward.

Markus Ahrens reviewed significant activities that occurred in the 2017-2018 member year, including the Segment Bylaws Revision project, At-Large Panel session idea generation,

Council's role in the membership dues approval process, and populating the BOD position of Director – Focusing on Segments.

Intellectual Property Task Force (IPTF III) Chair Martha Eining thanked the members of the task force for their work. One of the IPTF III's focus was on the Kudos project which is an online platform that allows authors to share their research in plain language and share it across various social media platforms. The AAA has a dashboard that can be used to track various metrics regarding the articles. The goal is to help support research and teaching by having more than just the academic audience understand and read the research being produced.

2018-2019 Council Chair-Elect David Stott gave an overview of the activities to come for 2018-2019 by month, including the dates for the Fall and Spring Council Meetings, and the April Council webinar. David also thanked outgoing Council Chair Markus Ahrens for his service on Council.

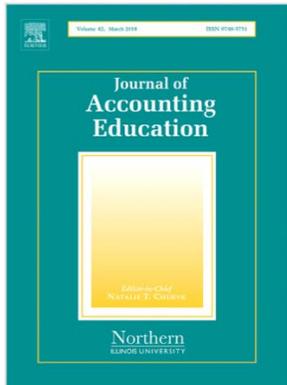
Markus Ahrens reminded Council members that following the August meeting, the election for the Chair of the 2018-2019 Council Ballot Committee would occur. Voting for the five nominated candidates will take place electronically, via three rounds of voting. Results will be tallied and sent to incoming Council Chair David Stott once voting is completed. Following the Council Meeting, voting was conducted electronically. Cathy Scott was elected as the 2018-2019 Council Ballot Committee Chair.

Group photos were taken of the 2017-2018 Council, as well as the incoming 2018-2019 Council. The gavel was officially passed from Markus Ahrens to David Stott.

The meeting was adjourned at 5:35 pm.

Best Regards,
Markus Ahrens
2017-2018 Council Chair

Call for Papers



Journal of Accounting Education

Special Issue

Call for Submissions

Out with the old, in with learning technologies



RMIT University
Melbourne
Australia



The *Journal of Accounting Education* is pleased to announce a Special Issue associated with the **RMIT Accounting Educators' Conference** to be held at RMIT University in Melbourne, Australia on **Monday 19 November 2018**.

Technology is significantly impacting the accounting profession, devaluing long-standing core services and demanding new skill sets (McKinney et al., 2017; Pincus et al., 2017). While contemporary teaching spaces, new learning systems and digital technologies afford renewed approaches to teaching delivery and the learner experience, the challenge for educators is to use technology efficiently and effectively to enhance learning and teaching (Kirkwood and Price, 2005; Jebeile and Abeysekera, 2010; Litherland et al., 2013; Helfaya, 2018). Pincus et al. (2017, p.7) note that 'technology has been adapted to familiar ways of teaching, but has not yet made a significant difference in what is being taught (curriculum) or how material is being taught (pedagogy)'. The current emphasis on authentic assessment, requiring students to 'use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life' (Gulikers et al., 2004, p.69), demands a rethinking about the use of technology in curricula and pedagogy in accounting education to meet the mandates of the accounting profession (O'Connell et al., 2015).

The aim of this special issue is to encourage debate about the use of technology in curriculum and pedagogy. We invite authors to submit complete 'journal ready' accounting education related research papers, teaching cases, teaching notes, or best practices to the special issue that address areas like (but are not restricted to):

- Innovative use of technology in curriculum and/or pedagogy
- Barriers to adoption of new technologies in academia and how to overcome them

- The classroom of the future
- Students' or academics' experiences with using new technologies

Conference acceptance/presentation does not guarantee publication in the Journal. Submitted papers will be subject to double blind peer review by academics. Subject to editorial review and approval, accepted manuscripts will be published in the *Journal of Accounting Education* (<http://www.journals.elsevier.com/journal-of-accounting-education>).

Special Guest Editors are: Meredith Tharapos, RMIT University and Brendan O'Connell, RMIT University.

To enhance early access, manuscripts will be published in regular journal volumes as accepted and later be pulled into a virtual special issue on the *Journal of Accounting Education* website. Submissions should be made electronically through <https://www.evise.com/profile/api/navigate/ACCEDU> starting **19 January 2019**. When submitting, select the issue type as 'Special issue' and then '**Special Issue: Out with the old, in with learning technologies**'. The deadline for submissions is **19 March 2019**. Acceptances will be on a rolling basis with an anticipated virtual special issue completion for **March 2020**. Potential contributors are encouraged to contact the guest editors to discuss ideas and topics. Authors should submit the following items within the EVISE system: (1) statement that the submitted work is original, that it has not been published elsewhere, and that the paper is not currently under review by any other journal; (2) cover page, containing title of the manuscript and complete contact information for each author; and (3) manuscript copy itself, without any author identification.

For further information, please contact either of the following guest editors:
Meredith Tharapos, RMIT University: meredith.tharapos@rmit.edu.au
Brendan O'Connell, RMIT University: brendan.oconnell@rmit.edu.au

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Journal of Accounting Education Call for Papers on Teaching about Gender Issues and Work-Life Balance in Accounting Education (Special Issue)

The *Journal of Accounting Education* invites submissions for a special issue devoted to gender issues and work-life balance (GIWB) as they relate to accounting education, in particular obtaining an understanding of how gender and/or work-life balance affect accounting education including descriptions of approaches that faculty can use to help students become aware of gender and/or work-life balance issues at school and in accounting practice. For example, research has shown that work-life balance is related to ethical performance; consequently, informing students via reading assignments, short cases, role-playing, team projects, etc. regarding the importance of work-life balance can benefit them while in school and later in their careers, thereby helping them attain and maintain the highest levels of ethical performance. Regarding gender, research has shown that the role of women in accounting has greatly increased over the past several decades, and that by having both male and female input has a positive impact on accounting practice, audit teams, corporate boards, etc. Consequently, informing students regarding the role of gender can help them in their future careers appreciate the contributions of both genders to the accounting profession and business practice.

Submissions for this special issue should be original work that deals in some manner with topics relevant to gender issues and/or work-life balance as they relate to accounting education (e.g., how gender issues and/or work-life balance should be taught in the classroom, course design, educational cases, teaching resources and to what extent post-graduate practical training might be needed). The editors for this special issue solicit high-quality manuscripts of various types and research paradigms (e.g., field or experimental investigations, archival, analytical or survey research). All relevant submissions will be considered.

Submissions should be made electronically through <http://ees.elsevier.com/accedu/default.asp> starting **1 October 2018**. When submitting select the issue type as 'Special issue' and then the article type as '**Special Issue on GIWB in Accounting.**' The deadline for submissions is **31 May 2019**. Acceptances will be on a rolling basis with an anticipated special virtual issue publication in **March 2020**. Revisions received after that publication deadline will be scheduled for the next issue. Early submissions are welcome, and potential contributors are encouraged to contact the guest editors to discuss ideas and topics. Authors should submit the following items within the EVISE system: (1) statement that the submitted work is original, that it has not been published elsewhere, and that the paper is not currently under review by any other journal; (2) cover page, containing title of the manuscript and complete contact information for each author; and (3) manuscript copy itself,

without any author identification. For further information, please contact either of the following guest editors:

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Journal of Accounting Education: General Information

The *Journal of Accounting Education* (JAEd) is a refereed journal published quarterly by Elsevier (<http://www.journals.elsevier.com/journal-of-accounting-education>). The JAEd is dedicated to promoting and publishing research on accounting education issues and to improving the quality of accounting education worldwide. The Journal provides a vehicle for making results of empirical studies available to educators and for exchanging ideas and instructional resources that help improve accounting education. The JAEd publishes manuscripts on all topics that are relevant to accounting education, including uses of technology, learning styles, assessment, curriculum, and faculty-related issues. The Journal includes four sections: a Main Articles Section, a Teaching and Educational Notes Section, a Case Section, and a Best Practices Section. Manuscripts published in the Main Articles Section generally present results of empirical studies, although non-empirical papers are sometimes published in this section. Short papers on topics of interest to JAEd readers are published in the Teaching and Educational Notes Section. The Teaching and Educational Notes Section also includes instructional resources that are not properly categorized as cases, which are published in a separate Case Section. Instructional resources published in the JAEd should meet relevant educational objectives and be available for general use. The Best Practices Section is meant to highlight innovative and effective institutional and individual accounting educator practices in areas such as student recruitment, student advising, student engagement, and alumni relations.

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Journal of Accounting Education
**Call for Papers on How to Prepare Accounting Students for a Career in a Big
Data World (Special Issue)**

The *Journal of Accounting Education* invites submissions for a special issue devoted to preparing accounting students for a career in a Big Data world. Submissions for this special issue should be original work that deal in some manner with topics related to how best to prepare accounting students to understand data and data analytics. Rather than single teaching cases, the goal of this issue is to help develop overall curriculum learning objectives, assessment, course design, etc. The editors for this special issue solicit high-quality manuscripts of various types and research paradigms (for example, field or experimental investigations, archival, analytical, or survey research). All relevant submissions will be considered.

To enhance early access, manuscripts will be published in regular journal volumes as accepted and later be pulled into a virtual special issue on the Journal of Accounting Education website.

Submissions should be made electronically through <http://ees.elsevier.com/accedu/default.asp> starting **15 December 2017**. When submitting select the issue type as 'Special issue' and then the article type as '**Special Issue on Accounting Student Career**'. The deadline for submissions is **31 October 2018**. Acceptances will be on a rolling basis with an anticipated virtual special issue completion for **October 2019**. Early submissions are welcome, and potential contributors are encouraged to contact the guest editors to discuss ideas and topics. Authors should submit the following items within the EVISE system: (1) statement that the submitted work is original, that it has not been published elsewhere, and that the paper is not currently under review by any other journal; (2) cover page, containing title of the manuscript and complete contact information for each author; and (3) manuscript copy itself, without any author identification. For further information, please contact either of the following guest editors:

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Journal of Accounting Education: General Information

The *Journal of Accounting Education* (JAEd) is a refereed journal published quarterly by Elsevier (<http://www.journals.elsevier.com/journal-of-accounting-education>). The JAEd is dedicated to promoting and publishing research on accounting education issues and to improving the quality of accounting education worldwide. The Journal provides a vehicle for making results of empirical studies available to educators and for exchanging ideas and instructional resources that help improve accounting education. The JAEd publishes manuscripts on all topics that are

relevant to accounting education, including uses of technology, learning styles, assessment, curriculum, and faculty-related issues. The Journal includes four sections: a Main Articles Section, a Teaching and Educational Notes Section, a Case Section, and a Best Practices Section. Manuscripts published in the Main Articles Section generally present results of empirical studies, although non-empirical papers are sometimes published in this section. Short papers on topics of interest to JAEd readers are published in the Teaching and Educational Notes Section. The Teaching and Educational Notes Section also includes instructional resources that are not properly categorized as cases, which are published in a separate Case Section. Instructional resources published in the JAEd should meet relevant educational objectives and be available for general use. The Best Practices Section is meant to highlight innovative and effective institutional and individual accounting educator practices in areas such as student recruitment, student advising, student engagement, and alumni relations.

Natalie T. Churyk, PhD CPA
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Journal of Accounting Education

BAFA Accounting Education SIG Annual Conference, Ghent,
2019 Call for Manuscripts

Special Issue of the *Journal of Accounting Education*

The British Accounting & Finance Association (BAFA) Accounting Education SIG Annual Conference 2019 is pleased to announce its annual conference to be held at Ghent University in Ghent, Belgium, Wednesday 22

May 2019 through Friday 24 May 2019. We invite authors of conference presentations to submit complete journal ready accounting education related research papers, teaching cases, teaching notes, or best practices to the special issue. Conference acceptance/presentation does not guarantee publication in the Journal. Submitted papers will be subject to double blind peer review by academics. Subject to editorial review and approval, accepted manuscripts will be published in **the *Journal of Accounting Education*** (<http://www.journals.elsevier.com/journal-of-accounting-education>). Special Guest Editors are: Frances Miley, University of Sussex and Andrew Read, University of Sussex.

To enhance early access, manuscripts will be published in regular journal volumes as accepted and later be pulled into a virtual special issue on the Journal of Accounting Education website. Submissions should be made electronically through <https://www.evise.com/profile/api/navigate/ACCEDU> starting **25 May 2019**. When submitting, select the issue type as 'Special issue' and then '**Special Issue BAFA AE 2019 Ghent**'. The deadline for submissions is **1 October 2019**. Acceptances will be on a rolling basis with an anticipated virtual special issue completion for **March 2021**. Potential contributors are encouraged to contact the guest editors to discuss ideas and topics. Authors should submit the following items within the EVISE system: (1) statement that the submitted work is original, that it has not been published elsewhere, and that the paper is not currently under review by any other journal; (2) cover page, containing title of the manuscript and complete contact information for each author; and (3) manuscript copy itself, without any author identification. For further information, please contact either of the following guest editors:

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