

AAA Launches New Electronic Publications Service....

See story on page 14.

President's Message

Some Thoughts on Accounting Scholarship

From Annual Meeting Presidential Address, August 22, 2001

Tradition calls for me to reveal plans and aspirations for the coming year. But a slight deviation from tradition will, I hope, provide some perspective on my thinking.

We have, in the past half century, made considerable strides in our knowledge of accounting institutions. Statistical connections between accounting measures and market prices, optimal contracting, and professional judgment processes and biases are illustrative. In the process we have raised the stature, the relevance, and the sheer excitement of intellectual inquiry in accounting, be it in the classroom, in the cloak room, or in the journals.

Of late, however, a malaise appears to have settled in. Our progress has turned flat, our tribal tendencies have taken hold, and our joy has diminished.

Some Warning Signs

One indicator is our textbooks, our primary communication medium and our statement to the world about ourselves. I see several patterns here. One is the unrelenting march to make every text look like *People* magazine. Form now leads, if not swallows, substance. Another is the insatiable appetite to list every rule published by the FASB (despite the fact we have a tidal wave thanks to DIG, EIFT, AcSEC, SABs, and what have you). Closely related is the interest in fads. Everything, including this paragraph of my remarks, is now subject to a value-added test. Benchmarking, strategic vision, and EVA® are everywhere. Foundations are nowhere. Building blocks are languishing in appendices and wastebaskets.

A second indicator is our journals. They have proliferated in number. But we struggle with an intertemporal sameness, with incremental as opposed to discontinuous attempts to move our thinking forward, and with referee intrusion and voyeurism. Value relevance is a currently fashionable approach to identifying statistical regularities in the financial market arena, just as a focus on readily observable components of compensation is a currently fashionable dependent variable in the compensation arena. Yet we know measurement error abounds, that other sources of information are both present and hardly unimportant, that compensation is broad-based and intertemporally managed, and that compensating wage differentials are part of the stew. Yet we continue on the comfortable path of sameness.

A third indicator is our work habits. We have embraced, indeed been swallowed by, the multiple adjective syndrome, or MAS: financial, audit, managerial, tax, analytic, archival, experimental, systems, cognitive, etc. This applies to our research, to our reading, to our courses, to our teaching assignments, to our teaching, and to the organization of our Annual Meeting. In so doing, we have exploited specialization, but in the process greatly reduced communication networks, and taken on a near tribal structure.

A useful analogy here is linearization. In accounting we linearize everything in sight: additive components on the balance sheet, linear cost functions, and the most glaring of all, the additive representation inherent in ABC, which by its mere structure denies the scope economy that causes the firm to jointly produce that set of products in the first place. Linearization denies interaction,

denies synergy; and our recent propensity for multiple adjectives does precisely the same to us. We are doing to ourselves what we've done to our subject area. What, we might ask, happened to accounting? Indeed, I worry we will someday have a section specialized in depreciation or receivables or intangibles.

I hasten to add this particular tendency has festered for some time. Rick Antle, discussing the "Intellectual Boundaries in

Accounting Research" at the '88 meeting observed:

In carving out tractable pieces of institutionally defined problems, we inevitably impose intellectual boundaries. ...

My concern arises when, instead of generating fluid, useful boundaries, our processes of simplification lead to rigid, dysfunctional ones. (6/89 *Horizons*, page 109).

I fear we have perfected and made a virtue out of Rick's concern. Fluid boundaries are now held at bay by our work habits and natural defenses.

A final indicator is what appears to be coming down the road, our work in progress. Doctoral enrollment is down, a fact. It is also arguably factual that doctoral training has become tribal. I, personally, have witnessed this at recent Doctoral and New Faculty Consortia, and in our recruiting at UF. This reinforces the visible patterns in our textbooks, in our journals, and in our work habits.

Some Contributors

These patterns, of course, are not accidental. They are largely endogenous. And I think it is equally instructive to sketch some of the contributors.

One contributor is employers, their firms, and their professional organizations. Employers want and lobby for the student well equipped with the latest consulting fad, or the student well equipped to transition into a billable audit team member or tax consultant within two hours of the first day of employment. Immediacy is sought and championed, though with the caveat of critical-thinking skills somehow being added to the stew. The

(continued on page 2)



Joel S. Demski

In this issue

Call for 2002–03 Nominees for Office	3
2002 Annual Meeting Call for Submissions and CPE Proposals	4
Search for <i>Horizons</i> editor	6
Invitation to Volunteer for Committees	6
AAA Programs End	11
2001 Annual Meeting Pictures	12
<i>The Accounting Review</i> Conference	15



AMERICAN ACCOUNTING ASSOCIATION

5717 Bessie Drive
Sarasota, Florida 34233-2399
Phone: (941) 921-7747
Fax: (941) 923-4093
Email: Office@AAAhq.org
Web site: <http://AAA-edu.org>

CO-EDITORS

President

Joel S. Demski
Fisher School of Accounting
College of Business Administration
University of Florida
PO Box 117166
Gainesville, FL 32611-7166
Phone: (352) 392-7597
Fax: (352) 378-1079
Email: demski@notes.cba.ufl.edu

AAA Executive Director

Craig E. Polhemus
5717 Bessie Drive
Sarasota, FL 34233-2399
Phone: (941) 921-7747-ext. 303
Fax: (941) 923-4093
Email: Craig@AAAhq.org

ADMINISTRATIVE OFFICE STAFF

All phone numbers are area code (941)

Assistant Director for Logistics

Debbie Gardner-556-4101; Debbie@AAAhq.org

Membership Services Specialist

Deirdre Harris-556-4119; Deirdre@AAAhq.org

Office Aide

Diana Lombardi-556-4116; Diana@AAAhq.org

Director of Faculty Development

Tracey Sutherland-556-4111; Tracey@AAAhq.org

Education Project Manager

Linda Watterworth-556-4118; Linda@AAAhq.org

Assistant Director for Membership

Patricia Hoban-556-4113; Pat@AAAhq.org

Director of Finance and Administration

Roland LaTulip-556-4110; Roland@AAAhq.org

Financial Coordinator

Mary Cole-556-4104; Mary@AAAhq.org

Office Administrator

Judy Cothorn-556-4105; Judy@AAAhq.org

Mailroom Office Assistant

Barbara Brady-556-4121; Barbara@AAAhq.org

Assistant Director for Information Systems

James Szelminski-556-4112; Jim@AAAhq.org

Associate Director for Communications

Beverly Harrelson-556-4109; Beverly@AAAhq.org

Assistant Director for Publications

Diane Hazard-556-4107; Diane@AAAhq.org

Electronic Publications Specialist

Kathy Casper-556-4106; Kathy@AAAhq.org

Publications Specialist

Helen Griffith-556-4115; Helen@AAAhq.org

Publications Specialist

Carol Stanton-556-4108; Carol@AAAhq.org

Publications & Automation Coordinator

Janet Wood-556-4117; Janet@AAAhq.org

Meetings Coordination (Subcontractor)

DSE, Inc. c/o Dee Strahan

1223 Oxbow Lane

Winter Springs, FL 32708

Phone: (407) 366-9855 Fax: (407) 366-9856

Email: dstrahan@atlantic.net

President's Message *(continued from page 1)*

comparative advantage line between University and employer-based training is not open for analysis here. We, in the university, are expected to run employment-training institutes. The employer, with a natural focus on immediacy, is even looked to for intellectual leadership and perhaps program certification in this model. That appalling idiom, "student as customer" reinforces this first job-employer bias, just as do recent program sponsorships by some of the large firms. Need I mention the CPA examination, accreditation bodies, or pseudo accreditation bodies?

A second contributor is administrators. Administrators respond to employers, to journalists, to students, and to alumni, but not to tomorrow's students. Polls and ratings and student evaluations are the currency of the realm. Risk taking, innovation, fundamentals, and long-term growth are not visible. Zero variance is sought, at the woeful cost of disallowing options. And, I might add, we even have the APLG section (or "group") in the association.

A third contributor is publishers. Do you think Chuck Horngren used a focus group when he wrote and Prentice Hall published his path-breaking text? Do you think Gordon Shillinglaw used a focus group when he wrote and Irwin published his path-breaking textbook? Do you think Bill Paton relied on focus groups? Suffice it to say followship, timidity, and add-ons have replaced leadership.

A final contributor is ourselves, each and every one of us. We have been entrusted, for a brief period of time, with a body of scholarship. It is our responsibility to care for, to expand, to deepen, and to share this body of scholarship, with our students, with one another, and with our successors. Yet we ask employers what should be in our curricula, we engage the ratings games, with journalists and with our students, we squander the 150-hour requirement, we pander to professional exams, we take comfort in benchmarking among ourselves, we forget our role in the University's governance, and we embrace the isolation of tribalism.

Some Interventions

But this is only half of the self-portrait. (Indeed, Chapter 11 would be in order were this the entire story.) The other half is the simply remarkable talent, energy, goodwill, and opportunity that we have. The issue, when all is said and done, is how to redirect this talent, this energy, and this goodwill more directly toward those abundant opportunities.

It will come as no surprise when I tell you this has to come from us, from within us. It will not come from the employers, from the administrators, from the publishers, or from the AAA. And I think it is time to push back on these institutions and pressures. It is time to reassert scholarly leadership.

Moreover, there are some collective things we can do, do in the hope of catalyzing some behavior changes. I propose three for the coming year.

First, we will have a theme for the coming year: "Reinvigorating Accounting Scholarship." A theme of this nature is simply a unifying idea, one that I hope will be a recurrent element in AAA activities during the coming year. It cannot produce new results or innovations; but it can remind us of our opportunities and responsibilities, and challenge us.

Second, in an explicit attempt to challenge us to think and communicate more broadly, to broaden our networks, to push back against the short-run pressures, and to return some joy to our activities, we will have a curriculum design contest. Details are being posted on the AAA web site today, but the basic idea is straightforward. If you and a couple of colleagues had the opportunity, and if constraints were not an issue, what curriculum would you propose for your program? What could and would you really do? Show us how rich the study of accounting can be. We even have a prize: you get to showcase your ideas in San Antonio.

I know from personal experience that faculties can be recalcitrant, and highly imaginative when it comes to fighting change or taking risks. But I also know from personal experience it is possible to abandon an entire curriculum. So I am hopeful this exercise will produce some nontribal thinking, will put some ideas on the table that we all can, and will, use. This is, after all, who we are, who we can be!

Third, in another explicit attempt to challenge us to think and communicate more broadly, we will make some structural changes in next year's Annual Meeting. Most important, we will try to group papers by topic and randomize over tribe. Ideally, we will wind up with, say, a session on compensation that has an analytic paper, an experimental paper, and an empirical paper.

In closing, it is time, it is time for us, to reinvigorate accounting scholarship, to reassert scholarly leadership. I hope you will join in the curriculum challenge, and put a scare in the employers, the administrators, the publishers, your colleagues, and each and everyone of us. I hope you will attend and participate in next year's meeting. I hope you will leave that meeting a little annoyed for having been goaded into stepping outside your comfort zone, but also with a renewed commitment to accounting

(continued on page 3)

Nicholas Dopuch and James Don Edwards Inducted into The Accounting Hall of Fame

Columbus, Ohio—Two distinguished accountants were inducted into The Accounting Hall of Fame on August 13 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 69 influential and respected accountants from academe, accounting practice, government, and business. The Hall of Fame's international board of electors selects the honorees.

Nicholas Dopuch, Moog Professor of Accounting at Washington University in St. Louis, was inducted for his vision, energy, and writing that have shaped the development of accounting research for four decades. The presentation to Professor Dopuch was made by Sidney Davidson, Professor Emeritus and former Dean of the University of Chicago's Graduate School of Business.

James Don Edwards, Tull Professor of Accounting Emeritus at the University of Georgia, was inducted for his many contributions



Front Row (left to right): Herbert E. Miller, James Don Edwards, Nicholas Dopuch, Sidney Davidson
Back Row (left to right): Joel Demski, Mike Cook, Arthur Wyatt, Robert Anthony, William Beaver, Charles Horngren

to accounting that bridge both the academic and professional domains of the field. The presentation to Edwards was made by Herbert E. Miller, Professor of Accounting Emeritus at the University of Georgia and former partner in Arthur Andersen & Co. (now Andersen LLP). ■

Call for Nominees for Office

The American Accounting Association 2001–2002 Committee on Nominations will meet this winter to consider members of the Association to serve the 2002–2003 term for the following offices:

- President-Elect
- Vice President—Sections and Regions
- Vice President—Research
- Vice President—Education-Elect
- Vice President—Publications-Elect
- Council Members-at-Large (2)
- International Council Member-at-Large

The Committee is chaired by Michael A. Diamond, University of Southern California. Other members of the Committee are Jan R. Williams, University of Tennessee; Mary S. Stone, The University of Alabama; Stanley F. Biggs, University of Connecticut; Chee W. Chow, San Diego State University, James E. Hunton, University of South Florida; and Sara A. Reiter, SUNY at Binghamton.

Members of the Association who would like to suggest names for consideration as nominees should submit their nominations before December 1, 2001 to Michael A. Diamond, Vice President and Executive Vice Provost, University of Southern California, Provost's Office, Bovard 102, Los Angeles, CA 90089-4019, Email: mdiamond@rcf.usc.edu ■

President's Message *(continued from page 2)*

scholarship. Most of all, I hope the joy of scholarship will reappear and flourish, for each and everyone of us.

Curriculum Challenge

The American Accounting Association's Annual Meeting in August 2002 (San Antonio) will stress the theme "Reinvigorating Accounting Scholarship." An important component of this thematic organization is a curriculum design challenge. The idea is straightforward: suppose you ignore textbooks, colleagues, employers, professional licensing, and whatever. What curriculum would you specify? Submissions are sought from individuals or groups, and the guidelines are few:

Guidelines: Specify whether this is a four-year undergraduate program, a five-year curriculum, or whatever, and what University constraints you assume (e.g., the university has a standard GE requirement of around 60 hours for an undergraduate program). From here list (1) course titles, (2) course hours, and (3) a one- or two-sentence course description. That's it! (Of course this presumes your design actually has courses.)

The deadline is February 1, 2002. All submissions should be in electronic format, and sent to aaapres@notes.cba.ufl.edu ■

Change in Member Year

The Executive Committee recently decided to match the stated membership year to the Association's fiscal year (September 1 through August 31). This does not change the date on which membership ends, which remains the end of June as provided in the Association By-Laws. The timing of dues notices is also not expected to change. This will have no impact on the 2000–01 fiscal year financial results, which will be posted online (accessible through <http://AAA-edu.org>) once the 2000–01 audit is completed. ■

AAA Financial Accounting Standards Committee (FASC) Original Comment Letters

Available online: <http://accounting.rutgers.edu/raw/aaa/about/committe/fasc/index.htm>

2002 Annual Meeting . . .

Wednesday through Saturday, August 14–17, 2002 • San Antonio, Texas

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 2002 Annual Meeting. The theme of the 2002 Annual Meeting is "Reinvigorating Accounting Scholarship." 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 beginning October 15, 2001 and must be received by January 11, 2002 to be considered for inclusion in the program. Submissions by December 14, 2001 are encouraged (see below).

Submissions should be made online at <http://aaahq.org/AM2002/submit.cfm>. Microsoft® Word files are preferred. AAA headquarters staff will take the appropriate steps to protect anonymity. Papers, special sessions, or forms submitted by fax or email, or received after January 11, 2002 will not be reviewed.

Submission Fees

Submissions of papers and proposals for special concurrent sessions are free if received by December 14, 2001, 11:59 PM, Eastern. Submissions after that date, but prior to January 11, 2002, require a submission fee of \$50 (U.S.)

Moderators and Discussants

Individuals may volunteer to be a moderator or discussant online at <http://aaahq.org/AM2002/submit.cfm>. No fee is required to volunteer as a moderator or discussant.

Participant Limitation

Submission of a paper implies a commitment by at least one author to attend the meeting and present the paper at the appointed time. By AAA policy, an individual is limited to one personal appearance on the program as a concurrent session presenter, forum paper presenter, panelist, or other special session participant, moderator, or discussant. This policy allows multiple submissions but precludes acceptance for more than one presentation or appearance. A presenter may be a nonpresenting co-author on additional papers. Presenters must bring an adequate supply of handouts or papers for distribution to session attendees.

Paper Submissions

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 academic year 2001–02. Papers will be subject to a blind review and should follow the style and length guidelines of *The Accounting Review*. Authors of accepted papers are expected to provide to a designated

discussant a final copy no later than July 1. Continuing Professional Education Workshop proposals have a separate submission and review process, details are located at <http://raw.rutgers.edu/raw/aaa/2002annual/cpeinfo.htm>

Paper Designation

Submissions may be designated as "at-large," for interdisciplinary sessions, or may be made directly to one of the AAA 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, or Two-Year College. Notification of the outcome will be sent by May 3, 2002.

Paper Topics

Authors are encouraged to tag papers by one (or more) of the following topics:

- Accounting as a source of information
- Accounting for evaluation
- Accounting for valuation
- Accounting for decision making
- Accounting and technology
- Accounting and other sources of information ■

Request for Proposals to Present a Continuing Professional Education Workshop (CPE) at the 2002 AAA Annual Meeting

The American Accounting Association invites proposals from members of the Association, Sections, and others who wish to conduct a continuing education workshop in conjunction with the 2002 Annual Meeting in San Antonio, Texas. Half- and full-day workshops will be held on Wednesday, August 14, 2002.

Proposals to conduct a workshop must be submitted using a special proposal form that can be obtained on the AAA web page (<http://raw.rutgers.edu/raw/aaa/2002annual/cpeinfo.htm>) 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 14, 2002.

The CPE program provides professional development opportunities that give participants the opportunity to gain in-depth perspectives on very current issues. We encourage the development of proposals that take advantage of the context of the CPE program and highlight critical issues for accounting and business education. (Please note: The AAA does not consider it appropriate for presenters of CPE workshops to explicitly market products in which they have a financial interest.)

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

Other Calls . . .

CALL FOR PAPERS

New Directions for Accounting-Ethics Research

The Professionalism and Ethics Committee of the AAA invites papers for the Seventh Symposium on Ethics Research in Accounting, which will be held immediately preceding the 2002 AAA Annual Meeting in San Antonio. The purpose of the symposium is to explore new frontiers of ethics research in an accounting context. More information about the symposium, including the submission process, is available on the AAA web site. Click on the Calls for Papers button and then click on the Calls for Papers button and then click on Seventh Symposium on Ethics Research in Accounting. ■

CALL FOR PAPERS

Environmental Disclosure Practices and Financial Performance Monograph

The United States has made significant progress since the early 1970s in protecting the natural environment through laws and regulations. This monograph, co-edited by Robert W. Ruthledge and Khondkar E. Karim, will publish eight to ten selected papers related to the general topic of environmental disclosure issues. For additional information, please go to the AAA web site and click on the Calls for Papers button and then click on Environmental Disclosure Practices and Financial Performance. ■

CALL FOR PAPERS

An International Journal of Society for Human Transformation and Research

Delhi Business Review is an international journal of Society for Human Transformation and Research published from New Delhi, India. For detailed criteria and submission information, please go to the AAA web site and click on the Calls for Papers button and then click on Delhi Business Review. ■

CALL FOR MANUSCRIPTS

2002 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 14, 2002. ■

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.

Details on the criteria and the application process can be found on the AAA web site. Click on the Awards button and then click Steve Berlin/CITGO Grant. ■

CALL FOR NOMINATIONS

2003 Outstanding Accounting Educator Award

Nominations for the 2003 American Accounting Association Outstanding Accounting Educator Award(s) must be submitted before June 1, 2002. 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 NOMINATIONS

2002 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

2002 Wildman Medal Award

The Deloitte & Touche Wildman Award Committee is currently accepting nominations for the 2001–2002 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 (2002), 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). Send nominations by December 1, 2001 to Dan S. Dhaliwal, Head; Department of Accounting; Eller College of Business and Public Administration; McClelland Hall 301; The University of Arizona; PO Box 210108; Tucson, Arizona 85721-0108; Email: dhaliwal@bpa.arizona.edu ■

A chart of all of the AAA Awards is available on the web site. Click on the Awards button and then click on Overview of AAA Awards.

Search Begins for Next Accounting Horizons Editor

The managing editors of the three association-wide journals serve a three-year term with one initial year of transition. On our current schedule, one editor is selected each year, and this year the editor to be selected will succeed James A. Largay III at the helm of *Accounting Horizons*.

Jim's editorship runs through July 2003, but our plan is to have the next *Accounting Horizons* editor appointed and in transition by July 2002.

The Publications Committee is soliciting nominations for the *Accounting Horizons* position and will be considering nominees throughout the fall. Please send your nominations to the Vice President-Publications:

Larry Tomassini
Fisher College of Business
The Ohio State University
2100 Neil Avenue
Columbus, OH 43210
Email: tomassini@cob.osu.edu ■

Invitation to Volunteer for Committees

President-Elect G. Peter Wilson is filling AAA committee assignments for 2002–2003. 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:

G. Peter Wilson
c/o Brian Callahan
The Joseph L. Sweeney Chair in Accounting
The Wallace E. Carroll School of Management
Boston College
Fulton Hall
140 Commonwealth Avenue
Chestnut Hill, MA 02167-3808
Fax: (617) 552-2097
Email: AAAPeteW@bc.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. ■

The International Consortium On Governmental Financial Management Research Proposals / Papers

The International Consortium on Governmental Financial Management (Consortium) is seeking proposals for research papers in International Financial Management in the areas of accounting, auditing, budgeting, taxation, debt management, and information systems for governmental financial management.

Proposals should not exceed two double spaced pages and should include the objective of the project, the methodology to be used, the expected outcome, and a short CV of the proposer. We are interested more in potential contributions to the field than we are in abstract research methodology, and those that touch upon critical international financial management issues. These proposals are expected to come from both US and foreign academics, professionals and graduate students. Literature searches are acceptable.

The paper itself should not exceed 15 double spaced pages, should be presented in publication form, and should be accompanied by a waiver of copyright. The Consortium plans to publish the acceptable papers as an organizational project in its annual research publication *Public Fund Digest*, a refereed journal.

The International Consortium on Governmental Financial Management is an international grouping of organizations and people involved in governmental financial management. The Consortium presently represents over 250,000 government financial managers, accountants auditors, etc. from all parts of the world. The Consortium encourages its members to work together to promote a better understanding of professional financial management among public officials at all levels of government.

Proposals should be received no later than January 30, 2002. The selection will be made by March 30, 2002. The papers are due by August 30, 2002. Proposals should be sent to:

Professor Adolf J.H. Enthoven
Director - Research & Education - Consortium
c/o Center for International Accounting Development
The University of Texas at Dallas
2601 North Floyd Road, HH 13
Richardson, TX 75083-0688
Fax: (972) 883-2192
email: intacctg@utdallas.edu

New Conversations about Learning Insights from Neuroscience and Anthropology, Cognitive Science, and Work-Place Studies

Theodore (Ted) Marchese was vice president of the American Association for Higher Education and editor of Change magazine when he made this presentation for the AAHE's Faculty Roles and Rewards Conference; before that he was a faculty member for many years and, at one point, vice president of Barat College. Excerpts from his address highlight many of the new perspectives on learning being developed through research in a variety of disciplines. The address will be presented in two parts, the first here and the second appearing in the Faculty Development Update of the Winter issue of AEN.

My intention here, then, is to talk about what usually gets left out—learning itself—as a way of helping you think about the choices you make in enacting and assessing undergraduate education. What I propose to do might be thought of as a little *tour de terrain*, an all too brief look at a whole string of conversations about learning that are going forward today across several disciplines....

The Teachers' Wisdom

For most of our professional lives, we've had two ways of knowing about learning. The first is through a wisdom literature, in which famous teachers tell us how to instruct students. This literature is as old as written history itself. To take three examples, a traditional Chinese proverb tells us, "Teachers open the door. You enter by yourself." Aristotle echoed this when he said, "What we have to learn to do, we learn by doing." Galileo admonished that "You cannot teach a man anything; you can only help him find it within himself"....

Wisdom literatures have brought us important insight over the years. Who thought more deeply about teaching and learning than Alfred North Whitehead? I reread his short book, *The Aims of Education*, published in 1929, every two or three years. I think also of the wonderful books on teaching from Gilbert Highet and Kenneth Eble. And, good as any of these, is Parker Palmer's *The Courage to Teach*, due later this year.

Psychological Studies

One of the most important findings from cognitive psychology surely has been the whole matter of prior beliefs and mental models; let me focus here on that one finding. The insight is simple enough: it begins with the innate need of humans to make meaning out of their experience of the world. So we develop, at quite early ages—as five-year-olds, for example—basic sets of ideas about how the world works, what's dangerous, who's friendly, about right and wrong, what to like and how to behave, and so on. The scary part is that these childhood versions of reality tend to get pretty hard-wired into the brain and prove quite resistant to change: once we think we've figured out some corner of the world, we tend to see what we want to see and hear what we want to hear, bending subsequent experience into confirmation. I say "scary" because the existence of prior beliefs can be a major impediment to subsequent learning: the beliefs, after all, may be objectively wrong, or bigoted, or dysfunctional, and block fair and open encounter with the new or different. Very significantly, prior beliefs turn out to be especially impervious to classroom-based instruction, and especially to teaching as telling.

There's a chilling example of this in a video made at Harvard several years ago, "A Private Universe." The heart of it consists of interviews of Harvard graduates on the day of graduation. Picture the Harvard Yard, gowns and bands, proud parents with cameras, and a wandering interviewer asking the new graduates a seemingly simple question: *Why is it warmer in summer than in winter?*

Our graduates are nothing if not confident. "Well," they say, "let's see, in summertime the Sun comes a lot closer to the Earth and, well, you know, the closer it gets the more heat you're going to have...right?" Now, mind you, these are students who've taken units on the solar system back in junior high school, who've had three years of high school science, who took physics and/or astronomy at

Harvard, and who probably got an "A" in them every time out. Yet they persist in a pre-Copernican view of how the world works. The point of the video is to show how mental models, once formed, are incredibly resistant to change, especially from conventional instruction.

A larger-scale example of this appears this fall in an *American Journal of Physics* article by Indiana University physicist Richard Hake. It looks at the impacts of instruction on student beliefs across some 62 first-level physics courses, 6,549 students in all, from rural high schools through Ivy universities. At the start and finish of each of these courses, students were administered an instrument called the Force Concept Inventory, a well-developed diagnostic instrument that assesses student orientation toward mechanics...it basically looks to see whether people's view of mechanics—of how the physical world works—is pre-Newtonian or post-Newtonian.

Many of us, like the students in the 62 courses, tend to carry in our heads naive, commonsensical ideas about mechanics that are pre-Newtonian. Wrong as they may be, these views turn out to be ever so resistant to change by conventional instruction. What the study shows is that in traditional physics courses—lecture-based, recipe labs, right-answer quizzes and tests—the impacts on deeper beliefs about the physical world are small...about .22 on the instrument's measurement scale. Strikingly, the small-impacts finding held whether the instructor was an experienced "teacher of the year," a brand-new instructor, or anything in between. Gravity, light, motion, feather vs. pellet in a vacuum, whatever these students believed beforehand was pretty much what they believed at the end...notwithstanding all the right answers they produced for exams.

Hake's study is compelling because his set of 62 courses included 41 that were taught in quite a different way, emphasizing more active forms of learning ("heads-on"), problem-based labs ("hands-on"), and immediate feedback through

(continued on page 8)

New Conversations About Learning

(continued from page 7)

discussion with peers and/or instructors. On the same assessment scale, the gain among students was on the order of .52—quite a striking difference, though still a less than full victory in terms of changing mental models, which (again) remain ever so tough to alter. The good news here, of course, is that smart instruction does work...the unhappy thought is that such approaches are hardly yet the norm.

I want to conclude these remarks on wisdom literatures and cognitive psychology by pointing out that both have historically been focused on the teacher, not on learning itself. Even in classic experimental designs—where you set up a treatment, the teacher teaches a certain way (as in Hake's courses), then you observe student performance as the outcome—you're basically treating the mind as a black box. At best, the method allows for inference about what's happening in student brains...potentially valuable, as when we infer the operation of mental models, but an inference all the same.

The Neurosciences

What's new this decade is the emergence of a robust, exploding set of literatures in the neurosciences. I use the plural here because brain research now attracts the attention of scientists from at least half a dozen specialties: neuro-physiologists, molecular biologists, neuro-anatomists, certain chemists and medical researchers, and so on. The big breakthrough, especially this decade, has been the availability of PET scan and functional MRI devices that allow scientists to observe mental activity directly, to take a "picture" of the brain at work. So exciting are the possibilities here that there's been an outpouring of federal funding in support of neuroscientific inquiry. It is the "Decade of the Brain."

With this activity, a veritable flood of discoveries has come forward on the functioning of the brain. These have excited hopes among educators that soon, at last, we'll learn what really happens inside all those student heads and have a scientific basis for teaching.

But, alas, not yet...and maybe not soon. When you get neuroscientists together in a room with educators, one of the first things you learn is that there have been a tremendous number of findings, yes, but the meaning of many of them remains in dispute. Another circumstance is that for all the findings, there's precious little theory to connect or interpret

them...and there's nothing so useful as a good theory, Kurt Lewin taught us. No scientist has yet come up with a coherent set of ideas about how the brain works that would be persuasive and usable for those of us who teach.

For the past 18 months I've been a participant in a series of Wingspread conversations sponsored by John Abbott's 21st Century Learning Initiative, which has brought together scientists with educators to try to make sense out of these new literatures. One of the things that I've observed at these meetings, and that I'm glad for, is that neuroscientists are reluctant to generalize from the findings they have so far, to tell us as teachers what we should be doing.

One reason for this is that much of the brain research that's gone on has been done as an aspect of larger projects on the "high-dollar diseases"... And, thankfully, good scientists are reluctant to make prescriptive leaps from disease studies to college classrooms...

Many of the findings seem to confirm what we've already known, or at least theorized.... To take one tiny example, if I look out the window and see a tree, the commonsense idea about what's happening is that a picture of the tree comes in through the retina and an image of it forms straightaway on some screen inside our head, just like photography. Well, of course, it doesn't quite work that way...there is no "screen" and, more importantly, the mind's image of that tree is far from a simple reproduction of an external reality: eighty percent of what winds up in the brain's image comes from information, ideas, and feelings that are already in the brain, just twenty percent from outside. The learning here is that when we look at a tree, or another person, or hear an idea, the sense we form of it is highly colored by a whole range of prior experiences and emotional dispositions. What we have from the brain researchers, then, seems just to confirm what we knew before about the power of the mental models we carry around in our head.

The University of Oregon's Robert Sylwester argues that we shouldn't be so surprised when neuroscientific findings parallel what we've found as teachers or educational researchers. If I have 28 students in my statistics class, I have a semester-long opportunity to observe 28 brains in operation...the inferences I'd draw just from watching what works with them reflect a form of "brain research." It

may not be science and it does have its limits, but there's a "wisdom of practice" teachers develop that warrants respect.

None of this is to say, however, that there's nothing new coming out of the neurosciences.... Here I want to note that brain science provides us with new ways—and vocabularies—for talking about learning. As educators, for example, we've long spoken about how student development in college is a function of the intellectual and affective...but these "domains" of an earlier psychology are not the way neuroscientists describe things. They pay little heed, too, to the nice distinctions we educators want to make between younger, college-age, and adult learners, or to our preoccupation with "learning styles"; I've not found one of them who thinks of "intelligence" as a unitary, fixed characteristic of individuals, or who thinks of the brain as an "empty vessel" or computer-like machine. To the neuroscientist, learning is a whole-person/whole-brain activity that confounds received categorizations.

Cognitive Science

Right alongside the neurosciences, new, hybrid forms of cognitive science have emerged. Lacking a tidy definition, let me proceed with an example, albeit one that conflates a string of actual experiments.

Imagine an experiment in which rats are being raised in a series of five boxes. In the first box, you have a single rat, raised the usual (sterile) way. In box two, you have a rat raised the same way, except that it is given toys to play with. In box three, same idea, except that the rat's toys are changed every week. Box four, same idea, changed toys, but there are several rats growing up together. In box five, you have several rats, rich toys, but each rat is removed from the cage every day and lovingly stroked for 15 minutes. At the end of a time period, all these rats are given learning tasks to accomplish: pushing levers for food, finding their way through mazes, and so on. The finding, when you look at their respective abilities to learn these tasks, is a learning curve that goes up steadily from the first box through the fifth...a 25 percent gain in "rat intelligence," if you will, attributable to differences of upbringing. The new cognitive scientists buttress these observations by measurements of brain weight and cortical development in the different rats, and with counts of cells and synapses. What we have in today's cognitive sciences, then, is a new blend of psychology and biology.

(continued on page 9)

SITES TO SEE

FASB's Emerging Task Force Issue on the Impact of Recent Terrorist Attacks

<http://www.fasb.org/>

The Emerging Issues Task Force (EITF) of the Financial Accounting Standards Board (FASB) addresses the financial reporting implications of the September 11 terrorist acts with EITF Issue No. 01-10: *Accounting for the Impact of the Terrorist Attacks of September 11, 2001*. In addition to the tragic loss of thousands of lives, businesses are now faced with the challenge of providing meaningful financial information to the public reflecting changes precipitated by recent events. Absent EITF guidance, many companies and their auditors would be faced with individually answering those questions.

NACE Press Room

<http://www.naceweb.org/press/default.cfm>

The National Association of Colleges and Employers (NACE) conducts a quarterly Salary Survey reporting on starting salary offers to new college graduates in 70 disciplines at the bachelor's degree level. The survey compiles data from college and university career services offices nationwide. Their 2001 year-end statement reports that the average offer to accounting majors rose 8.2 percent over last year to \$39,720.

EDUCAUSE Review

<http://www.educause.edu/pub/er/erm01/erm015w.html>

EDUCAUSE is a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology. Its e-magazine focuses on how information technology developments, policies, and people influence higher education institutions and educational users. Issues present thought-provoking articles, interviews with leaders in the area, legal and policy perspectives, and trends and forecasts.

At this point you might be thinking, well, we're still talking rats, not students; but it would be hard to get your university's human-subjects committee to approve an experiment that requisitioned sophomore brains for counting and weighing. On the other hand, rats and humans have about 95 percent of their genetic material in common. The real news in these experiments is not just the importance of rich, social environments and of nurture in upbringing but the brain's plasticity, its ability to realize new capacities in response to experience.

Again, none of the neuroscientists I speak with thinks of "intelligence" as an innate capacity fixed at birth. Indeed, the best news (at least for adults my age!) is the evidence coming forth of the brain's plasticity across the lifespan, of human abilities ever to learn, to "effloresce" in creativity in the right conditions of challenge and safety... all kinds of people are capable of incredible feats of learning through decades of their life....

In the Wingspread meetings I mentioned earlier, there have been a few (brave) souls willing to help construct summary lists of learnings from the neuro- and cognitive sciences; let me share two such here in abridged form.

The first is from Dee Dickinson, head of Seattle's New Horizons for Learning project, and is based on the work of Marian Diamond of UC, Berkeley. Four of Dickinson's items in summary form are:

- the brain is remarkably plastic across the lifespan;
- powerful learning is prompted when all five senses are engaged;
- adequate time is needed for each phase of information processing (input/assimilation/output); and
- emotional well-being is essential to intellectual functioning, indeed to survival.

Little on this list comes as a surprise. Experiments with the teaching of language, for example, have shown how quickly and lastingly a new tongue is learned when students can hear, live, speak, act, and sing it. Good teachers have always known that speed in producing answers isn't a good indicator of inherent capacity in students. And readers of Daniel Goleman's recent book, *Emotional Intelligence*, know well the cortex's ties to a powerful limbic system and the social-emotional origins of thinking.

Here is a second list, this one by Geoffrey Caine... he and his wife, Renate Caine, have made a specialty of translating

these literatures for K-12 educators:

- body, mind, and brain exist in dynamic unity;
- our brain is a social brain;
- the search for meaning is innate;
- the brain establishes meaning through patterning;
- emotions are crucial to patterning;
- learning involves conscious and unconscious processes;
- complex learning is enhanced by challenge, inhibited by threat; and
- every brain is uniquely organized, with resulting differences of talent and preference.

One of the things scientists have established pretty clearly is stated next to last on this list: When humans confront a situation they perceive as threatening, their brain "downshifts"... higher-order cortical functioning is supplanted by the more elemental limbic... the emotions come to rule. The point to ponder—the Caines make it—is the high reliance in American classrooms on sticks and carrots, on competition and scarce rewards, an ethos that can engender a mix of student attitudes somewhere between grudging compliance and sullen disengagement....

Evolutionary Studies

My next disciplinary excursion is into the companion fields of evolutionary biology and evolutionary psychology, the latter often associated with the more recent work of Jerome Bruner. There was a wonderful review of Bruner's latest book (questions and all) by Clifford Geertz in the *New York Review* earlier this spring. Also this spring, Stephen Jay Gould, as you may have seen in the *New Yorker*, attacked evolutionary biology as an immature, overreaching form of science, as sociobiology in new clothes.

So these fields are not without controversy. But I take the "finding" that follows as at least provocative. It is that natural dispositions and ways of knowing can be identified in the human species, approaches to learning that proved evolutionarily successful over the ages and are all but in our gene pool. In effect, there's a "natural" way of learning for humans. What is it? you say, surely with interest. The answer: apprenticeship.

How the evolutionists get there is by looking back at how humans learned over the course of the 1,000 or so generations of knowable (recorded) history. All prior societies, for example, have had the very problem we confront today, that of how to bring young people up into valued adult

(continued on page 10)

faculty development UPDATE

New Conversations About Learning

(continued from page 9)

roles. The approach of a whole range of societies, across a tremendous number of generations, was apprenticeship. The way people became midwives, stonecutters, artists, shamans, masons, hunters, a hundred other occupations, was through socially organized apprenticeships. That was true right up until the 1840s in England and until the Civil War in the United States, when universal schooling became the new way of preparing young people for adult roles. It's only in the last six generations or so in the industrial democracies that we've had formal mechanisms of schooling. But for the figurative 994 generations that came before, young people learned what they learned through apprenticeship.

Another way to confirm this observation is through anthropological studies that look cross-culturally at how societies today that do not have universal schooling prepare their young; again the answer is through forms of apprenticeship. Studies have been done, for example, of how girls or young women become midwives in rural Yucatan or Zimbabwe; they learn that role by attaching themselves to experienced practitioners.

As Jean Lave outlined in her 1991 book, *Situated Learning*, there are many forms of apprenticeship across time, occupations, and cultures, yet commonalities, too. These common elements came to be fleshed out in a flurry of literature that appeared in the early 1990s. Apprenticeship has typically been a cohort activity. That is, there were often two or three masters and a whole set of apprentices, rather than simply a one-to-one arrangement. The master was both taskmaster and mentor. Among the masters and apprentices there was always rich conversation about what it is they were learning...the important knowledge was tacit, seldom written down, and had to be learned by doing and talking. Very importantly, too, care was taken that the young person always understood the context, the real-life meaning of each lesson or step...the classic example is from stonecutting, where the apprentice knew

New Tools and Teaching Materials Available on the Topic of Independence

Independence rules, as set forth by the United States Securities and Exchange Commission, and the Professional Code of Conduct of the AICPA, affect all those involved in financial reporting. Introducing critical issues of independence at the university level can provide students with the background and awareness they need to understand the important role of integrity and objectivity in their accounting and auditing work.

A collection of multimedia materials and handouts is now available, free of charge, for inclusion in appropriate courses. The Independence Education Program has developed a toolkit titled The Independence Education Program (IEP) for Educators. This project is part of a broader program designed to educate accounting professionals on issues related to independence.

The IEP for Educators toolkit includes three resources that may be helpful to you and your students:

CD-ROM

- Introduction from Dan Guy, CPA, Ph.D. and Gary Holstrum, CPA, Ph.D.
- 3-hour presentation including specific practices you can use to help students learn about independence, and input from participating faculty
- Downloadable materials you can use to reproduce presentation slides and handouts

Videotape

- This three-part video complements the instructional materials outlined in the course curriculum.
 - Part 1: Why Independence? (13 minutes)
 - Part 2: Common Sources of Error (8 minutes)
 - Part 3: Case Study (15 minutes)

Faculty Toolkit

The 94-page toolkit includes all the teaching materials you will need to use the program resources included on the CD-ROM and videotape.

Each component includes instructions for accessing the information and ideas for use in the classroom. Taken as a whole or in part, these materials can be a valuable resource for your undergraduate and graduate classes.

If you would like a copy of the IEP for Educators Toolkit send your request via email to aaahq@aaahq.org; call Barbara Brady at (941) 556-4121; or fax to (941) 923-4093. The toolkits are available free of charge. ■

the stone had to be absolutely square to fit just so in the wall of the cathedral.

Finally, there was a notion in apprenticeship that today's scholars call "scaffolding." The idea here is that in the earliest years of apprenticeship, the tasks were highly structured and supervised. But gradually that oversight and support were removed, so that by the time the apprentice was an adult—which in most societies meant age 16—he or she would be able to do it alone and be freestanding in the trade or craft. The young adult would be, in today's expression, an independent learner.

Interest in apprenticeship has been keen in the K-12 reform conversation in this country. One of the things people notice, when they look at that model, is

how utterly teacher-dependent American education has become. Even at the college level, you and I might notice, we have an almost entirely teacher-driven system. We preach the goal of preparing independent learners, but you can go to any college bookstore and watch yourself as second-semester seniors file through to buy their assigned texts and notepads for the prepackaged courses they'll take.

The complete bibliography is available at <http://accounting.rutgers.edu/raw/aaa/facdev/newconversations.htm> ■

©1997, AAHE. All rights reserved. Reprinted with permission from *Assessing Impact: Evidence and Action*, a publication of the American Association for Higher Education, Washington, D.C.

AAA Programs End

The 2000–2001 Distinguished International Lecturer Committee included Andrew Bailey, Ray Ball, Helen Gernon, Yuji Ijiri, Mohan Venkatachalam, Fred Wu, and Stephen Zeff (chair). The committee was asked to evaluate the AAA's **Distinguished International Lecturer program** and to determine whether continuing it would provide significant networking and faculty development opportunities not readily available from other sources. After careful consideration of past committees' reports, interviews with former ingoing and outgoing lecturers, discussions with host schools and AAA staff, and other analyses, the committee recommended discontinuance of the program. Reasons supporting the recommendation included the drastic changes that have occurred since the program was launched in the mid-1970s: improvements in technology (especially the Internet and the availability of distance lecturing), increases in the number of international conferences, increases in the availability of development bank and governmental support for service in developing countries, and decreases in international airfares. The committee also cited responses from former host schools indicating lack of interest in lecturers' visits and reports that the program was viewed as elitist.

The 2000–2001 Executive Committee concurred with the committee's reasoning and voted to terminate the program after previously selected scholars Doyle Williams and Stephen Walker completed their tours. Both Professors Williams and Walker recently canceled their tours due in part to the increased threat of terrorism.

The AAA is terminating its **Benchmarking Program** in part due to changes in the AACSB's data collection and reporting plans. More information on the AACSB plans is available at the AACSB web site at <http://www.aacsb.edu/PerformanceIndicators/index.html>.

The **Corporate Accounting Policy Seminar (CAPS) program**, cosponsored with the Institute of Management Accountants and Financial Executives International, and the **Faculty Development Bookstore** are also being terminated in accordance with decisions of the 2000–2001 Executive Committee. The Doctoral Fellowship program has also ended as previously scheduled. ■

2001 Doctoral Consortium

The 2001 American Accounting Association Doctoral Consortium was held June 12–17 at the Granlibakken Resort in Tahoe City, California. The Consortium was attended by 74 students, including representatives from the Accounting Association of Australia and New Zealand, from the European Accounting Association, Irish Accounting and Finance Association, Hong Kong Academic Accounting Association, and Taiwan Accounting Association.

Although each school or university who sends a student to the Consortium pays a fee, the cost of the Consortium is heavily subsidized by Deloitte & Touche. Every current and past participant in the AAA Consortium has benefited greatly from their very generous and long-standing support. In 2001, J. Michael and Mary Ann Cook and Deloitte & Touche endowed the consortium. The Doctoral Consortium Director's Report is available on the AAA web site at <http://raw.rutgers.edu/raw/aaa/aen/fall01/doctoral.htm> ■

Deloitte Foundation Sponsors Its Thirty-Sixth 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 exchange professional knowledge while discussing current trends in the profession. 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://raw.rutgers.edu/raw/aaa/aen/fall01/trueblood.htm> ■

Deloitte Foundation Sponsors Sixth Annual National Student Case Study Seminar

For the sixth year, the Deloitte Foundation has sponsored, through contributions from retired partners, its annual National Student Case Study Seminar. Students from six universities participated in the seminar, which was held at the Deloitte & Touche Development Center in Scottsdale, Arizona.

More information on the National Student Case Study Seminar is available on the AAA web site at <http://raw.rutgers.edu/raw/aaa/aen/fall01/casestudy.htm> ■

The Accounting Review Joins Archive

The Accounting Review is now included within the Business Collection of JSTOR, a multidisciplinary journal storage and archival system. Issues of *The Accounting Review* more than five years old will be added to JSTOR annually. Currently the system includes issues from the first issue, published in 1925, through 1995. The 1996 issues will be available in January of 2002. More information about JSTOR is available at <http://www.jstor.org> ■

From the SEC

Position Announcement

The United States Securities and Exchange Commission (SEC) has three fellowship opportunities available for the 2002–2003 academic year. For information on how to apply for these professional development opportunities see the AAA web site at <http://raw.rutgers.edu/raw/aaa/aen/fall01/sec.htm> ■

2001 Annual Meeting



Pictured above, the traditional gavel exchange as outgoing AAA President, Mary S. Stone presents the gavel to incoming AAA President, Joel S. Demski.

The American Accounting Association held its 86th Annual Meeting from August 12 to August 15, 2001 at the Hilton Atlanta and the Atlanta Marriott Marquis in Atlanta, Georgia, with AAA President Mary S. Stone presiding.

Over the course of the meeting attended by 2,370 AAA members, 37 continuing education programs were offered. Eighty-five paper presentation sessions, twenty panel sessions, and one administrative session also took place.



Outstanding Accounting Educator Award

Jerry J. Weygandt, University of Wisconsin–Madison, left and Daniel W. Collins, The University of Iowa, right

Featured speakers in Atlanta (pictured below, clockwise from left to right) included outgoing AAA President Mary S. Stone; Georgia State Governor Roy E. Barnes; John M. Jordan, Cap Gemini Ernst & Young; John Wulff, former CFO of Union Carbide and current FASB member; Gary Fayard, Senior Vice President and CEO of The Coca-Cola Company; William H. Beaver, Presidential Lecturer; and incoming AAA President Joel S. Demski.



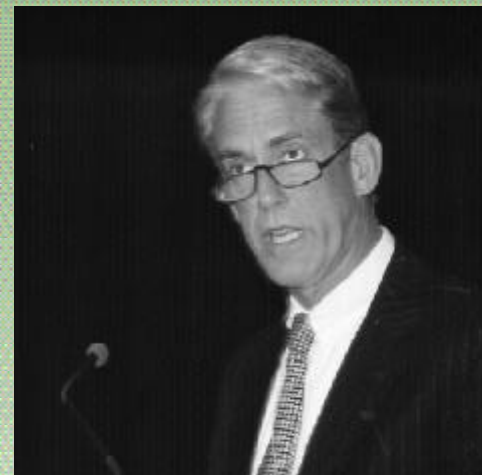
Wildman Medal Award

Robert S. Kaplan, Harvard University, not pictured

Notable Contributions to Accounting Literature

Christine A. Botosan, University of Utah and Richard G. Sloan, University of Michigan

Frederick M. Richardson, Virginia Polytechnic Institute and State University, was all smiles when Mary Stone selected his ticket as the winner of this year's drawing for a laptop computer.



Highlights . . .



Competitive Manuscript Award
Mark T. Bradshaw, Harvard Business School

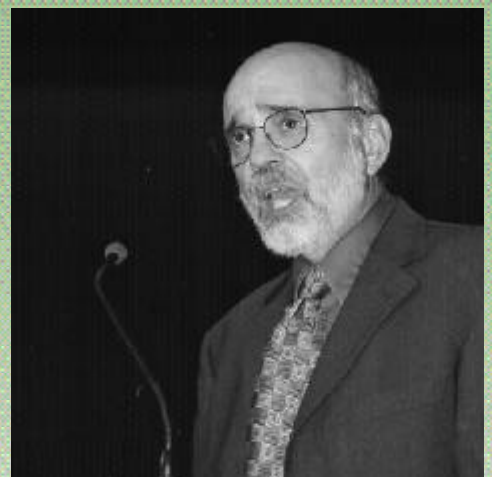
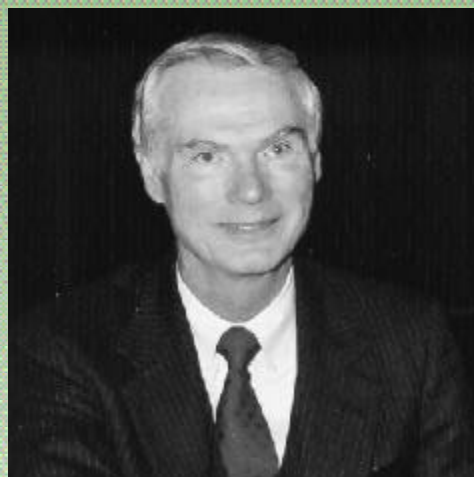


AAA/AICPA Collaborative Award
The Role of Community Service is a For-Profit Organization. A project by educators at Bentley College and practitioners at KPMG Boston. Jay C. Thibodeau accepted the award for Dorothy Feldmann, Robert Koulish, Karen K. Osterheld, educators at Bentley College and Michael Caprio, Sarah Sullivan, practitioners at KPMG Boston.



Innovation in Accounting Education Award
Dawn Massey, Fairfield University and Joan Van Hise, Fairfield University

Highlights of Tuesday evening's Country Fair Reception entertainment included ice sculpting and cloggers



AAA Launches New Electronic Publications Service

I am excited to announce the American Accounting Association has implemented a new, more comprehensive online publications system with many enhanced capabilities including pay-per-view and subscription options.

The electronic journals, newsletters, and other publications are available online at <http://aaahq.org/ic/browse.htm> or from the AAA web site <http://aaa-edu.org> by clicking on "Publications" in the left sidebar. All AAA members have access to many of these electronic publications at no charge.

Each AAA member has a new Username and password. The Username is based on your AAA member ID (printed on the address labels for all journals and newsletters we send to you) as follows—"aaa9999". The password (unless you changed it for the internal Electronic Option system of online journals) is based on your last name and member ID as follows—Polh9999. You may change your password online at any time. Both Username and password are case sensitive, so make sure you use capital and lower case letters exactly as shown. Make sure your browser is set to accept cookies.

Through this new system, all AAA members may access *Accounting Education News* and the newsletters of the Sections they belong to, PLUS the full text of any electronic journals to which they have subscribed. Most Section Newsletters will also remain accessible through the Section's web page. For new enrollment in the Electronic Option full-text journal program (\$20 for full-text access to all three associationwide journals—*The*

2001 American Accounting Association New Faculty Consortium

The nineteenth annual New Faculty Consortium was held February 1–4, 2001, at Arthur Andersen's Center for Professional Education in St. Charles, IL. Sixty-five new faculty participants attended the Consortium. A report of the New Faculty Consortium is available at <http://raw.rutgers.edu/raw/aaa/aen/fall01/newfaculty.htm> ■

Accounting Review, *Accounting Horizons*, and *Issues in Accounting Education*) or for any Section journal (\$5, limited to Section members), email office@aaahq.org or call (941) 921-7747, ext. 0.

All AAA members may view abstracts and search through the full text of any or all of the nine AAA journals. The new electronic publications system also accommodates library subscriptions; pay-per-view and subscription options; limited free trials; and automatic search alerts by email.

We have set your automatic search alerts so that you will be notified by email when various articles are added to the online system. YOU MAY CHANGE OR ELIMINATE THE AUTOMATIC SEARCH TERMS ONLINE AT ANY TIME.

The member response I have received to this new system has been enthusiastic but if you have any problems, concerns, or suggestions regarding this or any other AAA program or activity, please contact me at craig@aaahq.org or (941) 921-7747 ext. 303.

—Craig Polhemus, AAA Executive Director ■

The best Accounting students rave about these amazing tutorial CDs the slow students love them.



All your students will benefit from our tutorials on **Understanding Financial Statements and Financial**

Statement Analysis, shipped on easy-to-install CD-ROMs.

With over 1,000 illustrations, 1,500 instruction frames and 2,100 sound tracks, students can use these time-tested tutorials on their own time, at their own pace.

More than 2,300 answer responses **confirm, correct and prompt** the student to reinforce learning.

Understanding Financial Statements covers:

Balance Sheet, Income Statement, Statement of Cash Flows, LIFO/FIFO, Inventory Valuation, Business Cycles, and much, much more.

Financial Statement Analysis covers:

Horizontal & Vertical Analysis, Cash Flow Analysis, Key Ratios and Notes to Financial Statements, along with Case Studies that pull it all together.

Promote your students' success. At **less than \$40** per CD (plus academic discounts for quantity orders), these tutorials are a bargain to boot. To get your **Free Desk Copy**, call, email or write:



1-800-207-8685 (inside US)
1-972-377-9576 (outside US)
succeed@highq.com
www.highq.com

High Q Inc.
3814 Truman Drive, Frisco, TX 75034

A Few Words from the Executive Director

The American Accounting Association is a vibrant organization. This issue, I want to highlight four trends.

Membership Growth

The impact of the American Accounting Association on accounting and business education, research, and practice worldwide is directly related to the number of faculty and practitioners we reach. Two years ago, in the Early Fall 1999 issue of *Accounting Education News*, I noted that we were observing an unhappy anniversary—the culmination of 30 years of membership decline. Today, after two years of membership growth, I am pleased to report that we have seen membership increases among U.S. and international members, among academics and practitioners, and among those in accounting and in other business disciplines.

More Meetings, More Journals, a New Section

The American Accounting Association holds about 25 conferences each year. We continue to hold 7 regional meetings, and more than half of our 14 sections now hold meetings. This January, for example, the Information Systems Section will hold its first midyear meeting. These meetings have proven very successful in bringing together faculty and practitioners interested in particular fields—and due to the efforts of program chairs, officers, and presenters, they are uniformly well received by attendees.

Section journals are also increasing in number. *Accounting and the Public Interest*, our first electronic-only publication, recently began online publication. The *Journal of International Accounting Research* is scheduled to begin publication this year, and other Section journal proposals are pending.

We also expect to welcome a new section this year, the Faculty Diversity and Initiatives Section. At the time of this writing, only a few more signatures are needed for this group to qualify for provisional section status. Interested members should contact me at craig@aaahq.org, (941) 556-4101 (voice), or (941) 923-4093 (fax).

Greater Use of Technology

As with all progressive organizations, the number and capacity of AAA information systems have zoomed in recent years. When I joined the AAA six years ago, we had one email account, on America Online—monitored in his spare time by our Director of Finance and Administration, Roland LaTulip. We had three separate computer systems unable to share data with each other. Only our Publications Department had a local area network, and it was used solely to share a printer—files were carried from computer to computer on disks. We had one modem, and an ancient fax machine.

Now, of course, we have a modern local area network hosting a new, integrated membership and accounting system. We have and are improving an online meeting registration system. We update our Web site weekly, and we issue hundreds of emails from Section, Region, and other AAA officials to those members who have not opted out of this service. We installed and have now outgrown an ISDN line—so we have replaced it with a new T-1 line providing enhanced voice and data transmission capacity at lower cost. We have even integrated our voicemail and email systems—I am out of the office at any of the 25 or so meetings we hold each year, I can now hear my voicemail on my portable

computer using Microsoft® Outlook. And of course we have offered members online access to journals for almost 3 years.

Electronic Access to Publications

On November 1, we launched our most exciting new program: a new, more powerful and comprehensive online publications system including all AAA and Section journals and newsletters, plus monographs and other publications. For complete details, see the article on page 14.



Craig Polhemus

Opportunities to Lead and Serve

The AAA offers a great many opportunities for members to lead and contribute. Counting regions and sections, we have 22 presidents each year, and well over 50 vice presidents. Each year we have hundreds of committee chairs, and over a thousand committee members. As journal and newsletter editors, as meeting chairs and treasurers, as members of teaching and research and award committees, and of course in presenting papers and panel discussions and in promoting interaction with practice, AAA members find opportunities to contribute their time, their energies, and their intelligence to the problems that face us individually and collectively. With sustained membership growth, expanded and enhanced programs tailored to meet member needs, and continued expansion of technological capabilities including electronic publishing, the time and talents of our members can reach far beyond a single campus, a single institution, or even a single country. As an association and individually, there are no limits to what we can accomplish, and I am proud to have the chance to help. ■

The Accounting Review Conference on Quality of Earnings

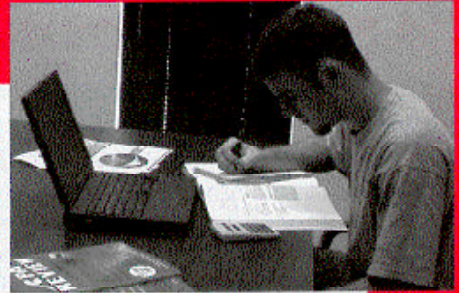
The following papers (listed in alphabetical order by lead author) have been chosen for presentation at *The Accounting Review* Conference to be held at the Emory Conference Center in Atlanta on January 24–26, 2002:

- “The Balance Sheet as an Earnings Management Constraint,” by Jan Barton and Paul Simko
- “The Quality of Accruals and Earnings: The Role of Accrual Estimation Errors,” by Patricia DeChow and Ilia Dichev
- “Auditor Independence and Earnings Quality,” by Richard Frankel, Marilyn Johnson, and Karen Nelson (working title)
- “Empirical Evidence on the Evolution of International Earnings,” by Judy Land and Mark Lang
- “Evaluating Financial Reporting Quality: The Effects of Financial Expertise versus Financial Literacy,” by Linda McDaniel, Roger Martin, and Laureen Maines
- “Evidence from Auditors about Managers’ and Auditors’ Earnings-Management Decisions,” by Mark Nelson, John Elliott, and Robin Tarpley

These articles will be revised after the conference and are planned to be included in a special issue of *The Accounting Review*. The Quality of Earnings project (see <http://aaahq.org/qoe/index.html>) is funded through a consent decree negotiated by the Securities and Exchange Commission. ■



GLEIM



Help Improve Your Students' Test Scores



- Gleim's Exam Questions and Explanations (EQE) Book and Instructor-Only Version software helps you generate multiple-choice question quizzes and exams.



- Assign additional questions for your students to study. At only \$19.95 the book is priced for a student budget, and add the software for only an additional \$10.00.

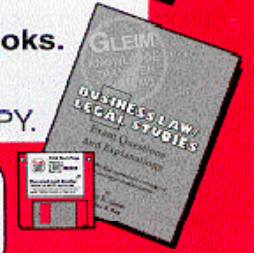


- Gleim's EQE books cross reference major accounting text books.



PROFESSORS, CONTACT GLEIM TODAY FOR YOUR FREE DESK COPY.

**(800) 87-GLEIM • www.gleim.com • deskcopy@gleim.com
P.O. Box 12848, University Station, Gainesville, FL 32604**



AMERICAN ACCOUNTING ASSOCIATION

5717 Bessie Drive
Sarasota, Florida 34233-2399
Phone: (941) 921-7747 ▪ Fax: (941) 923-4093
Email: Office@AAAhq.org
<http://AAA-edu.org>
Printed in the USA

PRSRT STD
U.S. POSTAGE
PAID
SARASOTA, FL
PERMIT NO. 169

Log onto <http://AAA-edu.org>