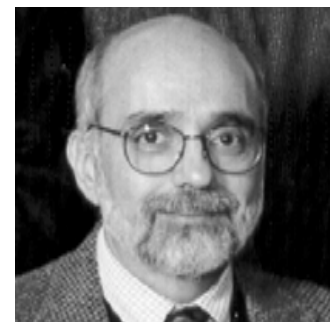


## President's Message

Our recent notoriety, though surely unwelcome, also provides opportunity and challenge. We tend to focus on proper accounting for "transactions" (e.g., a mark to model fair value approximation for some instrument, separating consolidated from unconsolidated components of the organization, identifying activities in an ABC setting, or recognizing revenue). In turn, this creates a bias toward treating the "transactions" as exogenous (e.g., the instrument, the hybrid organization structure, the firm's product line and technology, or the customer relationship all exist). Yet in a larger sense these "transactions" are endogenous (the firm chose to be a party to the instrument, to operate with a hybrid organization structure, to combine various products under its umbrella, and to engage in a multifaceted relationship with its customer).

The question is whether our role as accounting scholars is enhanced if we become better adept at treating "transactions" as endogenous. Ask yourself: is the use of Special Purpose Enterprises independent of disclosure requirements; what about consolidation rules more broadly and organization structure; what about financial instruments? For that matter, are "transactions" engineered

in anticipation of changes in reporting requirements? Then ask yourself: does the fact the firm decides to behave in this fashion help you identify the measurement and disclosure issues that are associated with the resulting "transactions"? I think the answer in both cases is affirmative, but I also admit I am a neophyte at dealing with the latter question.



Joel S. Demski

Consider the broad topic of earnings management. Drawing the circle narrowly around the subject, we tend to proceed with the presumption such behavior exists and focus on its documentation. Yet a broader approach would treat the behavior as endogenous and focus on the web of institutional and organizational arrangements that precede any ability to detect that behavior.

This is why I see opportunity and challenge, opportunity and challenge that comport well with our Association's theme of Reinvigorating Accounting Scholarship. ■

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**San Antonio — 2002  
Reinvigorating Accounting Scholarship**



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## GAAP 2001

An international accounting survey by the world's seven largest accountancy firms, *GAAP 2001*, found mixed progress toward convergence of national requirements with International Accounting Standards. Approximately one-third of the 62 countries surveyed are responding to the challenge of convergence with an active agenda and proposed changes to national requirements. However, half of the countries surveyed reported significant differences between national and international standards, but have not implemented or proposed new standards to reduce the differences. As a result of major changes to international standards that are being considered, the differences between national and international standards will increase unless national standard setters redouble their efforts to keep pace with the changes. Please go to <http://accounting.rutgers.edu/raw/aaa/newsarc/GAAP2001.htm> for complete text of the article. ■

## COSO Launches New Study to Provide Guidance on Assessing and Managing Enterprise Risks

The Committee of Sponsoring Organizations of the Treadway Commission (COSO) has launched a landmark new study designed to provide guidance in helping organizations manage risk.

COSO's goal is to provide an enterprise risk management framework. Despite an abundance of literature on the subject, COSO concluded that there is a need for this study to design and build a conceptual framework and detailed application guidance.

PricewaterhouseCoopers has been engaged to lead this extensive project, which will require approximately 10,000 hours of professional time. The project's scope includes a comprehensive validation process with completion targeted for 2003.

The PricewaterhouseCoopers' team will seek input from many sources, including the members of the five COSO organizations: The American Institute of Certified Public Accountants, The American Accounting Association, Financial Executives International, The Institute of Internal Auditors, and the Institute of Management Accountants. A draft, conceptual framework, and application guidelines will be circulated widely for comment prior to being finalized by COSO.

"This study could not be underway at a more appropriate time," said John J. Flaherty, Chairman of COSO and retired General Auditor for PepsiCo Inc. "With the fallout from September 11th and the Enron demise, corporations worldwide are facing a watershed in recognizing the need for stronger risk management systems. Corporate risk management is more critical than ever, yet until now, there hasn't been a comprehensive framework."

For complete text of this press release please go to <http://accounting.rutgers.edu/raw/aaa/newsarc/cosostudy.htm>. ■

## General Accounting Office

On January 31, 2002, the U.S. General Accounting Office (GAO), on the recommendation of the Advisory Council on Government Auditing Standards, issued an exposure draft of proposed revisions to Government Auditing Standards (also known as the Yellow Book).

To view the exposure draft, please visit GAO's Home Page (<http://www.gao.gov/govaud/ybk01.htm>). ■

## FINANCIAL STATEMENTS

**Discussion and Analysis of Audited Financial Statements for the fiscal year ended August 31, 2001, Independent Auditor's Report, and the Management Discussion and Analysis are published in their entirety on the Association web site at: <http://raw.rutgers.edu/raw/aaa/about/financials/TOC.htm>.**

# San Antonio Update

## 2002 Annual Meeting Schedule

Please note that the 2002 AAA Annual Meeting in San Antonio, Texas, this August starts midweek and runs from **Wednesday, August 14, through Saturday, August 17**. Full- and half-day Continuing Professional Education programs will be offered on Wednesday, August 14, followed by an Early Bird Reception in the Exhibit Hall.

Watch the next issue of *AEN* for a complete listing of the CPE Sessions for Continuing Professional Education credits, in addition to other highlights including featured speakers and awards. We will also feature a "Meeting-at-a-Glance" page to help you plan your schedule.

Because of the limited number of large meeting rooms available at the two co-headquarters hotels in San Antonio (Marriott Rivercenter and Marriott Riverwalk) and to ensure that attendees have full opportunity to attend concurrent and other sessions of interest to them, AAA President Joel Demski and Program Chair John Fellingham have decided upon several program changes:

- All governance meetings have been moved out of concurrent session time slots. The AAA Council will meet the afternoon of Wednesday, August 14; the AAA Business Meeting will occur late Friday afternoon, August 16; and Section business meetings may occur early any morning (Thursday, Friday, or Saturday) or late Thursday or Saturday afternoon.
- A limited number of "propose-your-own sessions" will be accepted for this late afternoon one-hour time slot on Thursday and Saturday. Watch the AAA web site at <http://www.aaa-edu.org> for details on how to propose one of these sessions. ■

## AIRLINE DISCOUNTS

Association Travel Concepts (ATC) has been selected as the official travel agency for AAA meetings. Discounts have been negotiated with Delta Air Lines and United Air Lines to bring you special airfares. Some restrictions may apply.

ATC will also search for the lowest available fare on ANY airline serving the meeting location. ATC is available for reservations from 9:00 am until 9:00 pm, EST, Monday through Friday.

ATC—(800) 278-1140.

Email: [reservations@ASSNTRAVEL.com](mailto:reservations@ASSNTRAVEL.com)

Reservations can also be made through their web site: <http://www.assntravel.com>

You may also call your own travel agency or the airlines directly and refer to the following ID number:

Delta—(800) 241-6760 ID#: DMN182284A

United—(800) 521-4041 ID#: 556EG

Discounts have also been negotiated with Alamo and Avis to bring you special car rental rates. To take advantage of these special rates, provide the ID number listed when making your reservation:

Alamo—(800) 732-3232 ID#: 72620 GR

Avis—(800) 331-1600 ID#: J952832

## Hotel Information

The American Accounting Association's 2002 Annual Meeting will be held Wednesday, August 14, through Saturday, August 17 at the San Antonio Marriott Rivercenter and the San Antonio Marriott Riverwalk in San Antonio, Texas.

When making your reservations, it is important to identify yourself as an attendee of the American Accounting Association Annual Meeting. Rates for Annual Meeting attendees are guaranteed through July 8, 2002 only. Reservation departments are generally open 24 hours. The hotel may require a room deposit. Following are the special hotel rates being offered for the Annual Meeting.

**San Antonio Marriott Rivercenter** (co-headquarters)  
101 Bowie Street  
San Antonio, TX 78205  
(210) 223-1000

**San Antonio Marriott Riverwalk** (co-headquarters)  
711 East Riverwalk  
San Antonio, TX 78205  
(210) 224-4555

### Rates at both hotels are as follows:

Single/Double -	\$136.00
Triple -	\$151.00
Quad -	\$166.00



## REINVIGORATING ACCOUNTING SCHOLARSHIP

# Calls and Meetings . . .

## MEETING

### **International Conference on Accounting, Auditing, and Management in Public Sector Reforms**

The International Conference on Accounting, Auditing, and Management in Public Sector Reforms will take place September 5–7, 2002 in Dublin, Ireland. This international conference offers opportunities to receive an overview of state-of-the-art research in New Public Management, to discuss theoretical and empirical developments, and to build and extend the professional network. For details, see: <http://www.eiasm.be/events/WsDublin.html> ■

## MEETING

### **International Workshop on Management & Anthropology**

This international workshop will meet September 12–14, 2002 in Venice, Italy. The meeting of Anthropology and Management in the 1980s led to an “organizational culture” fad in theory and practice. While the fad subsided, the interest remained and the sophistication increased. The aim of the International Workshop on Management & Anthropology is to assess the situation after two decades. More information is available at: <http://www.eiasm.be/events/WsManagement&Anthropology.html> ■

## MEETING

### **Workshop on Accounting in Historical Perspective**

The purpose of the Workshop on Accounting in Historical Perspective, to be held in Lisbon, Portugal on December 5–6, 2002, is to examine results of in-depth research on the history of accounting and management practices as revealed by scholarly presentation of papers. See the following web site for more information: <http://www.eiasm.be/events/2002.12.5-6.html> ■

## MEETING

### **3rd Conference on New Directions in Management Accounting: Innovations in Practice and Research**

The New Directions in Management Accounting conference on Innovations in Practice and Research will meet in Brussels, Belgium on December 12–14, 2002. The purpose of this conference is to examine innovative management accounting practices and innovative ideas on how to conduct research on these practices. Visit the following web site for more details: [http://www.eiasm.be/events/3rd\\_Conference\\_ON\\_New\\_Directions.html](http://www.eiasm.be/events/3rd_Conference_ON_New_Directions.html) ■

## MEETING

### **Workshop on Accounting and Economics V**

The Workshop on Accounting and Economics V will be held in Madrid, Spain on June 20–21, 2002. The purpose of this workshop is to promote the use of economic analysis in accounting research. More information is available at: <http://www.eiasm.be/events/WsAccountingEconomics.html> ■

## CALL FOR BOOK REVIEWERS

### **Issues in Accounting Education**

Book reviews serve an important purpose in our discipline. They bring books to the attention of the readers, and often help form book adoption decisions. *Issues in Accounting Education* publishes reviews of accounting books and contributes to the growth of the profession. Given our large number of newly published accounting textbooks numerous many reviewers are needed to complete this task. If you are interested in preparing a book review to be included in *Issues in Accounting Education*, please contact the book review editor:

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Email: [a.reinstein@wayne.edu](mailto:a.reinstein@wayne.edu) ■

## CALL FOR PAPERS

### **9th IAAER World Congress of Accounting Educators**

Co-organized by The Hong Kong Academic Accounting Association and The International Association for Accounting Education and Research, and scheduled for November 14–16, 2002 in Hong Kong, the theme of the Congress is “Accounting Education and Research Challenges in the New Millennium.” For additional information, please go to the AAA web site and click on the Calls for Papers button and then click on the 9th IAAER World Congress of Accounting Educators. ■

## CALL FOR PAPERS

### **14th Asian-Pacific Conference on International Accounting Issues**

The 14th Asian-Pacific Conference on International Accounting Issues will be held on November 23–26, 2002 in Los Angeles, California. The main theme of the conference is “Emergence of the New Economy: Challenges for Accounting Education and Practice.” Papers may be submitted electronically in English. For more detailed information please go to the AAA web site and click on the Calls for Papers button and then click on 14th Asian-Pacific Conference on International Accounting Issues. ■

## Assessing the Silent Revolution: How Changing Demographics Are Reshaping the Academic Profession

Martin Finkelstein (Seton Hall University) and Jack Schuster (Claremont Graduate University) have spent a number of years studying the state of the professorate. Their recent work on the multiyear Project on the Future of the American Faculty has generated both books and reports analyzing changing conditions in higher education. This article from the October 2001 AAHE Bulletin addresses the changing environment for faculty in today's academy.

The American faculty has been undergoing dramatic changes in who it is, what it does, and the career trajectory of its members. While many of the changes—especially the demographic ones—have been evident for years, other key dimensions of the faculty's transformation have been far less visible. Taken together, these elements constitute, in effect, a silent revolution.

To describe the transformation, we draw on our multiyear Project on the Future of the American Faculty. The first two volumes derived from this endeavor focused on the new generation of faculty members. (See our books, with Robert K. Seal, *The New Academic Generation: A Profession in Transition*, Johns Hopkins University Press, 1998; and *New Entrants to the Full-Time Faculty of Higher Education Institutions*, National Center for Education Statistics, 1998.) This project, supported by several foundations, is now nearing completion....

To depict the transformation of the academic profession, we have focused on the new generation of faculty members, for within that cohort can be seen the most dramatic manifestations of change. We highlight their distinctive characteristics and the nature of their work by making two comparisons: first, to their

contemporary, more senior colleagues; and second, to their historical counterparts from several past decades.

To delineate the uniqueness of the current new entrants, our project has drawn on the major national faculty surveys conducted over the past three decades, beginning with the landmark 1969 Carnegie Commission National Survey of Faculty. The other major surveys span four subsequent Carnegie surveys, three sponsored by the U.S. Department of Education's National Center for Educational Statistics (the 1988, 1993, and the recently released 1999 National Study of Postsecondary Faculty), four conducted by the University of California, Los Angeles' Higher Education Research Institute, and several others, including surveys by the National Center for Research to Improve Postsecondary Teaching and Learning (1988) and TIAA-CREF (1999)....

### 2002 Academic Partners Program Notes

Is your school an Academic Partner of the AAA? Are your faculty ready to lead, to share, and to learn with peers at other universities?

For the past three years, more than a hundred colleges have participated in the American Accounting Association's Academic Partners program. Participating schools receive benefits like: *The Department Chair* newsletter especially for program leaders; *Leadership Express*, a biweekly electronic bulletin addressing accounting, business and higher education topics; choice of two Toolkits each year on topics such as critical thinking, active learning, program assessment, faculty evaluation, and classroom assessment.

For 2002, a special version of the Academic Partners program is being launched specifically for two-year colleges. The two-year college program also includes access to materials from the New Directions for Community Colleges series, covering such topics as Transfer Students: Trends and Issues for the New Century; Systems for Offering Concurrent Enrollment at High Schools and Community Colleges; Methods and Models for Increasing Retention and Learning among Minority Students; and Developing and Implementing Service Learning Programs.

For more information about the Academic Partners program, contact Education Project Manager Linda Watterworth at (941) 556-4118; Email: [linda@aaahq.org](mailto:linda@aaahq.org) or see the AAA website at <http://accounting.rutgers.edu/raw/aaa/partners/partners.htm>. ■

### The Demographic Morph

The most elemental observation to be made about the new academic generation is that it is very substantial in size. Given the common perception that the academic marketplace has been more static than dynamic for many years, many observers are surprised to learn that fully one-third (33.5 percent) of the full-time faculty in two- and four-year institutions in 1992 were in the first seven years of a full-time academic career and that in 1998, the proportion of such new entrants was 22.4 percent. Although the new faculty cohort that had transformed American colleges and universities in the late 1960s, during the last great era of expansion and substantial hiring, was very large—constituting about half of all full-time faculty members—the

(continued on page 6)

## Assessing the Silent Revolution

(continued from page 5)

more recent junior cohorts have been impressively sizeable and, accordingly, will shape who the faculty are and what they do for years to come.

Our second observation centers on the new cohort's increasing diversity.... Consider that white males, especially native-born, historically have comprised the dominant core of the profession. Yet by 1992 they no longer constituted even a majority (43.2 percent) among the new faculty cohort, dropping further to 36.5 percent in 1998. Indeed, to further dramatize the faculty transformation, if we add a variable to capture the ever-growing tilt toward professional/career fields, we find that by 1992 only one in five (20.5 percent) recently hired full-time faculty was a native-born white male teaching in a liberal arts field—a proportion that shrank further to 18.6 percent by 1998. In other words, it can be said, with only slight hyperbole, that the prototypical faculty member of a mere few decades ago (the native-born white male based in the liberal arts) may now be approaching endangered status!

The extent of this demographic revolution can be seen vividly when we compare the gender profiles among faculty generations in 1969, 1992, and 1998. A much smaller proportion of women [held] full-time academic positions in 1969 compared with 1992 or 1998.... Not much change was under way then. By 1992, however, we see a strikingly different pattern: women are much more numerous in the new-entrant cohort, indicating their still-expanding presence. By 1998, women had grown to 35.8 percent among all full-timers, and among the recent hires they accounted for 43.8 percent.

### A Radical Realignment

That brings us to the crux of the "silent revolution" that we believe is reshaping the academic profession and, *ipso facto*, faculty roles as teachers and as knowledge producers. Perhaps the sharpest difference between the

contemporary faculty and their predecessors a generation ago is seen in the kinds of academic appointments they hold. In 1992, more than four-fifths (83.5 percent) of the full-time experienced faculty (seven or more years of full-time teaching experience) held "regular" (tenure or tenure-track) appointments, compared with only two-thirds of the new entrants (66.8 percent).

The escalation of full-time, "off-track" appointments is all the more striking when viewed in historical perspective because such appointments were almost unknown in 1969—amounting to a miniscule 3.3 percent. While the number and proportion of such "non-regular" full-time appointments grew throughout the 1970s and 1980s, the phenomenon mushroomed in the 1990s. Indeed... the majority of all full-time faculty appointments made in the 1990s—new hires in 1993, 1995, and 1997—were off the tenure track. In other words, non-tenurable term appointments—essentially nonexistent three decades ago—have become the norm, the modal type of faculty appointment. Faculty members are being redeployed at an amazing rate—and regular academic appointments are rapidly becoming less common.

So, what does this extraordinary development mean? Are we describing what may amount to no more than an inconsequential change in the duration of appointments, a superficial, essentially technical matter unrelated to the content and quality of academic work? Indeed, maybe the proliferation of such appointments will constitute a great boon to the body academic, a seismic shift that now promises to deliver ever greater flexibility (with its heightened potential for accountability) to the traditional system of tenure-eligible, full-time faculty appointments.

Roger G. Baldwin and Jay L. Chronister indicate in their recent study of off-track appointments (*Teaching Without Tenure: Policies and Practices for a New Era*, Johns Hopkins University Press, 2001) that some

non-tenure track appointees largely replicate the work patterns of their tenure-track colleagues. But, they found, many other term appointees perform more specialized and limited, usually teaching-focused but sometimes research-focused roles.

While their study offers no quantitative measures of difference, we sought to understand the extent of work role changes between faculty regulars and the newish breed of "termers." Accepting that some percentage of termers act like regulars on the job, the majority of termers, it appears, do not. There are evident differences, and the differences are suggestive, even provocative. Keeping in mind that these off-track appointees nonetheless serve on full-time appointments, we have found that those teaching-focused termers:

- Devote about five hours a week less to their institutional responsibilities (as many as 10 hours a week less at the research universities) than do their regular counterparts.
- Spend more time teaching, less time in service activities (governance and committee work), and much less time in research.
- Are about twice as likely as regulars to spend no time whatsoever in "informal interaction" with students. The disparity is even greater in professional fields.

Granted that some term appointees, as noted, function similarly to regular appointees, [our] data clarify that most do not. Most, in fact, play a highly circumscribed—that is, specialized, role at their institutions, usually centering on the teaching function. Perhaps the day of the full-service professor—teaching, research, service—is becoming an anachronism. There's another interesting difference: these teaching-focused appointees disproportionately include women, whereas contrariwise, the research-focused term appointees are predominantly men. More interesting still, [our] data suggest that women termers are among the most satisfied subgroups in the contemporary academic profession. Clearly, for some

of these off-track appointees, the more defined and limited responsibilities associated with term employment may provide for them a better accommodation to life's other demands than does the traditional academic role.

Beyond this potentially felicitous development, what does the unraveling of the "holy trinity" (teaching, research, and service) mean for the quality of academic work, the quality of teaching and advising, the quality of the research enterprise? Definitive answers to these questions will have to await more data and analyses. And the issues are not simple but highly nuanced—so crisp answers concerning the trade-offs are not likely to emerge soon. Meanwhile, the "silent revolution" in academic appointments requires heightened scrutiny; at a minimum, it means that differences between what different types of faculty do should be monitored regularly and assessed carefully to determine, value judgments aside, just what is going on.

## Policy Implications

Now moving beyond the challenging enough task of describing the changes, we ask: what are the longer term implications for the academy?

Our brief preview of transforming trends in faculty demographics, and in academic appointments and faculty work, concludes with implications for the future of the academic profession and, thereby, for the future of the academy.

Although we have scratched only the proverbial surface in this account, several findings about academic work and careers spanning these past three decades begin to demonstrate that the differences between the current academic workforce and their predecessors—beyond the obvious demographic changes—are real, and they appear to have highly significant implications. Touching on only a few themes at this point, we have argued that the extensive and apparently still accelerating redeployment of faculty—that is, the massive shift in the types of academic appointments toward a more

contingent workforce—constitutes a "silent revolution."

Some aspects of change are much more tangible and much more welcome—for example, the infusion of so many more women and faculty members of color over these past three decades. But other aspects appear to have even more profound and potentially unsettling implications:

- We foresee a future characterized by re-specialized academic work and by potentially constrained academic careers in which the links between individual faculty members and their institution are further attenuated—that is, a situation in which increasing numbers of academics disengage from long-term institutional commitment or, perhaps more accurately, are being disengaged from such a commitment.
- Changes are occurring so rapidly that we cannot begin to obtain timely measurements of—much less comprehend—all of the implications. But consider that at this juncture it is apparent that no more than one in four recent faculty hires holds a regular, traditional appointment. (Very roughly, close to half of faculty members are part-time and, among the full-timers, half are being hired into term appointments.)

And here is the most sobering part: we believe that this makeover of the faculty members and their careers is likely to accelerate. Why? Consider, however briefly, three engines that are driving accelerating change:

- The number of retirements, and accordingly, the need for replacements, is increasing rapidly—leaving wide open the prospect for an even more rapid makeover. The continuing aging of the faculty—now, it seems, the highest average age ever—means huge numbers of retirements looming.
- The spread of instructional technology... is prompting ever more specialized curricular and instructional roles and the beginnings of academic outsourcing.

*(continued on page 8)*

## SITES TO SEE

### National Center for Education Statistics National Study of Postsecondary Faculty

<http://nces.ed.gov/surveys/nsopf/>

The NCES conducted several studies of U.S. faculty between 1987 and 1999. Several descriptive reports on this data have been published by NCES and include information on such topics as salaries, experience with distance education instruction, status of women and minority faculty, faculty and staff at two-year institutions, retirement, and new entrants to full-time positions.

### Re-envisioning the Ph.D.

<http://www.grad.washington.edu/envision/index.html>

Re-envisioning the Ph.D., a project funded by The Pew Charitable Trusts, poses the challenging question: "How can we re-envision the Ph.D. to meet the needs of the society of the 21st Century?" The Project was funded to:

- identify and produce examples of attempts currently underway to redesign doctoral education;
- explore connections among the efforts, the issues, and the many stakeholders involved;
- convene national leaders to develop strategies and an overall concept of a new vision of the Ph.D.; and
- encourage national conversations and serve as a clearinghouse of innovation.

### Preparing Future Faculty

<http://www.preparing-faculty.org/>

The Preparing Future Faculty (PFF) program establishes partnerships between colleges and universities to develop and sustain university-wide and departmental programs for doctoral students that "build" the next generation of faculty. Supported by grants from The Pew Charitable Trusts and the National Science Foundation, three separate PFF programs have involved more than 220 colleges and universities and thousands of graduate students since 1993.

# faculty development UPDATE

## Assessing the Silent Revolution

(continued from page 7)

- Changing accreditation standards are likely to exert a subtle but powerful influence. Though mentioned here only in passing, accreditors are striving hard to accommodate the “new realities” and, in so doing, are de-emphasizing the roles of—and, thereby, the need for—a substantial cadre of traditional full-time faculty members.

This is a foreseeable future. It is a future that some, no doubt, will embrace, others may accept as inevitable, and still others may lament. But it is useful to remind ourselves that in our radically decentralized non-system of higher education, no one is in charge. Certainly not the U.S. Department of Education.... No sinister conspiracy orchestrates this change. It truly is a revolution driven from “below,” fueled by innumerable decisions on individual campuses—often at the academic unit level—as they develop strategies to engage an uncertain future. No single agency’s or institution’s decision can influence more than a small portion of the larger picture—either by way of further fueling or retarding the changes.

What we urge is just this: that faculty members and administrators alike commit to focusing more attention on monitoring the extent and pace of change, and that they also contemplate, beyond acknowledging the expedient flexibility and cost savings that accrue with faculty redeployment, the likely consequences for the quality of education. That is key.

This kind of exploration would need to take into account such matters as the likely much-diminished attractiveness of an academic career to highly able young persons if the

## New Intensive Workshop on Teaching AIS

### Offered by the American Accounting Association

This new workshop will engage faculty newly involved in teaching accounting information systems courses in an intensive learning experience designed to provide sophisticated skills and resources.

**Purpose and Audience:** Increasing the technical content of accounting information systems (AIS) classes and increasing the computer science skills of relatively new AIS teachers are important goals of the workshop. Our intent is to involve faculty who are relatively new either to AIS or to complex semantic modeling, or both. Attendees should be faculty who are going to teach an AIS class during the 2002–2003 academic year and are committed to doing it with a strong enterprise modeling orientation. The course is aimed at people who will use what they learn to make significant changes in the way they teach. Faculty will leave the workshop with new skills, and cases and other materials they can use to incorporate new content into their classes.

**Content:** With a strong business process view and enterprise value chain emphasis throughout, and a significant e-commerce collaboration emphasis toward the end, the workshop will concentrate heavily on hands-on development of semantic modeling skills. Workshop content will be close to the course outline you can find on lead instructor Bill McCarthy’s (Michigan State University) web site for ACC 321 at <http://www.msu.edu/user/mccarth4/teaching/index.html> (click on new syllabus for 2002).

**Format:** The schedule will be a full and intense six-day experience, with course elements scheduled for mornings, afternoons, and evenings (see outline at the web site below).

Dates: June 16–21 (beginning 6/16 in the morning; ending 6/21 after dinner)

Registration fee: \$1,400 (includes seven nights’ accommodations, breakfasts and breaks for 5 workshop days, one lunch, two dinners, and an off-campus day trip to Mackinac Island)

Location: Michigan State University – Kellogg Conference Center  
Prerequisites: Basic knowledge of Microsoft Access® 2000 (an Access review session will be available)

Bring to workshop: Laptop loaded with Microsoft Access 2000

If you are a new AIS teacher or an old AIS teacher who is looking for a new challenge, this summer program might be for you.

**See <http://aaahq.org/facdev/AIS> for additional information.**

prospects for securing a traditional academic career become even more elusive. Many such issues that press upon the value-laden core of the academy require systematic, sustained analysis, lest the silent revolution continue to sweep through the academy with far-reaching consequences before we begin to grasp its significance—and pay a potentially very high price for our inattention. ■

The information in this article is from the authors’ forthcoming book, *The American Faculty: The Restructuring of Academic Work and Careers* (Johns Hopkins University Press, expected late 2002 or early 2003).

Full text of this article, including tables and graphs, is available at <http://www.aahe.org/Bulletin/silentrevolution.htm>.



## Auditor Independence Research

The American Accounting Association is funding five research projects related to auditor independence, supported by a \$500,000 grant from the Independence Education Fund (IEF). These research projects were selected in 2001 following a competitive application process. For information on the status or findings of these projects, contact the lead investigators listed below.

Auditor Independence and the Intrusion of Unconscious Bias

Don A. Moore, Carnegie Mellon University  
dmoore@cmu.edu

An Examination of Auditor Independence Issues

Deborah L. Lindbergh, Illinois State University  
dlindb@ilstu.edu

Auditor Independence and Non-Audit Services: What Do Restatements Suggest?

William R. Kinney, Jr., The University of Texas at Austin  
kinneyw@mail.utexas.edu

Corporate Governance, Non-Audit Services and Auditor Independence

Peter Pope, Lancaster University (U.K.)  
p.pope@lancaster.ac.uk

Auditor Independence, the Provision of Non-Audit Services, and Financial Reporting: A Research Proposal

Rick Antle, Yale University, School of Management  
rick.antle@yale.edu ■

## Is a Second Professional Designation in Accounting Now Needed?

For years the preferred career path has been auditing and the CPA designation. With advances in information systems, change management, and the need to manage corporate value, not just assets, is there a need for more specialized training upon graduation than is required for auditing? The Institute of Management Accountants is asking for your input. The Topics for Consideration Program, designed to solicit your input into the design of IMAs CMA designation, is available at: [http://www.imanet.org/content/Interest\\_Groups/Academics/topics.htm](http://www.imanet.org/content/Interest_Groups/Academics/topics.htm)

Please send comments or questions to  
JMackey@imanet.org. ■

## A Statement of Responsibilities for AAA Members? Register Your Views

The AAA Council is considering the adoption of a Statement of Responsibilities (SOR) as guidance for Association members. The AAA Professionalism and Ethics Committee wrote a proposed Statement of Responsibilities after many years of input from AAA members. Previous versions have been exposed at both regional and national AAA meetings.

The current version of the proposed SOR, a set of Frequently Asked Questions, and two questions are online at <http://www.aaahq.org/surveys/sor.cfm> so that you may register your views and provide confidential feedback by March 31. The Professionalism and Ethics Committee will present the results of this member feedback to the Council at its meeting in Sarasota, Florida, on April 6. Please participate and express your views. ■

## FEI Webcast Replay: Accounting for Business Combinations and Intangible Valuations

The Financial Executives Institute has offered to permit AAA members to view a replay of a day-long webcast on accounting for business combinations and intangible valuations (SFAS No. 141 and No. 142) at half the price that will be charged to other non-FEI members (\$149 vs. \$299).

The webcast, which was recorded on December 12, 2001, has five presentations with accompanying question-and-answer sessions:

1. Overview of SFAS No. 141 and No. 142, by G. Michael Crooch, Board Member, Financial Accounting Standards Board
2. Recognition and Measurement of Intangibles, by Tony Aaron of E&Y Valuation Services and Steve Gerard of Standard and Poor's
3. Impact on Doing Deals: Structure, Pricing and Process, by Raymond Beier of PWC and Elmer Huh, Morgan Stanley Dean Witter
4. Testing for Goodwill Impairment, by Mitch Danaher of GE
5. Transition Issues and Financial Statement Disclosures, by Julie A. Erhardt of Arthur Andersen's Professional Standards Group.

The FEI hopes to use the funds collected from AAA members through these sales to help the FEI finance a Corporate Accounting Policy Seminar. To learn more about this opportunity, please see: <http://www.fei.org/confsem/bizcombo2k2/agenda.cfm>

## Robert E. Holtfreter Selected as Washington's Outstanding Educator of the Year

The Board of Directors of the Washington Society of Certified Public Accountants selected Robert E. Holtfreter, Distinguished Professor of Accounting and Research at Central Washington University, as their Outstanding Educator of the Year.

The award recognizes Professor Holtfreter's excellence in innovative classroom teaching and his involvement in the accounting profession. Professor Holtfreter has held high-level leadership positions in numerous organizations, including the American Accounting Association (AAA), Institute of Management Accountants (IMA), Association of Certified Fraud Examiners (ACFE), North American Accounting Society (NAAS), and the Washington Society of Certified Public Accountants (WSCPAs).

For the AAA Professor Holtfreter has served on numerous standing committees and taskforces. He has also served as President of the Midwest Region, President of the Western Region, and Chairman of the Accounting, Behavior and Organizations Section. He is currently serving as Past-President of the Western Region and is a member of the Education Committee and the Council. ■

## Faculty Toolkit

The AAA holds copyright to and is disseminating copies of a Faculty Toolkit developed by the IEF that includes printed, CD ROM, and videotape materials related to auditor independence. Among these are a 13.5-minute video suitable for classroom use entitled "Why Independence?" along with two video case studies. For copies of this material, contact Education Project Manager Linda Watterworth at (941) 556-4118; Email: [linda@AAAhq.org](mailto:linda@AAAhq.org). ■

## 2002 AAA Nominations Committee Selects Nominees for Office

The 2001–02 AAA Nominations Committee met in Atlanta on December 8, 2001. Committee members are Michael A. Diamond, University of Southern California (chair); Stanley F. Biggs, University of Connecticut; Chee W. Chow, San Diego State University; James E. Hunton, University of South Florida; Sara A. Reiter, SUNY at Binghamton; Mary S. Stone, The University of Alabama; and Jan R. Williams, University of Tennessee. The following nominees were selected:

President-Elect	William Felix	The University of Arizona, Tucson
Vice President—Sections and Regions	Joanna Ho	University of California, Irvine
Vice President—Research	Zoe-Vonna Palmrose	University of Southern California
Vice President—Education-Elect	O. Finley Graves	Kansas State University
Vice President—Publications-Elect	Bob Libby	Cornell University
Council Members-at-Large	Susan V. Crosson	Santa Fe Community College
Council Member-at-Large	Sandra C. Vera-Munoz	University of Notre Dame
International Council Member-at-Large	Eddy Vaassen	University of Amsterdam

A future issue of *Accounting Education News* will contain biographies and photos of the nominees, including any nominated by petition.

The President-Elect serves on the Executive Committee for three years beginning at the Annual Meeting in August 2002. The Vice President—Sections and Regions and Vice President—Research begin two-year terms in August 2002. The Vice President—Education-Elect and Vice President—Publications-Elect will participate in Executive Committee meetings starting in August 2002 and become voting members of the Executive Committee in August 2003. Council Members-at-Large serve two-year terms beginning in August 2002.

**Consistent with AAA bylaws, additional candidates for any of these positions may be nominated by petition signed by at least 100 members**, submitted to Executive Director Craig Polhemus at the AAA headquarters, 5717 Bessie Drive, Sarasota, FL 34233-2399, to be received by April 1, 2002. Those so nominated must have agreed to serve if elected. The election process will take place via web, email, fax, and mail. Newly elected officers take office at the 2002 Annual Meeting in San Antonio. ■

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## A Few Words from the Executive Director

On April 6, the 50-member AAA Council will meet in Sarasota, Florida, for the first time since 2000. Staff are excited! Since most Association staff never get to go to Annual, Region, or Section meetings, these occasional Council meetings in Sarasota are almost the only time they see AAA members in person.

One of my first acts when I joined the AAA as Executive Director in 1995 was to reconfigure the headquarters building to enhance communication. When I arrived, there was nowhere in headquarters where more than three people could sit and talk. Ruthlessly relocating desks, file cabinets, and the ancient thermal fax machine, we created a 12-person conference room so that staff, vendor, and occasional committee meetings could take place in our 23-year-old building on Bessie Drive.

The last seven years have been busy ones for the AAA. We began weekly updates to our web site, running many portions in-house. We've published half a dozen CD ROMs and several new monographs, added new journals, launched new programs, and continue to increase the number of conferences we administer annually. Things have been exciting at AAA headquarters for the past several years, but space kept getting tighter and tighter.

As one result, our conference space eroded severely. First we squeezed in the LAN and Web servers, evicting them from two former storage closets that we then converted into space for six publications workstations. We also brought a leased storage trailer on-site to hold files, publications, equipment, and supplies. Next we moved the noisy servers back out of the conference room into our mailroom/warehouse area—forcing filing cabinets, shelves full of publications, and cardboard boxes back into the conference room, lining and constricting its useful area. My office also absorbed its share of "temporary" filing cabinets, boxes, and equipment.

Throughout, the Executive and Finance Committees were alert to future needs and current risks. We bid on a vacant lot east of the AAA building but quickly dropped that effort when the owner asked more than the appraised value. When we list our I.T. security concerns, the unsecured area where our servers now reside is always noted. And no one has been happy paying monthly fees to have a storage trailer on-site!

Last winter, a multi-level mail-order marketing business just west of AAA headquarters went bankrupt, was foreclosed upon, and thus placed on the market a somewhat neglected 21-year-old smaller building next door. With unanimous support from



AAA headquarters building on Bessie Drive, Sarasota, Florida.

the Finance Committee, Executive Committee, and Council, the AAA moved quickly and bought the building below its appraised value, beating several other eager bidders through quick action and by forgoing a financing contingency. Years of neglect have now been repaired. AAA finance, I.T., and publications staff will be relocating to the "new" building during March. We've buried fiber optic and copper wire between the two buildings, laid out a 15-yard concrete walk by the lake linking the two parking lots, and installed an integrated new telephone and data system seamlessly melding the two buildings' communications systems.

The "new" building includes a secure, keyed operations center that will house our computer servers. And, back in the main headquarters building, we'll finally get our conference space back—converting what was once two storage cabinets, then the "computer room," and most recently office space for six workstations, into a conference room slightly larger than the one we had in 1996.

Because we now emphasize email and conference calls to avoid unnecessary travel, I don't expect many committees will meet in Sarasota each year. It's a special event for staff when they do. For the past few years, the Two-Year College Committee has met at headquarters, even as the conference room hummed, shrank, and threatened to disappear.

On the evening of April 6, following the day-long Council meeting, AAA Section, Region, and At-Large Officers will enjoy a reception at our two-building lakeside "campus." In case you don't expect to be in Sarasota that evening, here's a picture of your newly renovated building. On behalf of the staff who will be working there, thank you for buying it! ■



Craig Polhemus



Second AAA building adjacent to headquarters along Clark Lake.

### Update...

In the printed version of the Winter 2002 issue, I noted that AAA staff size had dropped by 13 percent from a year ago. To cope with budget constraints and fiscal uncertainties, we have had to cut staff still further. Total staff size is now 18 percent lower than a year ago, or a total of 16. As this smaller number of staff try to maintain service levels and schedules to the extent feasible, the more suitable space for key functions in the new building will help us raise productivity to meet the challenge of doing more with less.

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