



Accounting Education NEWS

The newsletter of the American Accounting Association

Co-Editors: Shyam Sunder and Tracey E. Sutherland

2007 Outstanding Accounting Educator Award Recipient Mary Stone

Launch of New Journal

The Auditing Section has sent out a call for papers for their new online-only journal, *Current Issues in Auditing*. Beginning March 15, papers may be submitted via email (CurrentIssuesinAuditing@aaahq.org) to co-editors Dana Hermansson, Kennesaw State University, and D. Scott Showalter, KPMG, LLP.

Current Issues in Auditing will be devoted to advancing dialogue between academics and practitioners on current audit practice issues. "Auditing practice" broadly includes practice-related issues in external auditing, internal auditing, government auditing, IT auditing, assurance services, and related fields. Additional submission process details and editorial information will be available on the Auditing Section website before March 15th. ■

Read more about the Outstanding Accounting Educator Award ... see page 3

Book early for next year's Annual Meeting in Chicago on August 5–8. Hotel information is on page 10.

"Journal editors must make the difficult judgment about who to ask for advice on a new idea" ... see page 4

Like many campuses, the pillar that marks the entrance to The University of Alabama states the goals of the university: teaching, research and service. These goals challenge educators to be balanced and to focus on others—students, the academic community, and the public. They provide educators immense freedom, while at the same time requiring great self-discipline. Mary Stone has reveled in the combination of freedom and responsibility throughout her career.

Like many educators, Mary began her Ph.D. studies at the University of Illinois at Urbana-Champaign with the single-minded goal of becoming a better teacher. Studying economics and finance and developing research skills convinced her that conducting and publishing research would help her to be a better, more understanding teacher. The opportunity to talk with members of the Financial Accounting Standards Board about her dissertation research convinced her there could be synergy among teaching, research and service.

Mary continues to contribute to teaching, research and service as Hugh Culverhouse Professor and Director of the Culverhouse School of Accountancy at The University of Alabama. Teaching financial accounting courses allows her to draw on insights she gained from serving on the Financial Accounting Standards Advisory Council and the Accounting Standards Executive Committee of the AICPA. Her teaching and work with students has been recognized by receipt of the Beta Alpha Psi Business Information Professional of the Year, the Alabama Society of Certified Public Accountants Outstanding Educator Award, and The University of Alabama National Alumni Association Outstanding Commitment to Teaching Award.

The focus of Mary's research is providing evidence relevant to issues being considered by the Financial Accounting Standards Board, AICPA, Securities and Exchange Commission, or other regulators. Recent publications deal with off-balance sheet entities, segment reporting, self-regulation, and timely reviews of interim information. She has published over 35 articles in journals including *The Accounting Review*, *Review of Accounting Studies*, *Journal of Accounting Research* and *Journal of Accounting & Economics* and has served and continues to serve on editorial boards and as a reviewer. She has served as a member of council, secretary-treasurer, and president of the American Accounting Association.

Mary Stone is an outstanding educator because of her commitment to teaching, research and service.

See a general article about the Outstanding Accounting Educator Award and a list of past recipients on page 3. ■



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CALLS and MEETINGS

MEETING

June 1–2, 2007

University of Oklahoma Accounting Research Conference

The University of Oklahoma's Steed School of Accounting will host a research conference on June 1–2, 2007. The focus of the conference will be "The Role of Accounting in Business Decisions." For more information please go to http://price.ou.edu/academics/accounting_conference.aspx.

CALL and MEETING

Financial Reporting and Business Communication 11th Annual Conference

Papers are invited for the 11th Annual Financial Reporting and Business Communications Conference to be held July 5-6, 2007, at Cardiff Business School. Submission deadline is March 2, 2007. For more information please go to the AAA website. Click on Calls for Submissions and then click on Financial Reporting and Business Communication.

CALL and CONFERENCE

IT Auditing Research Symposium

The IIA International Advanced Technology Committee (IIA ATC) and The IIA Research Foundation (IIRF) are pleased to announce the second IT Auditing Research Symposium, to be held on Sunday, July 8, 2007 in Amsterdam, The Netherlands, in conjunction with The Institute of Internal Auditors International Conference. The IIA International Conference is a global event hosting more than 2000 internal auditing practitioners from all around the globe. Scholars, researchers, and educators are invited to present and review current and upcoming research work in subjects relevant to Internal IT Auditing. The submission deadline is March 23, 2007. For more information please go the AAA website. Click on Calls for Submissions and then click on IT Auditing Research Symposium.

CALL FOR PAPERS

12th Annual Ethics Research Symposium

The Professionalism and Ethics Committee of the American Accounting Association invites submission of papers for presentation at the 12th Annual Ethics Research Symposium to be held August 4–5, 2007 in Chicago, IL. This Symposium will focus on ethics research and teaching within the field of accounting. Submission deadline is April 1, 2007. For more information please go the the AAA website and click on Calls for Submissins and then click on 12th Annual Ethics Research Symposium.

CALL and CONFERENCE

Contemporary Accounting Research Conference 2007

The *CAR* editorial team invites research papers in any area of accounting research, broadly defined (financial, managerial, assurance, and tax) and employing any method (analytical, archival, case, empirical, and survey). The conference will be held November 9–10, 2007 in Montréal, Québec. Especially welcome are papers that reflect the international reach of accounting issues and challenges. Submissions to the Conference also constitute submissions to *CAR*. Submission deadline is April 22, 2007. For more information please go to the AAA website. Click on Calls for Submissions and then click on *Contemporary Accounting Research Conference*.

Outstanding Accounting Educator Award

The 2007 Outstanding Accounting Educator is Mary Stone. Since 1973, the American Accounting Association has recognized Outstanding Accounting Educators for their contributions to accounting education from scholarly endeavors in research and teaching over a sustained period of time—through publications, educational innovation, research guidance to graduate and undergraduate students, excellence in teaching, significant involvement in professional and academic societies and activities, and advising and intellectual guidance of students.

The Outstanding Accounting Educator Award has been funded by the PricewaterhouseCoopers Foundation since 1973. Recipients receive a \$10,000 award in two parts—a \$5,000 cash prize and a \$5,000 grant from the PricewaterhouseCoopers Foundation to the American Accounting Association. The recipients determine the purpose of the grant to the Association. The awards will be presented at the AAA Annual Meeting in 2007 in Chicago, Illinois.

Former Outstanding Accounting Educator Award Recipients

1973—Wilton T. Anderson, Oklahoma State University and Charles T. Horngren, Stanford University

1974—Kenneth E. Perry, University of Illinois

1975—James Don Edwards, University of Georgia and Carl L. Nelson, Columbia University

1976—Sidney Davidson, University of Chicago and Jack J. Kempner, University of Montana

1977—Herbert E. Miller, University of Georgia

1978—Charles T. Zlatkovich, University of Texas at Austin

1979—George Sorter, New York University

1980—Norton M. Bedford, University of Illinois and David Solomons, University of Pennsylvania

1981—Nicholas Dopuch, University of Chicago and Catherine E. Miles, Georgia State University

1982—Gerhard G. Mueller, University of Washington

1983—Carl T. Devine, Florida State University and William A. Paton, University of Michigan

1984—Robert K. Mautz, University of Michigan and William J. Vatter, University of California at Berkeley

1985—Maurice Moonitz, University of California at Berkeley and Glenn A. Welsch, University of Texas at Austin

1986—Joel S. Demski, Yale University and Yuji Ijiri, Carnegie Mellon University

1987—Thomas J. Dyckman, Cornell University

1988—Robert S. Kaplan, Harvard University/Carnegie Mellon University and Stephen A. Zeff, Rice University

1989—Robert N. Anthony, Retired (formerly Harvard University) and William R. Kinney, Jr., University of Texas at Austin

1990—William H. Beaver, Stanford University and William W. Cooper, University of Texas at Austin

1991—Raymond J. Chambers, Retired (formerly University of Sydney) and William L. Felix, Jr., University of Arizona

1992—Thomas J. Burns, Ohio State University and Lawrence Revsine, Northwestern University

1993—George J. Foster, Stanford University and S. Paul Garner, Retired (formerly University of Alabama)

1994—R. Glen Berryman, University of Minnesota and Ray M. Sommerfeld, University of Texas at Austin

1995—Harold Q. Langenderfer, University of North Carolina at Chapel Hill and Baruch Lev, University of California at Berkeley

1996—Doyle Z. Williams, University of Arkansas and Larzette Golden Hale, Retired (formerly Utah State University)

1997—Gerald Feltham, British Columbia University and Victor L. Bernard (awarded posthumously)

1998—James A. Ohlson, Columbia University and Gary L. Sundem, University of Washington

1999—Robert P. Magee, Northwestern University and Katherine Schipper, University of Chicago

2000—Robert Libby, Cornell University and Ross L. Watts, University of Rochester

2001—Daniel W. Collins, The University of Iowa and Jerry J. Weygandt, University of Wisconsin-Madison

2002—Jacob G. Birnberg, University of Pittsburgh and Robert E. Jensen, Trinity University

2003—Raymond Ball, University of Chicago and James McKeown, Pennsylvania State University

2004—Dan S. Dhaliwal, The University of Arizona

2005—Gerald L. Salamon, Indiana University and G. Peter Wilson, Boston College

2006—Lawrence D. Brown, Georgia State University ■



Shyam Sunder,
Yale University

President's Message Academic Journals and Scholarship

Evolutionary biologists have long known that most organs, even cells, simultaneously serve multiple functions.

This multiplicity allows gradual evolution of novel functions through small random mutations, which would be impossible otherwise. The evolution of birds' wings, for example, would not have been possible if, in the early stages of their evolution, wings had no functions other than flying.

This biological analogy can be useful for understanding our social systems, especially the scholarly journals. Journals simultaneously serve multiple functions such as creation and filtration of fresh ideas and innovation (and their diffusion among scholars, students and the public), and the assessment of scholarship and originality. For journals, and the social processes in which they are embedded, to be productive, these functions must be delicately balanced within individual journals, as well as in their collective ecology.

The American Accounting Association publishes 12 scholarly journals, supplemented by 16 newsletters (including *Accounting Education News*), and some abstract and proceedings volumes from meetings and conferences. These constitute but a small subset of thousands of other accounting periodicals published by academic, professional, and commercial organizations in the world, in English and other languages. Accounting periodicals constitute a subset in business and management, which in

turn is a subset of the social science domain.

New ideas and innovation are obvious, and perhaps the oldest, functions of scholarly journals. Innovation is essential to the well being of society. Modern societies provide substantial resources to a subset of its members—mostly academics—to devote large amounts of time to generate basic and applied new ideas. By their nature, most new ideas do not work; but a few that do work can change the world. Journals serve the function of successively filtering new ideas through a costly, time-consuming, and necessarily imperfect review process, trying to balance the probabilities of type I and type II errors.

The journal editors must make the difficult judgment about who to ask for advice on a new idea. Should it be someone who is known to have extensive knowledge of the subject and is therefore unlikely to allow a false claim of newness to go unchallenged? Or, should it be someone who can take a fresh look and is unlikely to block a new idea based on a perspective sought to be discredited by the new contribution?

In the ecological matrix of journals, the newness of an idea itself depends on the range of readership of the journal. Is introduction of an established idea from sociology or economics to management or accounting an innovation? The answer depends on the readership of the journal, allowing different journals to choose their own niche in the complex domain of the field.

Instruction of students and the public, as well as budding scholars, is also an important function of journals. Use of articles from scholarly journals in the education of Ph.D. students is routine, although excessive dependence of doctoral instruction on familiarizing them with the literature can sometimes result in insufficient emphasis on

originality and creativity. Ideas from research journals that survive critical evaluation over a period of years find their way into teaching notes, and ultimately into textbooks and professional journals. This is the main route for entry of research into practice. The often-criticized delay associated with this process is the price we pay for reducing the chance that untested bad ideas get into practice where they can incur real damage. Research journals carry “unfiltered water” or “untested drugs” that laymen cannot imbibe without risking their (financial) health.

During the past quarter century, publications in scholarly journals have increasingly been used for assessment of faculty. Such assessments range all the way from detailed reading and discussion of the substance of innovation on one hand, to simple counting of published articles weighted by journal ratings on the other. The latter process, increasingly common in higher education, stands in opposition to the innovation function discussed above. The investors who believe that the market for corporate securities is efficient find it in their self-interest to behave in ways that reduce the efficiency of the market. Similarly, the belief that the research contributions of a member of faculty can be judged by the number and the “rating” of journals in which his or her articles are published has undesirable collective consequences: it increases the power of gatekeepers over innovators, therefore discouraging innovation and the contribution we make to society.

While *The Accounting Review* is the granddaddy of the AAA's publications, the newest arrival—*Current Issues in Auditing*—was announced at the midyear meeting of

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Nationally Recognized Assessment and Higher Education Study Center Findings as Resources for Assessment Projects

While nearly all accounting programs are wrestling with various kinds of assessment initiatives to meet local assessment plans and/or accreditation needs, most colleges and universities participate in larger assessment projects whose results may not be shared at the College/School level. There may be information available on your campus through campus-level assessment and institutional research that generate data that could be useful for your accounting program/school assessment initiatives. Below are examples of three such research projects, and some of their recent findings about college students.

The Cooperative Institutional Research Program (CIRP)

The American Freshman: National Norms for 2006

This series, initiated in Fall 1966, is a project of the Cooperative Institutional Research Program (CIRP), a continuing longitudinal study of the American higher education system housed at the Higher Education Research Institute (HERI). During the past 41 years, the CIRP has generated an array of normative, substantive, and methodological research about a wide range of issues in American higher education.

A major purpose of the CIRP is to provide initial input information for longitudinal research. HERI annually conducts two additional CIRP surveys that enable institutions to follow up on their Freshman Survey respondents: Your First College Year (YFCY), which surveys students at the end of the first year of college, and the College Senior Survey (CSS), which surveys students during their last year in college. Longitudinal follow-up

studies of CIRP students have been used in major studies.

The 2006 freshman norms are based on the weighted responses of 271,441 first-time, full-time students at 393 of the nation's baccalaureate colleges and universities.

Interest in politics increases as student move politically from center

- For today's freshmen, discussing politics is more prevalent now than at any point in the last 41 years. 33.8% of freshmen reported discussing politics frequently in high school, compared to 25.5% in 2004.
- When asked to characterize their political views, 43.3% of freshmen identified as "middle-of-the-road," its lowest value since 1970. Both "liberal" (28.4%) and "conservative" (23.9%) each increased by 1.3% from 2005. Not only is the number of students identifying themselves as "liberal" at its highest level since 1975 (when it was 30.7%), but the percentage identifying as "conservative" is at the highest point in the history of the Freshman Survey. This indicates that freshmen are moving away from a moderate position in their viewpoints.

Liberals and conservatives divide on gay rights, but not on affirmative action

- Issues of gay and reproductive rights, and capital punishment divide freshmen.
- Usually seen as a conservative issue, only 52.7% of conservative freshmen agree that affirmative action in college admissions should be abolished. However, 44.6% of liberal freshmen also believe affirmative action should be abolished.

Concerns about college finances

- Two of three freshmen (64.1%) indicate that they have "some" or "major" concerns regarding their ability to finance the costs of their college education. This is particularly true for students from families with incomes less than \$50,000/year.
- Fewer students are attending their first-choice institution (66.7%, the lowest since 1988). Almost half of the students attending their second-choice institution were accepted to their first. Being offered financial assistance and the cost of the college chosen were in the top five reasons for students choosing their second-choice institution.

Increased reliance on paid work while in college to help meet college costs

- More students are relying on work to cover costs, as those anticipating a "part-time job on campus" increased 3.2 percentage points to 29%, expecting a "part-time job off campus" increased 2.4 points to 24.3%, and planning "a full-time job while in college" more than doubled, from 2.7 percentage points in 2000 to 4.7% in 2006.

Racial/ethnic differences in advanced placement course-taking and exams

- An increasing number of freshmen indicate that they took at least one AP course or AP exam in high school. In 2006, 61.6% took at least one AP course, which is up 59.3% from five years ago.
- Freshmen groups reporting taking one or more AP courses: White 61.1%, African-American/Black 49.8%, American Indian 62.1%,

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Nationally Recognized Assessment

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Asian American/Pacific Islander 73.1%; Latina/o 67.7%; Other/Unknown 58.9%

Commitment to service continues and civic concerns are highest at historically black colleges and universities (HBCUs)

- Continuing the trend begun last year, slight increases were reported in freshman interest in civic commitment and social responsibility. 66.7% of freshmen reported that “helping others in difficulty” is a very important or essential personal goal. In HBCUs 75% of students at public schools, and 79% of those at private schools agreed. More than half (52.7%) of students attending HBCUs indicate “becoming a community leader” is essential or very important, compared with 35.2% of those attending other schools.

Find more information on the Cooperative Institutional Research Project's (CIRP) data on college freshmen online at http://www.gseis.ucla.edu/heri/PDFs/06CIRPFS_Norms_Narrative.pdf

The 2006 Report of the National Survey of Student Engagement (NSSE)

Engaged Learning: Fostering Success of All Students

The 2006 report from the National Survey of Student Engagement (NSSE) is based on information from about 260,000 randomly selected first-year and senior students at 523 four-year colleges and universities. The NSSE study, titled “*Engaged Learning: Fostering Success of All Students*,” gives schools an idea of how well students are learning and what they put into and get out of their undergraduate experience. Participating NSSE institutions generally mirror the national distribution of the 2005 Basic Carnegie Classifications.

NSSE survey findings annually provide comparative standards for determining how effectively colleges are contributing to learning. Five key areas of educational performance are measured: 1) level of academic

challenge, 2) active and collaborative learning, 3) student-faculty interaction, 4) enriching educational experiences, and 5) supportive campus environment.

Promising Findings from the National Survey of Student Engagement

- Student engagement is positively related to first-year and senior student grades and to persistence between the first and second year of college.
- Student engagement has compensatory effects on grades and persistence of students from historically underserved backgrounds.
- Compared with campus-based students, distance education learners reported higher levels of academic challenge, engaged more often in deep learning activities, and reported greater developmental gains from college.
- Part-time working students reported grades comparable to other students and also perceived the campus to be as supportive of their academic and social needs as their non-working peers.
- Four out of five beginning college students expected that reflective learning activities would be an important part of their first-year experience.

Disappointing Findings from the National Survey of Student Engagement

- Students spend on average only about 13–14 hours a week preparing for class, far below what faculty members say is necessary to do well in their classes.
- Students study less during the first year of college than they expected to at the start of the academic year.
- Women are less likely than men to interact with faculty members outside of class including doing research with a faculty member.
- Distance education students are less involved in active and collaborative learning.
- Adult learners were much less likely to have participated in such enriching educational activities as

community service, foreign language study, a culminating senior experience, research with faculty, and co-curricular activities.

- Compared with other students, part-time students who are working had less contact with faculty and participated less in active and collaborative learning activities and enriching educational experiences.

Some additional 2006 NSSE findings

- Distance education students reported higher levels of academic challenge, and reported engaging more often in deep learning activities such as the reflective learning activities. They also reported participating less in collaborative learning experiences and worked more hours off campus.
- Women students are more likely to be engaged in foreign language coursework.
- Male students spent more time engaged in working with classmates on projects outside of class.
- Almost half (46%) of adult students were working more than 30 hours per week and about three-fourths were caring for dependents. In contrast, only 3% of traditional age students worked more than 30 hours per week, and about four fifths spend no time caring for dependents.

For more NSSE results and information related to findings about gender differences, freshmen/senior differences, non-traditional students, see the report online at http://nsse.iub.edu/NSSE_2006_Annual_Report/docs/NSSE_2006_Annual_Report.pdf

From the National Freshman Attitudes Report 2007

“The 2007 National Freshman Attitudes Report,” a survey by Noel-Levitz of nearly 100,000 incoming freshmen at 292 public and private two- and four-year colleges, finds that men and women share high expectations for getting a degree, “no matter what obstacles get in my way.”

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Nationally Recognized Assessment

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Research has shown that nearly half of all students who enroll as freshmen do not complete college and most students who drop out do so before their second year.

Understanding the mismatch between student motivations and perceptions may be critical to the mission of higher education institutions. Male students in particular graduate from college at lower rates than their female counterparts. For every 100 American women who earn a bachelor's degree, just 73 American men earn a bachelor's, according to data from the National Center for Education

Statistics. The *National Freshman Attitudes Report* from Noel and Levitz, based on their College Student Inventory (CSI) survey shows that male students report coming into college with less ambitious intellectual interests and sharply less rigorous study habits than their female counterparts. Even so, male students in general express greater confidence in their academic abilities than do female students.

The report by Noel-Levitz, a firm consulting with colleges on admissions, financial aid and retention issues, is based on a written survey of incoming students during summer orientation courses or their initial weeks on campus last fall.

The survey found that students, of both genders, come into college with lofty goals and expectations for what they will accomplish while there, as seen in the following table:

	All Students	Male Students	Female Students
Strong desire to continue education	94.6%	92.6%	96.2%
Very strongly dedicated to finishing degree	93.6	91.7	95.1
Deeply committed to educational goals; prepared to sacrifice to achieve them	88.8	85.3	91.6

Male students' ambitions are in the same ballpark as those of female students. But the gap between the two genders is much wider in areas that would indicate the students' likelihood of actually accomplishing their goals. Female students are much likelier than men to say that they like reading and books:

	All Students	Male Students	Female Students
Books have broadened my horizons	57.1%	49.5%	63.1%
Get great satisfaction from reading	46.7	37.8	53.7
Books have never excited me	39.6	48.1	32.9

Women are also much more likely than their male counterparts to describe themselves as having study habits that are conducive to academic success:

	All Students	Male Students	Female Students
Take careful notes and review thoroughly before test	59.5%	47.4%	69.0%
Study hard for all courses (even those I dislike)	57.9	49.8	64.4
Studying is irregular and unpredictable	32.9	38.9	28.2

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SITES TO SEE

Integrative Learning: Opportunities to Connect

<http://www.carnegiefoundation.org/files/elibrary/integrativelearning/index.htm>

A national project sponsored by the Association of American Colleges and Universities (AAC&U) and The Carnegie Foundation for the Advancement of Teaching. Aimed at promoting integrative learning in undergraduate education, the project includes examples from ten campuses fostering students' abilities to integrate their learning.

Association for American Colleges and Universities (AAC&U) Assessment Resources

<http://www.aacu.org/issues/assessment/index.cfm>

AAC&U works with campuses to set clear goals, plan instruction and curricula to achieve the goals, assess student accomplishment, and revise and improve the whole learning/teaching cycle.

The Integrated Postsecondary Education Data System (IPEDS)

<http://nces.ed.gov/ipeds/>

A single, comprehensive system designed to encompass all institutions and educational organizations whose primary purpose is to provide post-secondary education. IPEDS is built around a series of interrelated surveys to collect institution-level data in such areas as enrollments, program completions, faculty, staff, and finances.

Nationally Recognized Assessment

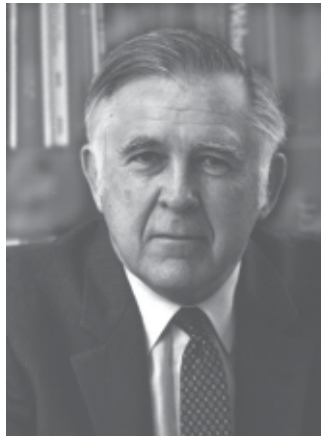
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Although those answers would appear to make women more poised for success at the college level, male students in general seem to start college with more confidence in their abilities than female students have, particularly in math and the sciences. For instance, 53.4 percent of male students surveyed said they have “a very good grasp of the scientific ideas I’ve studied in school,” compared to 42.4 percent of female students. And 42.2 percent of women said that “math has always been a challenge for me,” compared to 35.2 percent of men.

None of the science numbers are likely to hearten educators who work in those fields, however. Fewer than 40 percent of all students said that they enjoy the challenge of trying to solve complex math problems and that they have a “very good understanding” of general biology, including cell structure and genetics.

Beyond the questions and answers on academic goals and preparation, the Noel-Levitz survey includes data, broken down by institution type as well as gender, on career goals, family emotional support, financial security, and receptivity to academic and other kinds of counseling, among other topics.

The National Freshman Attitudes Report can be found online at <https://www.noellellevitz.com/Papers+and+Research/Research/ResearchLibrary/Freshman+Attitudes.htm> ■



IN MEMORIAM:

Robert Newton Anthony 1916–2006

Robert N. Anthony was born on September 9, 1916 in Orange, Massachusetts. He traced his family to those who came over on the *Mayflower*. In 1938, he obtained an A.B. degree from Colby College, in Maine, and then completed an MBA at the Harvard Business School in 1940. In that year, at the age of 23, he joined the HBS faculty to teach accounting and conduct research, and, except for a four-year assignment as an officer in the Naval Supply Corps during World War II and during

one of his three years with the Defense Department in the 1960s, he remained on the School faculty until his retirement in 1983. He completed a Doctor of Commercial Science degree at HBS in 1952.

Bob was known not only for his more than two dozen books and scores of articles but also for his government service. From 1965 to 1968, he was Assistant Secretary of Defense (Controller) serving under Robert McNamara. There Bob developed and installed a new accounting and control system. From 1971 to 1980, he was a consultant to the Cost Accounting Standards Board. In 1971–72, he was an adviser on accounting policy to the federal government’s Price Commission. He was a member of the Federal Trade Commission’s Advisory Committee on Line-of-Business Reporting in the 1970s. He also served as a member of the first audit committee of the City of New York, from 1977 to 1985.

In the American Accounting Association, Bob was Vice President in 1959 and President in 1973–1974.

In 1968, Bob received the Distinguished Public Service Medal from the Department of Defense. In 1985, national Beta Alpha Psi named him Accountant of the Year—Educator, and in 1986 he was inducted into the Accounting Hall of Fame. The AAA gave him its Outstanding Accounting Educator Award in 1989.

Beginning in 1959 and until his death, he served as a Trustee of Colby College, becoming a Life Trustee in 1989. The college awarded him two honorary degrees.

His major textbooks are *Accounting: Text and Cases*, which is now in its 11th edition; *Essentials of Accounting* (a programmed text), now in its 9th edition; and *Management Control Systems*, now in its 12th edition.

Two of Bob’s most important earlier books were *Management Controls in Industrial Research Organizations* (1952) and *Planning and Control Systems: A Framework for Analysis*. The latter is an acknowledged classic in the management accounting literature. His early work was in management accounting and control systems, while most of his later work was in financial accounting, especially for nonprofit organizations.

At the age of 88, Bob was still hard at it. In 2004, he published *Rethinking the Rules of Financial Accounting*, pointing out the defective rules issued by the FASB and GASB, including their failure to account for imputed interest cost on equity, and explained how the defects could be remedied.

Bob was a giant in the field of accounting. He was a pioneer in the development of management control systems and was a constant and stimulating force in the debates on financial reporting.

Bob had been living in a retirement community in Hanover, New Hampshire for 15 years. He died on December 1, 2006. He is survived by his son Robert, Jr. and daughter Victoria, and their children.

—Stephen Zeff, Rice University

President's Letter

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the Auditing Section on January 12–13, 2007. The content and format of *TAR* has evolved over its 81 years and continues to do so, driven by the restless creative energies of thousands of us who think, write, review, edit, and read. Reintroduction of the monograph review section in *TAR* (under editorship of Stephen A. Zeff) is a recent example of this continuing process.

The announcement of the new journal is yet another manifestation of this creativity in, and adjustment to, our ever-changing environment. *CIA* (yes, we now have *CIA* in the AAA) extends AAA's reach into the new domain of freely available journals on the web. As the officers of the Auditing Section and the editors (Dana R. Hermanson and D. Scott Showalter) work with the AAA staff to develop the new electronic platform, this initiative may inspire other members of the Association to come up with other innovations to fill the gaps in AAA's existing publications lineup, address any shortcomings, and expand into new frontiers.

Returning to the biological analogy, publications that find an audience and a niche survive and flourish; others become stunted and wither away. Fortunately, new technologies make it easier for new publication ideas to enter the field. It is our hope that the Association can make it easier for its members to experiment with fresh ideas. Under the leadership of the AAA Past President Andrew D. Bailey, Jr., an Intellectual Property and Structure Task Force is hard at work to examine how the AAA can best serve its membership in the rapidly changing landscape of academic publishing under the influence of the web, the Internet, and related technologies. The interim report of the Task Force is due in Spring 2007 and will be a major item on the agenda before your Council and the Executive Committee.

IN MEMORIAM:

Robert W. Koehler 1936–2007



Robert W. Koehler, Emeritus Associate Professor of Accounting at Penn State's Smear College of Business, passed away suddenly at age 70 on January 3, 2007 while on vacation in Florida. For more than 40 years, "Bear," as he was affectionately known, served Penn State as one of its most beloved professors. Dr. Koehler received his bachelor's and master's degrees from Penn State in 1958 and 1960, respectively, and a Ph.D. from Michigan State in 1967. He also taught as a

visiting faculty member at INSEAD (Singapore), ESAN (Peru), University of Zimbabwe, and University of West Indies, Jamaica.

Throughout his career at Penn State, Koehler received numerous honors and awards for his teaching and other work with students, including Penn State's Lester L. Shonto Award for Excellence in Accounting Education in 1992 and 2002; the 1994 Pennsylvania Institute of CPAs Outstanding Accounting Educator Award; and Beta Alpha Psi's Outstanding Faculty Advisor Award for 2002. His research also garnered significant accolades including three Certificates of Merit from the Institute of Management Accountants. He was a lifetime member of the American Accounting Association and a member of the Management Accounting and the International Sections of the Association.

Even after retiring in June 2002, Koehler continued working with Penn State students as an advisor to The Accounting Society and Beta Alpha Psi, as well as for the business fraternity Beta Gamma Sigma and his social fraternity Phi Sigma Kappa.

Dr. Koehler will long be remembered as a selfless educator, wonderful colleague, and dedicated mentor. Those who either knew him well or met him casually at AAA meetings will deeply miss his always cheerful nature, hearty laugh, passion for life, and unparalleled storytelling ability. The news of Dr. Koehler's passing has left his colleagues, friends, and students deeply saddened, but ever thankful for his shining contribution to their lives.

Mark Your Calendar!



2007 Annual Meeting — August 5–8 — Chicago, Illinois

Online registration will be available by April 30.

Information about the headquarters hotels is on page 10 of this newsletter.

Book Reviews Reinstated in *The Accounting Review*

The Accounting Review Sr. Editor, Dan Dhaliwal, has decided to reinstate the book review section of *The Accounting Review* in 2007. Relevant books and monographs are not peer-reviewed as are the articles in *TAR*. With the reinstatement of the book review section of *TAR*, such items will be screened by independent reviewers. Textbooks and instructional materials will continue to be reviewed in *Issues in Accounting Education*.

Stephen Zeff, Rice University, will serve as book review editor. Authors and publishers of treatises and other studies should send two copies of each book they wish to be considered for review to Professor Zeff. Unsolicited reviews will not be accepted.

Professor Stephen Zeff
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2007 AAA Nominations Committee Selects Nominees for Office

The Nominating Committee of the American Accounting Association is pleased to submit the following slate of nominees. Committee members are Bill Felix, The University of Arizona (chair); Jane Mutchler, Georgia State University; Judy Rayburn, University of Minnesota; Stephanie Bryant, University of South Florida; Tom Omer, Texas A&M University; Kent St. Pierre, University of Delaware; and Donna Street, University of Dayton.

The following nominees were selected:

- President-Elect: Sue Haka, Michigan State University
- Vice President: Jane Saly, University of St. Thomas
- Vice President–Professional Relations: Bob Daugherty,

PricewaterhouseCoopers

- Vice President–International: Sidney Gray, University of Sidney
- Vice President-Elect–Finance: Chris Wolfe, Texas A&M University
- International Council Member-at-Large – Hun-Tong Tan, Nanyang

Business School

Council Members-at-Large: Jesse Dillard, Portland State University, and one member to be announced

The AAA website and 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 2007. The Vice President, Vice President–Professional Relations, and Vice President–International begin two-year terms in August 2007. The Vice President–Finance-Elect will participate in Executive Committee meetings starting in August 2007 and become a voting member of the Executive Committee in August 2008. Council Members-at-Large serve two-year terms beginning in August 2007.

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 at the AAA headquarters, 5717 Bessie Drive, Sarasota, FL 34233-2399, to be received by April 1, 2007. 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 2007 Annual Meeting in Chicago, Illinois.

American Accounting Association 2007 Annual Meeting Hotel Information

The American Accounting Association's 2007 Annual Meeting will be held in the Hilton Chicago Hotel and Palmer House Hilton Hotel in Chicago, Illinois, August 5–8, 2007.

Hilton Chicago • 720 South Michigan Avenue • Chicago, IL 60603 • Phone: (312) 922-4400 • Fax: (312) 922-5240

The special room rate for meeting attendees is U.S. \$179.00 (single or double occupancy).

To receive the special conference rate be sure to:

- Make your reservations by June 26, 2007
- Identify yourself as attending the American Accounting Association Annual Meeting.

Some Annual Meeting sessions and events will be held at the Palmer House Hilton.

Palmer House Hilton • 17 East Monroe Street • Chicago, IL 60603 • Phone: (312) 726-7500 • Fax: (312) 917-1707

The special room rate for meeting attendees is U.S. \$179.00 (single or double occupancy).

To receive the special conference rate be sure to:

- Make your reservations by June 26, 2007
- Identify yourself as attending the American Accounting Association Annual Meeting.

A Few Words

Here at the headquarters offices we are in the midst of a busy Section meeting season and looking forward to the Region meeting season as spring approaches. With fifteen meetings held in the months of January through May—even more if you consider the successful expansion of New Scholars/Doctoral Consortia that have become an important part of Section meetings, there are many opportunities to renew acquaintances and share scholarship and teaching ideas in this new year. With the Diversity and ABO Sections holding midyear meetings in the fall, AAA opportunities for getting together with colleagues with similar interests and concerns continue to grow with our Sections and Regions providing critically important connecting points for members.

On the heels of our busy winter and spring meeting schedule come preparations for the 2007 Annual Meeting in Chicago, Illinois, August 5-8. With submissions of regular concurrent papers breaking last year's record, and so many other opportunities to be part of the program available (Effective Learning Strategies Forum, Innovative and Emerging Research Sessions, Premeeting Continuing Professional Education sessions, Research Forum, and New Scholars Concurrent sessions), we are looking toward the chance for a third record-breaking attendance year in a row in Chicago. Be sure to put the 2007 AAA Annual Meeting on your summer calendar.

I hope to see you this spring at one of our upcoming Region Meetings:

AAA REGION MEETINGS 2007

February 22-24, 2007

AAA Southwest Region Meeting — San Antonio, TX

April 12 - 14, 2007

AAA Midwest Region Meeting — St. Louis, MO

April 19 - 21, 2007

AAA Mid-Atlantic Region Meeting — Parsipanny, NY

April 26 - 28, 2007

AAA Western Region Meeting — Costa Mesa, CA

April 26 - 28, 2007

AAA Northeast Region Meeting — Hartford, CT

May 3 - 5, 2007

AAA Southeast Region Meeting — Atlanta, GA

May 10 - 12, 2007

AAA Ohio Region Meeting — Columbus, Ohio

Best regards and hopes for a renewing spring semester!

Tracey Sutherland
Executive Director

Invitation to Volunteer for Committees

President-Elect Gary Previts is beginning to plan AAA committee assignments for 2007–2008. 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: American Accounting Association; 5717 Bessie Drive; Sarasota, Florida 34233-2399; Email: office@aaahq.org.

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. ■



Renie Knights

AAA Staff Spotlight

Lorene Renie Knights (Renie) started working for the American Accounting Association in

March 2006 as the Accounting Administrative Assistant to the Finance Director, Roland LaTulip. Her main duties consist of accounts payable, bank reconciliations, financial reports to sections and regions, and other accounting and administrative tasks. She also works with the hotels to help finalize the contracts for our meeting space.

Renie graduated from Northeastern University in Boston, Massachusetts and her employment background has been in the accounting field. She has worked for Raytheon Corporation, Kurzweil Voice and most recently, before making the move to Sarasota in June 2005, she was Acting Assistant Treasurer for the town of Belmont, Massachusetts.

Renie says she considers herself very fortunate to have found employment with an organization that has such a great group of friendly dedicated people—both the members she has met and talked with and the people she works with in the Sarasota office.

Moving to Florida was a tough decision for Renie because her whole family lives in Massachusetts, but she feels it was one of the best decisions she ever made. Short of missing her two grown children (Lisa and Paul) and three granddaughters (MacKenzie, Skylar, and Lauren), she truly loves it here in Florida. Renie reports, “The northeast may be having a mild winter, but it’s too much winter for me.” She likes it warm and sunny and now enjoys riding her bike instead of looking at it hanging on the garage wall for most of the year. When not at work, Renie stays “busy” exploring Florida and walking on the beach or reading while she listens to the surf. ■

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