

University of Mississippi

eGrove

Newsletters

American Institute of Certified Public
Accountants (AICPA) Historical Collection

3-1992

Accounting Educators: FYI, Volume 3, Number 4, March, 1992

American Institute of Certified Public Accountants. Academic and Career Development Division

Follow this and additional works at: https://egrove.olemiss.edu/aicpa_news



Part of the [Accounting Commons](#)



Accounting Educators:

Volume III, Number 4 — March 1992

Educational Opportunities

Profession Looks to Global Issues

Two important international conferences will be held in October 1992 in the Washington, DC, area. International matters are of growing interest and concern to accounting educators and their students, and these two meetings will provide participants with opportunities to explore the practical and pedagogical aspects of these issues.

The first meeting, to be held October 8-12 in Arlington, Virginia (just across the Potomac from the nation's capital) is the Seventh International Conference on Accounting Education. Co-sponsored by the International Association for Accounting Education and Research and the American Accounting Association, this meeting is entitled *Accounting Education for the Twenty-First Century: The Global Challenges*. Topics to be addressed by speakers, paper presentations, and panel discussions include accounting education in changing economies and in developing countries, ethics and values in accounting education, accreditation and common standards, the influence of information technologies, instruction innovations, performance assessment, comparative accounting education, faculty recruiting and retention, and other important topics. For more information, contact the congress secretary at the AAA at (813) 921-7747.

Immediately following this meeting of educators is the XIV World Congress of Accountants. Sponsored by

(continued on page 2)

ADMINISTRATORS FOCUS ON TOTAL QUALITY MANAGEMENT

Meeting in San Antonio on February 2-4, the Administrators of Accounting Programs Group (AAPG) of the American Accounting Association (AAA) took an in-depth look at Total Quality Management (TQM) and its potential in accounting education. The 1992 AAPG seminar attracted close to 200 participants, who listened to presentations from business representatives, colleagues from academe, and firm representatives in a far-reaching exploration of ways in which accounting education can be improved to the benefit of its primary consumers: the student, the organization in which he or she will work, and, ultimately, the public.

The group heard spirited discussions of the definition and applicability of TQM in academe, in public practice, and in industry and government. This was followed by a presentation on the changing demographics of potential accounting students and the impact of these on recruiting efforts.



In a major summary presentation late in the seminar, Doyle Williams (KPMG Peat Marwick Professor at the University of Southern California and Chairman of the Accounting Education Change Commission) addressed the question, "Do principles of TQM fit academic institutions?" Williams's talk began with the premise that quality is a matter of survival for colleges and universities faced with demands to "do more with less;" to be more accountable; to compete for students and to satisfy those students, their sponsors and future employers; and to produce "relevant" research. Summarizing the work of such TQM "gurus" as W. Edwards Deming, J. M. Juran, and Philip B. Crosby, Williams went on to define TQM as a commitment to quality improvement throughout the organization; a focus on processes, not people, striving to eliminate problems that diminish quality; identifying "customers" and satisfying their requirements; and fostering teamwork while encouraging innovation and permanent quality improvements.

As an example of one way in which TQM might be employed in an academic environment, Dr. Williams discussed Oregon State University, which in July 1990 published a strategic plan directed at integrating quality processes throughout the university. OSU clearly stated its mission, values, and guiding principles in terms of "continually [improving their] contributions to the general welfare," and went

(continued on page 3)

In this Issue . . .

Advice for Juniors	2
No. 19: South Dakota Enacts 150-Hour Legislation	3
Options Unlimited: High Tech, Low Cost	3
News & Notes	4
1992-93 AICPA Register of Accounting Education	4

Writing Skills

Advice for Juniors

by T.A. Monahan

The following is excerpted from an article in a recent issue of The Practicing CPA, an AICPA publication for local firms. (Copyright 1991 by the American Institute of Certified Public Accountants; reprinted by permission.) The author is a partner in Monahan & Monahan of Erie, Pennsylvania. The piece is reprinted here with the thought that students might be interested in a practitioner's viewpoint on the importance of written communication skills.

Each year, thousands of bright, ambitious, young graduates join the ranks of public accountants. Is there any single secret that will point them to success in public accounting? Most of them will work long hours, study hard, and pass the CPA examination, but few will become partners. My advice to them could be summarized in a single word. Write.

Let's take the case of the young, obscure junior who has just joined the firm. We'll call this person Joe (or Jane) Clunen. Clunen is bright and talented, but a face in the crowd. Instead of just working hard, however, Clunen does something different. He

researches a subject and then, voluntarily remember, begins the task of putting his research efforts on paper. Clunen encounters the problems of organization, phrasing, rewriting, and groping for the right word. But as he perseveres, his work improves. His style develops and his writing becomes tighter. Eventually, some of his articles are published

Clunen is with a major firm, and partners in every office read his articles. While they may not always agree with him, he is becoming one of the best known accountants in the firm, partners included. If he isn't tapped for partnership with that firm, he should have offers from other firms.

Accountants who write well, or for that matter, write at all, are uncommon. Clunen will find that being published in an accounting publication is not as difficult as being published in, say, *The New Yorker*. Accounting publications are numerous and are always looking for fresh articles. If Clunen has the talent to breathe life into the articles and make the words dance a little, he might actually fall into that rare category: an accountant who can really write.

International Conferences

(continued from front page)

the International Federation of Accountants (IFAC) and jointly hosted by the AICPA, the Institute of Management Accountants, and the Institute of Internal Auditors, this august gathering will take place in Washington on October 11-14. Held every five years, this year's theme is *The Accountant's Role in a Global Economy*. With the globalization of trade in services and the focus on Europe 1992, this Congress is designed to provide accounting professionals throughout the world with key insights to the challenges, concerns and opportunities faced by the profession.

Plenaries will focus on international accounting developments, the impact of regional marketing trends, global capital formation, and the internationalization of financial reporting standards. The technical program consists of concurrent sessions on joint ventures, ethics, finance, information systems, the profession's role in the privatization of markets, privatization, taxation, and more.

Among the important benefits to participants, the World Congress provides an opportunity to share views and establish contacts with accountants in business and industry, government services, education, and public practice from 78 countries.

For more information, contact the World Congress Registration Headquarters, % ITS, 104 Wilmont Road, Deerfield, IL 60015-0825.

International issues are of increasing interest to accounting students as the borders between nations become less and less relevant to commerce. The AICPA's Curriculum and Instruction Subcommittee has appointed a task force to study the impact of business globalization on the accounting curriculum, and to explore means to assist accounting educators looking for ways to add an international dimension to their curricula. These two conferences provide excellent opportunities for accounting educators to broaden their international perspectives.

Mark your calendar!

The 1992 ACCOUNTING EDUCATORS MINI-CONFERENCE

INNOVATIONS IN ACCOUNTING PEDAGOGY

**November 6-7, 1992
Tempe, Arizona**

Sponsored by the
AICPA Academic and Career Development Division
and hosted by Arizona State University

on to identify ten specific goals and objectives designed to promote quality in all that the institution does. Setting out a five-year plan directed at achieving a level of quality worthy of a Baldrige award, OSU detailed items to accomplish each year, necessary system changes, and training and team-building needs across their organization.

Williams also presented to the administrators an outline of steps that might be undertaken in pursuit of a Malcolm Baldrige Award. Established by public law in 1987, the Malcolm Baldrige National Quality Award promoted an awareness of quality as an increasingly important element in competitiveness, an understanding of the requirements of quality excellence, and the dissemination of information on successful quality strategies. The framework for applying the Baldrige criteria is constructed of goals, "drivers" toward those goals (such as senior management), systems to attain the goals, and regularly applied measures of progress.

Williams suggested that the principles behind the Baldrige award are applicable to departments and schools of accounting. Through customization of the criteria to meet the mission and objective of the accounting program, which parallel in large measure the tenets of the new accreditation standards now being implemented by the American Assembly of Collegiate Schools of Business, accounting programs have an opportunity to systematically incorporate quality principles in the operations, curricula, and faculty development efforts.

The question implied but not addressed by Williams or other participants in the AAPG seminar is, "Should there be a national quality award for accounting programs?" It seems likely that within the next few years a movement in this direction will be proposed, and those programs focused on the precepts of TQM will be well-positioned to compete.

No. 19: South Dakota Enacts 150-Hour Legislation

On February 10, South Dakota became the nineteenth state to enact legislation adopting the 150-hour requirement, when the governor signed a bill passed by the legislature on February 5. The law, which also requires candidates to possess a bachelor's or higher degree as a prerequisite for licensure, becomes effective on January 1, 1998.

Most of the states which have passed legislation have incorporated language identical or substantially similar to the

NASBA/AICPA model; that is, calling for 150 semester hours of higher education, including at least a bachelor's degree and an accounting concentration as defined by the state board.

The AICPA expects that by the end of the year, most of the 54 U.S. jurisdictions which license certified public accountants will have made progress toward adoption, either through legislation or regulation, of the 150-hour requirement.

Options Unlimited: High Tech, Low Cost

The power of desktop computers has increased dramatically in the decade since the first IBM personal computer made its debut. At the same time, the real costs of computing have plummeted. In fact, a recent article in the *New York Times* suggested that if automobile technology had developed in a similar manner, we would all be driving Rolls-Royces that could be driven at a million miles per hour and be purchased for 25¢!

Computers offer virtually unlimited opportunities for educators to develop materials to more fully engage learners. Two specific desktop technologies are within easy reach of instructors looking for ways to "reach out" to students.

The first of these — hypermedia — is a software-based interactive learning technology which offers significant potential for learning in business and accounting education. "Hypermedia" defines a system whereby students learn by accessing databases of information through associative linking between elements and a consistent and easy-to-use interface.

Providing quantitative and qualitative differences in how a student obtains information, hypermedia allows fast, easy access to vast quantities of text, diagrams and images (both still and full-motion), speech and sound. Because of the associative links between pieces of information in a

variety of formats, the process closely parallels human associative memory and thus maximizes recall of information.

A related but separate technology — multimedia — is more hardware-based. Multimedia, as the name suggests, is an approach to integrating, combining, overlaying, and editing different sources of information to create materials that interactively involve the student in the learning/teaching process. Multimedia has been around for decades: the film-strip with associated audio tape and discussion guide is a simple multimedia presentation.

Of course, computers allow for much more sophisticated multimedia applications. Today, for less than \$1,000, you can get started with the ability to create color animated graphics for integration into text files. Can you afford *not* to explore this option?

Bob Jensen, an accounting professor at Trinity University, has been making presentations about these technologies for several years. Recently, with his colleague Petrea Sandlin, Dr. Jensen has released a paper detailing many cost-effective options for accounting educators. For a copy of *Working Paper 208: Multimedia Education of the Future*, write to Professor Jensen at Trinity's Department of Business Administration, 715 Stadium Drive, San Antonio, TX 78212; telephone (512) 736-7347.

News & Notes

Through its Aid to Minorities program, the AICPA offers **scholarships to undergraduate and graduate students** in accounting. This program has helped thousands of students enter accounting programs. In January, the AICPA awarded over \$60,000 in scholarship aid for the Spring semester to over 140 students. This amount included \$5,000 in joint Arthur Andersen-AICPA awards.

This year, some significant changes in eligibility requirements are being made. Specifically, to be eligible for an AICPA scholarship, *undergraduates must have completed the equivalent of at least one year of college work.* All students must be *enrolled full-time to be eligible.* Also, the AICPA has *initiated use of the standard Financial Aid Form (FAF)* in its application procedure, to simplify the process for applicants. Also, beginning this year, the minority scholarships will be *awarded only once a year*, in July, for the next academic year.

Complete details on the program are available from the AICPA. For an application package, write to the AICPA

Aid to Minorities Program, 1211 Avenue of the Americas, New York, NY 10036.

Professor Brad Brown of the University of Virginia's McIntire School of Commerce has developed a computerized simulation game to effectively teach 4th-year students how the five disciplines of management, marketing, finance, MIS, and accounting work together in business. The game, used in McIntire's capstone course for all business students, provides an op-

portunity for participants to run their own manufacturing business in a simulated industry setting. Contact Professor Brown at the University of Virginia, Charlottesville, VA 22903.

A related development at Indiana University has students in the introductory financial accounting course playing the Parker Brothers board game, *Monopoly*. Modified for this purpose by Professor James Frederick-

son, 60 applications were received.

The selection task force is presently reviewing the submissions. Eight cases will be chosen for full development and presentation at the 1992 Accounting Educators Mini-Conference; educator and practitioner authors will be invited to attend the conference as guests of the AICPA. These cases will be published and distributed gratis to accounting departments.

A number of alternate cases also will be selected, and those whose authors choose to develop the materials will also be included in the case compendium.

Information about the 1992 program will be available at the Mini-Conference (November 6-7 at Tempe, Arizona).

The AACSB is revising the exposure drafts of the proposed processes and procedures to implement the **new accreditation standards**, based on responses to earlier exposure drafts. The Assembly will take up this issue at its April meeting, at which final documents will be promulgated.

It's not too late to register for the 1992 AICPA CPE **Workshops for Accounting Educators** to be held at the Southeast and Western AAA Regional Meetings in late April. To register, send your name and address to AICPA Meetings Registration at PO Box 1008, New York, NY 10108-1008. *Be sure to indicate which meeting you wish to attend* (Charlotte, NC, on April 23 or San Jose, CA, on April 30) *and to include the registration fee* of \$80 for AICPA members, \$95 for non-members. Don't wait; space is limited.

Coming next Fall:

THE 1992-93 AICPA REGISTER OF ACCOUNTING EDUCATION

Containing up-to-date information on over 600 accounting programs in the United States. Names, addresses and telephone numbers of administrators and faculty, concise program descriptions for each accounting degree offered, and other important data are included for each school and program.

To reserve your copy at the pre-publication price of \$19.98, send a check to:

AICPA Academic and Career Development Division
1211 Avenue of the Americas
New York, NY 10036

Pre-publication price valid through July 31, 1992. Regular price \$29.95. Shipments to Connecticut, the District of Columbia, New York, Vermont: add state and local sales tax.

son, students grade each other on their abilities to record *Monopoly* transactions on double-entry ledgers. Contact Frederickson at the Indiana University School of Business, Bloomington, IN 47405.

The AICPA's new **Professor/Practitioner Case Development Program** attracted an impressive response from accounting educators working with practitioners. Proposals in the areas of financial, managerial, international, and ethics were solicited, and close to