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## Accounting Educators: FYI, Volume 4, Number 3, January, 1993

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

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# Accounting Educators:

Volume IV, Number 3—January 1993

## In this issue . . .

The AICPA is offering **continuing professional education** opportunities for accounting educators, in conjunction with the regional meetings of the AAA. Two programs will be offered: *Improving Teaching Effectiveness*, Yezdi Bhada's popular seminar on teaching and learning styles, and *150-Hour Curriculum Development*, a new program to help academics begin to develop a new curriculum.

See pages 3 and 6.

*The Economist* reports on the need for changes in the practice of **accounting in the U.K.** This view is of particular interest as the U.S. accounting profession grapples with similar issues.

See story on page 2.

The lapse of Section 127 of the Internal Revenue Code is having an impact on **educational assistance programs**, including tuition remission. The AICPA's Joe Schneid looks that this situation and discusses its effects.

See story on page 4.

The era of the **paperless textbook**, available interactively by computer, may be with us sooner than you think. Some of the issues surrounding this development are explored.

See story on page 5.

The College Board's Midwestern Regional meeting heard a solemn prediction of the **career prospects for business graduates**. A number of skills students will need are discussed in this important look at what business expects from higher education.

See story on page 7.



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## ANOTHER ROUND OF STATES SEEK 150-HOUR LEGISLATION

by Bea Sanders

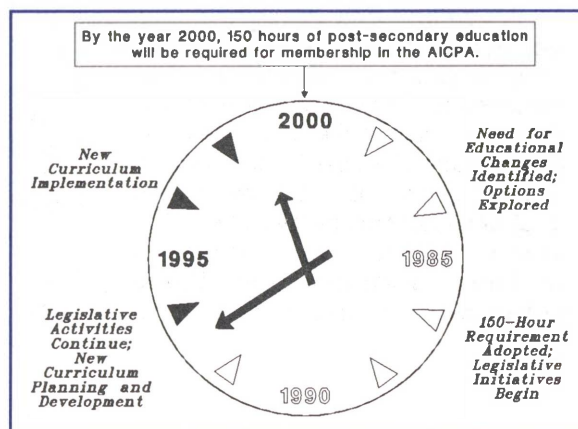
As the 1993 legislative sessions get underway, many more states will be introducing bills to require 150 semester hours of education for CPA certification. Three states have bills carried over from the 1992 session. Several states are reintroducing bills and another dozen states will be seeking 150-hour legislation for the first time.

Currently, 24 states have changed their laws to require 150-hours of education. Three already have the law in effect (Florida, Utah and Hawaii) and a fourth, Tennessee, will take effect in April 1993. The other states will come on board between 1995 and the year 2000.

Most states will require candidates to complete the 150 hours of education before sitting for the Uniform CPA Examination. States will apply the requirement to candidates for reciprocity as well. For example, CPAs seeking to move their careers from one state to another may be required to retake the CPA Exam if they originally took it before the completion of 150 hours of credit. The requirement may be waived for individuals who have practiced at least five years in another state.

The provision in the Uniform Accountancy Act that CPA candidates should complete the required education before applying to sit for the CPA Exam reflects current AICPA education policy. The policy was adopted in response to the concerns of accounting educators that students' preoccupation with preparing for the CPA exam distracted them from their studies and adversely affected the curriculum.

The AICPA is developing a workshop designed to help educators and academic administrators prepare for the 150-hour environment. Does the school's mission include preparing students to become certified public accountants? Are there existing programs in the state that will enable CPA candidates to acquire a quality, integrated education that meets the requirement? What structural changes, if any, might be needed at your school and how should you go about identifying the best approach in keeping with your school's mission? These are some of the issues that will be addressed in the workshops scheduled in conjunction with several AAA regional meetings this Spring. (See notice on page 3.)



*It's time to be planning for a new curriculum!*

## News & Notes

The National Center on Postsecondary Teaching, Learning and Assessment (NCPTLA) has undertaken a research project that "seeks to understand how **classroom collaboration** influences student learning and persistence in college." According to the Fall 1992 edition of the NCPTLA newsletter, this project will build on current research which "suggests that students are more likely to learn and stay in school if they develop a sense of connectedness early in their college careers." The research team consists of Vincent Tinto, professor of education at Syracuse University, and research assistants Anne Goodsell and Pat Russo.

**Robert Sack**, professor of accounting at the University of Virginia's Darden Graduate School of Business and a former chief accountant at the SEC, has been appointed to the chair of a new fund to focus on ethics in the profession. The new "Ethics in Business Research Fund" was endowed with \$150,000 as the result of a settlement between the AICPA and a group which sued the Institute on an internal governance issue. Bob is well-known for his clear and well-articu-

lated positions on professional ethics, and has written extensively in this area.

Applications were mailed in December for various **AICPA scholarships and fellowships for graduate and doctoral study**. Departments will be receiving forms with which students can apply for *John L. Carey Scholarships* (\$4,000 per year for up to two years) for master's-level study by liberal-arts graduates of Yale or the Universities of Georgia or Illinois at Urbana-Champaign. *Minority Doctoral Fellowships* (funded by the AICPA Foundation; \$12,000 per year for up to four years) support minority accounting scholars or practitioners seeking to obtain a doctorate and enter the accounting professoriate. *AICPA Doctoral Fellowships* (\$5,000 per year for up to three years) support practitioners with substantial experience seeking to make a career move into academe.

For more information about any of these programs, call the Academic and Career Development Division at (212) 596-6219.

The AICPA has created a **certified specialty in business valuations**. The

new specialty, the Institute's second (the personal financial planning designation was created in 1986), will include CPE and a substantial minimum of practice hours per year. More information will be available soon.

A recent survey by Robert Half International indicates that **few companies are planning to downsize** their financial departments. Over 90% of the 1,000 CFOs and human resource managers interviewed expect no change or an increase in their hiring of financial personnel.

If you've tried to call the AICPA recently, you're aware of our **new computerized telephone system**. Along with the new instruments came new numbers. Contacts at the Academic and Career Development Division are:

Rick Elam . . . . .	(212) 596-6006
Beatrice Sanders . . . . .	(212) 596-6218
Stephen J. Anspacher . . . . .	(212) 596-6219
John L. Daidone . . . . .	(212) 596-6220
Leticia B. Romeo . . . . .	(212) 596-6221
Marlene A. Gallagher . . . . .	(212) 596-6225
Rosalynd M. Rambert . . . . .	(212) 596-6222
Sherry Boothe . . . . .	(212) 596-6224
Paulette Myers . . . . .	(212) 596-6223

### The View from Over There

## The Economist: Reforms Are Overdue

An article in the October 17th issue of *The Economist* alleged that "An audit of auditors would be scathing. They have missed impending company collapses and become too close to company managers. Reforms are overdue." Noting that the large firms have grown from "smallish national partnerships to multinational enterprises," the article highlighted increasing and intense public scrutiny.

Although the article makes general comparisons between practice in the U.S. and in Great Britain, the focus of this article is on changes needed in the British system. For example, *The Economist* calls for clearer accounting standards, which in the U.K. is the responsibility of the Accounting Standards Board (ASB), which the magazine reports "is headed by an iconoclastic academic, David Tweedle, who has set about redesigning British accounts." The article goes

on to suggest that with clearer standards comes a need for "tougher enforcement." This function, the responsibility of the SEC in the U.S., "is a greater concern in Britain than in America." Britain's new Financial Reporting Review Panel has been given "enough teeth to deter creative financial directors."

Other reform recommendations for the U.K. practice parallel current discussions in the U.S.: a requirement that firms report any doubts regarding a company's internal management system, a ruling as to whether firms should be permitted to offer non-audit services to audit clients (a rule requiring auditors to disclose in their reports the non-audit fees that their firm is also receiving from that company is planned in Britain), changes in law to allow firms to incorporate, and tort reform to limit damage awards.

A British periodical, *The Economist* points out that accounting firms produce over 0.5% of the gross domestic product (GDP) in Britain, a larger share than in any of the other G7 countries. This article finds that, overall, more progress toward reform has been made in the United States than elsewhere. ♦

AICPA Academic and Career Development Division  
announces

## CONTINUING PROFESSIONAL EDUCATION FOR ACCOUNTING EDUCATORS

March 3, 1993 in New Orleans, Louisiana

April 22, 1993 in Atlanta, Georgia

April 29, 1993 in San Diego, California

in cooperation with the

Southwestern, Southeastern and Western Regions  
of the American Accounting Association

## 150-HOUR CURRICULUM DEVELOPMENT

Over half the jurisdictions in the United States have now adopted the 150-Hour education requirement. An issue of emerging importance at this point is the restructuring and development of the accounting curriculum to meet the objectives of the new requirement. *150-Hour Curriculum Development* is a hands-on workshop developed by the AICPA's Curriculum and Instruction Subcommittee to assist faculty and departmental planners as they initiate their work in this area. This innovative program focuses on the structural considerations involved in curriculum design in the 150-hour environment.

### PROGRAM

8:30 - 8:45 . . . . . Introductions/Framework  
8:45 - 9:45 . . . . . Curriculum Models  
10:00 - 11:00 . . . . . Implementation Issues  
11:15 - 12:15 Implementation Issues (*cont'd*)  
1:15 - 2:15 . . . . . Issues in Curriculum Revision  
2:30 - 3:30 Accreditation/Regulatory Issues  
3:45 - 4:45 . . . . . Program Promotion  
4:45 - 5:00 . . . . . Closure/Evaluation

*Participants will work with colleagues from schools of similar demographic characteristics in the creation of a customized working document. This work will be facilitated by a number of faculty members from schools of various types who will lead small group discussion and exploration of implementation strategies. Specific facilitators will differ at each meeting.*

**Registration: \$90/AICPA Members  
\$120/non-members**

**Recommended CPE: 8 hours**

Fee includes the workshop session, materials (including the AICPA's new *150-Hour Curriculum Implementation Handbook*), lunch, and two refreshment breaks. Hotel accommodations and other meals are not included. Full payment must accompany your registration. A confirmation letter will be sent to you upon receipt of your registration form and payment. ***Please use the form at right and be sure to register early as this conference is expected to reach capacity quickly.*** The AICPA is not responsible for checks or letters lost or delayed in the mail.

### 1993 AICPA CPE for Accounting Educators

### REGISTRATION FORM

Mail to: AICPA Meetings Registration, PO Box 1008, New York, NY 10108-1008.

Please register me for the 1993 AICPA CPE for Accounting Educators Program to be held at (*check one*):

New Orleans, March 3

Atlanta, April 22

San Diego, April 29

My check for \$\_\_\_\_\_ is enclosed. (Full payment must accompany registration.)

BATES # \_\_\_\_\_  
(AICPA Use Only)

\_\_\_\_\_  
Registrant's Last Name First MI Nickname

\_\_\_\_\_  
College or University Name or Affiliation

\_\_\_\_\_  
Street Address Suite

\_\_\_\_\_  
PO Box

\_\_\_\_\_  
City State Zip Code

\_\_\_\_\_  
Total Amount Enclosed Area Code & Business Telephone

\_\_\_\_\_  
AICPA Membership Number - Required for discounted registration

**HOTEL INFORMATION:** Please reserve your hotel accommodations directly. For more information, refer to the accommodations section of the promotional material for the appropriate Regional Meeting.

**CANCELLATION POLICY:** Full refunds will be issued on written cancellation requests received by three weeks before the specific workshop for which you are registered. Written cancellations received up to one week before the workshop will be issued a refund less a \$25 administrative charge. No refunds will be issued on cancellation requests received within the seven days immediately preceding the workshop for which you are registered.

**AIRLINE DISCOUNT:** Several airlines are offering discounts for the AAA Regional Meetings. For more information, consult the promotional material for the specific destination to which you will be traveling (New Orleans, Atlanta or San Diego).

**You will be informed of the specific location of your meeting.**

## Lapse in "Tax-Free" Status of Educational Expenses Continues

by Joe Schneid

*Section 127 of the Internal Revenue Code, which allows employers to reimburse employees for a certain amount of money spent on education as a "tax-free" transaction, lapsed on June 30, 1992. The following article explores the impact of this lapse on employers and employees, many of whom are graduate students whose tuition remission plans are affected.*

Until recently, employers could reimburse employees for educational expenses in a "tax-free" transaction for the employee. Employees could exclude up to \$5,250 from gross income annually for employer-paid tuition, fees, books, supplies and similar educational expenses. The only requirement was that the employer offer a plan on "non-discriminatory" assistance to all employees. The payments could be for courses leading to advanced degrees, and did not require that the education be related to the business of the employer or the employee (although most employer plans did restrict the scope of education in some manner).

The tax law (Internal Revenue Code Section 127) granting the exclusion for income expired June 30, 1992. Congress has expressed an interest in postponing the expiration date (or even making the exclusion permanent); however, a law extending the provision has not been enacted. Consequently, there is no exclusion from income for educational assistance payment to or on behalf of employees made after June 30, 1992.

The expiration of the exclusion does not mean that employers must discontinue educational assistance programs. It does mean that a reimbursement to the employee will either be taxable as income or will be excludable under some other provision of the tax law. If the educational assistance is taxable as

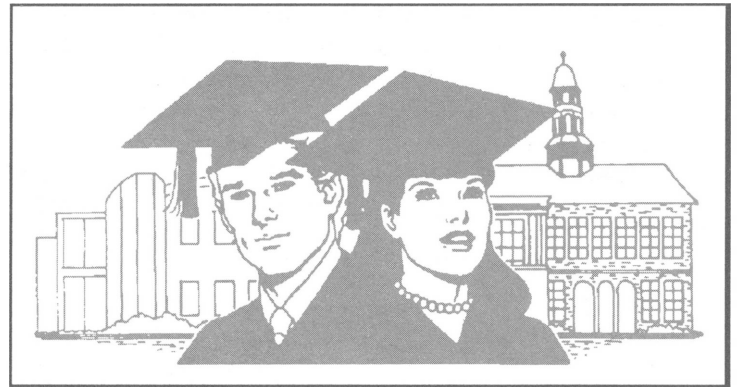
income, the employee will be liable for federal income and FICA (social security and medicare) taxes on the value of the benefit provided by the employer. He will also owe state income taxes (where imposed). For example, an employee whose salary is \$35,000 per annum receives \$3,000 in November 1992 tuition reimbursement. Assuming the employee has a marginal tax rate 28%, he would be liable for additional federal income taxes \$840 and FICA taxes of \$229.50. The employer is liable for \$229.50 in FICA taxes.

Still in the law is an exclusion (under section 132) from gross income for any employer-provided fringe benefit which is 1) a no-additional cost service, 2) a qualified employee discount, 3) a working condition fringe, 4) a de minimis fringe, or 5) a qualified transportation fringe. Educational assistance may in some cases fit into one of the above categories. A "no-additional cost service" is one where the

service is offered to third parties and there is no substantial additional cost in providing the service to the employee. But the most important exception will likely be the "working condition fringe"—one which if paid by the employee would be deductible as a business expense (defined at Reg. 1.162-5). But such expenses are limited, generally, to programs which maintain or improve skills or meet express requirements of the employer (or law or regulation) imposed as a condition of continued employment. Education which prepares the employee for a new trade or business or which is necessary to meet the minimum educational requirements for the job will not be excludable. No dollar limits apply.

Some examples follow:

1. Employees attending CPE courses sponsored by the employer for public attendance would exclude the value of the course from income. This would qualify as a "no-additional cost" fringe because it doesn't cost the employer substantially more to permit the employee to attend the CPE courses.
2. A CPA attends a local college at night. The courses qualify for CPE credits, a requirement of continued licensure by the state where he lives and works. The employer reimburses the cost of the classes. Because the courses satisfy a requirement of applicable law or regulations, the reimbursement is excludable from the employee's income.
3. A secretary at an engineering firm attends classes at night, working toward a degree in engineering. The



employer reimburses the class expense on the basis that the courses are related to the business in which the company endeavors. The reimbursements are taxable income to the secretary because the classes are part of the minimum standards which will qualify her for a new position within her company.

4. A civil engineer at an engineering firm attends classes at night, working toward an advanced degree in engineering. The employer reimburses the cost of the classes. The advanced degree improves the skills of the employee, but does not qualify her for a new trade or business. The employer assistance is not taxable income of the employee.

*(continued on page 7)*

## Changes in Minority Scholarship Application for 1993

The AICPA's Scholarships for Minority Accounting Students program has undergone a number of significant changes in the past few months. As detailed in the November 1992 issue of ACCOUNTING EDUCATORS: FYI, this program now awards up to \$5,000 per year to minority accounting students. To be eligible for consideration, applicants must have completed 30 semester hours (or equivalent) of post-secondary work, of which at least six (6) semester hours must have been in accounting.

The application process itself, which underwent a major revision last year, is going to be complicated this year by the addition of a new financial information reporting form. Responding to complaints that the fees associated with the use of standard financial aid forms were becoming a burden on disadvantaged students, the federal government this year introduced the Free Application for Federal Student Aid (FAFSA), which institutions and other organizations that distribute Title IV (federal) aid to students must use. Unfortunately, data collected through the FAFSA will only be distributed to other FAFSA users, and the AICPA, which distributes only the privately collected funds of the AICPA Foundation, is not eligible to participate in the FAFSA program. This means that applicants for AICPA scholarships will have to continue to use the Financial Aid Form (FAF) distributed and processed by the College Scholarship Service. In order to distribute the FAF with the AICPA application, we are required to simultaneously distribute the FAFSA form, although students who have filed either or both forms in conjunction with other financial aid applications will be able to simply add our code number to their information distribution list.

Despite the confusion which is bound to arise from this new system, the Minority Educational Initiatives Committee expects a record number of applications in 1993 for this increasingly competitive program. The distribution of application forms has been delayed due to the changes in the financial reporting system described above, but we anticipate that the forms will be in the hands of accounting departments and financial aid offices by the end of January 1993. As it was last year, the deadline for receipt of applications is July 1. ♦



## Using the Case Method

### IMA 1993 Student Case Competition

The Institute of Management Accountants sponsors an annual National Student Case Competition, in which teams of students prepare a solution to a hypothetical management accounting business problem on videotape. This program provides students with an opportunity to develop their communication skills, teamwork abilities, and analytical talents through participation. The 1993 case competition will begin in January, and the four regional finalist teams will compete at the IMA Annual Conference in San Francisco in June. For more information, contact Hadassah Baum, Director of Academic Relations, Institute of Management Accountants, 10 Paragon Drive, Montvale, NJ 07645-9989. ♦

## Publishing the Paperless Textbook

Academic tradition is changing. Students are doing their homework on word processors, instructors are presenting lectures and labs with the help of interactive multimedia, and researchers around the world are collaborating via the Internet. Textbook authors and publishers are now getting into the electronic act.

"Electronic publishing" can mean anything from customizing the content of a traditional text and printing it on demand (as McGraw-Hill, the University of Southern California and the University of California at San Diego are currently doing) to using software organized around a traditional text but incorporating interactivity—discipline-specific text, audio and graphics. Course Technology, Inc., has been doing this type of work with the Harvard Business School to deliver their case studies in a multimedia format.

Electronic publishing allows institutions to offer their students very current information, as electronic texts can be updated as often as needed with little added cost. With students increasingly less willing to pay the high prices of traditional texts, this format may offer a useful alternative. Traditional printed books will survive for decades, but the industry is currently faced with diversifying its offerings to better meet varying needs.

Electronic materials, which will probably be distributed by CD-ROM or hard-wired network, will most likely be supported by royalty payments from the institution to the publisher, with the cost being recovered from students in the form of course fees. ♦

*This article is adapted from a longer piece in the Fall 1992 issue of IAT Briefings, published by the Institute for Academic Technology. For more information, contact Joan Lippincott at the Coalition for Networked Information, an activity of EDUCOM/CAUSE; telephone (202) 232-2466; E-Mail JOAN@CNI.ORG on Bitnet or JOANCNI@UMDIC.BITNET on the Internet.*

AICPA Academic and Career Development Division  
announces

## CONTINUING PROFESSIONAL EDUCATION FOR ACCOUNTING EDUCATORS

April 15, 1993 in Washington, DC

April 22, 1993 in St. Louis, Missouri

May 6, 1993 in Dayton, Ohio

in cooperation with the

Mid-Atlantic, Midwest and Ohio Regions  
of the American Accounting Association

## IMPROVING TEACHING EFFECTIVENESS

Effective teaching in today's classroom requires a range of skills and expertise far beyond knowledge of the subject matter. Even the most capable and dedicated teachers can become disheartened when faced with challenges and frustrations with which their training has not equipped them to deal effectively. *Improving Teaching Effectiveness* is a hands-on workshop developed from Yezdi Bhada's highly successful Master Teacher Program. This innovative program focuses on the pedagogical skills necessary to increase and improve teaching effectiveness in today's environment.

### PROGRAM

8:30 - 8:45 . . . . . Introductions/Framework  
8:45 - 9:45 . . . . . Teaching Styles  
10:00 - 11:00 . . . Student Learning Styles  
11:15 - 12:15 . . . . . Learning Objectives  
1:15 - 2:15 . . . . . Teaching Methods  
2:30 - 3:30 . . . . . Testing/Grading  
3:45 - 4:45 Attributes of Effective Teachers  
4:45 - 5:00 . . . . . Closure/Evaluation

*Yezdi Bhada is Professor of Accounting and Associate Dean of the College of Business at Georgia State University. He received his MBA from Bowling Green University and his Ph.D. from the University of Florida. He has received national recognition for presentations he has developed in the United States and abroad, and faculty awards for teaching and service. He is a member of many professional and scholastic organizations.*

**Registration: \$90/AICPA Members  
\$120/non-members**

**Recommended CPE: 8 hours**

Fee includes the workshop session, materials, lunch, and two refreshment breaks. Hotel accommodations and other meals are not included. Full payment must accompany your registration. A confirmation letter will be sent to you upon receipt of your registration form and payment. *Please use the form at right and be sure to register early as this conference is expected to reach capacity quickly.* The AICPA is not responsible for checks or letters lost or delayed in the mail.

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Please register me for the 1993 AICPA CPE for Accounting Educators Program to be held at (*check one*):

Washington, April 15

St. Louis, April 22

Dayton, May 6

My check for \$ \_\_\_\_\_ is enclosed. (Full payment must accompany registration.)

BATES # \_\_\_\_\_  
(AICPA Use Only)

\_\_\_\_\_  
Registrant's Last Name First MI Nickname

\_\_\_\_\_  
College or University Name or Affiliation

\_\_\_\_\_  
Street Address Suite

\_\_\_\_\_  
PO Box

\_\_\_\_\_  
City State Zip Code

\_\_\_\_\_  
Total Amount Enclosed Area Code & Business Telephone

\_\_\_\_\_  
AICPA Membership Number - Required for discounted registration

**HOTEL INFORMATION:** Please reserve your hotel accommodations directly. For more information, refer to the accommodations section of the promotional material for the appropriate Regional Meeting.

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**You will be informed of the specific location of your meeting.**

## Educational Assistance Programs *(continued from page 4)*

5. D, who holds a bachelor's degree, obtains temporary employment as an instructor at University Y and undertakes graduate courses as a candidate for a graduate degree. D may become a faculty member only if he obtains a graduate degree and may continue to hold a position as instructor only so long as he shows satisfactory progress towards obtaining this graduate degree. The graduate courses taken by D constitute education required to meet the minimum educational requirements for qualification in D's trade or business and, thus, reimbursements for such courses are taxable income to D.

6. E, who has completed 2 years of a normal 3-year law school course leading to a bachelor of laws degree (LL.B.), is hired by a law firm to do legal research and perform other functions on a full-time basis. As a condition of continued employment, E is required to obtain an LL.B. and pass the state bar examination. E completes his law school education by attending night law school, and he takes a bar review course in order to prepare for the state bar examination. The firm reimburses the cost of the education. The law courses and bar review course constitute education required to meet the minimum educational requirements for qualification in E's trade or business, and, thus, the reimbursements for such courses are taxable income to E. It is not yet known what position the Clinton administration will take on reinstating section 127. Certainly, the thrust of that section is quite compatible with campaign comments on the need for improving worker skills. Even if the section returns, however, we will have to see if the new Congress will make it retroactive to last July 1. ♦

*JOE SCHNEID is a technical manger in the AICPA's Tax Division. His views, expressed in this article, do not necessarily reflect the views of the American Institute of Certified Public Accountants. Official positions are determined through certain specific committee procedures.*

## A Changing World

### What Business Expects from Higher Education

Speaking before the College Board's Midwestern Regional meeting last year, Paul Dillon, managing director, Corporate Services, of Chicago accounting and business services firm Checkers, Simon & Rosner, provided a view of the radically different world into which graduates seeking "white-collar" careers will be moving in the future.

Dillon launched into the topic with the statement that recent trends suggest that the major feature of the "white collar" workforce of the future is that there will probably be less of it. Businesses are learning to do more or the same amount of work with less—to be "leaner and meaner"—with improved profitability, and Dillon pointed out that once underway, this movement will not likely be rolled back.

Recent downsizing has created an enormous pool of experienced former managers and professionals; the new graduates will be competing with these seasoned workers for jobs. As a result, Dillon predicted, only the best and brightest students will get good entry-level jobs with good salaries. The rest of the graduates, he predicted, will face underemployment and limited opportunities to make good use of their new skills.

Adding to this solemn picture, Dillon stated that those graduates who get the good jobs will face "terribly fluid and exceedingly insecure" careers, and will need to have a high degree of self-reliance. The new workplace, he predicted, will see the disappearance of the last vestiges of a bond between employer and employee. The era of "what's good for the company is good for you" has come to an abrupt close, as organizations jettisoned long-term employees as they shift their priorities in moving into the future.

So what skills does Dillon believe the graduates of the future will need to compete successfully in this new corporate world? They fall into the following categories:

***The ability to do something productive in a business environment.*** New employees will need to be computer proficient, have a good academic sense of how business works, and be able to begin to contribute to profitability immediately.

***Effective written and verbal communication skills.*** Graduates will need to be able to express complex business situations in simple terms that are readily understandable to the average person.

***A sound liberal arts grounding.*** New graduates will need the ability to shift focus, if not careers, several times, and Dillon proposes that at a minimum students need elective course work in economics, statistics, accounting, advanced English composition, public speaking, and, of course, computer science. A broad understanding of foreign cultures, other languages, history, science and the arts are equally indispensable. This background will give students the ability to identify and solve problems.

***"People skills."*** A sense of self and a clear insight to the workings of human nature and the ability to deal with the myriad ways other people think, act and are motivated is essential.

***"Networking skills."*** This involves the ability to develop and project ambition, drive, style, image, political savvy and to capitalize on luck.

***Leadership skills.*** The ability to take responsibility for their actions and for other people's livelihoods, to form a vision and act on it, to motivate and inspire. These differ from management skills: "You *manage* things but *lead* people." ♦



# 1992 Accounting Educators Mini-Conference

The second annual AICPA Accounting Educators Mini-Conference was held on November 6 and 7, 1992, at the Buttes Resort in Phoenix, Arizona. The event, which attracted 230 people from 42 states and eight foreign countries, was hosted by the School of Accountancy at Arizona State University.

Larry Michaelson of the University of Oklahoma began the program with an exciting demonstration of teaching large groups, a practice that was put to good use in the following sessions. Dick Brownlee of the University of Virginia led the group through the preparation and use of a case in a large-class situation, and, later in the afternoon of the first day, Claire May of the University of South Alabama discussed issues in and approaches to teaching writing skills to accounting students.

The evening activities were built around two simultaneous events: a reception/exhibit, at which vendors of software and books had an opportunity to show their products to conference participants, and a hands-on computer demonstration, jointly led by Joel Levy (Goldstein, Golub, Kessler & Co., PC), Bob Jensen (Trinity University) and Rick Birney (Arizona State University). The two 15-person IBM computer labs were filled for two consecutive demonstrations, although many participants felt that the evening program was too long and too noisy.

## CASE PROGRAM

On Saturday, winners of the 1992 Professor/Practitioner Case Development Program presented their work in

concurrent sessions. The eight cases presented at the Mini-Conference included work in financial accounting, managerial accounting, international issues, and basic issues in financial and managerial areas. Each of the sessions was presented twice, so that participants were able to hear a total of four of the eight cases.

All conference participants have received final copies of the winning cases, as well as of the six alternate winners. The packages of winning cases have also been distributed to all accounting programs in the United States.

The 1993 Professor/Practitioner Case Development Program was officially launched at the luncheon on Saturday,

where participants received instructions and application forms. From the responses heard at the meeting, the Case Development Task Force of the AICPA's Curriculum and Instruction Subcommittee is expecting a large number of applications for the 1993 program, which will culminate with the 1993 Mini-Conference.

If you were unable to

attend the conference and would like copies of the application materials for the 1993 Case Development Program, please call the AICPA at (212) 596-6219. In addition, a few extra copies of the 1992 case packages are available and will be distributed on a first-come first-served basis.

## 1993 MINI-CONFERENCE

The 1993 Accounting Educators Mini-Conference will be held in Baltimore, Maryland, on November 5 and 6. Registration information will be available in the Spring. ♦



*Presenters of winning cases pictured above, back row, left to right: Terry Warfield, Bill Samson, Hugh Parker, David Dennis, Peter Rodriguez; front row, left to right: Paul Kimmel, Michael van Breda, Terrie Thamer, Loc Nguyen, Hugh Gower, Charles Belote.*