



The Pathways Commission

The Commission on Accounting Higher Education:
Pathways to a Profession

Charting a National Strategy for the Next Generation of Accountants

Update on Pathways Commission

Melanie Thompson

NASBA Regional Meetings

June 2014

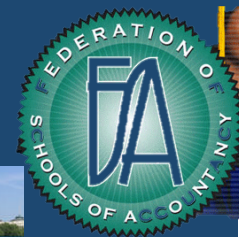
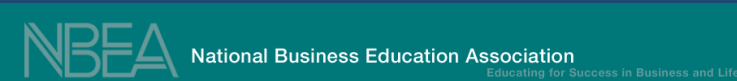
Pathways Commission Implementation Phase

Co-Chairs

Bill Ezzell, a former partner with Deloitte, LLP and past Chairman of the AICPA Board of Directors

Mark Higgins, the Dean and Alfred J. Verrecchia and Hasbro Inc. Leadership Chair of Business and former President American Taxation Association Inc. Leadership Chair in Business at the University of Rhode Island

Organizations Involved



Recommendations

Recommendation #5

Our Students

Improve the ability to attract high-potential, diverse entrants into the profession through creating an AP Course



Task Force	Task Force Name	Action Item
5.2	High School Initiatives. – The Advanced Placement Exam	5.4

Status:

- Developing a high school accounting class eligible for AP credit
- Determining how to get the exam implemented and the credits accepted at universities around the United States.
- Survey sent to university accounting chairs
- Assess the environment of existing high school accounting programs. Collect data via Recommendation 6 on high school classes, teachers (i.e., who is teaching what, and what are the relevant state regulations)

Advanced Placement Data

Schools with Exam Takers

	2012	2011	2010	2009	2008
Statistics	6,953	6,556	6,159	5,707	5,312
Macroeconomics	4,077	3,814	3,607	3,305	3,083
Microeconomics	3,350	3,174	2,887	2,652	2,472

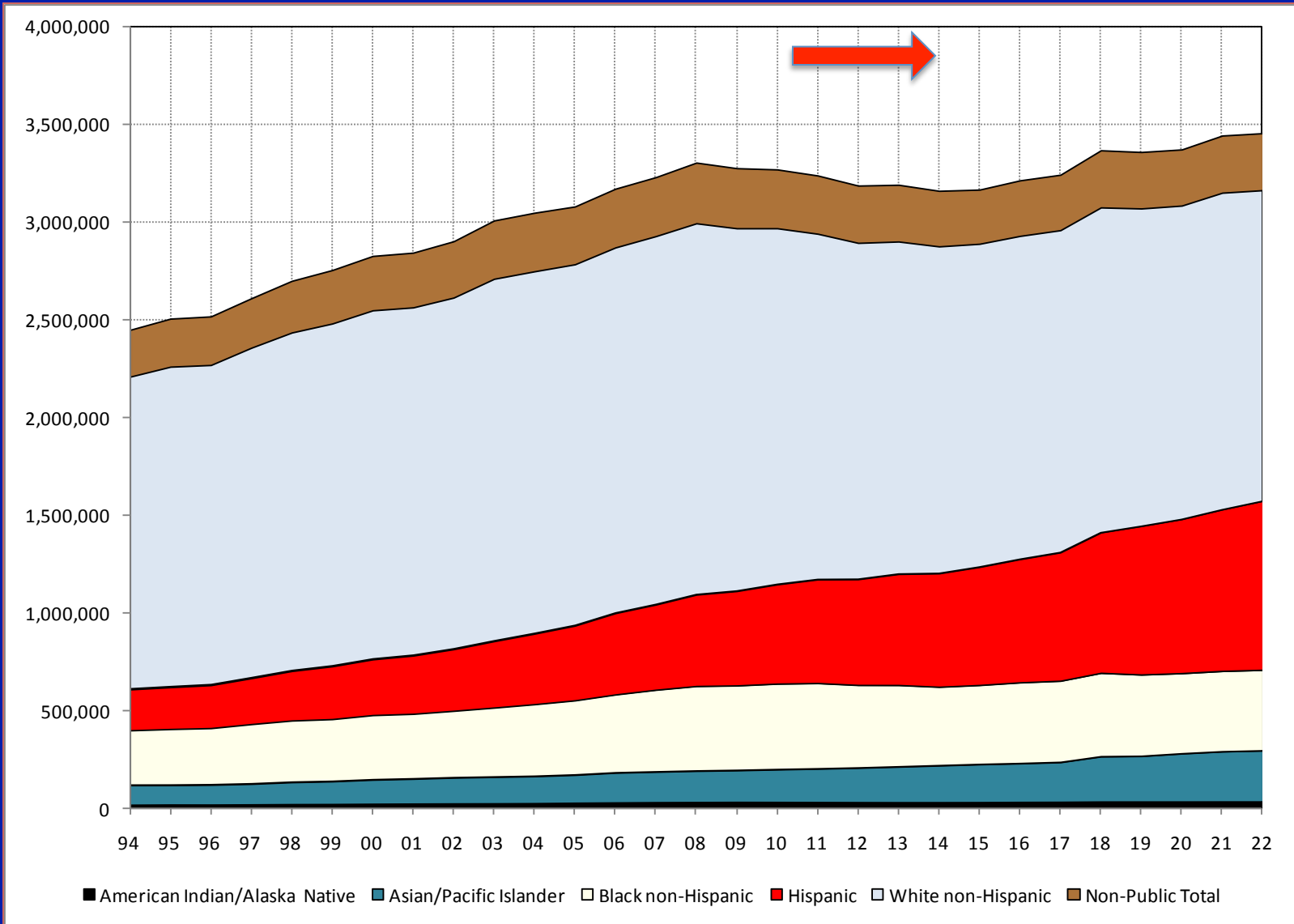
Students Taking Exam

	2012	2011	2010	2009	2008
Statistics	153,859	142,910	129,899	116,876	108,284
Macroeconomics	99,903	90,134	83,146	73,817	68,009
Microeconomics	62,351	56,303	51,601	46,272	41,915

Students Earning 3-5 on Exam

	2012	2011	2010	2009	2008
Statistics	91,143	84,081	76,261	68,679	64,244
Macroeconomics	55,793	48,510	45,943	41,848	35,873
Microeconomics	40,960	35,800	32,897	30,098	26,492

Number of High School Graduates 1992-2022: National



Questions for Regulatory Boards

- What would be impact of AP credit for entry level course in accounting?
 - On universities?
 - On regulatory boards?

Task Force	Task Force Name	Action Item
5.3	Focused evaluation of successful activities to better diversify the accounting profession .	5.5.1

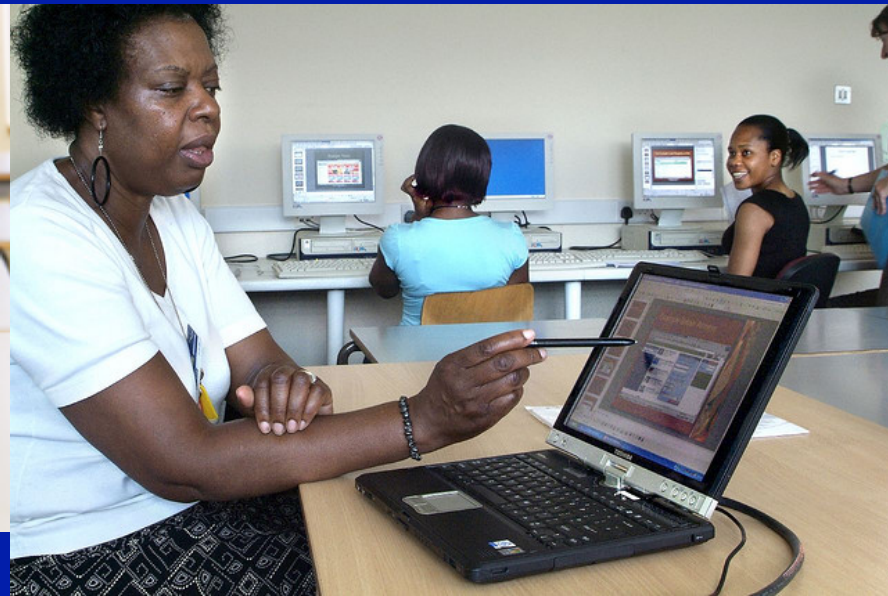
Status:

- Initiative being led outside Pathways
- Working group – including major firms, CPA societies, many associations in this space, AICPA, etc.

Recommendation #4

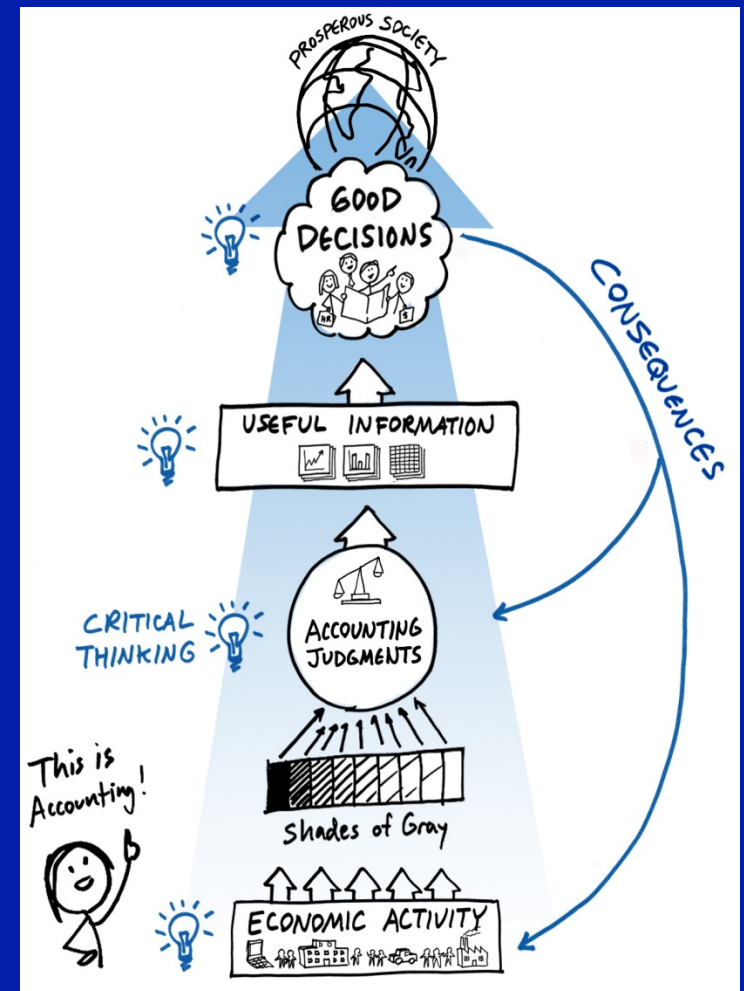
Our Curricula

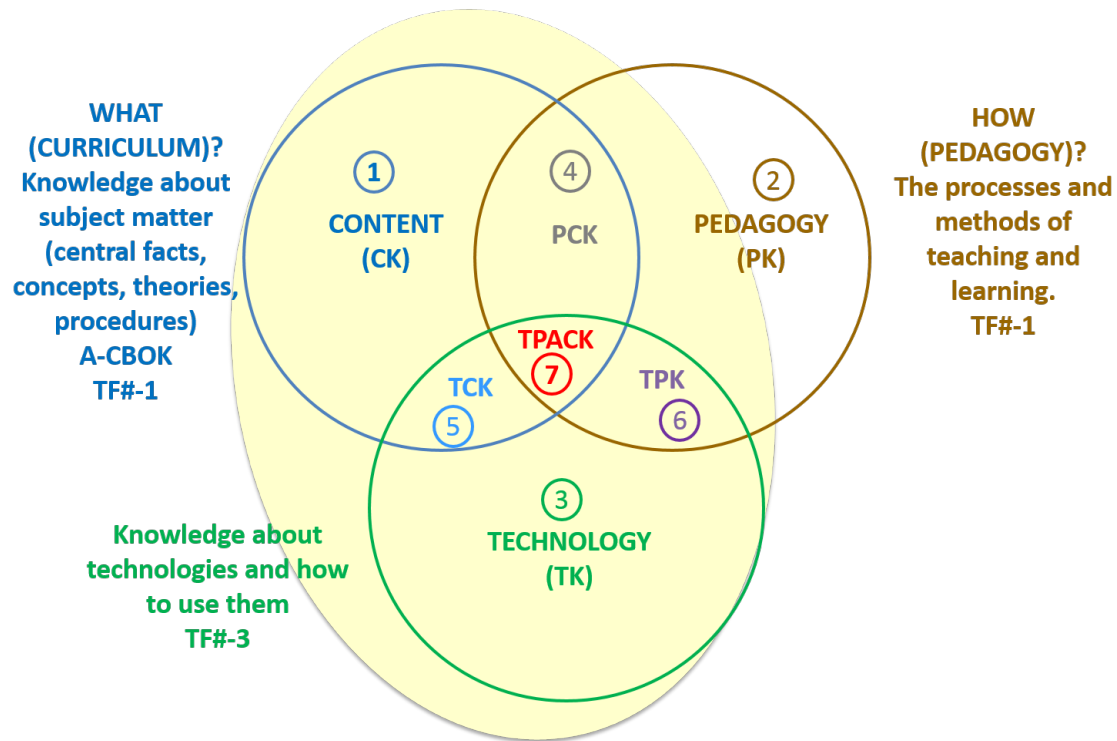
Develop curriculum models, engaging learning resources, and mechanisms for easily sharing them as well as enhancing faculty development opportunities to sustaining a robust curriculum.



PREMISE OF RECOMMENDATION 4

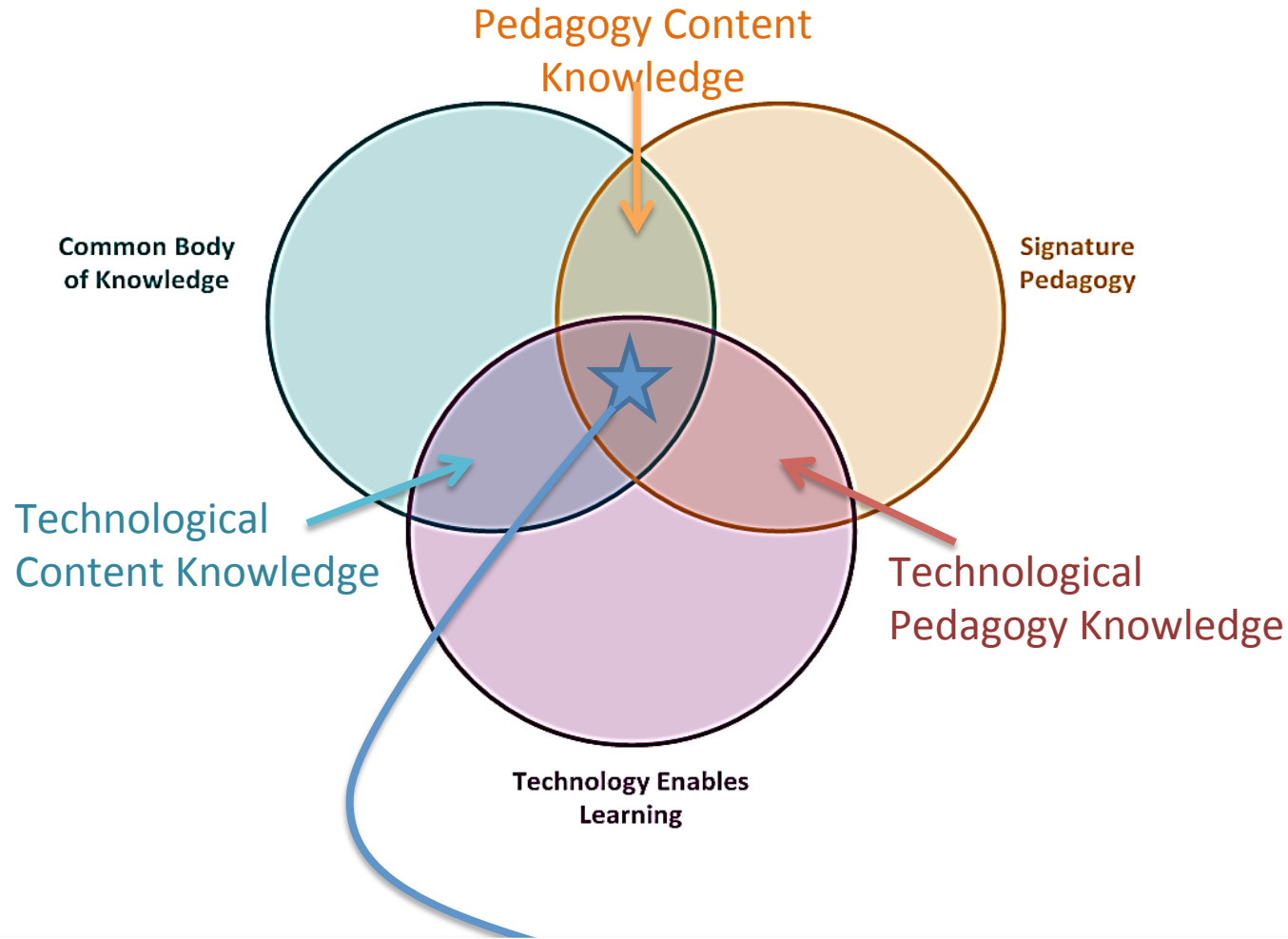
- Pathways Vision is Accounting
- Basis of Profession - Judgment
- Pedagogy is Interaction with the Profession



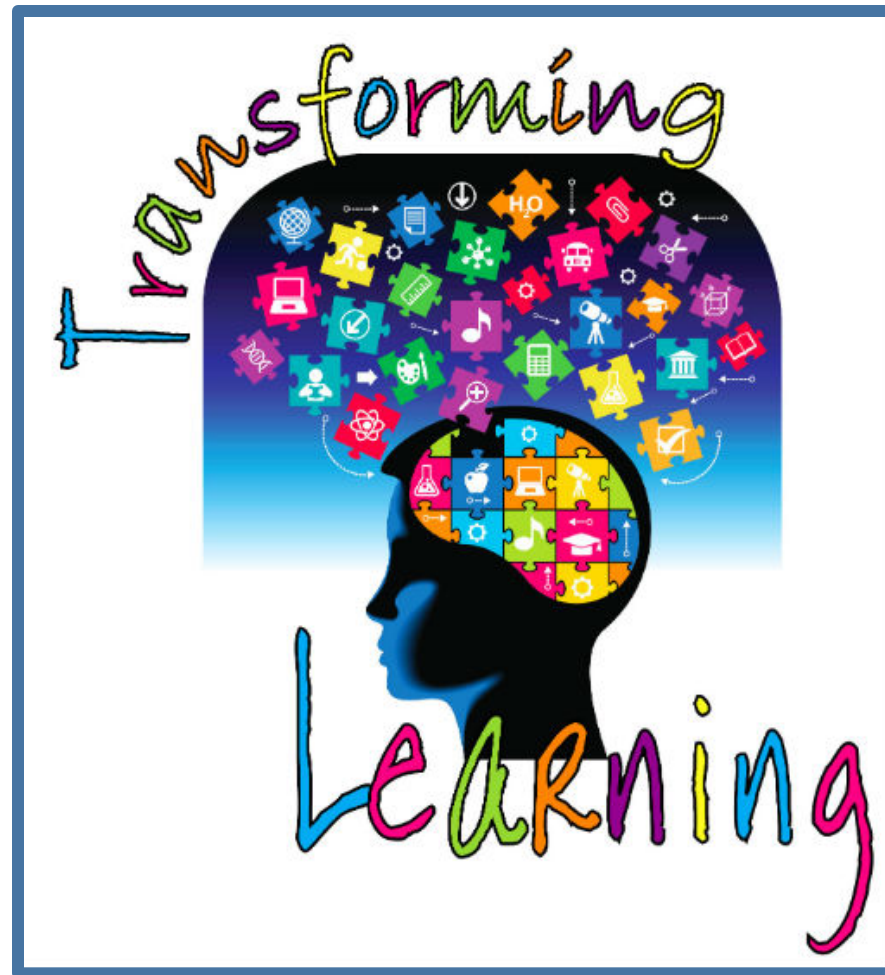


*TPACK Framework
Adapted from Mishra and Koehler (2006)*

Three Task Forces: CBoK, Sign. Ped, Technology



**Overall Goal of Recommendation 4
Technological Pedagogy Content Knowledge**



Task Force	Task Force Name	Action Item
4.1	Accounting Common Body of Knowledge (CBoK)	4.1.1, 3, 4, 7

Task Force Charge: Broadly define the body of knowledge that is the foundation of accounting's curricula of the future. The task force should:

- be attentive to the critical importance of a global mindset in accountants.
- attempt to reach consensus on where elements of the CBoK inform curriculum models.
- connect the CBoK to a map of competencies (e.g., Bloom's Taxonomy) and related performance levels for alternative accounting career paths.

Chair: Susan Wolcott, WolcottLynch Associates

Contributors:

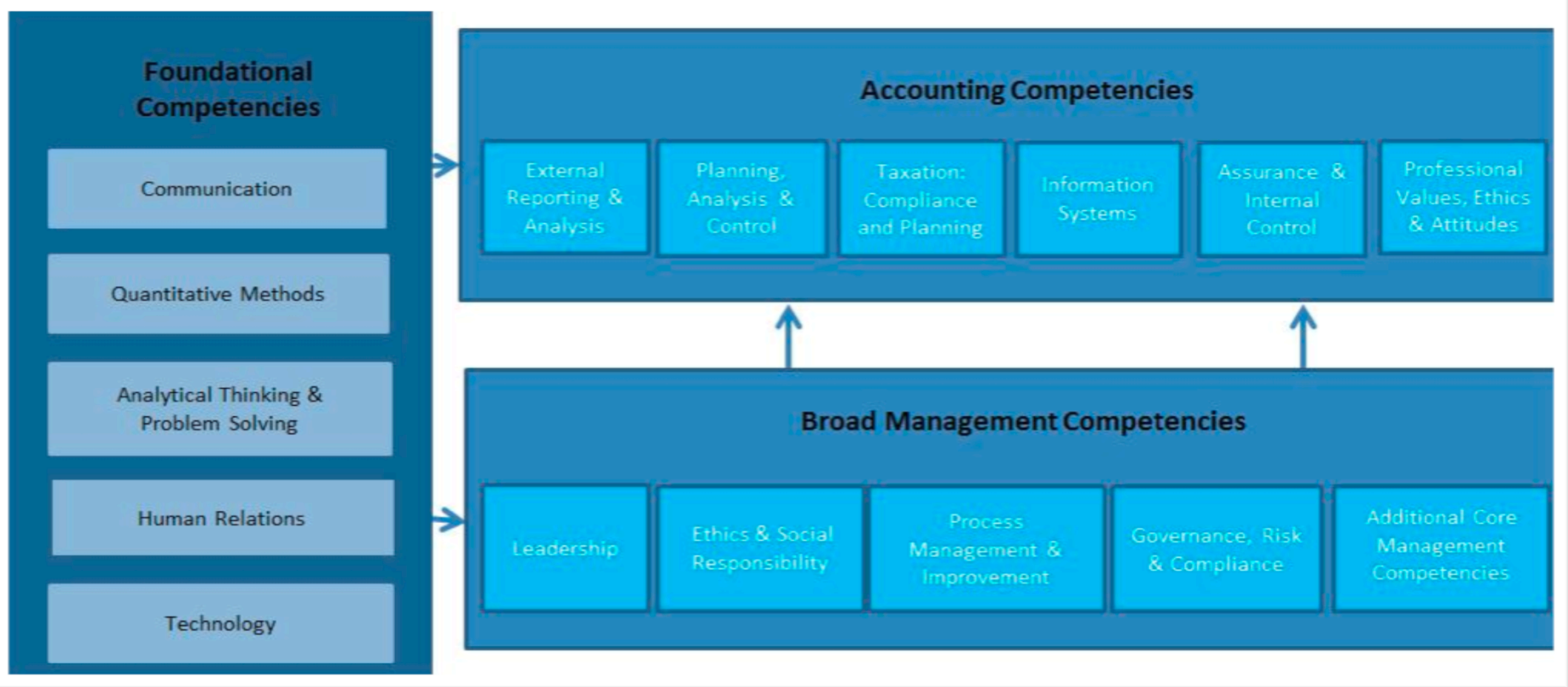
- Barbara Hopkins, Northern Virginia Community College
- James Powell, KPMG
- Jane Rubin, CPA, Educational Strategies Co.
- Mark Schneider , Johnson & Johnson
- Melanie Thompson, Texas Lutheran University
- Suzanne Viele, Johnson & Johnson
- Gail Hoover King, Purdue University Calumet

CBOK Task Force

ACTIONS:

- ✓ Reviewed several U.S. and international professional organizations' core competencies/curriculum models
- ✓ Identify & Describe Competencies: Accounting, Foundational, Broad Management
- ✓ Define global mindset
 - Seek feedback from practitioners and educators
 - Define the taxonomy framework
 - Map performance levels to each competency

Common Body Knowledge*



IMA/MAS Competency Integration: Accepted for Publication
May 2014, *Issues in Accounting Education*

“Focusing Accounting Curricula on Students’ Long-run
Careers: Recommendations for an Integrated competency-
based framework for accounting education.”

Communication

**Quantitative
Methods**

**Analytical Thinking
& Problem Solving**

Human Relations

Technology

Foundational Competencies

**External
Reporting &
Analysis**

**Planning
Analysis &
Control**

**Taxation:
Compliance &
Planning**

**Information
Systems**

**Assurance
& Internal
Control**

**Professional
Values, Ethics,
& Attitudes**

Accounting Competencies

Leadership

**Ethics & Social
Responsibility**

**Process
Management &
Improvement**

**Governance, Risk &
Compliance**

**Additional Core
Management
Competencies**

**Broad Management
Competencies**

Example: Accounting Competency

Competency/Skills List

Accounting Competency: Planning, Analysis, and Control

Planning, analysis, and control is the use of accounting concepts and methods to identify, evaluate, choose, and achieve options that best support the organization's strategic and operational goals. In applying this competency, accountants participate with other functional area managers in management teams to gain and provide insights and to make decisions to advance the organization's strategy.

Elements of this competency:

- Define the organization's strategic and operational goals and implement planning processes (e.g., strategic plans, budgets, forecasts, and risk management) to support those goals.
- Gather and analyze quantitative and qualitative information and work with others in the organization to make decisions (e.g., cash management, capital investment analysis, product emphasis, and customer profitability) that support the organization's strategic goals.
- Establish and implement methods and/or systems (e.g., performance measures, budget variances, and balanced scorecards) to monitor and evaluate financial and nonfinancial performance.
- Design and implement methods for measuring and assigning costs to provide relevant information for management.

Task Force	Task Force Name	Action Item
4.2	Signature Pedagogy	4.1.2, 5, 7

Task Force Charge: Define and develop a signature pedagogy, or suite of pedagogies, that will support the learning approaches of a globally diverse student body. Create curriculum models that incorporate appropriate elements of the Common Body of Knowledge. The pedagogy should identify levels of knowledge corresponding to the same taxonomy (ies) used by CBoK Task Force.

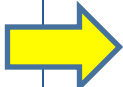
Chair: Cathleen Burns, Creative Action Learning Solutions, LLC

Contributors:

- Bob Allen, University of Utah
- Susan Crosson, Emory University
- Kathryn Jervis, University of Rhode Island
- Sherry Mills, New Mexico State University
- Lisa Nichols, Deloitte
- Tracie Nobles, Texas State University
- Julie Smith David, American Accounting Association
- Monte Swain, Brigham Young University
- Tim West, Northern Illinois University
- Jack Wilkerson, Wake Forest University
- Gail Hoover King, Purdue University Calumet

Pedagogy Task Force

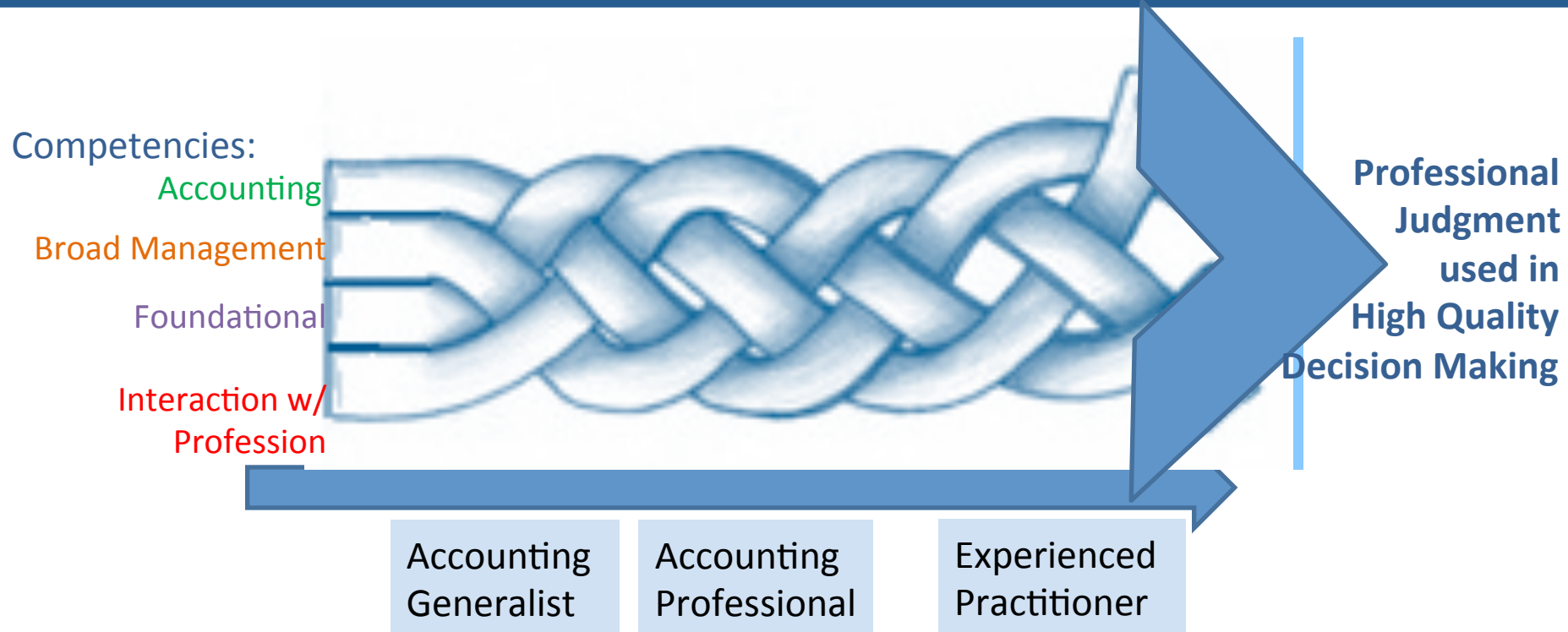
ACTIONS:

- ✓ Survey Sections concerning education initiatives
- ✓ Review research and current pedagogical methods used – educational frameworks, and
 KPMG, EY, and Deloitte Professional Judgment models
- Seek feedback
- Tie pedagogy (ies) to CBOK
- Develop a “straw man” model of a pedagogy
- Develop “taxonomy” for coding ideas in accounting education journals

Characteristics of signature pedagogies that apply.

- 1. Pervasive and routine educational experiences, cutting across topics and courses, programs and institutions;**
- 2. Public performances that remove the cloak of invisibility;**
- 3. Student accountabilities for their work to clients, student peers, faculty and others;**
- 4. Active and interactive;**
- 5. Experience adaptive anxiety (i.e., VUCA = Volatility, Uncertainty, Complexity & Ambiguity)
[Slocum, 2013]**

Learning Process



*Based on IMA/MAS Competency Integration: A Framework for Accounting Education; Incorporating the AICPA Core Competency

Development of Professional Judgment as a central developmental objective

Our goal was to define and develop signature pedagogy to drive a lifelong professional judgment learning process.

Create curriculum models that embed appropriate professional knowledge, professional skills and competencies, and professional identity into curriculum for both undergraduate and graduate programs.

Signature Pedagogy

We recommend that interactions with the profession be our signature pedagogy. Interactions with the profession will become “a central form of instruction and learning to socialize students to perform the role of practitioner – it contains pedagogical norms with which to connect and integrate theory and practice” (Wayne et. al., 2010, p. 327).

Development of Global Mindset as a Central Development Objective

A global mindset will need to be included in the professional judgment learning process . TF #1 is incorporated global mindset into accounting and broad management competencies.

- ***Global mindset is a focus area that can include competencies such as: global business knowledge, cross-cultural resourcefulness, cross-cultural agility, assignment hardiness, organizational positioning skills, cross-cultural sensitivity and humility***

LEARNING PROCESS

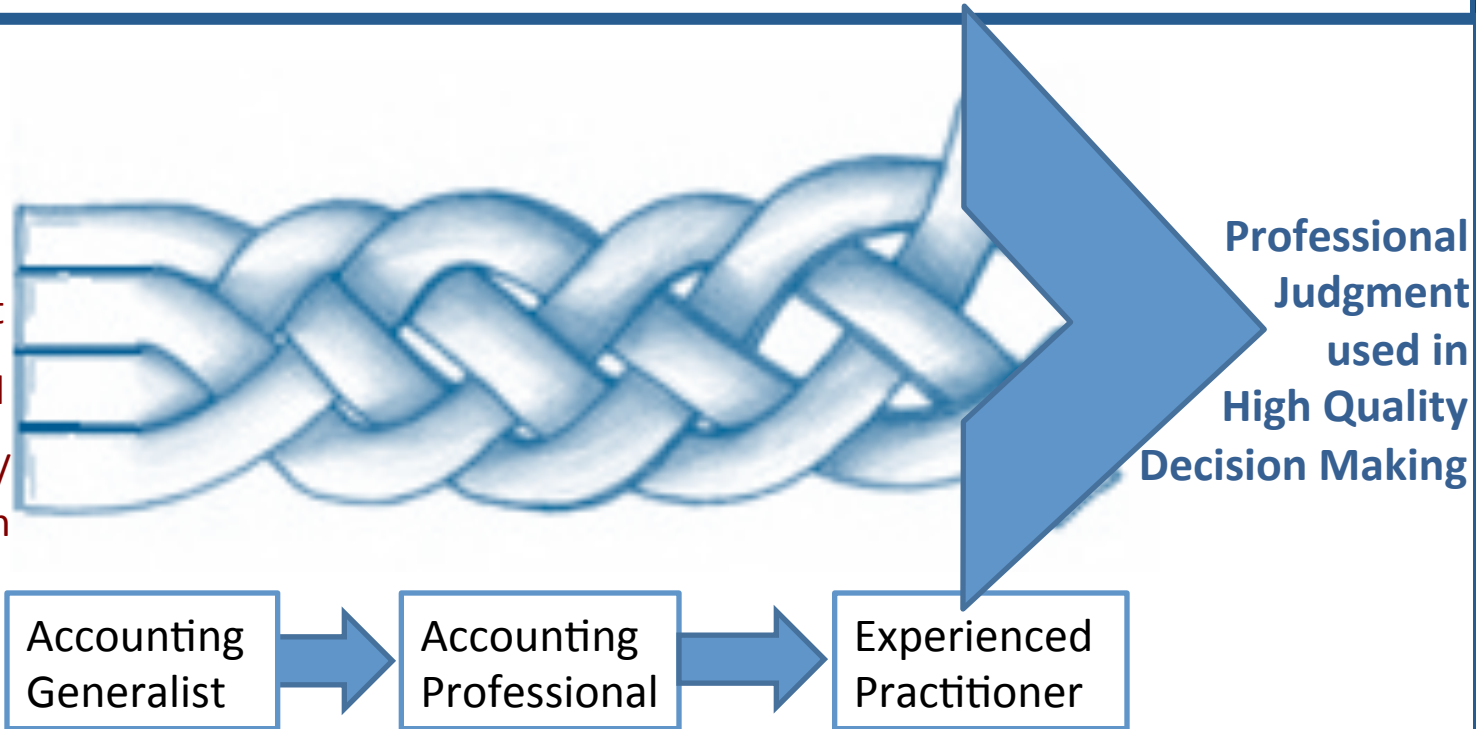
Competencies:

Accounting

Broad Management

Foundational

Interaction w/
Profession



**HOW CAN YOU IMAGINE
INTEGRATING INTERACTIONS WITH
THE PROFESSION?**

Task Force	Task Force Name	Action Item
4.3	Technology	4.1.2, 5, 7

Task Force Charge:

To develop a white paper on the global trends in technology and business.

Chair: Guido Geertz, University of Delaware

Contributors:

- Julie Smith David, AAA
- Brian Sommer, Vital Analysis
- Robyn Raschke, University of Nevada Las Vegas

TECHNOLOGY TASK FORCE: AGENDA

Recommendation 4

Task-Force 1
Curriculum

Task-Force 2
Pedagogy

Task-Force 3:
Technology

White paper being written by TF(3) -- Focus is on TCK; Development of transformative learning experiences

Sub-Task-Force 1:
Determining technologies being used in accounting practice (survey);
Determining technologies being used in accounting education (survey);
Analyzing discrepancies between practice and education.

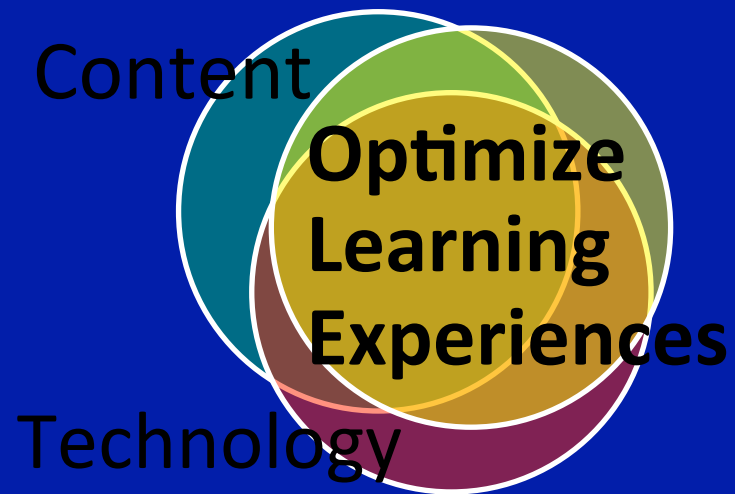
Sub-Task-Force 2:
AACSB Standard A7:
Integration of Information Technology in the Accounting Curriculum:
Definition of Assessment and Documentation Guidelines

Sub-Task-Force 3:
How to improve the processes and methods if teaching and learning accounting with technology? (TPK)

Next Steps

- Continue discussion and feedback
- CBoK: Multiple small task forces (2-3 members)
 - Finish learning objectives started with CBoK TF
 - Identify Taxonomy and level for each LO
- Sign. Pedagogy: Move Forward on Recommendations in conjunction with CBoK
- Technology – move forward on recommendations from white paper

Taskforce Mindset: Desired Future State



Task Force 1 Members

Chair: Susan Wolcott, WolcottLynch Associates

Contributors:

- Barbara Hopkins, Northern Virginia Community College
- Jane Rubin, CPA, Educational Strategies Co.
- Mark Schneider , Johnson & Johnson
- Melanie Thompson, Texas Lutheran University
- Suzanne Viele, Johnson & Johnson
- James Powell, KPMG
- Gail Hoover King, Commissioner, Purdue University Calumet

Pedagogy Task Force 2 Contributors

Chair: Cathleen Burns,

Contributors:

- Bob Allen, University of Utah
- Susan Crosson, Emory University
- Kathryn Jervis, University of Rhode Island
- Sherry Mills, New Mexico State University
- Lisa Nichols, Deloitte
- Tracie Nobles, Texas State University
- Julie Smith David, American Accounting Association
- Monte Swain, Brigham Young University
- Tim West, Northern Illinois University
- Jack Wilkerson, Commissioner, Wake Forest University
- Gail Hoover King, Commissioner, Purdue University Calumet

Signature Pedagogy

Actions

- ✓ Surveyed AAA segments about their Pathway activities. *ATA and MAS have work underway.*
- ✓ Explored possible XBRL coding of accounting education research to make it searchable and accessible. *Next step: Need to secure funding.*
- ✓ Discussed educational frameworks, theories, assessment, and rubrics. *Groundwork and resources identified for next phase.*
- ✓ Studied KPMG, EY, and Deloitte Professional Judgment models. *Recommended use of KPMG training materials for faculty professional development*

Professional Judgment Learning Process

COMPETENCY
CATEGORY*

Accounting

Broad Management

Foundational

Interactions with Profession

Professional
Judgment
used in
High Quality
Decision
Making

Accounting
Generalist

Accounting
Professional

Experienced
Practitioner

*Based on IMA/MAS Competency Integration: A Framework for Accounting Education; Incorporating the AICPA Core Competency

Recommendation #1

Our Profession

Build a learned profession for the future by purposeful integration of accounting research, education, and practice for students, accounting practitioners and educators.



Task Force	Task Force Name	Action Item
1.2	Professionally oriented faculty as valued members of faculty	1.1.1

Status: Currently collecting data from department heads and clinical faculty regarding best practices for integrating clinical faculty into the academy.

Next Step: Put together a white paper on best practices.

Task Force	Task Force Name	Action Item
1.3	Develop process to identify, attract and develop professionally oriented faculty	1.1.2

Status: Firms have been contacted to identify processes currently in place to communicate academic careers to departing employees and partners.

Next Step: Task Force will work with firms to enhance these processes over the next year.

Task Force	Task Force Name	Action Item
1.4	Encourage academic journals to publish practice issues	1.2.3

Status: Working together with AAA Publications committee to evaluate the feasibility of creating bi-annual special issues in AAA journals focused on a topic of interest to practitioners.

Next Step: A set of issues to be addressed has been identified by the AAA publications committee. The TF will be working to address these issues before year end.

Task Force	Task Force Name	Action Item
1.5	Widely disseminate practice-relevant academic research to practice	1.2.2

Status: Currently piloting a dissemination process.

- Select AAA sections identifying research and preparing abstracts
- Distribution to AICPA, FEI, IMA, IIA and AGA to be published in their journals or distributed to membership via other channels

Goal: A set of abstracts published in 2014. This is happening in the March issue of Journal of Accountancy

Task Force	Task Force Name	Action Item
1.6	Develop robust faculty-practitioner internship/externship programs	1.3.1

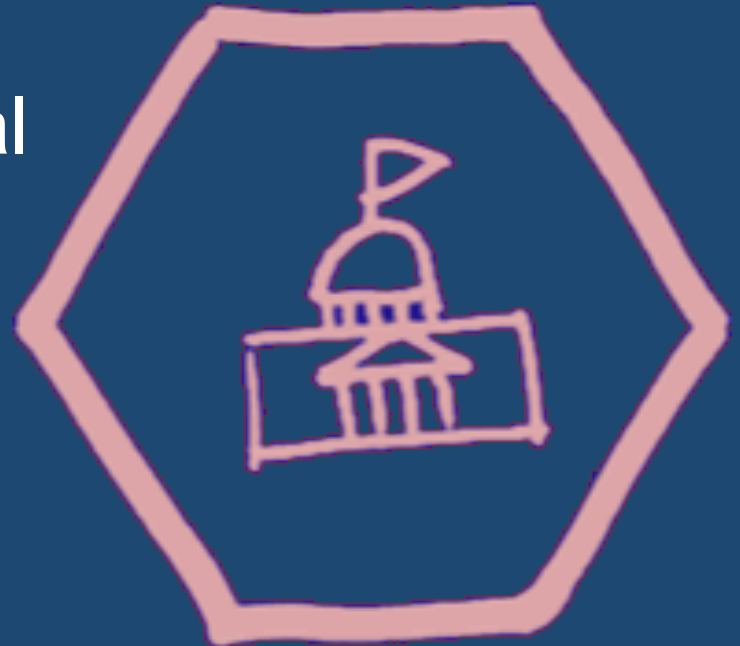
Status: Representatives of firms and the academic community met last summer to discuss various options to facilitate academic engagement with practice.

Next Step: Their recommendations have have been synthesized and set forth as a white paper this spring.

Recommendation #2

Our Institutions

Develop mechanisms to meet future demand for faculty by unlocking doctoral education via flexible pedagogies in existing programs, and by exploring alternative pathways to terminal degrees that align with institutional missions and accounting education and research goals.



Recommendation #3

Our Faculty

Reform accounting education so that teaching is respected and rewarded as a critical component in achieving each institution's mission.



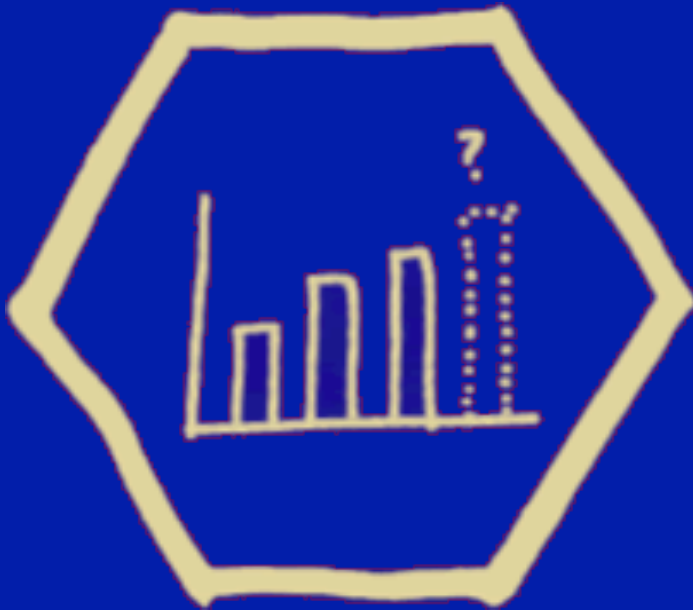
Task Force	Task Force Name	Action Item
3.1	Enhancing the Recognition and Reward for High Quality Teaching	3.1, 3.2, 3.3

Their discussions have focused on:

- Characteristics of high-quality teaching
- Logical order of pursuing the six action steps and possible additional items
- Proposal for AAA to establish a National Center for Accounting Education Excellence (Action Step 3.3.2)
- Need to gather information regarding how schools currently recognize high-quality teaching
- Concern that Recommendation 3 not be viewed as anti-research

Recommendation #6

Our Data



Create mechanisms for collecting, analyzing and disseminating information about the current and future markets for accounting professionals and accounting faculty.

Task Force	Task Force Name	Action Item
6.1	Accounting Graduates: Supply and Demand .	6.2

Task Force Charge: Identify and catalog surveys currently being completed on supply and demand of accounting graduates. Evaluate surveys and recommend changes. Consider alternative sources of information that could be used to enhance the surveys.

Task Force	Task Force Name	Action Item
6.2	Accounting Faculty: Supply and Demand	6.3

Task Force Charge: Identify and catalog surveys currently being completed on supply and demand of accounting faculty. Evaluate surveys and recommend changes. Consider alternative sources of information that could be used to enhance the surveys.



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Questions?