

Accounting 406—Financial Statement Assurance
Course Overview and Policies
Fall 2016

Welcome to Accounting 406! We hope you will find the study of financial statement auditing one of the most challenging and stimulating subjects you've studied to date. While this course is crucial for those planning to work in auditing, we believe the reasoning skills and judgment processes you can develop from a diligent effort in this course can be very valuable to anyone—even those who never practice auditing as a profession.

You will find that auditing is different from almost any other topic you've studied. That's because in this class you will be acquiring and using a logical, conceptual tool kit rather than learning standard concepts or simply memorizing facts. While you will likely find this course challenging, we will do our best to help you to build your conceptual tool kit and to make the class enjoyable and fun. The rest of this document shares some information we have found to be useful for maximizing the benefit you get from Acc 406.

Course Purpose

Students will gain an understanding of and apply auditing concepts. Students will demonstrate this through assignments, case studies, and examinations. This course will help prepare students for the CPA exam.

Course Description

This course is designed to give you the basic technical knowledge that forms the foundation of financial statement auditing. Financial statement auditing requires a broad range and deep level of knowledge and skills including statistical inference, logical reasoning, oral and written communication, and a mastery of accounting principles and systems. Because the primary purpose of licensing CPAs (and thus, the CPA exam) is to regulate those who perform financial statement audits, much of your accounting education has been designed to prepare you for auditing. Although the material in this course is not difficult in the same way as solving, say, physics problems, auditing will require you to be especially proficient in the following areas: communication, financial accounting, statistics, systems, and just plain old common sense and reasoning. Bright students often find this course challenging even if they come in with a strong grasp of the prerequisite materials.

Instructor Information

Since this course is taught by three different faculty, please see Learning Suite for contact information for your specific section of Accounting 406.

Required Texts and Materials

William F. Messier, Steven M. Glover, and Douglass F. Prawitt, *Auditing & Assurance Services, A Systematic Approach* (10th Ed.). New York: McGraw-Hill Education

Mark S. Beasley, Frank A. Buckless, Steven M. Glover, and Douglas F. Prawitt, *Auditing Cases*, (6 Ed.). Pearson Education Inc.

Specific Learning Outcomes

After taking this course, students will be able to:

1. identify, define and apply the key concepts of the financial statement auditing process and the audit of internal control,
2. combine their knowledge of the auditing process with analytical reasoning to reach justifiable auditing decisions,
3. develop audit strategies for the major financial statement cycles,
4. identify, define and apply the basic concepts underlying professional ethics,
5. perform basic audit analyses using software used in audit practice, and
6. identify and define the primary components of the environment in which auditors operate.

One way this course will be different from many of your prior courses is the degree of judgment involved. Senior-level accounting professionals (including accountants practicing tax, managerial, financial, or audit) are paid to make judgments, not to give memorized answers or apply accounting formulas that software can easily provide. For many of you, this course will be the first accounting course you have taken where the answers are not clearly defined by an exact formula. As you progress in tax or financial accounting you will see that many accounting problems require a great deal of judgment. This will become especially apparent in the Master's level courses taken in the first semester of either the Tax or Professional stems.

The judgment involved in auditing requires that you clearly understand the concepts of auditing and reason through these concepts to formulate your recommendation. This makes some students uneasy because different recommendations can be supported and more than one approach may be allowed.

While more than one acceptable audit approach often exists for a given problem, some possible approaches are better than others, and some are clearly not appropriate. Further, the rationale for selecting a given approach must be logical and well reasoned.

In this course, clearly explaining your rationale using the tools and vocabulary unique to auditing and demonstrating your understanding of the concepts is an important part of how you will show whether you clearly understand the material. You should expect to deal with some ambiguity in both the classroom and on the quizzes and exams. This is simply a reflection of the reality that auditors face. However, if you can clearly communicate your understanding of the auditing concepts, then you will find auditing to be an exciting opportunity to think creatively and reason logically.

Course Design and Learning Activities

This course will require you to integrate many of the concepts and skills you have learned in your undergraduate accounting education. While auditing is often considered difficult to learn in the classroom, the teaching approach we use is designed to help you internalize the materials through active learning involving cases, class discussions, and small-group exercises. We'll steer away from lecturing to the extent practical.

Our approach may be different from what you have experienced in most, if not all, of your prior courses and will require your active effort to use class time to deepen and internalize material that has been studied before class. While some teaching approaches can be described as *dependent* learning exercises where the students learn by listening to the professor, our approach encourages you to *independently* learn outside of class and design class time around *interdependent* learning activities. We believe this approach will best prepare you for the way you must learn in order to be successful in the business world.

Learning activities for the course are outlined below. For a detailed list of all assignments and due dates refer to the “Schedule” tab in Learning Suite.

Reading Assignments

To maximize your performance in Accounting 406, we have several recommendations regarding your preparation. First and foremost, prior to class you should thoroughly study the assigned readings. This will generally require significant independent effort and will often include reading and providing solutions to cases and individually performing exercises.

You will have more reading in Accounting 406 than in most other business or accounting courses, and it is crucial that you learn to independently gather as much as possible from the reading so that we can deepen your understanding in class through group exercises and class discussions. Students who do not come to class with a clear understanding of the reading should expect to be confused in class, as we will assume a textbook understanding already exists.

Students who are not in the habit of thoroughly studying prior to class often struggle in Accounting 406. Class time will not be used to cover all the chapter material but will focus on topics that we believe will enhance your understanding by delving deeper into the material. While you will be responsible for all the reading material, one key to successfully learning auditing is to learn to identify and thoroughly understand the main concepts. Our goal is to do our best to help you understand and succeed, but you need to do your part by carefully studying the assigned materials before class!

On the online combined calendar in Learning Suite, **Messier** refers to the main textbook, and **BBGP** stands for the casebook by Beasley, Buckless, Glover and Prawitt. Outside readings that aren't in the books will be posted on the “Schedule” tab of Learning Suite. Messier textbook readings are from the hard-bound book unless otherwise indicated (in our efforts to provide you with up-to-date information).

Homework Assignments

Homework questions from the end of the chapter will be assigned as part of your preparation for class. Nearly every day you will need to complete online homework assessments to be graded. The homework includes chapter readings, homework problems from the text, and Earthwear cases. You will be required to **submit your homework assessment online prior to the beginning of class the day it is due**. Refer to the “Schedule” tab in Learning Suite for information about each individual assignment and due dates. Prior to opening the online homework assessment, you may consult with your classmates in discussing any assigned homework. However, once you have opened the assessment link, the homework assessment must be completed individually (with your notes and your book) and you should not discuss the assignment with anyone until class begins. You may, however, use your book or notes for the homework submissions. Use the homework questions to test your ability to apply the main concepts of auditing.

BBGP Cases

Periodically, your class preparation will include completion of a case from the BBGP casebook. Cases are to be typed and printed in hard copy form. You may consult with other team members in completing the requirements of the case, but you are individually responsible for preparing your own responses to the BBGP case questions unless otherwise noted in the assignment. Your printed responses are due before the start of the first block on the due date, even if audit is the second block. Homework assignments will be accepted early but not late. If needed, you can hand in assignments (e.g., homework or BBGP cases) early.

In-Class Quizzes

During each class period or even prior to coming to class, you should be prepared to take an individual quiz. The quizzes are often comprised of multiple-choice questions. Approximately seven to ten minutes will be allowed for completion of the individual quizzes. You will be expected to rely on your own knowledge (not on group members, notes or books) for these quizzes. Please do your own work on all quizzes, including those online. You should *not* access or use prior years' quizzes in any way, as doing so would give some individuals an unfair advantage and is a violation of your integrity and of the honor code.

On some days you will be allowed to take the quiz as a group. After returning the individual quizzes (or after taking a quiz online before class), a copy of the same (or similar) quiz will be completed on a group basis. Each group will turn in one completed quiz. Discussion during the group quiz allows students to express the rationale upon which they based their answer and came to a group solution. The time allotted for the group quiz is normally five to ten minutes. Each group should determine a strategy for using the time efficiently and effectively. Books and notes are to remain closed during both quiz periods. *Only the group members in attendance during the quiz will receive credit for the quiz.* On days with both individual and group quizzes, quiz scores will be combined for one overall quiz score for the day. Please note that Jr. Core policy is that you will not be allowed to make up quizzes that are missed due to absence. In order to accommodate those who must miss a few class periods during the semester, each student will be allowed to drop his or her lowest two quiz scores. You will not have the option of taking quizzes early. The *only* exception to this policy is for University-approved absences. If you are affected by such an absence, it is expected that you will discuss appropriate arrangements with your professor *prior* to your absence. If, at the end of the semester, you miss more than the allotted dropped quiz amounts due to illness or otherwise, please discuss your situation with your instructor.

Exams

There will be three exams during the course. The exams consist of multiple-choice and short-answer questions. Exam questions are less likely (relative to quizzes and homework questions) to test your ability to memorize material and more likely to test your ability to apply fundamental auditing concepts and explain your reasoning. You will not have the option of taking exams early. The *only* exception to this policy is for University approved absences. If you are affected by such an absence, it is expected that you discuss appropriate arrangements with your professor *prior* to your absence.

“Common” Jr. Core Integrative Cases & Activities

During the course you will be involved in certain “common” Jr. core integrative cases and activities. Please see Learning Suite for more information on these cases and activities.

If you are ill, traveling for recruiting or pleasure, or miss class for any other reason, please plan to turn in hard copy assignments early or have a group member turn them in for you. In the case of assignments submitted on Learning Suite, please submit them before the deadline.

Evaluation and Grading

Approximately 1,000 points can be earned in Accounting 406. As you can see from the table below, points are largely based on daily quizzes and exams but will also include cases and other homework assignments completed outside of class. We also will have integrated cases that will require you to draw upon your financial, systems and audit knowledge. Points are allocated in each of the discipline areas, including auditing, for these “common” projects. Finally, your grade will also be affected by the professionalism you exhibit in your interactions both in and out of class. For example, interactions that

appear to be motivated by a sincere desire to learn will be rewarded favorably; interactions that appear to be motivated largely to get extra points, regardless of the correctness or completeness of answers, are not considered professional. The following table summarizes the expected approximate point distribution used to determine your final grade:

**Acc 406 Point Distribution
(Approximate)**

Description	Points
Homework (End-of-Chapter Questions from Textbook and Earthwear Cases, drop 2)	100
BBGP	100
Quizzes (group and individual; drop 2)	150
Exams	550
“Common” Jr. Core Integrative Cases & Activities	100
Professionalism	*
Total	1,000

* *Comments on Professionalism:* We will not attempt to define for you a comprehensive list of what is expected in terms of professional behavior. However, we will state that our expectation of you for professional behavior is very high and deviations from acceptable professional behavior may impact your grade substantially. At the center of our professionalism expectations is the principle that you will take responsibility for your own actions and accept the consequences of your actions. The basics of these expectations should be common sense. This includes courtesy to peers and faculty, coming to class on time and prepared, submitting assignments on time and in good form, following instructions received from faculty and following the notebook policy in the classroom – all the time.

Other Policy Information

Please also see Junior Core policy documents on Learning Suite and the Marriott School policies at the following Web site: <http://marriottschool.byu.edu/students/classroompolicies>

Faculty Development Plan

1. Self-assessment

1.1 Strengths, skills, competencies

I humbly recognize God's hand in my life's journey thus far, and I know I would not be here without his guidance and approval. I recognize the tremendous responsibility upon me to "lift where I stand" to help accomplish the goals and aims of Brigham Young University (BYU) and the Church of Jesus Christ of Latter-day Saints. I fully embrace the university mission to provide an education that is spiritually strengthening, intellectually enlarging, character building, and leading to lifelong learning and service. I believe my greatest strength is my desire and commitment to consecrate my time and talents to this great endeavor. This commitment and desire motivate me every day to do my very best, to get up early, seek for and listen to spiritual promptings, work diligently, avoid criticism and negativity, and help strengthen others around me.

Certain life experiences have also provided me with valuable skills and competencies. After completing my Master's degree I worked for a large public accounting firm for a little over seven years. This was an invaluable experience in many ways where I developed professionally, learned how to interact and work with groups, acquired necessary skills in auditing, learned how to fulfill assignments and tasks in time-constrained settings, and learned how to manage my time effectively. I was given many opportunities to train and teach others. This experience was followed by a short stint as an SEC reporting manager at a Fortune 500 company. These experiences provided a real world education in auditing, financial accounting, and financial reporting, which have been very valuable in teaching accounting and auditing courses. These experiences have also helped me identify important research topics to investigate and also provided me with a valuable network of friends and colleagues.

I have been provided with valuable research training, being mentored by and working with some of whom I would consider top accounting researchers. This mentorship, together with my strong work ethic, ability to manage time, and ability to focus attention has helped me to begin and manage multiple research projects at a time. Over the past several years, I have noticed substantial improvement in my ability to write clearly and concisely and to efficiently and effectively program and run statistical analyses.

I have been given the opportunity to present my research at many conferences and have been blessed to be able to present material comfortably and well. This has helped me develop a strong reputation in my field of expertise and make many new friends and acquaintances. I hope to continue to do this to connect with others, create friendships, and to reflect well on BYU and on the church.

1.2 Interests and opportunities

I am very interested in researching topics or issues of concern in matters of financial accounting and reporting, and auditing. I also enjoy teaching in these same areas. I was somewhat skeptical at first when I heard someone say that “research helps my teaching, and teaching helps my research”, but I have come to find for myself the wisdom in this statement. It’s exciting when I can bring an insight or finding from my research into a topic I am covering in my class. Likewise, it’s exciting when I am preparing for my class and come across an interesting question that should or could be answered with further research.

In a rapidly changing world, accounting standard setters and regulators are often faced with difficult decisions regarding policy or rules. I believe I can help contribute by providing insightful research that informs questions and debates with which these standard setters and regulators struggle.

I am also interested in strengthening my connection with practice, particularly the large accounting firms. Given the knowledge I’ve gained through the process of obtaining a Ph.D. and through performing and reading research, as well as training in technology and tools, I believe there is room for improvements in the quality of audits performed. I am already in the process of responding to a “request for proposal” from one of the large accounting firms to provide research which could be practically implemented to improve the auditing of specific accounting estimates. I hope to continue to build relationships with the firms and be involved in training and other activities in the future.

1.3 Areas to develop

At BYU I am surrounded by excellent teachers and some very exceptional researchers. Observing and interacting with them helps me identify areas where I can improve. Although this could be discouraging to some, I see this as a great blessing. I can learn from and try to emulate the good traits and practices of these colleagues. In regards to teaching, I would like to better stream line the content of the classes I teach so that the assignments out of class, assignments and material in class, and exams are tied together well and improve learning outcomes. I would like to take advantage of observing several other faculty here at BYU and try to emulate some of their effective practices. I would also like to attend a conference sponsored by the AAA (Audit Educator’s Bootcamp) to share ideas and identify ways to improve the audit course we provide here at BYU.

In regards to research, I would like to continue to pursue research in auditing and financial reporting that will make a difference. I hope to publish this research in top tier journals and to find ways to share that research with the profession. I have already begun to share working papers with regulators such as the Public Company Accounting Oversight Board (PCAOB) and I hope to continue to do so with other interested parties.

In the sections that follow, I outline specific goals and plans designed to help me improve in the areas of teaching, scholarship, and citizenship.

2. Professional Goals

2.1 Citizenship

My goals and plans related to citizenship are as follows:

Goals	Plans
Play an active role in the department	<ul style="list-style-type: none">- Attend all meetings- Attend all research workshops- Provide solicited feedback to colleagues about their research- Attend SOA activities- Serve on assigned committees and fulfill delegated responsibilities
Be available to students and other faculty	<ul style="list-style-type: none">- Be here and available to students during designated office hours- Leave my door slightly ajar so that students and other faculty know I am here and can approach me- Respond promptly (within a day) to email and other requests by faculty and students
Promote collegiality and harmony in the department	<ul style="list-style-type: none">- Avoid criticism and negative remarks- Attend department lunches- Take opportunities to engage in activities with other faculty to get to know them better (e.g., Friday soccer at lunch, university devotionals, etc.)
Provide service to the academy and professional associations	<ul style="list-style-type: none">- Continue to serve as a referee/reviewer for journals and conferences as opportunities arise- Take an active role in the AAA Auditing Section as the opportunity arises
Collaboration with colleagues and students	<ul style="list-style-type: none">- Continue to collaborate on research projects with other BYU faculty (currently work with 4)- Continue to collaborate on research with Ph.D. prep students (currently work with 2)

2.2 Teaching

My plans and goals related to teaching are as follows:

Goals	Plans
Always teach with the spirit	<ul style="list-style-type: none"> - Keep the commandments and covenants I have made - Read scriptures daily - Pray to have the spirit every day, pray in my office before class, pray together as a class before we begin - Begin class with a brief spiritual/inspiring thought
Help students grasp the importance of the topics I teach	<ul style="list-style-type: none"> - Find creative and exciting ways to instill the importance of the subject matter on the first day of class through games, activities, object lessons, cases, etc.
Better connect with students personally	<ul style="list-style-type: none"> - Learn all students names and refer to them by their name - Take time to briefly find out more about the students that come to visit my office (where they are from, future plans, etc.) - Provide counsel to students as opportunities arise (whether career related, life decisions, etc.)
Incorporate a variety of teaching techniques such as: breakouts, brainstorm, debates, cases, problems, etc., to create interest and increase participation and student engagement	<ul style="list-style-type: none"> - I will read certain books: Student Engagement Techniques (by Elizabeth Barkley) and at least one other on teaching techniques - I will incorporate certain teaching techniques I learn into my classes
Learn from and emulate effective teaching traits and habits	<ul style="list-style-type: none"> - Each year, select and observe at least 2-3 faculty (within or outside of Accounting)
Develop and deliver material with clear and important real-world connections	<ul style="list-style-type: none"> - Ensure that every lecture incorporates at least one question/activity/case related to an actual company
Continually improve	<ul style="list-style-type: none"> - At the end of a semester, identify the 1-2 weakest lectures and update/improve those materials. - Review through student evaluations for common themes

	<p>and make changes/updates based on that feedback</p> <ul style="list-style-type: none"> - Make changes/updates as necessary based on peer-reviews
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2.3 Scholarship

My plans and goals related to scholarship are as follows:

Goals	Plans
Publish at least 6 top tier articles in the next 4 years	<ul style="list-style-type: none"> - Start at least 2 new projects every year - Submit at least 5-10 papers to journals every year - Continue to pray for guidance in responding to reviewer comments - Be thoughtful in choosing research papers and co-authors. Avoid co-authors that are cynical, disrespectful or lazy. Try to be selective in the topics and research questions I pursue, trying to maximize outcome and impact potential. - Avoid feeling offended by negative comments or reviews and try to identify how what can be fixed or improved
Pursue research that informs regulators and policy makers	<ul style="list-style-type: none"> - Send work that may be of interest to regulators such as the PCAOB to the applicable faculty fellow - Submit work to conferences where PCAOB or firm representatives are in attendance (AAA audit midyear, PCAOB JAR conference, Kansas and Illinois auditing symposiums, etc.)
Become a well-respected scholar in my field of expertise (auditing/financial reporting)	<ul style="list-style-type: none"> - Submit my research to conferences where I can present (aim for at least two conference presentations a year) - Accept opportunities as a reviewer/referee and provide timely, thoughtful feedback - Always do my part and more on research projects when collaborating with co-authors - Treat co-authors with respect and express appreciation when merited

3. Relationship between Goals and University Aspirations/Needs

3.1 Citizenship

The following highlights the alignment of my goals and university aspirations/needs:

Goals	University Aspirations/Needs
Play an active role in the department	<ul style="list-style-type: none"> - The proper functioning of an academic department depends much on the active participation and collaboration of the faculty. Offering my point of view can provide important insight into important decisions. Getting to know faculty and students through activities helps me to build a relationship with them and puts me in a position to influence and inspire them, or likewise be influenced and inspired.
Be available to students and other faculty	<ul style="list-style-type: none"> - Being available to others makes it more likely that they will approach me, which in turn helps to build relationships. Relationships with other faculty can benefit BYU as I collaborate on research projects to help build BYU's reputation and influence in the academic community. Relationships with students can build a connection that may benefit BYU down the road through donations of time/service/money, etc. Hopefully, they can inspire students to lead and serve in their jobs, communities, and churches.
Promote collegiality and harmony in the department	<ul style="list-style-type: none"> - The scriptures say that if we are not one (or united) then we are not the Lord's. We need the spirit in our lives, especially as we teach and inspire students.
Provide service to the academy and professional associations	<ul style="list-style-type: none"> - This service to the academic community directly reflects BYU and can help build BYU's reputation and image
Collaboration with colleagues and students	<ul style="list-style-type: none"> - As BYU faculty and students publish top tier research, BYU's

	reputation and brand value increase
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3.2 Teaching

The following highlights the alignment of my goals and university aspirations/needs:

Goals	University Aspirations/Needs
Always teach with the spirit	<ul style="list-style-type: none"> - This aligns with BYU's mission of a spiritually strengthening education. If the spirit is present, it also can help me as an instructor to more clearly articulate and teach the material and students to better understand and grasp concepts, which is in line with BYU's aim of an intellectually enlarging experience.
Help students grasp the importance of the topics I teach	<ul style="list-style-type: none"> - Students will be much more engaged and interested in learning when they understand the importance of what they are learning and how it will apply to what they may actually do. Engaged students will be more likely to put in time and effort, which will lead to an intellectually enlarging experience. - A better grasp on the importance of a topic may actually lead students to make certain career-related decisions.
Better connect with students personally	<ul style="list-style-type: none"> - The Savior is perfect role model. I believe teaching effectiveness improves when the learner feels that the instructor cares. As students feel love and concern, I believe they will engage more fully and try to emulate that example in other aspects of their lives.
Incorporate a variety of teaching techniques such as: breakouts, brainstorm, debates, cases, problems, etc., to create interest and increase participation and student engagement	<ul style="list-style-type: none"> - Creative and interesting teaching techniques can keep students engaged and help them to learn more effectively.
Learn from and emulate effective teaching traits and habits	<ul style="list-style-type: none"> - One of BYU's aims is lifelong learning. I have a lot to learn and

	this will help me to continually learn and improve.
Develop and deliver material with clear and important real-world connections	- Linking classroom instruction with real firms and real world situations will not only enhance interest in the class and promote student engagement, but will also help prepare students to make the transition from school to a career. They will be noticed by employers.
Continually improve	- One of BYU's aims is lifelong learning. I have a lot to learn and this will help me to continually learn and improve.

3.3 Scholarship

The following highlights the alignment of my goals and university aspirations/needs:

Goals	University Aspirations/Needs
Publish at least 6 top tier articles in the next 3 years	- As BYU faculty publish top tier research, their research can have a greater impact on our nation and world, increasing BYU's reputation and brand value.
Pursue research that informs regulators and policy makers	- As BYU faculty interact with standard setters and regulators, their research can have a greater impact on our nation and world.
Become a well-respected scholar in my field of expertise (auditing/financial reporting)	- This will directly reflect on BYU and the faith and gospel it espouses.

4. Resources Needed to Accomplish Goals

Necessary resources to accomplish my goals include:

- Funding to submit research papers to journals
- Funding for travel to academic conferences. I would like to attend 2-3 conferences each year. Sometimes funding is provided by the conference sponsors to present research.
- Graduate assistants – for TA work and RA work as necessary
- I may need funding at some point in time to purchase data for a particular research project (although this isn't necessary at this time)

5. Activities and Accomplishments to Date

With respect to teaching, the following list outlines some of my activities and accomplishments to date:

1. Developed and delivered a new course (ACC 305) to finance undergraduates.
2. My teaching evaluations were above the average for BYU/MSM faculty and on par with or above average for my department.

With respect to scholarship, the following list outlines some of my activities and accomplishments to date:

1. I have had two publications since coming to BYU, one in a top-tier journal and the other in a high quality section journal. I have also had two papers conditionally accepted at top-tier journals and two other papers in the revise and resubmit stage.
2. I have also been invited to attend and present research at the 2015 CAR conference, the 2016 JAAF conference, the 2016 AAA audit midyear meeting, the 2016 international symposium on auditing research (ISAR), and the 2016 Kansas Auditing Symposium.
3. I have already been asked to serve as an ad hoc referee at a few journals.

Scholarship Strategies Project

Below is a list of my scholarship project goals and an accounting of my progress on each (in italics). When applicable, I also discuss next steps.

The primary scholarship goal from my faculty development plan which should help me to inform regulators and policy makers and to become a well-respected scholar in my field of expertise (auditing/financial reporting):

1. Have at least 6 top tier articles published in the next 4 years

I just completed my first year here at BYU. I will be up for promotion during my fifth year, so I have set a goal of at least 6 top tier articles by that time. I define the top tier as the following journals: *Journal of Accounting Research*, *Journal of Accounting and Economics*, *The Accounting Review*, *Contemporary Accounting Research*, *Accounting Organizations and Society*, *Review of Accounting Studies*, as well as other top-tier finance or management journals. Additionally, for projects that are not accepted at top-tier journals, perhaps because of the narrowness or specificity of my field (primarily auditing), other publication outlets where I would like to publish include: *Auditing: A Journal of Practice and Theory*, *Journal of Accounting*, *Auditing and Finance*, *Journal of Accounting and Public Policy*, *Journal of Business Finance & Accounting*, *Accounting Horizons*, and *Journal of Accounting Literature*.

Annual plan

I currently have 1 publication, 2 forthcoming publications, 1 conditionally accepted paper, 2 papers in the revise and resubmit stage, 2 papers under first round review, 11 additional working papers not currently under review, and 3 work-in-progress projects. Three of these papers have been started since joining BYU. This volume makes it difficult for me to take on new projects in the upcoming year. I will focus effort towards pushing these papers through the publication process to free up more time. However, my goal is to begin at least 2 new projects each year to match the 1 to 2 papers I hope to publish each year. I will also submit at least 2 working papers to different conferences each year.

Paper specific goals

- Seidel: Auditors' Response to Assessments of High Control Risk: Further Insights (conditionally accepted at *Contemporary Accounting Research*)
 - Goal: receive word of final official acceptance in *CAR* in June 2016.
- Haislip, Myers, Scholz, and Seidel: The Consequences of Audit-Related Earnings Revisions (conditionally accepted at *Contemporary Accounting Research*)
 - Goal: complete revisions for official acceptance in *CAR* by the end of summer 2016.

- Cassell, Hansen, Myers, and Seidel: How Steep is the Learning Curve: Evidence on the Effects of the Timing of Auditor Changes on Audit Quality (accepted to the 2016 *Journal of Accounting, Auditing and Finance* conference, 1st round revise and resubmit to the journal)
 - Goal: complete revisions for publication in *JAAF* by the end of 2016.

- Bills, Lisic, and Seidel: Do CEO Succession and Succession Planning Affect Audit Risk? Implications of Promoting from Within (recently submitted 1st revision to *The Accounting Review*)
 - Goal: have paper accepted for publication in *TAR* by the end of 2016/early 2017.

- Lisic, Myers, Pawlewicz, and Seidel: Do Accounting Firm Consulting Revenues Affect Audit Quality? Evidence from the Post-SOX Era (under review at *Contemporary Accounting Research*)
 - Goal: obtain a revise and resubmit decision to the journal and re-submit the revision by the end of 2016.

- Cassell, Myers, Myers, and Seidel: Does Auditor Tenure Impact the Effectiveness of Auditors' Response to Fraud Risk? (under review at *Contemporary Accounting Research*)
 - Goal: obtain a revise and resubmit decision to the journal and re-submit the revision by the end of 2016.

- Chapman, Drake, and Seidel: Audit Quality in the Presence of Timeline Inflexibility
 - Goal: revise paper and submit to a top tier journal by end of summer 2016.

- Myers, Schmardebeck, Seidel, and Stuart: Increased Managerial Discretion in Revenue Recognition and the Value Relevance of Earnings
 - Goal: revise paper and submit to a top tier journal during summer 2016.

- Chi, Lisic, Myers, Pevzner, and Seidel: Engagement Partner Visibility, Fee Pressure, and the Effect on Audit Quality
 - Goal: submit paper to a top tier journal in May/June 2016.

- Glover, Hansen, and Seidel: The Informational Value of the Audit Report Date and the Effect of SFAS No. 165

- Goal: present this paper at the Kansas Audit Symposium in May 2016.
 - Goal: submit paper to a top tier journal in May/June 2016.

- Lisic, Myers, Seidel, and Zhou: Does Audit Committee Accounting Expertise Help to Safeguard Auditor Independence?”
 - Goal: Revise and potentially submit to a top tier journal or other highly regarded journal (as outlined above) during summer 2016.

- Christensen, Rice, and Seidel: A Tale of Two Incentives: Investigating Auditors’ Willingness to Reveal Prior Misstatements
 - Goal: Revise and submit paper to a top tier journal during summer 2016.

- Butler, Myers, Schmardebeck, and Seidel: Making Assumptions: Stock Repurchases and the Treasury Stock Method
 - Goal: Submit the paper to a top tier journal during summer 2016.

- Seidel, Simons, Stephens: Management Bias in Multiple Accounting Estimates and the Effect of PCAOB Auditing Standard No. 14
 - Goal: Present this paper at the International Symposium on Audit Research in June 2016.
 - Goal: Submit the paper to a top tier journal during summer 2016.

- Hamilton, Saiewitz, Schmardebeck, and Seidel: Who Has the Power? Disclosure Similarity as a Measure of the Influence in the Financial Reporting Process
 - Goal: Finish running data and submit to a top tier journal by the end of 2016

- Drake, Seidel, Tolton, and Wood: All Eyes on You: The Impact of Public Attention on Earnings Quality
 - Goal: Present and get feedback in May/June, submit to a top tier journal by the end of the summer of 2016.

Citizenship Project

Below is a list of my citizenship project goals and an accounting of my progress on each (in italics). When applicable, I also discuss lessons learned and next steps.

Citizenship Goals from my faculty development plan (in no particular order):

1. Play an active role in the department.

- I will serve on my assigned committees: the SOA research symposium committee, the research workshops committee, and the social committee.
- I will attend as many department and firm events as I can.

This is a list of the firm/department events I have attended thus far:

- *2 Jr. Core Opening Socials (Co-host), 2015*
- *BS and 2nd year MACC orientation color run, 2015*
- *MACC orientation, Aspen Grove, 2015*
- *Meet the Firms, 2015*
- *PWC Golf day, 2015*
- *NAC and MSM full time faculty dinner, 2015*
- *SOA faculty lunch with the Board of Advisors, 2015*
- *SOA conference, 2015*
- *KPMG Faculty Lunch, 2015*
- *SOA Christmas party, 2015*
- *SOA faculty brown bag series on Everyday Bias, 2016*
- *Dinner with Francis Tice (workshop invitee), 2016*
- *Dinner with Mike Willenborg (workshop invitee), 2016*
- *Deloitte Final Four event, 2016*

2. Be available to students and other faculty.

- I will provide feedback to colleagues on their research when asked.
- I will respond promptly to student emails and be available for students to visit my office.

3. Promote collegiality and harmony in the department.

- I will observe at least 3 faculty members teach before the end of the year.
- I plan on attending “Thursday” lunches when I am here.
- I plan on attending at least 3-5 devotionals this fall with another faculty member in the department.
- I will play intramural soccer with other faculty members.

4. Provide service to the academy and professional associations.

- I have already been asked to provide 3 referee reports for journals. I will accept all other opportunities as they arise.
- I will volunteer as a reviewer for the AAA audit midyear meeting.
- I will volunteer as a discussant for the AAA audit midyear meeting.

5. Collaboration with colleagues and students.

- I am currently collaborating with 3 other faculty members and 2 graduate students on research. I plan to continue pushing these research projects forward.
- I will attend and provide feedback at all research workshops.