



Journal of Accounting Education Call for Papers on Developing Accounting Students' Soft Skills versus Technical Competency (Special Issue)

Position statements on accounting education have generally called for an increased emphasis on developing students' so-called soft skills with the expectation that accounting graduates will be more well-rounded and productive professionals. Many accounting educators have responded to these position statements with efforts to develop, for example, students' communication skills, ability to think critically, and ethical awareness. Largely missing from the accounting education literature has been a discussion of whether **undergraduate** accounting student' soft skills can effectively be developed and whether accounting faculty members are trained or equipped to assume this responsibility. Given the constrained number of accounting credit and contact hours in accounting education programs, efforts to develop soft skills have often been made at the expense of covering important technical material that continues to increase in amount and complexity.

The *Journal of Accounting Education* (JAED) invites papers on any aspect of the soft skill/technical knowledge discussion for a special issue. In addition to the call, the guest editors will be inviting some authors to submit manuscripts. Submissions should be made electronically through <https://www.evise.com/profile/api/navigate/ACCEDU> starting **1 May 2019**. When submitting, select the issue type as **VI: Soft Skills** in the drop-down menu. The deadline for submissions is **30 April 2020**. Acceptances will be on a rolling basis with an anticipated final special virtual issue final publication in early 2021.

Possible topics include whether soft skills identified by accounting position statements can be developed at the undergraduate level, if accounting faculty are qualified to help students develop soft skills and where faculty acquired this capability, and whether the increasing use of adjuncts and part time faculty complicates developing accounting students' soft skills. Papers can also address the question of what should be the primary learning objectives of accounting education programs and the relative importance of soft skills versus technical subjects given expected career paths for program graduates. This list of possible topics is not exhaustive, and papers relevant to the soft skills versus technical competency debate will be considered.

Submitted papers **must be supported by relevant literature** and not be opinion based without support for the author's arguments. The same requirements for publication in the JAED main section will apply to the papers submitted for this special issue.

Early submissions are welcome, and potential contributors are encouraged to contact the guest editors to discuss ideas and topics. Authors should submit the following items within the EVISE system: (1) statement that the submitted work is original, that it has not been published elsewhere, and that the paper is not currently under review by any other journal; (2) cover page, containing title of the manuscript and complete contact information for each author; and (3) manuscript copy itself, without any author identification. For further information, please contact either of the following guest editors:

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