

Measuring Research Impact

What we do and what should we do?

AACSB requirements

- Engagement
 - Student, faculty and stakeholder involvement
- Innovation
 - What's new?
- Impact –
 - How does what we do matter?

AACSB continuous improvement report Appendix guidelines

Why do we care about research impact?

- We spend a lot of time doing research
- We give reduced teaching loads for research
- Stakeholders care about what faculty do
 - Taxpayers
 - Governing boards
 - University administration
 - Students
- Most accounting faculty are passionate about their area of accounting and want to show that “accounting matters”

Types of Impact

- Academic impact
- Mission related impact
- Teaching and education impact
- Practice/community impact
- Standard setting impact

AACSB Academic impact measures

- Publication quality
- Citation counts
- Download counts
- Editorships, reviewing
- Best paper award recognitions
- Conference invitations
- Use by others (syllabi, reprints etc.)
- Grants
- Patents

AACSB Mission related impact

- How does research link to mission oriented activities?
- At Price College we have a strong focus on energy so we tracked specific energy related publications and conferences
- Reputation of academic program relative to mission
 - For example ranking as a “Top X program in a certain area”

Instructional impact

- Pedagogical research
 - Cases
 - Tests and studies of alternative teaching methods
- Use of research findings in class room
 - In financial accounting the possibility of “earnings management” is now well known and discussed in classes
 - Research in behavioral accounting has documented how use of biases and heuristics affect judgments of decision makers
- Student research
 - More and more students at all levels are learning tools to research ambiguous accounting, tax and auditing issues

Practice and community impact

- Media citations
- Consulting activities that use research
- Practice oriented papers that discuss research findings
- Having faculty be share research findings with the business community (for example at board meetings)
- Incorporation of research in CPE training material

Standard setting impact

- In some cases (especially tax and audit) research findings have influenced laws and standards
- Some research is focused on analyzing the economic impact of particular accounting practices. This research has influenced the way that financial statement users view accounting numbers.

Examples of Research impact

- The Impact of Accounting Research on Professional Practice: An Analysis by the AAA Research Impact Tax Force” Stephen R. Moehrle, Kirsten L. Anderson, Frances L. Ayres, Cynthia E. Bolt-Lee, Roger S. Debreceeny, Michael T. Dugan, Chris E. Hogan, Michael W. Maher, and Elizabeth Plummer (Accounting Horizons, Vol. 23, No. 4, 2009, pp. 411-556)

Challenges for accounting

- Not much federal dollars
- Patents and copyrights are rare
- Little understanding of accounting and accounting research in the broader academic community

What can you do

- Consider your institutional focus and measure what matters to you.
- Publicize your research and creative activity
- Encourage and reward faculty who bring research into the classroom
- Set up systems to track impact of research using measures that matter to your institution
- Be proactive on campus research committees

Thank you!

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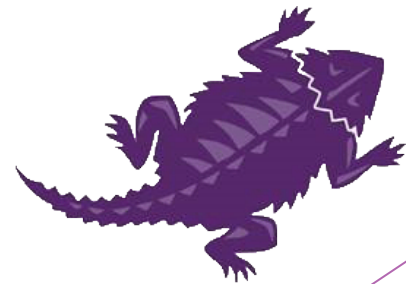
Measuring the Impact of Research

Mary Harris Stanford

APLG FSA 2016



Neeley
SCHOOL OF BUSINESS



What is impact?

- ▶ Academic publication
- ▶ Impact on business
 - ▶ Accounting Horizons, AAA committee, Dec. 2009
 - ▶ Journal of Accountancy
 - ▶ Tax article by Cynthia Bolt-Tee and Elizabeth Plummer, July 2013
 - ▶ Similar articles by Cynthia Bolt-Tee for audit and AIS

Boosting the research culture at TCU

- ▶ Research Committee
 - ▶ Chaired full professor from each department
 - ▶ Credible, experienced in judging research
 - ▶ Less expectation of an advocate role
 - ▶ Makes recommendations to the Dean
 - ▶ Summer funding
 - ▶ Reduced teaching load

What we measure

- ▶ Impact on academic discipline
 - ▶ Publication 40%
 - ▶ Pipeline 40%
 - ▶ Current year focus project 20%

Publications: evidence of past success

- ▶ Journal quality, Premier (A) Reading List (A-)
- ▶ Citations, web of science v google scholar, last 5 years
- ▶ Recognize exceptional academic activities & impact on business or regulators
 - ▶ Editorships, reviewer awards, chair of section meetings, invited presentations
 - ▶ Grants, presentation to FASB, SEC, FEI, TSCPA

Pipeline: evidence of activity over time,
movement from one stage to another

- ▶ Stage 1: Conceptualizing the project
- ▶ Stage 2: Implementing the research design
- ▶ Stage 3: Analysis and writing
- ▶ Stage 4: Manuscripts currently under review
- ▶ Stage 5: Manuscripts with an R&R

Focus Project to be funded next summer

the project you consider most likely to be submitted in the next year

- ▶ first submission or
- ▶ revised and resubmitted to the same or a different journal.

- ▶ Working title
- ▶ Target journal
- ▶ Co-Researchers
- ▶ Start date
- ▶ Current status
- ▶ Previously funded?

PUBLICATION RUBRIC

Below Target (0-1) Eligible for Dean's Summer Funding	Acceptable (2-3) \$15,000 Award	Very Good (4-5) \$20,000 Award	Exceptional (6-7) \$25,000 Award
<ul style="list-style-type: none"> No or only one article in highly respected academic journals in the past five years. <p>Additional research program evidence:</p> <ul style="list-style-type: none"> Citations. Beginning research projects. Returning from administrative duties. 	<ul style="list-style-type: none"> An appropriate number of academic articles published in academic journals included or not included on the Neeley Reading list. <p>Other evidence:</p> <ul style="list-style-type: none"> Citations in academic journals, emphasis citations during the last five years and in Premier Journals. 	<ul style="list-style-type: none"> At least <u>one</u> article over the past five years in a Premier Journal. <p>or</p> <p>At least one article over the past five years published in a Reading Journal and judged to be of premier quality.</p> <p>Additional evidence :</p> <ul style="list-style-type: none"> Citations in academic journals, emphasis on last five years and Premier Journals. A consistent stream of research in high quality journals. 	<ul style="list-style-type: none"> At least <u>two</u> articles, over the past five years in some combination of Premier Journals or judged to be premier and appearing in Reading Journals over the past five years. <p>Additional evidence :</p> <ul style="list-style-type: none"> Citations in academic journals, emphasis on citations during the last five years and in Premier Journals. A consistent stream of research in high quality journals.

PIPELINE RUBRIC

Below Target (0-1) Eligible for Dean's Summer Funding	Acceptable (2-3) \$15,000 Award	Very Good (4-5) \$20,000 Award	Exceptional (6-7) \$25,000 Award
<ul style="list-style-type: none"> • Few projects in the pipeline. • No projects in or near Stages 4 or 5. • Limited progress on projects already begun. • Targeted journals, especially those in Stages 4 and 5, are not included on either of the Neeley journal lists nor considered premier in other areas. 	<ul style="list-style-type: none"> • A pipeline of sufficient quality (as indicated by the target journal). • Projects in some of the pipeline stages. • Projects are generally making progress. • Some past projects have been published or are under review at targeted journals. 	<ul style="list-style-type: none"> • A pipeline of sufficient quality (as indicated by the target journal) with at least one project in either Stages 4 and 5. • Several projects in one of the first three stages. • Demonstrated progress towards completion as indicated by movement within the pipeline, particularly from Stage 3 (analysis & writing) to 4. • Most past projects have been published, are under review or being revised for targeted journals. 	<ul style="list-style-type: none"> • A pipeline of sufficient quality (as indicated by the target journal) with at least one project in either Stages 4 and 5. • Projects in each of the first three Stages of the pipeline. • Demonstrated progress towards completion as indicated by movement within the pipeline, particularly from Stage 3 (analysis & writing) to 4. • Most past projects have been published, are under review or being revised for targeted journals.

PROJECT RUBRIC

Below Target (0-1) Eligible for Dean's Summer Funding	Acceptable (2-3) \$15,000 Award	Very Good (4-5) \$20,000 Award	Exceptional (6-7) \$25,000 Award
<ul style="list-style-type: none">• Research is targeted to good journal, but not journals on the Premier or Reading lists, and not otherwise judged to be consistent with the quality of journals on these lists.• Completion and submission is judged to have a low likelihood of occurring within an appropriate time-frame.	<ul style="list-style-type: none">• Research is targeted to acceptably high quality journals.• May be some question as to whether the project(s) will be ready for timely submission.	<ul style="list-style-type: none">• Research is targeted to one of the Reading journals.• Research has progressed to a development stage suggesting that submission within a short time-frame is highly likely.• This is the <u>second time</u> that the project has been the focus project.	<ul style="list-style-type: none">• Research is targeted to a Premier Journal, either on the Neeley list or otherwise judged to be premier.• Research has progressed to a development stage suggesting that submission within a short time-frame is highly likely.• This is the <u>first time</u> that the project has been the focus project.• The project has a revise and resubmit to a top tier journal.

Publication from 2011-2015

	Total	Reading	Premier
ACCT	54	9	14
FIN	17	3	7
INSC	56	5	31
MANA	126	12	43
MARK	<u>38</u>	<u>5</u>	<u>10</u>
TOTAL:	291	34	105

Percent of faculty receiving summer support
has increased substantially