



## *Journal of Accounting Education* **Call for Papers: Data analytics in auditing: What do we remove in order to add? (Special Issue)**

The *Journal of Accounting Education* invites submissions for a special issue devoted to data analytics in auditing. Data analytics has become the hot topic in auditing practice and pedagogy. The key focus of panels and discussions to date has been on what firms would like

students to know about data analytics when coming in as new audit hires. The answer: essentially “everything.” However, it can be difficult for auditing educators to determine where, how, and to what extent data analytics should be integrated into existing courses, especially given the wide array of technical content already being covered. Therefore, the goal of this issue is to help faculty develop and integrate the use of data analytics in auditing courses. The editors for this special issue solicit high-quality manuscripts of various types and research paradigms (e.g., field or experimental investigations, archival, analytical, survey or case/exercise research) related specifically to integrating data analytics in the classroom. Examples include articles related to:

- Overall curricular learning objectives,
- Teaching methods,
- Assessment,
- Course design relating to how data analytics are being incorporated into stand-alone auditing courses with an emphasis on which “traditional” audit topics might receive less attention to make space for the incorporation of data analytics,
- Short cases/in-class exercises.

To enhance early access, manuscripts will be published in regular journal volumes as accepted and later be pulled into a virtual special issue on the Journal of Accounting Education website.

Submissions should be made electronically through <https://www.editorialmanager.com/accedu/> starting **31 December 2020**. When submitting, select the issue type as 'Special issue' and then the article type as '**Special Issue on Auditing Data Analytics.**' The deadline for submissions is **30 June 2022**. Acceptances will be on a rolling basis with an anticipated virtual special issue completion for **June 2023**. 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 EM 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 any of the following guest editors:

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*Journal of Accounting Education: General Information*

The *Journal of Accounting Education* (JAEd) is a refereed journal published quarterly by Elsevier (<http://www.journals.elsevier.com/journal-of-accounting-education>). The JAEd is dedicated to promoting and publishing research on accounting education issues and to improving the quality of accounting education worldwide. The Journal provides a vehicle for making results of empirical studies available to educators and for exchanging ideas and instructional resources that help improve accounting education. The JAEd publishes manuscripts on all topics that are relevant to accounting education, including uses of technology, learning styles, assessment, curriculum, and faculty-related issues. The Journal includes four sections: a Main Articles Section, a Teaching and Educational Notes Section, a Case Section, and a Best Practices Section. Manuscripts published in the Main Articles Section generally present results of empirical studies, although non-empirical papers are sometimes published in this section. Short papers on topics of interest to JAEd readers are published in the Teaching and Educational Notes Section. The Teaching and Educational Notes Section also includes instructional resources that are not properly categorized as cases, which are published in a separate Case Section. Instructional resources published in the JAEd should meet relevant educational objectives and be available for general use. The Best Practices Section is meant to highlight innovative and effective institutional and individual accounting educator practices in areas such as student recruitment, student advising, student engagement, and alumni relations.

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