# American Accounting Association Annual Report Issues in Accounting Education

For the Year Ending December 31, 2023

## I. INTRODUCTION

The mission of *Issues in Accounting Education* is to advance accounting education by publishing educational research, case studies, learning strategies, and commentaries that (1) assist accounting faculty in teaching, program development, professional development, and assessment, and (2) encourage pedagogical experimentation and innovation based on learning science.

This annual report documenting the activities of *Issues in Accounting Education* for calendar year 2023 represents a marked departure from past annual reports as the American Accounting Association presents information about the performance of its journals in a more concise and consistent manner that aligns with changing industry standards. In particular, these reports will continue to update readers on submission and decision information, new initiatives, policy changes, and modifications to the journal's editing team, as well as expressing our gratitude to *ad hoc* editors and reviewers. It also directs interested readers to find more detailed information about the journal, including submission directions and manuscript processing times, on its redesigned and expanded website: <a href="https://aaahq.org/Research/Journals/Issues-in-Accounting-Education">https://aaahq.org/Research/Journals/Issues-in-Accounting-Education</a>.

## II. COMMENTARY BY THE SENIOR EDITOR

Issues in Accounting Education (Issues) continues to focus on the publication of educational research and instructional materials that will be of use to faculty. In 2023, Issues published 42 manuscripts, which was the highest number of manuscripts published in the last ten years. Further, in 2023, Issues was consistently publishing 10 to 11 articles in each issue. By comparison, no educational research was published in 2018 and 2019 and many issues prior to 2020 published only three to five manuscripts in an issue. I attribute the recent increase in the number of published manuscripts to several factors.

First, the November 2020 issue published a series of manuscripts that summarized subsets of accounting education research and identified open areas of research. These papers encouraged future accounting research and, hopefully, planted seeds that have been coming to fruition.

Second, in 2022, *Issues* published a call for registered reports. In a registered report, the authors propose and provide the details of a project. After the review process is complete, the authors receive an acceptance in principle. That is, if the authors complete the project that has been approved, the resulting manuscript will be published in *Issues*. Several manuscripts resulting from the registered report process were published beginning in 2023. Given the success of the registered report process, the call for registered reports was extended through December 31, 2024.

Third, in 2023, *Issues* published a forum on Diversity, Equity, and Social Justice (with Nicholas McGuigan serving as the lead editor). Nine of these manuscripts were published in the February issue and four were published in the August issue. Diversity, Equity, and Social Justice are important concerns for the accounting academy, and I believe these manuscripts will provide a strong impetus for continued research on these topics.

Issues has also seen an increase in the number and quality of instructional material submissions. In 2022, Issues changed the case validation requirements to explicitly indicate the methods authors could use to demonstrate that the instructional material is valuable and well developed (see the editorial policy as well as editor letters <a href="https://doi.org/10.2308/ISSUES-2022-090">https://doi.org/10.2308/ISSUES-2022-090</a> and <a href="https://doi.org/10.2308/ISSUES-2023-125">https://doi.org/10.2308/ISSUES-2023-125</a>). Authors have responded positively to this change as reflected by an increase in the number of submissions of instructional materials to Issues. Additionally, the February 2023 editor's letter indicated that Issues seeks to publish more instructional resources on data analytics and environmental, social, and governance (ESG). There has been an increase in data analytics and systems-related manuscripts such that we added another systems-focused editor to help with the additional submissions. However, there have been limited ESG instructional materials. With the global focus on ESG, accounting instructors could use more of these materials for use in the classroom. Thus, Issues published a call for ESG-related instructional materials in early 2024.

In 2023, *Issues* published a commentary by AAA President Mark C. Dawkins on the accounting pipeline issue. This has become more of a focus of the AAA and several committees have been formed to analyze the issue. One of those committees is focused on the principles courses and how these courses can be more engaging in order to attract more students to the major. As a



result, *Issues* published a call for educational research and instructional materials that involve the principles courses (financial and/or managerial).

-Janet A. Samuels, Arizona State University

#### III. EDITORIAL PROCESS

AAA staff and their editorial partners perform an initial quality control (QC) check of new submissions to the journal to ensure the manuscript files are prepared in accordance with AAA guidelines. Successful submissions are forwarded to the senior editor, who also performs an initial screening, this time focusing on the paper's subject and methods. Papers that do not meet the journal's mission and scope are desk rejected. Otherwise, the senior editor assigns the paper to an editor for review. Based on the topic of the research and the research methodology, the editor selects the reviewers. The reviewers provide detailed evaluations about each paper's strengths and weaknesses as well as the publication recommendation. A "double blind" review process is followed, so the author(s) remain anonymous to the reviewers and *vice versa*. The editor then evaluates the reviews and makes an editorial decision based on the reviews and their own consideration of the paper. The paper may then be rejected, conditionally accepted, or sent back to the author, with the editor requesting that they revise the manuscript according to the evaluation of the reviewers and/or editor and then resubmit. The paper repeats this process until a final decision is reached.

Other submission policies, such as our conflict of interest and human subject research policies, can be found on the journal website: <a href="https://aaahq.org/Research/Journals/Issues-in-Accounting-Education">https://aaahq.org/Research/Journals/Issues-in-Accounting-Education</a>

## IV. EDITORIAL AND PUBLICATION STATISTICS

## **Annual Activity**

Table 1 reports annual manuscript activity for calendar year 2023. Column (a) reports the number of manuscripts that began the year in-process, which means a manuscript that may be (1) a new submission that has not been assigned to an editor or reviewers, (2) waiting for one or more reviewers to submit their report, (3) waiting for the editor to write the decision letter, or (4) waiting for the senior editor to release the decision letter. Once the editor's decision letter is sent to the authors, the manuscript is no longer considered to be "in process." Column (f) reports the number of in-process manuscripts at the end of each year.

- Column (b) of Table 1 reports the number of new submissions by year.
- Column (c) of Table 1 reports the number of revised manuscripts resubmitted each year.
- Column (d) reports the number of manuscripts available for evaluation during 2023, which is equal to the sum of columns (a) through (c) (i.e., manuscripts in process at the beginning of the year, plus new submissions, plus resubmissions).
- Column (e) of Table 1 reports the number of decision letters issued each year. These numbers include first-round rejections, subsequent round rejections, invitations to revise and resubmit, and conditional and final acceptances.

The decision letters in column (e) include 27 desk rejections in 2023, which equals 21 percent of the 128 new submissions.

TABLE 1
Annual Activity Summary—For the Calendar Year

	Manuscripts	<u> </u>	•	Manuscripts Available		Manuscripts In-Process,
	In-Process, Beginning of Year	New Submissions Received	Resubmissions Received	for Evaluation (a) + (b) + (c)	Decision Letters Sent	End of Year (d) – (e)
Year	(a)	<b>(b)</b>	(c)	= (d)	(e)	= (f)
2023	18	128	109	255	226	29

## Acceptance/Rejection Rate

Table 2 provides information on the journal's acceptance and rejection rates by analyzing the decision outcomes for submission cohorts in the past five years. Column (a) presents the number of submissions each year, which is the same as column (b) in Table 1. Columns (b) through (g) partition each year's cohort based on outcomes as of the end of 2023. Specifically, for each cohort year,

- Columns (b) and (c) report the number and percentage of submissions that have been rejected;
- Columns (d) and (e) present the number and percentage of submissions for which no decision has been made; and
- Columns (f) and (g) present the number and percentage of submissions that have been accepted, respectively.

Thus, this table reveals the ultimate outcome of each year's cohort of new submissions. However, the final acceptance rate for any given cohort is not available until all submissions in that year have been processed, which typically takes a few years.



TABLE 2
Annual Outcome Summary—By Calendar Year Cohort

Year	New Submissions Received (a)	Number of Rejections (b)	Percentage of Rejections (c) = (b)/(a)	Number of Papers in Process (d)	Percentage in Process (e) = (d)/(a)	Number of Acceptances (f)	Percentage of Acceptances (g) = (f)/(a)			
2023	128	58	45%	56	44%	14	11%			
2022	87	54	62%	12	14%	21	24%			
2021	126	71	56%	2	2%	53	42%			
2020	109	73	67%	1	1%	35	32%			
2019	144	102	71%	0	0%	42	39%			

## V. CONCLUSION AND NOTES OF THANKS AND RECOGNITION

We appreciate the service of the *ad hoc* editors who selflessly agree to occasionally step into the editor's role when needed, as well as the many colleagues who act as *ad hoc* reviewers, listed in Appendix A, and generously share their insight and expertise to help evaluate and improve submissions. We are also beholden to our Editorial Board members, who are listed on the journal website, and whose expert advice forms the backbone upon which the journal is built, and the foundation for our evaluations.

## APPENDIX A

## Ad Hoc Reviewers

Mollie Adams Missouri State University **Durham University Business School** Carol Adams Florida State University Samuel Adams Chandana Alawattage University of Glasgow Cristina Alberti Babson College Susan Albring Syracuse University Bonnie Albritton Texas Wesleyan University Bentley University Mystica Alexander The University of Utah Bob Allen University of Kentucky Urton Anderson Will Anding Florida State University Lindsay Andiola Virginia Commonwealth University Barbara Apostolou West Virginia University Deniz Appelbaum Montclair State University Barbara Arel The University of Vermont Donald Ariail Kennesaw State University Penelope Bagley Appalachian State University Wendy Bailey Arizona State University Amelia Baldwin University of South Alabama Gerhard Barone Gonzaga University University of Northern Iowa Mark Bauman Dirk Beerbaum Aalto University The University of Tennessee Bruce Behn University of Waterloo Greg Berberich Jason Bergner Western Kentucky University University of North Georgia Ellen Best

Ryerson University

Fayetteville State University Loyola University Maryland



Kathryn Bewley

Robbie Bishop-Monroe

Lynn Bible

William Black University of North Georgia University of Rhode Island Cynthia Blanthorne

Dennis Bline **Bryant University** Ghent University Eva Blondeel Kerry Bodle Griffith University

Annika Bonrath University of Duisburg-Essen Loyola University Chicago Danielle Booker Georgia State University A. Faye Borthick **Scott Boss** Bentley University

The University of Scranton Douglas Boyle Erik Boyle Idaho State University

Marianne Bradford North Carolina State University Kristine Brands United States Air Force Academy

Ball State University Kelsey Brasel Peter Brewer Wake Forest University Texas State University Billy Brewster Miami University William Brink

Alisa Brink Virginia Commonwealth University Richard Brody The University of New Mexico The University of Melbourne Albie Brooks

University of Wisconsin-Milwaukee Veena Brown

J. Owen Brown **Baylor University** 

University of Missouri-Kansas City Bonnie Brown

Helen Brown-Liburd Rutgers, The State University of New Jersey

Carleton University Merridee Bujaki

The University of North Carolina at Pembroke Marcus Burger

Jacqueline Burke Hofstra University Laurie Burney **Baylor University** 

Montana State University Mary Burns

Richard Busulwa Swinburne University of Technology

The University of Tennessee **Ernest Cadotte** 

Providence College Julia Camp

Katherine Campbell University of North Dakota University of Tampa Theresa Campbell Thomas Canace Wake Forest University Texas State University Nathan Cannon Kennesaw State University Ernest Capozzoli Carla Carnaghan University of Lethbridge Brian Carpenter The University of Scranton

Alba Carvajal Pontificia Universidad Javeriana

University of Louisville

William Cather Florida State University Meghann Cefaratti Northern Illinois University

Benjamin Chapin Virginia Commonwealth University Kimberly Charron University of Nevada, Las Vegas Christine Cheng The University of Mississippi

Xu (Joyce) Cheng Auburn University

Stevens Institute of Technology Arion Cheong

Gia Chevis **Baylor University** Tiffany Chiu SUNY at New Paltz Charles Cho York University

Montana State University Anne Christensen University of Oregon Dane Christensen Missouri State University Kimberly Church



Hilda Carrillo

Paul Clikeman University of Richmond

UNSW Sydney Victoria Clout Peggy Coady Memorial University Stephen Coetzee University of Pretoria Nava Cohen New Jersey City University Susan Converv Michigan State University Texas Tech University Kirsten Cook Martine Cools Katholieke Universiteit Leuven Lauren Cooper West Virginia University Palm Beach Atlantic University Mary Copeland

Paul Copley James Madison University
Denis Cormier University of Quebec
Laurie Corradino Colorado State University

Virginia Cortijo

Mark Cowan

Joshua Coyne

Billie Cunningham

Stonehill College

Boise State University

Texas Tech University

The University of Missouri

Susan Curtis University of Illinois Urbana-Champaign

Asher Curtis University of Washington
Marc Cussatt Clemson University

Ronald Daigle Sam Houston State University

Derek Dalton Clemson University Phebian Davis Clemson University

Mark Dawkins University of North Florida

Paul de Lange Curtin University
Steven Dellaportas RMIT University
Christine Denison Iowa State University

Renu Desai Nova Southeastern University

Michelle Diaz Texas A&M University College Station

Denise Dickins East Carolina University
Shane Dikolli University of Virginia

Madeline Domino University of South Florida Sarasota-Manatee

Nina Dorata St John's University
Denise Downey Villanova University
Andrea Drake Louisiana Tech University
Richard Dull West Virginia University
Cheryl Dunn Grand Valley State University
Keitha Dunstan Victoria University of Wellington

Cindy Durtschi DePaul University Saurav Dutta Curtin University

Ann Dzuranin Northern Illinois University

Christine Earley Providence College
Matthew Ege Texas A&M University
Dina El Mahdy Morgan State University
Christopher Eller Appalachian State University

David Emerson Salisbury University
Sheri Erickson Minnesota State University

Michaele Esdale Merrimack College
Jocelyn Evans College of Charleston
Patricia Everaert Ghent University

Stephanie Farewell University of Arkansas at Little Rock

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Martin Fennema Florida State University
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Diana Franz University of Toledo
Tracie Frost Florida Atlantic University

Anthony Fulmore Texas A&M University Central Texas

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Elizabeth Gammie The Robert Gordon University
Huiqi Gan University of Massachusetts Lowell

Sonia Gantman Providence College Joanna Garcia John Carroll University

Sarah Garven Middle Tennessee State University

Lisa Gaynor University of South Florida Marshall Geiger University of Richmond

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Jody Grewal
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Washington & Lee University

Nancy Harp Clemson University

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Megan Hess

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Andria Hill Howard University

Sandy Hilton The University of British Columbia

Matthew Hoag Gonzaga University

Jessen Hobson University of Illinois Urbana-Champaign

Marissa Hoffmann SUNY College at Old Westbury

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Amy Holmes Trinity University
Travis Holt Auburn University
Claire Horner University of Tasmania
Brian Howieson The University of Adelaide

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Marsha Huber Youngstown State University
Susan Hughes The University of Vermont
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Janet Huston Texas Tech University

Marguerite Hutton Western Washington University

Troy Hyatt Boise State University
Amy Igou University of Northern Iowa

Kerry Inger Auburn University

Hussein Issa Rutgers, The State University of New Jersey

Denise Jackson Edith Cowan University
Morten Jakobsen Aarhus Universitet
Diane Janvrin Iowa State University
Cynthia Jeffrey Iowa State University
Greg Jenkins Auburn University
Jennifer Joe Virginia Tech

Greg Jones University of Southern Queensland
Ambrose Jones III University of North Carolina Greensboro

Erin Jordan Arizona State University
Mahesh Joshi RMIT University

Sarah Judge Indiana University Bloomington
Nancy-Susan Jurney Oklahoma City University
Gail Kaciuba St. Mary's University
Matt Kaufman Portland State University
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Southern University of Science and Technology Albert Tsang

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Erick Valentine Tulane University

Diego Valentinetti University G. d Annunzio of Chieti-Pescara **Queensland University of Technology** Jeannette Van Akkeren

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