

American Accounting Association Annual Report

Issues in Accounting Education

For the Year Ending December 31, 2025

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 documents the activities of *Issues in Accounting Education* for calendar year 2025 and presents information about the performance of the journal in a concise and consistent manner that aligns with changing industry standards. In particular, these reports 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 expanded website: <https://aaahq.org/Research/Journals/Issues-in-Accounting-Education>.

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 by faculty. In 2025, *Issues* published 36 manuscripts (4 issues with 9 manuscripts per issue). The breakdown of the 36 manuscripts is: 14 educational research articles, 15 case studies, 5 learning strategies, and 2 commentaries. Although the number of manuscripts per issue is slightly below the 10 to 11 articles per issue of the past two years, it is well above the pre-2020 numbers of 3 to 5 manuscripts per issue. I believe we continue to have a strong submission pipeline for several reasons.

First, the November 2020 issue published a series of manuscripts that summarized subsets of accounting education research. These articles identified several areas for future research and have been the motivation for several research studies as well as instructional materials submitted to *Issues*. Several of the manuscripts published in 2025 cited these commentaries as motivation for the study, learning strategy, and/or case study.

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*. The motivation for the call was to address design flaws—the major reason for initial rejection of accounting research submissions—prior to data collection and to help overcome concerns that, given the limited number of publication outlets, accounting education research is perceived to be “high stakes.” From that call, *Issues* received 21 registered report submissions. Of those submissions, seven have been published (either in an issue or as Early Access online), 11 were rejected or withdrawn, and 3 are out for revision. To encourage more scholars to conduct accounting education research, I plan to renew the call for registered reports. The call will be in place until the end of my term, which is June 2028.

Third, in 2023, an editor letter announced that *Issues* sought to publish more instructional resources on data analytics. Since then, there has been a large number of submissions in this area. To help manage the volume, two new editors for *Issues* have systems and data analytics expertise. Of the 20 instructional materials published this year, 9 are data analytics-related and 2 are systems-related. In addition to the instructional materials, *Issues* published a study of how faculty are integrating data analytics and measuring the related learning competencies.

This is first year as Senior Editor and I thank those editors who continue to serve and welcome the following new editors:

- Lindsay Andiola, Virginia Commonwealth University, USA
- Marianne Bradford, North Carolina State University, USA
- Eva Blondeel, Ghent University, Belgium
- Christine Cheng, The University of Mississippi, USA
- Michelle Diaz, Texas A&M University, USA
- Camilo Lento, Lakehead University, Canada
- Christie Novak, Syracuse University, USA
- Maryam Safari, RMIT University, Australia

The hard work and commitment to accounting education of these editors, along with the editorial board, *ad hoc* editors and reviewers, is why *Issues* is a leading accounting education journal.

—Joanne C. Jones, York University, Toronto, Canada

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: <https://aaahq.org/Research/Journals/Issues-in-Accounting-Education>

IV. EDITORIAL AND PUBLICATION STATISTICS

Annual Activity

Table 1 reports annual manuscript activity for calendar year 2025.

- Column (a) of Table 1 reports the number of new submissions by year.
- Column (b) of Table 1 reports the number of revised manuscripts resubmitted each year.
- Column (c) 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 (c) include 15 desk rejections in 2025, which equals 18 percent of the 85 new submissions.

TABLE 1
Annual Activity Summary—For the Calendar Year

Year	New Submissions Received (a)	Resubmissions Received (b)	Decision Letters Sent (c)
2025	85	143	257

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 (a) in Table 1. Columns (b) through (g) partition each year’s cohort based on outcomes as of the end of 2025. 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)
2025	85	44	52%	36	42%	5	6%
2024	115	63	55%	24	21%	28	24%

2023	128	70	55%	6	5%	52	40%
2022	87	53	61%	0	0%	34	39%
2021	127	73	57%	0	0%	54	43%

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* Editors**

Ellen Best, University of North Georgia
 Alisa Brink, Virginia Commonwealth University
 Randal Elder, University of North Carolina Greensboro
 Mark Kohlbeck, Florida Atlantic University
 Gabriel Dean Saucedo, Seattle University
 David A. Wood, Brigham Young University

***Ad Hoc* Reviewers**

Prerana Agrawal, University of Western Australia
 Kazeem Akinyele, University of Wisconsin–Oshkosh
 Cristina Alberti, Babson College
 Hashem Alshurafat, Hashemite University
 Sofia Asonitou, University of West Attica
 Zhuoli Axelton, University of Wisconsin–Green Bay
 Becca Baaske, The University of Tampa
 Beau Barnes, Washington State University
 Nicola Beatson, University of Otago
 Vincent Bicudo de Castro, Deakin University
 Marcy Binkley, Middle Tennessee State University
 Leslie Blix, Sam Houston State University
 Eva Blondeel, Ghent University
 Jeff Byrne, Emory University
 Jennifer Cainas, University of South Florida
 Benjamin Chapin, Virginia Commonwealth University
 Jennifer Chen, Brigham Young University–Hawaii
 Gia Chevis, Baylor University
 Charles Cho, York University
 Soohyun Cho, Rutgers, The State University of New Jersey
 Kimberly Church, Missouri State University
 Victoria Clout, UNSW Sydney
 Ericka Costa, University of Trento
 Joshua Coyne, Texas Tech University
 Stephan Davenport, The University of Tennessee at Chattanooga
 Mark Dawkins, University of North Florida
 Michelle Diaz, Texas A&M University
 Amy Donnelly, University of Missouri–Kansas City
 Kevin Dow, The University of Texas at El Paso
 Dawna Drum, Western Washington University
 Dina El Mahdy, Morgan State University
 Tytti Elo, LUT University

Martin Fennema, Florida State University
Ryan Ferguson, Lakehead University
Timothy Fogarty, Case Western Reserve University
Jace Garrett, Clemson University
Alessandro Ghio, ESCP Business School
Louise Gorman, Trinity College Dublin
Karen Green, The University of Toledo
Tom Hall, University of Denver
Victoria Hansen, University of North Carolina Wilmington
Matt Hart, Texas Tech University
William Heninger, Brigham Young University
Kris Hoang, The University of Alabama
Travis Holt, Auburn University
Brian Huels, University of Wisconsin–Whitewater
Artur Hugon, Arizona State University
Devon Jefferson, Wake Forest University
J. Gregory Jenkins, Auburn University
John Keyser, Arizona State University
Ashley King, The University of Tennessee
Peter Kipp, University of North Texas
Kip Krumwiede, Virginia Commonwealth University
Tan Ming Kuang, Universitas Kristen Maranatha
Bradley Lang, Mississippi State University
Camillo Lento, Lakehead University
Mandy Lester, Texas State University
Mayer Chunzi Liang, University of Wisconsin–Whitewater
Peina Liu, Washington State University
Hugo A. Macias, Universidad de Medellín
Amanda Marino, San Diego State University
Sean McCarthy, University of Wisconsin–Milwaukee
Sarah McCoy, University of New Mexico
Christopher McCoy, Florida State University
Brigitte Muehlmann, Babson College
Christie Novak, Syracuse University
Joel Owens, Portland State University
Nadra Pencle, Ball State University
Stephen Perreault, Providence College
Jeffrey Pickerd, Brigham Young University
Lisa Powell, Monash University
Linda Ragland, University of New Hampshire
Linette Rayeski, King’s College
J. Kenneth Reynolds, Florida State University
Kristian Rotaru, Monash University
Maryam Safari, RMIT University
Kerri-Ann Sanderson, Bentley University
Mary Sasmaz, Case Western Reserve University
Assma Sawani, University of Colorado Colorado Springs
Juergen Sidgman, University of Alaska
Mason Snow, Utah Valley University
Angela Spencer, Oklahoma State University
Sarah Stein, Virginia Tech
Laura Swenson, University of Wisconsin–Milwaukee
Eileen Taylor, North Carolina State University
Edward Tello, Monash University

Meredith Tharapos, RMIT University
Wayne Thomas, The University of Oklahoma
Michael Turner, The University of Queensland
Shankar Venkataraman, Bentley University
Jeremy Vinson, Clemson University
Johannes Voshaar, University of Bremen
Jill Weber, University of Wisconsin–Whitewater
Candace Witherspoon, Valdosta State University
Han Yan, Fairfield University
Glen Young, Texas State University
Kristi Yuthas, Portland State University
Li Zhang, University of Illinois Urbana-Champaign