

Trends In Accounting-Education Publications By Authors From The United States Between 1966 And 2012

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Abstract

The purpose of this study is to chronicle the increased level of accounting research published in 14 accounting-education journals authored by accounting doctoral classes from 1966 through 2012. The data indicate that the increase in the number of graduates from our accounting doctoral programs positively associated with the growth in the number of accounting-education journals, the number of coauthor-adjusted accounting publications, the average number of coauthor-adjusted articles for each year group, and the level of coauthoring. We found that the increase in the number of AACSB accredited institutions positively associated with the increase in the number of authors who had an accounting education publication within 10 years after graduating. However, the increase in the number of AACSB accredited institutions negatively associated with the number of coauthor-adjusted articles over time and the average number of coauthor-adjusted articles for each year group. From a research perspective, these results challenge Fogarty and Markarian's finding about the accounting-education profession being in a state of decline.

Introduction

Dopuch (1989, pp. 3-4) noted that the ability to demonstrate how research findings are relevant to course content is an important factor in integrating research and teaching. Similarly, Demski and Zimmerman (2000, p. 51) note that faculty must be "intimately involved in producing and using research" if a "university is better off for our having been there." Wilson et al. (2008) take Dopuch's and Demski and Zimmerman's belief about faculty using their research a step further when they noted that we must incorporate our research into our teaching so that the two complement each other (pp. 109-110):

Research in general makes us into more enquiring individuals, more reflective practitioners, and assists our teaching by making us better scholars. Research does not, in itself, make things any better for our students unless it can be woven into our teaching practice so as to generate similar impacts upon our students. Those who have undertaken pedagogic research are likely to know and understand their students and latter's learning environment better than those who have not undertaken pedagogic research. As a result, the former are better equipped to impart non-pedagogic scholarship to their students, to make their students into reflective learners, and to help the weaker students achieve their educational goals.

However, Fogarty and Markarian (2007, p. 137) suggest the "rise and fall of accounting as a discipline" based in part on the decline in the number of accounting doctorates produced at 10-year intervals from 1982 through 2002. Fogarty and Markarian note that, unlike an overall increase (a slight decrease after 1992) for the marketing (finance) disciplines, the increase for the accounting discipline between 1982 and 1992 was relatively small and the decrease after 1992 was considerably sharper than for finance. If the data for accounting signal the "fall of accounting as a

discipline,” then this should be evident by an ever decreasing level of publications in accounting-education research. This decrease should concern accounting educators as Demski and Zimmerman’s belief suggests that such a decrease in research would be detrimental to our students’ learning environment. While numerous studies (Hasselback & Reinstein, 1995; Hasselback et al., 2000, 2003, 2011, 2012) provide data on the level of coauthoring and publications within year groups, none of these articles have tested these dimensions for changes over time in accounting-education literature. We examined the patterns in accounting-education publications for: the number of education journals, coauthor-adjusted articles, the level of coauthoring, publication differences among doctoral year groups (hereafter: year groups), and the number and percent in each year group who had an education publication within the first ten years of receiving their doctorate.

Our data indicate that the number of graduates from our accounting doctoral programs is positively associated with: the growth in the number of accounting-education journals, the number of coauthor-adjusted accounting publications, average number of coauthor-adjusted articles for each year group, and the level of coauthoring. Our data also indicate that the increase in the number of AACSB accredited institutions is positively associated with the increase in the number of authors who had an accounting education publication within 10 years after graduating, but is negatively associated with the number of coauthor-adjusted articles over time and the average number of coauthor-adjusted articles for each doctoral year group. While some of our findings are not surprising, our research provides empirical data for what were previously only anecdotal beliefs.

Literature Review

Journals and Publications

While there are nine journals that currently publish education research, three other journals ceased publication and two journals no longer publish accounting-education studies (Table 1). From 1947 to 1988, *The Accounting Review* not only functioned in its traditional role of financial accounting research but also as the American Accounting Association’s education journal. *The Accounting Review* published education papers in a separate section titled: Teacher’s Clinic between 1947 and 1970; at this point, the section included one-to-two page teaching notes. During this period, the length of the publications gradually grew to three-to-five page articles with an occasional article of six-to-ten pages. This growth may have been the impetus to retitle the section as ‘Education Research and Academic Notes’ from 1971 to 1974. The section was then retitled to ‘Education Research’ from 1975 to 1988. As the names imply, the focus became fewer teaching notes and more research articles as time passed. From 1980 to 1985, *The Accounting Review* published between eight and 14 education articles each year; from 1986 until 1988, it published a total of only ten education articles. *The Accounting Review* ceased publishing education articles in 1988, which was the third year of publication for *Issues in Accounting Education*.

The *International Journal of Accounting Education and Research* continued until 1993 when it was renamed *The International Journal of Accounting* with volume numbers sequentially following those of its predecessor journal. In addition to these two journals, three other education journals have ceased to be published. *Accounting Education: A Journal of Theory, Practice and Research* was published for two years; the name was changed to *Advances in Accounting Education*. *The Journal of Accounting Case Research* whose mission was to publish cases that could be used in education; eventually, this journal was merged into *Accounting Perspectives* (formerly *Canadian Accounting Perspectives*). Finally, *Accounting Perspectives*, which is the 14th accounting education journal (whose editor was James Hasselback), was published between 1995 and 2000.¹ This leads to our first research question:

RQ1: *What factor(s) has (have) influenced the growth in the number of accounting journals publishing-education studies?*

¹ The journal’s circulation was limited to the authors and no one kept a complete list of the contents of the journal (source: email from Hasselback). We were able to document the contents of five of the journal’s 12 issues – volumes 1 and 2 from Rebele et al. (1998 a & b) and the final issue from James Hasselback. The data for *Accounting Perspectives* was included in this research even though we only had the table of contents for five issues. After an extensive search that included over 200 emails, we have been unable to locate the missing seven issues.

Bernardi et al. (2008) compared the level of ethics research measured in coauthor-adjusted articles for the accounting, marketing and finance disciplines. These authors found that, while the level of ethics research in accounting and marketing disciplines steadily increased, the level of ethics research remained constant at a significantly lower level in the finance discipline. They attributed the differences they found among the three disciplines to several different factors. While none of the journals on accounting's Top-40 at that time indicated an interest in ethics research, the authors attribute the growth in accounting to a conference focusing on ethics research and the introduction of *Research on Accounting Ethics*. While the marketing discipline does not have a discipline-specific ethic journal, the marketing discipline's Top-40 list includes the *Journal of Business Ethics* and eight other journals that indicated an interest in ethics research (e.g., 22.5 percent of marketing's Top-40 list). For the finance discipline, the authors found no journals with an interest in ethics research in finance's Top-40 list of journals, no discipline-specific ethics journal and only one of the 300 sessions at the Financial Management Association's annual conference focused on ethics. This leads to the first part of our second research question:

RQ2a: *What factor (factors) associates (associate) with the level of accounting-education publications?*

Fogarty and Markarian (2007, p. 137) suggest the "rise and fall of accounting as a discipline." If this is the case, then the decline should be signaled by an ever decreasing level of accounting research in general, which Demski and Zimmerman believe would be detrimental to our students' learning environment. The second part of this research question can be stated:

RQ2b: *Does the pattern found in the level of accounting-education publications support Fogarty and Markarian's belief concerning the rise and fall of accounting as a discipline?*

Publication Differences among Doctoral Groups

Numerous studies (Hasselback & Reinstein, 1995; Hasselback et al., 2000, 2003, 2011, 2012) provide data on the level of coauthoring. For example, Hasselback et al.'s (2012) study examines publication data in the "Best 40" journals for accounting doctoral graduates between 1971 and 2005. These authors noted a steady increase in the average level of full-credit publications per year in these "Best 40" journals "from 0.09 for the 1971 to 0.29 for the 1998 graduates" (p. 951). While these authors provided the data, they did not comment on the increase in coauthor-adjusted article counts (i.e., the credit for coauthored articles are divided between/among the coauthors), which increased from 0.06 for the 1971 to 0.14 for the 1998 graduates. The slope of the trend line for full-credit articles (i.e., with no consideration for the number of coauthors) is nearly three times as steep as the one for coauthor-adjusted articles. Consequently, while the number of full-credit articles increased dramatically, the increase in the coauthor-adjusted articles suggests an increased level of coauthoring during this period. This leads to our third research question:

RQ3: *Does the level of coauthoring in accounting-education publications differ among doctoral year groups?*

When comparing the level of research productivity among various groups, research (Hasselback & Reinstein, 1995; Hasselback et al., 2000, 2003, 2011, 2012) has demonstrated the need to standardize the data for the number of graduates and the number of years since graduation for each year group. For example, when comparing the level of ethics research for the accounting, marketing and finance disciplines, Bernardi et al. (2008) noted substantial differences in the number of faculty members in each discipline. They resolved the faculty differences by standardizing for the number of faculty members in each discipline using the finance faculty level as the basis. Similarly, after standardizing for the number of graduates and the years since graduation, Hasselback et al. (2012) note an increasing trend in faculty research productivity for the year groups from 1971 through 2005 in accounting's Best-40 journals.

RQ4: *Does the level of accounting-education publications differ among year groups after standardizing for the number of graduates and the number of years since graduation?*

Chung et al. (1992) noted that a significant proportion of the total publications in an area are authored by a small group of people. Fogarty (2004) suggests that authors who are successful in the initial years after receiving their doctorate may be more motivated to continue/increase their research efforts. For example, of the top-ten authors between 1966 through 2011 in Zamojcin and Bernardi's (2013) study, six authors had published 50.8 percent of their total education articles within the first ten years of receiving their doctorate. To address one of Fogarty and Markarian's (2007) concerns, we also examine whether or not the level of accounting-education research is affected by decreasing doctoral year group sizes. This suggests the area of interest for our final research questions:

RQ5a: *Does the percent of graduates in a year group with at least one accounting-education publication in the first ten years since graduation change over time?*

RQ5b: *Does the percent of graduates in a year group with an accounting-education publication change over time?*

Methodology

Sample

To avoid introducing "substantial subjectivity into the analysis" (Cooley and Heck 2005, p. 51) in identifying education articles, this research was limited to journals with a primary focus on accounting education. We limited our search because all articles published in accounting-education journals deal with some aspect of education. However, if one ventures outside the realm of accounting-education journals into other accounting areas, one confronts the problem of what to count as an education article. Additionally, the practical question arises concerning how many journals of the thousands of available journals should be examined. The decision to limit the number of journals to a specific number is supported by prior research (Hasselback et al. 2012, 2003, 2000; Pickerd, 2011; Bernardi and Bean, 2010; Urbancic, 2009; Chan et al., 2007; Bernardi, 2005). Additionally, only four of the 131 journals (3.1 percent) of the journals listed in Cabell's (2001) *Directory of Publishing Opportunities in Accounting* list accounting education as a potential Manuscript Topic.²

The examination of education research was for the year groups between 1966 and 2011. Our sample includes PhDs and DBAs who graduated from accounting doctoral programs at institutions in the United States (Hasselback, 2012, p. xii). Our data do not include the proportionate share of any article authored by individuals without a PhD or DBA in accounting from an institution located in the United States and those with a PhD or DBA in accounting not teaching in the United States. However, the first publication for the graduates of 1966 occurred in 1969; consequently, our analysis will be for years 1969 through 2011.³

Search Procedures

Next, we identified education articles written by accounting doctorates between 1966 and 2012; to be consistent with prior research (Urbancic, 2009, p. 24), article counts do not include:

Comments and Replies to the Forum Papers, Conference Reports, and Postcards from the Podium in AE; Point/Counterpoint Replies and Rebuttals in IAE; and Beta Alpha Psi Award Winning Manuscripts in JAE. For all journals, Book/Literature and Software Reviews are also excluded from the study.

² Our decision could also be justified by the author's/authors' initial intention when writing an education piece; the author(s) probably identified specific education journals as their targeted outlets – especially if these journals had been rated in a Hasselback et al. Top-40 list (i.e., the *Journal of Accounting Education, Issues in Accounting Education*, and the *Accounting Educators' Journal*).

³ While we did not include year groups prior to 1966, individuals from these year groups authored only 83.4 of the 2,296.1 (3.6 percent) coauthor-adjusted articles we identified (i.e., the grand total in Table 2: 2,212.7 plus 83.4).

We also did not include editorial introductions to issues. The “Alphabetical by Individual” section at the end of Hasselback’s (2012, 215-413) *Accounting Faculty Directory* was our initial source of information for initially identifying accounting authors and was also used for an author’s degree. After the initial identification and classification, the authors subsequently reviewed the classification for validation purposes, which resolved all differences.

After checking all of the 14 journals’ tables of contents, there were authors who were not listed in Hasselback’s (2012) directory. We attempted to determine their current status and qualifications using a variety of procedures from recent articles written by the same author indicating the author’s current institution, using Brigham Young University’s (2013) Research web page, web searches using combinations of the author’s name and the word accounting as part of a Google search. We searched for the 1,002 authors we could not locate using the information from either Hasselback (2012) or Brigham Young University’s website by looking in prior Hasselback volumes. The procedure started to search for authors three directories before the date of publication, the directory for the year of publication, and for ten directories after the year of publication.

Variables

The data in Table 1 indicate the number and lives of the 14 journals we used in this research. As a variable, journal represents the number of journals that were active in each of the 47 years of our study whether or not they published any articles in that year; for example, a journal might have had an editor change that precluded an edition in a given year. For example, this variable takes on values from one (1969 through 1970) through nine (2006 through 2011).

The alternatives for assigning article credit included either full-credit articles or coauthor-adjusted articles. Full-credit article count gives each author on an article “full credit” for the authorship regardless of the number of authors. Coauthor-adjusted article count adjusts the article’s credit for the number of authors. For example, if an article had two (three) authors, each author would receive one-half (one-third) credit. In this study, we use coauthor-adjusted credit as our variable of interest.

The sum of the number of PhD/DBA graduates came from Hasselback’s directories (Hasselback, 2012). As the final count of the 2012 graduates has not been posted, we had to limit our data set to 1966 through 2011. We recognize the inherent problem using the number of graduates as this number does not necessarily indicate the number of accounting researchers at any given time because retirees are ignored. However, because we lack the precise number of publishing graduates (i.e., not only those in education but in other journals) in each year group, we made the assumption that the number of publishing graduates varies as a function of the size of each year group. We based this assumption on the data Hasselback et al. (2003) and Bernardi (2005).⁴

We obtained data on the number and initial-accreditation date for the AACSB accredited institutions in the United States from Hasselback’s 2012 *Directory*. The data in Exhibit 1 display the growth in accounting doctorates (Panel A) and AACSB accredited institutions in the United States during the period of our study. As Panel C indicates, the growth in the number of accounting doctorates enabled an ever increasing number of institutions ($p < 0.000$) to obtain AACSB accreditation. We point this out because we attempt to determine if the sum of the number of accounting doctorates and/or AACSB accreditation associate with the data we found during our analysis. Consequently, with an adjusted R^2 of .953, these two variables are nearly surrogates for each other.

⁴ We examined this assumption using univariate regression models for Hasselback et al.’s (2003, p. 103) (Bernardi’s, 2005) data for the number of authors in each year group for accounting’s Top-40 journals data (14 business-ethics journals). For both models, the data indicate that the number of graduates in each year group significantly associated ($p < 0.000$) with the number of authors in each year group; the model for Hasselback et al.’s (Bernardi’s) explained 80.5 (64.9) percent of the variation (adjusted R^2). As Hasselback et al.’s data represent a larger and more diverse group of journals with respect to their focus (i.e., not just education or business-ethics), it is not surprising that the adjusted R^2 is higher for their data than for Bernardi’s data. Consequently, we believe that using the number of graduates in each year group is a reasonable surrogate for the number of publishing authors in each year group.

Trends in Accounting-Education Publications

Overview

The data in Table 2 chronicle the level of coauthor-adjusted publications in the 14 journals (Table 1) that published accounting-education articles. There was a gradual increase in the level of publications between 1966 and 1977; during this period, the increase was primarily due to *The Accounting Review*'s increased commitment to education studies. However, education publications in both *The Accounting Review* and *International Journal of Accounting Education and Research* decreased in between 1978 and 1982. The period between 1983 and 1988 saw the introduction of three journals; each of these new journals increased the level of accounting-education publications. Another significant increase in the level of accounting-education publications occurred from 1995 through 1998 when three additional journals were introduced. While three were introduced, *Accounting Education: A Journal of Theory, Practice and Research* was only published for two years and was replaced by *Advances in Accounting Education*. While four new journals were introduced from 1999 to the present, the *Journal of Accounting Case Research* and the original *Accounting Perspectives* (Table 1: 1996-2000) ceased publication.

When coauthor-adjusting article counts, each coauthor is assigned an equal proportion of the credit for a given paper (e.g., $1/[\text{number of authors}]$). The data in Table 2 show the sum coauthor-adjusted articles in accounting-education journals for only those authors teaching in the United States who graduated from an accounting PhD/DBA program located in the United States. The data in Table 2 do not include the proportionate share of any article authored by individuals without a PhD or DBA in accounting from an institution located in the United States or those doctorates not teaching in the United States. Consequently, the values can take on fractions of articles; for example, *The Accounting Review* published a total of 177.1 coauthor-adjusted accounting education articles.

Increase in Education Publications

The data in Panel A of Exhibit 2 depict the growth in the number of journals publishing accounting-education studies (RQ1). On average, the data indicate that, over the 43 years of this study (e.g., 1969 through 2011), the number of journals increased by one every 4.8 years (43/9). Panel B shows the regression model for the number of journals. It indicates that the sum of graduates from our accounting PhD/DBA programs was significant ($p < 0.000$) and explained 94.9 percent of the variation (adjusted R^2). As the number of graduates increased (Hasselback's website), the number of accounting-education journals increased.

The data in Panel C of Exhibit 2 show the increase in the number of coauthor-adjusted publications in accounting education (RQ2). Panel D shows that the regression model for the number of coauthor-adjusted articles indicates that the sum of graduates from our accounting PhD/DBA programs was significant ($p < 0.000$) and explained 70.4 percent of the variation (partial adjusted R^2). The growth in the number of AACSB accredited institutions was also significant ($p < 0.000$) and explained 13.3 percent of the variation (partial adjusted R^2). As the number of graduates (AACSB accredited schools) increased, the number of coauthor-adjusted publications in accounting-education journals increased (decreased).

Differences among Year-Groups

In this section of the analysis, we examine differences among year groups for those classes that had at least ten years after graduating (i.e., a sufficient period for publications to occur). This criterion further reduced our data set to graduating classes from 1966 through 2002 (e.g., 37 years). In the first part of this section, we examine the differences in the level of coauthoring among year groups (RQ3). In the second part of this section, we examine the differences in the level of coauthor-adjusted articles among the year groups (RQ4). In the third part of this section, we examine the differences in the number of authors from each year group who published an accounting education article within the first ten years after receiving their doctorate (RQ5).

Level of Coauthoring by Year Group

We computed the average number of coauthors by dividing one by the average number of coauthor-adjusted articles for each year group (RQ3). The data in Panel A of Exhibit 3 show that the level of coauthoring has increased over time; for example, the class of 1969 (2002) had an average of 1.75 (2.26) authors. Panel B shows the regression model for the entire period from 1969 through 2011. The model indicates that the increase in the number of coauthors per year significantly ($p < 0.000$) associated with the sum of graduates from our accounting PhD/DBA programs and explains 62.3 percent of the variation (adjusted R^2).

Coauthor-Adjusted Articles by Year Group

The data in Panel A of Exhibit 4 show the number of coauthor-adjusted articles for each year group. Given the size differences in year groups, the data in Panel B show the number of coauthor-adjusted-article data in Panel A standardized by the number of graduates in each year group in Panel A. In Panel C, we standardized the coauthor-adjusted-article data from Panel B for the number of years each year group had to publish after graduating (e.g., a second standardization). For example, while the class of 1966 had 47 years, the class of 2002 had only ten years. The data indicate suggest that the later year groups published a higher number of articles after considering both class size and available time. Panel D shows the regression model for the number of standardized articles in Panel C for each year group (RQ4). The regression model in Panel D indicates that the sum of graduates from our accounting PhD/DBA programs was significant ($p < 0.000$) and explained 38.0 percent of the variation (partial adjusted R^2). The growth in the number of AACSB accredited institutions was also significant ($p = 0.003$) and explained 12.6 percent of the variation (partial adjusted R^2). As the number of graduates (AACSB accredited schools) increased, the average number of standardized coauthor-adjusted publications in accounting-education journals for each year group increased (decreased).

Publications since Graduation

The data in Panel A of Exhibit 5 show the number of authors in each year group who have an education within the first 10 year of graduating (RQ5a) appears to associate with the total number of graduates in each year group Panel A of Exhibit 3. Given the size differences in year groups, the data in Panel B show the number authors in Panel A standardized by the number of graduates in each year group. In Panel C, we standardized the author data from Panel B for the number of years each year group had to publish after graduating (e.g., a second standardization). Panel D shows the regression model for the number of standardized authors in Panel C for each year group. The model indicates that, as the number of AACSB accredited schools increased, the number of authors with a publication within the first 10 year of graduating for each year group increased ($p < 0.000$). The model explained 91.8 percent of the variation (adjusted R^2).

The data in Panel A of Exhibit 6 show the number of authors in each year group (RQ5b); each author is only counted once (i.e., a very productive author still only counts as one). Similar to the procedures from Exhibit 5, we standardize the number authors in Panel A by the number of graduates in each year group in Panel B and by the number of graduates number and years each year group had to publish after graduating (in Panel C). Panel D shows the regression model for the number of standardized authors in Panel C for each year group. The regression model in Panel D for the number of standardized authors in Panel C indicates that, as the number of AACSB accredited schools increased, the number of authors in each year group increased ($p < 0.000$). The model explained 86.8 percent of the variation (adjusted R^2).

Additional Analysis

Overview

During our analysis, we found two issues that should be addressed. The first concerns whether one journal could influence our findings with respect to the increase in the level of coauthoring by year group (Exhibits 3 and 4). For the second, we examined the difference between the actual number of articles (i.e., raw data count) and the number of coauthor-adjusted publications. For these concerns, our methodology included only the data for coauthor-adjusted article counts for those authors teaching in the United States who graduated from an accounting PhD/DBA program located in the United States.

Journal Influence

One of the concerns about our finding on coauthoring is that one or two journals might be influencing our findings. To address the concern about one journal unduly influencing our findings, we analyzed the level of coauthoring in our top-six education journals (e.g., a total of 1,886 coauthor-adjusted articles) that had been published for at least 10 years during the period we analyzed in Exhibit 3: *The Accounting Review* (177.1 CAA – 9.4 percent [177.1 CAA/1,886 CAA]), *the Journal of Accounting Education* (564.5 CAA – 29.9 percent), *Issues in Accounting Education* (687.3 CAA - 36.5 percent), *the Accounting Educators' Journal* (216.9 CAA – 11.5 percent), *the Journal of Accounting Case Research* (139.9 CAA - 7.4 percent) and *Accounting Education: An International Journal* (100.3 CAA - 5.3 percent).

The data Exhibit 7 indicate the level of coauthoring for each of these six journals. There are two distinct patterns evident in the data. The level of coauthoring in the *Accounting Education: An International Journal* (Panel A) has steadily decreased since it was initially published in 1993. However, the pattern and the level of coauthoring in *The Accounting Review* (Panel B), *the Journal of Accounting Education* (Panel C), *Issues in Accounting Education* (Panel D), *the Accounting Educators' Journal* (Panel E), and *the Journal of Accounting Case Research* (Panel F) have steadily increased over the period of their publication. Consequently, our data do not indicate a significant influence by any one journal; rather, the data in Exhibit 7 indicate an overall trend of increased coauthoring.

Actual Versus Coauthor-Adjusted Articles

The data in Exhibit 8 show the differences between the actual number of articles authored/coauthored by accounting PhDs/DBAs from the United States and the corresponding coauthor-adjusted articles for each year. The dependent variable difference was computed for each year by subtracting the coauthor-adjusted articles from the actual number of articles; the difference has significantly increased over time ($p < 0.000$, adjusted $R^2 = 0.716$).⁵ Given the data in Exhibit 8, one could argue that the possible causes of this phenomenon include individuals without a PhD/DBA in accounting from an institution in the United States (i.e., PhDs/DBAs from other academic areas, accounting PhDs/DBAs from other countries, or individuals without a PhD/DBA) being brought on as coauthors. This would increase the publication count for their institution (i.e., faculty member with a publication); however, it would reduce the total number of coauthor-adjusted articles for accounting PhDs/DBAs from United States.

DISCUSSION

This research contributes to the literature by presenting the trends in accounting-education research. During the period from 1966 through 2011, the number of graduates from accounting PhD/DBA programs in the United States increased from 566 to 7,530 PhDs/DBAs (i.e., approximately a 13-fold increase). Similarly, the same period saw the number of AACSB institutions in the United States increase from 117 to 494 institutions (Hasselback, 2011) (i.e., approximately a four-fold increase). We believe the data suggest that the increase in accounting doctorates enabled additional schools to seek and attain AACSB accreditation.⁶ Both AACSB accreditation and the sum of our graduates were associated with the growth in the number of coauthor-adjusted articles and the average number of coauthor-adjusted articles by year groups. The sum of our graduates also associated with the number of coauthor-adjusted articles by year.

Prior studies have chronicled the growth in accounting research in Top-40 journals (Hasselback et al., 2012, 2003, 2000; Bernardi et al., 2008). Bernardi et al. note that while the level of ethics research in accounting and marketing has been steadily increasing over a period of 20 years indicating a growing interest in the area of ethics, the level of ethics research in finance has remained at the same introductory level for the same 20-year period indicating a lack of interest in ethics research. As suggested by Fogarty and Markarian (2007, p. 137), the raw data in Panel A of Exhibits 5 through 7 appear to indicate the “rise and fall of accounting as a discipline” whose time has passed having reached it zenith in the mid-to-late 1980s and now is on the down turn. However, after standardizing by the

⁵ The data for coauthoring whether it is for year groups or for calendar years reflect identical trends.

⁶ We acknowledge that this association brings to mind the “chicken-or-the-egg” debate. However, we doubt that AACSB asked the leaders of our doctoral programs in accounting to increase their production.

number of graduates and the time since graduation, the data in Panel C of Exhibits 5 through 7 suggest an ever growing academy that challenges Fogarty and Markarian's concerns. Given the increasing level of publications in Exhibit 2 and level of coauthoring evident in Exhibit 3, it appears that the current professorate is using the economies of scale with respect to authors' talents to achieve a synergy in publishing. The data should be important to senior faculty and/or deans as it implies methods for them to suggest when developing roadmaps for attaining tenure and promotion for new faculty members. It would also be of interest to those colleagues wishing to study the history of the evolution our academy as it chronicles our academic growth in the area of education research.

While some of our findings are not surprising, we provide empirical data for what previously were only anecdotal beliefs. More important are the implications of our findings; for example, the number of accounting PhDs/DBAs being highly correlated with the number of AACSB accredited schools. Having attained a level of approximately 500 AACSB accredited schools of the approximately 900 institutions located in the United States and listed in Hasselback's Directory (2012, pp. 1-166), how does AACSB confront the diminishing output of accounting's traditional PhD/DBA programs (i.e., replacing retiring classes of 200 with new classes of just over 100)? Maintaining the old PhD/DBA the coverage requirements (i.e., proportion of academically qualified faculty that are required to maintain AACSB-accredited status) would dictate denying reaccreditation to many schools over time – perhaps nearly half of the accredited schools. In its next-to-latest standards for publications, AACSB responded by extending the academically qualified designation to individuals without a PhD/DBA and a bridge program for PhDs/DBAs from other disciplines (i.e., mostly economics and mathematics) faculty as an avenue for many schools to maintain their accreditation or to become accredited. Consequently, the average number of co-authors on an education paper increasing over time could be attributed to coauthoring with faculty members who hold a PhD/DBA other than in accounting. These possibilities are especially relevant at AACSB-accredited schools where there is greater pressure for faculty to be academically qualified and/or by the higher publication requirements for tenure.

In its latest standard for publications, AACSB changed the designations to scholarly academic (SA) and scholarly practitioner and added such activities as editorships, service on editorial boards as well as leadership positions in recognized academic societies. AACSB's New Standard 15 also contains the point that:

For SA and PA status, the less related faculty members' doctoral degrees are to their fields of teaching, the more they must demonstrate higher levels of sustained substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching and their contributions to other mission components.

Using the example of three PhDs/DBAs (one each in accounting, economics, and mathematics), if the accounting PhD/DBA needed two publications to maintain his/her status as SA, the economics (mathematics) PhD/DBA might require four or five (six or seven) publications to maintain his/her status. While the level of increased additional course work had been specified in the old standards for doctorates not in the primary area of business, additional publications had not been specified. Absent from the intellectual contributions in new standards are: proceedings from scholarly meetings, papers presented at academic meetings, faculty research seminars, and book reviews. We believe the absence of these outcomes signals a stiffening of the items that can be counted as intellectual contributions.

Our interpretation for SA faculty is that education publications would increase as these individuals see connections between their prior discipline of economics or mathematics and their new discipline of accounting. Similarly, our interpretation of the implications of Standard 2 would be that publications for PA designated faculty would increase in practice-oriented journals and at the expense of publications in other journals. We might expect to see PA faculty authoring more cases in education journals, which could be individually authored or coauthored, that support the subject matter they are responsible for delivering. In either case, one might posit the tendency towards coauthoring to increase as synergies of research and thoughts begin to emerge.

Our research reports two encouraging trends. The first of these trends is the increase in the publication records over time after standardizing for the number of graduates and the time to publish (Exhibit 5). For example, the yearly average of .017 coauthor-adjusted articles of the last five year groups (i.e., 1998 through 2002) is 3.4 times the

yearly average of .005 coauthor-adjusted articles of the first five year groups (i.e., 1966 through 1970). Second, the growth in the percent of graduates who publish an accounting-education study in the first ten years since graduating is also encouraging (Exhibit 6).

Several of the prior Hasselback studies indicate the level of coauthoring by year group; however, their findings were for Top-40 journals. Our research found that the level of coauthoring increased overtime in accounting-education journals for each new doctoral year group. The increase was positively associated with increase in the number of graduates from our doctoral programs. This increase in the propensity to coauthor suggests selecting coauthors with complementing talents; for example, one coauthor might like to research the literature, while the other coauthor is very statistically oriented. By combining their individual talents, they can become more efficient and productive authors. This trend could also be attributable to higher publication requirements for tenure especially at AACSB-accredited schools, where there is greater pressure for faculty to be academically qualified.

Many individuals have speculated that the increase in the level of publishing was due to additional schools seeking and attaining AACSB accreditation; however, this research indicates that the increase was positively associated with the sum of the number of graduates from our doctoral programs but negatively associated with the increase in the number of AACSB accredited institutions.

Finally, the research found that the number of authors with an accounting education article within the first 10 years of graduation was positively associated with the increase in the number of AACSB accredited institutions in the United States. One possible explanation for this finding is the increase in the number of teaching schools that have been accredited recently. Given AACSB emphasis on mission-driven publications, institutions with a teaching mission should be more accepting of education publications for tenure and promotion than institutions with a stronger emphasis on research.

There are three limitations of this research that should be noted. First, the data were compiled manually and author identification assumes that the data in Hasselback (2012) is correct. Second, the research only examined accounting's education journals and *Accounting Perspectives (The Accounting Review)*, which serves (served) as the Canadian (American) Accounting Association's education journal. This methodology would understate the contributions of authors who do not typically publish their research in accounting journals (Christensen et al., 2002) or in accounting journals other than those included in this research. The third limitation is that we confined our study to the accounting educational domain. A suggestion for research would be to use the data from this study and our prior study (Zamojcin and Bernardi, 2013), which provides the top-50 authors in several time periods, to consider the migration of "successful" authors from education to professional practice, from history to education, and other permutations.

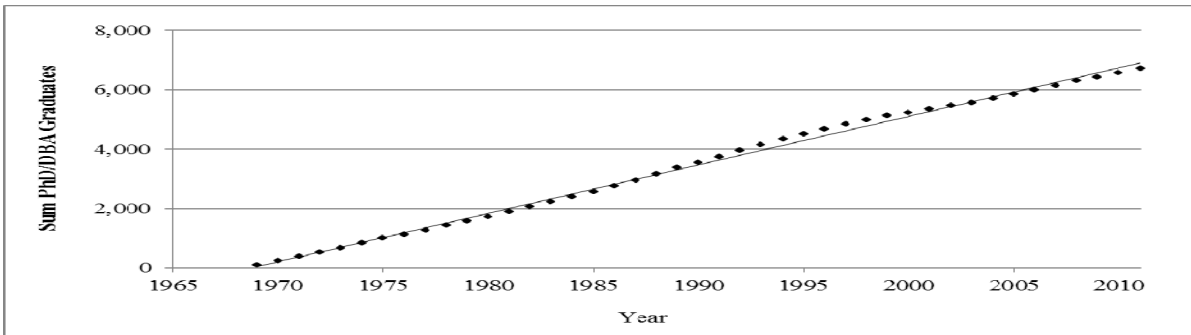
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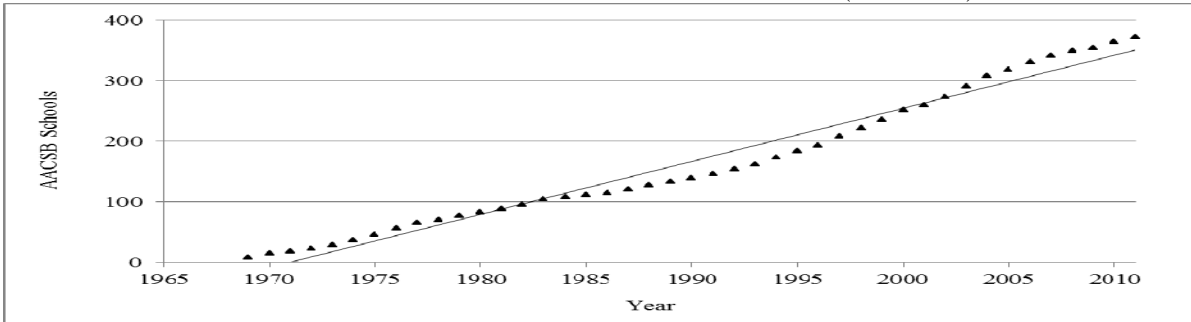
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EXHIBIT 1.
GROWTH IN THE NUMBER OF AACSB PHD/DBA GRADUATES AND ACCREDITED SCHOOLS

Panel A: Growth in the number of PhDs/DBAs in accounting (1969-2011)



Panel B: Growth in the number of AACSB accredited institutions in the USA (1969-2011)

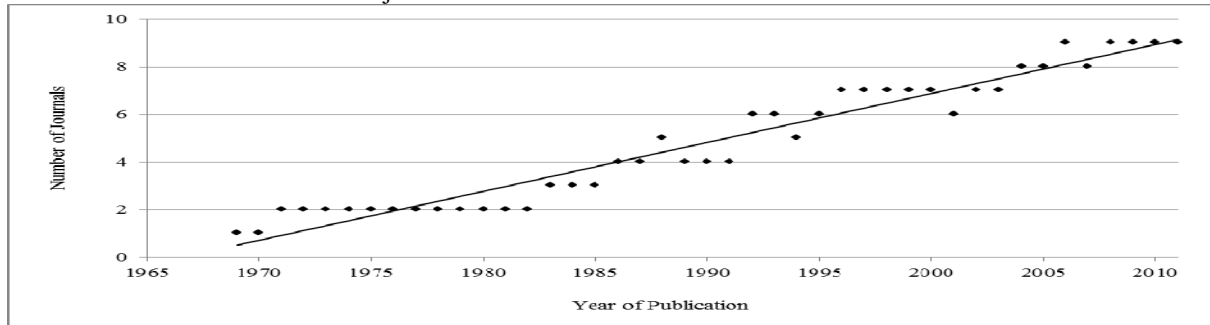


Panel C: Regression analysis for the number of AACSB accredited institutions in the United States from 1969 through 2011 (Panel B data)

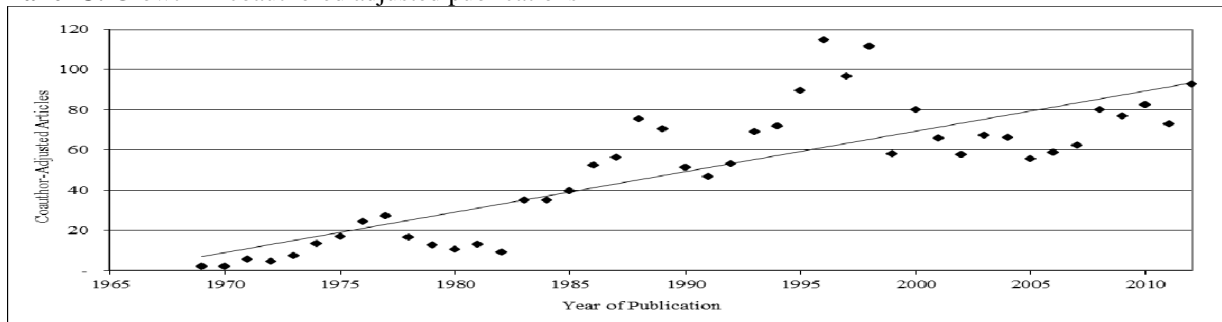
<u>Model</u>	<u>R²</u>	<u>Adjusted R²</u>		
Regression	0.955	0.953		
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>F Factor</u>	<u>Prob F</u>
Model	1	498,954.8	861.2	<0.000
Error	41	23,755.1		
Total	42	522,709.9		
<u>Term</u>	<u>Coefficient</u>	<u>T Stat</u>	<u>P-value</u>	
Intercept	-17.14	-2.36	0.023	
SumGrads	0.05	29.35	<0.000	

SumGrads Sum of the number of accounting PhD/DBA graduates to that point.

EXHIBIT 2
GROWTH IN ACCOUNTING-EDUCATION PUBLICATIONS AND JOURNALS

Panel A: Growth in the number of journals**Panel B:** Regression model for the growth in the number of journals (Panel A data)

<u>Model</u>	<u>R²</u>	<u>Adjusted R²</u>		
Regression	0.950	0.949		
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>F Factor</u>	<u>Prob F</u>
Model	1	279.7	279.7	<0.000
Error	41	14.8		
Total	42	294.5		
<u>Term</u>	<u>Coefficient</u>	<u>T Stat</u>	<u>P-value</u>	
Intercept	0.4530	2.50	0.017	
SumGrads	0.0013	27.84	<0.000	

Panel C: Growth in coauthored adjusted publications**Panel D:** Regression model for the growth in coauthored adjusted publications (Panel C data)

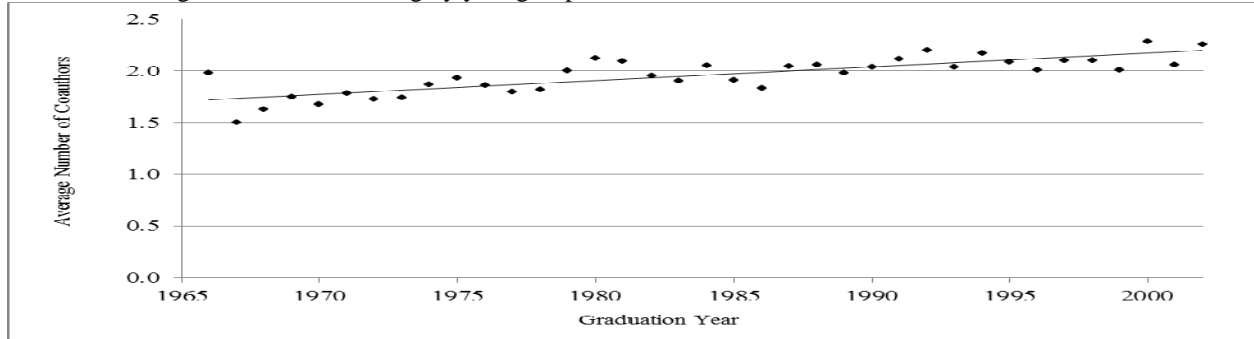
<u>Model</u>	<u>R²</u>	<u>Adjusted R²</u>		
Regression	0.845	0.837		
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>F Factor</u>	<u>Prob F</u>
Model	2	35,842.2	111.6	<0.000
Error	40	6,581.6		
Total	42	42,423.8		
<u>Term</u>	<u>Coefficient</u>	<u>T Stat</u>	<u>P-value</u>	<u>Part Adj R²</u>
Intercept	-3.30	- 0.81	0.421	na
SumGrads	0.04	8.60	<0.000	0.704
AACSB	-0.50	- 5.95	<0.000	0.133

SumGrads Sum of the number of accounting PhD/DBA graduates to that point.

AACSB Cumulative number of AACSB accredited institutions beginning in 1966.

EXHIBIT 3
INCREASE IN THE LEVEL OF COAUTHORING BY YEAR GROUP

Panel A: Average level of coauthoring by year group



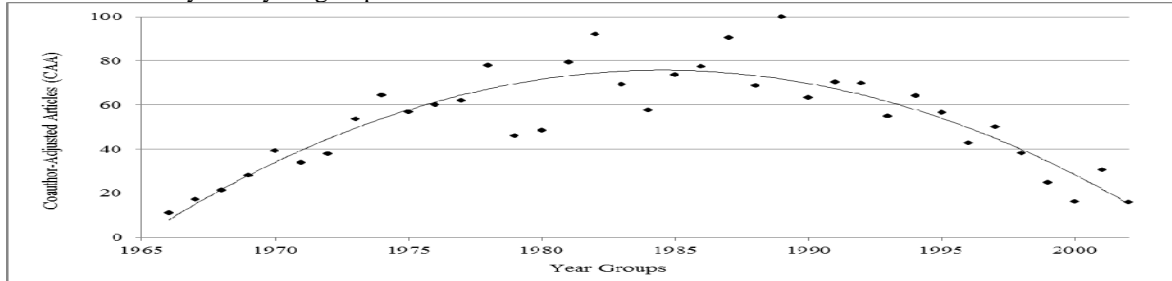
Panel B: Regression model for the average level of coauthoring for year groups 1966 through 2002 (Panel A data)

<u>Model</u>	<u>R²</u>	<u>Adjusted R²</u>		
Regression	0.633	0.623		
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>F Factor</u>	<u>Prob F</u>
Model	1	0.718	60.4	<0.000
Error	35	0.416		
Total	36	1.134		
<u>Term</u>	<u>Coefficient</u>	<u>T Stat</u>	<u>P-value</u>	
Intercept	1.741	52.26	<0.000	
SumGrads	0.001	7.77	<0.000	

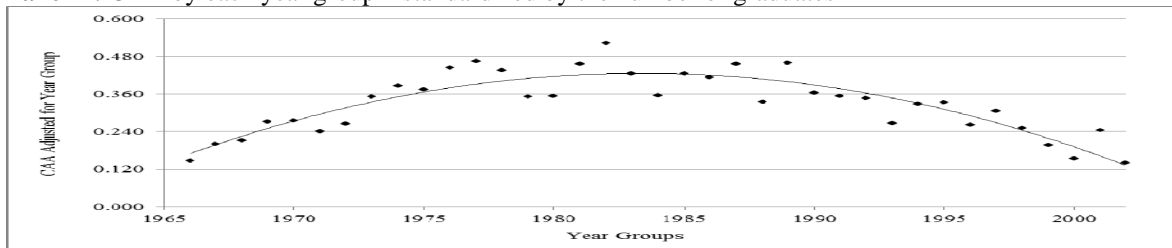
SumGrads Sum of the number of accounting PhD/DBA graduates to that point.

EXHIBIT 4
COAUTHOR-ADJUSTED ARTICLES BY YEAR GROUP

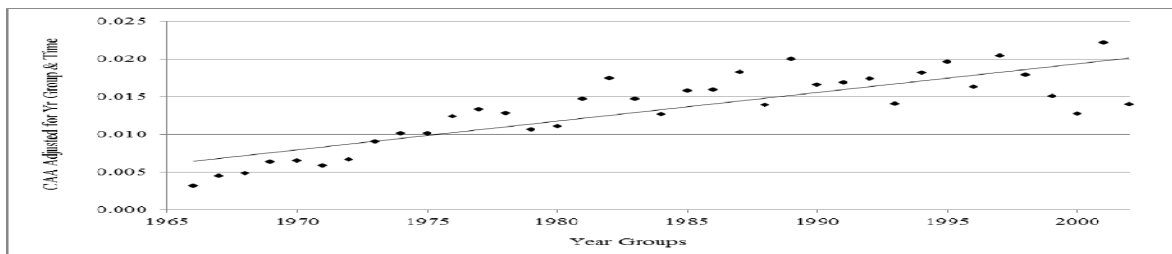
Panel A: CAA by each year group – raw data



Panel B: CAA by each year group – standardized by the number of graduates



Panel C: CAA by each year group – standardized by the number of graduates and years since graduation



Panel D: Regression model for the CAA standardized by the number of graduates and years since graduation (Panel C data)

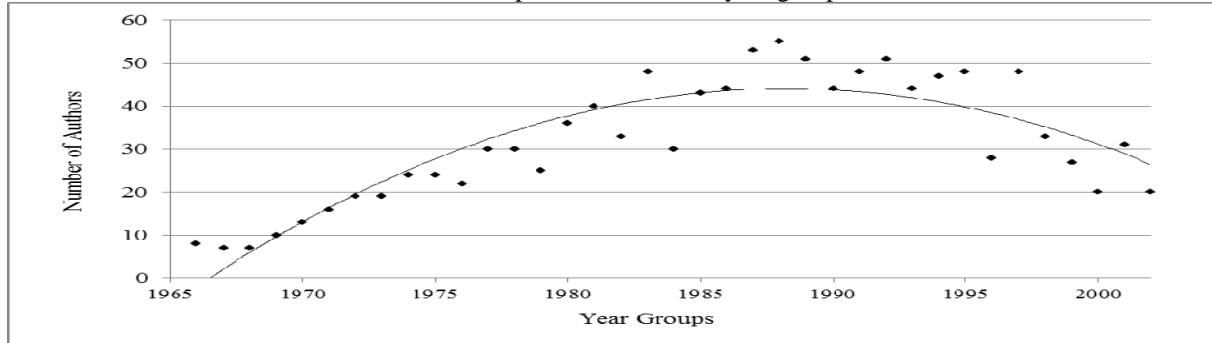
<u>Model</u>	<u>R²</u>	<u>Adjusted R²</u>		
Regression	0.533	0.506		
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>F Factor</u>	<u>Prob F</u>
Model	2	0.189	19.4	<0.000
Error	34	0.165		
Total	36	0.354		
<u>Term</u>	<u>Coefficient</u>	<u>T Stat</u>	<u>P-value</u>	<u>Part Adj R²</u>
Intercept	0.0714	1.36	0.182	na
SumGrads	0.0020	6.01	<0.000	0.380
AACSB	-0.0005	-3.15	0.003	0.126

SumGrads Sum of the number of accounting PhD/DBA graduates to that point.

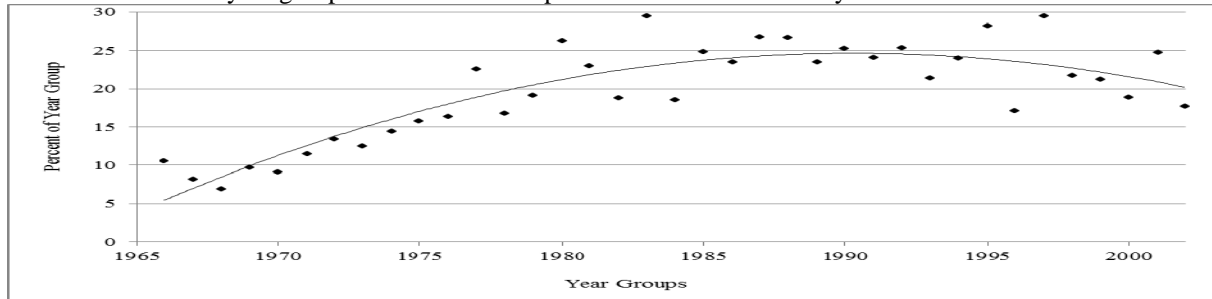
AACSB Cumulative number of AACSB accredited institutions beginning in 1966.

EXHIBIT 5
NUMBER OF INDIVIDUALS WHO AUTHORED/COAUTHORED AN ARTICLE
WITHIN THE FIRST TEN YEARS OF GRADUATION

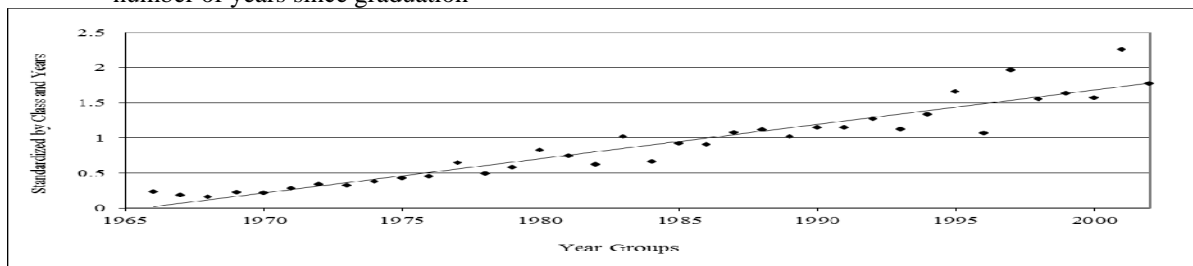
Panel A: Number of authors with an education publication in each year group



Panel B: Percent of year group with an education publication within first ten years of doctorate



Panel C: Percent of year group with an education publication within first ten years of doctorate standardized for the number of years since graduation



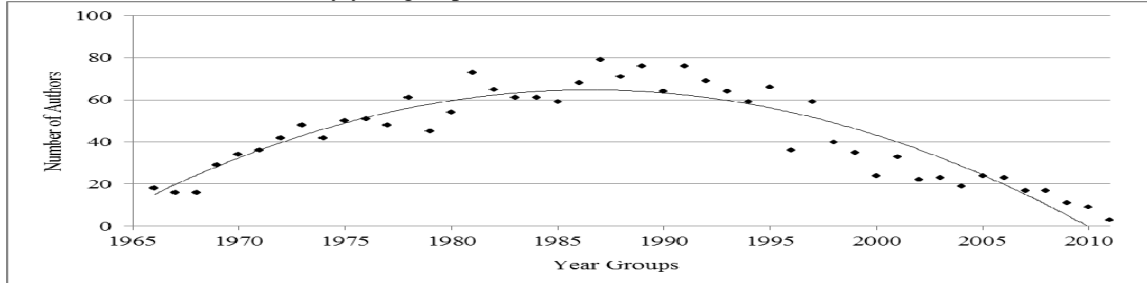
Panel D: Regression model for the percent of year group with an education publication within first ten years of doctorate standardized for the number of years since graduation (Panel C data)

<u>Model</u>	<u>R²</u>	<u>Adjusted R²</u>		
Regression	0.920	0.918		
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>F Factor</u>	<u>Prob F</u>
Model	1	10.1	402.0	<0.000
Error	35	0.9		
Total	36	11.0		
<u>Term</u>	<u>Coefficient</u>	<u>T Stat</u>	<u>P-value</u>	
Intercept	0.081	1.67	0.105	
AACSB	0.007	20.05	<0.000	

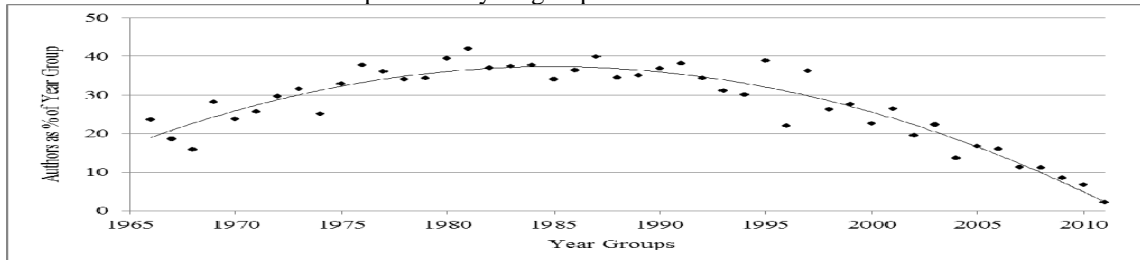
AACSB Cumulative number of AACSB accredited institutions beginning in 1966.

EXHIBIT 6
AUTHORS BY YEAR GROUP

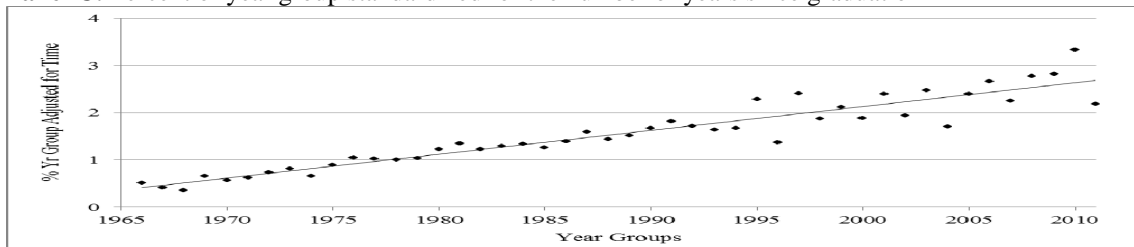
Panel A: Number of authors by year group



Panel B: Number of authors as a percent of year group



Panel C: Percent of year group standardized for the number of years since graduation



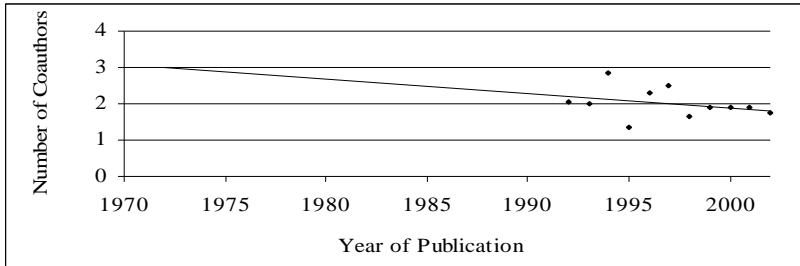
Panel D: Regression model for the percent of year group standardized for the number of years since graduation (Panel C data)

<u>Model</u>	<u>R²</u>	<u>Adjusted R²</u>		
Regression	0.871	0.868		
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>F Factor</u>	<u>Prob F</u>
Model	1	20.3	296.5	<0.000
Error	44	3.0		
Total	45	23.3		
<u>Term</u>	<u>Coefficient</u>	<u>T Stat</u>	<u>P-value</u>	
Intercept	-0.110	-1.06	0.296	
AACSB	0.006	17.22	<0.000	

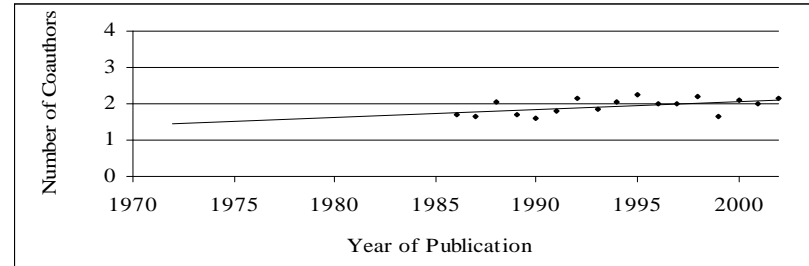
AACSB Cumulative number of AACSB accredited institutions beginning in 1966.

EXHIBIT 7
A COMPARISON OF THE LEVEL OF COAUTHORING AMONG THE TOP SIX JOURNALS

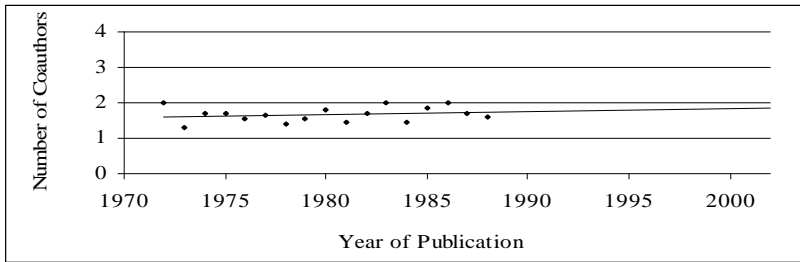
Panel A: *Accounting Education: An International Journal*



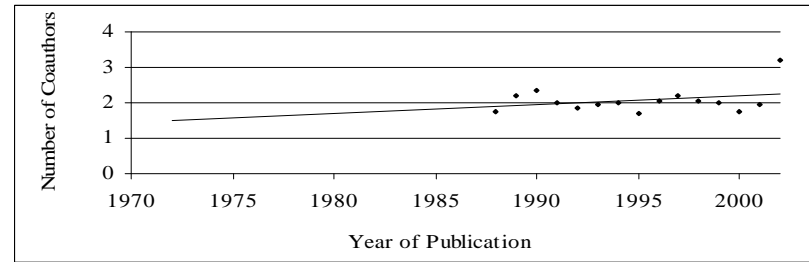
Panel D: *Issues in Accounting Education*



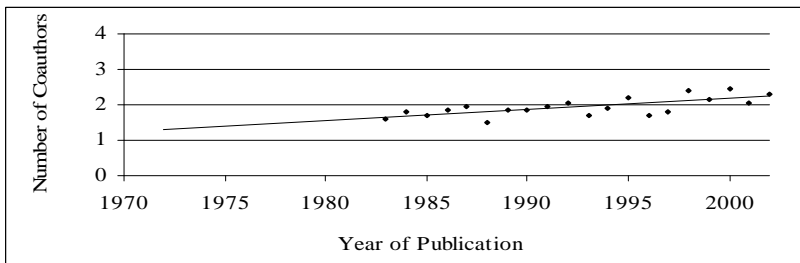
Panel B: *The Accounting Review*



Panel E: *Accounting Educators' Journal*



Panel C: *Journal of Accounting Education*



Panel F: *Journal of Accounting Case Research*

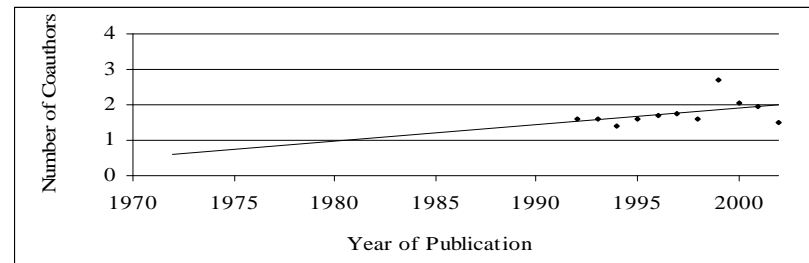
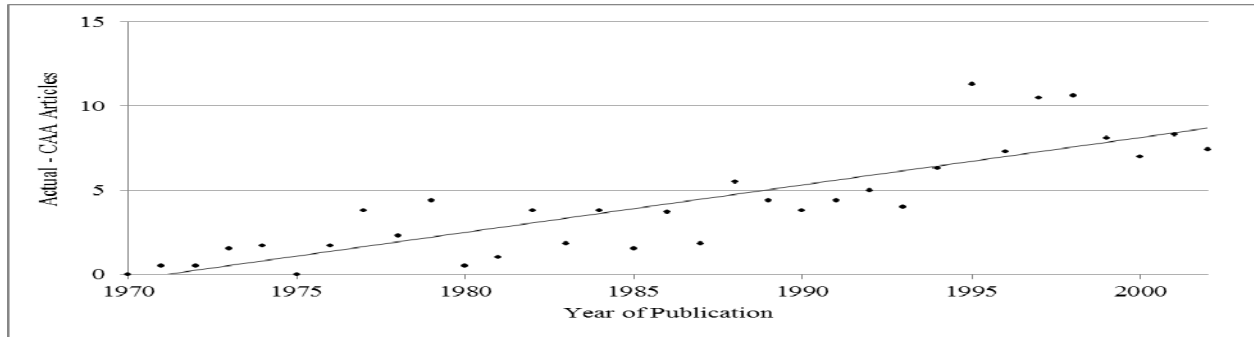


EXHIBIT 8
DIFFERENCE BETWEEN THE ACTUAL NUMBER OF ARTICLES
AND THE COAUTHOR-ADJUSTED NUMBER OF ARTICLES BY YEAR

Panel A: Differences between the number of actual and CAA articles**Panel B:** Regression model for the differences between the number of actual and CAA articles (Panel A data)

<u>Model</u>	<u>R²</u>	<u>Adjusted R²</u>		
Regression	0.725	0.716		
<u>Source</u>	<u>DF</u>	<u>Sum of Squares</u>	<u>F Factor</u>	<u>Prob F</u>
Model	1	237.3	81.7	<0.000
Error	31	90.0		
Total	32	327.3		
<u>Term</u>	<u>Coefficient</u>	<u>T Stat</u>	<u>P-value</u>	
Intercept	-0.32	-0.54	0.587	
Time	0.28	9.04	<0.000	

Time: Coded from zero (1970) through 32 (2002)

TABLE 1
JOURNALS PUBLISHING ACCOUNTING-EDUCATION STUDIES

Journal	Publication Period
1. <i>International Journal of Accounting Education and Research</i> *	1966-1993
2. <i>The Accounting Review</i> **	1971-1988
3. <i>Journal of Accounting Education</i>	1983-Present
4. <i>Issues in Accounting Education</i>	1986-Present
5. <i>Accounting Educators' Journal</i>	1988-Present
6. <i>Journal of Accounting Case Research</i>	1991-2006
7. <i>Accounting Education: An International Journal</i>	1992-Present
8. <i>Accounting Perspectives</i>	1995-2000
9. <i>Accounting Education: A Journal of Theory, Practice and Research</i>	1996-1997
10. <i>Advances in Accounting Education</i>	1998-Present
11. <i>Canadian Accounting Perspectives</i> (now <i>Accounting Perspectives</i>)	2002-Present
12. <i>Global Perspectives in Accounting Education</i>	2004-Present
13. <i>AIS Educator Journal</i>	2006-Present
14. <i>IMA Educational Case Journal</i>	2008-Present

* Retitled – *International Journal of Accounting*.
 ** Stopped publishing education papers after 1988.

TABLE 2
NUMBER OF COAUTHOR-ADJUSTED ARTICLES IN ACCOUNTING-EDUCATION JOURNALS

Year	IJAE&R	TAR	JAE	IAE	AEJ	JACR	AE:IJ	AP	AE:JPTR	AAE	CAP/AP	GPAAE	AIS-EJ	IMA-EJ	Total
1966	1.0	--	--	--	--	--	--	--	--	--	--	--	--	--	1.0
1967	1.5	--	--	--	--	--	--	--	--	--	--	--	--	--	1.5
1968	--	--	--	--	--	--	--	--	--	--	--	--	--	--	-
1969	2.0	--	--	--	--	--	--	--	--	--	--	--	--	--	2.0
1970	2.0	--	--	--	--	--	--	--	--	--	--	--	--	--	2.0
1971	2.5	3.0	--	--	--	--	--	--	--	--	--	--	--	--	5.5
1972	1.0	3.5	--	--	--	--	--	--	--	--	--	--	--	--	4.5
1973	2.7	4.8	--	--	--	--	--	--	--	--	--	--	--	--	7.5
1974	3.0	10.3	--	--	--	--	--	--	--	--	--	--	--	--	13.3
1975	1.5	15.5	--	--	--	--	--	--	--	--	--	--	--	--	17.0
1976	0.5	23.8	--	--	--	--	--	--	--	--	--	--	--	--	24.3
1977	3.0	24.2	--	--	--	--	--	--	--	--	--	--	--	--	27.2
1978	1.0	15.7	--	--	--	--	--	--	--	--	--	--	--	--	16.7
1979	2.0	10.6	--	--	--	--	--	--	--	--	--	--	--	--	12.6
1980	1.0	9.5	--	--	--	--	--	--	--	--	--	--	--	--	10.5
1981	--	13.0	--	--	--	--	--	--	--	--	--	--	--	--	13.0
1982	0.5	8.7	--	--	--	--	--	--	--	--	--	--	--	--	9.2
1983	--	7.0	28.2	--	--	--	--	--	--	--	--	--	--	--	35.2
1984	--	9.5	25.7	--	--	--	--	--	--	--	--	--	--	--	35.2
1985	0.5	8.0	31.0	--	--	--	--	--	--	--	--	--	--	--	39.5
1986	--	4.0	27.8	20.5	--	--	--	--	--	--	--	--	--	--	52.3
1987	2.0	3.5	24.7	26.0	--	--	--	--	--	--	--	--	--	--	56.2
1988	--	2.5	22.5	29.5	21.0	--	--	--	--	--	--	--	--	--	75.5
1989	--	--	21.5	33.3	15.8	--	--	--	--	--	--	--	--	--	70.6
1990	0.5	--	17.8	23.3	9.7	--	--	--	--	--	--	--	--	--	51.2
1991	1.0	--	14.4	22.7	8.5	--	--	--	--	--	--	--	--	--	46.6
1992	--	--	19.0	10.3	15.0	2.5	6.2	--	--	--	--	--	--	--	53.0
1993	1.2	--	17.0	25.8	14.0	9.0	2.0	--	--	--	--	--	--	--	69.0
1994	--	--	20.8	20.8	14.2	12.5	3.5	--	--	--	--	--	--	--	71.7
1995	--	--	22.8	19.0	18.0	14.3	4.8	10.8	--	--	--	--	--	--	89.7
1996	--	--	40.2	20.5	15.8	8.3	5.7	13.2	11.0	--	--	--	--	--	114.7
1997	--	--	27.0	29.8	18.2	9.2	2.0	MD	10.3	--	--	--	--	--	96.5
1998	--	--	24.3	50.3	11.7	11.7	3.0	MD	--	10.5	--	--	--	--	111.4
1999	--	--	16.1	27.8	4.0	5.9	4.2	MD	--	--	--	--	--	--	57.9
2000	--	--	20.7	25.6	4.0	10.3	2.1	MD/7.2	--	10.2	--	--	--	--	80.0
2001	--	--	11.2	20.8	5.7	14.2	6.0	--	--	7.9	--	--	--	--	65.7
2002	--	--	13.4	20.5	2.8	5.3	5.2	--	--	8.8	1.5	--	--	--	57.6
2003	--	--	14.4	22.2	0.3	8.7	5.0	--	--	15.5	1.0	--	--	--	67.1
2004	--	--	14.2	26.2	--	8.7	3.0	--	--	11.3	--	2.8	--	--	66.1
2005	--	--	11.7	13.2	0.3	6.5	6.2	--	--	11.2	0.5	5.8	--	--	55.4
2006	--	--	9.0	19.0	6.7	12.9	3.8	--	--	--	0.5	3.5	3.5	--	58.9
2007	--	--	10.0	28.9	3.3	--	3.3	--	--	10.5	2.8	2.5	1.0	--	62.3
2008	--	--	7.6	29.8	5.1	--	8.5	--	--	11.4	0.3	3.7	1.5	12.0	79.9
2009	--	--	11.5	26.0	6.5	--	6.0	--	--	10.0	1.1	5.0	2.5	8.3	76.9
2010	--	--	9.0	29.1	5.9	--	8.0	--	--	10.7	3.0	3.7	3.7	9.5	82.5
2011	--	--	13.3	26.7	7.8	--	5.5	--	--	6.2	3.6	2.5	2.0	5.5	73.0
2012	--	--	18.0	40.0	2.7	--	6.5	--	--	10.7	3.0	0.7	3.8	8.2	93.6
Total	30.3	177.1	564.5	687.3	216.9	139.9	100.3	31.2	21.3	134.8	17.3	30.2	18.0	43.6	2,212.7
Average	1.1	9.8	18.8	25.5	8.7	9.3	4.8	12.5	10.7	9.0	1.6	3.4	2.3	8.7	47.1

Average MD Average number of articles for the life of the journal

MD Missing Data for *Accounting Perspectives* for both issues of Volumes 3, 4 and 5 and for Volume 6 Issue 1.