

An Examination of the Status and Attributes of Chair Professorships in Accounting

Zabihollah Rezaee
The University of Memphis

Robert C. Elmore
Tennessee Technological University

David Spiceland
The University of Memphis

Abstract

Colleges and universities have shared in the economic growth of the stock market of the 1990s. Many top universities have seen large increases in their endowments. Accounting programs have also benefited from the increase in endowments, resulting in an increase in the numbers of chair professorships. The primary purposes of this study are to: (1) examine the nature and status of chair professorships in accounting; (2) determine objectives, criteria, benefits, and challenges of establishing chair professorships; and (3) establish benchmarks for assessing the credentials and qualifications necessary to obtain chair professorships in accounting. Results indicate that (1) the primary purpose of the chair professorship is academic prestige; (2) research is considered the most important objective; (3) although excellence in teaching is considered important, this is not always reflected in the time spent on that activity; (4) professional and academic service is considered an important part of the duties of the chair professors; and (5) the amount of time spent on teaching activities is less than that spent on research and service. The results of this study should improve accounting programs' ability to assess existing chair professorships or to establish such positions.

Data Availability: The survey data used in this study are available from the authors on request.

Introduction

To achieve academic excellence and continuously improve the quality of academic programs, colleges and universities nationwide strive to attract outstanding scholars to their faculties. An effective approach is to supplement compensation packages with additional funds for equipment, travel, research facilities, and secretarial support through establishing chair professorships. Colleges and universities, bolstered by the economic growth in the stock market of the 1990s increased the number of their chair professorships. The last decade has witnessed a significant increase in the number of chair professorships in accounting including both endowed and non-endowed chairs and professorships.

A number of studies (e.g., Hull and Wright 1990; Jacobs et al. 1986; Hasselback and Reinstein 1995; Hasselback et al. 2001) examine faculty research productivity, teaching performance, and professional service involvement in achieving academic excellence and in developing benchmarks for hiring, tenure, promotion, performance measures, and academic program assessment. Many schools have established chair professorships to hasten the achievement of academic excellence and to obtain national recognition, yet no study has examined the nature, purposes, and characteristics of these chair professorships. Thus, the primary purposes of this study are to (1) examine the nature and status of chair professorships in accounting; (2) determine objectives, criteria, benefits, and challenges of establishing chair professorships; and (3) establish benchmarks for assessing the credentials and qualifications necessary to obtain chair professorships. These objectives are achieved using a survey of the entire population of chair professors in accounting in the United States. Insights and views of chairholders on chair professorships should be useful to universities that reexamine their chair professorships or try to establish such positions.

Prior Research

Numerous studies have examined academic research productivity and intellectual contributions of individual faculty members and their departments, colleges and institutions. Hull and Wright (1990) conclude that business schools in general and accounting programs in particular, gain national recognition and even international reputations through faculty publications. Jacobs et al. (1986) use research productivity in eight journals over a 13-year period (1972-84) to establish a ranking of doctoral programs. They state that the development of benchmarks to assess the research productivity of doctoral programs would benefit potential faculty and students. Cargile and Bublitz (1986) find evidence indicating faculty members perceive that research plays an important role in salary allocation decisions and is twice as important as teaching and five times as important as service in promotion and tenure decisions. Hasselback and Reinstein (1995) use both qualitative and quantitative measures to assess the publication records and research productivity of accounting faculty members at more than 700 institutions nationwide on the basis of 40 top academic and practitioners journals. They concluded that (1) in more than 37 percent of schools, faculty members had no publications in any of the 40 journals, and (2) larger doctoral institutions dominated the highest rankings in terms of number of articles published.

Most recently, Hasselback, Reinstein, and Schwan (2001) compile comprehensive data on both the quantity and quality of research productivity of 3,878 accounting faculty who earned their accounting degrees from 1971 to 1993. They measure research productivity in terms of the number of articles written, number of articles adjusted for co-authorship, and a composite number of articles adjusted for both co-authorship and journal quality based on 30 top-rated academic, five top-rated business, and five top-rated practitioner journals. They find that only 36 percent of the faculty published in the 40 journals and fewer than 12 percent published in a top-three accounting journal. Metwalli and Tang (2001) review the profiles of 287 chair professorships in finance from 1992 to 1999 and find that (1) the number of finance chair professorships has increased from 175 in 1992 to 287 in 1999; and (2) the majority (more than 95 percent) of finance chairholders in 1999 were full professors. Metwalli and Tang (2002) provide a profile of the 281 management and chair professorships in 1997 and find that the number of management chair professorships increased by almost 15 percent from 1993 to 1997.

Tang and Griffith (1998) provide a profile of accounting chair professorships in 1997 and find that (1) in 1997 there were 380 accounting chairholders and professorships in

166 institutions; (2) the number of accounting chair professorships increased significantly during the 1980s and early 1990s; and (3) the majority of the 380 chairholders in 1997 were full professors holding CPA certifications. Tang et al. (1990) document that (1) the majority of chair professorships in 1989 were funded by accounting firms or alumni in those firms; (2) the median endowment fund for an endowed chair was \$433,000; and (3) excellent publication records, outstanding teaching performance, and significant service were among the most important criteria used for assessment, selection, and appointment of chairholders in accounting. The review of literature in the area of chair professorships indicates that there is a handful of studies that provide profiles of chairholders in accounting. Our study extends the literature by providing information regarding the nature, attributes, perceived benefits, objectives of chair professorships and potential obstacles associated with offering such positions.

Motivation of the Study

The past 20 years have been referred to as the “era of uncertainty” in higher education (Cook 1997). This period has been characterized by declining federal and state funds, shifting demographics, decreased prestige associated with a college degree, increased competition from private corporations offering degree programs, and decreased public prestige and earnings of faculty and administrators. As a result, both private and public universities have increased their commitment to fundraising. Universities have evolved from being state sponsored institutions to being state supported and recently to being state assisted institutions. The unprecedented growth in the U. S. economy and the substantial rise in the stock market in the 1990s created an attractive opportunity for colleges and universities to establish endowments. This opportunity has been tempered somewhat by the downturn in equity markets in the early 2000s. However, business schools in general and accounting departments in particular have been motivated by shortages of quality faculty to increase efforts to attract top scholars by providing positions with competitive direct compensation as well as additional funds for travel, equipment, and secretarial support among other things as part of an endowed chair.

Prior related studies (e.g., Bell et al. 1994; Hasselback et al. 2001) provide evidence regarding the quality and quantity of faculty research and the feasibility of establishing chair professorships in accounting. The current competitive job market has encouraged universities to find a way to be more effective and efficient in utilizing their resources. Universities have established endowed chairs to attract qualified scholars. However, there is little research (Tang et al. 1990; Tang and Griffith 1998) that has addressed chair professorships in accounting. Unlike prior research, this study examines the nature of chair professorships, their role in the academic community, their perceived objectives, their benefits, and potential obstacles associated with offering chair professorships through a survey of a large sample of chairholders. The views and insights from chair professors should prove useful as a benchmark for universities that have already established chair professorships, as well as universities that are considering establishing chair professorships, in assessing their productivity, efficiency, and effectiveness.

Methodology

A survey was mailed to all chair professorship holders listed in the 1999-2000 *Hasselback Accounting Faculty Directory*. For the purpose of this study, chair professorships include both endowed and non-endowed chairs, professorships and research fellowships. A four-page questionnaire was designed, pretested, revised, and then mailed to the entire population of 198 identified chairholders (a copy of the questionnaire is provided in the Appendix). The initial questionnaire was pretested by

sending it for review and criticism to 20 academicians known to the authors. Suggestions and comments from these participants pertaining to wording, scaling, and organization were incorporated into the final version of the questionnaire.

Respondents were asked to respond to questions about (1) their type of chair professorship; (2) financial and other resources provided; (3) objectives, criteria, and benefits of establishing the chair professorship; (4) number of hours of work per week devoted to the areas of teaching, research, and service; (5) potential problems and obstacles associated with offering a chair professorship; (6) teaching loads, compensation packages, and research activities; and (7) their backgrounds and demographic information. One hundred usable responses were returned for a response rate of 52.4 percent. To maximize the response rate, each survey mailed was accompanied by a cover letter (stating the survey objectives, assuring confidentiality of the responses, agreeing to share the findings, and giving the approximate time to complete the questionnaire) and a pre-addressed postage-paid return envelope. Fifteen late responses were tested for nonresponse bias and no differences were found. Internal consistency reliabilities were calculated for all of the questionnaires considered acceptable for testing relationships.

Results

Results are presented and discussed in three general categories: (1) attributes of chair professorships; (2) scholarly activities of chair professorships; and (3) positions held prior to accepting the chair professorship.

Attributes of Chair Professorships

I. Type of Chair Professorships

Respondents were asked to indicate the specific nature of their chair professorships. Ninety-four percent of the respondents indicated they held either chair professorships, endowed, or non-endowed chairs while the remaining 6 percent indicated faculty fellowships or research fellowships. Results presented in [Table 1](#) show that chair professorships generally included supplemental compensation packages (83 percent) and travel funds (54 percent). They were less likely to include equipment funds (40 percent), research facilities (22 percent), and secretarial support (21 percent). They seldom included mini-sabbaticals (2 percent).

II. Objectives of Establishing Chair Professorships

Chair professorships can be established to achieve a broad range of objectives. Respondents were asked to indicate the importance of the objectives in establishing their particular chair professorships, the significance of various criteria used in the assessment and selection of chair professors, and the importance of perceived benefits. [Table 2](#) provides responses to these questions using a five-point Likert scale ranging from 1 ("not important") to 5 ("very important"). Panel A of [Table 2](#) reveals that the following are considered important objectives in establishing chair professorships (with mean responses of closer to four reported in parentheses) to: (1) enhance the reputation of the school (4.17); (2) offer additional compensation (3.98); and (3) attract an outside scholar (3.77). Objectives considered less important are to (1) promote a desired program (2.85), and (2) raise funds for the chair professorship (2.47). The mean responses for these objectives are less than three, suggesting a lack of importance. These results are consistent with those of studies of chair professorships in nursing which indicate that the

primary goal is to attract national scholars to bolster a school's reputation nationally (Fitzpatrick and Carnegie 1991).

III. Criteria used in Establishing Chair Professorships

Respondents were asked to indicate criteria often used for evaluating and selecting individuals for a chair professorship. Panel B of [Table 2](#) indicates that colleges and universities look for: (1) a candidate with an outstanding publication record (4.24); (2) someone who can enhance the reputation of the school (4.13); and (3) a candidate with an excellent teaching performance (4.09) when recruiting and selecting faculty for the chair professorship. Colleges and universities are less likely to consider individuals based on their service to academic and business organizations (3.37) or the ability to assist administrators (2.57).

IV. Benefits of Establishing Chairs

Respondents were asked to indicate the perceived benefits of establishing a chair professorship. Panel C of [Table 2](#) reveals that the most important perceived benefits of establishing a chair professorship in the order of their significance in terms of mean responses reported in parentheses are to (1) provide better recognition for the school (4.07); (2) retain excellent faculty (4.02); (3) recruit outstanding scholars (3.96); and (4) provide a mentor to other faculty (3.63).

V. Potential Obstacles

Prior research (e.g., Fitzpatrick and Carnegie 1991) discusses a number of obstacles in establishing a chair professorship including lack of adequate resources to offer an attractive compensation package. We identified six potential obstacles through an extensive review of the related literature. These identified obstacles are assigned a five-point scale ranging from 1 ("not severe") to 5 ("very severe"). The mean responses for all the listed potential obstacles in [Table 3](#) are less than 3, indicating that respondents did not view these obstacles as severe in establishing chair professorships in accounting. Respondents were given an option to specify other potential obstacles they consider to be severe in establishing chair professorships. Although not listed or specifically asked, many respondents reaffirmed the obvious presumption that a lack of sufficient resources to offer an attractive compensation package is the most severe obstacle in establishing chair professorships. Respondents did not perceive any severe adverse effects of establishing chair professorships (e.g., jealousy, salary structure problems). They did not believe finding qualified candidates is a severe obstacle in offering a chair professorship.

VI. Compensation

The sufficiency of compensation packages and the prestige of endowments are considered as two important factors in making chair professorships attractive to highly productive and reputable scholars. The reported compensation of the responding chair professors is presented in [Table 4](#). More than 75 percent of chairholders receive a compensation package in excess of \$125,000, while 13 percent reported a compensation package of above \$200,000, and about 5 percent indicated their package is less than \$100,000. The mean response compensation package reported was in the \$125,000-\$175,000 range, in line with the 2000-2001 AACSB Salary Survey Report (AACSB 2000). The AACSB 2000-2001 Salary Survey Report is a comprehensive statistical report that includes data for 464 participating business schools. This report provides detailed breakouts by institution control (public vs. private), field/discipline [accounting, finance, management, management information systems (MIS)], and accreditation status (accredited vs. nonaccredited). The maximum salary for a full professor at the accredited

schools in the 2000 AACSB report was \$260,000, with the mean of \$101,300; 90 percentile of \$140,000, and median of \$92,000.

Scholarly Activities of Chair Professorships

Prior research (Bell et al. 1994) suggests a positive relationship between research productivity and teaching effectiveness. Chair professors were asked how many hours they work per week in the areas of research, teaching, and service. As reported in [Table 5](#), the chair professors generally spend more time on research than on teaching or service. The mean response indicated that 16-20 hours per week are spent on research, 11-15 hours on service, and 11-15 hours on activities involving teaching. Eighty-nine percent of the respondents indicated they spend 20 or fewer hours per week on teaching activities, while nearly half (49 percent) indicated 10 or fewer hours per week are spent on teaching. Forty-one percent of the respondents indicated they spend 15 hours or fewer on research and only 16 percent work 10 or fewer hours on research activities. Less than half of the respondents (41 percent) indicated 10 or fewer hours per week are spent on service.

I. Teaching Load

Chair professors usually are given release time and/or a reduced course load to engage in other academic and professional activities such as research, working with other faculty on research, and providing professional and academic services. Respondents were asked to report the number of hours of teaching per week per semester. [Table 6](#) indicates that the mean response teaching load for chairholders is in the range of three to six hours per week per semester. Forty (40) percent of the respondents reported they teach three hours or fewer per week per semester while the other 60 percent indicated they teach six hours or more per week per semester.

II. Research Activities

Prior research has assessed faculty research productivity in terms of number of articles published in both academic and practitioner journals (e.g., Hasselback et al. 2001). Research in terms of the number of publications in both academic and practitioner journals is viewed as an effective means of knowledge development and dissemination. Unlike previous research, this study measures intellectual contributions and research productivity of chairholders in terms of the number of manuscripts in progress and the number of attended research meetings or workshops. According to [Table 7](#), more than half of the respondents (55 percent) had two to four manuscripts in progress. This was also the mean response. Nineteen of the respondents had 0 to 1 research manuscripts in progress, while more than 25 percent had five or more manuscripts in progress. More than half of the respondents (52 percent) attend two to four research meetings or workshops per year. The mean response for number of attended research meetings and workshops was in the range of two to seven. The majority of respondents reported that their coauthors are off campus (54 percent).

III. Service

In addition to teaching effectiveness and research productivity, chairholders are expected to bring more visibility to the university, college, and department by serving on a broad range of internal, university-related, and external professional committees. [Table 8](#) reports chair professors' committee assignments. Sixty-one percent serve on two to four college committees. They are less likely to serve on university committees, typically serving on 0-1 university committees. Sixty-eight percent serve on two or more professional committees. However, 32 percent serve on 0-1 professional committees.

The mean responses for committee assignments are less than two, indicating that chair professors do not serve on many committees.

Position Prior To Accepting the Chair Professorship

Maturity, reputation, academic and professional scholarly activities, national recognition, leadership role, collegiality, and high faculty rank often are required of candidates applying for chair professorships. Panel A of [Table 9](#) reveals that the majority of responded chairholders (77 percent) were full professors prior to earning a chair professorship, fewer than 20 percent were associate professors, and about 3 percent were administrators. Panel B of [Table 9](#) shows that more than 69 percent of appointments to a chair professorship were from internal candidates as they were promoted to the position of chair professorship within the same university. The majority of responding chairholders teach at a university that is AACSB accredited at the college and/or accounting program level (94 percent and 81 percent, respectively).

Limitations of the Study

This study is subject to the usual limitations of any survey research. First, the apparently homogeneous subjects (chairholders) may have systematic biases in their perceptions as to the objectives, role, responsibilities, credentials, qualifications, and required resources of chair professorships. While this should not negate interest in the survey results, the generalizability of findings beyond this population may be limited. Second, there may be a nonresponse bias present in the results. However, responses were tested for nonresponse bias using an accumulated ANOVA test and found to be free of nonresponse bias. While it is not possible to precisely determine how nonrespondents would have answered, nonresponse bias was tested by comparing the responses of late respondents with early respondents. This assumes that late responses are similar to nonresponses (Solomon 1990). Finally, research productivity of chair professors was measured in terms of number of manuscripts in progress and attended research meetings and workshops. Further studies should develop benchmarks in assessing research productivity of chair professors in terms of the number of articles published in top-50 academic and practitioner journals.

Conclusion

The last decade has witnessed a large increase in the number of endowments, benefiting from growth in the stock market, increased donations, and a perceived need to attract top scholars. One result of this growth is the increase in the number of chair professorships. Many universities throughout the nation have established chair professorships to achieve academic excellence and obtain national recognition. The objective of this study was to identify characteristics of chair professorships in accounting for benchmarking purposes to assess the credentials and qualifications necessary to obtain chair professorships and assist universities in establishing high-quality and attractive chair professorships.

The results indicate that the primary objective of chair professorships is academic prestige. Research is also considered an important objective for establishing chair professorships. Professional and academic service is considered an important part of the duties of the chair professor, even more important than teaching in terms of time spent on each activity. Teaching excellence is indicated as an important part of the chair professorship. However, the amount of time spent on teaching activities is less than that spent on research and service. The results support the anecdotal evidence that universities seek candidates for endowed chair professorships who have outstanding

credentials and qualifications including (1) distinguished and ongoing publication records; (2) leadership and ability to collaborate with colleagues in teaching, intellectual contributions, and service activities; and (3) ability to bring more visibility, prestige, and reputation to the college. Results of this study should be useful to universities that are reexamining their chair professorships or endeavoring to establish such positions. The results are also relevant to the donors, school administrators, and current and potential chairholders. This study provides a better understanding of chair professors' pivotal issues which should improve the performance of chair professorship programs in universities nationally. However, several key issues pertaining to chair professorships remain unaddressed. Future studies should determine: (1) criteria used for evaluation and selection of most qualified candidates for accounting chair professorships; (2) benchmarks for measuring performance of chairholders; and (3) ways to target potential donors in establishing sufficient endowments to support chair professorships.

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| Table 1: Resources Provided To Chair Professorships | |
|---|-------------------|
| Resource Type | Percentage |
| Supplemental Salary | 83 |
| Funds for Travel to Professional Conferences, Workshops, etc. | 54 |
| Funds for Equipment | 40 |
| Research Facilities | 22 |
| Secretarial Support | 21 |
| Mini-sabbaticals | 2 |

Table 2: Objectives, Criteria, and Perceived Benefits In Establishing the Chair Professorship

| | <u>Mean Response</u> | <u>Variance</u> |
|---|--------------------------|-----------------|
| PANEL A: Objectives in Establishing the Chair Professorship | | |
| To Enhance the Reputation of the School | 4.1700 | 1.2334 |
| To Offer Additional Compensation To Retain an Outstanding Faculty Member | 3.9800 | 1.9188 |
| To Attract Outside Scholar(s) | 3.7700 | 2.1789 |
| To Promote a Desired Program(s) | 2.8500 | 2.4116 |
| To Raise Funds for the Chaired Professorship | 2.4700 | 2.7971 |
| PANEL B: Criteria Used for Selecting Individuals for the Chair Professorship | | |
| Outstanding Publication Record | 4.2400 | 1.1337 |
| Enhancement of the Reputation of the School | 4.1300 | 1.0637 |
| Excellent Teaching Performance | 4.0900 | 0.9312 |
| Valuable Services Provided to Academic and Business Organizations | 3.3700 | 1.5486 |
| Ability to Assist Administrators | 2.5700 | 1.8233 |
| PANEL C: The Importance of the Perceived Benefits of Establishing Chair Professorship At Your School | | |
| Provide Better Recognition for the School | 4.0700 | 1.6617 |
| Retain Excellent Faculty | 4.0200 | 1.8784 |
| Recruit Outstanding Scholars | 3.9600 | 1.9378 |
| Provide Mentor for Other Faculty | 3.6300 | 1.5688 |
| Bring Innovative Research | 3.4700 | 1.787 |
| Promote Curriculum Ideas | 3.2700 | 1.6738 |

Table 3: Obstacles Associated with Offering a Chair Professorship

| | <u>Mean Response</u> | <u>Variance</u> |
|--|----------------------|-----------------|
| Finding Qualified Candidates | 2.7100 | 2.3696 |
| Creating Unreasonably High Expectations of the Chair holder | 2.5400 | 1.564 |
| Causing Salary Structure Problems | 2.5300 | 1.5445 |
| Creating Destructive Jealousy Within the Department | 2.5300 | 1.7062 |
| Creating Negative Impact on Morale, Motivation, and Performance of Faculty | 2.1600 | 1.3681 |
| Funding Problems of Discontinuation of Financial Support | 2.1100 | 1.8969 |

Table 4: Chair Professorships Compensation Package

| <u>Range</u> | <u>Percentage</u> |
|-----------------------|------------------------------|
| Less than \$100,000 | 5 |
| \$100,000 - \$125,000 | 18 |
| \$125,000 - \$150,000 | 20 |
| \$150,000 - \$175,000 | 18 |
| \$175,000 - \$200,000 | 26 |
| Above \$200,000 | 13 |
| Mean Response | 3.78 (\$125,000 - \$175,000) |

Table 5: Scholar Activities of Chair Professors

| Number of Hours Worked on the Following Activities Per Week | Percentage | | |
|--|-------------|--------------|-------------|
| | Service | Research | Teaching |
| Less than 5 | 19 | 3 | 7 |
| 5-10 | 22 | 13 | 42 |
| 11-15 | 17 | 25 | 30 |
| 16-20 | 26 | 35 | 10 |
| 21-30 | 6 | 20 | 7 |
| 31-50 | 10 | 4 | 2 |
| Mean Response | 2.98 (5-15) | 3.56 (11-20) | 2.65 (5-15) |

Table 6: Teaching Load Per Week Per Semester

| <u>Hours</u> | <u>Percentage</u> |
|-----------------|---------------------|
| None | 2 |
| 3 hours | 38 |
| 6 hours | 47 |
| 9 hours or more | 13 |
| Mean Response | 2.71 (3 to 6 hours) |

Table 7: Research Activities

| <u>Number</u> | <u>Percentage</u> | |
|---------------|--------------------|-----------------|
| | <u>Manuscripts</u> | <u>Meetings</u> |
| 0-1 | 19 | 12 |
| 2-4 | 55 | 52 |
| 6-7 | 19 | 18 |
| 8-10 | 4 | 5 |
| 11-15 | 3 | 7 |
| Above 15 | 0 | 6 |
| Mean Response | 2.09 (2 to 7) | 2.59 (2 to 7) |

Table 8: Service

| Committees | Percentage | | |
|-------------------|-------------------|-------------------|---------------------|
| | College | University | Professional |
| 0-1 | 23 | 66 | 32 |
| 2-4 | 61 | 30 | 50 |
| 5-7 | 15 | 4 | 17 |
| 8-10 | 1 | 0 | 1 |
| >10 | 0 | 0 | 0 |
| Mean Response | 1.82 (0-4) | 1.26 (0-4) | 1.72 (0-4) |

Table 9: Position Prior to Accepting the Chair Professorship

PANEL A: Rank

| <u>Rank</u> | <u>Percentage</u> |
|---------------------|-------------------|
| Assistant Professor | 1 |
| Associate Professor | 19 |
| Professor | 77 |
| Administrator | 3 |
| Other | 2 |

Were You Teaching at Your Present University Before Receiving the Chair Professorship?

| | <u>Percentage</u> |
|-----|-------------------|
| Yes | 68 |
| No | 32 |

PANEL B: Other Attributes (Percentage)

| | <u>Inside Appointment</u> | <u>AACSB College Accredited</u> | <u>AACSB Accounting Program Accredited</u> |
|-----|---------------------------|---------------------------------|--|
| Yes | 69 | 94 | 81 |
| No | 31 | 6 | 19 |

Appendix

CHAIR PROFESSORSHIP ACCOUNTING

This questionnaire is designed to develop benchmarks for chair professorships in accounting. A chair professorship is defined as one of the following positions: (1) an endowed chair with funding sources; (2) a non-endowed chair; (3) a faculty fellow; or (4) a research fellowship with annual contributions. Your responses will be anonymous.

INSTRUCTION: Please mark your answer(s) to the following 18 questions:

1. Please indicate the type, funding source, and funding range of your chair professorship.

| Chair Professorship | | |
|----------------------------|--------------------------------|---|
| | Type (Please check) | Funding Source (Please indicate) |
| a. | Endowed | Funding Range (Please specify) |
| b. | Non endowed | |
| c. | Faculty Fellow | |
| d. | Research Fellowship | |

2. Does your chair professorship provide . . .? (Please check all that apply.)
- . Supplemental compensation package
 - . Research facilities
 - . Secretarial support
 - . Funds for travel to professional conferences, workshops, etc.
 - . Funds for equipment (e.g., computers)
 - . Mini-sabbaticals
 - . Other (Please specify) _____

3. Please indicate the importance of these objectives to your school in establishing the chair professorship by circling the appropriate number, where 1 = Not Important and 5 = Very Important.

| Importance to School | | | | | |
|--|--------------------------|---------------------------|----------------|------------------|---------------------------|
| | Not Important | Less Important | Neutral | Important | Very Important |
| To attract outstanding scholar(s) | 1 | 2 | 3 | 4 | 5 |
| To raise funds for the chaired professorship | 1 | 2 | 3 | 4 | 5 |
| To offer additional compensation to retain an outstanding faculty member | 1 | 2 | 3 | 4 | 5 |
| To enhance the reputation of the school | 1 | | 3 | 4 | 5 |
| To promote a desired program(s) | 1 | 2 | 3 | 4 | 5 |

4. Please indicate the significance of the following criteria for selecting individuals for the chair professorship by circling the appropriate number, where 1 = Not Important and 5 = Very Important.

| Criteria for Selecting Individuals for Chair Professorships | | | | | |
|--|--------------------------|---------------------------|----------------|------------------|---------------------------|
| | Not Important | Less Important | Neutral | Important | Very Important |
| Outstanding publication record | 1 | 2 | 3 | 4 | 5 |
| Excellent teaching performance | 1 | 2 | 3 | 4 | 5 |
| Ability to assist administrators | 1 | 2 | 3 | 4 | 5 |
| Valuable service to academic and business organizations | 1 | 2 | 3 | 4 | 5 |
| Enhance the reputation of the school | 1 | 2 | 3 | 4 | 5 |

5. Please indicate the importance of the perceived benefits of establishing a chair professorship to your school by circling the appropriate number, where 1 = Not Important and 5 = Very Important.

| Benefits of Chair Professorship | | | | | |
|---|--------------------------|---------------------------|----------------|------------------|---------------------------|
| | Not Important | Less Important | Neutral | Important | Very Important |
| Retain excellent faculty | 1 | 2 | 3 | 4 | 5 |
| Recruit outstanding scholars | 1 | 2 | 3 | 4 | 5 |
| Provide mentoring for other faculty | 1 | 2 | 3 | 4 | 5 |
| Bring innovative research | 1 | 2 | 3 | 4 | 5 |
| Promote curriculum research | 1 | 2 | 3 | 4 | 5 |
| Provide better recognition for the school | 1 | 2 | 3 | 4 | 5 |

6. In a typical week, approximately how many hours do you work on the following areas?
(Please check the appropriate box.)

| Hours Per Week in Spent in Areas | | | | |
|---|-----------------|-----------------|----------------|------------------------|
| | Research | Teaching | Service | Other (Specify) |
| Less than 5 hrs. | | | | |
| 5 to 10 hrs. | | | | |
| 11-15 hrs. | | | | |
| 16-20 hrs. | | | | |
| 21-30 hrs. | | | | |
| 31-50 hrs. | | | | |
| Above 50 | | | | |

7. Please indicate the severity of the potential obstacles (problems) associated with offering a chair professorship by circling the appropriate number, where 1 = Not Severe and 5 = Very Severe.

| Problems Associated with Chair Professorship | | | | | |
|--|-----------------------|------------------------|----------------|---------------|------------------------|
| | Not Severe | Less Severe | Neutral | Severe | Very Severe |
| Finding qualified candidate | 1 | 2 | 3 | 4 | 5 |
| Causing salary structure problems | 1 | 2 | 3 | 4 | 5 |
| Creating destructive jealousies within the department | 1 | 2 | 3 | 4 | 5 |
| Creating negative impact on morale, motivation, and performance of other faculty | 1 | 2 | 3 | 4 | 5 |
| Funding problems for discontinuation of financial support | 1 | 2 | 3 | 4 | 5 |
| Creating unreasonably high expectations of the chair holder | 1 | 2 | 3 | 4 | 5 |

8. What is your annual compensation packaging, including salary (in U.S. dollars)?

- a. Less than \$100,000
- b. \$100,001-\$125,000
- c. \$125,001-\$150,000
- d. \$150,001-\$175,000
- e. \$175,001-\$200,000
- g. Above \$200,000

9. What is your teaching load per semester? (A graduate course counts as six hours.)

- a. None
- b. 3 hours
- c. 6 hours
- d. 9 hours
- e. 12 hours or more

10. How many manuscripts do you currently have in progress?

- a. 0-1
- b. 2-4
- c. 5-7
- d. 8-10
- e. 11-15
- f. More than 15

11. How many significant college, university level, or external professional committees are you on?

| Committee Service | | | |
|-------------------------|---------|------------|--------------|
| Number of Committees | College | University | Professional |
| 0 – 1 committees | | | |
| 2 – 3 committees | | | |
| 4 – 5 committees | | | |
| 6 – 10 committees | | | |
| More than 10 committees | | | |

12. How many research meetings or workshops do you attend annually?
- ___ a. 0 – 1
 ___ b. 2 – 4
 ___ c. 5 – 7
 ___ d. 8 – 10
 ___ e. 11 – 15
 ___ f. More than 15
13. Are the majority of your co-authors on or off campus?
- ___ a. On campus
 ___ b. Off campus
 ___ c. Equally on and off campus
14. What was your rank before earning the chair professorship?
- ___ a. Assistant Professor
 ___ b. Associate Professor
 ___ c. Professor
 ___ d. Administrator (Chair, Dean, etc.)
 ___ e. Other (Please specify) _____
15. Were you teaching at your present university before receiving the chair professorship?
- ___ a. Yes ___ b. No
16. Is your present college accredited by the AACSB?
- ___ a. Yes ___ b. No
17. Is your accounting program accredited by the AACSB?
- ___ a. Yes ___ b. No
18. Please specify the academic year when you first obtained your current chaired professorship.

19. **Comments:** Please feel free to comment on the relevance and importance of chair professorships in accounting: