THE ACCOUNTING EDUCATORS' JOURNAL
Volume XXIX
2019
pp. 1-27

ACCOUNTING PROGRAMS RANKED BY ACCOUNTING-EDUCATION PUBLICATIONS: CONTROLLING FOR JOURNAL QUALITY, AUTHORS' DOCTORAL TIME AND THE NUMBER OF PHD/DBA ON FACULTY

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Abstract

This research ranks accounting programs based on their faculty members' publications in accounting-education journals. The goal of this research is to 'level the playing field' when ranking accounting-education programs by providing smaller programs a means to compete with larger programs. We accomplished this by using three methodologies: non-standardized article counts; article counts standardized by each journal's quality rating; and, article counts standardized by each journal's quality rating, the time since the each author received their PHD/DBA and the number of accounting-education authors on faculty (i.e., fully standardized rankings). This information would be useful for new PHD/DBAs seeking an initial position and interested in accounting-education research or associate/full professors considering relocating who are interested in accounting-education research. Programs seeking or maintaining their AACSB accreditation can also use the data in this study as an outcomes assessment indicator.

Introduction

Institutions use research/publications to index their reputation and strengthen their stature (Hasselback and Reinstein, 1995, pp. 62-63) and resourcing opportunities (Wilson, 2011). Consequently, research ranking accounting programs in various areas (Chan et al., 2007; Urbancic, 2009; Coyne et al., 2010; Stephens et al., 2011; Bernardi and Zamojcin, 2014; Holderness et al., 2014; Metcalf et al., 2015; Bernardi et al., 2016) is important information.[1] Hasselback and Reinstein (1995a) (Bernardi et al., 2005) only considered the number of faculty (doctoral graduates) in each accounting (doctoral) program but did not consider their time since graduation. However, two studies

The authors wish to thank Mr. David Cabell for lending us two prior editions of Cabell's *Directories* from his personal collection that we could not purchase on Amazon.

[1] We use the generic term 'programs' for the grouping of accounting faculty whether it be in a college of accounting, school of accounting, department of accounting or an accounting area.

(Hasselback and Reinstein, 1995b; Bernardi and Zamojcin, 2014) controlled for the number of graduates and their time since graduation when ranking of doctoral programs using the publications of their graduates. Both of these studies found that standardizing the data had a significant impact on rankings.

Recent research ranked accounting programs using the publications of each program's faculty in a variety of top-ranked journals (Everett et al., 2004; Chan et al., 2007; Coyne et al., 2010). Two articles ranked accounting's doctoral programs using the publications of each program's graduates (Stephens et al., 2011; Bernardi and Zamojcin, 2014). Two articles ranked accounting programs using publications in 11 top-ranked journals and *Issues in Accounting Education* and the *Journal of Accounting Education* (Holderness et al., 2014; Metcalf et al., 2015), while Bernardi et al. (2016) ranked accounting programs using publications in 13 accounting-education journals.[2]

In general, one would anticipate that large programs with numerous accounting-faculty members should have a publishing advantage over smaller programs when rankings use article counts as their metric. This research attempts to 'level the playing field' when ranking accounting-education programs by providing smaller programs a means to compete with larger programs.[3] We accomplished this goal by using article counts standardized by journal quality ratings, the time since each author had received their PHD/DBA and the number of accounting-education authors in each program over the 25-year period between 1993 and 2017 (i.e., a period similar to prior research). This information would be useful for new PHD/DBAs seeking an initial position and interested in accounting-education research or associate/full professors considering relocating who are interested in accounting-education research. Programs seeking or maintaining their AACSB accreditation can use the data in this study for outcomes assessment.

Literature Review

Overview

Hasselback and Reinstein (1995b) indicate that issues to consider when ranking programs are: the journals to include, weighting these journals quality, the size of a program and the time elapsed between completion of doctoral studies and publication(s). We first review the literature ranking accounting programs in accounting education and the sets of journals represent accounting-education publications. Our final sections indicate the need to adjustment data for journal quality and for both the number of faculty in each program and the time since receiving their doctorate.

Program Rankings and Journal Selection

Since Reinstein and Hasselback's (1997) literature review article, we located 11 articles that ranked accounting programs. Urbancic (2009), Holderness et al. (2014), Metcalf et al. (2015), Bernardi et al. (2016), and Bernardi and Collins (2018) ranked accounting programs in accounting education.[4] While Holderness et al. (2014), Metcalf et al. (2015) used the data from top-11 accounting journals and two top-ranked accounting-education journals using either article or citation counts; Bernardi et al. (2016) provide research rankings of the same programs using publication counts in 13 accounting-education journals. Holderness et al. (2014, p. 113) acknowledge that:

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[2] Although Dawkins et al.'s (2015) ranking of accounting programs standardized the count data by the size of the accounting faculty, their faculty-size categories were small (3-to-13 faculty members) and large (over 13 faculty members). We suggest that considerable information content is lost when only binomial categories are used.

[3] While research-oriented institutions tend to have larger faculties, they often do not count accounting-education research (i.e., research published in accounting education journals) for promotion, tenure, and merit decisions. Consequently, researchers in these programs have little incentive to publish accounting-education research.

[4] Urbancic (2009), Holderness et al. (2014), Bernardi et al. (2016) counted all accounting-education publications in their journal set; Metcalf et al. (2015), counted all citations of accounting-education publications. However, Bernardi and Collins (2018) focused their rankings on accounting-education publications that dealt with AIS and technology.

> While multiple journals focus on accounting education, IAE and JAED are the only accounting education journals included in our study, and our results may be biased toward individuals or institutions who publish in IAE and JAED. (Underlining added)

The question to consider is whether using 13 accounting-education journals (Bernardi et al., 2016) in ranking programs differs substantially from rankings that used 11 top-ranked general accounting journals and two accounting-education journals (Metcalf et al., 2015; Holderness et al., 2014).[5] The choice is whether 1247 articles in IAE and the JAED and the 82 accounting education articles in 11 top-quality journals (Holderness et al., 2014, p. 94) or 1247 articles in IAE and the JAED and 1368 accounting-education articles in 11 other accounting-education journals (Zamojcin and Bernardi, 2013) represent accounting education research.

Metcalf et al. (2015, p. 307) compared the rankings using the same 13 journals in Holderness et al. (2014) and then added *Accounting Education* as a 14th journal and found that "the rankings for universities have a correlation coefficient of 0.959." However, this is not consistent with Bernardi et al.'s (2016, p. 579) rankings of intuitions that indicate significant differences between the rankings of institutions from Australia, Canada, the United Kingdom and the United States with those of Holderness et al. (2014). These comparisons used Holderness et al.'s (2014) two accounting-education journals and 11 top-ranked journals (i.e., the same journals used by Metcalf et al., 2015) and Bernardi et al.'s (2016) 13 accounting-education journals. In a sensitivity analysis, Bernardi et al. (2016) added the publications in *Accounting Education* to Holderness et al.'s (2014) data (i.e., the same addition as Metcalf et al. (2015)); the differences for Canada and the United States were still significant. One might question Metcalf et al. (2015) concerning the number of citations one would expect from an article published in an accounting-education journal to appear in their 11 top-quality journals.

We suggest that accounting-education rankings based two accounting-education journals and 11 top-ranked journals are not "sufficient for most decision making contexts" (Metcalf et al., 2015, p. 307) when compared to rankings using 13 accounting-education journals. Additionally, focusing on elite journals (i.e., the Top-40 journals) may limit the potential contribution to teaching and the profession of accounting scholarship (Reinstein and Calderon, 2006). This concern reflects Efendi et al. (2006) finding that professional education and ethics comprised only 3.2 percent of the journal articles. Our first research question serves as a baseline for our other two research questions:

> **RQ1:** *Which programs rank in the 50 most productive by the number of accounting-education articles produced by those faculty members engaged in accounting-education research published between 1993 and 2017?*

Journal Quality

Hasselback et al. (2003a, p. 123) noted "there has not been a recent study ranking journals, some newer journals may not have received the benefit of moving up in the rankings." Bean and Bernardi (2005) addressed this void by modeling prior journal ratings; these authors found that the significant variables (p. 119) in determining the quality rating of a journal included the journal's age, acceptance rate and whether it was an academic or professional journal. Age and acceptance rate were also factors in predicting the ratings of accounting journals in Ballas and Theoharakis (2003); Hasselback and Reinstein (1995) and Hasselback et al. (2000). Since Bean and Bernardi (2005), Wu et al. (2009) and Hasselback et al. (2012) provided journal ratings.

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[5] The *Journal of Information Systems* published 42 of the 82 (i.e., 51.2 percent) of the accounting-education articles in Holderness et al.'s (2014). After removing authors who are retired, deceased or from disciplines other than accounting, the article count for the *Journal of Information Systems* is only 30.2 coauthor-adjusted articles. If one carries this attrition to all of the publications in Holderness et al.'s data then 62.5 (i.e., 82 X (32/42)) of the 82 articles in the other accounting journals were authored by accounting authors who were not retired, deceased or from outside of accounting.

While the quality rating of various journals is an issue, none of the prior research that ranked accounting programs in accounting-education research considered this issue. Holderness et al. (2014) and Metcalf et al. (2015) could have adjusted their counts for quality rating by using the quality rankings in Hasselback et al. (2012, p. 948) as all 13 of their journals were in Hasselback et al.'s data. However, only five of Bernardi et al.'s (2016) and Bernardi and Collins' (2018) 13 journals were included in Hasselback et al.'s (2012; 2003) and Wu et al.'s (2009) ratings.[6] Consequently, our second research question addresses differences in journals' quality ratings when raking accounting programs:

> **RQ2:** *Which accounting programs rank in the 50 most productive in accounting-education research published between 1993 and 2017 after standardizing the publication counts for each journal's quality rating?*

Controlling for PHD/DBA Time and the Number of Authors

Hasselback and Reinstein (1995b, p. 64) note that rankings of doctoral programs should considerations the size of the program and the time since graduation (i.e., the time each graduate has had to publish). For example, PHD/DBAs who graduated 10-to-25 years ago have a publication advantage over more recent graduates. From a statistics viewpoint, we suggest that, as the number of PHDs/DBAs on a program's accounting faculty and their time since graduation increases, the probability of having additional accounting-education authors on a program's faculty should also increase.[7] While Hasselback and Reinstein (1995a) and Bernardi et al. (2005) only considered the number of faculty (doctoral graduates) in each program, Hasselback and Reinstein (1995b) and Bernardi and Zamojcin (2014) controlled for the number of graduates and their time since graduation. Both of the later studies found that standardizing the data had a significant impact on rankings.

Over the past 40-years, research notes that controlling for faculty size provides different results than using non-standardized (raw) data when ranking accounting programs (Andrews and McKenzie, 1978; Jacobs et al., 1986; Hasselback and Reinstein, 1995; Brown and Laksmana, 2004; Bernardi and Zamojcin, 2014; Dawkins et al., 2015). For example, Andrews and McKenzie (1978, pp. 137-138) indicate that: "faculty size does have a considerable effect upon rankings"; after adjusting for faculty size and journal quality, faculty size accounted for 66.8 percent of the variation (adjusted R^2) in the rankings. Later research indicated that faculty-size adjustments affect accounting-program rankings (Jacobs et al., 1986). Hasselback and Reinstein's (1995b) rankings of accounting's doctorate programs included adjustments for the number of graduates and their time since graduation; their findings include considerable differences when rankings controlled for size and time. Brown and Laksmana (2004, p. 253) noted: "size adjustments affect rankings, helping (hurting) schools with fewer (more) doctoral program graduates." Bernardi and Zamojcin (2014, p. 42) 'leveled the playing field' by:

> [S]tandardizing the data for both the number of graduates and their time since graduation . . . [which] provide the opportunity recognition of smaller and/or newer doctoral programs.

While Dawkins et al.'s (2015) ranking of accounting programs standardized their article counts by the size of the accounting faculty, their faculty-size categories were small (3 to 13 faculty members) and large (over 13 faculty members). Dawkins et al. (2015, p. 21) noted that, "consistent with prior studies, the analyses reveal that controlling for faculty size is significant in program rankings." We are not implying that an entire faculty would focus

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[6] Hasselback et al. (2012) rated *Issues in Accounting Education*, the *Journal of Accounting Education*, *The Accounting Educators' Journal*, while Hasselback et al. (2003) rated the *International Journal of Accounting Education and Research*. Wu et al. (2009) included the *Journal of Accounting Case Research*.

[7] However, accounting-education research probably does not count for promotion, tenure, and merit decisions at research-oriented institutions that tend to have larger faculties; consequently, researchers in these programs would have little incentive to publish accounting-education research. As a result, there probably is not a significant association between the number of PHDs/DBAs and the number of accounting-education authors on these programs' faculties.

exclusively on any research area; however, we maintain that the cited research indicates that large programs with numerous accounting-faculty members have a publishing advantage over smaller programs when rankings use article counts as their metric. Holderness et al. (2014, pp. 92-93) note that:

> Accounting education research is one of several niche research areas in accounting. [Consequently,] it is unlikely that an entire faculty, large or small, focuses exclusively on this niche, so scaling by faculty size is arbitrary. (data in brackets and underlining added)

Our final research question proposes that the article counts should also be standardized by the doctoral times for each author and the number of authors in the program.

> **RQ3:** *Which accounting programs rank in the 50 most productive in accounting-education research published between 1993 and 2017 after standardizing for the quality rankings of journals and the sum of the doctoral times for the accounting-education authors in each program?*

Methodology

Sample

Our sample included active accounting faculty with PhDs/DBAs, which is consistent Bernardi et al. (2016), Bernardi and Zamojcin (2014), and Hasselback et al. (2012, 2003a). We also considered the *Compendium of Classroom Cases*, which Bernardi et al. (2016) had not identified; this journal was a section journal of the American Accounting Association. To avoid "*substantial subjectivity*" when identifying accounting-education articles (Cooley and Heck, 2005, p. 51), we limited our search process to the accounting-education journals in Bernardi et al. (2016).[8] We provide three types of rankings using: non-standardized data (i.e., the method used in most prior research); standardizing by the journals' quality ratings; and, standardizing by journal quality ratings, PhD/DBA time for each author and the number of published accounting-education faculty in that period.

Article Count

Our research includes accounting-education articles (i.e., both research articles and case studies) between 1993 and 2017 (i.e., a 25-year period). To be consistent with prior research (Urbancic, 2009; Bernardi et al., 2016), our article counts do not include short editorial introductions to issues or (Urbancic, 2009, p. 24):

> 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.

Credit for each article was assigned using full-credit and coauthor-adjusted credit, which were used by Bernardi et al. (2016). For 'full credit' count, each author receives full credit for the authorship regardless of the number of authors. In our 'coauthor-adjusted' count, each author receives an equal share for an article based on the number of coauthors. For an article with two (three) authors, each author would receive one-half (one- third) credit.

Standardizing for Journal Quality

Using the journal ratings in Hasselback and Reinstein (1995), Hasselback et al. (2000), Ballas and Theoharakis (2004), Wu et al. (2009) and Hasselback et al. (2012) together with Bean and Bernardi's (2005) methodology, we

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[8] Of the 622 articles in the *Journal of Accounting Research* between 1990 and 2012, Holderness et al. (2014) indicate only one accounting-education article (0.16 percent); however, we believe two other articles should have counted as education articles. Consequently, we agree with Cooley and Heck (2005, p. 51) that relying on judgment in article counts introduces "*substantial subjectivity*".

developed regression models to predict the quality ratings of other journals in our data set (Table 1). As all 14 journals in our initial set were academic journals, we only included each journal's age and acceptance rate in our regression models. The journal's acceptance rates were taken from Cabell's *Directories* (1994, 1997, 2001, 2004, 2006, 2010) and Cabell's *Metrics* (2017); each journal's editor provided the acceptance rates in Cabell's.[9] While the data in Panel A of Table 1 provides the source publications and the regression models calculated from these publications' rating, Panel B provides the period that each of these regression models were used to calculate a Computed Quality Ratings (CQR). The data in Panel C show publication periods of both our active and extinct journals (i.e., used to calculate their age) and the editions of Cabell's *Directories/Metrics*.

The data in Table 2 show the acceptance rates from the various Cabell's *Directories/ Metrics*, we used in our modeling process. For example, we calculated the Computed Quality Rating (CQR) for the *Journal of Accounting Education* in 1995 using the regression model from Hasselback et al. (1995) and the data for AGE (i.e., 13 years) and ACCEPT (i.e., acceptance rate = 15.5 percent) - a CQR of 1.083 for 1995. We then standardized our ratings by dividing the CQR for each journal in 1995 by the CQR for *Issues in Accounting Education*; the CQR for *Issues in Accounting Education* 1995 was 1.053 (i.e., AGE = 10 years and ACCEPT = 15.5 percent).[10] The Standardized Quality Ratings (SQR) for the *Journal of Accounting Education* in 1995 was 1.028 (1.083/1.053) and 1.000 for *Issues in Accounting Education* (1.053/1.053). We calculated new SQRs for each journal (i.e., another one of Hasselback and Reinstein's (1995a) considerations) over the entire period each journal was actively published accounting-education articles using the data in Tables 1 and 2.

Standardizing for PhD/DBA Time

We used each author's PHD/DBA graduation year to compute our standardization for time with a doctorate.[11] In our six-year rankings, we summed the number of publications for each author in a program during the 2012-to-2017 period and divided this number by the number of years since PHD/DBA graduation.[12] We use a similar procedure for the 12-and-25-year rankings. Table 3 provides examples of graduation dates and the time we used when computing the time since PHD/DBA graduation.

For example, we divided Author H's publications by four years in all three sets of rankings because Author H's total PHD/DBA time was four years. For Author G with seven years of PHD/DBA time, we used six years in the 2012-to-2017 rankings and seven years in the 12-and-25 year rankings. For Author C with 19 years of PHD/DBA time, we used six years in the 2012-to-2017 rankings and 12 (19) years in the 12 (25) year rankings.

Once we standardized the publications for their authors' time since graduation, we summed the standardized publications for each program. For example, assume that each of these three authors had only one solo article in the 2017 volume of *Issues in Accounting Education*. The sum of the program's publications standardized for their

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[9] The *Australian Journal of Accounting Education* did not appear in any of Cabell's *Directories*. We asked the journal's former editor to provide us with the acceptance rates; as the former editor did not respond to our emails, we could not include either volume of the *Australian Journal of Accounting Education*. The *Compendium of Classroom Cases*' high acceptance rate and limited AGE made the CQRs for the first three volumes (2003, 2004, 2006) were unusable. We included the last three volumes (i.e., 2009, 2011 and 2015) in our final data set.

[10] We used *Issues in Accounting Education* as our standard because it had the highest quality rating for an accounting-education journal in the studies we modeled. Additionally, most of the studies used indicated a rating of 1.000 for *Issues in Accounting Education* (i.e., our SQRs are comparable with prior research).

[11] Of our 1,291 authors, 41 (3.2 percent) had published accounting-education articles prior to receiving their PHD/DBA. The three options to resolve this include: only count publications after the individual's PHD/DBA date; count the pre-PHD/DBA publications using their PHD/DBA date; and, substitute the year of their first accounting-education publication for their PHD/DBA date. We decided on the third option as the other two options either undervalue the contributions of these authors or understate their standardization time.

[12] The maximum number of years for any author in the six-year rankings was six years (i.e., the maximum time they had to publish in this period); we count the year of graduation as a full year.

PHD/DBA time in the 6-year rankings would be: 0.583 [(1/4)+(1/6)+(1/6)] for the six; 0.476 [(1/4)+(1/7)+(1/12)] for the 12; and, 0.445 [(1/4)+(1/7)+(1/9)] for the 25-year rankings.

Standardizing for Program Size

We based our program rankings on the current institution of each author to be consistent with Metcalf et al. (2015, p. 297) who indicate that:

> [I]ntellectual capital produced in the publication process is stored with the authors, not the institution, and thus travels with authors.

While this methodology is consistent with prior research, most rankings of accounting programs have not controlled for the number of accounting-education authors in a program. Coyne et al. (2010, p. 636) listed three potential problems when controlling for the size of the faculty at a given institution. The first problem was that accounting might not be a unique faculty. We overcame this problem using Hasselback's *Accounting Directory* (2016) that provides an indication of the courses an instructor teaches and/or whether they graduated from an accounting doctoral program.

Coyne et al. (2010) suggested that determining whether the author is an accounting faculty can be arbitrary; Holderness et al. (2014, p. 92) noted that:

> [T]here were 1,747 unique authors in the database. Of those, we were able to find current information for 1,585 or approximately 91 percent. Of those found, 1,274 worked for an educational institution, 105 worked in practice, 171 had retired, and 35 were deceased.

Consequently, the data used in their rankings included 162 authors who were not listed in Hasselback's (2016) *Directory* and 311 authors who were practitioners, retired or deceased. Additionally, Holderness et al.'s data of 1,274 working for an educational institution includes authors from departments other than accounting (i.e., English, Psychology, Education, etc.). To address this problem, we used Hasselback's Directory, web-based searches and emails/phone calls to the accounting program chair to resolve any ambiguities in our data.

Coyne et al.'s (2010) third problem was how to treat faculty serving in administrative positions; we minimized this problem by identifying administrative positions that are outside the business school/program environment. Consequently, we did not include accounting colleagues with PHDs/DBAs in our rankings who are institutional presidents (5), provosts/vice chancellors (7), vice/associate provosts (6) and other senior administrative staff members (3) (data from Hasselback, 2016). Our data includes only accounting authors with a PHD/DBA who are actively teaching in the United States.[13]

We divided the sum of the article count, which we standardized for journal quality and PHD/DBA time, by the number of active accounting-education authors for each program during that ranking period. Continuing our example of the three authors from our prior section, we standardized the sum of the article counts for PHD/DBA time for each author by the number of accounting-education authors in each program. As all three of these authors had an article in the 2017 volume of *Issues in Accounting Education*, this article would count in all ranking periods. Consequently, their program would have three active accounting-education authors during each of the three ranking periods. For our hypothetical program (i.e. with Authors H, G, and C), the program's final scores would be: 0.194 (0.583/3 authors) for the 6-year rankings; 0.159 (0.476/3 authors) for the 12-year ranking; and, 0.148 (0.445/3 authors) for the 25-year ranking.

[13] We identified any author not listed in the American Accounting Association's *Accounting Directory* (2017) and their department using web-based-search engines and/or telephone calls to their last known program.

Program Rankings

Overview

We provide three rankings using non-standardized data (Tables 4a, b and c); standardizing by the journals' quality ratings (Tables 5a, b and c); and, standardizing by journal quality ratings, PHD/DBA time for each author and the number of published accounting-education faculty in that period (Tables 6a, b and c).[14] In our additional analyses section, we provide data that tests the success of our standardizations for PHD/DBA time and program size at 'leveling the playing field'.

Non-Standardized Rankings (RQ1)

Tables 4a, b, and c provide rankings for the top-50 accounting programs based on the non-standardized data for both-full credit and coauthor-adjusted articles, which are the measures typically used in ranking studies. While Table 4a ranks programs for the six-year timeframe (2012 through 2017), Table 4b (Table 4c) ranks accounting programs for the 12 (25)-year timeframe (2006 through 2017 and 1993 through 2017 respectively). Panel A (Panel B) of each of these tables ranks accounting programs based on the number of full-credit articles (CAAA). When there was a tie at the same number of full-credit articles (CAAA), we used the number of coauthor-adjusted (full credit) articles to adjust for tied programs. If both full-credit and coauthored adjusted articles were the same, all programs have the same rank (i.e., reason for blanks) and are listed in alphabetical order.[15]

Rankings Standardized for the Journals' Quality Rating (RQ2)

We standardized the full and coauthor-adjusted article totals from Tables 4a, b, and c by the Standardized Quality Ratings (Table 2) for each journal. Similar to the prior rankings, Table 5a ranks programs for the six-year timeframe (2012 through 2017), Table 5b (Table 5c) ranks accounting programs for the 12 (25)-year timeframe (2006 through 2017 and 1993 through 2017 respectively). Again, the rankings in Panel A (Panel B) are based on the number of full-credit articles (CAA). The rankings in Panel A consider the number of full-credit articles and then CAA; the rankings in Panel B consider the number of CAA and then full-credit articles.

Fully Standardized Rankings (RQ3)

Tables 6a, b, and c provide rankings for the top-50 accounting programs based on the data for both-full credit and coauthor-adjusted articles standardized by three factors: the journals' quality ratings, the PhD/DBA time for each author and the total number of accounting-education authors in each program. The rankings in Panel A (Panel B) are based on the number of full-credit articles (CAA). If both full-credit and coauthored adjusted articles were the same, all programs have the same rank (i.e., reason for blanks) and are listed in alphabetical order.

Additional Analyses

The data in Table 7 show the univariate regression models for the number of accounting-education authors in each program. For the six (12)-year rankings, the regression model in Panel A (B) indicates a positive association between the number of accounting PHDs/DBAs and the number of accounting-education authors ($p < 0.000$) in an accounting program; the model explains 12.7 (20.8) percent of the variation (adjusted R^2) in the data. The regression model for the 25-year rankings indicates a similar association ($p < 0.000$) and explains 26.6 percent of the variation (adjusted R^2) in the data. Consequently, the data support the need to standardize article counts by the number of the authors in each program to 'level the playing field'.

We also examined whether our methodology of standardizing publication counts by the PHD/DBA time and the number of accounting-education authors actually increased the proportion of smaller schools in the Top-50 rankings. To do this, we compared the data in Tables 4a, b, and c (i.e., our unstandardized publication counts) with the data in Tables 5 a, b, and c (i.e., counts standardized for journal quality) and found no significant differences (Panel A). We then compared the data in Tables 4 a, b, and c (i.e., our unstandardized publication counts) with the data in Tables 6

[14] Fully standardized refers to data standardized for journal quality, PHD/DBA time and the number of authors.
[15] We highlight every tenth line in these tables to increase the ease of using the tables.

a, b, and c (i.e., the fully standardized data). The data in Panel B indicate that our methodology was successful; the number of programs 10 or less faculty members increased for all three periods. For example, in the 6-year analysis (B-1), the average number of PHD/DBAs for the top-50 programs was 13.04 for the unstandardized data and 10.52 ($p = 0.022$) for the data fully standardized data. Finally, the number of programs with 10 or less faculty members increased from 13 (27 percent) to 27 (54 percent) in the 6-year analysis.

Regression models (Table 7) and averages (Table 8) can be driven observations at either end of the distribution. Figure 1 depicts the frequency distributions by ranking period of our top-50 programs compared to the populations of programs with accounting-education publications for both the unstandardized (Panel A) and fully standardized (Panel B) data. The distributions in A-1 through A-3 indicate that, while the programs of 10 or less members are underrepresented in the top-50 rankings, programs of 11 and higher are for the most part overrepresented in the top-50 rankings. The distributions in B-1 through B-3 indicate that the frequency distributions for the top-50 programs approximate the frequency distributions of the populations for all three periods.

Discussion

The goal of this research was to 'level the playing field' when ranking accounting programs using accounting-education publications to provide smaller programs an opportunity to compete with larger programs. We accomplished this by providing comprehensive rankings using: non-standardized data; data standardized by the quality ratings of each journal; and, data standardized by the quality ratings of each journal, the time since receiving their PHD/DBA and by the number of accounting-education authors for each program. The data in our additional analyses indicate that the number of programs with 10 or less faculty members approximately doubled in each of the three ranking periods (Panel B of Table 8). On average, the frequency with which these smaller programs occurred increased from about 34 percent for the unstandardized data (Research Question 1) to 66 percent of the top-50 programs after fully-standardizing the data (Research Questions 2 and 3).[16] Consequently, our data updates prior research (Andrews and McKenzie, 1978; Jacobs et al., 1986; Hasselback and Reinstein, 1995; Brown and Laksmana, 2004; Bernardi and Zamojcin, 2014; Dawkins et al., 2015) that "faculty size does have a considerable effect upon rankings" (Andrews and McKenzie, 1978, pp. 137-138). The data in Table 8 also suggest that a better cutoff for Dawkins et al.'s research would have been faculties with 10 or less members rather than the 3-to-13 they used as their grouping for small faculties. Our data indicate an average of 66 percent of our three samples had PHD/DBA faculties of 10 or less members.

The top-positions for both full-credit articles and coauthor-adjusted articles (Tables 4, 5, and 6) demonstrate considerable stability for two institutions regardless of how we count the data. Both Case Western Reserve University and Villanova University appeared in all 18 rankings of the top-50 programs for the non-standardized data (Table 4), the data standardized by each journal's quality rating (Table 5), and the fully-standardized data (Table 6) for both full-credit and coauthor-adjusted credit articles. Four programs appeared in 17 of the 18 top-50 rankings: the University of Houston-Clear Lake, Northern Illinois University, West Virginia University and the University of Wisconsin-Milwaukee. While five of these programs have faculties of 11 or more PHD/DBAs, three of the programs that appeared in 16 of the 18 top-50 rankings had faculties of 10 or less PHD/DBAs: Bentley University, Florida Atlantic University, Providence College, Roger Williams University and Virginia Commonwealth University.

By listing the top-50 institutions whose faculty members published the most accounting-education research, we provide information that should be useful for new PHD/DBAs seeking an initial position and interested in accounting-education research. This information should also be useful to associate/full professors considering

[16] In fact, 284 of the 445 (63.5 percent) programs with accounting-education publications in our 25-year rankings had faculties with 10 or fewer members.

relocating who are interested in accounting-education research. Programs seeking or maintaining their AACSB accreditation can use the data (Tables 4 through 6) as an outcomes assessment indicator.

The movements of super stars affect all rankings whether in academia or sports. Coyne et al. (2010, p. 632) noted "crediting a publication to the author's current institution allows a university's research ranking to change based on the addition or loss of a distinguished researcher." For example, David Stout, who is one of the most prolific authors in accounting education (Urbancic, 2009; Zamojcin and Bernardi, 2013; Holderness et al., 2014; Metcalf et al., 2015; Bernardi et al., 2016; Bernardi and Collins, 2019) moved from Youngstown State University to Villanova University in August of 2017. Because of Stout's move, Villanova University now ranks in the all 18 of our rankings, while Youngstown State (i.e., Stout's former program) only ranks among the top-50 programs in the unstandardized rankings and rankings standardized for journal quality for the 6-year period (i.e., four of the 18 rankings). While retirements/deaths should also affect rankings, Holderness et al. (2014) included the publications of retired/deceased individuals in their rankings as well as the publications of individuals who were not accountants (i.e., colleagues from education, psychology, etc.); we did not include these individuals in the current rankings.

There are five limitations to our study. First, the data were manually gathered; to mitigate this problem, we employed a procedure that included the lead author completely checking the second author's data. Second, we only used accounting-education journals; this methodology avoided introducing "substantial subjectivity" (Cooley and Heck, 2005, p. 51) when identifying accounting-education articles. Holderness et al. (2014) noted that the Top-11 accounting journals publish a limited number of accounting-education articles; this omission might bias our results; however, had we extended our journal set to accounting journals, we would have had to search 526 additional accounting journals (Cabell, 2017). Fourth, our quality ratings were computed using data from the American Accounting Association's *Faculty Directory* (i.e., formerly Hasselback's *Faculty Directory*) and Cabell's *Directories*. We had to assume that accounting chairs (journal editors) updated their faculty's data (journal's acceptance rates) in the American Accounting Association's *Faculty Directory* (Cabell's *Directory*). Finally, we do not distinguish between case studies and articles.

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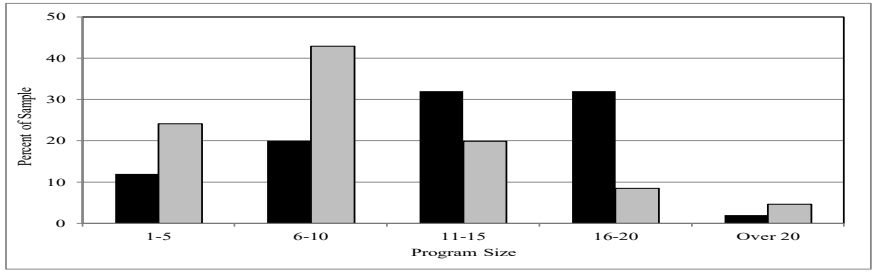
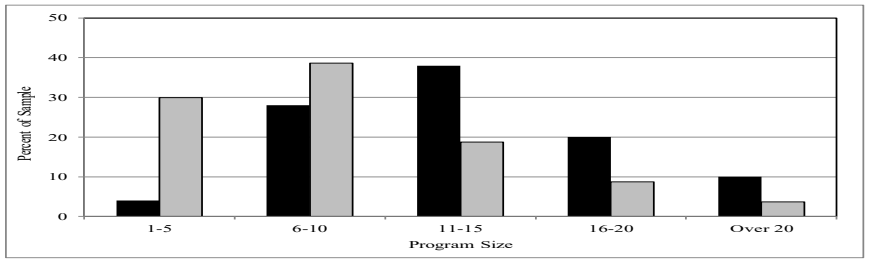
Figure 1
Frequency distributions by ranking period

Panel A: Frequency distributions of unstandardized data

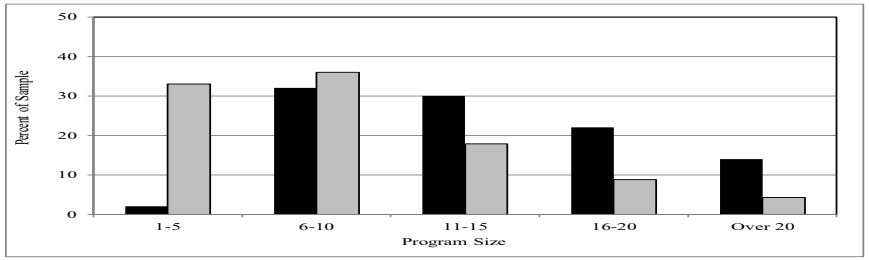
A-1: Frequency distribution of sample versus program size - 6-year data (Table 4a)



A-2: Frequency distribution of sample versus program size - 12-year data (Table 4b)

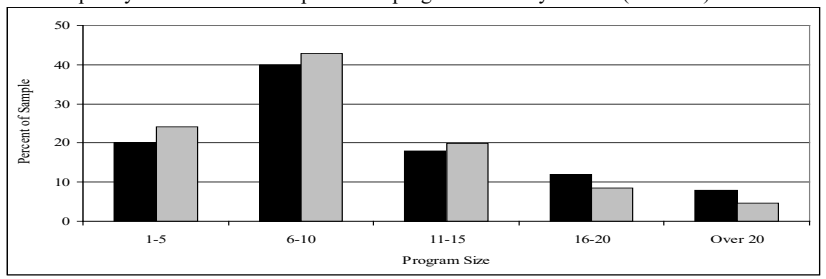


A-3: Frequency distribution of sample versus program size - 25-year data (Table 4c)

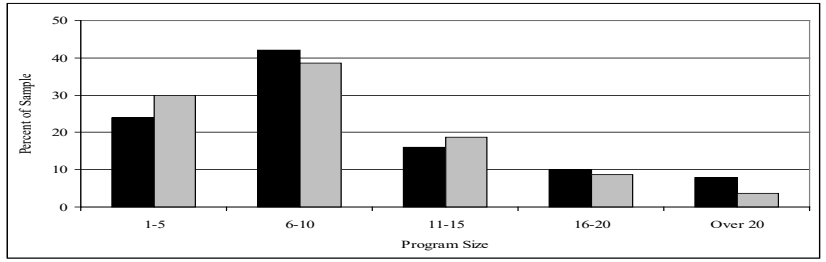


Panel A: Frequency distributions of fully standardized data

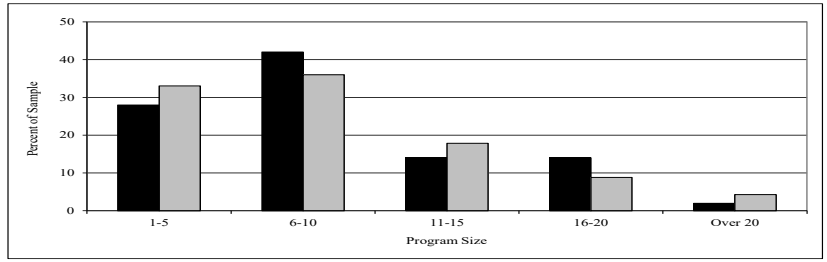
B-1: Frequency distribution of sample versus program size - 6-year data (Table 6a)



B-2: Frequency distribution of sample versus program size - 12-year data (Table 6b)



B-3: Frequency distribution of sample versus program size - 25-year data (Table 6c)



Black (grey) columns represent the percentage of programs in the Top-50 (overall population for that period).

Table 1
Data used to compute journal quality ratings

Panel A: Source publication	Abbreviation	Regression Model
Hasselback and Reinstein (1995)	H&R 1995	CQR = 1.170 + (0.010*AGE) – (0.014*ACCEPT
Hasselback et al. (2000)	HRS 2000	CQR = 1.267 + (0.010*AGE) – (0.016*ACCEPT)
Ballas and Theoharakis (2004)	B&T 2003	CQR = 0.981 + (0.010*AGE) – (0.019*ACCEPT)
Wu et al. (2009)	WHY 2009	CQR = 1.848 + (0.005*AGE) – (0.021*ACCEPT)
Hasselback et al. (2012)	HRA 2012	CQR = 1.220 + (0.009*AGE) – (0.016*ACCEPT)

Panel B: Regression Models by time period								
Time Period	1993-1995	1996-2000	2001-2002	2003	2004-2005	2006-2008	2009-2012	2013-2017
Regression Model - abbreviated authors and date	H&R-1995	H&R-1995	HRS-2000	B&T-2003	B&T-2003	B&T-2003	WHY-2009	HRA-2012

Panel C: Model Variables			
Active journals	Published	Extinct journals	Published
Journal of Accounting Education	1983-Pres	*International J. of Accounting Education & Research*	1966-1993
Issues in Accounting Education	1986-Pres	*Journal of Accounting Case Research*	1991-2006
Accounting Educators' Journal	1988-Pres	Hasselback's *Accounting Perspectives*	1995-2000
Accounting Education	1992-Pres	*Compendium of Classroom Cases*[1]	2003-2013
Advances in Accounting Education	1996-Pres		
CAAA *Accounting Perspectives*	2002-Pres		
Global Perspectives on Accounting Education	2004-Pres		
AIS Educator Journal	2006-Pres		
IMA Educational Case Journal	2008-Pres		

Cabell's Directory of Publishing Opportunities in Accounting	1994-1995 6th Ed.	1997-1998 7th Ed.	2001-2002 8th Ed.	2001-2002 8th Ed.	2004-2005 9th Ed.	2006-2007 10th Ed.	2010-2011 11th Ed.	2017 Online

Where: CQR – Computed Quality Rating AGE – Journal's publication period in volumes ACCEPT – Journal's acceptance rate from *Cabell's Directories*.
1 The *Compendium of Classroom Cases* had in intermittent publication history (i.e., 2003, 2004, 2006, 2009, 2011 and 2013); consequently, we used 1 through 6 for the AGE of this journal.

Table 2
Acceptance rates used in the research

	Acceptance rates[1] from *Cabell's Directories* by journal and timeframe[2]							
	1993-1995	1996-2000	2001-2002	2003	2004-2005	2006-2008	2009-2012	2013-2017
Currently published journals:								
Journal of Accounting Education	15.5	15.5	15.5	15.5	15.5	15.5	15.5	16.5
Issues in Accounting Education	15.5	15.5	15.0	15.0	15.0	15.0	15.0	12.0
Accounting Educators' Journal	25.5	25.5	25.5	25.5	25.5	25.5	25.5	23.0
Accounting Education: An International Journal	25.5	25.5	25.5	25.5	25.5	25.5	25.0	25.0
Advances in Accounting Education[3]	--	15.5	25.5	25.5	25.5	25.5	30.0	40.0
CAAA *Accounting Perspectives*[4]	--	--	15.5	15.5	15.5	15.5	25.5	21.0
Global Perspectives on Accounting Education	--	--	--	--	15.5	15.5	25.0	30.0
AIS Educator Journal	--	--	--	--	--	30.0	30.0	27.0
IMA Educational Case Journal	--	--	--	--	--	15.0	15.0	15.0
Journals that are no longer published:								
International J. of Acctg. Education & Research	37.0	--	--	--	--	--	--	--
Journal of Accounting Case Research	25.5	25.5	25.5	25.5	25.5	25.5	--	--
Hasselback's *Accounting Perspectives*	25.5	25.5		--	--	--	--	--
Compendium of Classroom Cases	--	--	--	65.0	65.0	65.0	65.0	65.0
Data from:								
Cabell's Directory of Publishing Opportunities in Accounting	1994-1995 6th Ed.	1997-1998 7th Ed.	2001-2002 8th Ed.	2001-2002 8th Ed.	2004-2005 9th Ed.	2006-2007 10th Ed.	2010-2011 11th Ed.	2017 Online

[1] If a journal's acceptance rate was a range, we used the average acceptance rate for that range in our computations.
[2] Some journals were not included in Cabell's *Directories* for several issues after their first publication date; for these journals, we used the acceptance rate for a journal's first appearance in Cabell's *Directories* for all earlier years.
[3] *Accounting Education: A Journal of Theory, Practice and Research* became *Advances in Accounting Education* because its publisher changed; consequently, we combined the data for these two journals together and use *Advances in Accounting Education* in this research.
[4] To distinguish between the two journals titled *Accounting Perspectives,* we use the titles CAAA *Accounting Perspectives* and Hasselback's *Accounting Perspectives*. After six years of searching and literally hundreds of emails, we still have not been able to locate 12 issues (Issues 1 and 2 of Volumes 3, 4, 5 and Issue 1 of Volume 6) of Hasselback's *Accounting Perspectives*.

Table 3
Examples of graduation dates and time used in standardization.

Faculty Member	PHD/DBA Year	Time since Graduation	Time used when standardizing for rankings		
			6 years	12 years	25 years
Author A	1991	27	6	12	25
Author B	1993	25	6	12	25
Author C	1998	19	6	12	19
Author D	2004	14	6	12	14
Author E	2005	13	6	12	13
Author F	2010	8	6	8	8
Author G	2011	7	6	7	7
Author H	2014	4	4	4	4

Table 4a
6-year rankings (2012-2017) using non-standardized data

Panel A. Full-credit rankings				**Panel B.** Coauthor-adjusted rankings			
Rank	Accounting Program	Full Credit	Coauthor Adjusted	Rank	Accounting Program	Coauthor Adjusted	Full Credit
1	West Virginia Univ	21	5.582	1	Bentley Univ	8.949	16
2	Brigham Young Univ	21	5.523	2	Villanova Univ	8.417	19
3	Villanova Univ	19	8.417	3	James Madison Univ	8.080	17
4	James Madison Univ	17	8.080	4	Case Western Reserve	7.248	16
5	Baylor Univ	17	6.916	5	Baylor Univ	6.916	17
6	Bentley Univ	16	8.949	6	Wake Forest Univ	6.069	10
7	Case Western Reserve	16	7.248	7	St Thomas- Minnesota	5.666	11
8	Northern Illinois Univ	14	4.497	8	West Virginia Univ	5.582	21
9	Texas Tech Univ	13	4.665	9	Brigham Young Univ	5.523	21
10	Bryant Univ	12	4.831	10	Kennesaw St Univ	5.000	9
11	St Thomas-Minnesota	11	5.666	11	Bryant Univ	4.831	12
12	Clemson Univ	11	3.915	12	Texas Tech Univ	4.665	13
13	Wake Forest Univ	10	6.069	13	Providence Col	4.498	9
14	SUNY-Albany	10	3.497	14	Northern Illinois Univ	4.497	14
15	Kennesaw St Univ	9	5.000	15	Appalachian St Univ	4.083	8
16	Providence Col	9	4.498	16	Clemson Univ	3.915	11
17	Auburn Univ	9	2.665	17	Col of New Jersey	3.832	7
18	Appalachian St Univ	8	4.083	18	Houston-Clear Lake	3.666	8
19	Houston-Clear Lake	8	3.666	19	Kansas St Univ	3.583	8
20	Kansas St Univ	8	3.583	20	SUNY-Albany	3.497	10
21	East Carolina Univ	8	3.166	21	Bucknell Univ	3.250	7
	Roger Williams Univ	8	3.116	22	Texas A&M Univ	3.249	6
23	Iowa St Univ	8	3.082	23	East Carolina Univ	3.166	8
24	Sam Houston St Univ	8	2.623	24	Gonzaga Univ	3.166	6
25	Col of New Jersey	7	3.832		North Carolina St Univ	3.166	6
26	Bucknell Univ	7	3.250	26	Roger Williams Univ	3.116	8
27	Western Michigan Univ	7	2.750	27	Iowa St Univ	3.082	8
28	Florida Atlantic Univ	7	2.582	28	Grand Valley St Univ	3.000	5
29	Texas A&M Univ	6	3.249	29	Univ of Rhode Island	3.000	4
30	Gonzaga Univ	6	3.166	30	North Georgia	2.833	5
	North Carolina St Univ	6	3.166	31	Univ of South Dakota	2.833	4
32	DePaul Univ	6	2.699	32	Western Michigan Univ	2.750	7
33	La Salle Univ	6	2.500	33	DePaul Univ	2.699	6
	Virginia Commonwealth	6	2.500	34	Auburn Univ	2.665	9
35	Wisconsin-Milwaukee	6	2.416		Sam Houston St Univ	2.623	8
36	Cleveland St Univ	6	2.366	36	Florida Atlantic Univ	2.582	7
37	Youngstown St Univ	6	2.332	37	La Salle Univ	2.500	6
38	Salisbury Univ	6	2.249		Virginia Commonwealth	2.500	6
39	San Francisco St Univ	6	2.165	39	Belmont Univ	2.500	4
40	North Carolina-Charlotte	6	2.000	40	Univ of Richmond	2.500	3
	Xavier Univ-Ohio	6	2.000		Wisconsin -Milwaukee	2.416	6
42	Indiana Univ-Indianapolis	6	1.500	42	Cleveland St Univ	2.366	6
43	Grand Valley St Univ	5	3.000	43	Rider Univ	2.333	5
44	North Georgia	5	2.833	44	Univ of Vermont	2.333	4
44	Rider Univ	5	2.333	45	Marquette Univ	2.333	3
46	Univ of New Mexico	5	2.332		Youngstown St Univ	2.332	6
57	Ohio St Univ	5	2.166	47	Univ of New Mexico	2.332	5
	Univ of Mass-Lowell	5	2.166	48	Salisbury Univ	2.249	6
49	Suffolk Univ	5	2.083	49	Univ of Texas-Tyler	2.200	3
	3 tied at 5 and 2.000				2 tied at 2.166 and 5		

Table 4b
12-year rankings (2006-2017) using non-standardized data

Panel A. Full-credit rankings				**Panel B.** Coauthor-adjusted rankings			
Rank	Accounting Program	Full Credit	Coauthor Adjusted	Rank	Accounting Program	Coauthor Adjusted	Full Credit
1	James Madison Univ	36	17.161	1	Bentley Univ	18.364	35
2	Bentley Univ	35	18.364	2	James Madison Univ	17.161	36
3	Brigham Young Univ	35	9.805	3	Case Western Reserve	13.914	27
4	Villanova Univ	30	13.582	4	Villanova Univ	13.582	30
5	Baylor Univ	30	13.581	5	Baylor Univ	13.581	30
6	West Virginia Univ	29	8.331	6	Wake Forest Univ	10.901	20
7	Case Western Reserve	27	13.914	7	Northern Illinois Univ	9.830	27
8	Northern Illinois Univ	27	9.830	8	Brigham Young Univ	9.805	35
9	Wake Forest Univ	20	10.901	9	Kennesaw St Univ	9.166	16
10	Clemson Univ	20	7.914	10	West Virginia Univ	8.331	29
11	Babson Univ	20	7.913	11	Appalachian St Univ	7.916	15
12	Kansas St Univ	17	6.748	12	Clemson Univ	7.914	20
13	Texas Tech Univ	17	5.998	13	Babson Univ	7.913	20
14	Kennesaw St Univ	16	9.166	14	Col of New Jersey	7.831	15
15	Appalachian St Univ	15	7.916	15	Arizona St Univ	7.000	14
16	Col of New Jersey	15	7.831		St Thomas-Minnesota	7.000	14
17	Florida Atlantic Univ	15	6.748	17	North Carolina St Univ	7.000	12
18	Iowa St Univ	15	6.164	18	Kansas St Univ	6.748	17
19	Auburn Univ	15	5.165	19	Florida Atlantic Univ	6.748	15
20	St Thomas-Minnesota	14	7.000	20	Houston-Clear Lake	6.665	13
	Arizona St Univ	14	7.000	21	Providence Col	6.498	13
22	Houston-Clear Lake	13	6.665	22	Iowa St Univ	6.164	15
23	Providence Col	13	6.498	23	John Carroll Univ	6.000	8
24	Xavier Univ-Ohio	13	5.333	24	Texas Tech Univ	5.998	17
25	Bryant Univ	13	5.331	25	Xavier Univ-Ohio	5.333	13
26	Miami Univ-Ohio	13	5.165	26	Bryant Univ	5.331	13
27	La Salle Univ	13	5.161	27	DePaul Univ	5.282	11
28	North Carolina St Univ	12	7.000	28	Auburn Univ	5.165	15
29	DePaul Univ	11	5.282	29	Miami Univ-Ohio	5.165	13
30	Northern Arizona Univ	11	4.497	30	La Salle Univ	5.161	13
31	Wisconsin-Milwaukee	10	4.249	31	Belmont Univ	5.000	8
32	Virginia Commonwealth	10	4.082	32	Univ of Vermont	4.832	9
33	SUNY-Albany	10	3.497	33	Univ of Mass-Lowell	4.666	8
34	Sam Houston St Univ	10	3.289	34	Northern Arizona Univ	4.497	11
35	Univ of Vermont	9	4.832	35	Univ of Delaware	4.366	8
36	Montana St-Bozeman	9	4.332	36	Montana St-Bozeman	4.332	9
37	Western Michigan Univ	9	4.250	37	Western Michigan Univ	4.250	9
38	Suffolk Univ	9	3.749	38	Wisconsin-Milwaukee	4.249	10
39	East Carolina Univ	9	3.499	39	Virginia Commonwealth	4.082	10
40	Roger Williams Univ	9	3.449	40	Cent Michigan Univ	4.000	8
41	Univ of Denver	9	3.078	41	Grand Valley St Univ	4.000	6
42	Indiana Univ-Indianapolis	9	2.250	42	Univ of South Dakota	3.833	6
43	John Carroll Univ	8	6.000	43	Suffolk Univ	3.749	9
44	Belmont Univ	8	5.000	44	Univ of Texas-Tyler	3.700	5
45	Univ of Mass-Lowell	8	4.666	45	Michigan-Flint	3.666	8
46	Univ of Delaware	8	4.366	46	Rider Univ	3.666	8
47	Cent Michigan Univ	8	4.000	47	Southeast Louisiana Univ	3.666	7
48	Michigan-Flint	8	3.666		Univ of West Florida	3.666	7
	Rider Univ	8	3.666	49	Univ of Rhode Island	3.666	6
50	Alabama-Birmingham	8	3.579		Univ of Dayton	3.666	6

Table 4c
25-year rankings (1993-2017) using non-standardized data

Panel A. Full-credit rankings

Rank	Accounting Program	Full Credit	Coauthor Adjusted
1	Villanova Univ	75	33.379
2	James Madison Univ	57	25.709
3	Bentley Univ	53	25.628
4	Brigham Young Univ	48	14.838
5	Case Western Reserve	43	22.912
6	John Carroll Univ	36	22.916
7	West Virginia Univ	36	11.165
8	Kennesaw St Univ	35	17.747
9	Baylor Univ	35	15.581
10	Northern Illinois Univ	32	12.830
11	Clemson Univ	29	12.579
12	Iowa St Univ	28	16.413
13	Texas Tech Univ	28	10.913
14	Kansas St Univ	27	10.580
15	Ohio St Univ	25	8.826
16	Wake Forest Univ	24	14.234
17	Babson Univ	23	9.746
18	Univ of Richmond	22	13.124
19	Col of New Jersey	22	11.497
20	North Carolina St Univ	22	9.532
21	DePaul Univ	21	10.865
22	Northern Arizona Univ	21	10.413
23	Bryant Univ	21	9.664
24	La Salle Univ	21	9.661
25	Auburn Univ	21	7.664
26	Virginia Commonwealth	20	8.164
27	Arizona St Univ	19	9.532
28	Montana St-Bozeman	19	9.165
29	Univ of Denver	19	7.907
30	Houston-Clear Lake	18	9.665
31	Western Michigan Univ	18	8.583
	Miami Univ-Ohio	18	7.498
33	Wayne St Univ	18	7.414
34	Univ of Cent Florida	18	7.330
35	Appalachian St Univ	17	9.416
36	Florida Atlantic Univ	17	8.248
37	Salisbury Univ	17	6.748
38	Providence Col	16	7.665
39	Univ of Akron	16	6.414
40	Xavier Univ-Ohio	16	6.332
41	Michigan-Dearborn	16	6.247
42	Univ of New Mexico	15	7.997
43	Roger Williams Univ	15	6.949
44	St Thomas-Minnesota	14	7.000
45	East Carolina Univ	14	6.332
46	Univ of Memphis	14	5.164
47	Indiana Univ-Indianapolis	14	3.417
48	Univ of Delaware	13	8.199
49	Texas A&M Univ	13	7.032
50	Wisconsin-Milwaukee	13	6.082

Panel B. Coauthor-adjusted rankings

Rank	Accounting Program	Coauthor Adjusted	Full Credit
1	Villanova Univ	33.379	75
2	James Madison Univ	25.709	57
3	Bentley Univ	25.628	53
4	John Carroll Univ	22.916	36
5	Case Western Reserve	22.912	43
6	Kennesaw St Univ	17.747	35
7	Iowa St Univ	16.413	28
8	Baylor Univ	15.581	35
9	Brigham Young Univ	14.838	48
10	Wake Forest Univ	14.234	24
11	Univ of Richmond	13.124	22
12	Northern Illinois Univ	12.830	32
13	Clemson Univ	12.579	29
14	Col of New Jersey	11.497	22
15	West Virginia Univ	11.165	36
16	Texas Tech Univ	10.913	28
17	DePaul Univ	10.865	21
18	Kansas St Univ	10.580	27
19	Northern Arizona Univ	10.413	21
20	Babson Univ	9.746	23
21	Houston-Clear Lake	9.665	18
22	Bryant Univ	9.664	21
23	La Salle Univ	9.661	21
24	North Carolina St Univ	9.532	22
25	Arizona St Univ	9.532	19
26	Appalachian St Univ	9.416	17
27	Montana St-Bozeman	9.165	19
28	Ohio St Univ	8.826	25
29	Western Michigan Univ	8.583	18
30	Florida Atlantic Univ	8.248	17
31	Univ of Delaware	8.199	13
32	Virginia Commonwealth	8.164	20
33	Univ of New Mexico	7.997	15
34	Univ of Denver	7.907	19
35	Providence Col	7.665	16
36	Miami Univ-Ohio	7.498	18
37	Georgia Tech	7.416	10
38	Wayne St Univ	7.414	18
39	Auburn Univ	7.331	20
40	Univ of Cent Florida	7.330	18
41	Texas A&M Univ	7.032	13
42	St Thomas- Minnesota	7.000	14
43	Belmont Univ	7.000	11
44	Roger Williams Univ	6.949	15
45	Salisbury Univ	6.748	17
46	Univ of Akron	6.414	16
47	Xavier Univ-Ohio	6.332	16
48	East Carolina Univ	6.332	14
49	Univ of Vermont	6.332	11
50	Michigan-Dearborn	6.247	16

Table 5a
6-year rankings (2012-2017) standardized by quality ratings

Panel A. Full-credit rankings				**Panel B.** Coauthor-adjusted rankings			
Rank	Accounting Program	Full Credit	Coauthor Adjusted	Rank	Accounting Program	Coauthor Adjusted	Full Credit
1	West Virginia Univ	19.782	5.211	1	Bentley Univ	8.482	14.742
2	Brigham Young Univ	19.736	5.162	2	Villanova Univ	7.624	17.865
3	Villanova Univ	17.865	7.624	3	Case Western Reserve	6.593	14.451
4	Baylor Univ	15.071	6.181	4	Baylor Univ	6.181	15.071
5	Bentley Univ	14.742	8.482	5	Wake Forest Univ	6.036	9.934
6	Case Western Reserve	14.451	6.593	6	James Madison Univ	5.688	11.203
7	Texas Tech Univ	13.000	4.665	7	West Virginia Univ	5.211	19.782
8	Northern Illinois Univ	11.923	3.862	8	Brigham Young Univ	5.162	19.736
9	James Madison Univ	11.203	5.688	9	St Thomas- Minnesota	5.057	9.771
10	Bryant Univ	10.489	4.168	10	Texas Tech Univ	4.665	13.000
11	SUNY-Albany	9.966	3.486	11	Kennesaw St Univ	4.224	7.778
12	Wake Forest Univ	9.934	6.036	12	Bryant Univ	4.168	10.489
13	St Thomas- Minnesota	9.771	5.057	13	Northern Illinois Univ	3.862	11.923
14	Clemson Univ	9.221	3.254	14	Appalachian St Univ	3.853	7.368
15	Auburn Univ	8.446	2.481	15	SUNY-Albany	3.486	9.966
16	Sam Houston St Univ	7.930	2.600	16	Providence Col	3.466	7.376
17	Iowa St Univ	7.896	3.042	17	Houston-Clear Lake	3.309	7.285
18	Kennesaw St Univ	7.778	4.224	18	Clemson Univ	3.254	9.221
19	Providence Col	7.376	3.466	19	Kansas St Univ	3.117	6.967
20	Appalachian St Univ	7.368	3.853	20	Iowa St Univ	3.042	7.896
21	Houston-Clear Lake	7.285	3.309	21	Col of New Jersey	2.877	5.139
22	Kansas St Univ	6.967	3.117	22	Texas A&M Univ	2.808	5.560
23	East Carolina Univ	6.745	2.713	23	Univ of Rhode Island	2.776	3.700
24	Roger Williams Univ	6.620	2.614	24	North Georgia	2.749	4.766
25	Florida Atlantic Univ	6.618	2.484	25	Univ of South Dakota	2.737	3.746
26	Western Michigan Univ	6.559	2.640	26	East Carolina Univ	2.713	6.745
27	Indiana Univ-Indianapolis	5.793	1.448	27	North Carolina St Univ	2.642	5.276
28	Wisconsin-Milwaukee	5.765	2.349	28	Western Michigan Univ	2.640	6.559
29	Bucknell Univ	5.685	2.592	29	DePaul Univ	2.616	5.586
30	Virginia Commonwealth	5.592	2.397	30	Roger Williams Univ	2.614	6.620
31	DePaul Univ	5.586	2.616	31	Gonzaga Univ	2.607	5.246
32	Texas A&M Univ	5.560	2.808	32	Sam Houston St Univ	2.600	7.930
33	Salisbury Univ	5.424	2.069	33	Bucknell Univ	2.592	5.685
34	North Carolina St Univ	5.276	2.642	34	Grand Valley St Univ	2.570	4.327
35	Gonzaga Univ	5.246	2.607	35	Florida Atlantic Univ	2.484	6.618
36	Xavier Univ-Ohio	5.222	1.768	36	Auburn Univ	2.481	8.446
37	San Francisco St Univ	5.218	1.905	37	Virginia Commonwealth	2.397	5.592
38	Col of New Jersey	5.139	2.877	38	Univ of Richmond	2.356	2.856
39	Youngstown St Univ	5.048	1.979	39	Wisconsin -Milwaukee	2.349	5.765
40	Cleveland St Univ	4.932	1.993	40	Univ of Vermont	2.095	3.557
41	North Carolina-Charlotte	4.914	1.651	41	Ohio St Univ	2.086	4.695
42	North Georgia	4.766	2.749	42	Salisbury Univ	2.069	5.424
43	Ohio St Univ	4.695	2.086	43	Marquette Univ	2.041	2.562
44	Miami Univ-Ohio	4.595	1.796	44	Univ of Illinois	2.002	3.003
45	Univ of Scranton	4.486	1.334	45	Arizona St Univ	2.000	4.000
46	Babson Univ	4.455	1.572	46	Cleveland St Univ	1.993	4.932
47	Suffolk Univ	4.383	1.775	47	Youngstown St Univ	1.979	5.048
48	Grand Valley St Univ	4.327	2.570	48	Univ of Texas-Tyler	1.962	2.709
49	Univ of New Mexico	4.188	1.916	49	Belmont Univ	1.925	3.261
50	Arizona St Univ	4.000	2.000	50	Univ of New Mexico	1.916	4.188

Table 5b
12-year rankings (2006-2017) standardized by quality ratings

Panel A. Full-credit rankings				**Panel B.** Coauthor-adjusted rankings			
Rank	Accounting Program	Full Credit	Coauthor Adjusted	Rank	Accounting Program	Coauthor Adjusted	Full Credit
1	Brigham Young Univ	33.785	9.468	1	Bentley Univ	17.266	32.179
2	Bentley Univ	32.179	17.266	2	James Madison Univ	14.103	28.968
3	James Madison Univ	28.968	14.103	3	Case Western Reserve	12.670	24.564
4	Villanova Univ	28.250	12.426	4	Villanova Univ	12.426	28.250
5	West Virginia Univ	27.530	7.827	5	Baylor Univ	11.744	25.251
6	Baylor Univ	25.251	11.744	6	Wake Forest Univ	10.436	19.000
7	Case Western Reserve	24.564	12.670	7	Brigham Young Univ	9.468	33.785
8	Northern Illinois Univ	23.292	8.378	8	Northern Illinois Univ	8.378	23.292
9	Wake Forest Univ	19.000	10.436	9	West Virginia Univ	7.827	27.530
10	Babson Univ	17.631	7.027	10	Appalachian St Univ	7.482	13.957
11	Texas Tech Univ	17.003	5.999	11	Kennesaw St Univ	7.381	12.998
12	Clemson Univ	16.640	6.573	12	Babson Univ	7.027	17.631
13	Florida Atlantic Univ	14.640	6.661	13	Florida Atlantic Univ	6.661	14.640
14	Iowa St Univ	14.487	5.955	14	Clemson Univ	6.573	16.640
15	Auburn Univ	14.423	4.958	15	Arizona St Univ	6.484	13.422
16	Kansas St Univ	14.293	5.609	16	St Thomas-Minnesota	6.239	12.385
17	Appalachian St Univ	13.957	7.482	17	Col of New Jersey	6.078	11.685
18	Arizona St Univ	13.422	6.484	18	Texas Tech Univ	5.999	17.003
19	Kennesaw St Univ	12.998	7.381	19	Iowa St Univ	5.955	14.487
20	Miami Univ-Ohio	12.645	4.978	20	Houston-Clear Lake	5.844	10.893
21	St Thomas-Minnesota	12.385	6.239	21	Kansas St Univ	5.609	14.293
22	Col of New Jersey	11.685	6.078	22	Providence Col	5.247	10.938
23	Xavier Univ-Ohio	11.314	4.689	23	North Carolina St Univ	5.083	9.188
24	Bryant Univ	11.284	4.566	24	DePaul Univ	5.054	10.441
25	Providence Col	10.938	5.247	25	Miami Univ-Ohio	4.978	12.645
26	Houston-Clear Lake	10.893	5.844	26	Auburn Univ	4.958	14.423
27	DePaul Univ	10.441	5.054	27	John Carroll Univ	4.925	6.688
28	SUNY-Albany	9.966	3.486	28	Xavier Univ-Ohio	4.689	11.314
29	Wisconsin-Milwaukee	9.765	4.182	29	Univ of Vermont	4.568	8.435
30	Sam Houston St Univ	9.752	3.206	30	Bryant Univ	4.566	11.284
31	Virginia Commonwealth	9.617	3.992	31	Wisconsin-Milwaukee	4.182	9.765
32	La Salle Univ	9.477	3.682	32	Western Michigan Univ	4.073	8.492
33	North Carolina St Univ	9.188	5.083	33	Univ of Mass-Lowell	3.995	6.592
34	Indiana Univ-Indianapolis	8.821	2.205	34	Virginia Commonwealth	3.992	9.617
35	Western Michigan Univ	8.492	4.073	35	Belmont Univ	3.872	6.360
36	Univ of Vermont	8.435	4.568	36	Montana St-Bozeman	3.735	7.811
37	Suffolk Univ	8.184	3.340	37	La Salle Univ	3.682	9.477
38	Northern Arizona Univ	8.165	3.522	38	Univ of South Dakota	3.613	5.498
39	Montana St-Bozeman	7.811	3.735	39	Northern Arizona Univ	3.522	8.165
40	East Carolina Univ	7.745	3.046	40	Grand Valley St Univ	3.504	5.261
41	Ohio St Univ	7.698	3.086	41	SUNY-Albany	3.486	9.966
42	Roger Williams Univ	7.623	2.948	42	Univ of Texas-Tyler	3.462	4.709
43	Univ of Denver	7.472	2.569	43	Univ of Richmond	3.450	5.878
44	Alabama-Birmingham	7.188	3.223	44	Univ of Rhode Island	3.442	5.700
45	Loyola-Maryland	7.094	2.516	45	Suffolk Univ	3.340	8.184
46	Georgia St Univ	7.000	2.665	46	Univ of Delaware	3.340	6.003
47	Wayne St Univ	6.929	2.453	47	Cent Michigan Univ	3.277	6.888
48	Cent Michigan Univ	6.888	3.277	48	Alabama- Birmingham	3.223	7.188
49	Cleveland St Univ	6.791	2.922	49	Sam Houston St Univ	3.206	9.752
50	Rider Univ	6.731	3.027	50	Southeast Louisiana Univ	3.172	6.193

Table 5c
25-year rankings (1993-2017) standardized by quality ratings

Panel A. Full-credit rankings				**Panel B.** Coauthor-adjusted rankings			
Rank	Accounting Program	Full Credit	Coauthor Adjusted	Rank	Accounting Program	Coauthor Adjusted	Full Credit
1	Villanova Univ	68.382	30.438	1	Villanova Univ	30.438	68.382
2	James Madison Univ	49.508	22.478	2	Bentley Univ	23.122	46.745
3	Bentley Univ	46.745	23.122	3	James Madison Univ	22.478	49.508
4	Brigham Young Univ	45.445	13.936	4	Case Western Reserve	20.213	38.478
5	Case Western Reserve	38.478	20.213	5	John Carroll Univ	19.028	29.781
6	West Virginia Univ	34.504	10.619	6	Kennesaw St Univ	15.429	30.871
7	Kennesaw St Univ	30.871	15.429	7	Iowa St Univ	14.970	26.391
8	John Carroll Univ	29.781	19.028	8	Brigham Young Univ	13.936	45.445
9	Baylor Univ	29.620	13.646	9	Baylor Univ	13.646	29.620
10	Northern Illinois Univ	28.036	11.250	10	Wake Forest Univ	13.614	22.845
11	Texas Tech Univ	27.362	10.541	11	Univ of Richmond	12.463	21.009
12	Iowa St Univ	26.391	14.970	12	Northern Illinois Univ	11.250	28.036
13	Clemson Univ	24.698	10.892	13	Clemson Univ	10.892	24.698
14	Kansas St Univ	24.354	9.442	14	West Virginia Univ	10.619	34.504
15	Ohio St Univ	24.091	8.545	15	Texas Tech Univ	10.541	27.362
16	Wake Forest Univ	22.845	13.614	16	DePaul Univ	9.986	19.382
17	Univ of Richmond	21.009	12.463	17	Kansas St Univ	9.442	24.354
18	Babson Univ	20.631	8.860	18	Arizona St Univ	9.372	18.505
19	Auburn Univ	19.474	7.116	19	Col of New Jersey	9.000	17.287
20	DePaul Univ	19.382	9.986	20	Babson Univ	8.860	20.631
21	Virginia Commonwealth	18.855	7.725	21	Northern Arizona Univ	8.810	16.973
22	North Carolina St Univ	18.702	7.396	22	Appalachian St Univ	8.790	15.765
23	Bryant Univ	18.521	8.437	23	Ohio St Univ	8.545	24.091
24	Arizona St Univ	18.505	9.372	24	Bryant Univ	8.437	18.521
25	Miami Univ-Ohio	17.690	7.333	25	Houston-Clear Lake	8.252	14.887
26	Col of New Jersey	17.287	9.000	26	Western Michigan Univ	8.251	17.107
27	Western Michigan Univ	17.107	8.251	27	Florida Atlantic Univ	8.161	16.640
28	Univ of Central Florida	16.995	6.917	28	Montana St-Bozeman	8.151	16.978
29	Montana St-Bozeman	16.978	8.151	29	Virginia Commonwealth	7.725	18.855
30	Northern Arizona Univ	16.973	8.810	30	La Salle Univ	7.431	16.193
31	Florida Atlantic Univ	16.640	8.161	31	North Carolina St Univ	7.396	18.702
32	Wayne St Univ	16.200	6.636	32	Miami Univ-Ohio	7.333	17.690
33	La Salle Univ	16.193	7.431	33	Univ of New Mexico	7.207	13.424
34	Salisbury Univ	15.927	6.371	34	Auburn Univ	7.116	19.474
35	Univ of Denver	15.785	6.582	35	Univ of Delaware	6.982	10.681
36	Appalachian St Univ	15.765	8.790	36	Univ of Central Florida	6.917	16.995
37	Houston-Clear Lake	14.887	8.252	37	Wayne St Univ	6.636	16.200
38	Michigan-Dearborn	14.041	5.477	38	Univ of Denver	6.582	15.785
39	Providence Col	13.938	6.414	39	Texas A&M Univ	6.446	12.422
40	Indiana Univ-Indianapolis	13.703	3.320	40	Providence Col	6.414	13.938
41	Xavier Univ-Ohio	13.696	5.482	41	Salisbury Univ	6.371	15.927
42	Univ of Akron	13.632	5.431	42	St Thomas- Minnesota	6.239	12.385
43	Univ of New Mexico	13.424	7.207	43	Univ of Vermont	6.105	10.486
44	SUNY-Albany	12.966	5.319	44	Wisconsin -Milwaukee	6.043	12.793
45	Roger Williams Univ	12.881	6.001	45	Roger Williams Univ	6.001	12.881
46	East Carolina Univ	12.802	5.902	46	East Carolina Univ	5.902	12.802
47	Wisconsin -Milwaukee	12.793	6.043	47	Boston Col	5.882	11.079
48	Texas A&M Univ	12.422	6.446	48	Georgia Tech	5.727	8.065
49	St Thomas-Minnesota	12.385	6.239	49	Belmont Univ	5.553	8.722
50	Sam Houston St Univ	12.346	3.987	50	Xavier Univ-Ohio	5.482	13.696

Table 6a
6-year rankings (2012-2017) standardized for quality ratings and PHD/DBA time

Panel A. Full-credit rankings				**Panel B.** Coauthor-adjusted rankings			
Rank	Accounting Program	Full Credit	Coauthor Adjusted	Rank	Accounting Program	Coauthor Adjusted	Full Credit
1	Roger Williams Univ	1.103	0.436	1	Roger Williams Univ	0.436	1.103
2	Indiana Univ-Indianapolis	0.966	0.241	2	Case Western Reserve	0.366	0.803
3	Case Western Reserve	0.803	0.366	3	Middle Georgia St Univ	0.316	0.466
4	Western Illinois Univ	0.724	0.302	4	Western Illinois Univ	0.302	0.724
5	Georgia St Univ	0.667	0.250	5	Villanova Univ	0.258	0.612
6	Wayne St Univ	0.654	0.256	6	Wayne St Univ	0.256	0.654
7	Villanova Univ	0.612	0.258	7	North Georgia	0.254	0.531
8	Northern Illinois Univ	0.600	0.197	8	Georgia St Univ	0.250	0.667
9	SUNY-Albany	0.579	0.214	9	Metropolitan-Minnesota	0.245	0.278
10	West Virginia Univ	0.563	0.148	10	Indiana Univ-Indianapolis	0.241	0.966
11	North Georgia	0.531	0.254	11	Bentley Univ	0.236	0.410
12	Univ of Scranton	0.506	0.159	12	Univ of South Dakota	0.228	0.312
13	Salisbury Univ	0.494	0.193	13	Winona St Univ	0.221	0.322
14	Simmons Col	0.491	0.143	14	SUNY-Albany	0.214	0.579
15	Middle Georgia St Univ	0.466	0.316	15	Cal St Univ-Sacramento	0.213	0.426
16	Cal St Univ-Sacramento	0.426	0.213	16	Southeast Louisiana Univ	0.207	0.299
17	Texas A&M-Commerce	0.426	0.195	17	Northern Illinois Univ	0.197	0.600
18	Bentley Univ	0.410	0.236	18	Texas A&M-Commerce	0.195	0.426
19	Naval Postgraduate Sch	0.405	0.146	19	Salisbury Univ	0.193	0.494
20	Florida Gulf Coast	0.401	0.133	20	CUNY-Brooklyn Col	0.192	0.268
21	Ohio St Univ	0.391	0.174	21	Seattle Univ	0.179	0.328
22	Southern Alabama	0.382	0.126	22	Univ of Vermont	0.175	0.296
23	Florida Atlantic Univ	0.368	0.138	23	Ohio St Univ	0.174	0.391
24	Bryant Univ	0.350	0.139	24	Marquette Univ	0.170	0.214
25	Mid Tennessee St Univ	0.344	0.142	25	Wake Forest Univ	0.168	0.276
26	Arizona St Univ	0.333	0.167	26	Arizona St Univ	0.167	0.333
	Seattle Pacific Univ	0.333	0.167		Seattle Pacific Univ	0.167	0.333
	Southern Mississippi	0.333	0.167		Southern Mississippi	0.167	0.333
	Wichita St Univ	0.333	0.167		Wichita St Univ	0.167	0.333
30	Trinity Univ	0.333	0.111	30	Indiana Univ-South Bend	0.167	0.167
	Tulane Univ	0.333	0.111		St Mary's-Texas	0.167	0.167
32	Sam Houston St Univ	0.330	0.108		Chapman Univ	0.167	0.167
33	Brigham Young Univ	0.329	0.086		Fort Lewis Col	0.167	0.167
34	Seattle Univ	0.328	0.179		Montclair St Univ	0.167	0.167
35	Winona St Univ	0.322	0.221		Worcester Poly Inst	0.167	0.167
36	Augustana Col-IL	0.322	0.121	36	Wisconsin-Milwaukee	0.163	0.228
37	Wisconsin-Milwaukee	0.320	0.130	37	Univ of Utah	0.161	0.161
38	Bucknell Univ	0.316	0.144		Woodbury Univ	0.161	0.161
39	Baylor Univ	0.314	0.129	39	Univ of Scranton	0.159	0.506
40	Univ of South Dakota	0.312	0.228	40	Univ of Rhode Island	0.154	0.206
41	Virginia Commonwealth	0.311	0.133	41	West Virginia Univ	0.148	0.563
42	Texas Tech Univ	0.310	0.111	42	Univ of New Hampshire	0.147	0.294
43	Alabama-Birmingham	0.310	0.096	43	North Carolina St Univ	0.147	0.293
44	North Dakota St Univ	0.309	0.134	44	Naval Postgraduate Sch	0.146	0.405
45	East Carolina Univ	0.306	0.123	45	Gonzaga Univ	0.145	0.291
46	Houston-Clear Lake	0.304	0.138	46	Bucknell Univ	0.144	0.316
47	Babson Univ	0.301	0.105	47	Simmons Col	0.143	0.491
48	Southeast Louisiana Univ	0.299	0.207	48	Mid Tennessee St Univ	0.142	0.344
49	Portland St Univ	0.299	0.093	49	Bryant Univ	0.139	0.350
50	Univ of Vermont	0.296	0.175	50	Florida Atlantic Univ	0.138	0.368

Table 6b
12-year rankings (2006-2017) standardized for quality ratings and PHD/DBA time

Panel A. Full-credit rankings				**Panel B.** Coauthor-adjusted rankings			
Rank	Accounting Program	Full Credit	Coauthor Adjusted	Rank	Accounting Program	Coauthor Adjusted	Full Credit
1	Indiana Univ-Indianapolis	0.735	0.184	1	Case Western Reserve	0.266	0.517
2	Georgia St Univ	0.583	0.222	2	Middle Georgia St Univ	0.228	0.400
3	Wayne St Univ	0.577	0.204	3	Naval Postgraduate Sch	0.226	0.407
4	Case Western Reserve	0.517	0.266	4	Georgia St Univ	0.222	0.583
5	West Virginia Univ	0.433	0.121	5	Wayne St Univ	0.204	0.577
6	Naval Postgraduate Sch	0.407	0.226	6	Indiana Univ-Indianapolis	0.184	0.735
7	Middle Georgia St Univ	0.400	0.228	7	North Georgia	0.182	0.354
8	North Georgia	0.354	0.182	8	Arkansas-Little Rock	0.161	0.321
9	Villanova Univ	0.353	0.152	9	Metropolitan-Minnesota	0.161	0.181
10	Western New England	0.333	0.153	10	Western New England	0.153	0.333
11	Western Illinois Univ	0.331	0.135	11	Villanova Univ	0.152	0.353
12	SUNY-Albany	0.331	0.124	12	Univ of South Dakota	0.151	0.229
13	McNeese St Univ	0.330	0.132	13	Bentley Univ	0.145	0.271
14	Arkansas-Little Rock	0.321	0.161	14	Western Illinois Univ	0.135	0.331
15	Roger Williams Univ	0.318	0.123	15	Arizona St Univ	0.135	0.280
16	Salisbury Univ	0.317	0.126	16	Marquette Univ	0.134	0.205
17	Univ of Scranton	0.293	0.091	17	McNeese St Univ	0.132	0.330
18	Arizona St Univ	0.280	0.135	18	Southeast Louisiana Univ	0.132	0.258
19	Michigan-Flint	0.280	0.131	19	Univ of Michigan-Flint	0.131	0.280
20	Babson Univ	0.272	0.107	20	CUNY-Brooklyn Col	0.128	0.167
21	Bentley Univ	0.271	0.145	21	Univ of Vermont	0.127	0.234
22	Concord Univ-WV	0.270	0.121	22	Salisbury Univ	0.126	0.317
23	Florida Gulf Coast	0.267	0.089	23	Univ of New Hampshire	0.126	0.252
24	Portland St Univ	0.261	0.095	24	Fairleigh Dickinson Univ	0.125	0.250
25	Southeast Louisiana Univ	0.258	0.132	25	Fort Lewis Col	0.125	0.167
26	Wright St Univ	0.254	0.099		St Mary's-Texas	0.125	0.167
27	Univ of New Hampshire	0.252	0.126	27	SUNY-Albany	0.124	0.331
28	Boston Col	0.252	0.098	28	Roger Williams Univ	0.123	0.318
29	Fairleigh Dickinson Univ	0.250	0.125	29	Houston-Clear Lake	0.122	0.229
30	Wichita St Univ	0.250	0.104	30	West Virginia Univ	0.121	0.433
31	Florida Atlantic Univ	0.244	0.111	31	Concord Univ-WV	0.121	0.270
32	Wisconsin-Milwaukee	0.241	0.104	32	Wake Forest Univ	0.119	0.212
33	Texas A&M-Commerce	0.238	0.108	33	Slippery Rock Univ	0.115	0.115
34	Brigham Young Univ	0.238	0.067	34	Winona St Univ	0.112	0.175
35	Northern Illinois Univ	0.235	0.083	35	Florida Atlantic Univ	0.111	0.244
36	Univ of Vermont	0.234	0.127	36	Indiana Univ-South Bend	0.111	0.167
37	Univ of North Alabama	0.233	0.087	37	John Carroll Univ	0.109	0.145
38	Georgia Southern Univ	0.233	0.073	38	Texas A&M-Commerce	0.108	0.238
39	Mid Tennessee St Univ	0.230	0.093	39	Babson Univ	0.107	0.272
40	Univ of South Dakota	0.229	0.151	40	Providence Col	0.107	0.217
41	Houston-Clear Lake	0.229	0.122	41	Wichita St Univ	0.104	0.250
42	St Joseph's Univ	0.222	0.080	42	Wisconsin-Milwaukee	0.104	0.241
43	Louisiana Tech Univ	0.221	0.066	43	Montana St-Bozeman	0.104	0.217
44	Providence Col	0.217	0.107	44	William Patterson Univ	0.104	0.143
45	Montana St-Bozeman	0.217	0.104	43	Seattle Univ	0.103	0.204
46	Augustana Col-IL	0.217	0.089	46	Univ of Alabama	0.100	0.200
47	St Edwards Univ	0.216	0.093	47	Wright St Univ	0.099	0.254
48	Kansas St Univ	0.216	0.085	48	Gonzaga Univ	0.099	0.193
49	Virginia Commonwealth	0.215	0.091	49	Boston Col	0.098	0.252
50	Ohio St Univ	0.214	0.086	50	Univ of Mass-Lowell	0.098	0.167

Table 6c
25-year rankings (1993-2017) standardized for quality ratings and PHD/DBA time

Panel A. Full-credit rankings				**Panel B.** Coauthor-adjusted rankings			
Rank	Accounting Program	Full Credit	Coauthor Adjusted	Rank	Accounting Program	Coauthor Adjusted	Full Credit
1	Wayne St Univ	0.648	0.265	1	Wayne St Univ	0.265	0.648
2	Indiana Univ-Indianapolis	0.548	0.133	2	North Georgia	0.254	0.531
3	North Georgia	0.531	0.254	3	Middle Georgia St Univ	0.249	0.446
4	Middle Georgia St Univ	0.446	0.249	4	Metropolitan-Minnesota	0.235	0.256
5	Case Western Reserve	0.432	0.222	5	Case Western Reserve	0.222	0.432
6	Univ of Scranton	0.429	0.137	6	Texas A&M-Commerce	0.181	0.387
7	Salisbury Univ	0.424	0.180	7	Salisbury Univ	0.180	0.424
8	Western Illinois Univ	0.402	0.168	8	Western Illinois Univ	0.168	0.402
9	Texas A&M-Commerce	0.387	0.181	9	John Carroll Univ	0.168	0.255
10	Seattle Univ	0.322	0.107	10	Univ of New Hampshire	0.147	0.294
11	Concord Univ-WV	0.304	0.136	11	Univ of South Dakota	0.145	0.244
12	Univ of New Hampshire	0.294	0.147	12	Univ of Scranton	0.137	0.429
13	West Virginia Univ	0.293	0.085	13	Concord Univ-WV	0.136	0.304
14	SUNY-Albany	0.292	0.122	14	CUNY-Brooklyn Col	0.135	0.173
15	Portland St Univ	0.287	0.100	15	Slippery Rock Univ	0.135	0.135
16	Northern Illinois Univ	0.284	0.101	16	Indiana Univ-Indianapolis	0.133	0.548
17	Wright St Univ	0.271	0.096	17	Western New England	0.130	0.229
18	Montana St-Bozeman	0.264	0.129	18	Montana St-Bozeman	0.129	0.264
19	Roger Williams Univ	0.261	0.121	19	Indiana Univ-South Bend	0.127	0.154
20	Niagara Univ	0.259	0.086	20	Naval Postgrad School	0.125	0.228
21	Metropolitan-Minnesota	0.256	0.235	21	SUNY-Albany	0.122	0.292
22	John Carroll Univ	0.255	0.168	22	Roger Williams Univ	0.121	0.261
23	Villanova Univ	0.255	0.110	23	Arkansas-Little Rock	0.121	0.241
24	Clarion Univ	0.255	0.103	24	Boston Col	0.118	0.222
25	Univ of South Dakota	0.244	0.145	25	Houston-Clear Lake	0.116	0.213
26	Arkansas-Little Rock	0.241	0.121	26	Georgia Tech	0.115	0.161
27	Georgia St Univ	0.241	0.100	27	Southeast Oklahoma St	0.113	0.207
28	Univ of Denver	0.234	0.092	28	Villanova Univ	0.110	0.255
29	Bucknell Univ	0.232	0.107	29	Providence Col	0.110	0.226
30	Western New England	0.229	0.130	30	Univ of Seattle	0.107	0.322
31	Naval Postgrad School	0.228	0.125	31	Bucknell Univ	0.107	0.232
32	Simmons Col	0.228	0.093	32	Montclair St Univ	0.106	0.116
33	Providence Col	0.226	0.110	33	Clarion Univ	0.103	0.255
34	Boston Col	0.222	0.118	34	Northern Illinois Univ	0.101	0.284
35	Trinity Univ	0.222	0.074	35	Portland St Univ	0.100	0.287
36	Wisconsin-Milwaukee	0.220	0.099	36	Georgia St Univ	0.100	0.241
37	McNeese St Univ	0.219	0.088	37	Wisconsin -Milwaukee	0.099	0.220
38	Virginia Commonwealth	0.217	0.094	38	Univ of Nevada-Reno	0.099	0.197
39	Augustana Col-IL	0.217	0.089	39	Univ of Richmond	0.098	0.161
40	Florida Gulf Coast	0.217	0.072	40	Washington & Lee Univ	0.098	0.150
41	Houston-Clear Lake	0.213	0.116	41	Wright St Univ	0.096	0.271
42	Southeast Oklahoma St	0.207	0.113	42	Virginia Commonwealth	0.094	0.217
43	East Carolina Univ	0.200	0.089	43	Simmons Col	0.093	0.228
44	Univ of Nevada-Reno	0.197	0.099	44	Gonzaga Univ	0.093	0.171
45	Brigham Young Univ	0.191	0.057	45	Univ of Denver	0.092	0.234
46	Southern Ill-Edwardsville	0.190	0.047	46	St Louis Univ	0.092	0.174
47	Southeast Louisiana Univ	0.183	0.087	47	Marquette Univ	0.092	0.154
48	Univ of Charleston	0.182	0.091	48	Univ of Charleston	0.091	0.182
49	James Madison Univ	0.181	0.081	49	Wake Forest Univ	0.091	0.154
50	Univ of Wisconsin	0.181	0.079	50	Univ of West Florida	0.089	0.172

Table 7
Models for the number of accounting-education authors

Panel A: Regression model for the 6-year data

Model	R^2	Adjusted R^2		
Regression	0.131	0.127		
Source	DF	Sum of Squares	F Factor	Prob F
Model	1	87.1	42.0	<0.0000
Error	280	580.5		
Total	281	667.6		
Term	Coefficient	T Stat	P-value	
Intercept	1.21	7.54	<0.0000	
PHD/DBAs	0.09	6.48	<0.0000	

Panel B: Regression model for the 12-year data

Model	R^2	Adjusted R^2		
Regression	0.210	0.208		
Source	DF	Sum of Squares	F Factor	Prob F
Model	1	323.1	99.8	<0.0000
Error	376	1216.5		
Total	377	1539.6		
Term	Coefficient	T Stat	P-value	
Intercept	1.00	5.95	<0.0000	
PHD/DBAs	0.16	10.00	<0.0000	

Panel C: Regression model for the 25-year data

Model	R^2	Adjusted R^2		
Regression	0.268	0.266		
Source	DF	Sum of Squares	F Factor	Prob F
Model	1	649.8	161.4	<0.0000
Error	441	1775.8		
Total	442	2425.6		
Term	Coefficient	T Stat	P-value	
Intercept	1.07	6.35	<0.0000	
PHD/DBAs	0.20	12.70	<0.0000	

Number of accounting PhD/DBAs on the program's faculty.

Table 8
Comparing the unstandardized and standardized data for the ranked programs

Panel A: Unstandardized (Unstd) data versus data standardized for journal quality

A-1: 6-year rankings (Table 4a versus 5a)

	Unstd	Std-Quality
Mean	13.04	13.90
Variance	35.96	43.03
Programs (n)	49	50
t Stat	-0.680	
P(T<=t)	0.249	
10 or less faculty		
Number	17	15
Percent	35	30

A-2: 12-year rankings (Table 4b versus 5b)

	Unstd	Std-Quality
Mean	13.22	13.38
Variance	35.40	37.91
Programs (n)	50	50
t Stat	-0.132	
P(T<=t) one-tail	0.448	
10 or less faculty		
Number	16	17
Percent	32	34

A-3: 25-year rankings (Table 4c versus 5c)

	Unstd	Std-Quality
Mean	13.72	13.72
Variance	43.59	43.59
Programs (n)	50	50
t Stat	0.000	
P(T<=t) one-tail	0.500	
10 or less faculty		
Number	17	17
Percent	34	34

Panel B: Unstandardized (Raw) data versus the fully-standardized data

B-1: 6-year rankings (Table 4a versus 6a)

	Unstd	Fully Std
Mean	13.04	10.52
Variance	35.96	39.89
Programs (n)	49	50
t Stat	2.037	
P(T<=t) one-tail	0.022	
10 or less faculty		
Number	17	31
Percent	35	62

B-2: 12-year rankings (Table 4b versus 6b)

	Unstd	Fully Std
Mean	13.22	9.74
Variance	35.40	41.01
Programs (n)	50	50
t Stat	2.815	
P(T<=t) one-tail	0.003	
10 or less faculty		
Number	16	33
Percent	32	66

B-3: 25-year rankings (Table 4c versus 6c)

	Raw	Fully Std
Mean	13.72	8.86
Variance	43.59	28.25
Programs (n)	50	50
t Stat	4.055	
P(T<=t) one-tail	<0.000	
10 or less faculty		
Number	17	35
Percent	34	70

Panel C: Top-50 data (Raw) versus entire sample

C-1: 6-year rankings (Table 4a versus Sample)

	4A	Sample
Mean	13.04	9.38
Variance	35.96	35.51
Programs (n)	49	282
t Stat	3.951	
P(T<=t)	<0.000	

C-2: 12-year rankings (Table 4b versus Sample)

	4B	Sample
Mean	13.22	8.94
Variance	35.40	34.46
Programs (n)	50	378
t Stat	4.793	
P(T<=t) one-tail	<0.000	

C-3: 25-year rankings (Table 4c versus Sample)

	4C	Sample
Mean	13.72	8.81
Variance	43.59	36.93
Programs (n)	50	443
t Stat	5.020	
P(T<=t) one-tail	<0.000	

Panel D: Top-50 data (Std-3X) versus entire sample

D-1: 6-year rankings (Table 6a versus Sample)

	6A	Sample
Mean	10.69	9.38
Variance	39.18	35.51
Programs (n)	49	282
t Stat	1.368	
P(T<=t) one-tail	0.088	

D-2: 12-year rankings (Table 6b versus Sample)

	6B	Sample
Mean	9.74	8.94
Variance	41.01	34.46
Programs (n)	50	378
t Stat	0.843	
P(T<=t) one-tail	0.201	

D-3: 25-year rankings (Table 6c versus Sample)

	6C	Sample
Mean	8.86	8.81
Variance	28.25	36.93
Programs (n)	50	443
t Stat	0.057	
P(T<=t) one-tail	0.477	

The tie in averages in A-3 resulted from the identical PHD/DBA sizes of the different schools; the University of Delaware (n = 13) and the University of Memphis (n = 10) in the unstandardized data were replaced by Sam Houston State (n = 13) and SUNY Albany (n = 10) in the fully standardized data.