

# The Environment for Professional Interaction and Relevant Practical Experience in AACSB-Accredited Accounting Programs

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I sought to learn more about the nature and extent of faculty activities in fulfilling the AACSB's standards for accounting accreditation. These standards go beyond the business accreditation standards to require professional interaction by all accounting faculty members, that accounting faculty as a whole have a portfolio of relevant practical experience, and that an appropriate number of accounting faculty maintain professional certification.

I conducted a survey of faculty members at institutions with separate AACSB accounting accreditation but without a doctoral program in accounting. Schools with doctoral programs in accounting have a mission that, relatively speaking, should place greater emphasis on basic scholarship. Schools without doctoral programs can, arguably, place less emphasis on basic scholarship and thus provide more time for applied scholarship, instructional development, faculty involvement in professional organizations, and obtaining relevant experience. The relative focus of individual and collective faculty effort on these activities depends on the program's mission. How the non-doctoral-granting schools define their missions affects the opportunity for placing more emphasis on faculty involvement in business and the accounting profession.

**ABSTRACT.** Exposure to business issues and practices has never been more important than in today's ever-changing environment. This is explicitly recognized in the American Assembly of Collegiate Schools of Business (AACSB) standards for accounting accreditation. In this study, the author surveyed faculty members at non-doctoral-granting institutions with separate AACSB accounting accreditation to investigate which faculty activities schools are emphasizing and expecting. Results of the study indicate that, depending on their mission, schools could be placing more emphasis on faculty involvement in business and the accounting profession.

## Standards

Two of the AACSB faculty composition and development standards are designed to ensure that accounting faculty members have a professional orientation and insights into issues related to current practice (AACSB, 2001). Standard A-FD.5 requires that *all* faculty members demonstrate professional interaction to support their program's mission and educational objectives. It further requires that the accounting faculty, as a whole, have a portfolio of relevant experience in accounting and business.

Standard A-FD.6 requires schools to have a planning process to ensure that faculty professional interactions and relevant experience, individually and collectively, are consistent with the acade-

mic unit's mission and educational objectives. In addition, the standard states that the value of professional interactions and relevant experience will be judged by their relationship to curricula and scholarship.

According to the AACSB interpretation of this standard, professional interactions include but are not limited to involvement in professional organizations, attendance at professional education programs, and personal meetings with practitioners. Relevant practical experiences include but are not limited to work experience, developing and presenting professional education courses, field-based research, internships, and consulting. Such experience should relate to the faculty member's teaching area and be recent enough to provide insights into current practice.

Standard A-FD.6 requires that a sufficient number of accounting faculty members hold professional certification consistent with the program's educational objectives and with each individual's teaching and research responsibilities. Professionally certified faculty members enhance the program's professional orientation and serve as role models.

Standard A-IC.1 requires faculty members to make intellectual contributions on a continuing basis consistent with the program's mission and educational objectives.

An institution's expectation for intellectual contributions has a significant impact on how a faculty member allocates time between teaching, service, and scholarly activity. The greater the expectation in terms of either the nature or the extent of faculty intellectual contributions, the less likely faculty members are to have the time to devote to professional interactions and obtaining relevant experience.

## Method

I obtained the information for this study through a questionnaire mailed out in spring 2001 to faculty members at the 93 AACSB-accredited accounting programs that did not have doctoral programs. On February 6, 2001, the AACSB Web site ([www.aacsb.edu/Accred/Accounting/actprog.html](http://www.aacsb.edu/Accred/Accounting/actprog.html)) listed 149 accredited accounting programs in the United States. The *2000–2001 Prentice Hall Accounting Faculty Directory* Hasselback (2000) listed 56 of these as offering doctoral programs in accounting. I also used that directory to identify faculty members and addresses for the mailing.

I mailed questionnaires to 1,128 accounting faculty members at the 93 accredited accounting programs without doctoral programs. To ensure anonymity, I did not number or otherwise identify the questionnaires. As a result, there was no mailing of second requests. Two hundred and seventy-six faculty members responded to the survey, for a 24.5% response rate.

### Profile of Respondents

Faculty members from a broad cross-section of schools responded to the survey. Respondents were asked to indicate the American Accounting Association region and the size of the metropolitan area in which their school was located. The percentages of respondents by region were as follows: Mid-Atlantic (12.7), Mid-Western (30.5), Northeast (4.4), Ohio (9.8), Southeast (17.8), Southwest (9.5), and Western (15.3). (Readers not familiar with the American Accounting Association should note that Ohio has the unique status of having its own region.) The percentages of respondents by metropolitan area size

were as follows: under 50,000 (26.3), 50,001 to 100,000 (14.2), 100,001 to 200,000 (15.0), 200,001 to 500,000 (9.1), 500,001 to 1,000,000 (8.0), and over 1,000,000 (27.4).

Respondents were also asked to indicate their school's size as measured by the number of students graduating in the academic year 2000–2001 who were undergraduate business majors, undergraduate accounting majors, and graduate accounting majors. The percentages of respondents by number of undergraduate business majors were as follows: under 1,001 (60.1), 1,001 to 1,500 (16.0), 1,501 to 2,000 (7.1), and over 2,000 (16.8). The following comprises the corresponding percentages by number of undergraduate accounting majors: under 101 (55.8), 101 to 150 (27.1), 151 to 200 (11.9), and over 200 (5.2). The breakdown by graduate-level accounting majors was as follows: under 16 (42.1), 16 to 25 (25.1), 26 to 50 (23.1), and over 50 (9.7).

Respondents also demonstrated a broad diversity in terms of primary teaching discipline, age, gender, rank, and tenure status. Approximately 14% of the respondents were in auditing, 36.2% were in financial accounting, 19.6% were in managerial accounting, 9.4% were in systems, 15.6% in tax, and 5.1% in another accounting area. Approximately 49% held the rank of professor, 35% were associate professors, and 16% were assistant professors. Eighty-three percent held tenure. Percentages of respondents by age were as follows: under 36 (2.6), 36 to 45 (21.9), 46 to 55 (46.0), and over 55 (29.5). Approximately 78% were men, and 22% women.

## Results

### Professional Interactions

Given that *all* faculty members must demonstrate professional interaction and that a significant proportion of faculty members must maintain professional certification, I asked respondents several questions regarding their certification and involvement in professional organizations. Two hundred and thirty-two (84.1%) of the respondents indicated that they held at least one certification. Forty-nine in the certified group

had multiple certifications. As might be expected, the CPA was the most frequently held certification (76.5%), and the CMA the second (41%). Two hundred and eleven, or 76.5%, of the respondents held a CPA certificate. Of these, 162 held only a CPA. Forty-one of all the respondents held a CMA certificate, and 33 of these held another certification as well as the CMA. Forty-three of the 232 holding one or more certifications indicated that they held at least one certification other than CPA or CMA.

Although it is probably safe to conjecture that the certification standard is met at most institutions, the same might not be said about the extent of professional interaction. Ninety-six of the 276 respondents indicated that they currently were serving a professional organization (as compared with primarily academic organizations) as a committee member, committee chair, or officer. Thirty-four of these were serving on more than one committee as either a member or chair or also serving as an officer. Seventy-six of the 96 had served as a committee member, chair, or officer during the prior 4 years.

Ninety-eight of the 276 respondents indicated that they served a professional organization as a committee member, committee chair, or officer during the prior 4 years. Twenty-two of these 98 were not currently serving a professional organization in any capacity. Forty-three of the 98 had served on more than one committee as a member, a chair, or an officer.

The interpretation of the standard makes it clear that professional interactions are not limited to service in professional organizations as a committee member or officer. Professional interaction also includes involvement in professional organization activities, attendance at professional education programs, personal meetings with practicing professionals, and other means of interacting with practicing accountants. It is certainly possible that faculty members who were not more actively involved in one or more professional organizations might have been meeting this standard in other ways.

The majority of institutions represented by the respondents provided

some financial support for involvement in professional organizations. Almost 85% of the 247 who responded to the question indicated that their institution funded either all or part of their dues. Approximately 81% of the 251 faculty members who responded to the question were reimbursed for all or part of the cost of attending local area meetings, whereas 88% were reimbursed for all or part of the cost of attending national, regional, or state-level meetings.

Respondents were asked about the impact of their involvement in professional organizations on salary adjustments, tenure, and promotion. I summarize these responses in Table 1. Only 18.4% of 273 respondents either agreed or strongly agreed that involvement in professional organizations was encouraged and rewarded through salary adjustment. Only 12% of 275 respondents either agreed or strongly agreed that such involvement *significantly* enhances a faculty member's case for tenure. And only 16% of 275 respondents either agreed or strongly agreed that involvement in professional organizations *significantly* enhances a faculty member's case for promotion.

These responses suggest that, although involvement in professional organizations was being encouraged through reimbursement of dues and related expenses, participation was not really supported by the reward structure in terms of salary adjustments, tenure, and promotion. This might explain why approximately one third of respondents were actively involved in professional organizations, whereas approximately 84% held at least one professional certification.

### Relevant Experience

**Internships.** Internships did not appear to be a source of relevant experience for a significant number of faculty members. Only 29 of the 274 respondents who answered the question had held an internship within the previous 5 years (including the current semester or quarter). Three of the 29 had two internships during the period. The focus of the internships was dispersed across the following disciplines: assurance services (13), managerial (8), tax (5), information systems (4), governmental (1), and not indicated (1). Seven of the internships lasted for a year or longer, 14 for 10 to 26 weeks, and 11 for less than 10 weeks. Eight of the 32 were during the summer. The other 24 included some portion of the traditional academic year.

Ten of the 28 who responded to the question indicated that they were compensated entirely by the firm, and seven indicated they were compensated entirely by their school. Five received partial compensation from the school and partial compensation from the firm. One received only partial compensation from the school. Five received full compensation from the school as well as some partial compensation from the firm. Either the school or the firm reimbursed all expenses of nine of the 26 faculty members who answered the question. Two received partial reimbursement. Fifteen were not reimbursed for expenses by either their school or the firm.

Forty-four (18.7%) of the 235 faculty members who responded to the question indicated that opportunities for intern-

ships had increased over the past 5 years, whereas 14.9% responded that opportunities had decreased. The balance indicated that opportunities had remained about the same.

**Consulting.** Consulting and the practice of accounting appeared to be a source of relevant experience for a more significant number of faculty members. One hundred and nineteen, or 43.4%, of 274 respondents stated that they had practiced accounting or consulted, other than as a part of a formal internship, during the past 3 calendar years. One hundred and eight provided information about the number of hours, on average, that they consulted during the prior 3 years. Forty-seven consulted 40 hours or fewer per year, 20 consulted 41 to 80 hours per year, 22 consulted 81 to 200 hours per year, and 19 consulted over 200 hours per year.

Sixty-nine, or about 27.3%, of 253 respondents indicated that opportunities to consult or practice in their discipline had increased over the past 3 years. Opportunities had remained constant for approximately 58.9% of the respondents and had decreased for 13.8%. As might be expected, opportunities had increased the least for faculty members at institutions in areas with a population of 100,000 or under and had increased the most in larger metropolitan areas. I summarize the responses by size of metropolitan area in Table 2. Note that not all respondents indicated size of metropolitan area, resulting in slightly different totals in Table 2.

The percentages of respondents who believed that opportunities had increased by metropolitan area were as follows: under 50,000 (18.2), 50,001 to 100,000 (18.9), 100,001 to 200,000 (26.3), 200,001 to 500,000 (28.6), 500,001 to 1,000,000 (59.1), and over 1,000,000 (29.9).

The percentage of faculty members who believed that consulting or practice opportunities had remained constant over the previous 3 years was about the same regardless of the respondent's teaching discipline. I summarize these responses in Table 3. The percentages of respondents who believed that opportunities had increased, by primary teaching area, were as follows: auditing

**TABLE 1. Involvement in Professional Organizations: Respondents' Perceptions of Impact on Their Salary Adjustments, Promotion, and Tenure**

Scale anchor	Impact					
	Rewarded via salary		Enhances case for tenure		Enhances case for promotion	
	No.	%	No.	%	No.	%
Strongly agree	6	2.2	2	0.7	2	0.7
Agree	44	16.2	31	11.3	42	15.3
Neutral	57	20.9	60	21.8	65	23.6
Disagree	84	30.7	102	37.1	97	35.3
Strongly disagree	82	30.0	80	29.1	69	25.1
Total	273		275		275	

(29.4), financial accounting (27.2), managerial (24.0), systems (20.8), tax (31.7), and other (40.0). Within teaching areas, the ratio of faculty members citing increased opportunities to faculty members citing decreased opportunities was higher in the tax, auditing, and financial accounting areas than in the managerial and systems areas.

Respondents were asked about the impact of their recent relevant experience on salary adjustments, tenure, and promotion. Only 11.7% of the 275 respondents either agreed or strongly agreed that their recent relevant professional experience was being encouraged and rewarded via salary adjustments. In

contrast, approximately two thirds either disagreed or strongly disagreed with this statement. This is not surprising because presumably clients pay for the services of these faculty members.

Only 12% of the 275 respondents either agreed or strongly agreed that relevant experience significantly enhances a faculty member's case for tenure. Approximately two thirds either disagreed or strongly disagreed. Approximately 15% of the 275 respondents either agreed or strongly agreed that relevant experience significantly enhances a faculty member's case for promotion. In contrast, almost two thirds either disagreed or strongly disagreed with this

statement. This finding is not surprising but is somewhat disturbing, given that the objective of the standard is to have faculty members with significant ongoing or recent relevant experience.

Faculty members who are compensated by clients should not be compensated again with a salary adjustment. But it does not necessarily follow that such activities should not significantly enhance the case for promotion or tenure if the faculty member is also making intellectual contributions and doing the job expected in the classroom.

*Continuing professional education.* Another means of obtaining relevant experience is by teaching continuing professional education courses. One hundred and ten (41%) of 268 respondents had taught CPE courses during the previous 3 years (including the current semester or quarter). Forty-six of the 110 taught for professional organization; 11 for accounting firms; 16 for corporations; 32 for a combination of accounting firms, corporations, and professional organizations; and 5 for universities and other organizations.

Fifty-three indicated that opportunities to teach CPE had increased, 36 that they had decreased, and 166 that they had remained about the same. Relatively more faculty members whose primary teaching area was either auditing or "other" cited increased opportunities to teach CPE compared with faculty members whose primary teaching discipline was financial, managerial, systems, or tax. The percentages of respondents who believed that such opportunities had increased, by respondent's primary teaching area, were as follows: auditing (29.4), financial accounting (18.3), managerial (18.0), systems (17.4), tax (22.0), and other (30.8).

#### *Intellectual Contributions*

An institution's expectations for intellectual contributions have a direct impact on the time available for professional interactions and obtaining relevant experience. If teaching and service loads remain constant, increased research expectations will result in little time, if any, for professional interaction and gaining relevant experience.

**TABLE 2. Respondent Perceptions of Change in Consulting Opportunity Frequency Over the Previous 5 Years, by No. of Respondents per Size of Metropolitan Area**

Area size (000s)	Opportunity frequency			Total
	Increased	Decreased	Same	
< 50	12	12	42	66
50-100	7	5	25	37
100-200	10	2	26	38
200-500	6	4	11	21
500-1000	13	0	9	22
> 1,000	20	12	35	67
Total	68	35	148	251
%	27.1	13.9	59.0	

Note.  $\chi^2(10) = 21.669, p = .017$ .

Two hundred and fifty-one of the 253 responding to the question about change in consulting opportunities indicated the size of the metropolitan area. Twenty-three of the 276 respondents did not respond to this question about consulting opportunities.

**TABLE 3. Respondent Perceptions of Change in Consulting Opportunity Frequency Over the Previous 5 Years, by No. of Respondents per Teaching Discipline**

Discipline	Opportunity frequency			Total
	Increased	Decreased	Same	
Auditing	10	4	20	34
Financial	25	10	57	92
Managerial	12	11	27	50
Systems	5	5	14	24
Tax	13	4	24	41
Other	4	0	6	10
Total	69	34	148	251
%	27.5	13.5	59.0	

Note.  $\chi^2(10) = 7.780, p = .650$ .

Two hundred and fifty-one of the 253 responding to the question about change in consulting opportunities indicated their teaching discipline. Twenty-three of the 276 respondents did not respond to this question about consulting opportunities.

Respondents were asked whether their institution's expectation for the volume of publication had increased over the past 5 years. They were also asked whether their institution's relative emphasis on basic scholarship had increased over the previous 5 years.

The accounting standard refers to the Business Intellectual Contributions Standard IC.1 for a definition of the three types of intellectual contributions. The following definitions were provided in the questionnaire:

- Instructional development: the enhancement of the educational value of instructional efforts of the institution or discipline.
- Applied scholarship: the applica-

tion, transfer, and interpretation of knowledge to improve management practice and teaching.

- Basic scholarship: the creation of new knowledge.

Approximately 60% of 274 respondents indicated that the expectation for volume of publication by untenured faculty members had either increased or significantly increased over the previous 5 years. Almost 55% of 273 respondents believed that the expectation for volume of publications for tenured faculty had either increased significantly or increased over the previous 5 years.

Regardless of their teaching discipline, respondents held similar opinions about whether their schools' expectation

for the volume of publication by untenured and tenured faculty members had increased, decreased, or remained constant compared with the previous 5 years. In Tables 4 and 5, I summarize the responses according to respondent teaching discipline. Note that 14 of the respondents indicated "other" as their primary teaching area. I did not include their data in Table 4, which thus is based on a total respondent number of 260.

In Tables 6 and 7, I summarize the responses regarding perceived change in expectations for the volume of publication by untenured and tenured faculty according to the size of the respondent's graduate program. Respondent opinions were similar regardless of the size of the

**TABLE 4. Respondent Perceptions of Expectation for Volume of Publication by Untenured Accounting Faculty Members, by No. of Respondents per Teaching Discipline**

Discipline	Expectation					Total
	Increased significantly	Increased	Same	Decreased	Decreased significantly	
Auditing	11	14	12	1	1	39
Financial	13	39	46	1	0	99
Managerial	11	26	15	1	1	54
Systems	7	10	8	0	0	25
Tax	12	12	16	3	0	43
Total	54	101	97	6	2	260
%	20.8	38.8	37.3	2.3	0.8	

Note.  $\chi^2(8) = 12.178, p = .143$ .

Chi-square test was done without the cells in the "decreased" and "decreased significantly" columns because of the low number of expected counts. There were 14 respondents who indicated "other" for a teaching discipline: Eleven indicated that expectations had increased, and 3 indicated that they had remained the same. Another 2 did not respond to the question.

**TABLE 5. Respondent Perceptions of Expectation for Volume of Publication by Tenured Accounting Faculty Members, by No. of Respondents per Teaching Discipline**

Discipline	Expectation					Total
	Increased significantly	Increased	Same	Decreased	Decreased significantly	
Auditing	8	14	16	0	1	39
Financial	11	36	49	1	2	99
Managerial	5	26	20	1	1	53
Systems	3	12	10	0	0	25
Tax	6	20	15	2	0	43
Total	33	108	110	4	4	259
%	12.8	41.7	42.5	1.5	1.5	

Note.  $\chi^2(8) = 6.758, p = .563$ .

Chi-square test was done without the cells in the "decreased" and "decreased significantly" columns because of the low number of expected counts. There were 14 respondents who indicated "other" for a teaching discipline: Eight indicated that expectations had increased, and 6 indicated that they had remained the same. Three did not respond to the question about expectations for volume.

**TABLE 6. Respondent Perceptions of Expectation for Volume of Publication by Untenured Accounting Faculty Members, by No. of Respondents per Size of Graduate Program**

No. of students	Expectation					Total
	Increased significantly	Increased	Same	Decreased	Decreased significantly	
< 16	15	45	41	1	1	103
16-25	14	24	22	2	0	62
26-50	10	24	21	2	0	57
> 50	9	9	5	0	0	23
Total	48	102	89	5	1	245
%	19.6	41.6	36.3	2.1	0.4	

Note.  $\chi^2(6) = 8.017, p = .237$ .

Chi-square test was done without the cells in the "decreased" and "decreased significantly" columns because of the low number of expected counts. Twenty-eight of the respondents did not have graduate programs. One did not indicate the size of the program. Two did not answer the question about expectations for volume.

**TABLE 7. Respondent Perceptions of Expectation for Volume of Publication by Tenured Accounting Faculty Members, by No. of Respondents per Size of Graduate Program**

No. of students	Expectation					Total
	Increased significantly	Increased	Same	Decreased	Decreased significantly	
< 16	12	42	47	1	1	103
16-25	7	24	28	2	1	62
26-50	5	26	23	1	1	56
> 50	4	12	7	0	0	23
Total	28	104	105	4	3	244
%	11.5	42.6	43.1	1.6	1.2	

Note.  $\chi^2(6) = 3.028, p = .805$ .

Chi-square test was done without the cells in the "decreased" and "decreased significantly" columns because of the low number of expected counts. Twenty-eight of the respondents did not have graduate programs. One did not indicate the size of the program. Three did not answer the question about expectations for volume.

**TABLE 8. Respondent Perceptions of Relative Emphasis on Basic Scholarship by Untenured Accounting Faculty Members, by No. of Respondents per Teaching Discipline**

Discipline	Expectation					Total
	Increased significantly	Increased	Same	Decreased	Decreased significantly	
Auditing	6	9	21	3	0	39
Financial	9	23	62	4	0	98
Managerial	11	12	30	0	1	54
Systems	4	6	13	2	0	25
Tax	8	11	22	2	0	43
Total	38	61	148	11	1	259
%	14.7	23.5	57.1	4.3	0.4	

Note.  $\chi^2(8) = 4.793, p = .779$ .

Chi-square test was done without the cells in the "decreased" and "decreased significantly" columns because of the low number of expected counts. There were 14 respondents who indicated "other" for a teaching discipline: Four indicated that relative emphasis had increased, and 10 indicated that it had remained the same. Three respondents did not respond to the question about relative emphasis.

**TABLE 9. Respondent Perceptions of Relative Emphasis on Basic Scholarship by Tenured Accounting Faculty Members, by No. of Respondents per Teaching Discipline**

Discipline	Expectation					Total
	Increased significantly	Increased	Same	Decreased	Decreased significantly	
Auditing	5	7	24	3	0	39
Financial	8	23	60	4	2	97
Managerial	5	10	36	2	1	54
Systems	0	8	15	2	0	25
Tax	5	13	21	4	0	43
Total	23	61	156	15	3	258
%	8.9	23.6	60.5	5.8	1.2	

Note.  $\chi^2(8) = 7.347, p = .500$ .

Chi-square test was done without the cells in the "decreased" and "decreased significantly" columns because of the low number of expected counts. There were 14 respondents who indicated "other" for a teaching discipline: Three indicated that relative emphasis had increased, 10 indicated that it had remained the same, and 1 indicated that it had decreased. Four respondents did not answer the question about relative emphasis.

**TABLE 10. Respondent Perceptions of Relative Emphasis on Basic Scholarship by Untenured Accounting Faculty Members, by No. of Respondents per Size of Graduate Program**

Discipline	Expectation					Total
	Increased significantly	Increased	Same	Decreased	Decreased significantly	
< 16	12	24	60	6	1	103
16-25	9	13	39	1	0	62
26-50	6	13	34	3	0	56
> 50	6	10	7	0	0	23
Total	33	60	140	10	1	244
%	13.5	24.6	57.4	4.1	0.4	

Note.  $\chi^2(6) = 9.894, p = .129$ .

Chi-square test was done without the cells in the "decreased" and "decreased significantly" columns because of the low number of expected counts. Twenty-eight of the respondents did not have graduate programs. One did not indicate the size of the program. Three respondents did not answer the question about relative emphasis.

graduate program at the respondents' schools. Note that 28 of the 276 who responded to the survey were at schools without master's degree programs.

The emphasis on basic scholarship had also increased at many of the respondents' institutions. Approximately 37% of 273 respondents believed that their institution's relative emphasis on basic scholarship by untenured faculty had either increased or significantly increased over the past 5 years. And 32% of 272 respondents indicated that their institutions' relative emphasis on basic scholarship by tenured faculty had either increased or significantly increased over the past 5 years.

Regardless of teaching discipline, the respondents held similar opinions about whether their schools' relative emphasis

on basic scholarship by untenured and tenured faculty members had increased, decreased, or remained constant compared with that emphasis 5 years earlier. In Tables 8 and 9, I summarize the responses according to teaching discipline of respondents.

In Tables 10 and 11, I summarize the responses regarding the perceived change in relative emphasis on basic scholarship by untenured and tenured faculty according to size of graduate program. Respondent opinions were similar regardless of the size of the graduate program at the respondents' schools.

As might be expected, salary adjustments also reflected the institutions' preference for basic scholarship as opposed to other kinds. Respondents were asked whether they agreed that each

type of scholarship was being encouraged and rewarded through salary adjustments. Almost 75% either strongly agreed or agreed that basic scholarship was being rewarded through salary adjustments. Smaller percentages either agreed or strongly agreed that such rewards were being provided for applied scholarship (69%) and for instructional development scholarship (47%).

Approximately 53% of 275 respondents either strongly agreed or agreed that faculty members must have *some* basic scholarship in their portfolios to attain tenure. Twenty-nine percent either strongly agreed or agreed that faculty members must have *primarily* basic scholarship in their portfolios to attain tenure, and almost 55% strongly agreed or agreed that faculty members must have

**TABLE 11. Respondent Perceptions of Relative Emphasis on Basic Scholarship by Tenured Accounting Faculty Members, by No. of Respondents per Size of Graduate Program**

Discipline	Expectation					Total
	Increased significantly	Increased	Same	Decreased	Decreased significantly	
< 16	8	25	61	7	2	103
16-25	4	13	42	2	0	61
26-50	2	16	32	6	0	56
> 50	4	6	12	0	1	23
Total	18	60	147	15	3	243
%	7.4	24.7	60.5	6.2	1.2	

Note.  $\chi^2(6) = 5.720, p = .455$ .

Chi-square test was done without the cells in the "decreased" and "decreased significantly" columns because of the low number of expected counts. Twenty-eight of the respondents did not have graduate programs. One did not indicate the size of the program. Four respondents did not answer the question about relative emphasis.

some basic scholarship to be promoted. Almost 27% strongly agreed or agreed that faculty members must have primarily basic scholarship for promotion.

Respondents indicated whether they believed that their schools' relative emphasis on basic scholarship in the granting of salary adjustments and promotion was consistent with their schools' missions. Almost 57% strongly agreed or agreed that it was, whereas 24% disagreed or strongly disagreed. Approximately 61% strongly agreed or agreed, and 22% disagreed or strongly disagreed, that their schools' emphasis on basic scholarship in promotion decisions was consistent with their schools' missions.

Respondents were also asked whether their involvement in professional organizations and recent relevant experience could make up for a lack of basic scholarship, provided that such a candidate had a portfolio of applied and/or instructional development scholarship to meet requirements for promotion. Only 15% strongly agreed or agreed that involvement in professional organizations could make up for a lack of basic scholarship. Almost 78% either disagreed or strongly disagreed. Only 13% strongly agreed or agreed, and 72% disagreed or strongly disagreed, that relevant professional experience could make up for a lack of basic scholarship.

### Conclusion

The results of this study suggest that the expectation for the volume of publi-

cation has increased at the majority of respondent institutions for both tenured and untenured faculty. Furthermore, the relative emphasis on basic scholarship has increased at many of the respondent institutions. This means that more faculty time is being devoted to research activities that lead to publication. Research takes time—time that is not available for professional interaction and obtaining relevant experience. Responses also confirm what most faculty know—that professional interaction and relevant experience do not, for the most part, substitute for publications in salary, promotion, and tenure decisions.

Internships do not appear to play a large role in providing relevant experience. Relatively few faculty members have had internships. For those faculty members who believed that internship opportunities had increased, an equal number believed that opportunities had decreased. Significantly more faculty members practiced accounting or consulted. Opportunities for practice and consulting appear to have increased. However, my results indicate that such experience is not accorded much weight in salary, promotion, and tenure decisions.

The standards require all faculty members to have professional interactions. In contrast, only the faculty as a whole must maintain a portfolio of relevant practical experience in business and accounting. To some extent, it is realistic to expect faculty members to demonstrate ongoing professional interactions through professional organization activi-

ties, attendance at professional education programs, and personal meetings with practitioners while they devote significant time to making intellectual contributions. However, it is probably not realistic to expect a significant number of faculty members to consult or practice, have internships, or develop and teach CPE courses while they are meeting increased expectations for research and publication. Therefore, it is important for business school deans, accounting department chairs, and AACSB reviewers to recognize the significance of the portfolio concept. The portfolio concept means that not everyone has to do the same thing or everything. The reward structure needs to be consistent with this portfolio philosophy.

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### NOTE

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