


You have unlocked your survey. When you have finished editing, please [lock](#) your survey again.

Intro Block Options ▾

Q1 ▾



The Pathways Commission

Q2 ▾

Dear AAA Member:

Use of technologies by accountants varies widely. The purpose of this survey is to gather information from accounting academics about current and emerging technologies important in the accounting workplace. We expect that this study will be helpful in understanding what accounting academics perceive to be important technologies for our students to know to be successful in the accounting workplace, an important issue for curriculum development. Please take a few minutes to complete this survey.

Mobile device browsers are not compatible with important parts of this survey so please do not take this survey on a mobile device.

Please use the Back and Next buttons on the bottom of each page to navigate to or from the current page. Do not use the back or forward arrow of your browser.

Q3 ▾

Is your institution

- Public
- Private non-profit
- Private for-profit
- Other (please specify)

Q4 ▾

Is your institution (Check all that apply)

- Two-year college
- Four-year college - Bachelor's granting in Business and/or Accounting
- Four-year college - Master's granting in Business and/or Accounting
- Doctoral degree granting in Business and/or Accounting
- AACSB accredited
- AACSB candidate
- Other classifications and accreditations (please specify)

Q5 ▾

Which of the following describes the size of your institution in terms of total enrollment?

- Less than 5,000 students
- Over 5,000 but less than 15,000 students
- Over 15,000 but less than 30,000 students
- Over 30,000 students
- × Don't know

Q6

Please use the Back and Next buttons on the bottom of each page to navigate to or from the current page. Do not use the back or forward arrow of your browser.

Q7

What is the highest degree you have earned?

- Bachelors
- Masters
- EdD
- PhD
- DBA
- JD
- LLM
- Other (please specify)

Q8

How many years has it been since you earned your highest degree?

Q9

What was your major in your highest degree?

- Accounting
- Business Administration
- Finance
- Information Systems
- Management
- Management Information Systems
- Taxation
- Other

Q10

What is your rank?

- Instructor
- Assistant Professor
- Associate Professor
- Full Professor
- Other (please specify)

Q11

Do you currently have any administrative responsibilities? If yes, please check all that apply.

- No administrative responsibilities
- Department Chair
- Program Director
- Associate Dean
- Dean
- Other (please specify)

Q12

What is your tenure status?

- Tenured
- Tenure-track
- Non tenure-track

Q13

Indicate the certifications you hold (Check all that apply):

- Certified Public Accountant
- Certified Information Technology Professional
- Certified Internal Auditor
- Certified Management Accountant
- Certified Information Systems Auditor
- Certified Financial Executive
- Certified Financial Planner
- Certified Fraud Examiner
- Chartered Accountant

Other Certification 1 (please specify)

Other Certification 2 (please specify)

Other Certification 3 (please specify)

Q14

What is your age?

Q15

What is your gender?

- Male
- Female

Internet Research SoftwareUsed to search for and capture information related to a specific topic on the Internet. Example: Google.

Mobile TechnologiesHandheld devices that incorporate software (interface and applications) and communication (network services). Example: iPhone (smartphone).

Network TechnologiesUsed to connect computers and devices, and enable communication, access to data and applications, and sharing of information. Examples: TCP/IP (Transmission Control Protocol/Internet Protocol), VPN (Virtual Private Network).

Presentation SoftwareA computer application used to create visual aids for communicating ideas and other information to a group. Example: PowerPoint.

Privacy TechnologiesHelp control the appropriate use of information: what and how much information about an entity is available to others and to whom it is available. Examples: BitLocker, GnuPG.

Programming LanguagesUsed to create sets of commands that instruct computers to perform specific tasks. Examples: Java, Visual Basic.

Query LanguagesComputer languages for the retrieval and modification of electronic data. Example: SQL.

Reporting SoftwareHelps present data in a meaningful and understandable way. Example: Crystal Reports.

Security TechnologiesHelp protect information and information systems from unauthorized access, use, disclosure, disruption, modification, or destruction. Example: McAfee Security Scan Plus.

Tax Preparation SoftwareComputer software designed to complete tax returns. Example: TurboTax.

Word Processing SoftwareFacilitates entry and preparation of documents such as letters and reports. Example: Microsoft Word.

XBRLAn XML-based language for the electronic communication of business and financial data.

Q19

Are there any missing technologies? If so, please specify in the spaces below.

- Technology 1
- Technology 2
- Technology 3
- Technology 4
- Technology 5

Q20

Display This Question:

If Are there any missing technologies? If so, please specify in the spaces below. **Technology 1** Is **Not Empty**

Or Are there any missing technologies? If so, please specify in the spaces below. **Technology 2** Is **Not Empty**

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Q21

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For each of the technologies, please rate the level of technology competency you would expect graduating undergraduate accounting students to possess based on their academic preparation.

Technology Competency Expected for Graduating Undergraduate Students

0= Not required	Not required as part of the student's undergraduate academic preparation
1= Awareness	Aware of the technology but not able to independently use the technology for tasks
2=Basic	Able to independently use the technology for simple tasks
3=Intermediate	Able to independently use the technology for many types of tasks
4=Advanced	Able to independently use the technology for nearly all types of tasks

Required Level of Technology Competency for Graduating Accounting Undergraduate Students

	Not required	Awareness	Basic	Intermediate	Advanced
\$(QID40/ChoiceTextEntryValue/1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
\$(QID40/ChoiceTextEntryValue/2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
\$(QID40/ChoiceTextEntryValue/3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
\$(QID40/ChoiceTextEntryValue/4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
\$(QID40/ChoiceTextEntryValue/5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q89

Display This Question:

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Please use the Back and Next buttons on the bottom of each page to navigate to or from the current page. Do not use the back or forward arrow of your browser.

Q94

Do you teach any undergraduate accounting courses?

▼

- Yes
- No

If No Is Selected, Then Skip To In your school, typically how importa...

Page Break

Q23

▼

Display This Question:

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- Or** Are there any missing technologies? If so, please specify in the spaces below. **Technology 5** Is **Not Empty**

Please check the technologies that you COVER in your undergraduate accounting courses (Check all that apply).

- None
- [Accounting and Tax Research Software Typically Internet applications, used to search professional authoritative accounting and tax literature and other relevant sources such as research publications. Examples: Accounting Research Manager, Checkpoint, FASB Codification.](#)
- [Application Integration Technologies Enable the integration of various software applications and the sharing of information among them. Examples: XML \(Extensible Markup Language, to share data\), ODBC \(Open Database Connectivity\), Mule \(Enterprise Service Bus\).](#)
- [Big Data Technologies Designed to extract value economically from very large volumes of a wide variety of data, by enabling high-velocity capture, discovery and/or analysis. Examples: Hadoop.](#)
- [Business Intelligence And Analytics Technologies Used to support the analysis of critical business data to increase understanding of an enterprise's operations, financial performance, and markets, and to make timely business decisions. Examples: Cognos, Tableau.](#)
- [Cloud Computing Enables ubiquitous, convenient on-demand network access to a shared pool of configurable computing resources \(e.g., applications, servers, and services\) that can be rapidly provisioned and released with minimal management effort or service provider interaction. Examples: NetSuite and QuickBooks online \(software as a service\); Amazon Web Services and DropBox \(infrastructure as a service\); Windows Azure \(platform as a service\).](#)
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- [XBRL An XML-based language for the electronic communication of business and financial data.](#)

- [ERP Software](#) Integrated set of software modules linked to a common database, used for planning, communicating and controlling business functions such as finance, human resource management, materials management, sales and distribution. Example: Oracle, SAP. \${q://QID40/ChoiceTextEntryValue/1}
- [General Ledger Software](#) Used to record economic transactions and generate financial reports such as income statements, balance sheets, and cash flow statements. Example: Quickbooks. \${q://QID40/ChoiceTextEntryValue/2}
- [Generalized Audit Software](#) Allows auditors to extract data from a variety of databases, applications software and other sources, and then conduct analyses and audit routines on them. Examples: ACL, IDEA. \${q://QID40/ChoiceTextEntryValue/3}
- [Governance, Risk Management, And Compliance \(GRC\) Software](#) Used to support an integrated, holistic approach to organization-wide governance, risk, and compliance. Example: SAP GRC. \${q://QID40/ChoiceTextEntryValue/4}
- [Internet Research Software](#) Used to search for and capture information related to a specific topic on the Internet. Example: Google. \${q://QID40/ChoiceTextEntryValue/5}
- [Mobile Technologies](#) Handheld devices that incorporate software (interface and applications) and communication (network services). Example: iPhone (smartphone).

If None Is Selected, Then Skip To Please use the Back and Next buttons ...

Page Break

Q90

Display This Question:

If For each of the technologies, please rate the level of technology competency you would expect gra... - Don't Know Is Less Than 25

- Or Are there any missing technologies? If so, please specify in the spaces below. Technology 1 Is Not Empty
- Or Are there any missing technologies? If so, please specify in the spaces below. Technology 2 Is Not Empty
- Or Are there any missing technologies? If so, please specify in the spaces below. Technology 3 Is Not Empty
- Or Are there any missing technologies? If so, please specify in the spaces below. Technology 4 Is Not Empty
- Or Are there any missing technologies? If so, please specify in the spaces below. Technology 5 Is Not Empty

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Q25

Display This Question:

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- Or Are there any missing technologies? If so, please specify in the spaces below. Technology 5 Is Not Empty

For each of the following technologies what is the highest level of technology competency you COVER in your undergraduate accounting courses?

Highest Technology Competency Level You Cover in Your Undergraduate Accounting Courses

1= Awareness	Aware of the technology but not able to independently use the technology for tasks
2=Basic	Able to independently use the technology for simple tasks
3=Intermediate	Able to independently use the technology for many types of tasks
4=Advanced	Able to independently use the technology for nearly all types of tasks

Highest Technology Competency You Cover in Your Undergraduate Accounting Courses

Awareness Basic Intermediate Advanced

<p><u>Accounting and Tax Research Software</u> Typically Internet applications, used to search professional authoritative accounting and tax literature and other relevant sources such as research publications. Examples: Accounting Research Manager, Checkpoint, FASB Codification.</p>	○	○	○	○
<p><u>Application Integration Technologies</u> Enable the integration of various software applications and the sharing of information among them. Examples: XML (Extensible Markup Language, to share data), ODBC (Open Database Connectivity), Mule (Enterprise Service Bus).</p>	○	○	○	○
<p><u>Big Data Technologies</u> Designed to extract value economically from very large volumes of a wide variety of data, by enabling high-velocity capture, discovery and/or analysis. Examples: Hadoop.</p>	○	○	○	○
<p><u>Business Intelligence And Analytics Technologies</u> Used to support the analysis of critical business data to increase understanding of an enterprise's operations, financial performance, and markets, and to make timely business decisions. Examples: Cognos, Tableau.</p>	○	○	○	○
<p><u>Cloud Computing</u> Enables ubiquitous, convenient, on-demand network access to a shared pool of configurable computing resources (e.g., applications, servers, and services) that can be rapidly provisioned and released with minimal management effort or service provider interaction. Examples: NetSuite and QuickBooks online (software as a service); Amazon Web Services and DropBox (infrastructure as a service); Windows Azure (platform as a service).</p>	○	○	○	○
<p><u>Communication Software</u> Permits individuals to transmit and receive information over distances. Examples: Outlook (e-mail software), Twitter (social media software), and WebEx (web conferencing software).</p>	○	○	○	○
<p><u>Database Management Software</u> Provides users and programmers with a systematic way to create, update, retrieve, and manage electronic data. Examples: Microsoft Access, Oracle.</p>	○	○	○	○
<p><u>Diagramming Software</u> Used to create, modify, and validate diagrams such as business process specifications, flow charts, and organizational charts. Example: Visio.</p>	○	○	○	○
<p><u>Electronic Spreadsheets</u> A computer application used for creating, editing, and analyzing data that is organized into rows and columns. Example: Microsoft Excel.</p>	○	○	○	○
<p><u>ERP Software</u> Integrated set of software modules linked to a common database, used for planning, communicating and controlling business functions such as finance, human resource management, materials management, sales and distribution. Example: Oracle, SAP.</p>	○	○	○	○
<p><u>General Ledger Software</u> Used to record economic transactions and generate financial reports such as income statements, balance sheets, and cash flow statements. Example: Quickbooks.</p>	○	○	○	○
<p><u>Generalized Audit Software</u> Allows auditors to extract data from a variety of databases, applications software and other sources, and then conduct analyses and audit routines on them. Examples: ACL, IDEA.</p>	○	○	○	○
<p><u>Governance, Risk Management, And Compliance (GRC) Software</u> Used to support an integrated, holistic approach to organization-wide governance, risk, and compliance. Example: SAP GRC.</p>	○	○	○	○

Q26



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Q27



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Please check the technologies you are WILLING TO COVER in the undergraduate accounting courses you teach, including any technologies you currently cover and are willing to continue covering (Check all that apply).

- None
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- \${q://QID40/ChoiceTextEntryValue/1}
- [General Ledger Software](#) Used to record economic transactions and generate financial reports such as income statements, balance sheets, and cash flow statements. Example: Quickbooks.
- \${q://QID40/ChoiceTextEntryValue/2}
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- [Governance, Risk Management, And Compliance \(GRC\) Software](#) Used to support an integrated, holistic approach to organization-wide governance, risk, and compliance. Example: SAP GRC.
- \${q://QID40/ChoiceTextEntryValue/4}
- [Internet Research Software](#) Used to search for and capture information related to a specific topic on the Internet. Example: Google.
- \${q://QID40/ChoiceTextEntryValue/5}
- [Mobile Technologies](#) Handheld devices that incorporate software (interface and applications) and communication (network services). Example: iPhone (smartphone).

If None Is Selected, Then Skip To Please use the Back and Next buttons ...

Page Break

Q91

Display This Question:

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Q29

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For each of the following technologies what is the highest level of technology competency you would be WILLING TO COVER in your undergraduate **accounting** courses?

Highest Technology Competency Level You are Willing to Cover in Your Undergraduate Accounting Courses

1= Awareness	Aware of the technology but not able to independently use the technology for tasks
2=Basic	Able to independently use the technology for simple tasks
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Highest Technology Competency Level You are Willing to Cover in Your Undergraduate Accounting Courses

	Awareness	Basic	Intermediate	Advanced
<p><u>Accounting and Tax Research Software</u> Typically Internet applications, used to search professional authoritative accounting and tax literature and other relevant sources such as research publications. Examples: Accounting Research Manager, Checkpoint, FASB Codification.</p>	●	●	●	●
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<p><u>Business Intelligence And Analytics Technologies</u> Used to support the analysis of critical business data to increase understanding of an enterprise's operations, financial performance, and markets, and to make timely business decisions. Examples: Cognos, Tableau.</p>	●	●	●	●
<p><u>Cloud Computing</u> Enables ubiquitous, convenient, on-demand network access to a shared pool of configurable computing resources (e.g., applications, servers, and services) that can be rapidly provisioned and released with minimal management effort or service provider interaction. Examples: NetSuite and QuickBooks online (software as a service); Amazon Web Services and DropBox (infrastructure as a service); Windows Azure (platform as a service).</p>	●	●	●	●
<p><u>Communication Software</u> Permits individuals to transmit and receive information over distances. Examples: Outlook (e-mail software), Twitter (social media software), and WebEx (web conferencing software)</p>	●	●	●	●
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<p><u>General Ledger Software</u> Used to record economic transactions and generate financial reports such as income statements, balance sheets, and cash flow statements. Example: Quickbooks.</p>	●	●	●	●
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<p><u>Mobile Technologies</u>Handheld devices that incorporate software (interface and applications) and communication (network services). Example: iPhone (smartphone).</p>	○	○	○	○
<p><u>Presentation Software</u>A computer application used to create visual aids for communicating ideas and other information to a group. Example: PowerPoint.</p>	○	○	○	○
<p><u>Privacy Technologies</u>Help control the appropriate use of information: what and how much information about an entity is available to others and to whom it is available. Examples: BitLocker, GnuPG.</p>	○	○	○	○
<p><u>Programming Languages</u>Used to create sets of commands that instruct computers to perform specific tasks. Examples: Java, Visual Basic.</p>	○	○	○	○
<p><u>Query Languages</u>Computer languages for the retrieval and modification of electronic data. Example: SQL.</p>	○	○	○	○
<p><u>Reporting Software</u>Helps present data in a meaningful and understandable way. Example: Crystal Reports.</p>	○	○	○	○
<p><u>Security Technologies</u>Help protect information and information systems from unauthorized access, use, disclosure, disruption, modification, or destruction. Example: McAfee Security Scan Plus.</p>	○	○	○	○
<p><u>Tax Preparation Software</u>Computer software designed to complete tax returns. Example: TurboTax.</p>	○	○	○	○
<p><u>Word Processing Software</u>Facilitates entry and preparation of documents such as letters and reports. Example: Microsoft Word.</p>	○	○	○	○
<p><u>XBRL</u>An XML-based language for the electronic communication of business and financial data.</p>	○	○	○	○
<p>\$(q://QID40/ChoiceTextEntryValue/1)</p>	○	○	○	○
<p>\$(q://QID40/ChoiceTextEntryValue/2)</p>	○	○	○	○
<p>\$(q://QID40/ChoiceTextEntryValue/3)</p>	○	○	○	○
<p>\$(q://QID40/ChoiceTextEntryValue/4)</p>	○	○	○	○
<p>\$(q://QID40/ChoiceTextEntryValue/5)</p>	○	○	○	○

----- Page Break -----

Q30



Please use the Back and Next buttons on the bottom of each page to navigate to or from the current page. Do not use the back or forward arrow of your browser.

Q31

In your school, typically how important are each of the following areas in decisions about job security (e.g. tenure, contract renewal)?

	* Don't Know	Not Important	Slightly Important	Moderately Important	Important	Very Important
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q32

In your school, typically how important are each of the following areas in decisions about career progression (e.g. promotion)?

	* Don't Know	Not Important	Slightly Important	Moderately Important	Important	Very Important
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33

In your school, typically how important are each of the following areas in decisions about financial rewards?

	* Don't Know	Not Important	Slightly Important	Moderately Important	Important	Very Important
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34

What percentage of your work time is devoted to each of the following? (Must total to 100%)

Research	<input type="text" value="0"/>
Teaching	<input type="text" value="0"/>
Service	<input type="text" value="0"/>
Total	<input type="text" value="0"/>

Q92

What is the typical length of the courses you teach in weeks?

- 10 weeks
 - 15 weeks
 - Other (please specify)
-

Q35

What is your typical teaching load during the academic year?

	# of sections taught	# of different courses taught
Financial Accounting Courses	<input type="text" value="0"/>	<input type="text" value="0"/>
Managerial Accounting Courses	<input type="text" value="0"/>	<input type="text" value="0"/>
Auditing Courses	<input type="text" value="0"/>	<input type="text" value="0"/>
Tax Courses	<input type="text" value="0"/>	<input type="text" value="0"/>
Accounting Information Systems Courses	<input type="text" value="0"/>	<input type="text" value="0"/>
Management Information Systems Courses	<input type="text" value="0"/>	<input type="text" value="0"/>
Other (please specify) <input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Other (please specify) <input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Other (please specify) <input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Q36

In which country do you teach primarily?

Q39

Please indicate your level of agreement with each of the following statements:

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I plan to integrate important technologies into my accounting courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to update my accounting courses with relevant technology topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to develop my own exercises when incorporating important technologies into my accounting courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would consider incorporating important technology topics into my accounting courses if the resources (e.g. exercises/assignments) were developed for me from other experts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in integrating technology topics in the courses I currently teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to me to increase the coverage of technology topics in the courses that I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q40

Do you have any additional thoughts about integrating technologies throughout the accounting curriculum?

Q41

Are you willing to take part in a follow-up to this survey?

- Yes
- No

Q42

Do you wish to have a copy of the results of this study?

- Yes
- No

Q43

Display This Question:

If Are you willing to take part in a follow-up to this survey? **Yes** Is **Selected**

Or Do you wish to have a copy of the results of this study? **Yes** Is **Selected**

Please provide your email address. We are asking for your email address because you have asked for either a copy of this study or you expressed an interest in a follow-up study.

Q44

Thank you for your participation! Please click Next to submit your responses.