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Default Question Block

Block Options

Q19

The Pathways Commission, a separate entity, jointly sponsored by the American Accounting Association and AICPA has established a task force to identify action items that will facilitate the integration of professionally oriented faculty into the academic community as full and highly valued members. As a first step, the task force is developing a leading practices document. Once the document is developed, the task force will (1) recruit programs to pilot implementation and (2) identify other distribution channels.

You received this survey because you were identified as a professionally oriented faculty member. The Pathways Commission defines professionally oriented faculty as:

*those whose education was intended primarily to prepare them for careers in business or accounting practice and who enter higher education at a later stage in their careers after gaining significant business or practice experience. These faculty members typically do not hold Ph.D. degrees.*

If this definition describes you and you are a full-time, non-tenure track faculty member, we encourage you to complete the survey as the survey will form the foundation for the leading practices document. Please note that if you have earned the Ph.D. degree, but the definition otherwise describes you and you are a full-time, non-tenure track faculty member, you should complete the survey.

Thank you for your support of the Pathways Commission and the future of accounting education.



Q1

1. My terminal degree is

- Bachelor's
- Master's
- PhD



Q2

2. My employer university is

- Public
- Private



**Q20**

3. The faculty at my university is unionized

Yes

No

**Q3**

4. My employer accounting program offers

An undergraduate degree only

Undergraduate and Master's degrees

Undergraduate, Master's and Doctoral degrees

**Q4**

5. My gender is

Male

Female

**Q5**

6. My age group is

Below 40

40-59

60 or above

**Q6**

7. I feel that I am a full member of (fully integrated into) the faculty at my institution.

Strongly Disagree      Disagree      Neither Agree nor Disagree      Agree      Strongly Agree

Q7

8. At my institution, I am involved in (have been involved in or could be involved in if I choose):

|   | True                  | False                 |
|---|-----------------------|-----------------------|
| Hiring tenure-track faculty (TTF)   | <input type="radio"/> | <input type="radio"/> |
| Hiring other professionally oriented faculty  | <input type="radio"/> | <input type="radio"/> |
| The promotion process for professionally oriented faculty                                       | <input type="radio"/> | <input type="radio"/> |
| Curriculum development (undergraduate)  | <input type="radio"/> | <input type="radio"/> |
| Curriculum development (graduate)   | <input type="radio"/> | <input type="radio"/> |
| Research workshops  | <input type="radio"/> | <input type="radio"/> |
| Academic (basic or discipline-based) research/publishing in academic journals                   | <input type="radio"/> | <input type="radio"/> |
| Practice-oriented research/publishing in practitioner journals                                  | <input type="radio"/> | <input type="radio"/> |
| Pedagogical research/publishing in pedagogical journals   | <input type="radio"/> | <input type="radio"/> |
| Student recruitment   | <input type="radio"/> | <input type="radio"/> |
| Placement of interns/graduates  | <input type="radio"/> | <input type="radio"/> |
| Fundraising   | <input type="radio"/> | <input type="radio"/> |
| Fostering alumni or other external relations  | <input type="radio"/> | <input type="radio"/> |
| Student extracurricular activities (e.g., Beta Alpha Psi)                                       | <input type="radio"/> | <input type="radio"/> |
| Departmental committees   | <input type="radio"/> | <input type="radio"/> |
| School/college of business and university committees, including Faculty Senate                  | <input type="radio"/> | <input type="radio"/> |
| Strategic planning on an equal basis with TTF   | <input type="radio"/> | <input type="radio"/> |
| Graduate instruction (e.g., MACC, MBA courses)  | <input type="radio"/> | <input type="radio"/> |
| Administration (e.g., program coordinator, program advising, center director, department chair) | <input type="radio"/> | <input type="radio"/> |

Q21

Comments (optional):

Q8

9. The following activities contribute (or would contribute if I were involved in them) to my sense of being a full member of the faculty.

|   | Strongly Disagree     | Disagree              | Neither Agree nor Disagree | Agree                 | Strongly Agree        |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Hiring tenure-track faculty   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Hiring other professionally oriented faculty  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| The promotion process for professionally oriented faculty                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Curriculum development (undergraduate)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Curriculum development (graduate)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Research workshops  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Academic (basic or discipline-based) research/publishing in academic journals                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Practice-oriented research/publishing in practitioner journals                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Pedagogical research/publishing in pedagogical journals   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Student recruitment   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Placement of interns/graduates  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Fundraising   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Fostering alumni or other external relations  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Student extracurricular activities (e.g., Beta Alpha Psi)                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Departmental committees   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| School/college of business and university committees, including Faculty Senate                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Strategic planning on an equal basis with TTF   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Graduate instruction (e.g., MACC, MBA courses)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Administration (e.g., program coordinator, program advising, center director, department chair) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

Q22

Comments (optional):

Q9



10. I enjoy (or I could take advantage of if I wished) the following benefits at my institution:

|   | True                  | False                 |
|---|-----------------------|-----------------------|
| A multi-year contract   | <input type="radio"/> | <input type="radio"/> |
| Employee benefits equal to TTF (e.g., health care, 403B, season athletic tickets)                                   | <input type="radio"/> | <input type="radio"/> |
| An orientation program for professionally qualified faculty   | <input type="radio"/> | <input type="radio"/> |
| A formal mentoring program  | <input type="radio"/> | <input type="radio"/> |
| Opportunities for promotion (e.g., Lecturer to Senior Lecturer, Senior Lecturer to Principal Lecturer)              | <input type="radio"/> | <input type="radio"/> |
| Opportunities for outside employment (e.g., consulting engagements, corporate boards, expert witness opportunities) | <input type="radio"/> | <input type="radio"/> |
| Opportunities to teach executive education on an equal basis with TTF   | <input type="radio"/> | <input type="radio"/> |
| Opportunities for a reduced teaching load for research and service  | <input type="radio"/> | <input type="radio"/> |
| Eligibility for awards and grants on an equal basis with TTF  | <input type="radio"/> | <input type="radio"/> |
| Eligibility for development leave/sabbaticals on an equal basis with TTF  | <input type="radio"/> | <input type="radio"/> |
| Reimbursement for professional association memberships and licensure fees   | <input type="radio"/> | <input type="radio"/> |
| Reimbursement for academic association memberships  | <input type="radio"/> | <input type="radio"/> |
| Reimbursement for participation in professional activities/meetings including travel                                | <input type="radio"/> | <input type="radio"/> |
| Reimbursement for participation in academic meetings including travel   | <input type="radio"/> | <input type="radio"/> |
| Teaching assistant support on an equal basis with TTF   | <input type="radio"/> | <input type="radio"/> |
| Research support if requested   | <input type="radio"/> | <input type="radio"/> |
| A private office  | <input type="radio"/> | <input type="radio"/> |
| Telephone, computer, Internet and other technology access on an equal basis with TTF                                | <input type="radio"/> | <input type="radio"/> |
| Clerical support on an equal basis with TTF   | <input type="radio"/> | <input type="radio"/> |

Q18



11. Having the following benefits contribute (or would contribute if I had them) to my feeling that I am a full member of the faculty at my institution.

|   | Strongly Disagree     | Disagree              | Neither Agree nor Disagree | Agree                 | Strongly Agree        |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| A multi-year contract   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Employee benefits equal to TTF (e.g., health care, 403B, season athletic tickets)                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| An orientation program for professionally qualified faculty   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| A formal mentoring program  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Opportunities for promotion (e.g., Lecturer to Senior Lecturer, Senior Lecturer to Principal Lecturer)              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Opportunities for outside employment (e.g., consulting engagements, corporate boards, expert witness opportunities) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Opportunities to teach executive education on an equal basis with TTF   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Opportunities for a reduced teaching load for research and service  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Eligibility for awards and grants on an equal basis with TTF  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Eligibility for development leave/sabbaticals on an equal basis with TTF  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Reimbursement for professional association memberships and licensure fees   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Reimbursement for academic association memberships  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Reimbursement for participation in professional activities/meetings including travel                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Reimbursement for participation in academic meetings including travel   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Teaching assistant support on an equal basis with TTF   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Research support if requested   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| A private office  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Telephone, computer, Internet and other technology access on an equal basis with TTF                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| Clerical support on an equal basis with TTF   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

Q11



12. Please select all that apply.

- I interact frequently with TTF on a professional basis
- I interact frequently with TTF on a social basis
- I am an alumnus/alumna of the institution at which I teach
- I completed the AACSB Bridge Program or other transitional process (e.g., a doctoral program) prior to beginning full-time teaching

**Q12**

13. The practices that have contributed most to my feeling that I am a full member of the faculty at my institution include the following:

**Q13**

14. The greatest barriers I have encountered to feeling that I am a full member of the faculty at my institution include the following:

**Q14**

15. Additional comments:

Add Display Logic...

Carry Forward Choices...

Add Skip Logic...

Add JavaScript...

Add Note...