

## What I've learned...

- ... about finding a home
- ... about the transition
- ... about tradeoffs
- ... about teaching
- ... about producing research

*MAS Doctoral Colloquium Presentation*  
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## ... about finding a home aka, the job market

Knowing your priorities  
 What to expect

## finding a home (knowing your priorities)

- ♦ Research environment:
  - People with similar interests / People to work with
  - Style of faculty (e.g., open doors, nurturing)
  - Ph.D. program
  - General support - funds, computer support, data, RAs, experimental lab, etc.
- ♦ Teaching environment:
  - Teaching load (sections / preps)
  - Undergrads vs. MBAs
- ♦ Money / prestige
- ♦ Lifestyle (Geography, family issues, etc)

## finding a home (what to expect)

- ♦ You'll get lots of advice.
- ♦ It's not just about getting a job!
- ♦ It's not personal.

## ... about the transition

It's just like being a Ph.D. student, except:

- ♦ Paycheck is way bigger.
- ♦ No committee, no chairman.
- ♦ You have credibility.

## transition (a plan for a fast start)

- ♦ Graduate in May (work backwards)
- ♦ Move by July 1
- ♦ Submit one paper from dissertation by September 1
- ♦ Teach in the fall

## ... about tradeoffs

It's not just teaching vs. research.

## tradeoffs (research activities)

- ♦ Keeping current in practice
- ♦ Keeping current in academic literature
  - Management Accounting
  - Psychology / economics / management / etc.
  - Other areas of accounting
- ♦ Producing research
  - Working with Co-Authors
  - Managing Multiple Projects

## Practice

- ♦ Professional memberships (local chapter involvement) - IMA, IIA
- ♦ Practice Journals during "down time"
- ♦ 30 minutes / day on newspaper

## Academic Literature

- ♦ Management Accounting
  - Review!
  - Volunteer to be a discussant
  - AAA meetings
- ♦ Psychology / Economics / Management
  - Workshops
  - Subscription Services
- ♦ Other Areas of Accounting
  - Read every abstract in a few select journals
  - Workshops

## Producing Research

- ♦ More to come

## ...about teaching

general approach  
tips  
strategy

## teaching: (general approach)

- ♦ Who is your customer?
- ♦ I've got to be me!
- ♦ Enthusiasm, Preparation, and Respect
- ♦ Paranoia will destroy ya. . .
- ♦ Feedback (formal and informal)

## ... about teaching (tips)

- ♦ Start with a fabulous syllabus
- ♦ Beg, borrow, steal
- ♦ Work it **HARD** the first time . . . then change in small increments
- ♦ Invest in the teaching - not the "presentation" - of the material
- ♦ Handouts?
- ♦ When teaching cases, focus on a decision (Create conflict!)

## ... about teaching (strategy)

- ♦ Don't underinvest (especially the first time)
  - student evaluations matter
  - students matter
  - teaching is painful when you don't feel prepared
- ♦ Don't overinvest
  - tempting because
    - it's fun
    - immediate feedback
  - research matters ... a lot

## ... about producing research

research agenda  
finding and working with co-authors  
managing multiple projects  
selling your work  
the review process

## ... about producing research (agenda)

- ♦ Work toward a research "agenda"
  - I have to love the topic
  - "build a research stream"
  - goal: establish a reputation

## about producing research (co-authors)

- ♦ Where do you find them?
  - Steve Kachelmeier - my chairman (but you need more)
  - Lisa Koonce, Karen Sedatole, Dave Platt - faculty members at Texas (what can you do for them?)
  - Kathryn Kadous - through Lisa Koonce
  - Bill Rankin - AAA TAMU alumni reception
  - Lynn Hannan, Annie Farrell - MAS doctoral consortium
  - Angela Coletti - Texas Ph.D. student

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## about producing research (co-authors)

- ◆ How to make it work?
  - It's a lot like marriage - honest communication is key
  - Choose co-authors with complementary skills
  - Junior person - be the nag
  - Summarize meetings / calls in writing.
  - Always schedule the next meeting / call, and define the deliverables.
  - Agree on deadlines / goals.
  - Never let your co-authors wonder what's going on.
  - At any given time, contribution might not be equal.

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## about producing research (multiple projects)

- ◆ What's the right number?
- ◆ It's all about the pipeline:
  - Vague ideas (unlimited)
  - Refined ideas - working on design 1 - 2
  - Collected data
  - Early working papers } 1 - 2
  - Papers submitted to journals } 2 - 3
  - Resubmissions }
- ◆ Schedule blocks of time.

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## about producing research (selling your work)

- ◆ Kinney's 3 paragraphs
  - what is the question
  - why is it important
  - how will you test it
- ◆ For us management accountants:
  - But is it accounting?
  - Joan Luft's definition of accounting: "measurement or control, or both"

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## about producing research (selling your work)

- ◆ Will I be able to sell this to an accounting journal?
  - Am I explaining something we see in accounting practice?
  - Am I providing some insights that practicing accountants would want to know about?
  - Do I have a lot of citations from accounting journals?
- ◆ If not, it might still be valuable work, but think twice about the investment.

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## about producing research (selling your work)

- ◆ It's a lot easier to sell research that you believe in!
  - Don't let a co-author talk you into something you're uncomfortable with.
  - Avoid writing on "thin ice."
  - If you need more data, get it.

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## about producing research (visiting other schools)

- ◆ Workshop
  - Practice!
  - 3M Flipframes
  - Timing - set benchmark times
  - Throw-downs
  - Taking notes
- ◆ One-on-one meetings
  - Know something about each person you'll meet.
  - Prepare questions - it's okay to repeat!
- ◆ Remember your manners - thank you notes

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## about producing research (the review process)

- ♦ Reviewers complain that authors are idiots.
- ♦ Authors complain that reviewers are jerks (and idiots).

*How can that be???*

- ♦ Sit on it a little while.
- ♦ "Decode" the review before proceeding.
  - get help from a senior colleague.
- ♦ Respond respectfully, even if you disagree.

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## Reviewer A

The author seems to struggle with how to present the experiment. Most details are in the body of the paper; the appendix is a more technical, but not much more informative. I would prefer the following structure, though others would work:

etc. etc. etc.

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## Response

This has been a particularly difficult issue to resolve. The reviewer suggests . . . I did prepare a draft using this approach, but I haven't been able to get satisfied with the result. Specifically, . . . After struggling with this approach for some time, I decided to take a step back and try to understand the issue at the root of the reviewer's concern. . . I believe the reviewer's concern stems from . . . I agree that this is an important issue, and I have responded to the concern in several ways. etc. etc. etc.

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## ...about the tenure process

- ♦ expectations

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## ... about the tenure process

- ♦ Nobody will give you a guarantee.
- ♦ Letters seem to be really important.
- ♦ Know what matters at your school. . . . . and at other schools.
- ♦ There's no huge shame in not getting tenure at your first school. (Lots of people live through it!)
- ♦ Control what you can, and then let it go.

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## ... about the tenure process (expectations)

“4X4”

1. 4 top-tier publications (what are these?)
2. 4 other publications (what are these?)
3. 4 good letters (peer institutions?)
4. 4 out of 5 on teaching evaluations (get a copy before you start)

Bill Kinney  
The University of Texas at Austin

## What's Important

"You should be much more disappointed if in 5 to 10 years you haven't developed yourself as a scholar than if you haven't gotten tenure."

Pete Wilson (I think?)  
2003 New Faculty Consortium

## ...about the profession

"The more I live, the more I learn.  
The more I learn, the more I realize  
the less I know."

"Yentl"

## ... about the profession

- ♦ You don't ever have to be bored again.
- ♦ Freedom to do it "your way."
- ♦ You have no boss.
- ♦ You take on risk - extreme output accountability.
- ♦ You'll be surrounded by smart, interesting people.
- ♦ Watching the clock???

# GOOD LUCK!!!