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
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.

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.

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”

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.

about producing research (visiting other schools)

- 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.

- 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
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 agree that this is an important issue, and I have responded to the concern in several ways. 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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"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!!!