



Discipline Breakout Materials

March 21-22, 2024

ACCOUNTING

		Methodology of Research		
		Analytical Modeling	Archival	Behavioral/ Experimental
Area of Focus	Audit			
	Financial			
	Managerial			
	Systems			
	Tax			

Major Area Seminars- vary by program, but will likely include approximately 5-6 of the following:

- Foundations of research
- Audit
- Financial
- Managerial
- Behavioral
- Tax
- Independent Study (possibly more than one including a pre-comp and pre-proposal).

Minor Area Seminars- usually 3-4, will follow your Methodology of Research:

- Analytical Modeling- Economics minor
- Archival- Finance minor
- Behavioral/Experimental- Psychology or Sociology minor

Tools Core- Vary by program, will likely include 2-3 of the following:

- **Microeconomics**
- **Regression (can be from business, economics, math, psychology, or sociology)**
- **Research Design**
- **Accounting, Finance, Management (usually a master's level course)**

Statistics Courses- usually 3-4, will follow your minor:

- Economics minor- Econometrics
- Finance minor- Econometrics
- Psychology or Sociology minor- Psychology or Sociology statistics courses.

What It Means to be an Accounting Professor: A Concise Career Guide for Doctoral Students in Accounting

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ABSTRACT: The purpose of this paper is to provide a concise career guide for current and potential doctoral students in accounting and, in the process, help them gain a greater awareness of what it means to be an accounting professor. The guide can also be used by accounting faculty in doctoral programs as a starting point in mentoring their doctoral students. We begin with foundational guidance to help doctoral students better understand the “big picture” surrounding the academic accounting environment. We then provide specific research guidance and publishing guidance to help improve the probability of publication success. Actions are suggested that doctoral students and new faculty can take to help jump-start their academic careers. We finish with guidance regarding some important acronyms of special interest to doctoral students in accounting.

Keywords: career guidance; doctoral students; research; publishing.

INTRODUCTION

Higher education faces a severe, and growing, shortage of accounting professors. As a result, the job prospects for new accounting doctoral graduates are very good and are getting better. Starting salaries are increasing, but so are the requirements for tenure and promotion. In particular, the requirements to produce more and better research are growing in most schools.

An *ad hoc* committee of the American Accounting Association (AAA) was formed approximately five years ago to assess the shortage of accounting faculty and make recommendations to help address this important issue (Plumlee et al. 2006). The committee conducted extensive surveys of accounting department chairs, accounting doctoral program directors, and accounting doctoral students. One of the committee’s primary recommendations was “that the AAA create an attractive, stimulating, and informative website for potential doctoral students, and that efforts be made to reduce the costs imposed on doctoral students, including personal costs such as stress, in order to make doctoral studies more feasible.” Unfortunately, five years later, a site dedicated to

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provide information for doctoral students is still not available at the AAA website (<http://www.aaahq.org>). Rather, information for potential doctoral students in accounting is obtained through a wide variety of specific resources and, often, through mentoring relationships between faculty and doctoral students.

The primary purpose of this paper is to provide a concise, yet informative, career guide for doctoral students in accounting. This guide can be used by faculty at doctoral programs as a starting point in mentoring their doctoral students. The information should also be useful to anyone considering a doctorate in accounting by providing a better awareness of what becoming an accounting professor is all about. In addition, the information is intended to reduce the costs imposed on doctoral students, including personal costs such as stress. Along with explaining what it means to be an accounting professor, we also suggest actions that doctoral students and new faculty can take to jump-start their careers. Appendix A provides a summary and brief description of many valuable resources available for doctoral students in accounting.

FOUNDATIONAL GUIDANCE

Beginning a doctoral program in accounting can be overwhelming. The requirements of doctoral-level coursework are far more rigorous than previous (and perhaps distant) undergraduate and master's studies. There is an especially steep learning curve during your first year in the doctoral program and many students get "lost in the trees." The purpose of this first section is to lay a foundation, helping you better understand the "big picture" of academic accounting. We begin by describing the different areas and methodologies used in accounting research, how to locate the most famous accounting research papers, how to manage time in an academic environment, the importance of collegiality, and how faculty teaching and research expectations vary across schools.

Research Areas and Research Methodologies

The areas of accounting research can be classified as one of the following six broad categories (with the percentage prevalence of each area shown in parentheses): financial accounting and reporting (49 percent), management accounting (20 percent), auditing (14 percent), taxation (10 percent), information systems (5 percent), and other (2 percent) (Behn et al. 2008). There are also areas, like international accounting and accounting education, that cut across the six broad categories listed above.

Additionally there are at least four distinct research methodologies which can be used within each research area: archival (56 percent), behavioral (23 percent), experimental (12 percent), and analytical (9 percent) (Behn et al. 2008). Archival research relies upon previously collected data stored in various databases (e.g., CRSP contains stock price data, Compustat contains financial statement information, and I/B/E/S contains analyst forecast data) or sometimes if no database exists, data is hand-collected to form a unique data set. Both behavioral and experimental research create new data through a carefully developed research design and are more in line with what one typically thinks of as "research experiments." Finally, analytical research creates new knowledge through math modeling and mathematical proofs. While doctoral students are trained in all of these methodologies, most accounting researchers specialize in just one of them.¹

Seminal Contributions to the Accounting Literature

Understanding prior accounting research is essential to your success. Your research ideas, methodology, and ability to publish are based on prior research. Even before you have determined

¹ An expertise in more than one research methodology can be an advantage. For instance, combining math modeling skills in analytical research with the ability to perform archival research can lead to higher quality research.

your area of specialization, you should become familiar with certain fundamental articles that have laid the groundwork on which current research builds. It is these articles that have contributed significantly to accounting research as a whole. The AAA has created an award for “Seminal Contributions to Accounting Literature.” Appendix B lists and summarizes the five award winners.² Another source of top papers is the AAA’s Notable Contributions to Accounting Literature. Based on the AAA’s website, the Notable Contributions to Accounting Literature Award is given “annually to a work which has withstood a rigorous process of screening and scrutiny based on certain criteria, such as originality, breadth of potential interest, soundness of methodology, and potential impact on accounting education.” It is extremely beneficial to begin your research career by reading articles like these, since they are highly referenced and will continue to be used by researchers in the years to come.

Time Management

By design, the marathon to earn a doctorate in accounting is probably different than your past experiences. You should treat your doctoral program as your job. Your doctoral training is an investment in your academic career; the more you put into it, the more you will benefit in the future. This observation is not to imply that effort is more valuable than production, so keeping your end-goals in mind is also important in evaluating how you spend your time. Being mindful of the hierarchy of your responsibilities can be critical to your success, since the number of seemingly good things that you can do will always exceed the amount of time that is available to do them.

One suggested priority list for doctoral students is research (including research assistant responsibilities if applicable), doctoral seminar classes, other coursework, teaching and then other responsibilities. Teaching is certainly not one of the least important things that you do. It is also important to note that the relative importance of teaching varies by school. This is discussed in more detail in the section titled, Faculty Teaching and Research Expectations. Teaching also has a built-in accountability—students. It is tempting to focus on what we are best at or what provides the most immediate feedback. However, it is critical to remember that your doctoral degree is earned based on a completed dissertation rather than the number of years spent in the program, total hours hand-collecting data, quantity of research ideas contemplated, or number of extra classes completed.

“Freedom with time” should not be translated as “free time.” In contrast to a job in accounting practice, academics have much greater freedom in managing their time. Most doctoral students and faculty are required to be in a certain place and time for less than half of their work week. Where and when you spend the rest of your time may depend on your personal circumstances, but it is critical to be disciplined and productive. Certainly, you can be “on-the-job” without being in the classroom or at your desk, but you must guard against potential distractions. To help maintain focus, consider periodically contacting the people who helped motivate you to begin the doctoral program in the first place. The accountability of following up with those who provided reference letters during your application process and/or the support of others who inspire you can be invaluable encouragement. Another idea is to prepare a time budget each week, blocking off time for research, coursework, teaching, and free time. The time management lessons learned in the doctoral program will carry you through your career.

² Harzing’s *Publish or Perish* website (<http://www.harzing.com>) has information on the number of times a research article has been referenced by other researchers. At the time of writing, the number of citations for the five award winners is as follows: Ball and Brown (1968): 2,300; Beaver (1968): 1,000; Demski and Feltham (1978): 170; Watts and Zimmerman (1978): 800; Johnson and Kaplan (1987): 1,600.

Collegiality

The importance of collegiality should not be overlooked. A significant portion of a faculty member's time is invested in service to the department, college, university, community, and academic profession. Furthermore, the portion of one's time devoted to service increases over their academic career. Being a good colleague includes providing comments and support to others regarding their research and teaching. It is not enough to just attend research conferences and research workshops; a good colleague is prepared to provide suggestions for improvements to the research being presented. On the other hand, when presenting a research paper, a good colleague accepts critical feedback in a constructive manner. As a presenter, it is a good idea to take notes (or have a friend take notes) regarding helpful comments made during the presentation for later reference. Also, encourage others in their research by sharing ideas, papers, data sets, and research skills with your colleagues. Finally, be dependable in meeting deadlines. If you volunteer to review a paper, complete it on time. Remember, another colleague is anxiously waiting for the reply. The same advice relates to co-authored papers. Complete your contribution of the paper in a timely manner and avoid co-authors that consistently miss established deadlines.

Faculty Teaching and Research Expectations

Table 1 provides a summary of faculty teaching and research expectations separated into five tiers.³ As you can see, the teaching and research expectations of accounting faculty vary greatly according to what tier a school is in (or aspires to be in). The top accounting programs have lighter teaching loads with correspondingly higher research expectations. In contrast, smaller regional accounting programs within each state tend to have much higher teaching loads, but relatively lower research expectations.

Research faculty at the top tier programs may only teach two classes per year, often teaching both courses at the same time, freeing up most of their time to focus on research. Many research-active faculty in the second tier have 3/0 teaching loads meaning they teach three sections in one term freeing up the remaining time each year for research. On the other hand, smaller regional universities have heavy teaching loads of six to eight classes per year and two to four different courses to prepare making an active research agenda more difficult.

While the teaching loads at the top schools are lower, the research expectations more than make up for the difference. Most faculty come up for tenure between five and seven years after they are hired, with six years being the most common. All accredited accounting programs require faculty to provide evidence of active research, but research expectations for tenure vary according to the mission and degree level of the accounting program. Faculty seeking tenure at the very best research schools (tier 1) need several top-level ("A" level) research publications providing clear evidence that the faculty member is a leader in their field of research. "A" level research publications are discussed in more detail later in this paper, but in general represent a publication in one of the three to five top accounting research journals. Most schools with doctoral accounting programs (tiers 1, 2, and 3) require their faculty to publish in "A" level journals. Faculty in the second tier need two to four "A" level publications, while faculty in the third tier need at least one "A" level publication along with many other high quality publications for tenure. While tier 4 schools do not usually require an "A" level publication, they place emphasis on both quality and quantity of publications with an average of approximately one article published in an accounting research journal each year. The final tier still requires evidence of active research, but the evidence is not always restricted to publications in refereed journals. Consideration among tier 5 schools is often given for conference proceedings and research presentations.

³ The tiers are not intended to be of equal size. The top three tiers include approximately 90 schools with doctoral accounting programs. Tiers 4 and 5 include many more schools.

TABLE 1
Teaching and Research Expectations of Faculty
 Adopted from **Butler and Crack (2005)**

	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Examples	Chicago Stanford Rochester	Most Big 10 conference schools	Many Big 12 and SEC conference schools with a doctoral program	Carnegie Research Schools without a doctoral program in accounting	Regional Schools
Teaching Expectations (Per Year)	Two classes	Three classes	Four classes Usually two course preparations	Four to six classes Two or three course preparations	Six to eight classes Two to four course preparations
Research Expectations for Tenure	Demonstrate leading scholarship in your area of research. Multiple "A" level publications.	Two to four "A" level publications. Publications in "B" level journals carry significantly less weight.	At least one "A" level and multiple "B" level publications. "A" level publications receive greater weight, but "B" level publications are also valued.	An "A" level publication is usually not required. Emphasis is placed on both the quantity and quality of publications.	Evidence of active research including publications in refereed journals, conference proceedings, and research presentations.
Accounting Doctoral Program	Yes, students place at Tier 1 and Tier 2 schools.	Yes, strong placement record in Tiers 1 to 3.	Yes, but placement not as strong.	No	No

"A" = Publication in one of the three to five top accounting research journals. Based on [Bonner et al. \(2006\)](#), the top five research journals in accounting are *The Accounting Review (TAR)*, *Journal of Accounting Research (JAR)*, *Journal of Accounting and Economics (JAE)*, *Accounting, Organizations and Society (AOS)*, and *Contemporary Accounting Research (CAR)*.

"B" = Publication in a high-quality journal, such as the AAA section journals, with an acceptance rate under 30 percent.

RESEARCH GUIDANCE

Research is the currency of academics. It is research, not teaching, that drives the rewards for faculty at most universities ([Hermanson 2008](#)). This is the case not only for universities with doctoral accounting programs, but also for many universities focusing solely on undergraduate or master's degrees in accounting. [Hermanson \(2008\)](#) provides several reasons why this is the case including the scarcity of research talent in comparison to teaching and that research is peer-reviewed, providing a better measure of quality. Regardless of the reasons, doctoral students need to be aware of the importance of research and place special emphasis in this area throughout their careers. In the following section, we provide a summary of research advice commonly provided to doctoral students through the mentoring process.

Generating Research Ideas

There is no magic formula for generating research ideas since they come up in a variety of ways. First, it is important to stay current by reading recently published research articles in your area(s) of interest. Do not just focus on accounting journals. For instance, if your area of interest is financial accounting, current research published in finance journals is another valuable source for new research ideas. You will also want to read unpublished working papers as these offer the most current research. The best source for locating these is through the Social Sciences Research Network (SSRN).⁴ As you read the papers, consider possible extensions of the research. Could this research be examined further with a different sample or a different methodology? Another source of research ideas is by staying up on current events in the accounting field. Talk to practitioners and read financial press articles in the *Wall Street Journal*, *The Economist*, *BusinessWeek*, *Forbes*, *Barron's*, and so on, to identify new accounting standards and recent regulatory events. An awareness of current accounting issues faced in practice can be an excellent source of research ideas. Keep a file of research ideas and periodically update the file. As you gain more experience, the difficulty will not be in generating research ideas, but in deciding which ideas are the most likely to result in a productive research stream.

Dig Your Research Hole Deep

Many doctoral students and new faculty fall into the trap of developing papers across a variety of areas and methodologies, for example, earnings quality, corporate governance, activity-based costing, and the effects of changes in the capital gains tax. Academics are naturally curious, so it is easy to get involved in a wide variety of different projects. Often, the papers come out of relationships developed with co-authors and their specific interests. However, it is challenging enough to know the literature well in one area, let alone across topics as diverse as earnings quality, corporate governance, activity-based costing, and capital gains taxes. There are economies of scale to focusing in one research area (one hole) and knowing it well (dig the hole deep), rather than digging lots of holes with little depth. The institutional knowledge gained by focusing on one area can benefit future research projects. Another point to consider is research reputation. By focusing on one research area (dig the hole deep), individuals develop a reputation as an expert on the topic. Then, when they come up for promotion and tenure, it is much easier for colleagues to write a positive letter reinforcing the reputation of the faculty member as an expert in a specific area of focus. Another benefit of focused research comes in reviewing papers. Accounting faculty can spend a considerable amount of time as reviewers for papers submitted to journals, conferences, workshops, and papers received from research colleagues. Reviewers are often selected based on prior research expertise in the area. It is both more efficient and more effective to review papers in your specific area of expertise (your deep hole) rather than to review papers across a variety of topic areas you are less familiar with.

Force Yourself to Write

Research is difficult because it requires several distinct skill sets. One needs to know the prior literature well, have the quantitative skills to perform the statistical tests, and have the writing skills to effectively convey the results. To do research well, one needs to develop all three skill sets. It is often difficult to sit down and write. Yet, until the research is written down it is only an idea. In writing, the strengths and weaknesses become clearly evident. With a written draft, it also becomes easier to obtain feedback from colleagues to further improve the paper.

⁴ The SSRN website is <http://www.ssnr.com>. Within SSRN is the Accounting Research Network, <http://www.ssnr.com/am/index.html>.

Make Research a Priority

Research is the ticket to completing the doctoral program. Research is also the ticket to tenure and promotion in your career. However, research requires blocks of time. One cannot complete research in 30-minute sessions. As a doctoral student or a new faculty member, set aside blocks of time, say two to four hours long, in which you can focus on research uninterrupted. The total hours devoted to research each week will vary based on the relative teaching and research expectations of your school or for doctoral students, the school to which you aspire (again, see Table 1). Then, carefully guard your research time. It is easy to get caught up in teaching and service activities in your career. Students will hold you accountable for teaching and committee members will hold you accountable for service. However, it's really up to you to be personally accountable for your research.

Create a Research Pipeline

A doctoral student needs more than a completed dissertation when they enter the job market. Universities are looking to hire new faculty with an established research pipeline. A typical research pipeline may have three or four working papers in different stages of completion. For example, one paper may be in the development stage, a second paper completed and receiving review feedback before submission at a journal, a third paper under review at a journal, and a final paper accepted for publication. In the meantime, a researcher is always thinking about ideas for future research. Most doctoral candidates seeking their first faculty position have several working papers in addition to their dissertation and often at least one of these papers is already published in an accounting research journal. In fact, some doctoral programs in accounting have adopted a new model requiring three separate publishable papers in lieu of a traditional dissertation. A research pipeline is just as important when faculty later come up for promotion and tenure. Those making the promotion and tenure decision can question your future productivity if you have very little research still in the pipeline.

Look for a Strategic Research Advantage

Tennis is a very competitive sport. Pete Sampras is tall and had a big serve giving him a competitive advantage on fast surfaces such as the grass at Wimbledon. However, those advantages did not serve him well on the slower clay surface at the French Open and he never won that tournament. The clay surface at the French Open favors fast, well-conditioned players, with accurate ground strokes like Michael Chang or more recently Rafael Nadal. Like sports, research is also very competitive. There are a limited number of publication slots in the top research journals. Therefore, similar to sports, consider your research advantage. A research advantage might include combining expertise in different research areas with co-authors, a hand-collected database that would be difficult and time-consuming for others to create, or a unique research methodology that can be applied to additional research questions. This idea goes back to the importance of developing a research expertise in a specific area. A better knowledge of the literature and having done previous research in an area can, in itself, become a strategic advantage. Remember that training is very important. Take the courses that will benefit you the most, even if they are the most difficult. While naturally gifted, professional tennis players still train to the max, the same is true for those aspiring to be successful in accounting research.

Get Involved in an Academic Section

Consider attending an American Accounting Association (AAA) Section Midyear Meeting early in your doctoral program. Several accounting sections such as financial reporting, auditing, international accounting, management accounting, and tax offer a doctoral consortium along with their midyear meeting. The doctoral consortiums are meetings specifically designed for doctoral

students where they interact with their peers and learn from leading professors in their field of research. Attending a section midyear meeting has many benefits. In addition to the ideas generated by attending the research sessions, attending the conference each year can provide valuable exposure to potential future research colleagues. Submit a paper for presentation or volunteer to serve as a reviewer or discussant to further your exposure. Many of the benefits of the midyear meetings are actually outside the sessions scheduled in the program. Informal discussions of research ideas during breaks and over dinner can lead to co-authored working papers. Midyear meetings also help build your research network—a valuable resource in receiving feedback on papers during the year.

The exposure at research conferences can also help later on when the time comes for promotion and tenure. Part of the promotion and tenure process involves seeking outside reviews of your scholarship. It's much better, in going up for tenure, to have outside review letters from those in your field who are already familiar with your work than to have letters from faculty who have never even heard of you. Even if you do not meet them face-to-face, faculty in your field can become familiar with your work through your published research papers, our next area of guidance.

PUBLISHING GUIDANCE

Selecting a Journal

It's a good idea to consider the journal you plan to submit to before you begin writing your paper. Then, as you write, you can format the paper following the submission guidelines and examples of recently published papers for that particular journal. Be certain to reference any relevant articles previously published in the journal in which you plan to submit.

In general, a paper should be submitted to the best journal where it has a reasonable chance of acceptance. According to [Bonner et al. \(2006\)](#), the five highest rated accounting research journals are *The Accounting Review (TAR)*, *Journal of Accounting Research (JAR)*, *Journal of Accounting and Economics (JAE)*, *Accounting, Organizations and Society (AOS)*, and *Contemporary Accounting Research (CAR)*. However, rankings can vary across schools. Some schools have only three "A" journals (*TAR*, *JAR*, and *JAE*) while others have four by including *AOS*. Still other schools, especially those in tiers 1 and 2, also include the *Review of Accounting Studies (RAST)* in their list of "A" journals.

TAR is published by the American Accounting Association, *JAR* is published at the University of Chicago, *JAE* is published at the University of Rochester, *AOS* is published by Elsevier in London, and *CAR* is the journal of the Canadian Academic Accounting Association. *TAR* has the largest and most diverse editorial review board. The editor and associate editors are appointed to three year terms. *JAR* has published more analytical (math modeling) papers than the other top journals. *JAE* has published a higher percentage of empirical financial accounting papers and *AOS* has published a higher percentage of management accounting papers ([Bonner et al. 2006](#)). Acceptance rates in these five journals are around 10 percent. Interestingly, a lower percentage of accounting faculty publish in top accounting journals compared to other business disciplines such as finance, management, or marketing ([Swanson 2004](#)). It is worth mentioning that journal ranking is not the only measure of the quality of an article. [Chow et al. \(2007\)](#) argue that an article should be evaluated on its own merit.

If you are unable to publish your paper in an "A" journal, do not despair. There are still plenty of quality journal outlets such as the *Review of Accounting Studies (RAST)*, *Journal of Accounting, Auditing and Finance (JAAF)*, *Journal of Business, Finance and Accounting (JBFA)*, and the *Journal of Accounting and Public Policy (JAPP)*. Besides *The Accounting Review*, the American Accounting Association also publishes high-quality research articles, often with a more practitioner focus, in *Accounting Horizons*. The section journals of the American Accounting Association

are also highly respected “B” level publications. These include *Auditing: A Journal of Practice and Theory (AJPT)*, *Journal of the American Taxation Association (JATA)*, *Journal of International Accounting Research (JIAR)*, and the *Journal of Management Accounting Research (JMAR)*. In addition, [Lowensohn and Samelson \(2006\)](#) identify other top-quality research journals in five areas of accounting research (behavioral, taxation, government and nonprofit, management accounting, and information systems) by surveying accounting faculty in each area. A complete list of accounting journals along with their acceptance rates, the number of issues sold, research focus, and submission guidelines can be found in *Cabell's Directory of Publishing Opportunities in Accounting* ([Cabell 2009](#)).

More experienced colleagues can help in determining the best submission outlet. If your paper builds on a particular line of research, consider submitting your paper to the same journal as previously published research in the area. Become familiar with research papers in the journal you plan to submit to and consider whether your paper is at a similar quality level and makes a similar level of contribution to the literature.

Formatting the Paper

While there is not a required format for accounting research papers, most empirical accounting research papers are structured using the following major sections:

1. Introduction;
2. Literature Review and Hypothesis Development;
3. Methodology;
4. Results; and
5. Summary and Conclusions.

The introduction states the problem beginning in the first paragraph and then explains why the problem is important. It should create interest in the paper and help motivate the research. The introduction also concisely states the purpose of the research, preferably in one sentence. The purpose statement is key to the paper and needs to be carefully thought out. It also helps you write a descriptive title to the paper. The introduction should also include a summary of the important findings in the paper and why these findings matter. In other words, it answers the questions of “who cares?” and “why?” Most papers are accepted or rejected based on their incremental contribution to the literature and this decision is influenced greatly by the information presented in the introduction to the paper. Thus, the introduction is arguably the most important section of the paper and the most difficult to write. Many researchers wait to write the introduction after completing the other more straightforward sections of the paper. But it’s important to write the introduction early in the process. After all, if you cannot express a good reason for doing the research project, then there is little reason to start it.

The literature review and hypothesis development are the “theory” section of the paper. The content of the theory section varies greatly. Top accounting journals require a more rigorous and original theory section. “B” level journals sometimes allow for a development of expectations based solely on prior literature. In developing hypotheses, provide arguments both for and against the expected findings. Providing arguments against the expected findings adds tension to the research question, ensuring that the answer to the research question is not simply a foregone conclusion.

The methodology section is often the easiest section of the paper to write. Describe the sample used for testing and justify why certain observations, as appropriate, are excluded from testing. For example, in empirical financial accounting research it is common to exclude observations from the banking and utility industries because these industries are highly regulated and often have financial reporting considerations that differ from other industries. The methodology

section also details the research design used to perform the tests. If regression analysis is used, the paper should describe how the dependent and independent variables in the regression are measured. Finally, the methodology section may include descriptive statistics, or if a longer discussion is required, a descriptive analysis (i.e., univariate analysis) may be included in a separate section. This analysis includes measures of the variables of interest (mean, median, standard deviation, and so on) often separated according to the research question being asked. For instance, a paper examining the effects of a new accounting regulation might compare descriptive statistics of important variables being examined both before and after the accounting regulation was implemented. Many research papers include a correlation table. This table can help the reader explore the correlations between variables of interest before a more complex multivariate analysis is presented in the results section.

The results section discusses the primary findings of the research. Tables, included at the end of the paper, should be used to present any large set of numbers. All tables need to be referenced and discussed in the text of the paper. The text should interpret the tables and not just repeat what is already stated in the tables. Tables should be formatted similar to other papers published in the journal you plan to submit to. Tables need to stand alone. This means the table should be understandable even if the individual has not read the paper. Include a description of the research model, variables definitions, levels of significance, and so on in detailed notes at the bottom of each table. The end of the results section usually includes a sensitivity analysis. These are additional tests that examine the sensitivity of the primary findings to factors not considered in the study. For example, would the results be different if the variables in the study had been measured in a different way or if certain variables excluded from the study had been included? If a sample restriction were relaxed, would the results still hold? Papers published in the top accounting journals often have extensive sensitivity testing to help ensure the findings are not driven by other factors.

The conclusion is usually only one or two pages long. The conclusion restates the motivation and purpose, and briefly summarizes the findings in the paper. The conclusion should convince the reader that the stated purpose of the paper has been met. Limitations of the research findings and ideas for future research are also commonly listed in the conclusion. Finally, do not end the paper with something that is not really important. Finish with a strong point.

How long should the completed working paper be? Most working papers are double-spaced with one-inch margins. The text portion of an accounting research paper is normally between 15 and 30 pages with 20 pages being a good initial target. The references, tables, and figures included at the end of the paper will add another 10 to 15 pages. Write the paper as concisely as possible. Also, write in the present tense when at all possible. The present tense makes the findings seem more relevant.

The Review Process

The time from initial submission of your manuscript to final publication in an accounting journal can take from three months to three years with an average time of about one year. *The Accounting Review* receives over 400 manuscript submissions per year. These 400+ papers are distributed among the senior editor and 12 associate editors responsible for the final accept or reject decision. Each paper is then sent out to two reviewers considered experts in the specific field of research. Most journals, including *The Accounting Review*, perform “blind” reviews, meaning that the title page and any other identification of the authors are removed before sending the paper out for review.

The first round of reviews is normally completed within three months. The letter from the editor or associate editor at *The Accounting Review* will contain one of the following five recommendations: conditional accept, revise and resubmit, uncertain, reject due to insufficient contribution, or reject due to validity threat. The first two outcomes are favorable. Less than 20 percent of

papers receive a conditional accept or a revise and resubmit. Historically, papers receiving a revise and resubmit have better than a 50 percent chance of eventually being accepted for publication. The last two outcomes are unfavorable. The more common rejection is due to insignificant contribution, but papers can also be rejected due to a validity threat, meaning there are significant concerns that threaten the validity of the claimed contribution of the paper. The uncertain recommendation is a recent addition made by the editors at *TAR*. By design, this recommendation is used “only in rare cases in which it is genuinely uncertain whether the manuscript offers sufficient potential to warrant an invitation to revise and resubmit.”

If you receive an invitation to revise and resubmit a paper, congratulations, you are over halfway to acceptance. Most revisions take several months to complete. In the revision, it is important to carefully address each of the reviewer’s concerns. When a reviewer fails to understand a point made in the paper, it is often the author’s fault for not explaining it more carefully. When possible, revise the paper itself to address the reviewer comment and then, in your response to the reviewer, refer him or her to where in the paper the comment was addressed. If the reviewer’s comments are numbered, use the same numbering system in your reply. Show respect and appreciation to the reviewers and do not insult them in any way. Most accept or reject decisions are made after the second round. However, it is possible for a paper to go to a third or even fourth round if the reviewer feels their review comments were not adequately addressed.

If your paper is rejected, take a couple days off and then use the review comments to begin revising your paper for submission to another journal. Do not just resubmit the paper without revision to another journal, since it is possible that the same reviewer may be assigned your paper again at the other journal. Use the review comments to further improve the paper and you will be more likely to receive a favorable outcome at the next journal.

Celebrate Your Success

Research is difficult and the research process can be stressful and frustrating. It is important to develop a thick skin because your research is going to be criticized. Do not take it personally. Sometimes you need to “read between the lines” as authors seldom receive positive feedback during the review process. Be sure to take off an evening to celebrate each acceptance in a journal. You might even consider treating yourself to a special reward like a new laptop or an iPhone that could help you even further in your academic career. Make the research process fun and you will continue with research your entire career.

ACRONYM GUIDANCE

Listed below in alphabetical order are several acronyms that doctoral students need to be familiar with. The purpose of this section is not just to define the acronyms, but rather to provide guidance as to how the acronym affects doctoral students and why the acronym is important.

AAA

The American Accounting Association (AAA) is the primary organization in the U.S. representing accounting education and research. The overall membership in the AAA is around 10,000 members consisting primarily of accounting educators from the U.S. and around the world. The AAA annual meeting is held every year near the second week of August in which 2,000 to 3,000+ accounting professors attend. To better meet the varied interests of accounting faculty, the AAA is divided into 16 smaller academic sections based on faculty interests. Many faculty belong to more than one section. The largest section is the Financial Accounting and Reporting Section (FARS) with over 2,000 members. Other major sections include auditing, international accounting, man-

agement accounting, tax, and ABO (Accounting Behavior and Organizations).⁵ Doctoral students should get involved in one of these sections during their first year. The registration fee is only \$25 for students to join the AAA and an additional \$6 to join a section.

AACSB

The Association to Advance Collegiate Schools of Business (AACSB) is the U.S. accrediting agency for business schools. In order to receive and maintain accreditation, the AACSB requires business schools to maintain a high percentage of professors that are academically qualified. To be academically qualified, a faculty member must hold a terminal degree in their field (a Ph.D. degree in accounting) and provide evidence of currency in scholarship. AACSB accreditation is one way to identify the better business schools. At the time of writing, there are 570 AACSB accredited business programs. The better accounting programs also seek a separate AACSB accreditation for their accounting program and 171 accounting programs have received this special accounting accreditation. Many doctoral programs track the percentage of doctoral students placed at AACSB-accredited schools.

ABD

ABD stands for “All But Dissertation.” This is a term used for doctoral students who have completed all of their coursework and passed their comprehensive exams, but have not completed their dissertations. Probably the most important guidance we can provide is to not leave your doctoral program to begin a faculty position as an ABD. It is very difficult to complete a dissertation while adjusting to a new school, preparing to teach new courses, and lacking the research support offered in the doctoral program. In many cases, the six-year tenure clock begins when you are hired regardless of whether you have completed your dissertation, making it that much more difficult to meet tenure requirements down the road. It bears saying a second time, “Do not leave your program ABD.”

ADS

ADS stands for the Accounting Doctoral Scholars Program. Over 65 of the largest accounting firms in the United States and over 35 state CPA societies have joined together to address the shortage of accounting doctoral students specializing in the areas of audit and tax. These sponsors have committed financial support totaling over \$17 million to fund this program. Thirty-nine accounting doctoral programs are participating in the program agreeing to accept additional auditing and tax students into their doctoral program and waive all tuition costs for each enrolled ADS Scholar. To be eligible, an applicant must be a U.S. citizen and have a minimum of three years of public accounting experience. The program pays each selected applicant \$30,000 per year for four years in a doctoral accounting program. The program selects about 30 ADS Scholars per year over a four-year period from 2009–2012. Thus, the program intends to pay \$120,000 to approximately 120 ADS Scholars over the life of the program. You can learn more about this program by visiting the ADS website (<http://www.adsPh.D.org>).

DUA

This acronym is taken from [Zimmerman \(1989\)](#). It stands for “Don’t Use Acronyms.” He wisely advises authors to use acronyms sparingly in their research papers to make it easier for others to read. If you have one term that is used over and over in the paper it may be okay to identify it with an acronym, especially if the acronym is already widely used in the accounting

⁵ Information on AAA sections can be found at <http://www.aaahq.org/srg.cfm>.

literature. However, the use of more than a couple of non-standard acronyms makes a paper more difficult to read. Of course, commonly used acronyms such as FASB (Financial Accounting Standards Board), GAAP (generally accepted accounting principles), and IASB (International Accounting Standards Board) are acceptable.

GMAT

GMAT scores are likely the single most important admission criteria used by doctoral programs in selecting doctoral candidates for admission. While selection committees carefully consider other evidence including the applicant's statement, work experience, schools where the undergraduate and master's degrees were received, grade point average, and reference letters, the GMAT score provides a consistent benchmark that many programs use as a starting point in their decision process. Over half of the U.S. doctoral programs in accounting have a stated minimum GMAT score of 650 or more. A score in the range of 700 or more (top 10 percent) is desirable to receive strong consideration at many programs.⁶ The average GMAT score of the ADS Scholars selected to begin their doctoral program in 2009 was 718 and all of the candidates selected had a minimum GMAT score of 650. Furthermore, some programs require a minimum quantitative score of 45 or more (top 25 percent). Without strong quantitative skills, students can struggle in graduate-level statistics and econometrics courses.

While the GMAT score is an important minimum benchmark in making initial admissions decisions, it is less important as an indicator of overall student success in a doctoral program. Doctoral program directors can provide numerous examples of students with very high GMAT scores who failed to complete the program. Likewise, some students with average GMAT scores have gone on to be highly successful accounting researchers. Similar to SAT/ACT scores for admission to college, the GMAT score is important for admission into a doctoral accounting program, but becomes progressively less important over one's academic career.

CONCLUSION

The purpose of this paper is to provide a concise career guide for current and potential doctoral students in accounting and, in the process, help students gain a greater awareness of what it means to be an accounting professor. In this guide, we begin with foundational guidance to help doctoral students better understand the academic accounting environment. We then provide both research guidance and publishing guidance to make the research process more successful. We finish with some acronyms that doctoral students need to be aware of, including how they affect doctoral students and why they are important.

While a doctoral program in accounting is challenging and can be stressful at times, there is light at the end of the tunnel. It is difficult to find a career that gives you greater freedom with your time, allows you to influence future generations, and provides the opportunity to create new knowledge, than that of a professor. Furthermore, among professors, it is difficult to find an academic field in greater demand, and with more unexplored research questions, than the field of accounting.

⁶ It should be noted that average GMAT scores have increased over the past 20 years. Scores considered high by faculty 20 years ago may not be considered high by today's standard. For example, in the early 1990s, a score of 660 would rank in the top 5 percent of all scores received. Today, a score of 700 ranks in the top 10 percent and a score of 720 is necessary to rank in the top 5 percent.

APPENDIX A
SUMMARY OF VALUABLE RESOURCES FOR DOCTORAL STUDENTS
IN ACCOUNTING (In alphabetical order by author)

Accounting Doctoral Education–2007: A Report of the Joint AAA/APLG/FSA Doctoral Education Committee

Behn, B.K., G. A. Carnes, G. W. Krull Jr, K. D. Stocks, and P. M. J. Reckers
Issues in Accounting Education 2008

This article is especially helpful for candidates who are in the initial phase of considering whether to pursue a Ph.D., narrowing the list of schools to consider, or in the application and interview process. Each of the 11 tables provides useful information ranging from average stipends (Table 5) to a list of every Ph.D. accounting program and their number of accounting faculty detailed by research area (Table 10).

Pursuing a Ph.D. in Accounting: Walking in With Your Eyes Open. Here’s How the Doctoral Track Looks Through the Eyes of One Student

Bergner, J.
Journal of Accountancy 2009

A Ph.D. student at the University of Kentucky gives an insightful overview of the first two years of an accounting doctoral program and offers advice for choosing between different programs. ([Bergner 2009](#))

The Most Influential Journals in Academic Accounting

Bonner, S. E., J. W. Hesford, W.A. Van der Stede, and S.M. Young
Accounting, Organizations and Society 2006

Exhibit 1 (page 664) presents a list of the names and abbreviations for thirty-seven of the more highly regarded accounting journals. The paper details what are commonly regarded as the top three journals (*JAR*, *TAR*, and *JAЕ*) and five (top three plus *CAR* and *AOS*). Ph.D.s should learn how their particular schools regard the journal rankings, but this article serves as an effective survey.

Publication Records of Faculty Promoted at the Top 75 Accounting Research Programs

Glover, S. M., D. G. Prawitt, and D. A. Wood
Issues in Accounting Education 2006

This article reviews the publication records of the top 75 accounting programs. The information provides a basis to compare publishing requirements for faculty to be promoted to associate and full professor among different schools. ([Glover et al. 2006](#))

What I Have Learned So Far: Observations on Managing an Academic Career

Hermanson, D. R.
Issues in Accounting Education 2008

Although not specifically written to Ph.D. students, this article can help Ph.D. students gain an understanding of the academic accounting environment. The description of different departmental cultures can assist graduating Ph.D. students in their job search. All readers should pay particular attention to “Area 3: Personal Focus,” which describes strategies to maximize personal efficiency and minimizing distractions. New Ph.D. students can benefit by reading Hermanson’s clear articulation and emphasis of why research is esteemed so highly.

Accounting Faculty Job Search in a Seller's Market

Hunt, S. C., T. V. Eaton, and A. Reinstein
Issues in Accounting Education 2009

This article describes the job search process for accounting faculty. The authors survey new professors and ask them to rank numerous factors they considered important when selecting their employer. There are notable differences between professors who choose Ph.D.-granting and non-Ph.D.-granting schools, which highlight some of the distinctions between the two types of institutions. Ph.D. students should decide early what (type of) school they would ideally like work at so that they can work toward fulfilling the school's expectations while in the doctoral program. This article can help in that decision making process. (Hunt et al. 2009)

Empirical Accounting Research Design for Ph.D. Students

Kinney, Jr., W. R.
The Accounting Review 1986

Kinney's article should be required reading at the beginning of every accounting doctoral program. As the title reveals, it is written specifically to Ph.D. students and provides an easily understandable introduction to empirical research. The paper frames important concepts in a way that will help you evaluate other's research and develop your own. (Kinney 1986)

Co-Authoring in Refereed Journals: Views of Accounting Faculty and Department Chairs

Nathan, S., D. R. Hermanson, and R. H. Hermanson
Issues in Accounting Education 1998

An important consideration when researching and publishing articles is whether you should find a co-author to assist you. The right co-author could provide additional expertise that you may not have. This article uses surveys of accounting faculty to examine issues related to co-authoring. (Nathan et al. 1998)

Assessing the Shortage of Accounting Faculty

Plumlee R. D., S. J. Kachelmeier, S. A. Madeo, J. H. Pratt, and G. Krull
Issues in Accounting Education 2006

The AAA appointed a committee to assess the supply and demand for accounting Ph.D.s and survey accounting department heads, doctoral program directors and Ph.D. students. Several of the tables in this article illustrate the current "state of the union" in the academic accounting field. For the three years covered by the survey, it is estimated that only half of the open positions will be filled (with the biggest deficiencies in audit and tax).

A Profession's Response to a Looming Shortage: Closing the Gap in the Supply of Accounting Faculty

Ruff, M., J. C. Thibodeau, and J. C. Bedard
Journal of Accountancy March 2009

Individuals considering an accounting Ph.D. will find this article a useful starting point for information regarding available funding assistance. (Ruff et al. 2009)

Getting Tenure in Accounting: A Personal Account of Learning to Dance with the Mountain

Stone, D. N.
Issues in Accounting Education 1996

The article gives suggestions and advice to Ph.D. students and assistant professors on how to successfully navigate the tenure process. (Stone 1996)

Publishing in the Majors: A Comparison of Accounting, Finance, Management and Marketing

Swanson, E. P.

Contemporary Accounting Research 2004

This article provides empirical results that it is more difficult to publish research in top-level accounting journals than the other business disciplines. Readers can gain insight regarding how editors and referees evaluate articles by measuring both the importance of its contribution to the accounting literature and how effectively it communicates.

The Accounting Doctoral Shortage: Time for a New Model

Trapnell, J. E., N. Mero, J. R. Williams, and G. W. Krull, Jr.

Issues in Accounting Education 2009

The authors first list several structural challenges in addressing the shortage in doctorally qualified faculty members in accounting. The article then proposes six recommendations to address this important issue including a new competitive research program that provides doctoral student support and includes inter-institutional faculty teams. (Trapnell et al. 2009)

Improving a Manuscript's Readability and Likelihood of Publication

Zimmerman, J. L.

Issues in Accounting Education 1989

Written 20 years ago, this article is filled with timeless advice on publishing journal articles. The article provides practical guidance for writing, submitting, revising and ultimately publishing research. Recommendations for enhancing readability are also insightful.

A Comprehensive Examination of Accounting Faculty Publishing

Zivney, T. L., W. J. Bertin, and T. A. Thomas

Issues in Accounting Education 1995

The authors review almost 5,000 accounting professors during a 30-year period. The article determines the extent to which faculty are publishing. According to the article, a small percentage of faculty publish on average a minimum of one article per year. In addition, the article reviews tenure criteria windows and how that effects future publications. (Zivney et al. 1995)

APPENDIX B

SEMINAL CONTRIBUTIONS TO ACCOUNTING LITERATURE AWARD (IN CHRONOLOGICAL ORDER BY YEAR AWARD RECEIVED)

Criteria: According to the American Accounting Association (AAA) website (<http://www.aaahq.org>), this award was established to recognize accounting literature that has been influential in contributing to later research and has stood the test of time. These pieces of work are considered to be the foundation of accounting research. The award is given to a work published at least 15 years earlier, and is only given to a maximum of one work every three years.

1986—An Empirical Evaluation of Accounting Income Numbers

Ball, Ray and Brown, Philip

Journal of Accounting Research 1968

The article addresses the fundamental question: Are accounting earnings meaningful? Without a theoretical framework or the ability to analytically examine the utility of net income, many have dismissed net income as meaningless. The study was one of the first of its kind to use an empirical

methodology for accounting research. The focus of their study was on unexpected accounting earnings and its effect on stock returns. They found that the market indeed uses accounting net income information in determining stock prices.

1989—Information Content of Annual Earnings Announcements

Beaver, William H.

Journal of Accounting Research 1968

The article addresses a similar question to the one addressed by Ball and Brown: Do accounting earnings contain informational value? However, the author uses a different approach to address the question. He focuses on investor reactions to earnings announcements through trade volumes and share price movement around earnings announcement dates. The study finds that both volume and magnitude of share price change were greater during the earnings announcement week. Thus, accounting earnings contain informational value.

1994—Economic Incentives in Budgetary Control Systems

Demski, Joel S. and Feltham, Gerald A.

The Accounting Review 1978

The use of budgets and performance against budgets has long been used as a motivation for employees of companies. However, the budgeting process is expensive to implement. The article uses economic models to address the question: why and how budgets should be used to motivate employees? The article also identifies necessary conditions for a budget-based contract to be superior to other types of employment contracts.

2004—Toward a Positive Theory of the Determination of Accounting Standards

Watts, Ross L. and Zimmerman, Jerold L.

The Accounting Review 1978

The paper focuses on the question of why firms would expend resources lobbying on accounting standards and what are the factors influencing that decision. One potential reason for the lobbying effort is that large firms with increased earnings from the changed accounting standard support the standard in order to decrease the possibility of government intervention. They found that the most important factor for explaining lobbying efforts is firm size. This article set the stage for subsequent studies to research the effects of other motivating factors of firms' management.

2007—Relevance Lost: The Rise and Fall of Management Accounting

Johnson, H. Thomas and Kaplan, Robert S.

Harvard Business School Press 1987

The management accounting and financial reporting systems currently being used by companies are falling woefully short in meeting the current needs of operating managers. This book addresses the failures of financial reporting systems and the poor information that is derived from them. The poor systems result in operating managers receiving little help in their efforts to reduce costs and improve operating efficiencies.

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FINANCE
&
ECONOMICS

Expectations and Targets for Tenure Track Finance Faculty (updated October 2017)

The goal of the table is to provide future finance PhD students with a general idea of differences in research, teaching, service, and salary expectations across finance departments for new assistant professors. These expectations vary significantly across business schools, and students should take their future career goals into consideration as they decide on their potential PhD programs.

Note: information in the table is based on an informal survey of current PhD Project FDSA faculty. Special thanks to George Comer (Georgetown University), Phyllis Keys (Morgan State University), Heather Tookes (Yale University) and Rohan Williamson (Georgetown University) who assisted in completing either the current and/or previous versions of this table.

	Top Tier Research Institution	Mid Tier Research Institution	Lower Tier Research Institution	Teaching (Non Research) Institution
Teaching load of newly hired tenure track faculty	3 or fewer per year taught in one semester	2/2 and sometimes 2/1 if teaching doctoral seminar; may be modified to 4/0 in some cases	Usually 3/3 potentially lower for first two years (not usually allowed to teach doctoral seminar)	4/4
Service expectations of newly hired faculty	None	Very limited service; appointed to low activity committee	Committee service with regular meetings expected; some student advising	High service including student advisement, curriculum review, etc.
Average tenure standards: acceptable journal quality	Top 3-4 journals (JF, JFE, RFS, JFQA only)	Usually expects one or two journals from among the top 5 or 6 in finance	Cabell's listed journals	Any peer reviewed journal
Average tenure standards: number of articles	Minimum 4-5, but must meet quality requirements	Approximately 6, if quality standards are met.	4-6 articles with quality sometimes substituting for quantity	Quantity very important. One per year since degree is more important than higher quality. A-level articles do not substitute for quantity.
Weight of teaching quality and service in the tenure decision	Service & teaching virtually not weighted but poor teaching can certainly hurt a tenure case	Research is heavily weighted (~60%) and teaching is important (~40%), but little weight is typical for service	Service & teaching combined may weigh equally (50%) to research	Weight may be more equally distributed across the 3 areas (33%)

	Top Tier Research Institution	Mid Tier Research Institution	Lower Tier Research Institution	Teaching (Non Research) Institution
PhD programs of recent hires	Ivy league, top schools	Big 10 schools first preference; most are from schools probably ranked among top 100	AACSB accredited schools	Business accredited schools preferred
Average starting salary (and summer support) of new hired tenure track faculty	\$225,000 + 2/9 summer support until tenured; no summer teaching expected or allowed	\$160,000 - \$180,000 + 2/9 summer support until tenured and then competitive; if summer teaching is available, it is discouraged	\$125,000-\$140,000 + up to \$5,000 for summer for 2 years and then competitive; summer teaching usually available	\$100,000-\$115,000; summer teaching available

Top Tier Finance Journals

This is the list of finance journals that are universally considered as the top finance journals (“A level journals”) by all levels of business schools

- Journal of Finance
- Journal of Financial Economics
- Review of Financial Studies

• RFS Statistics

• Turnaround:

Mean: 56.27 days

Median: 44 days

Total Submissions:

(since 11/1/16): 1625

Acceptance Rate:

(since 11/1/16): 7.45%

Top Tier Economics Journals

This is the list of economics journals that are universally considered as the top economics journals (“A level journals”) by all levels of business schools

- American Economic Review
- Quarterly Journal of Economics
- Review of Economic Studies
- Econometrica
- Journal of Political Economics

INFORMATION

SYSTEMS

&

SCIENCES

ISS Field in Academia

Information Systems and Sciences (ISS) is one of the “youngest” business fields in academia and covers a wide range of topics that can be categorized into subspecialties (drawing from various academic disciplines):

- Organizational/ Behavioral (e.g., sociology, psychology, organizational behavior, communications)
- Technical (e.g., design science, neurosis, data science, artificial intelligence, cybersecurity, human centered computing)
- Domains (e.g. business, healthcare, government, education, society)

The AIS website (<http://history.aisnet.org>) has some background information on the IS discipline and the iSchools website has background information on information sciences that technology (<https://www.ischools.org/about>). For each doctoral program you are interested in, you need to know in what areas of specialization the faculty are engaged. As a doctoral student, you will be trained in the area(s) of your faculty’s expertise. When you are searching for an academic job, your area(s) of expertise may, in part, determine your “fit” for the job.

ISS Research

Research is all about the discovery (and publication) of new knowledge. How much research you will engage in depends upon (1) where you earn your PhD and (2) what type of institution you work for as a professor. In all instances, you will engage in research to earn a PhD because it is a research-oriented degree. Listed below are some of the research completed by our alum.

Organizational/Behavioral-focused Research

Lemuria Carter, PhD

Deputy Dean and Head of School

Professor, School of Information Systems and Technology Management, UNSW Sydney - Business School

Dr. Carter’s research interests include technology adoption, electronic government, the digital divide, online trust, cyber security in the workplace, and social media utilization in the public sector. Her research has been funded by the Institute for Homeland Security Solutions and the IBM Center for the Business of Government. Dr. Carter’s initial study on e-government adoption published in Information Systems Journal (ISJ) in 2005 is one of the most cited papers on the topic.

Jason Thatcher, PhD

Tandean Rustandy Endowed Esteemed Chair, Leeds School of Business, University of Colorado Boulder

Dr. Thatcher studies and publishes papers examining cybersecurity, individual decision-making, strategic alignment and workforce issues as they relate to the effective application of information technologies in organizations. His work has been funded by grants or gifts in kind from the National Science Foundation, IBM, Salesforce.com, etc. His research examines the influence of individual beliefs and characteristics on adaptive and maladaptive uses of IT, as well as strategic and human resource management issues related to the effective application of IT in organizations.

Topical Areas

Randy Bradley, PhD

Associate Professor of Information Systems and Supply Chain Management, Dept. of Marketing and Supply Chain Management, University of Tennessee - Knoxville

Renee Pratt, PhD

Director of IS/BUAL Graduate Programs

Associate Clinical Professor, Department of Business Analytics and Information Systems, Auburn University

Donald Wynn Jr., PhD

Sherman-Standard Register Associate Professor of Management Information Systems, Dept. of Management Information Systems, Operations Management, and Decision Sciences, University of Dayton

Individually, each of us has a variety of research interests and areas of expertise. Collectively, we have combined these interests to engage in a series of research projects into the implementation, use, and impacts of enterprise information systems (such as electronic health records applications) for healthcare organizations. These projects include a report (\$20,000 research funding provided by the IBM Center for the Business of Government) on the sponsorship of technological ecosystem-based open innovation programs in technological ecosystems. Based on a series of interviews and archival documentation, we concluded that there are two core strategies for government agencies to take advantage of this opportunity: sponsoring new ecosystems to support existing innovation programs and sponsoring new innovation initiatives within existing ecosystems. In the months to come, we will conduct and publish a number of other research projects in this area.

Nigel Melville, PhD

Associate Professor of Technology and Operations, Technology and Operations Department, University of Michigan

Despite the importance to researchers, managers, and policy makers of how information technology (IT) contributes to organizational performance, there is uncertainty and debate about what we know and don't know. We develop a model of IT business value based on the resource-based view of the firm that integrates the various strands of research into a single framework. We apply the integrative model to synthesize what is known about IT business value and guide future research by developing propositions and suggesting a research agenda. A principal finding is that IT is valuable, but the extent and dimensions are dependent upon internal and external factors, including complementary organizational resources of the firm and its trading partners, as well as the competitive and macro environment. Our analysis provides a blueprint to guide future research and facilitate knowledge accumulation and creation concerning the organizational performance impacts of information technology.

Rachida Parks, PhD

Associate Professor, Business Analytics and Information Systems, School of Business and Health Sciences and School of Medicine (Joint appointment), Quinnipiac University

Due to her interdisciplinary research, she holds a joint appointment. She earned a PhD in Information Sciences and Technology from Pennsylvania State University. Her interdisciplinary research focuses on the intersection of healthcare, digitalization, data analytics, and artificial intelligence (AI). She has been nominated and awarded internationally competitive research awards, including the Fulbright US Scholar for her research in healthcare analytics and AI, the Operational Research Society's Stafford Beer Award for her contribution in the *European Journal of Information Systems*, and the Diana Forsythe Award by the *American Medical Informatics Association* (AMIA). Rachida Parks has served and volunteered at many levels and organizations notably as an Associate Editor (AE) to both the *Information Systems Journal* and *Health Systems Journal*, the PhD Project (ISDSA president, planning committee and mentor), and several diversity and inclusive excellence committees.

There are also ISS alum that are in administrative positions at their respective institutions.

Allison Morgan Bryant

Vice President of Corporate Relations

Associate Professor, Information Systems and Supply Chain Management, School of Business,
Howard University

Dr. Morgan She previously served as Chief of Staff to the President, also as Assistant Dean of Innovation and Administration in the Business School. Her research focuses on online health information, human information searching behavior, diversity of the information technology workforce, and the socio-cultural impact of technology. She has published articles on the impact of individual differences on user behavior, diversity in the global workplace, information searching behavior, and gender and information technology with specific focus on social networks and work-life balance among women. She has received grants from Facebook, The National Science Foundation, and the GM Foundation. She has a true passion for teaching and for students and loves nothing more than to be in the classroom. She was formerly employed as a technology consultant at Accenture and as a Usability Engineer at the United States Census Bureau. She is a member of The Ph.D. Project, the Association for Computing Machinery, and the Association for Information Systems.

Jorge Perez

Associate Vice President for Institutional Effectiveness, University of Tennessee System

Education systems around the globe share a long history of assessing and amplifying reading, writing, and arithmetic skills. Not so for digital literacy — the fourth literacy. The phenomenal growth of the Internet, the digitization of popular media and the ubiquity of the personal computer are driving the rising relevance of what has also been labeled computer literacy, computer fluency, information literacy, ICT literacy, and IT literacy. In his research, digital literacy encompasses conceptual knowledge, skills and critical thinking along three dimensions: hardware and operating systems; productivity applications such as database and spreadsheet software; and information literacy (i.e., locating and evaluating information), networking and the Internet.

Adriane B. Randolph, PhD

Interim Associate Dean for Community and Faculty Affairs

Professor of Information Systems

Executive Director, BrainLab, Department of Information Systems, Michael J Coles College of
Business, Kennesaw State University

Primarily utilizing a design research approach, I am most interested in exploring the following areas in information systems: Brain-computer interfaces and neuro-IS, Human-computer interaction, Universal design of user interfaces, Technology matching and acceptance, IT Project management. Thus far, her work has focused on the design and evaluation of brain-computer interface systems to improve the quality of life for users with severe motor disabilities. Brain-computer interface systems can provide means for controlling computers outside of typical muscular inputs. Such systems generally target users suffering from locked-in syndrome as a result of disease, such as ALS or Lou Gehrig's disease, or injury and able-bodied users with induced physical disabilities. Further, brain-imaging and biofeedback techniques may be used to better understand varying human mental states.

Lynette (Kvasny) Yarger, PhD

Dean for Equity and Inclusion, Schreyer Honors College

Professor, College of Information Sciences and Technology, Pennsylvania State University

Dr. Yarger's research uses black feminist and critical social theories as frameworks for understanding how women, Black, and Latinx workers are systematically excluded from participation in the technology workforce and how the absence of minoritized technology workers contributes to the construction of computer and information systems that reproduce inequality and discrimination. Her research contributes to the construction of career pathways and systems with greater accessible and inclusivity. Yarger's research is supported by several grants from the National Science Foundation. She is also the recipient of the College of IST George J. McMurtry Teaching and Learning Award (2013), the Penn State Teaching Fellow Award (2014), and the iSchool Inclusion Institute Mentoring Award (2018). She joined the Schreyer Honors College in 2019 as the inaugural assistant dean for equity and inclusion. Before coming to Penn State, she worked as a software developer and product life cycle manager at AT&T, Lucent Technologies, and Avaya Communications.

Information Systems and Sciences Doctoral Students Association (ISSDSA)

Once you enroll in a doctoral program studying information systems or information sciences, the PhD Project's ISSDSA will serve as a source of support throughout your program and through your academic career. Listed below are some ways in which the

Communication

- Network with peers
- Assemble research teams
- Mentoring
- Connect online: PhD Group ISSDSA – Information Systems and Sciences
 - o <https://www.linkedin.com/groups/6983602>
 - o <https://www.instagram.com/isdsaphdproject/>
 - o <https://www.facebook.com/groups/phdprojectisdsa>

Edification

- Sharing of successes and failures
- Formulation of support groups
- Develop and improve leadership skills

Education

- Access to leading IS researchers
- Learn about different concepts and techniques
- Get answers to lingering questions

Intellectual Stimulation

- Present and discuss your research
- Exposure to other research domains

Future Conference Locations

- Meetings are typically held in conjunction with Americas Conference on Information Systems (AMCIS)
 - Upcoming Conferences
 - o **2024... Salt Lake City – August 15-17, 2024**
 - o **2025... Montreal, Quebec, Canada – August 14-16, 2025**
 - o **2026... Reno, Nevada – August 20-22, 2026**
 - o **2027... Sao Paolo, Brazil – July 28-30, 2027**
 - Past Conferences
 - 2023... Panama City, Panama
 - 2022... Minneapolis
 - 2021... Virtual
 - 2020... Virtual
 - 2019... Cancun, Mexico
 - 2018... New Orleans, LA
 - 2017... Boston, MA
 - 2016... San Diego, CA
 - 2015... Puerto Rico
 - 2014... Savannah, GA
 - 2013... Chicago, IL
 - 2012... Seattle, WA
 - 2011... Detroit, MI
 - 2010... Lima, Peru

Application Requirements & Process

- ✓ **Do talk to as many IS doctoral students and faculty members as you can before you send in your applications. Have someone give you feedback on your letter of interest and total package.**
- ✓ **Do contact PhD Project faculty and students at the University you are applying to as soon as possible.**
- ✓ **Don't take a strong stance about anything as you are navigating the process. You may talk yourself out of an opportunity.**
- ✓ **Do get your finances in order prior to applying.**
- ✓ **Do research on the universities where you plan to submit applications**
 - Make sure the school is a good fit for you (both the type of research you want to do and in terms of what is required of doctoral students (e.g., how much time are you expected to spend on campus, what are your teaching requirements, what are the conditions for continued funding))
 - Reach out to doctoral students in the department to see if they know who makes the decisions about acceptance
 - Talk to the Department around the deadline for applications to discuss your applications. Be aggressive, ask to meet with faculty and students on site if you have a strong first choice
 - Volunteer to work on a research project next semester with a faculty member in the department where you want to attend.
- ✓ **Do things that will make your application stand out:**
 - Pursue outside funding
 - Prior publications
 - Exceptional/related work experience
 - Recommendation letter from an IS researcher (a phone call to the department in support of your candidacy even better).
 - Recommendation letter from a faculty member in the business school of the school you are applying to (you can sign up for masters level classes before you apply if you don't think you will have academic references)
 - Access to large scale data for research purposes (perhaps an agreement from your firm up front that you will be able to do research at their site. Be careful to not sell this as consulting)
 - Extremely high academic performance (GMAT, GPA, Academic Awards)
 - A demonstrated knowledge of what it means to be an academic (if you have parents that are academics you can mention that in your statement of interest)

ISS Students: Coursework, Comps & Dissertation

- 1) Major Milestones of the Program
 - a) Set up for 4 years but averages 5 years (keep stipend requirements in mind)
 - b) Coursework, comprehensive exams, dissertation
 - c) Research, teaching and service
 - d) Life events

- 2) Coursework
 - a. First two years, structured (theory, method courses)
 - b. Learn to read, read, read
 - c. Practice for comprehensive exams and writing research proposals
 - d. TIP:
 - ✓ Gear all class writing assignments towards dissertation work and publications
 - ✓ Start using a citation management system from Day 1 (i.e. EndNote, Zotero, Mendeley, etc.)

- 3) Comprehensive Exams (for those that have them)
 - a. AKA “Qualifying Exams” or “Comps”
 - b. Occurs after coursework is completed
 - c. Marks ability to conduct “independent research”
 - i. Some institutions have a separate research requirement instead of comps
 - d. Written and oral defense have different formats and strategies depending on the school
 - e. TIPS:
 - ✓ Image management: “You’ve passed the exam before you’ve taken it.”
 - ✓ Get tips and old exam questions from other students

- 4) Dissertation
 - a. Proposal and thesis defense
 - b. Hardest part because unstructured time
 - c. Proposal = social contract, your research plan
 - d. Forming the committee
 - i. Consider social dynamics of committee and individual contributions
 - ii. Ask other students and trusted faculty for advice
 - e. Dissertation = work your plan (project management skills required)
 - f. Enter the job market
 - g. TIPS:
 - ✓ Work it like a job
 - ✓ Remember that this will not be your best work
 - ✓ “The best dissertation is a done dissertation”

- 5) Other Research
 - a. Publish!!
 - b. Course papers, research teams/groups, etc.
 - c. Learn the process of submission, reviews, and revisions while you have faculty mentors
 - d. TIPS:
 - ✓ Publications = Academic Capital (you’re in the reputation business)
 - ✓ You’re on the tenure clock from the minute you start the program (“ten year” process)
 - ✓ Know your research/academic community

6) Teaching and Service

- a. Varying requirements for teaching
- b. Serving on committees and reviewing papers
- c. TIPS:
 - ✓ Steer clear of departmental politics and taking sides
 - ✓ Your writing improves by reviewing others' work
 - ✓ Learn when and how to say "no"

7) Life Events

- a. Marriage, kids, vacations, parties, and other major events
- b. Additional opportunities for funding through grants and fellowships
- c. TIPS:
 - ✓ Get a student buddy in the program
 - ✓ Keep doing something that is just for you (i.e., working out, hobby, pleasure reading)
 - ✓ Know your priorities and don't be ashamed (i.e., faith, family)
 - ✓ Stay connected to the ISDSA for encouragement and other tips

ISS Research Process

In your doctoral program:

- You learn how to conduct research.
- Learning is through an apprenticeship model. Therefore, what you learn, and how you learn it, is very dependent upon the faculty you work with.
- You will start to conduct research and write papers based on that research to submit to conferences and/or journals. Increasingly, future job prospects at research-oriented universities depend on your research productivity as a doctoral student.

As an assistant professor:

- You will continue to conduct and publish your research.
- What type of research and where you attempt to publish will depend upon whether your institution is more teaching- or research-oriented?
- Promotion (to associate professor) and tenure decisions are based, in part, on meeting research criteria (as well as teaching and service criteria). These criteria are established by each individual institution.

General research process

- Determine a topic and from that develop a research question(s) to guide your project.
- Review and synthesize relevant literature to build the theoretical foundation for your study.
- Design and carry out your research methodology, which may include collecting data and/or building an IT artifact.
- Analyze your results and finish writing your report/paper.
- Submit paper to a conference/journal.
- In general, conference review processes take anywhere from 1-5 months. In general, journal review processes take anywhere from 3 months to 2 years.

ISS Conferences & Journals (some examples)

Conferences:

- Americas Conference on Information Systems (AMCIS)
- International Conference on Information Systems (ICIS)
- Hawaii International Conference on System Sciences (HICCS)
- Academy of Management – Organizational Communication & Information Systems (OCIS)
- Workshop on Information Technology and Systems (WITS)
- INFORMS

Journals (Senior Scholar's Basket – in alpha order):

- European Journal of Information Systems (EJIS)
- Information Systems Journal (ISJ)
- Information Systems Research (ISR)
- Journal of the Association of Information Systems (JAIS)
- Journal of Information Technology (JIT)
- Journal of Management Information Systems (JMIS)
- Journal of Strategic Information Systems (JSIS)
- MIS Quarterly (MISQ)

Career Considerations

1) Be career-minded

- a) Your career as a scholar begins the moment that you tap into the network of IS academic professionals (i.e., right here, right now).
- b) Establish and manage network relationships that will enhance your career.
- c) Build a professional identity.

2) Know yourself

- a) What academic activities do you identify with and enjoy the most (i.e., teaching, research, service, advising, administration, consulting, etc.)?
- b) Target schools where you are most likely to succeed given your interests.

3) Know your target – Criteria by which to evaluate universities – Keep in mind that this is a moving target

- a) Teaching or research emphasis (differences in salary, prestige, teaching load, summer support, tenure and promotion requirements, service expectations, and so on).
- b) Work environment (collegiality and collaboration)
- c) Geography
- d) Resources
- e) Other factors (i.e., attitudes toward consulting, external funding expectations, etc.)

4) Market yourself

- a) The CV – online and hard copy
- b) Maintain portfolios of teaching, research and service activities that promote your career.
 - i) Teaching Portfolio
 - (1) Statement of teaching philosophy
 - (2) Student evaluations
 - (3) Course syllabi and record of teaching innovations and successes.
 - ii) Research Portfolio
 - (1) Research agenda
 - (2) Sample publications
 - iii) Service Portfolio
 - (1) Statement of service philosophy
 - (2) Record of service commitments, highlighting significant achievements.

5) Sell yourself – The courtship process

- a) Leverage the network relationships that you have established.
- b) Interviews – Most first interviews occur at major conferences such as AMCIS and ICIS
 - i) Practice with mock interviews.
 - ii) Learn about each school and prepare questions for your interviewers.
 - iii) Be gracious; send a thank-you note to each school.
- c) Campus visits – Where the deal is sealed

6) Inform yourself – Be resourceful – Know where to find career advice and resources

- a) Mentors are invaluable.
- b) Tap into friends and colleagues in the network for advice.
- c) Some URLs to know:
 - i) The Chronicle: Career Advice – <http://chronicle.com/section/Advice/66/?eio=61142>
 - ii) MIT Careers Office – <http://gecd.mit.edu/>

7) Remember yourself – When money or prestige beckons, don't forget how you answered item 2a above.

A Day in the Life of an ISS Assistant Professor

A typical day is some combination of three typical types of activities: teaching, research, service

- Teaching Activities
 - Go over teaching materials
 - Teach class
 - Hold office hours
 - Meet with students outside of office hours
 - Prepare for future class lectures
 - Textbook reading
 - Outline notes
 - Determine in-class assignments/exercises
 - Prepare new course curriculum

- Research Activities
 - My own research
 - Coordinate with co-authors
 - Collect/prepare data
 - Analyze data
 - Write manuscripts
 - First drafts
 - Revisions
 - Submit to and follow-up with journals/conferences
 - Other's research
 - Work with doctoral students
 - Peer reviews
 - Journals
 - Conferences
 - Colleagues
 - Editorial
 - Conferences
 - Journal of STEM Education: Innovations and Research

- Service Activities
 - Department
 - Technology Committee
 - Research Workshops
 - College
 - Student Recruiting
 - University
 - Diversity Groups – Gender, Race, etc.
 - ISS Academic Community
 - Conference Track Chair/Session Chair
 - PhD Project
 - ISSDSA
 - ISS Faculty Project

MANAGEMENT

MANAGEMENT: *Understanding the Field*

An overview for prospective students
interested in pursuing a doctorate in the
management disciplines

PhD Project Conference

(revised February 2024)

What is *Management*?

Management involves the *arrangement and coordination of the activities of an organization*, in accordance with certain policies and in achievement of clearly defined objectives.

Management also consists of the interlocking functions of *formulating* corporate policy, *organizing, planning, controlling,* and *directing* the organization's resources to achieve the defined objectives.

Management Areas of Interest

*If you are interested in studying any of these topics,
then a doctorate in Management is for you!*

- Careers
- Conflict Management and Negotiations
- Communication, Digital Technology and Organization
- Corporate Social Responsibility/ Business Ethics
- Diversity, Equity and Inclusion
- Entrepreneurship/ Small Business
- Health Care Management
- Human Resources
- International Management / International Business
- Management Consulting
- Management Education & Development
- Management History
- Management Spirituality & Religion
- Managerial & Organizational Cognition
- Operations and Supply Chain Management
- Organization & Management Theory
- Organization Development & Change
- Organizational Behavior
- Organizational Neuroscience
- Organizations & The Natural Environment / Sustainability
- Public & Nonprofit Organizations
- Research Methods / Decision Sciences
- Strategic Management
- Technology & Innovation Management

Breakout Sessions for those interested in Management Disciplines

During the PhD Project conference, you will have an opportunity to learn more about the Management discipline by attending one of the following breakout sessions:

- *Management/Organizational Behavior*
- *Strategy and Entrepreneurship*

Organizational Behavior (OB) and **Strategy** serve as the two *theoretical foundations* in Management. Most Management doctoral students will study OB and/or Strategy, along with other sub-topics of the student's interest.

If you are interested in studying any of the Management interest areas mentioned on the previous page, then be sure to attend one of these sessions.

The next slides provide a detailed description of OB and Strategy.

What is *Organizational Behavior*?

Organizational Behavior (OB) involves studying the actions of people at work, particularly individuals and groups within an organizational context

- OB focuses on individual behavior
- OB focuses on group behavior
- OB focuses on organizational characteristics and internal processes and practices as they affect individuals and groups
- The primary units of analysis studied in OB are *individuals and teams/groups*

What is *Strategy*?

Strategy (also referred to as Strategic Management or Business Policy) consists of an organization's moves and approaches, which are devised by management to produce successful organizational performance.

- Strategists and policymakers develop strategies and tactics to guide how an organization conducts its business and how it will achieve its target mission and objectives.
- The primary units of analysis studied in Strategy are ***organizations as a whole, their business units/divisions*** (and how they relate to the organization as a whole), and ***industries/competitors/outside institutions*** (and how the organization relates to them)

Organizational Behavior Research Streams

- Individual characteristics such as beliefs, values and personality;
- Individual processes such as perception, motivation, decision making, judgment, commitment and control;
- Group characteristics such as size, composition and structural properties;
- Group processes such as decision making and leadership;
- Organizational processes and practices such as goal setting, appraisal, feedback, rewards, and behavioral aspects of task design;
- Influence of all of these on such individual, group, and organizational outcomes as performance, turnover, absenteeism, and stress.

Strategy Research Streams

- Strategic planning and decision processes
- Strategy formulation and implementation
- Strategy evaluation and assessment
- Strategic control and reward systems
- Resource allocation
- Diversification and portfolio strategies
- Competitive strategies (e.g., competitive intelligence)
- Cooperative strategies (e.g., alliances and joint ventures)
- Selection and behavior of general managers (e.g., C-level officers)
- Composition and processes of top management teams (e.g., corporate governance)

Can I pursue a Management doctorate with a focus on *diversity or gender issues* in businesses and/or organizations?

ABSOLUTELY!

Within the Management discipline (particularly as an Organizational Behavior doctoral student), you can pursue scholarship in these areas:

- gender and its intersections with race, class, and other institutionalized systems of power;
- the impact of group diversity on well-being and effectiveness at individual, group, and organizational levels of analysis;
- the impact of occupational and organizational structures on marginalized and dominant groups;
- experiences of members of different social groups, including (but not limited to) groups differentiated by gender, race, ethnicity, class, sexual orientation, gender identity, gender expression, nationality, religion, culture, (dis)ability, and age;
- the impact of organizational policies, practices, and discourses on dominant and marginalized groups, including critical examination of seemingly neutral assumptions underlying such policies, practices, and discourses, and their differential impact on these groups;
- the intersection of work, family, and community in relation to one's social position;
- institutional and structural barriers to equality and equity across social groups;
- processes of change that create and foster inclusion, whether from external interventions or from individuals within groups or organizations;
- the impact of cultural, societal, and national diversity on workers and the workplace; and,
- cross-national comparative approaches to all of the above.

Please note: A growing number of management faculty conduct research in the area. If you want to pursue research in this area, conduct an internet search to source faculty who conduct diversity research first, then determine with which doctoral programs/schools they are affiliated.

Can I pursue a Management doctorate with a focus on *entrepreneurship and small business management*? **BY ALL MEANS!**

Within the Management discipline (either as a Strategy or Organizational Behavior doctoral student), you can pursue scholarship in these areas:

- the creation, management and growth of new businesses, small businesses and family businesses
- the characteristics and special problems of entrepreneurs
- new venture ideas and strategies
- ecological influences on venture creation and demise
- the acquisition and management of venture capital and venture teams
- self-employment
- issues affecting the owner-manager
- management succession
- corporate venturing
- the relationship between entrepreneurship and economic development
- application of entrepreneurial approaches in non-business contexts (e.g., nonprofits)

If you are interested in learning more about the entrepreneurship field, please attend the *Strategy and Entrepreneurship* breakout session.

Please note: Some programs offer doctorates in entrepreneurship, while others have management faculty who conduct research in entrepreneurship.

Can I pursue a Management doctorate with an interest in *supply chain management and operations management*? **CERTAINLY!**

Within the Management discipline, you can pursue scholarship in these areas:

- management of the transformation/production processes that create products or services
- operations management and strategy
- product and service development (including Research & Development)
- supply chain management
- procurement
- distribution and logistics
- project management
- quality management
- international, human resources, environmental, and information technology issues facing operations

If you are interested in learning more about this field, please attend the *Supply Chain Management* breakout session.

Please note: Some business schools offer doctorates specifically in operations/supply chain management, while others offer opportunities to study operations/supply chain management within its strategy program, its marketing program, its decision sciences/business analytics program, or its information systems program.

Can I pursue a Management doctorate with an interest in *international business*? **OF COURSE!**

Within the Management discipline (either as a Strategy or Organizational Behavior doctoral student), you can pursue scholarship in these areas:

- the cross-border management of operations, including multi-country and/or multi-unit strategy formulation and implementation;
- evolving organizational forms and management practices in cross-border business;
- the cross-border differential impact of cultural, social, economic, technological, political, and other institutional forces on strategies, organizational forms, and management practices;
- the international competitiveness of firms, industries, and nations;
- comparative management studies involving two or more countries.

Please note: Some programs offer doctorates with a focus in international business, while others have management faculty who conduct research in international business.

Not sure where to go?

You can go to one of the *Organizational Behavior* sessions if you want to study these topics:

- Careers
- Conflict Management and Negotiations
- Diversity, Equity and Inclusion
- Human Resources
- Management Education & Development
- Management Spirituality & Religion
- Managerial & Organizational Cognition
- Organization & Management Theory
- Organizational Behavior
- Organizational Development & Change

You can go to the *Strategy and Entrepreneurship* session if you want to study these topics:

- Business Policy & Strategic Management
- Corporate Social Responsibility/ Business Ethics
- Entrepreneurship/ Small Business
- Management Consulting
- Management History
- Communication, Digital Technology & Organization
- Organizations & The Natural Environment / Sustainability
- Research Methods / Decision Sciences
- Technology & Innovation Management / Research and Development

Still not sure where to go?

You can go to either the *Organizational Behavior* or the *Strategy and Entrepreneurship* breakout session if you are interested in the following areas:

Health Care Management

International Management/International Business

Public & Nonprofit Organizations

You can go to either the *Information Systems and Sciences* or the *Strategy and Entrepreneurship* breakout session if you are interested in the following areas:

Communication, Digital Technology and Organization

Research Methods/Decision Sciences/Business Analytics

MARKETING

BREAKOUT SESSION
MARKETING



March 2024



**UNDERSTANDING
THE FIELD**



WHY STUDY MARKETING?

Everything is marketing

"Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large."

- American Marketing Association



MARKETING IS AN EXCITING MULTI-DISCIPLINARY FIELD!

“

Marketing is a powerful engine of society. Almost any problem can be studied from a marketing perspective

”

- Builds on basic science knowledge from **psychology, sociology, anthropology, economics, and statistics**, and applied knowledge from **finance, management, strategy, operations research, computer science and more...**
- Uses **multiple research methods** (experimental, econometric, statistical, Machine Learning/AI, ethnographic, sociometric, psychometric, bibliometric, modeling, analytical, etc.)



MARKETING VS. MANAGEMENT

*"I'm interested in both.
Which one should I pursue?"*

TWO SIDES OF THE SAME COIN

The fields can study similar phenomenon. What's the major difference? In management you are studying how phenomena impact the firm. Marketing is the other side of the coin: how firms and customers interact - that is - how firm actions impact customers and how customer impact firms

MANAGEMENT

COMPARABLE AREAS OF FOCUS:

- Organizational behavior
- Management strategy

EXAMPLES OF AREAS OF SYNERGY:

- Employee-leader relationships
- Teams and team dynamics
- Firm partnerships to other firms

MARKETING

- Customer behavior
- Marketing strategy

- Employee-consumer interactions
- The impact of teams and team dynamics on customers
- Firm partnerships and customer relationships

THE DISCIPLINE'S

Three Main Areas Of Focus



Consumer Behavior



Marketing Strategy



Quantitative Marketing (Modeling)

Psychology, Sociology, and Anthropology of Customer Behavior

- Seek to explain how and why people behave in certain ways
- Psychological approaches mainly focus on experiments
- Sociological and Anthropological approaches rely on qualitative research and some big data

Firm Strategy

- Seek to explain how firms can configure marketing strategies for improved outcomes
- Managerially oriented

Econometric and Analytical Models

- Seek to apply quantitative methods and models to solve marketing problems and/or understand firm and consumer behavior
- Can be managerially or theoretically oriented



*Finding
your path*

HOW TO DEVELOP YOUR RESEARCH INTEREST?

Research topic(s) of interest

- Ask yourself what kind of problems are you interested in thinking about? What topics get you excited?
- Use your local library to find academic journal articles that address topics of interest (either directly or tangentially)
- Attend an academic conference (see list on next page)
- Observe the world around you for interesting problems that puzzle you
- See additional resources at the end of this handout for MSI research priorities

Doctoral program/school of interest

- Determine if the school(s) of your choice offer the program of your choice
- Schools vary in terms of philosophy and approach – double-check the required courses and opportunities for electives
- Search the school's website for faculty research and publications.

“

Speak with a marketing faculty member or doctoral student affiliated with The PhD Project for ideas and guidance before applying to programs

”

Faculty of interest

- Conduct a Google Scholar or ABI search for articles the faculty member has written

Be focused, yet open about your research interests

- Being too narrow may limit options
- Being too broad may give a perception of indecisiveness.
- Acknowledge that your research interest will likely evolve as you progress through the doctoral program

THE JOURNALS

For publishing in the marketing discipline

MOST WIDELY RESPECTED AND WELL-REGARDED IN THE FIELD ("A")*

**Listed in the Financial Times Top 50 Journals List*

- Journal of Marketing (JM)
- Journal of Consumer Research (JCR)
- Journal of Marketing Research (JMR)
- Marketing Science
- Journal of the Academy of Marketing Science (JAMS)
- Journal of Consumer Psychology (JCP)

ADDITIONAL WELL-RESPECTED JOURNALS (DESIGNATION WILL VARY BY INSTITUTION)

Listed alphabetically

- Consumption Culture and Markets
- European Journal of Marketing
- Industrial Marketing Management
- International Journal of Research in Marketing
- Journal of Business Logistics
- Journal of Business Research (JBR)
- Journal of International Business Studies
- Journal of Macromarketing
- Journal of Marketing Education (JME)
- Journal of Personal Selling and Sales Management
- Journal of Public Policy & Marketing (JPPM)
- Journal of Retailing
- Journal of Service Research (JSR)
- Journal of the Association for Consumer Research
- Marketing Letters
- Psychology & Marketing
- And many more...



There are multiple journal rankings available for journals. Two of the most widely used systems for business schools are

ABDC list: <https://abdc.edu.au/abdc-journal-quality-list/>

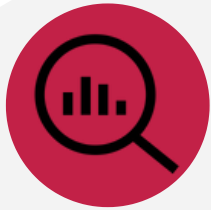
ABS list: <http://charteredabs.org/academic-journal-guide-2015/>

FINDING THE RIGHT PROGRAM AND INSTITUTION... *for you!*

Not all higher education institutions are the same. It is critical to spend some time thinking about what works best for your particular circumstances and life goals.

Although ALL PhDs are granted at research intensive schools, ultimately, you may prefer to work in a different type of institution. **It is a good idea to start with your goal in mind. Research the backgrounds of faculty at the institution you would like to work for and see what doctoral programs they have attended.**

Generally, institutions fall into one of three broad categories:



RESEARCH INTENSIVE

Faculty members are devoted to research activities. Your performance is evaluated as an academic researcher based on your quality of research, your productivity, and the quality of research articles you publish. Service expectations as a new faculty are very low. You are likely to have doctoral students as research assistants. You may teach one to three courses per year, but are expected to publish multiple articles in "A" journals. These schools typically recruit from top doctoral programs only.



BALANCED

Faculty members balance their time between research, teaching and service activities. Your performance is evaluated in all three areas based on your institution's focus which varies greatly (e.g. 40% research, 40% teaching & 20% service). Service expectation may start low but increase over time. It is likely that you will teach two to three courses per semester and be expected to maintain a productive research pipeline. However, research may be published in a broad selection of journals that would be considered acceptable.



TEACHING INTENSIVE

Faculty members typically teach four or more courses per semester and service to the institution may be an important contribution to the college from the start. Many of these institutions will have small departments. Your performance is evaluated as a professor based on your teaching methods, your ability to serve students, and how you design courses. Expectations for publishing is minimal and encompass a broad range of scholarship (may include business press, book chapters, cases, etc.)

There are additional considerations such as whether the school is public or private, size, focus on community engagement, etc.. You can look up different institutions types in the **Carnegie Classification of Institutions of Higher Education:**
<http://carnegieclassifications.iu.edu>



ANNUAL CONFERENCES

Presentation opportunities for students to:

- Share your research ideas
- Network with students and faculty
- Learn about new theories

Conferences vary in size and focus. Here is a non-exhaustive list of major conferences in the field:

- [American Marketing Association \(AMA\)](#)
- [Association for Consumer Research \(ACR\)](#)
- [Society for Consumer Psychology \(SCP\)](#)
- [Society for Marketing Advances \(SMA\)](#)
- [Academy of Marketing Science \(AMS\)](#)
- [Academy of American Advertising \(AAA\)](#)
- [Consumer Culture Theory \(CCT\)](#)
- [Transformative Consumer Research \(TCR\)](#)
- [Marketing and Public Policy Conference \(MPPC\)](#)
- [Academy of International Business \(AIB\)](#)
- [Marketing Management Association \(MMA\)](#)
- [ISMS Marketing Science Conference](#)
- [Quantitative Marketing and Economics \(QME\)](#)
- [Summer Institute in Competitive Strategy \(SICS\)](#)

THE PHD JOURNEY

PhD

Dissertation Defense

Job Market

Typically the summer PRIOR to dissertation defense
Best if proposal already defended

Coursework

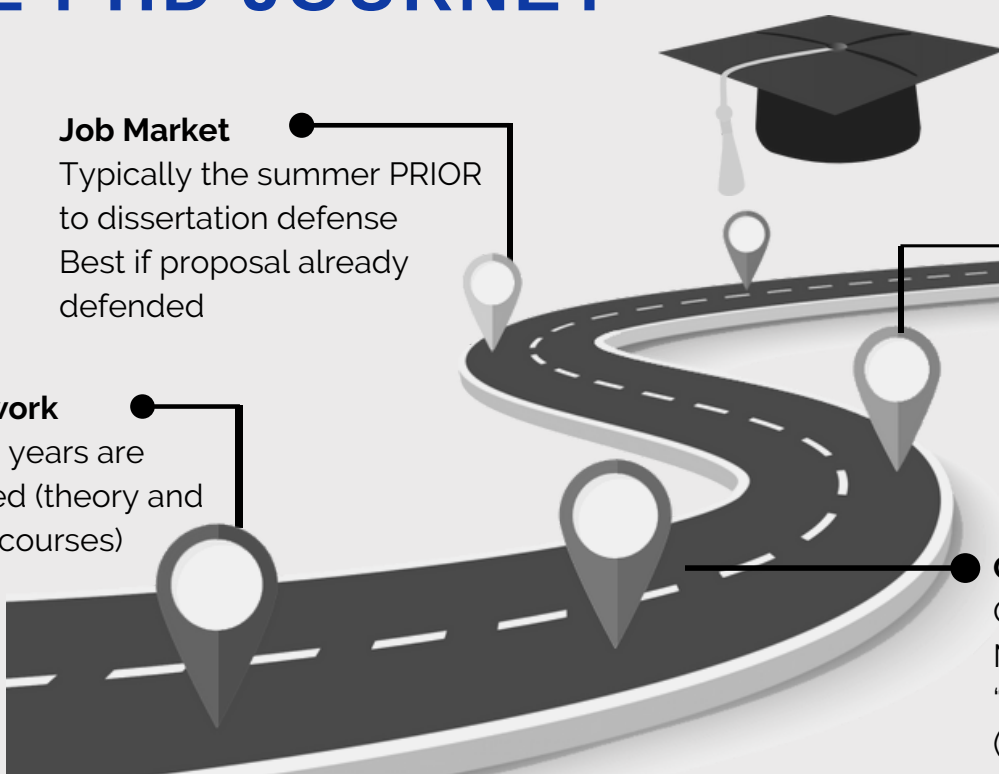
First two years are structured (theory and method courses)

Dissertation

Form committee
Proposal defense (social contract, your research plan - usually about 1 year post comps)

Comprehensive Exams

Occur after coursework
Mark ability to conduct "independent research" (usually after 1-3 years)

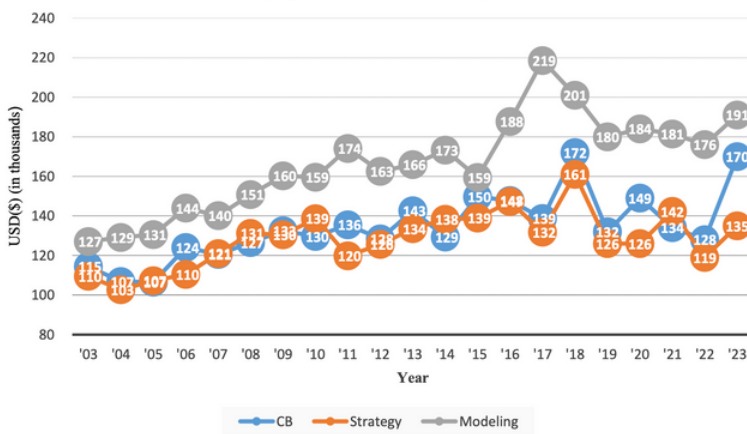




EARNINGS OF NEWLY MINTED PROFESSORS*

For the last 21 years, the AMA Doc sig surveys students who are in the job-seeking stage of their doctoral programs, and based on their responses, provides a summary report that describes the current job market for our discipline.

**2003-2023 Salary Trends
(by research area)**



Salary Component	N	Mean	Min.	Max.
9-months	42	\$159,703	\$91,000	\$225,000
12-months	12	\$141,250	\$75,000	\$180,000
Other (10-month)	2	\$155,000	\$125,000	\$185,000
Summer Research Support	45	\$26,046	\$5,000	\$47,000
Total Salary	56	\$175,581	\$75,000	\$258,000

Institution Type	N	9-Month Salary	Summer Support	Total Salary
Research Intensive				
Public	20	\$173,651	\$36,112	\$207,958
Private	10	\$190,000	\$30,095	\$197,567
Research				
Public	7	\$137,500	\$14,667	\$156,857
Private	1	\$135,000	\$16,000	\$151,000
Balanced				
Public	9	\$113,600	\$13,450	\$126,806
Private	5	\$138,000	\$11,736	\$142,189
Teaching				
Public	1	\$134,000	\$5,000	\$139,000
Private	3	\$152,500	N/A	\$152,500

Note: An institution is labeled "Research Intensive" if it has teaching loads of 3 or fewer course sections per 9-month school year, "Research" if the teaching load is 4 sections per year, "Balanced" if the teaching load is 5-6 sections per year, and "Teaching" if the teaching load is 7 or more sections per year.

***Access the complete '[Who Went Where](https://docsig.org)' report at docsig.org**

GETTING STARTED IN YOUR PROGRAM

"It's a marathon not a sprint"



Notify Myrna Varner
myrnavarner@kpmg.com
as soon as you are accepted into a doctoral program to become part of the Marketing Doctoral Student Association (MDSA)

WORDS OF WISDOM FOR YOUR FIRST YEAR

To understand an academic article early in your program, you should **first read the abstract, followed by the discussion**. After you have grasped the heart of the paper, then continue reading the rest of the information in the article for further details.

Develop a healthy, collaborative relationship with your cohort. You can meet with your classmates before each class to discuss each person's summary of the assigned articles, create writing sessions, and provide feedback to each others work. Teamwork is essential.

Always have a sense of urgency. Impose deadlines for writing up projects. Start getting ready the first day of your program, which means getting engaged in research projects that can yield publications from day one. Having a sense of urgency might determine how long you are in a program or what type of university you apply to.

Think of any research project you work on (for a class or as a RA) as a publishable paper, conference proceeding, or poster.

Multiple people declared their love for the following books:

- **The Sense of Structure: Writing From the Reader's Perspective** - George Gopen
- **Discovering Statistics Using SPSS** - Andy Field
- **Statistics for People (Who Think They) Hate Statistics** - Neil Salkind

Seek out advice from mentors and those who are where you want to be. Own your life. Take risks and responsibility.

Partner with a hungry graduate assistant to get an early start in publishing.

The four keys to an academic life are: Passion, Planning, Positioning, Persistence (no matter what, keep writing).

Finished is more important than perfect. Just get it done and **DON'T QUIT**. You WILL evolve into a research scholar.

Remember someone who started his or her academic career with your similar story (family situation, economic situation, professional background, etc.) succeeded.

You will succeed as well!

ADDITIONAL RESOURCES

PROGRAM & GENERAL INFORMATION

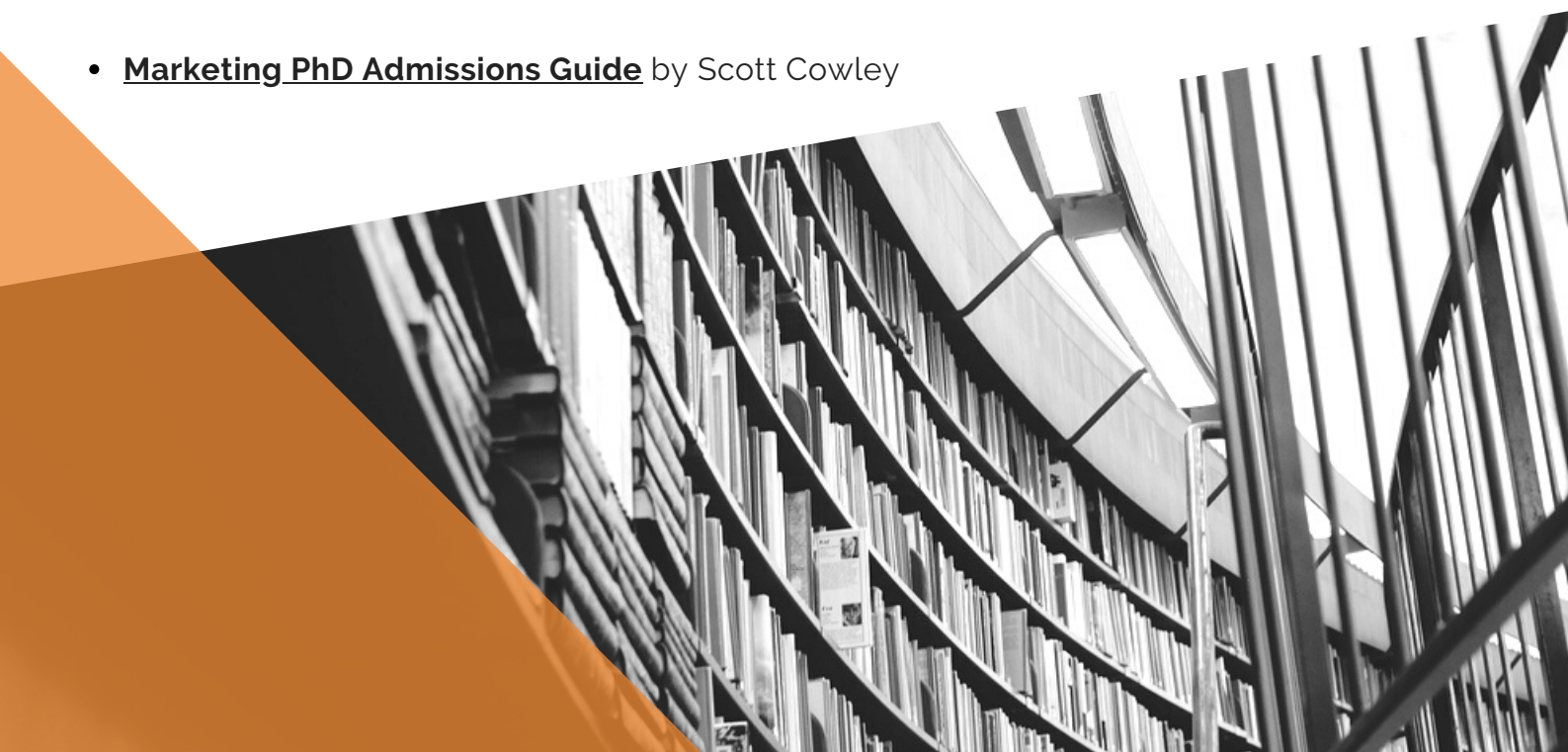
- **American Marketing Association (AMA)** [Online directory of phd programs](#) in marketing and a really helpful '[Transition Guide](#)' that explains in detail how to navigate the process from doctoral student to marketing professor
- **Marketing Science Institute** publishes [research priorities](#) that influence the work of scholars worldwide. It can be a great place for inspiration for research interests!

RESEARCH PRODUCTIVITY

- **AMA DocSIG (Doctoral Student Special Interest Group)** tracks publications in the premier marketing journals, according to authorship and university affiliation, and [publishes top 50 lists on an annual basis](#). These lists can be helpful for identifying programs and mentors that are the most research-productive in the field.
- **The UT Dallas Top 100 Business School Rankings** provide a [list of universities ranked based on journals specified by the authors of papers](#). You can select the marketing journals to identify business schools which have the most publications.

USEFUL BLOG POSTS BY MARKETING ACADEMICS:

- **[How to get into a top-ranked marketing PhD Program](#)** by Broderick Turner
 - He also hosts virtual research discussions about technology, race, and prejudice as part of his lab at Virginia Tech: <https://www.jointhetrap.com/join>
- **[Marketing PhD Admissions Guide](#)** by Scott Cowley





SCAN QR CODE
TO ACCESS DOCUMENT
HYPERLINKS AND ADDITIONAL
RESOURCES



SESSION NOTES

