

**22-BA-9090-001: Introduction to Research and Teaching
Fall Semester, 2017**

Instructor:	Dr. Suzanne Masterson	Class Time:	Friday 8:00-10:45 am
Office:	517 Lindner Hall	Classroom:	537 Lindner Hall
Phone:	556-7125	Office Hrs:	Tuesday/Thursday 10:30-11:30 am, and by appointment
Email:	suzanne.masterson@uc.edu		

Course Description and Objectives:

This seminar has been designed to introduce new doctoral students in the College of Business to the experience of the doctoral program. While much of your work within the doctoral program will be within an area of study and will involve only those faculty members working within the area, some matters cut across disciplinary lines and faculty interests. Among the most important of these are research competence and teaching effectiveness. This seminar will focus on understanding what it takes to develop these skills in the context of the business school, regardless of discipline. A secondary purpose of this seminar is to introduce you to each other and to many of the CoB faculty who could serve as a resource to you while in the program. Finally, the seminar attempts to help you become familiar with other resources available here at UC.

Seminar Format:

A doctoral seminar requires the participation of everyone. My role is to facilitate discussion of the topic, keep sessions on task, and provide structure for the learning that is expected to happen. That structure will include selected readings, out of class activities and assignments, presentations, and guest speakers. Some assignments will require a written product that will be shared with all participants.

Required Materials:

All required readings will be provided.

Evaluation:

In this doctoral seminar, you are expected to perform at the graduate level, and your evaluation will be based on multiple factors. You are expected to come prepared to every session, having read the assigned readings (generally, a few short readings each week) and having completed the out-of-class assignment. You are expected to fully participate in each class session, asking and answering questions and making valuable contributions to class discussions. You are expected to take all assignments seriously and use these experiences as opportunities to better understand the doctoral program and the academic roles of researcher and teacher.

Date	Topic	Readings	Assignments	Speaker(s) Note: Class begins at 8 am unless otherwise noted
8/25	Introduction and Welcome	None	Check out phdcomics.com (I recommend subscribing)	9:00-9:30 Jason Jones, LCB Technology Group 9:30 Bryan Buechner, GSBA 9:30-10:45 Experienced PhD students Bina Ajay (MGMT) Brianna Escoe (MKTG) Brittany Green (OBAIS) Abby Pai (FIN) Beau Sauley (ECON)
9/1	Program Requirements/ Comprehensive Exam	(1) Your First Year in a Ph.D. Program (2) Mentoring Ph.D. Students (3) 10 Mistakes Doctoral Stds... (4) Your First Real Taste of... (5) An Orals Survival Kit (6) Reasons for Comp Exams... (7) Your Third Year in a Ph.D. Program (8) Skim the LCB Handbook	Assignment #1: Alone or with one other student, interview an experienced doctoral student (see details on assignments page)	9:30-10:45 Mike Fry (OBAIS) Hui Guo (FIN) Ralph Katerberg (MGMT) Nick Williams (Assoc Dean for Grad Studies)
9/8	LCB and University Resources	None	Library Research Problems & Puzzles (1 hour only!)	Class Meets 9-10:45 am Deborah Tenofsky, Interim Business Librarian, and Head of Research, Teaching, and Services, UC Libraries
9/15	Getting Involved in Research/ Dissertation	(1) The Responsible Conduct of... (2) Working on the Doctoral Dissertation (3) Answers to Doctoral Students' (4) The Diss Mystique (5) Demystifying the Diss Proposal (6) The Completion Agenda, Part 2: ... (7) The Habits of Highly Productive ... Supplement: Why Academic Writing Stinks (optional)	Assignment #2: Interview a CoB faculty member, coordinating with other students so we cover as many faculty as possible (see details on assignments page) Browse the UC IRB website (http://researchcompliance.uc.edu/irb/)	9:30-10:45 Josh Clarkson (MKTG) Olivier Parent (ECON) Heather Vough (MGMT)

Date	Topic	Readings	Assignments	Speaker(s) Note: Class begins at 8 am unless otherwise noted
9/22	Getting Published/ Reviewing	(1) Reviewing a Manuscript (2) Getting Published (3) The Publishing Process (4) Article Review Checklist (5) Reading Like a Graduate Student (6) Bad Writing and Bad Thinking (7) 10 Tips on How to Write (8) Essay on rejection (9) Writing with a Heavy Teaching ...	Assignment #3: Choose one top tier journal in your area and review the previous year's titles/abstracts (see details on assignments page)	9:00-9:30: Research Lab and IRB Jane Sojka (MKTG) 9:30-10:45 Colin Campbell (FIN) Frank Kardes (MKTG) Jaime Windeler (OBAIS)
9/29	Presenting Research at Conferences	(1) The Scholarly Lecture (2) Giving a Paper (3) How to Get the Most Out Of... (4) Why I Love Academic... (5) The Conference Manifesto	Assignment #4: Research academic (and professional, if applicable) conferences in your field (see details on assignments page)	9:30-10:45 Lenisa Chang (ECON) Sapnoti Eswar (FIN) Andrew Harrison (OBAIS) Ryan Rahinel (MKTG) Rick Warne (ACCT)
10/6	Ethics in Academia	(1) Editor's Comments: The Better Angels... (2) Between You and Me... (3) Dealing with a Difficult Advisor (4) When is it OK to Invite a Student to Dinner? (5) A Scientist's Guide to Academic Etiquette (6) What Social Science Can Learn... (7) Scientists Who Cheat	Assignment #5: Complete the "Scholarly Ethics Assessment" (it will not be collected, so answer honestly) Read the Ethics in Publishing Scenarios, and consider them before coming to class Find your professional association's Code of Ethics and print a copy to bring to class	9:30-10:45 James Kellaris (MKTG)
10/13	Teaching I	(1) Students as Clients (2) Teaching as Leading (3) If Your Syllabus Could Talk (4) Choosing and Using Textbooks (5) Want to be a Good Researcher?...	Assignment #6: Find out what course(s) you are most likely to teach, and gather recent syllabi (see details on assignments page) Check out Preparing Future Faculty: http://grad.uc.edu/student-life/grow/pff.html	8:30 – 9:30 Dan Gruber (Assoc Dean of Innovation & New Ventures) 9:30-10:45 Debashis Pal (ECON) Margaret Reed (ACCT) Yan Yu (OBAIS)

Date	Topic	Readings	Assignments	Speaker(s) Note: Class begins at 8 am unless otherwise noted
10/20	Teaching II	(1) Notes from a Career (2) The Nuts and Bolts (3) Why I Teach (4) Why Teaching is Not Priority No. 1 (5) A Philosophy of Teaching (6) How to Read a Student Evaluation	Assignment #7: Observe one undergraduate AND one MBA or MS class and obtain the course syllabus (see details on assignments page)	9:30-10:45 Brian Hatch (FIN) Karen Machleit (MKTG) Chuck Matthews (MGMT)
10/27	Philosophy of Science I: Introduction & Paradigms	(1) Popper Selections – read Ch. 12 & 13 (2) Kuhn (1980) The structure of scientific revolutions (selections) – read Parts II, III, IV (3) Burrell & Morgan (1989) Sociological paradigms – read Ch. 1-3	Assignment #8: Interview a faculty member in your discipline about their paradigm (see details on assignments page)	
11/3	Philosophy of Science II: Paradigms Within and Across Disciplines	(1) Meredith et al. (1989) Alternative research paradigms in operations. JOM (2) Gioia & Pitre (1990) Multiparadigm perspectives. AMR (3) Arndt (1985) On making marketing science more scientific, Jnl of Mktg		Class Meets 9:00-10:30 Dave Curry (MKTG) Elaine Hollensbe (MGMT) Jeff Mills (ECON) Amit Raturi (OBAIS)
11/10	NO CLASS: Veteran's Day			
11/17	The Academic Job Search	(6) The Hiring Process in Academia (7) Creating and Maintaining Your CV (8) Grim Job Talks (9) The Art and Science of Academic Self-Promotion (10) A Guide to Campus Interviews	Assignment #9: Collect at least 2 CVs and create your own CV (see details on assignments page)	9:30-10:45 Amanda Christensen (MGMT) Tony Salerno (MKTG) Iryna Topolyan (ECON)
11/24	NO CLASS: Thanksgiving Weekend			

Date	Topic	Readings	Assignments	Speaker(s) Note: Class begins at 8 am unless otherwise noted
12/1	Beyond the doctoral program AND Course wrap-up: Celebrating the end of the first quarter	(1) The Academic Marathon (2) Lessons Learned (3) What They Didn't Teach You (4) When You're Right to Refuse (5) Career Advice from an Oldish...	Assignment #10: Come prepared to talk about what you've learned this quarter and where you go from here (see details on assignments page)	Class Meets 9:00-10:30 Potluck breakfast and celebration

Assignments

Assignment #1:
Due 9/1

Interview an experienced doctoral student

With the other new students in your discipline, interview at least one experienced doctoral student about his/her experiences in the CoB doctoral program. Think of this as an opportunity to get the inside scoop on the program, and to identify questions/topics you want to explore with our guest speakers in upcoming sessions. For example, you may want to ask questions such as: (1) what resources have been most important to you as a doctoral student; (2) what do you wish you had known in your first year but didn't; (3) what has been most surprising to you as a doctoral student; (4) what are the expectations for the second year paper; (5) what was the department's comprehensive exam like (or what will it be like) and how do students prepare; (6) what classes have you taught and how have you prepared; (7) who are you working with on research and how did you get started; (8) what are you doing for your dissertation; etc. **Write up** your interview questions and briefly summarize the answers, and **bring a copy for each student and me to class**. Be prepared to discuss your findings.

Assignment #2:
Due 9/15

Interview a CoB faculty member

On your own (and coordinating with other students so there isn't duplication), interview at least one CoB faculty member. You may want to ask questions about the faculty's academic background; research interests and current research projects; the courses he/she teaches and teaching styles used; expectations for second year paper, comprehensive exams, dissertation; etc. Again, think of this as an opportunity to learn more about CoB faculty while gaining insight into yourself as a future academic, and ask questions appropriately. **Write up** your interview questions and briefly summarize the answers, and **bring a copy for each student and me to class**. Be prepared to briefly discuss your findings.

Assignment #3:
Due 9/22

Journal review

On your own, choose one top tier journal in your field (coordinate with other students so there isn't duplication), and spend an hour or two reviewing the previous year's titles/abstracts and authors/affiliations. Do you see patterns as you look across the journal? What do you notice? For example, are the authors from a lot of different universities, or do you see the same universities/authors multiple times through the year? What topics appear to be "hot" in your field right now? Is there a lot of variation in topics, or can you identify a few central themes? What kinds of methods are published (field studies, lab studies, archival studies, case studies, etc.)? Prepare a **brief summary** of any interesting findings, and **bring a copy for each student and me to class**. Be prepared to discuss your findings.

Assignment #4:
Due 9/29

Academic conferences

With the other new doctoral students in your discipline, talk to faculty and students in your discipline to identify: (1) What are the annual conferences that faculty/students attend and/or submit work to for presentation; (2) When are submissions due? When is the conference held?; (3) Is there a job market associated with the conference? How does it work?; (4) Are there practitioner-oriented conferences in your area, or are they primarily academically-oriented? Write up your findings in a **brief email to me**. You do not have to write up your results for distribution to the other students; just **be prepared to discuss** your findings in class.

- Assignment #5:
Due 10/6 Ethics in Academia
On your own, complete the Scholarly Ethics Assessment and read the Ethics in Publishing Scenarios before class. **With the other new students in your discipline**, find a copy of your professional association's Code of Ethics, and **bring a copy** to class with you.
- Assignment #6:
Due 10/13 Teaching responsibilities
Talk to your area doctoral program coordinator and/or department head to learn what courses you are most likely to TA or teach in the coming years. Pick one or two of those classes, and get a copy of a recent syllabus. What teaching pedagogy (e.g., lecture, exercises, labs, etc.) are used in the class? Is there a text and/or readings? What kinds of assignments do students complete? What are the graded elements in the class? Write up your findings in a **brief email to me**. You do not have to write up your results for distribution to the other students; just **be prepared to discuss** your findings in class.
- Assignment #7:
Due 10/20 Class observations
Observe one undergraduate class in your area or a related area (with permission of the instructor), and review the course syllabus. Observe one MBA or MS class in your area or a related area (with permission of the instructor) and review the course syllabus. Upon completion, **send me an email** listing the classes you observed and a few quick observations. **Be prepared to report** on both experiences, and the similarities/differences between the two, in class (you do not need to prepare a written summary). ****You need not stay for a full 3-4 hour course session for those that meet once a week; work with an instructor to find a portion of a class session that makes sense (e.g., a case discussion or problem session).**
- Assignment #8:
Due 10/27 Interview a Faculty Member on Paradigms
On your own, interview a faculty member within your discipline on his/her research paradigm. You might ask question such as: How would you describe the dominant paradigm in your field? What are the key underlying assumptions and how do they influence methodology? Do you, personally, ascribe to this paradigm? Why or why not? How would you describe your own paradigm or world view? **Write up** your interview questions and briefly summarize the answers, and **bring a copy for each student and me to class**. Be prepared to briefly discuss your findings.
- Assignment #9:
Due 11/17 Create a CV
Collect a CV from both an experienced doctoral student and a faculty member within your area. Examine them both carefully for how they are organized and what information is included. Then, create your own starting CV. **Send me an email with your CV before class**. You do not have to distribute your CV to everyone in the class, but **be prepared to talk about it** and any questions you have about making it better.
- Assignment #10:
Due 12/1 Final reflections
One of the readings for this last session is entitled, "Lessons learned along the way." Come prepared to talk about the lessons you've learned this quarter, and where you go from here. Spend some time before class reflecting about what you learned, what surprised you, and what you plan to do next, now that you've got the first quarter under your belt. I'd like you to make a list of your top 5 lessons, again bringing **copies to share with the class and me**.