

Why Does Research Impact Matter?

Karla Johnstone, University of Wisconsin-Madison

About Us: University of Wisconsin-Madison School of Business

Our motto: Together Forward

» Founded in 1900, the Wisconsin School of Business at the University of Wisconsin-Madison established **one of the first five** business programs in the nation. That entrepreneurial spirit remains strong.

» Located within one of the world's leading public research universities, the Wisconsin School of Business is a vibrant community that honors our university's **commitment to research and public service**.

» Together, we foster a **passionate and diverse community** of scholars, leaders and learners to address business challenges, inspire leadership, and improve lives.

We also know how to **have fun!**

<https://www.youtube.com/watch?v=kVgY2n06328>



Motivation for My Talk

UNSW Business School



Research Engagement and Impact Assessment

- EI Assessments to be run in conjunction with ERA 2018
- Pilots being run this year (not in Business FoR codes)
- Engagement assessment likely to ask for quantitative indicators (e.g., research income data for Cats 1-4) and a narrative statement for reference period 2011-2016
- Impact assessment likely to ask for qualitative information ("impact studies") for evidence period of 2002-2016 with impact reference period of 2011-2016



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You're not alone...

► Assumptions

The underlying assumption is that outreach teaching, outreach research, and outreach service are all basic components in the University's search for knowledge and for integrating that knowledge into the lives of people throughout the world.

The ideas in this guide are based on the following assumptions:

- Just as the range and scope of outreach responsibilities vary from department to department and college to college, so will the relative role of outreach scholarship vary from one faculty appointment to another.
- **All** faculty members will be expected to articulate and assess

their outreach agendas as the University designs and implements a vision of its future and how it will best serve society.

- **Every** tenure case should include evaluation of the faculty member's accomplishments in the context of the Wisconsin Idea.

Evaluation of outreach scholarship should be conducted with regard to the agreed-upon responsibilities of the faculty member given the mission of the department and the excellence with which those responsibilities are carried out, not with regard to the source of funding for the faculty member's salary.



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What is The Wisconsin Idea?



THE WISCONSIN IDEA

One of the longest and deepest traditions surrounding the University of Wisconsin, the Wisconsin Idea signifies a general principle: that education should influence people's lives beyond the boundaries of the classroom. Synonymous with Wisconsin for more than a century, this "Idea" has become the guiding philosophy of university outreach efforts in Wisconsin and throughout the world.



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Who's Idea was it?

The **Wisconsin Idea** is a philosophy embraced by the University of Wisconsin System (UW System) that holds that university research should be applied to solve problems and improve health, quality of life, the environment, and agriculture for all citizens of the state.



Charles Van Hise

(Van Hise is a common Dutch surname).

Have things changed in Fulton since
The late 1800's? NO



Fulton, Wisconsin

Demographics [\[edit\]](#)

As of the [census](#)^[2] of 2000, there were 3,158 people, 1,229 households, and 920 families residing in the town. The population density was 99.0 people per square mile (38.2/km²). There were 1,637 housing units at an average density of 51.3 per square mile (19.8/km²). The racial makeup of the town was 98.80% White, 0.16% African American, 0.28% Native American, 0.19% Asian, 0.19% from other races, and 0.38% from two or more races. Hispanic or Latino of any race were 0.66% of the population.



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What are my incentives to advance the Wisconsin Idea?

- I truly believe in the Idea. I grateful for all that the University has done to make me and my family's lives better.
- The University is very flexible about how I interpret the Idea, so I can use my imagination and marketing skills to convince my Department Chair and Dean that I am cooperating.
- And I'm realistic: I've come to accept that I don't have a choice!
- My tenure and promotion cases have as a formal part of them the discussion of how I contribute in this way.
- I have to negotiate my salary every five years, and this is a good way to improve my power in those negotiations.

What are my incentives to advance the Wisconsin Idea?

- We do NOT do a simple count of "A" hits; the tenure package has to be a unified professional story illustrating excellence in research, teaching, service, all relating to the Idea.
- There exist disincentives to refusing to get behind the Idea.
 - ✓ The Dean can increase your teaching load.
 - ✓ The Department Chair can play games to make your life unpleasant.
 - ✓ My summer support (pay in June and July) is large, equaling 2/9 of my 9-month salary, and is at the Dean's discretion.
 - ✓ I will only get paid 9 times a year if I am deemed not research active or not contributing to the University and School's mission.

Examples of Research Idea-relevant Activities:

- Providing evidence that the PCAOB or AICPA cites my work
- Addressing real-world problems, and identifying solutions in my research
- Publishing at least some of my research in outlets that practitioners might actually read: *Accounting Horizons*, *Current Issues in Auditing*, *CFO.com*, Institute of Internal Auditors, *National Public Accountant*
- Securing grants from accounting firms to support my research
- Writing comment letters to calls from standards setters

Examples of Research Idea-relevant Activities:

- Presenting my research as an invited guest of regulators (e.g., PCAOB)
- Publishing with members of the profession (e.g., Ed Smith, former top partner in charge of KPMG's risk management unit)
- Writing teaching cases for *Issues in Accounting Education*
- Engaging the profession through service, e.g., I plan to try to get on the PCAOB's Standing Advisory Group
- ***Interaction: What might you consider adding to this list?***

Examples of Teaching and Service Idea-relevant Activities:

- Writing a textbook.
- Sharing my research with my students, even at the undergraduate level.
- Mentoring PhD students who go out into the World
- Serving as a leader of Beta Alpha Psi or Institute of Management Accountants
- Serving the American Accounting Association (e.g., Organizing conferences, serving on the Executive Committee, reviewing papers for conferences).
- ***Interaction: What might you consider adding to this list?***

Advice and Interaction

- You don't need to necessarily do more, you just need to be mindful about what you ARE doing.
- You need to not be shy about promoting your Idea-related agenda to your colleagues, Superiors, and Administrators.
- Work mindfully to be your own best advocate in terms of letting others know about what you are doing, why, and how it makes a difference in the world.
- Don't wait for years to go by to document what you are doing...you will forget and so will your Administrators.
 - Keep a list and documentation, but don't waste time documenting too much!

Advice and Interaction

- In his ISAR opening remarks, Ken Trotman reflected that we really DO have an amazing job.
- So, the least you can do is to move forward in a positive manner and do your part to make Australia, New Zealand, and the World a better place through your research, teaching, and service.

Thank you, and *On Wisconsin!*

Our version of Footy



Dairy



How to get attention:
Wisconsin style



Recreation



26 WISCONSIN BEERS TO DRINK BEFORE YOU DIE






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TOGETHER
FORWARD

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