

PhD Auditing Research Seminar
Management 7603
Fall 2026

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Office Hours: By Appointment

Course Description & Objectives

This course will expose you to specific streams of the auditing literature across both experimental and archival methods. You are expected to carefully analyze the papers that we read and to suggest ways to improve and extend the extant literature. In analyzing the course readings, we will discuss the papers in their entirety, including the studies' "front-end," research design, analyses, and conclusions. As academics, we spend a lot of time presenting our work and critiquing others' work in both verbal form (discussant) or written form (formal reviews). To hone your presentation/discussant skills, you will be asked to act as a critic and/or advocate for certain academic papers assigned as class reading. Also, a primary objective of this course is to help you develop research ideas and start developing your research pipeline. This will be accomplished through submission of original research ideas for feedback and a written research proposal, which you will present on the last day of class.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Individuals with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (often referred to as ADAPTS) at (404) 894-2563 or <http://disabilityservices.gatech.edu/>, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-faculty expectations

At Georgia Tech we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectations – that you can have of me, and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Class Attendance and Participation

A substantial portion of learning in this course comes from in-class discussion and presentations. As noted below, weekly in-class activities account for a significant portion of your course grade. Therefore, class attendance and participation is vital to success in this course. If you must miss class for any reason, please contact me immediately to arrange for an alternate method to earn participation points for that day.

Required Materials

All required materials will be provided in Canvas or available through Georgia Tech's library databases.

Course Grading

Deliverables for the course include paper summaries, presentations/discussions of assigned readings, research idea write-ups, and a research proposal and presentation. Each of these will be described in the sections below:

Weekly discussion points	15%
Weekly discussion leadership	25%
Paper Reviews	15%
Research idea write-ups	10%
Research proposal	20%
Research proposal presentation	15%
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	100%

Your final grade will be assigned as a letter grade according to the following scale:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 0-59%

Assignments and Grading

In-class discussion will be the primary means of learning. I expect you to carefully read the assigned readings and be prepared to discuss them in detail. A key objective is to have a thoughtful discussion of both the strengths and weaknesses of the readings. The course requirements are intended to facilitate our discussions and thus, your learning in the course.

Discussion Points: Please submit at least two discussion points (i.e., thoughtful questions or comments) for each primary reading. These discussion points should address the strengths and/or weaknesses related to the paper's motivation/contribution, theory, research design, or data analyses. If your discussion point focuses on the paper's strengths, explain why it is a strength. If your discussion point focuses on the paper's weaknesses, explain why you think it a weakness. Importantly, the goal is to be critical, but constructive. Please email these discussion points to the class (including myself) 24 hours prior to class.

Discussion Leadership: A discussion leader is assigned for each of the primary readings for the week. When you are the assigned discussion leader for a paper, please email a written summary of the paper to me and the other students 24 hours prior to class. The summary should describe the research question(s), theory and hypotheses, an overview of the experiment, and the key findings. You will present this summary (via powerpoint slides) to the class at the start of the papers discussion as an author would do at a conference (about 10-12 minute presentation).

Paper Reviews: During the term, you will submit two paper reviews as if you were selected to review the paper for a journal. Your review will include your recommendation about why the paper should or should not be accepted/allowed an opportunity to revise and your related feedback.

Research Idea Write-Ups: Please submit a research write-up related to any three of the main readings during the term. Your write-ups should do one of the following:

- (i) Propose a new project that fills a gap that appears to be missing in the literature
- (ii) Propose a new project that would extend or expand on the findings of the paper

Your write-ups should be brief (about one page). We recommend using the “Kinney’s 3 paragraphs” format in which the write-ups address three basic questions: What is the research question? Why is it important? How will you investigate it?

Research Proposal/Presentation: You are required to submit a complete research proposal. The goal for this proposal is for you to identify a viable project for you to work on as you complete your coursework. Therefore, I want you to spend significant effort identifying a viable research question (this is the primary purpose of requiring a proposal for this class). The inspiration for the question may come from the papers that we read in class, your research ideas write-ups for this class, or other sources.

At a minimum, the proposal will be a complete “front end” of the paper plus a complete research design section. Therefore, at a minimum your paper should include the following: 1) Introduction, 2) literature review, 3) hypothesis development, and 4) research design. Your research design needs to show the specific tests that you plan to perform. Please discuss this project with me regularly before proceeding with writing it up. You and I should agree on your proposal idea about a month before it is due. You will present your proposal in a condensed workshop format in class at the end of the semester, after which you will incorporate feedback from me and your colleagues before submitting the final proposal. My assumption is that the proposal will be 15-20 pages in length in a standard working paper format.