

MGT 80200: Higher Education Teaching Seminar
Spring 2022

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Office hours: Tuesday 2:30 to 3:30 pm & by appointment

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Our seminar meets on Thursday from 3:30 to 5:30 pm on a rotation between in-person and via Zoom. Please note that readings and activities are subject to modification – please check Blackboard 1 week before class for any changes.

Business U802 helps doctoral students learn about college teaching. Several faculty instructors conduct sessions treating teaching methods, preparation, evaluation, communication techniques, diversity, and common teaching problems. Students read articles, prepare case analyses, and acquire advice in response to problems they raise.

Students will be exposed to guest speakers from different disciplines, fields, and Baruch/ZSB offices to introduce them to the academic environment and culture. We will use a variety of methods and activities to expand our knowledge and build a community and support system.

Course Objectives

1. To introduce the elements and responsibilities of successful teaching in higher education.
2. To identify and encourage the skills, planning, and strategies that lead to successful doctoral student teaching *experiences*.
3. To introduce organizational resources to support doctoral student teaching at Baruch College.
4. To facilitate excellence in teaching that translates to the job market.

Course Requirements and Grading

This course will be run primarily as a seminar and all students will be expected to have completed all of the weekly reading and/or exercises before class, and to be prepared to discuss all aspects of the readings and/or exercises.

The course requirements include:

Assignment	Grade %
Personal action plan	
• Identification of goals	5
• Development of plan	15
• Completion of plan	15
Teaching portfolio	15
Mini assignments Discussion boards, summaries, surveys, etc.	25
Classroom discussion & contribution	20
Individual reflective and integrative assignment	5
Total Points	100

Instructional Method

Clear and professional communication is a critical requirement for the three aspects of academic life: research, teaching, and service. Thus, I will expect you to proofread and polish seminar assignments. It needs to become habit. You will provide feedback to each other with the goal of reinforcing these skills

Oral Communications is an essential skill for a professor. At Baruch College many of your students will be English language learners. Our students need you to speak slowly and clearly. You may need to distribute notes or write/type information if students are having difficulty with lectures.

Writing is a critical skill for faculty members. We need to demonstrate superior grammar and clarity for our students. We also need to write exceedingly well to publish. To that end, all assignments should be carefully proofread. Students should use all the tools at their disposal to check for spelling, grammar and miscellaneous typos. The Writing Center has resources to assist doctoral students with both teaching and research. All submitted assignments will be submitted to either Turnitin or SafeAssign.

As an instructor you are imparting many lessons to your students. They attend both to **what** you say and **how** you say it. You serve as a role model, especially for those students who are the first in their family to attend college.

I encourage you *to attend seminars* by visiting faculty sponsored by your department or other departments or centers, such as the Weissman Center for IB or Zicklin Center for Corporate Integrity, to observe instructional styles that you like or dislike.

Details of Course Requirements

Personal Action Plan accounts for 30% of the final grade. Students in this seminar are teaching a range of courses with different characteristics such as class size, pedagogy, etc. Therefore, you will need to identify the skills and tools that will be most beneficial for you at Baruch College and your field. There will be a set of general requirements that you will customize for your path. These activities complement the standard seminar content. The Personal Action Plan flows into the Teaching Portfolio.

Teaching Portfolio accounts for 20% of the final grade. You will complete the seminar with a set of assignments and materials that you will use in your fall teaching. At a minimum you will prepare two class activities, an updated syllabus, and a domain specific assignment. If fall Blackboard courses are available, you will set up the basic structure and aesthetic if appropriate.

Mini Assignments account for 25% of the final grade. Each week we will practice and experiment with a teaching tool, such as discussion boards, surveys, PowerPoint decks, etc.

Contribution accounts for 20% of the final grade. Because this course is a seminar, most of the action takes place during class discussion. There will be three mechanisms designed to make sure you are well-prepared and fully engaged in class. First, I have limited the number of required readings each week to ensure that everyone is prepared. Second, I have developed applied activities based on each week's topic. These are designed to facilitate integration of our readings and stimulate deeper thought. Third, some of the activities are team exercises to encourage preparation, integration and cohort support. It is critical that you provide your peers with thoughtful, constructive feedback.

Individual Reflective and Integrative Assignment accounts for 5% of the final grade. We will wrap-up the semester with a reflection on teaching and pedagogy.

Course Readings

Required books: None

Most of the required readings will be peer-reviewed journal articles. We also may read book chapters from a variety of sources. Most readings will be posted on the Blackboard site for downloading.

Additional Course Information

Academic Integrity

Research, teaching, and learning involve the pursuit of truth, which cannot be pursued by presenting someone else's work as your own. By following the procedure outlined below, you will establish a basis of trust that will remain unless you provide reason to suspect it has been violated:

Visit the college's **Academic Honesty Policy** web site. Read the material it contains.
https://www.baruch.cuny.edu/academic/academic_honesty.html

1. Send me an email (or bring a signed statement to class) truthfully stating that you have read the web page, understood it, and that you agree to act according to the principles it expresses.

We will have a panel on Academic Integrity during Ethics Week. For further discussion of plagiarism and clarification of its parameters, see *the online plagiarism tutorial* prepared by members of the Newman Library faculty at <http://newman.baruch.cuny.edu/help/plagiarism/default.htm>. If questions remain, ask me. Ignorance is not an acceptable excuse for unacceptable practices. For the record, if you violate the precepts of academic integrity you will receive a zero for the assignment and your name will be forwarded to the Doctoral Office, where a notation will become part of your file at Baruch.

Disabilities

Students with disabilities may be eligible for a reasonable accommodation to enable them to participate fully in courses at Baruch/The Graduate Center. For more information (with confidentiality) contact Clare Wilson or Elise Perram (212.817.7400 or disabilityservices@gc.cuny.edu) and consult the Graduate Center Student Handbook.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education that may interfere with academic performance. If you are facing problems affecting your coursework you are encouraged to speak with the Grad Center's Wellness Center Student Counseling Services:

The Wellness Center Student Counseling Services offers short-term individual and group counseling and psychotherapy, couples counseling, consultation and referral services, and a variety of programs and workshops relevant to graduate student life. These include help in overcoming obstacles to writing the dissertation, and workshops on topics from time management to mindfulness meditation. Our services are confidential, and they are available free of charge to matriculated students registered at **The Graduate Center** and the **Craig Newmark School of Journalism**. For those who are ineligible for our services (i.e. temporary students, visiting scholars, non-degree/non-matriculated students, and students registered at other CUNY campuses, please feel free to visit our resources page.

Additional materials will be distributed in class and via BlackBoard. The class schedule probably will change in response to our guest speakers. Remember to check BlackBoard regularly.

Grading Scheme

We use the Graduate Center Grading Scheme as follows:

A	93.0 - 100	B+	87.0 – 89.9	C+	77.0 – 79.9	F < 70.0
A-	90.0 – 92.9	B	83.0 – 86.9	C	73.0 – 76.9	
		B-	80.0 – 82.9	C-	70.0 – 72.9	

Blackboard

A copy of this syllabus, forms, assignments and other course information will be available on Blackboard. You are responsible for material sent to your Baruch email account and posted on the Blackboard site. Remember to frequently check them.

Special Notice about This Course

This section of BUS 80200 will evolve as I learn more about you and your teaching needs. It is important that you share your interests and concerns with me so that I can tailor the opportunities to you.

Higher Education Teaching Seminar – Spring 2022¹

Session	Date		Topic
1	2/3	Onsite	Introduction & Welcome Course Aesthetic and Culture Blackboard basics
2	2/10	Online	Support Services for Students: Panel 1 <ul style="list-style-type: none"> • Center for Teaching and Learning - Director, Professor Allison Lehr-Samuels • Tools for Clear Speech - Director, Denis J Dolack; Associate Director, Tristan Thorne; & Curriculum Specialist, Kimberly Edmonds • Writing Center - Assistant Director, Rachel Rys
3	2/17	Onsite	Pedagogy Elements of a Syllabus Introduction to teaching philosophies
4	2/24	Online	Engaging Students with Zoom <ul style="list-style-type: none"> • Professor Cathy Kawalek, CTL Zoom specialist
5	3/3	Onsite	Student Presentation I
6	3/10	Online	Diversity & Inclusion <ul style="list-style-type: none"> • Sydacia Bunbury, LEADS Advisor, Student Disabilities Services • Meechal Hoffman, PhD, Director, Schwartz Communications Institute • Pamela Thielman, PhD, CTL – OER Specialist
7	3/17	Online	Academic Integrity <ul style="list-style-type: none"> • Associate Provost Dennis Slavin • Professor Seth Lipner, Chair UCC • Associate Dean of Students Annie J. Virkus-Estrada, PhD

¹ See *BlackBoard for Specific Assignments*

Panel 1: Insights into Exemplary Teaching			
8	3/24	Onsite	<ul style="list-style-type: none"> • Professor Xi Dong, Bert Wasserman Department of Economics & Finance • Professor Richard Holowczak, Chook Department of Information Systems and Statistics • Professor Maria Halbinger, Loomba Department of Management • Professor Bohdan (Bo) Kukharskyy, Wasserman Department of Economics and Finance
Approaches to Assessment & Formative Feedback			
9	3/31	Online	<ul style="list-style-type: none"> • Professor Raquel Benbunan-Fich, Chook Department of Information Systems and Statistics • Professor Allison Hahn, Department of Communications • Professor Ron Whiteman, Department of Philosophy and CTL
10	4/7	Onsite	<ul style="list-style-type: none"> • Presentation 2
Newman Library Resources for Teaching			
11	4/14	Online (tentative)	<ul style="list-style-type: none"> • Professor Harry Gee - Business News with focus on Information Awareness • Professor Ryan Phillips - Business Reports with a focus on Information Analysis • Professor Charlie Terng - Data with a focus on Information Evaluation
4/21		Spring Break	
12	4/28	Onsite	MakerHub - Field Center for Entrepreneurship <ul style="list-style-type: none"> • Professor Romi Kher, N. Paul Loomba Department of Management
Panel 2: Insights into Exemplary Teaching			
13	5/5	Online (tentative)	<ul style="list-style-type: none"> • Professor Harry Davis, Stan Ross Department of Accountancy <ul style="list-style-type: none"> ○ Jumbo sections • Professor Andreas (Andy) Grein, Allen G. Aaronson Department of Marketing and International Business <ul style="list-style-type: none"> ○ Cases and International business • Professor Ivan Montiel, N. Paul Loomba Department of Management <ul style="list-style-type: none"> ○ Sustainability, business and society
14	5/12	Onsite	Portfolio Presentation Seminar Wrap-Up
5/19		Online	Individual Reflective & Integrative Assignment