

**MGT 80200: Higher Education Teaching Seminar**  
**Spring 2023 / NVC 12-223**

**Professor Naomi A. Gardberg**

**Office NVC 9-274**

[Naomi.Gardberg@baruch.cuny.edu](mailto:Naomi.Gardberg@baruch.cuny.edu)

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

Our seminar meets on Thursday from 2:30 to 4:30 pm. Most sessions will be in-person; however, some sessions will take place via Zoom to practice this skill set. Please note that readings and activities are subject to modification – please check Blackboard regularly for any changes.

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Business U802 (BUS 80200) 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:

<b>Assignment</b>	<b>Grade %</b>
Personal Action Plan	
1. Identification of goals	5
2. Preparatory action steps	10
3. Teaching portfolio	20
4. Teaching portfolio presentation	5
5. Completion of action steps	10
Mini assignments Discussion boards, summaries, surveys, etc.	25
Classroom discussion & contribution	20
Individual reflective and integrative assignment	5
<b>Total Points</b>	<b>100</b>

### ***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. In addition, 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 to familiarize you with both the faculty and student experience with these tools.

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 job talks and 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 50% 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 for 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 culminates with the Teaching Portfolio. Please see the section in Blackboard with some sample formats and rubrics for your plan.

The personal action plan consists of five parts:

1. Part 1 requires that you identify your goals for this course. Your goals should be SMART (Specific, Measurable, Appropriate, Realistic, and Timely) (Doran, 1981).
2. Part 2 is the development of your Preparatory Action Steps. These steps consist of the workshops, seminars, and other trainings in which you will participate to achieve your goals.
3. Part 3 consists of your Teaching Portfolio. 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 obtain a professional headshot, create a banner for Blackboard, prepare two class activities, update the syllabus, and create a domain specific assignment and rubric.
4. Part 4 is the presentation of your Teaching Portfolio to the class.
  - a. Provide overview of portfolio
  - b. Demonstrate one activity from the plan
5. Part 5 is the completion of the plan with evidence.

**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.

- We will use **surveys** to demonstrate their use in a class environment to learn more about your students, to demonstrate course concepts, and to provide feedback.
- We will use **discussion boards** (DB) to share information and to reflect on course concepts. Note that I have set up a DB for each panel to activate your attention to the topic and to solicit your questions for panelists. You are expected to post at least two questions for each panel. In addition, you will be asked to take turns to summarize the class's questions to share with the panelists at least two days **before** the panel.
- We will create **PowerPoint decks** to practice best practices in content and formatting

**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 (*to be updated*)

### *E-books*

Ambrose, Susan A., Bridges, Michael W., DiPietro, Michele, Lovett, Marsha C., & Norman, Marie K. 2010. How Learning Works: 7 Research-Based Principles for Smart Teaching. CA: John Wiley & Sons.

Bain, Ken. 2012. What the Best College Students Do. Cambridge, MA: Belknap Press of Harvard University Press.

Weimer, Maryellen. 2013. Learner-Centered Teaching: Five Key Changes to Practice 2e. CA: John Wiley & Sons.

### *2<sup>nd</sup> Floor Reserve*

Andersen, Espen & Schiano, Bill. 2014. Teaching with Cases: A Practical Guide. HBSP.

Bain, Ken. 2021. Super Courses: the Future of Teaching and Learning. Princeton, New Jersey: Princeton University Press.

### **Required books to purchase:** 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.

### *Article list*

Doran, G. T. (1981). "There's a S.M.A.R.T. way to write management's goals and objectives". Management Review, 70 (11): 35–36.

## ***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](https://www.baruch.cuny.edu/academic/academic_honesty.html)

**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 by **February 2**.

The use of artificial intelligence (AI) is strictly prohibited in all coursework and assignments. This includes, but is not limited to, the use of AI-generated text, speech, or images, as well as the use of AI tools or software to complete any portion of a project or assignment. Any violations of this policy will result in disciplinary action, up to and including a failing grade for the assignment or course. Our goal is to

encourage critical thinking and creativity, and the use of AI detracts from this objective. Students are expected to use their own knowledge, research and analysis to complete coursework.

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 <https://guides.newman.baruch.cuny.edu/plagiarism>. 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](mailto: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.

## 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

We will use Blackboard (Bb) intensively during the seminar to familiarize you with both the faculty and student experience. It will serve as a **repository** for course documents such as a copy of this syllabus, forms, assignments and other course information. Bb will also serve as a means of **communication** to distribute and collect information and assignments.

The class schedule probably will change in response to our guest speakers. Remember to check Bb and your email regularly. You are responsible for material sent to your Baruch email account and posted on the Bb site. Remember to frequently check them.

BCTC has created an 'organization' for you to practice various Bb skills. You will need to check both sites once *Higher Education Teaching Seminar Implementation* is available.

### **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 2023<sup>1</sup>

Session	Date	Topic
<b>MODULE 1 - FOUNDATIONS</b>		
1	1/26	<p>Onsite</p> <p>Introduction &amp; Welcome Intro to Pedagogy</p> <ul style="list-style-type: none"> <li>• <b>Prepare</b> for a hybrid course (see Bb)</li> <li>• Introduce Course Aesthetic and Culture               <ul style="list-style-type: none"> <li>• Blackboard basics</li> </ul> </li> <li>• <b>Read</b> Doran (1981) to prepare for class activity</li> </ul>
2	2/2	<p>Onsite</p> <p>Introduction to Teaching Philosophies</p> <ul style="list-style-type: none"> <li>• <b>Read</b> chapters in Ambrose et al., Bain, &amp; Weimer               <ul style="list-style-type: none"> <li>○ Download the e-books from the Newman Library</li> <li>○ List of chapters (to be posted on Bb)</li> </ul> </li> <li>• <b>Submit</b> Personal Action Plan Part I - Goal setting before class</li> <li>• <b>Share</b> your goals during class</li> </ul>
3	2/9	<p>Onsite</p> <p>Pedagogical &amp; Educational Resources for Instructors and Students</p> <ul style="list-style-type: none"> <li>• <a href="#">Center for Teaching and Learning</a> - Director, Professor Allison Lehr-Samuels</li> <li>• <a href="#">Writing Center</a> – Director, Diana Hamilton, PhD</li> <li>• <a href="#">Schwartz Communications Institute</a> – Julia Goldstein, PhD, Associate Director</li> </ul> <p>Elements of a Syllabus Teaching Evaluations</p>
4	2/16	<p>ZOOM</p> <p>Engaging with Our Multi-Cultural, Multi-Linguistic Community</p> <ul style="list-style-type: none"> <li>• <a href="#">Tools for Clear Speech</a> <ul style="list-style-type: none"> <li>○ Director, Dennis J. Dolack</li> <li>○ Associate Director, Tristan Thorne</li> <li>○ Curriculum Specialist, Kim Edmonds</li> </ul> </li> <li>• <b>Submit</b> Personal Action Plan Part II – Preparatory Action Steps</li> </ul>

<sup>1</sup> See Blackboard for Specific Assignments

5	2/23	ZOOM	<p>Engaging Students with Zoom</p> <ul style="list-style-type: none"> <li>• Professor Cathy Kawalek, <a href="#">CTL</a> Zoom specialist</li> <li>• <b>Review</b> the three teaching evaluation forms (Department, GC and student) <ul style="list-style-type: none"> <li>○ <b>Compare &amp; contrast</b> the items</li> <li>○ We will have a small group activity to perform a deeper dive</li> </ul> </li> </ul>
6	3/2	Onsite	<p>Diversity &amp; Inclusion</p> <ul style="list-style-type: none"> <li>• Sydacia Bunbury, LEADS Advisor, Student Disabilities Services</li> <li>• Art King, Vice-President for Student Affairs and Dean of Students</li> <li>• Pamela Thielman, PhD, CTL – OER Specialist <ul style="list-style-type: none"> <li>○ Bring your laptop for an in-class activity</li> </ul> </li> </ul>
7	3/9	Onsite	<p>Academic Integrity</p> <ul style="list-style-type: none"> <li>• Associate Provost Dennis Slavin, PhD</li> <li>• Associate Dean of Students Annie J. Virkus-Estrada, PhD</li> </ul>
<b>MODULE 2 - DEMONSTRATIONS</b>			
8	3/16	Onsite	<p>Student Presentation 2</p> <ul style="list-style-type: none"> <li>• Lecture for the first day of class or lecture on a course topic</li> </ul>
9	3/23	Onsite	<p>Faculty Techniques for Engaging Students and Managing Workload</p> <ul style="list-style-type: none"> <li>• Professor Maria Halbinger, Loomba Department of Management</li> <li>• Professor Bohdan (Bo) Kukharskyy, Wasserman Department of Economics and Finance</li> <li>• Professor Valerie Watnick, Chair, Department of Law</li> </ul>
10	3/30	Onsite	<p>Approaches to Assessment &amp; Formative Feedback</p> <ul style="list-style-type: none"> <li>• Professor Raquel Benbunan-Fich, Chook Department of Information Systems and Statistics</li> <li>• Professor Allison Hahn, Department of Communications</li> <li>• Professor Ron Whiteman, Department of Philosophy and CTL</li> </ul>
	4/6 – 4/13		Spring Break
12	4/20	Onsite	<p>Teaching with Cases &amp; Infusing IB into Your Course</p> <ul style="list-style-type: none"> <li>• Professor Andreas (Andy) Grein, Allen G. Aaronson Dept. of Marketing and International Business</li> <li>• Professor Naomi Gardberg, Loomba Dept. of Management <ul style="list-style-type: none"> <li>○ Cases and International business</li> </ul> </li> </ul>



13	4/27	Onsite	Newman Library Resources for Teaching <ul style="list-style-type: none"> <li>• Professor Charlie Terng</li> <li>• Professor Ryan Phillips</li> </ul>
<b>MODULE 3 – INTEGRATION &amp; APPLICATION</b>			
14	5/4	Onsite	Portfolio Presentation
15	5/11	Onsite	Portfolio Presentation Seminar Wrap-Up
	5/18	Online	Individual Reflective & Integrative Assignment

### Guidelines for Grading Class Contribution:

Outstanding contributor (A). In-class contributions reflect exceptional preparation, thoughtfulness, and insight. Integration and higher-order thinking are often evident. Arguments are well-supported, persuasively presented, and reveal that this person is an excellent learner. If this person were not a member of the class, the quality of discussions would be greatly diminished.

Good contributor (B). In-class contributions reflect thorough preparation, good thoughts, and some insight. Integration and higher-order thinking is sometimes evident. Arguments are supported, persuasively presented, and reveal that this person is learning. If this person were not a member of the class, the quality of discussions would be diminished.

Adequate contributor (C). In-class contributions reflect satisfactory preparation. Ideas offered sometimes provide useful insight, but seldom offer a major contribution or useful direction for discussion. Arguments display only basic support, are minimally persuasive, and reveal that this person is keeping up with the material. If this person were not a member of the class, the quality of discussions would diminish only slightly.

Unsatisfactory contributor (D). In-class contributions reflect inadequate preparation. Ideas offered are seldom important, are often irrelevant, and do not provide insight or a constructive direction for the class. Integration and higher-order thinking are absent. This person does little to further the thinking and potential contributions of others.

Non-contributor (F). This person has said little or nothing in class. The person has appeared uninterested or disengaged. The quality of discussions would be improved if a different student occupied the seat.

### Guidelines for Grading Written Assignments

Outstanding writer (A). Written analysis reflects exceptional organization, thoughtfulness and insight. The work shows that the student can use the substantive material covered in class to produce optimal business outcomes. Explanations are well supported, persuasively presented, and reveal that this person is an excellent communicator. All writing is fully edited and is stylistically and grammatically correct.

Good writer (B). Written analysis reflects organization, thoughtfulness and insight. The work shows that the student can use the substantive material covered in class to produce good business outcomes. Explanations are supported, somewhat persuasively presented, and reveal that this person is a good communicator. Writing shows signs of having been edited, and is, for the most part, stylistically and grammatically correct.

Adequate writer (C). Written analysis reflects only basic organization, thoughtfulness and insight. The work shows that the student understands the substantive material covered in class. Explanations are minimally supported, mildly persuasive and reveal that this person can communicate. Writing is barely edited and is stylistically and grammatically passable.

Unsatisfactory writer (D). Written analysis is disorganized, unthoughtful and reflects inadequate or a complete lack of preparation. Little or no understanding is reflected. Explanations are unsupported or non-existent. Writing is unedited or is stylistically or grammatically defective.

Non-writer (F). Written analysis is not submitted and does not make any effort to address the assigned tasks.

### Guidelines for Grading Oral Presentations

Outstanding presentation (A). Presentation reflects exceptional organization of ideas around a central message, thoughtfulness and insight. The work shows that the student(s) can use the substantive material covered in class to produce optimal business outcomes and can convey the information eloquently and clearly. Explanations are well supported, persuasively presented, and logically convey a clear central message. All slides are fully edited and are stylistically and grammatically correct.

Good presentation (B). Presentation reflects organization of ideas around a central message, thoughtfulness and insight. The work shows that the student(s) can use the substantive material covered in class to produce good business outcomes and can convey the information clearly. Explanations are supported, somewhat persuasively presented, and convey a central message. Slides show signs of having been edited, and are, for the most part, stylistically and grammatically correct.

Adequate presentation (C). Presentation reflects only basic organization of ideas, thoughtfulness and insight. The work shows that the student(s) understand the substantive material covered in class. Explanations are minimally supported, mildly persuasive, and reflects some confusion surrounding the central message. Slides are barely edited and are stylistically and grammatically passable.

Unsatisfactory presentation (D). Presentation is disorganized, unthoughtful and reflects inadequate or a complete lack of preparation. Little or no understanding is reflected. Explanations are unsupported or non-existent, and no central message is conveyed. Slides are unedited or are stylistically or grammatically defective.

Non-presentation (F). Presentation is not submitted and does not make any effort to address the assigned tasks.