

## **TEACHING DEVELOPMENT IN THE BUSINESS PHD PROGRAM**

### **Purpose**

As part of its mission to educate students to become high quality research scholars in business disciplines, the Alberta School of Business PhD Program must ensure that our students have high quality teaching skills. Students are required to teach two sections as part of their PhD program; if they do this poorly, it casts the PhD program in a negative light. Moreover, teaching is an essential part of the life of a research scholar employed by a University. Thus, our students must be well prepared for these tasks so that they have sufficient time and energy for high quality research.

### **Context**

The Business PhD Program has offered its own teaching development program since 2004. To earn a certificate, a student must complete the following:

2 seminars, lasting 4 hours each, taught by School faculty.

4 hours of courses from University Teaching Services

A teaching mentorship oriented around the required Teaching Assistantship

Doug Olsen and Richard Field served as Directors of the Business PhD Teaching Program and offered the seminars to the School of Business through winter 2012. This position has been vacant since summer 2012.

In 2012, the Faculty of Graduate Studies and Research of the University of Alberta (FGSR) created the Graduate Teaching and Learning Program (GTL); details are at <http://www.gradstudies.ualberta.ca/gtl.aspx>. It offers certificates for three levels of training. Level 1 requires 15 hours of teaching development sessions provided by FGSR and others. Level 2 requires 10 additional hours of teaching development sessions, practical teaching experience, feedback from peers and teaching mentor, and completion of a teaching dossier. Level 3 is a post-baccalaureate certificate.

### **Policy Statements**

The School of Business Teaching Development Program will not be available to students who entered in 2012 and thereafter. Students who entered before 2012 and wish to complete the School of Business Teaching Development Program may do so by completing their course hours through GTL instead of seminars in the School of Business.

Students are encouraged to complete GTL Levels 1 and 2 certificates. Students are encouraged to take GTL courses to develop their teaching skills, even if they don't earn a certificate.

The Alberta School of Business provides classroom teaching opportunities, teaching assistantships, and teaching mentors.

**Rationale**

The GTL is more encompassing than the School's program. It is designed and delivered by professionals in pedagogy. The Business PhD Program should rely on their expertise and not duplicate what is offered in GTL. This allows Business faculty to focus on other opportunities for research, teaching, or service.

GTL Level 2 requires practical teaching experience and mentorship. This is not a burden because we require students to teach two courses, assign students to be mentors, and require teaching assistantships.

Many universities require a teaching dossier or portfolio as part of the application. A teaching dossier is required in GTL Level 2. It includes contributions for the student and teaching mentor.

**Responsibilities of PhD Program Staff**

The Associate Dean will serve *ex officio* as the Graduate Teaching and Learning Coordinator for the Alberta School of Business. The Associate Dean will work with the Administrative Assistants of the PhD Program and the coordinators of each major to fulfill the communication, mentorship assignment, and verification tasks.

**Responsibilities of Major Coordinators**

The major coordinators will ensure that teaching mentors and teaching assistantships are selected appropriately. Courses the student is likely to teach would be beneficial.

**Responsibilities of Mentors**

Mentors have many roles. According to GTL, they are:

- Observe and comment on graduate student's teaching
- Provide sounding board for student to discuss issues related to teaching
- Advise student on areas they may want to learn more about
- Review reflections on sessions attended
- Evaluate teaching dossier and ensure all material is present.

Mentors should provide a variety of training opportunities for the student. Appendix A has suggestions from the School of Business Teaching Development Program dated July 7, 2009.

Passed by the Business PhD Policy Committee, April 18, 2013.

This policy replaces the School of Business Teaching Development Program dated July 7, 2009.

## APPENDIX A: POSSIBLE TA RESPONSIBILITIES

### First Month

- Secondary data collection for lecture development.
- Assistance with lecture preparation (e.g., PowerPoint Slides).
- Grading.

### Second Month

- Secondary data collection for lecture development.
- Assistance with lecture preparation (e.g., PowerPoint Slides).
- Grading.
- Assistance with exam/assignment preparation.
- *Brief* presentation (e.g., 10 minutes).

### Third and Fourth Months

- Secondary data collection for lecture development.
- Assistance with lecture preparation (e.g., PowerPoint Slides).
- Assistance with exam/assignment preparation.
- *Extensive* lecture presentation (e.g., 30 minutes or more).
- Assistance with final tabulation of marks and discussion regarding the assignment of final course grades.

Source: School of Business Teaching Development Program dated July 7, 2009.