

	Current			Should Be			Expect to Be		
	Teaching	Equal	Research	T	E	R	T	E	R
Faculty	54%	9%	37%	49%	30%	22%	38%	18%	44%
Deans	74	11	15	64	25	11	61	21	18
Provosts	77	10	13	63	30	7	59	31	10

**Exhibit 1: Relative emphasis on teaching and research (from the 1988 Porter and McKibbin study).**

Alternative Philosophies of College Teaching
Teaching in Ways Students Learn Best
Writing Cognitive Objectives at all Learning Levels
Delivering an Effective Lecture
Using Cooperative Learning Groups to Achieve Higher-Levels of Learning
Critiquing of Student Mini-Presentations
Teaching by the Case Method
Designing and Grading Exams
Using Student Evaluation of Instructor Instruments to Improve Teaching
Using Technology in the Classroom

**Exhibit 2: Course syllabus on university-level teaching.**

several external forces are producing a renewed interest in teaching and curricula development.

Three independent forces have dramatically changed the business school environment since the late eighties. First, business schools are facing significantly reduced enrollments, especially at the undergraduate level. Innovative and effective teaching and curricula could help reverse this trend. Second, accrediting agencies and federal and state political bodies have taken a renewed interest in outcome assessment. As of 1990, 40 states require some form of assessment in higher education. Some faculty think that assessment is "bean counting," useless paper work, and will disappear if neglected. However, Richard Mallard, the former president of the Council on Postsecondary Accreditation, believes that assessment seeks to evaluate

universities on what their students and programs achieve rather than on the reputations that they have gathered over the years (Mallard, 1991). Given the general support for assessment within colleges and the continuing commitment for assessment by the political and accrediting communities, I believe that assessment will become a permanent part of the academic landscape.

Finally, the emerging technology, especially the Internet, may spark renewed interest in teaching. The Internet already supports teaching by (1) getting educators in touch with others through mailing lists and news groups, (2) providing educational software, (3) providing course syllabi and reading lists, (4) locating research articles on improvement of teaching, and (5) linking students with other students. Given the renewed interest in teaching and

learning, perhaps it is time to reconsider developing teaching seminars within our doctoral programs.

At the 1990 meeting of the American Association of Doctoral Program Coordinators of Business, Georgia State University offered as a model its 10-week, 45-hour course on university teaching (see Exhibit 2) that is required of its graduate teaching assistants. Since 1981, the College of Business Administration has taught the teaching seminar twice a year. Beyond the topics in Exhibit 2, the course encourages doctoral students to discuss current problems in their classes, learn classroom management skills such as how to deal with cheating, unresponsive classes, and student-snipers, and learn the college's policies and procedures.

We renew the offer once again. To help other schools get started, I will be placing my doctoral seminar teaching material, handouts, course syllabus, and Powerpoint slides on the home page of Georgia State University's Decision Sciences Department (<http://dsc.gsu.edu>) by the fall quarter (or send e-mail to [dschjb@gsusgi2.gsu.edu](mailto:dschjb@gsusgi2.gsu.edu) and ask for the materials). I invite you to review and download my material and initiate some form of doctoral training in teaching.

In any case, I stand ready to help you launch your efforts in teaching doctoral students how to teach. Only one question remains: Are there any faculty champions out there? ■

## References

- Mallard, Richard. *Today's myths and tomorrow's realities*. San Francisco: Jossey-Bass, 1991. 235-236.
- Porter, Lyman & Lawrence McKibbin. *Management education and development*. New York: McGraw Hill, 1988, 53.

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