

**22-BA-990-001: Introduction to Research and Teaching
Fall, 2009**

Instructor:	Dr. Suzanne Masterson	Class Time:	Friday 8:00-10:45 am
Office:	517 Lindner Hall	Classroom:	537 Lindner Hall
Phone:	556-7125	Office Hrs:	Tuesdays 12:00-2:00 p.m., Fridays 11:00 a.m.-12:00 p.m., and by appointment
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Course Description and Objectives:

This seminar has been designed to introduce new doctoral students in the College of Business to the experience of the doctoral program. While much of your work within the doctoral program will be within an area of study and will involve only those faculty members working within the area, some matters cut across disciplinary lines and faculty interests. Among the most important of these are research competence and teaching effectiveness. This seminar will focus on understanding what it takes to develop these skills in the context of the business school, regardless of discipline. A secondary purpose of this seminar is to introduce you to each other and to many of the CoB faculty who could serve as a resource to you while in the program. Finally, the seminar attempts to help you become familiar with other resources available here at UC.

Seminar Format:

A doctoral seminar requires the participation of everyone. My role is to facilitate discussion of the topic, keep sessions on task, and provide structure for the learning that is expected to happen. That structure will include selected readings, out of class activities and assignments, presentations, and guest speakers. Some assignments will require a written product that will be shared with all participants.

Required Materials:

All required readings will be made available in folders posted outside of my door (517 Lindner Hall). It is your responsibility to make a personal copy, for your use, and put the folders back in a timely fashion so that they are available for your classmates.

Evaluation:

In this doctoral seminar, you are expected to perform at the graduate level, and your evaluation will be based on multiple factors. You are expected to come prepared to every session, having read the assigned readings (generally, a few short readings each week) and having completed the out-of-class assignment. You are expected to fully participate in each class session, asking and answering questions and making valuable contributions to class discussions. You are expected to take all assignments seriously and use these experiences as opportunities to better understand the doctoral program and the academic roles of researcher and teacher.

Preliminary Schedule

Date	Topic	Readings	Assignments	Speaker(s)
9/25	Introduction and Welcome	None		9:15-10:45 Experienced PhD students Trevor Presgrave (IS) Therese Sprinkle (MGMT) Hélène Deval (MKTG) Shaonan Tian (QAOM)
10/2	CoB and University Resources for Research and Teaching	None	Library Research Problems & Puzzles (1 hour only!)	8:00-9:00 Andrew Becker, CoB Technology Group 9:30-10:45 Wahib Nasrallah, Senior Business & Economics Librarian
10/9	Program Requirements/ Comprehensive Exam	(1) Mentoring Ph.D. Students (2) 10 Mistakes Doctoral Stds... (3) Your First Real Taste of... (4) An Orals Survival Kit (5) Reasons for Comp Exams... (6) Skim the CoB Handbook	Alone or with one other student, interview an experienced doctoral student (see details on assignments page)	9:30-10:45 Mike Magazine (QAOM) Chuck Matthews (MGMT)
10/16	Getting Involved in Research/Dissertation	(1) The Responsible Conduct of... (2) Working on the Doctoral Dissertation (3) Answers to Doctoral Students' (4) The Diss Mystique (5) New Journals Bet "Negative Results" (6) Too Many Studies... (7) Browse UC IRB website	Interview a CoB faculty member, coordinating with other students so we cover as many faculty as possible (see details on assignments page)	9:30-10:45 Craig Froehle (QAOM) PK Sen (ACCT)
10/23	Presenting Research at Conferences/Job talks	(1) The Scholarly Lecture (2) Giving a Paper (3) The Hiring Process in Academia	Research academic (and professional, if applicable) conferences in your field (see details on assignments page)	9:30-10:45 Shaun Bond (FIN) Alex Lopes (IS)

10/30	Getting Published/ Reviewing	(1) Reviewing a Manuscript (2) Getting Published (3) The Publishing Process (4) Article Review Checklist (5) Reading Like a Graduate Student	Choose one top tier journal in your area and review the previous year's titles/abstracts (see details on assignments page)	9:30-10:45 Mike Ferguson (FIN) Karen Machleit (MKTG)
11/6	Teaching I	(1) Students as Clients (2) Teaching as Leading (3) If Your Syllabus Could Talk (4) Choosing and Using Textbooks	Find out what course(s) you are most likely to teach, and gather recent syllabi (see details on assignments page)	9:00-9:30 Cathy Ramstetter, CET&L 9:30-10:45 Elaine Hollensbe (MGMT) Raj Mehta (MKTG)
11/13	Teaching II	(1) Notes from a Career (2) The Nuts and Bolts (3) Why I Teach	Observe one undergraduate AND one MBA or MS class and obtain the course syllabus (see details on assignments page)	9:30-10:45 Ruth Seiple (QAOM) Uma Umanath (IS)
11/20	NO CLASS: Suzanne traveling			
11/27	NO CLASS: THANKSGIVING			
12/4	Beyond the doctoral program AND Course wrap-up: Celebrating the end of the first quarter	(1) The Academic Marathon (2) Lessons Learned (3) What They Didn't Teach You	Come prepared to talk about what you've learned this quarter and where you go from here (see details on assignments page)	

Assignments

Assignment #1:
Due 10/9

Interview an experienced doctoral student

Interview an experienced doctoral student about his/her experiences in the CoB doctoral program. Think of this as an opportunity to get the inside scoop on the program, and to identify questions/topics you want to explore with our guest speakers in upcoming sessions. For example, you may want to ask questions such as: (1) what resources have been most important to you as a doctoral student; (2) what do you wish you had known in your first year but didn't; (3) what has been most surprising to you as a doctoral student; (4) what are the expectations for the second year paper; (5) what was the department's comprehensive exam like (or what will it be like) and how do students prepare; (6) what classes have you taught and how have you prepared; (7) who are you working with on research and how did you get started; (8) what are you doing for your dissertation; etc. Write up your interview questions and briefly summarize the answers, and bring 10 copies (including 1 for yourself) to class. Be prepared to discuss your findings.

Assignment #2:
Due 10/16

Interview a CoB faculty member

On your own (and coordinating with other students so there isn't duplication), interview at least one CoB faculty member. You may want to ask questions about the faculty's academic background; research interests and current research projects; the courses he/she teaches and teaching styles used; expectations for second year paper, comprehensive exams, dissertation; etc. Again, think of this as an opportunity to learn more about CoB faculty while gaining insight into yourself as a future academic, and ask questions appropriately. Write up your interview questions and briefly summarize the answers, and bring 10 copies (including 1 for yourself) to class. Be prepared to briefly discuss your findings.

Assignment #3:
Due 10/23

Academic conferences

With the other new doctoral student in your area (if there is one), talk to faculty and students in your discipline to identify: (1) What are the annual conferences that faculty/students attend and/or submit work to for presentation; (2) When are submissions due? When is the conference held?; (3) Is there a job market associated with the conference? How does it work?; (4) Are there practitioner-oriented conferences in your area, or are they primarily academically-oriented? Write up your findings briefly, and submit a copy to me. You do not have to write up your results for distribution to the other students; just be prepared to discuss your findings in class.

Assignment #4:
Due 10/30

Journal review

Choose one top tier journal in your field (coordinate with other students so there isn't duplication), and spend an hour or two reviewing the previous year's titles/abstracts and authors/affiliations. Do you see patterns as you look across the journal? What do you notice? For example, are the authors from a lot of different universities, or do you see the same universities/authors multiple times through the year? What topics appear to be "hot" in your field right now? Is there a lot of variation in topics, or can you identify a few central themes? What kinds of methods are published (field studies, lab studies, archival studies, case studies, etc.)? Prepare a brief summary of any interesting findings, and bring 10 copies to class (including 1 for yourself). Be prepared to discuss your findings.

Assignment #5:
Due 11/6

Teaching responsibilities

Talk to your area doctoral program coordinator and/or department head to learn what courses you are most likely to TA or teach in the coming years. Pick one or two of those classes, and get a copy of a recent syllabus. What teaching pedagogy (e.g., lecture, exercises, labs, etc.) are used in the class? Is there a text and/or readings? What kinds of assignments do students complete? What are the graded elements in the class? Write up your findings briefly, and submit a copy to me. You do not have to write up your results for distribution to the other students; just be prepared to discuss your findings in class

Assignment #6:
Due 11/13

Class observations

Observe one undergraduate class in your area or a related area (with permission of the instructor), and review the course syllabus. Observe one MBA or MS class in your area or a related area (with permission of the instructor) and review the course syllabus. Upon completion, send me an email listing the classes you observed and a few quick observations. Be prepared to report on both experiences, and the similarities/differences between the two, in class (you do not need to prepare a written summary). **You need not stay for a full 3-4 hour course session for those that meet once a week; work with an instructor to find a portion of a class session that makes sense (e.g., a case discussion or problem session).

Assignment #7:
Due 12/4

Final reflections

One of the readings for this last session is entitled, "Lessons learned along the way." Come prepared to talk about the lessons you've learned this quarter, and where you go from here. Spend some time before class reflecting about what you learned, what surprised you, and what you plan to do next, now that you've got the first quarter under your belt. I'd like you to make a list of your top 5 lessons, again bringing 10 copies to share with the class.