

PhD Teaching Policy

Institutionalizing the craft of teaching into students' competency set is an integral aspect of the Katz PhD Program. This position statement outlines the core principles underlying the Katz PhD teaching position and provides a teaching program roadmap for faculty, administrators, and students.

Core Principles:

- Balance research and teaching development over the course of a student's PhD program of study. Students' time learning the research craft should approximate 75 percent while learning the craft of teaching should approximate 25 percent. The rationale is both practical and economic. Practically speaking, placement in high-quality research universities requires a demonstration of teaching competence. Economically speaking, the Katz school receives a return on its investment (four years of GSA/TA/TF funding) when students contribute up to 15 credits of teaching-related support.
- Developmental emphasis on learning the craft of teaching. Learning the craft of teaching involves a broad array of activities, including but not limited to the theory and techniques of pedagogy, syllabus development, student evaluation and assessment techniques, delivery of instructional material, effective student interactions, and the development of teaching materials. A student's Program of Study should include a plan for developing teaching skills beginning in the first year of his or her doctoral program and continuing throughout the program.
- A PhD student's interest group have primary responsibility for fostering the development of teaching skills and evaluating student performance in teaching activities. The undergraduate program office, the dean's office, and the PhD office play a supporting role to the interest group.
- PhD teaching should contribute to the mission of the undergraduate College of Business Administration. Central to the mission of the undergraduate program is high-quality PhD teaching.

Teaching Program Roadmap

The following roadmap is provided as a guide for students, faculty, and administrators to facilitate the development of teaching skills over the four years of a student's GSA/TA/TF. All PhD students are required to teach six credits (two sections) of their own class and GSA/TA/TF students are required to contribute up to 15 credits of teaching-related support. See the attached Options for Fulfilling the 15-Credit Teaching Requirements and Teaching Development Program Checklist documents.

<http://www.pitt.edu/~ciddeweb/FACULTY-DEVELOPMENT/FDS/ta.html>

- **Year 1:** Activities should include sitting in on one undergraduate or graduate class taught by a full-time faculty member in the student's interest group, attending Center for Instructional Development and Distance Education (CIDDE) teaching workshops, learning pedagogy techniques, appreciating the concept of a teaching portfolio, and the development of a teaching plan for the Program of Study in conjunction with the student's interest group coordinator. The Program of Study must be approved by the director of the Doctoral Program.
- **Year 2:** Activities should include grading, assisting in recitation classes, attending CIDDE workshops, learning pedagogy techniques, and potentially serving as a TA.
- **Year 3:** Students should be prepared to be a TA and teach their own section of an undergraduate course. Students teaching their first course will have CIDDE videotape at least one class session and provide feedback. Faculty from the student's interest group should work with the student on course development and attend at least two class sessions to provide feedback. At the completion of a course and after student evaluations have been received, PhD students and faculty in the interest group should meet to explore areas for student development.
- **Year 4:** By the end of year four, students should have completed their teaching-related support requirement. Students should have developed a teaching portfolio, articulated a teaching philosophy, and development plan for their transition to a faculty member.

Options for Fulfilling the 15-Credit Teaching Requirements

All students will receive three credits toward their 15-credit teaching development model (see next page for checklist) for completing the teaching development program at Katz and CIDDE as outlined in the Teaching Program Roadmap.

The Teaching contract may be satisfied in the following way:

12 credits of classroom teaching (TF) and three credits for the developmental teaching requirement = 15 credits.

Nine credits of classroom teaching (TF), 3 credits of TA, and three credits for the developmental teaching requirement = 15 credits.

Six credits of classroom teaching, six credits of TA, and three credits for the developmental teaching requirement = 15 credits.

Definition of one-credit of TA*:

1. Grading only under contract for CBA or MBA for a three-credit course.
2. Appointment to one official recitation section for CBA.
3. Grading **and** TA for MBA program for a three-credit course.
4. The director of the Doctoral Program and the dean of research evaluate other duties prior to the beginning of the term to assign an appropriate number of teaching credits. Students must submit a written request for teaching credit if they wish to receive credit for TA under this "other" category.

Important Notes:

All students must teach as the primary instructor for at least six credits.

If students are required to grade as part of their TA for CBA recitations, they will receive separate TA credit based on definition 1) above.

- * TA credits can increase based on the number of students or demands of grading. PhD students can petition the doctoral office for adjustments to TA credits. Petitions for adjustment are only for teaching under contract for a student's GSA/TA/TF requirement.

Teaching Development Program Checklist

In order to receive three credits toward their teaching contract students must complete at least the following in their developmental teaching program:

Students must sit in a three-credit undergraduate or graduate course (for one full term) taught by a faculty member in the student's interest group.

Students must have one session of their course (where they are the primary instructor) videotaped and evaluated by CIDDE.

Students must attend the New TA Orientation at CIDDE at least once.

Students must choose and attend at least two of the workshops offered by CIDDE's faculty developmental services. Alternatively, students may request that CIDDE provide a specific training session for a topic not covered by the regular programs at CIDDE.

Students must read and adhere to the *Teaching Assistant Experience: A Handbook for Teaching Assistants and Teaching Fellows at the University of Pittsburgh* edited by Andrew P. Haley and Joanne M. Nicoll available at www.pitt.edu/~ciddeweb.

At the end of the teaching contract period, a student must submit a teaching portfolio showing that he or she has met the minimum requirement for the teaching development checklist and achieved the goals set in the Program of Study approved by his or her advisor and the Doctoral Program director.

Please note that these are the minimum requirements for receiving the three credits toward the 15-credit model. All students should work with their interest groups to achieve teaching excellence using the Teaching Program Roadmap above.