The Scholarship of Business

Doctoral students in Finance working together in the Eli Broad Graduate School of Management are (left to right) William Johnson, Iordanis Karagiannidis, Gwinyai Utete. Close collaborative working relationships between and among graduate students and faculty are one of the unique aspects of the Ph.D. programs offered in the Broad School. These students and faculty also achieve high marks in the area of research, publishing, teaching and mentoring. For details on their innovative work, see page 4.
In this issue of The Graduate Post, we highlight the doctoral programs in the Broad College of Business, the graduate specialization in Environmental and Resource Economics, and the graduate programs that are participating in the national Carnegie Initiative on the Doctorate. While these programs are all quite different, they serve to exemplify Michigan State University’s rich and varied graduate education opportunities, as well as the commitment of faculty to improving their existing programs. We also highlight and applaud the graduate teaching assistants who received Excellence in Teaching Citations!

Because M.B.A. programs are usually quite large and are the topic of such rankings as U.S. News and World Report, we don’t often think about the Ph.D. programs that are also important in determining the quality of any College of Business. Our own Broad College of Business is home to several such exemplary doctoral programs. I use the word exemplary because as you will read in our Feature Article beginning on page 4, the faculty are highly committed to their graduate students. There are many opportunities for professional development, such as presenting at conferences and writing disciplinary papers, that go along with the dissertation research. College faculty also pay close attention to placement of their doctoral students. The collegial relationship that develops between faculty and the students provides a sound environment for quality graduate education.

The Environmental and Resource Economics interdepartmental specialization is a longstanding program that hopes to attract even more graduate students as Michigan State University develops its signature research programs to complement the new Environmental Science and Policy doctoral specialization (read more about this specialization in the Fall 2003 Graduate Post). The ERE specialization represents an active and energetic collaboration among faculty in a number of departments in the College of Social Science and the College of Agriculture and Natural Resources. These faculty focus on a research theme that crosses their various disciplines and provides a valuable and engaging program for interested graduate students. The faculty members in this specialization not only provide content knowledge to the participating students, but also foster an intellectual atmosphere that enhances an individual student’s professional development and sense of responsibility to public service/outreach for finding creative solutions to resource issues. You can read more about this specialization on page 6.

Finally, we proudly highlight the national Carnegie Initiative on the Doctorate. I am very pleased to recognize the faculty participants in this national initiative from Math Education, Teacher Education, and English. Each of these programs or departments will engage in a multi-year research project on innovations in their own doctoral programs. They will have opportunities to interact with participants in similar programs across the country and share ideas and successes. Our participants will also share their experiences with faculty from other departments and programs on campus. The Graduate School plans to sponsor a year-long series of programs that focus on the graduate experience, with the Carnegie Initiative participants as an important “window” on a focused effort toward improvement and change. If you have questions about the Carnegie Initiative, please contact Judith Stoddart in the Graduate School. Judith serves as our point person, as well as a participant in the English project.

Kevin Johnston provides commentary and kudos for the 6 graduate teaching assistants who were awarded MSU Excellence in Teaching Citations this year. The Graduate School staff salutes these students for their achievement! Read more about the award winners exclusively on the web at http://grad.msu.edu/gradpost.htm.

Finally, you will notice a new look to The Graduate Post. In order to save paper and printing costs, we moved the sections on Travel Grants Recognition and Research Enhancement Awards to the Graduate School’s webpage. You can read about the graduate and professional students we’ve supported who have presented their research at state, regional, national and international conferences by visiting: http://grad.msu.edu/gradpost.htm. You can also read the list of Research Enhancement Award recipients at the same webpage. Please take a quick look at this site so you can congratulate the students you know!

Have a safe and happy summer!
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The Graduate Post

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We thank our outgoing editors Allyson Samuels and Cathy Swender!
The Scholarship of Business
Students and Faculty Excel in Research, Publishing, and Teaching in Ph.D. Programs in Business

PATTY PAYETTE, PH.D.
Guest Author

Named for a distinguished 1954 alum, the Eli Broad College of Business enrolls over 700 graduate students in the Eli Broad Graduate School of Management, attracting a wide variety of students to study at the master’s and doctoral levels and then guiding their development into outstanding professionals and scholars. Students are drawn to business graduate studies at MSU in part by the three unique Master in Business Administration (M.B.A.) programs and five specialized Masters programs (see inset box for details - page 9) that are designed to make the most of students’ learning experiences in and outside the workplace.

While the Masters programs have earned a high profile on the MSU campus and beyond, what many people do not know is that the students and faculty in the Broad School’s doctoral programs have continually distinguished themselves nationally and internationally as researchers, scholars and teachers at the forefront of their respective fields.

The Broad School is in fact home to just over 100 doctoral students who are engaging in research and teaching activities that have earned the program an outstanding ranking from the Financial Times Ltd: ninth out of the top 100 schools in the world. This doctoral rating is based on the number of doctoral graduates from the last three academic years with additional weighting for those graduates taking up a faculty position at one of the top 50 schools in the 2002 survey.

COLLABORATION IS KEY

The Doctor of Philosophy in Business Administration, begun at MSU in 1951, offers advanced degrees in one interdisciplinary unit, the Information Technology Management Program, and in four departments: Accounting and Information Systems; Finance; Management; and Marketing and Supply Chain Management. There are several majors, or specializations, available within each department. These degrees are clearly distinct from the M.B.A. track, which is an applied degree for the business sector. Rather, the doctoral studies focus on research and university scholarship and the programs aim to place their Ph.D. graduates in research-oriented universities.

Alison Barber, Senior Associate Dean in the Broad College, describes how the doctoral programs foster a unique atmosphere of close collaboration between students and faculty. “There are strong mentorship relationships between doctoral students and faculty members here. It is very common for doctoral students to partner with faculty members in co-authoring and publishing a research project, presenting work at a conference or attending colloquia.” These valuable mentoring relationships flourish in part because of the relatively small number of students admitted into each of the doctoral departments. The program in Finance admits students into its program only every other year in order to maintain a “critical mass” within each cohort of students. “Typically no more than 12 students are in residence at any point in time. This allows the students to work closely with faculty on cutting edge research very early in their academic careers,” explains Associate Professor Charles Hadlock, head of the program in Finance and Philip J. May Endowed Professor of Finance. “Several of our students have co-authored published papers with faculty advisors while they are still doctoral students, a rarity at most schools. Compared to our peer schools we offer a very broad range of courses that expose our students to many of the different subfields of finance. The breadth of exposure in our curriculum and the small size of our program are features that we believe distinguish us from many other programs.”

THE PUSH TO PUBLISH

Echoing this concept, Professor John Hollenbeck, Director of the doctoral program in Management and the Eli Broad Professor of Management, articulates the advantages that students enjoy in their “culture that supports and demands” that they publish while still in graduate school. “The short-term advantage is that some of our alum have published 5 or 6 papers while still in graduate school and this makes them highly attractive on the job market. The long term advantage is that they publish throughout their career, which helps them advance.”

And the numbers clearly demonstrate that Broad School doctoral students are making their mark early on in their respective fields through their contributions to research and publications while at MSU. Professor Mike Shields, Director of the program in Accounting, cites several studies that find the accounting graduates to have very successful research publication records. “Depending on how research

“There are strong mentorship relationships between doctoral students and faculty members here. It is very common for doctoral students to partner with faculty members in co-authoring and publishing a research project, presenting work at a conference or attending colloquia.”

Broad School Senior Associate Dean Alison Barber
Although they have already achieved success and received these accolades and thus they do not have to continue to publish research, they all have a passion for research. One thing that they have learned is the best way to remain fresh, interested, and excited about research is to work extensively with doctoral students, as we are hungry to learn the research process.”

**Feature**

Continued on page 8
A Cross-Disciplinary Approach
The Specialization in Environmental and Resource Economics

ALLYSON SAMUELS
Graduate Student, English

The Specialization in Environmental and Resource Economics offers graduate students the opportunity to develop expertise in topics ranging from land economics to environmental policy. It focuses on the economics relationships between humans, human behavior and the environment. The Environmental and Resource Economics Program is affiliated with the departments of Agricultural Economics; Economics; Fisheries and Wildlife; Forestry; Park Recreational and Tourism Resources; and Resource Development. The faculty, internationally recognized in their areas of expertise, provides grounding in problem solving and an approach that is wide-ranging and multidisciplinary. In addition, they provide strong methodological training in environmental and resource economics fields.

According to Dr. John Hoehn of the Department of Agricultural Economics, “the problem of resource use is fundamental to economics, particularly agricultural resources. Living in a suburban or urban environment, we don’t tend to think much about how much of our economy comes from these natural resources. The Specialization’s concerned with the ways in which the economy allocates and uses these resources.” As a result, the Environmental and Resource Economics specialization draws upon the faculty and courses in six departments: Agricultural Economics, Economics, Forestry, Fisheries and Wildlife, Park, Recreation and Tourism, and Resource Development.

The Specialization offers a formal transcript certification in the area of Environmental and Resource Economics. Graduate students who enroll in the interdepartmental program gain a broad and focused grounding in theoretical and applied economics. This has led students to positions in academia—in a department of Economics, Agricultural Economics or Forestry. Also, many graduates from this program work for government agencies such as the Department of Environmental Quality, Department of Natural Resources and the National Oceanic and Atmospheric Administration.

The program’s advantage lies in combining the study of economics with the problems of managing resources in agriculture, forestry, fisheries, and in the more general public domain of the environment. Applications range from issues in the Great Lakes region to the coral reefs of Indonesia.

Dr. Karen Potter-Witter of the Department of Forestry points out that in the 80s, “the application of economics to environmental and resource questions was becoming becoming more important. We thought we could help focus the applied discipline by having a more formal program—we could not only certify students but use it tool both to attract student and to help them in their careers.” For example the Departments of Forestry; Fisheries and Wildlife; Resource Development; and Park, Recreation and Tourism have programs that cover issues from biology to the social and economic, but the specialization gives their students an additional background in applied economics and economic theory. For Dr. Frank Lupi, of the Department of Agricultural Economics and the Department of Fisheries and Wildlife, the specialization “focuses on the allocation of resources, on understanding incentives and economic forces, and their effect on natural resource utilization. It is an economic exposure applied to various natural resource and environmental issues.” According to Dr. Patricia Norris, of Agricultural Economics and Resource Development, “the environmental and resource economics specialization would be useful for students going to go into academic positions, or for students interested in a policy analysis position related to natural resources.”

Students in the program work with faculty to develop research and teaching in economics. According to Dr. Frank Lupi, “it is in part a way for departments that are not disciplinary-based to provide exposure to environmental and resource economics.” Dr. Norris concurs, adding “for Agricultural Economics and Economics majors, the specialization provides more depth, whereas for majors in areas such as Fisheries and Wildlife, Forestry or Tourism it gives more emphasis to economics than they would otherwise gain from a focus in their major field.”

For former student Brady Deaton, Ph.D., the specialization provided a response to his interests. “It seemed to fit my background and experience prior to coming to MSU. It has an excellent faculty and provides instruction in both institutional and neoclassical economics. It has what might be called a 21st century approach to understanding resource allocation issues across space and time.” The faculty is able to provide a mix of applied methods—statistics and applied theory—as well as a major focus on the major social and institutional structures that are also important to determining how resources are allocated. As an Environmental and Resource Economics major, his work concentrated on what kind of structures are needed to deal with environmental problems in these areas, and how to spend resources.”

Part of Deaton’s research examined ways in which money is spent to achieve certain land uses. This project, under the guidance of Dr. Norris stemmed from her interest in land use issues. “The survey questioned how notions of productivity, environmental amenities, or landscape aesthetics figure into people’s decisions about land preservation,” she says. Because Dr. Norris was working on a
project in this field, Deaton was able to participate, and his work became a component of the larger study on which she was working.

Deaton’s work also examined the benefits of allocating resources to achieve given land uses. He examined issues of farmland preservation as well as hazardous waste clean-up. In examining the benefits of hazardous waste clean-up he took into consideration the industrial character of land surrounding hazardous waste sites. “I’m concerned with how we allocate money to preserve farmland and to clean up hazardous waste sites. It is a complicated set of questions because the value of cleaning up a waste site or saving a farm are always differentiated by the character of the site itself or the character of what’s going on around the site,” he says. According to Deaton, differences in the attributes of a site and differences in the character of land uses surrounding the site are important considerations to take into account when making land use decisions. For Deaton, working on these issues within a project whose significance to the field of Environmental and Resource Economics is important to community at large, is one of the great benefits of the ERE specialization. It allowed him to understand resource allocation in relation to different areas and times, by combining the discipline of economics with the practical, scientific knowledge of specific resource and environmental problems.

There is no doubt that private support provides for more graduate fellowships at Michigan State University. MSU’s endowed funds allow us to enhance our colleges and our academic, athletic, and cultural programs as we work to fulfill our land-grant mission of teaching, research, and outreach – our endowed funds provide the critical margin of excellence.

An endowment is the time-honored method of allocating certain gifts, be they current or future ones, to an investment portfolio. The endowed fund is invested to earn income each year, and as the principal grows, so does the income available to award. That ever-growing income is used to support the programs of your choice at MSU, but the principal always remains invested in order to perpetuate the fund and, consequently, the stream of private financial support for the designated purpose at MSU. When you make a gift to create an endowed fund, it can either be outright or deferred through use of a bequest in a will or trust or charitable life income plan. Either way, your gift can turn into a legacy of annual gifts.

Example: Suppose you would like to make sure that a graduate fellowship fund at MSU receives $2500 every year, even after your lifetime. Assume that Michigan State University spends 5% of its endowment each year. This does not mean that MSU earns a total return of 5%, only that it spends that amount. Think of this like a 5% dividend. We reinvest the difference to offset inflation.

To calculate the amount you need to donate to perpetuate your gift, divide the annual gift amount, $2500 by the amount called for in the spending policy (5%) to get $50,000. So, by contributing or establishing a charitable bequest of $50,000 to an endowed fund, you can continue indefinitely the $2500 annual gift.

Here is the best part: when the value of the endowed fund increases, so does the income available to award for the specific purpose designated by the endowed fund. For example, with a total return of 10% in one year and with only 5% spend the other 5% is reinvested. By the second year, the value of the fund is 5% higher, or $52,500, and the “annual gift from the fund is $2625, and so on throughout the years.

If you would like further information about starting an endowed fund or leaving MSU in your estate, please contact: Barbara Ball-McClure, Development Director, The Graduate School at 517.353.3121 ext. 220, email: ballmccl@msu.edu, or download a copy of the Landon Society Planned Gift Statement of Support form via http://grad.msu.edu/gradpost.htm.
helped collect and develop a paper based on it.”

“During this time, you get to work extensively with John and Dan in the data analysis and paper writing process. This hands-on experience, where you are working one-on-one with a professor to develop a paper provides you with knowledge that you would be much more difficult to get otherwise. Moreover, it also provides a context in which you can be free to make mistakes in the development process, as you are working with very talented individuals who can help you learn from your mistakes and correct them,” says Humphrey.

INTERNATIONAL CONNECTIONS

The Broad School is also home to other cutting-edge research programs, including The Center for International Business Education and Research, or MSU-CIBER. The Center was designated in 1990 as one of the pioneer National Resource Centers in international business by the U.S. Department of Education. In this capacity, the mission of MSU-CIBER is to provide world-class education, research, and assistance to businesses on issues of importance to international trade and global competitiveness. Under the guidance of its Business Advisory Council, MSU-CIBER carries out research that generates best-practice knowledge on global business operations and global competitiveness, offers professional development and academic outreach programs on contemporary international business techniques, strategies, and methodologies, and provides innovative, technology-driven dissemination of international business knowledge to business executives, public policy makers, scholars, and students.

Tomas Hult, Director of MSU-CIBER, states that the Center has served as an integral part of doctoral education in the Broad Graduate School of Management since its inception in 1990: “To enrich Ph.D. students’ educational experiences, we offer graduate assistantships, research and travel grants, and the opportunity to interact with world-leading academics through guest lectures and visiting professorships. MSU-CIBER also serves as a link to the business community for doctoral students via its executive-in-residence program, monthly business luncheons, and speaker series.”

Dr. S. Tamer Cavusgil serves as Executive Director of the Center as well as Director of Ph.D. Programs in Marketing and International Business. Cavusgil is also recognized as University Distinguished Faculty and is The John William Byington Endowed Chair in Global Marketing. Ph.D. student Janell Townsend, a Marketing major with an International Business minor, identifies Cavusgil’s stature among international research professionals and his development of CIBER as one of the reasons that MSU was “a particularly strong choice for studying international business issues.” Prior to pursuing an academic career, Townsend worked as a Business Manager for a global automotive audio and electronics supplier. She has an M.B.A. and a BA from Wayne State University.

BLENDING THEORY AND PRACTICE

Townsend is particularly pleased with the progressive structure of her department that encourages her to blend theory and practice. “The strategic orientation of the marketing department as a whole allows for the development of research that supports an important juncture where theory meets practical relevance. The combination of these attributes, I believe, allows for academic development that enables students to become researchers who can make a significant contribution to knowledge, while also becoming teachers who can convey knowledge in a meaningful and effective manner.”

And Broad School doctoral students do excel in their teaching at MSU and have been recognized with teaching awards such as the University’s Excellence in Teaching Citation. Two Accounting students earned this honor—Terence Pitre, a fourth-year student, and Anne Farrell, a recent graduate who recently began a position as Assistant Professor at the University of Illinois at Urbana-Champaign, which boasts the highest-ranked undergraduate accounting program in the country.

Farrell credits her doctorate experience at MSU with making her a strong teacher and researcher. “Because MSU also offered me the chance to teach when I was a doctoral student (both as a T.A. and in stand-alone classes), I could perfect those skills before I finished the program. As a result, my teaching ratings in my first course at the University of Illinois were extremely high, so I can take the energy that might otherwise have been directed at teaching and put it into my research.”

Recent Ph.D. graduate Anne Farrell, now Assistant Professor of Accounting at the University of Illinois

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Recent Ph.D. graduate Anne Farrell, now Assistant Professor of Accounting at the University of Illinois
and their subsequent success in academia. “We look for students who have some industry experience, good analytical skills and good communication skills in addition to the traditional academic credentials such as a high GMAT score, high GPA, and appropriate academic preparation.” Once the students arrive at MSU, they immediately are given opportunities to stretch themselves academically and professionally. Explains Narasimhan, “The strength of the doctoral program is the emphasis we place on early immersion into academic research. Students are expected to get themselves involved in research projects in their first year.”

John Hanson is a student in Narasimhan’s Operations Management program and began his doctoral work after earning a B.A.S. in Aerospace Engineering from the University of Toronto and an M.B.A. from MSU. He brought with him 27 years of industry experience in the fields of engineering, sales and marketing, R&D, product and strategic planning, mostly in the automotive industry.

Hanson acknowledges that while the academia route is not necessarily right for those who want to establish their career in business, it is an excellent fit for him. “I’ve reached the stage in my career where I want to be able to think more deeply about the issues that face business and to express those thoughts through writing and teaching.” In particular, MSU has proven to be the appropriate place for him to pursue his interests. “The doctoral program provides both the training and the credentials to be able to do those things in the appropriate forums.”

Hanson adds that the faculty in the Broad School “are not only very active in their fields, but also very determined that their students should publish in top-tier journals and secure positions at top-level schools. That certainly creates a challenging but desirable environment.”

JOB PLACEMENT SUCCESS

This challenging but desirable environment produces graduates who have continually excelled in the area of post-graduate job placement, making temporary post-doctoral positions virtually unnecessary. Recent alum Farrell believes the doctoral program prepared her extremely well for the job market beginning with “day one” with an exceptional research workshop series for faculty and doctoral students. “The workshops provided exposure to the latest in research, but even more importantly, gave me the opportunity to meet with established scholars from other institutions on a one-on-one basis. As a result, I forged relationships that no doubt helped me in my job search; the academic community is so small, and to have the chance to build a reputation before I even finished the program was invaluable.”

“Secondly, I was given many opportunities throughout the doctoral program to present my own research to both groups of fellow students in seminar classes and to the full faculty of my department. Without the ability to hone my skills presenting academic research, I believe my job talks would not have been so strong,” says Farrell, and then adds that the third advantage she enjoyed was, “when entering the job market, faculty throughout my department and from other departments within Broad were invaluable when it came to helping me develop a list of schools to target. No one hesitated to give their frank assessments of opportunities available at different programs and whether they believed I would “fit” with the existing faculty. In fact, the members of my dissertation committee went further and briefed me in detail before each job talk I made.”

Another recent alum, Frank Montabon is now an assistant professor in the Department of Logistics, Operations and Management Information Systems at Iowa State University. Montabon thrives on the demanding schedule of teaching and research in his new academic responsibilities. “Certainly, one of the things I learned at Michigan State was maintaining a good pace of work. As an academic, you can’t allow yourself to get stuck in a rut. You must keep moving forward to ensure that your research will break some new ground,” he says.

Since accepting the faculty position at Iowa State in 2001, Montabon has received recognition as the business college’s outstanding researcher; outstanding faculty member, awarded by the Greek Community; and teacher of the month, presented by the Business Council at Iowa State. He was nominated VEISHEA Professor of the Year 2001; VEISHEA nominees come from among professors in five college at Iowa State: Veterinary Medicine, Engineering, Industrial Science, Home Economics and Agriculture.

Montabon credits the outstanding reputation of the Operations Management program at MSU with helping him land his position and enjoy professional success at Iowa State. “Going into the interview process, I was confident that my academic pedigree would open doors for me. Since then, my connections to the Broad School have been very helpful in networking with other colleagues to plan future research projects. The Broad School taught me very clearly what I needed to do in order to have a successful academic career, and I have done my best to follow those lessons.”

GRADUATE PROGRAMS IN THE ELI BROAD GRADUATE SCHOOL OF MANAGEMENT
http://www.bus.msu.edu/graduate

Doctorate in Business Administration
Accounting, Finance, Management, Marketing & Supply Chain Management, Information Technology Management Program

Master in Business Administration
Full Time M.B.A., Executive M.B.A., Weekend M.B.A.

Master of Science
Accounting, Foodservice Management, Logistics, Manufacturing and Innovation

Master of Business Management of Manufacturing
(joint degree program with the College of Engineering)
Teaching Awards and Rewards: Why Do Great Teachers Teach?

Kevin Johnston  
Curriculum Development Specialist and Director  
University TA Programs

As part of their annual awards convocation ceremonies, MSU and the MSU Foundation award Excellence-in-Teaching Citations to graduate teaching assistants “...who have distinguished themselves by the care they have given and the skill they have shown in meeting their classroom responsibilities.” The Citations, and awards similar to them given around the country, are impressive achievements.

I seek these award winners out every year for their teaching expertise. They help me develop my own ideas about what constitutes effective pedagogy. Through their efforts in our TA training programs, in my conversations with them about their teaching, and as a result of my good fortune to see some of the Citation award winners teach, I’ve come to regard these TAs not only as some of the best graduate student teachers on campus, but as some of the most committed and conscientious of all teachers at MSU.

I asked recent award winners what the Excellence-in-Teaching Citation meant to them and to their careers, and what they believed teaching awards generally “meant” to the academy. All were very grateful that MSU, their departments, and their students thought enough of their teaching to consider them for the Citation. Interestingly, all of the 2003 recipients also thought the award as an indication they had created successfully the classroom “community” they wanted to achieve with their students. The more I thought about that issue, the more I realized that they were speaking of teaching rewards that extended beyond those for which they had been awarded the Citation. That irony had me realizing how difficult it can be sometimes to identify what makes for good teaching. We know it when we see it, but we don’t always know how to describe it.

Each TA’s comments in our conversations exposed to some degree their firm belief in the importance of teachers’ and students’ shared responsibilities to promote learning. Their students’ support of their nominations reflect in part that these TAs are successful teachers because they have convinced their charges that they are as important to their own learning as any instructor. Lisa Massey Lindsay was “thrilled” over the central roles her “...students’ evaluations, comments, and support played in my award.” As a teacher who seeks her students’ evaluative inputs throughout the semester, her students’ role in shaping the award committee’s decision made the Citation “more real” to Kristy Holtfreter. Harry Williams, formerly recognized in Who’s Who in American Education and whose 16-year teaching experience spans elementary, middle-school, and higher education, commented that a student of his recently told him that his classroom felt like a “shared community of learning.” The Citation meant to him that his students cared enough about his desire to create that classroom community to want to see him recognized for his efforts.

The ideal community that Megan Mahoney seeks to create with her students (and the one for which her students recognized her) springs from her own experiences as an undergraduate at a small liberal arts college and her research experience at MSU. For her, research institutions increase students’ teaching and learning possibilities significantly because instructors have the opportunity introduce cutting-edge research in the classroom. In an age when so many arguments exist over the role of teaching (and the significance of teaching awards) vis-à-vis research, Mahoney’s defense of the equal importance of both to the meaningful education of undergraduates is refreshing.

I mentioned that identifying specifically what makes for good teaching could be difficult; particularly when trying to identify how and when good teaching affects students. We can all spot instantly the well-organized instructor, the motivating show person, the intuitive listener, and the excellent class manager by the classroom skills they employ. Each of the 2003 award winners spoke of their own desires to be well prepared, to create supportive classroom environments, and to being committed to spurring their students’ own desires to grow intellectually. These TAs also have focused their teaching energies on what they’ve gone beyond the “informational” to serve as fundamental catalysts for their students’ future growth on many levels, whenever that growth may occur.

Awards or not, good teachers teach because, at their core, it’s who they are. Like her 2003 Citation award colleagues, Rachel Smith told me she was honored to receive the recognition and extremely grateful for her students’ parts in the process. But her ideas (See inset) about why she loves teaching describe best for me what I’ve heard many teachers claim are the rewards of teaching well. These are things that can’t be measured objectively by consultants, awards committees, or colleagues. I hope they spur you to reflect further on teaching, its purpose in your life, and on its role in the academy. Congratulations to all the recipients of MSU’s 2003 Excellence-in-Teaching Citation. All the best.

For a list of 2003 Excellence in Teaching Citation winners, see http://www.newsbulletin.msu.edu/feb6/awards4.html.

“Teachers teach out their own desires, their interests in their students, their successes, and their own failings. Great teachers under the least validating circumstances still find a way to touch that place [in themselves and their students] even though, we can’t always know what we’ve accomplished at the time.”

Rachel A. Smith, MSU Department of Communication
Refocusing Doctoral Education: The Carnegie Initiative on the Doctorate

JUDITH STODDART
UDF Coordinator, The Graduate School

Three Michigan State University graduate programs have been chosen to participate in the national Carnegie Initiative on the Doctorate (CID). The doctoral programs in Math Education, Teacher Education, and English are engaged in the multi-year research project, which focuses on new initiatives in disciplinary education and training. While several studies have addressed the broad challenges facing doctoral education in American universities, CID begins from a disciplinary perspective. Programs will analyze their own goals in connection with current thinking and challenges in their fields, and then design specific projects that respond both to local and national concerns.

Carnegie Senior Scholar Chris Golde explained that the CID project goals are to support and study experiments in doctoral education with leading graduate programs, to document and analyze the character of those initiatives and, working these innovative departments, to help the disciplinary community create models and evidence of success to inform others in the field. Golde, who visited MSU’s participating programs in March, noted: “There is palpable enthusiasm on the part of faculty in all three programs at MSU to focus on their doctoral programs and work to make them more effective. This is time consuming but important work. We are delighted that so many faculty in each of these departments have made the commitment to do so. MSU has a reputation as a forward thinking university in matters of graduate education. We are pleased to be working with them.”

Working across the College of Natural Science and the College of Education, the Division of Science and Mathematics Education (DSME) will focus on training graduates who can assume leading roles in academic and public policy settings to help address critical national problems in mathematics education. As part of the CID project, they will be looking at such issues as: how to ensure adequate breadth and sufficient depth in the range of areas needed to provide expert leadership, including mathematical content preparation, psychology, teacher education, and educational policy. Committed to the idea that practica and apprenticeship experiences are a key component of doctoral preparation, Mathematics Education faculty are working to redesign the program so that such experiences are integral to it and sequenced and organized in useful ways. The project will build on the NSF-funded study of the development of leadership in mathematics and science education, being conducted by MSU faculty members James Gallagher, Robert Floden, Andy Anderson (Teacher Education), and Joan Ferrini-Mundy (Mathematics and Teacher Education, and also part of the CID leadership team). The leadership team includes Natasha Speer (Teacher Education and Mathematics), Karen King (Mathematics), and Jon Star (CEPSE and Teacher Education). Ferrini-Mundy said that she is “very excited about the potential for bringing more coherence and coordination for what we do to prepare Mathematics Education doctoral students across the three degree program options that exist currently for them: the Ph.D. in Mathematics Education in the Department of Mathematics; the Ph.D. in Curriculum, Teaching, and Educational Policy in the Department of Teacher Education, and the Ph.D. in Educational Psychology in the Department of Counseling, Educational Psychology, and Special Education.”

Teacher Education will focus on issues specific to education as both an applied and a research disciplinary field. Graduates must be prepared for specific lines of work—usually the task of educating future teachers—as well as for disciplinary scholarship in their field. During the CID project, the faculty plan to address the tension between the disciplinary foci in education and the social, political, and moral enterprise of education as a field of practice. They also hope to address the fact that students coming into the doctoral program often lack research experience because of the applied nature of the field at the undergraduate level. To develop research skills, they need doctoral course work that is coherent and research intensive; at the same time, they must take courses in a range of disciplinary departments. In part to address this issue, one of the first experiments during the CID project will be the development of a digital advisor on the web. It will provide advice on developing long-term goals, forming a program, and developing a research agenda. Mary Kennedy (Teacher Education), who is part of the CID leadership team, commented: “We are very excited about the digital advisor. It will provide the kind of nuts and bolts advice that students really need. And it will never go on sabbatical and leave students stranded.”

In English, the focus will be on assessment, collaborative exchange, and professional development. The department has recently reshaped its doctoral program with the goal of providing multi-field conversation, focusing on theoretical and methodological problem solving, and offering students a broader way of imagining their own specializations. Through assessment English will address questions such as: which level of change—the course, degree requirements, extra-curricular models and reinforcement—contributes the most to promoting the intellectual goals of the program, and how do these levels need to be related? To encourage collaborative scholarship, the department will sponsor a mini-seminar each term involving faculty, students and visiting disciplinary experts, and extend the discussion into collaborative book projects and dissertation work. In addition, a proseminar will be created to address the connections between teaching and research. The course will be collaborative, involving faculty and advanced graduate students in a series of presentations about both the theoretical rounds for connecting research and pedagogy and the practical experiments of trying to do so. The proseminar will provide a specific setting for a continuous examination of faculty and student assumptions about graduate school, thus incorporating
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