

**EASTERN ACADEMY OF MANAGEMENT INTERNATIONAL 2019
DUBROVNIK, CROATIA**

PANEL PROPOSAL

TITLE

IS IT TIME FOR CHANGE IN TEACHING PREPARATION IN BUSINESS DOCTORAL PROGRAMS? OR PERHAPS IT IS NOT?

ABSTRACT

In 2016, the *Journal of Management Education* published an essay, along with four rejoinders, exploring the practices of North American Business School PhD programs in preparing future faculty to develop competencies in teaching, as well as offering pathways to enabling programs to enhance the teaching capabilities of their future graduates. Responses to this essay called for consideration of different factors such as accreditation standards, national differences, resource constraints, and the relation between degree-granting and graduate-hiring universities in formulating future practice. Not unexpectedly, since then, there has been little if any substantive change in the preparation of new business faculty. This multinational panel will bring together early, mid and late career faculty to reflect on their experiences and work together towards solutions to these challenges in light of the changing expectations of both students and universities.

SESSION DESCRIPTION

In 2016, the *Journal of Management Education* published an essay, along with four rejoinders, exploring the practices of North American Business School PhD programs in preparing future faculty to develop competencies in teaching. In the essay, the authors, most of whom would participate in this panel, leveraged a performance model to explore some of the reasons why there has not been more movement towards pedagogical formation; but perhaps the issue is much deeper than we initially imagined. In fact, it may well be that the problem is not a problem at all, and it will never be the right time to change the nature and composition of doctoral education in the business disciplines, in North America or elsewhere.

In this session, the authors of the initial article will engage in a discussion of how problems are defined or not and the current state of PhD student preparation for teaching in North America. Per one of the critiques offered in the rejoinders, the conversation will then add the voices of European colleagues from different universities. After this discussion, we will engage all of the participants in a conversation about how PhD preparation for teaching is addressed in their respective contexts and how faculty, administrators and PhD students view it as a problem or not and why.

The aim of this session is to expand the conversation on the role of developing business faculty with teaching capabilities and who, if anyone, should be responsible for attending to that need. We hope that a venue such as EAM-I will allow for a comparison of the challenges and solutions in many different markets and the sharing of best practices across universities.

SCHEDULE (75-minute session):

- I. Introductions (5 minutes)
- II. Panel Discussion (20 minutes)
- III. Participant Discussions (subgroups in round table setting preferred) (30 minutes)
 - How is enhancing teaching capability addressed in the context of participants' experience?
 - Is it defined as a problem? Why, why not?
 - Should enhancing teaching capability be something that ought to be addressed? Why/why not?
 - If it should, who ought to be responsible for addressing it?
 - What is the role of changing accreditation standards in this conversation?
- IV. Group Discussion and Closing Comments (20 minutes)

PARTICIPANTS

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References

Article

Marx, R. D., Garcia, J. E., Anthony Butterfield, D., Kappen, J. A., & Baldwin, T. T. (2016). Isn't It Time We Did Something About the Lack of Teaching Preparation in Business Doctoral Programs? *Journal of Management Education*, 40(5), 489–515.

Rejoinders

Lewicki, R. J., & Bailey, J. (2016). A Deeper Dig: Rejoinder to "Isn't It Time We Did Something About the Lack of Teaching Preparation in Business Doctoral Programs?" *Journal of Management Education*, 40(5), 516–523.

Rousseau, D. M. (2016). Yes!: Rejoinder to "Isn't It Time We Did Something About the Lack of Teaching Preparation in Business Doctoral Programs?" *Journal of Management Education*, 40(5), 524–527.

Le, D. (2016). On the Call for Action: Rejoinder to "Isn't It Time We Did Something About the Lack of Teaching Preparation in Business Doctoral Programs?" *Journal of Management Education*, 40(5), 528–532.

Gibbs, G. (2016). The International Context of Teacher Preparation: Rejoinder to "Isn't It Time We Did Something About the Lack of Teaching Preparation in Business Doctoral Programs?" *Journal of Management Education*, 40(5), 533–537.