

MARKETING DEPARTMENT PHD TASK FORCE REPORT (DRAFT)

The Marketing PhD task force (Lauren Block, Nermin Eyuboglu, Tom Kramer, Hayden Noel, Sankar Sen) was appointed by the Executive Officer (Joseph Weintrop), PhD Programs in Business, and charged with reviewing the doctoral program in marketing. This document contains the task force's recommendations for making the doctoral program in marketing optimally responsive to the demand of today's business education marketplace. The recommendations are based on a review of the marketing doctoral programs of a set of aspirant schools (see list in Appendix), an assessment of the current marketing program, and the Zicklin School of Business goal of achieving top 25 status. These recommendations build upon the considerable successes of the current doctoral program (see placement of recent graduates in Appendix) and the task force acknowledges the efforts of all departmental faculty who have contributed to the growing stature of our doctoral program.

PROGRAM OVERVIEW

The Ph.D. degree in marketing will be a four-year, full-time program, training students to be marketing scholars and educators. Students will be fully funded for the period of four years after which funding is not guaranteed. Students wishing to remain in the program beyond four years must seek approval from the Department Coordinator and the Executive Officer, Ph.D. Program in Business.

The aim of the marketing doctoral program is to place graduating students as Assistant Professors at the top 50 research-oriented business schools in the US, as well as in top business schools overseas. In order to achieve this objective, improvements are necessary in two broad areas: funding and support, and faculty involvement.

Funding and Support. It is imperative to provide all students with financial support that allows us to draw from the best pool of candidates possible and allow them a reasonable standard of living during their four years in the program. Such support should ideally not be tied to teaching; the teaching load for all students should be the minimum required by the Graduate Center to ensure funding. Funding should also be available to provide students with tools (e.g., computers, software) and mechanisms (funding for research conferences and job search) essential for academic success.

Faculty Involvement. The continued success of the marketing doctoral program is critically contingent on the active participation of all research active faculty, through teaching and mentoring activities as well as collaboration on joint projects. Thus, a set of mechanisms (e.g., revised criteria for Doctoral Faculty status) and incentives (e.g., additional teaching credit for doctoral seminars) should be put in place that encourage greater faculty involvement.

PROGRAM ADMINISTRATION

Program Oversight

The doctoral Program will be overseen by a three-member PhD Committee chaired by the PhD Coordinator. Two members of the committee, who must have PhD Faculty status, will be selected by the Coordinator.

Recruitment and Admission

Recruitment

The program should aim to recruit high caliber students from within and outside of the U.S. The active marketing of the program is necessary to attract top students and to this end three efforts need to be planned. First, an informative, appealing and accessible website needs to be created for the doctoral program in marketing, detailing program specifics, placement aspirations, as well as admission criteria. Second, there need to be periodic postings on academic marketing listservs such as ELMAR and ACR-Listserv to create awareness of and interest in the program among the academic marketing community worldwide. Third, as in the past, there should be direct communications with faculty at top schools in select countries in Asia, Europe, and South America, encouraging them to have their top doctoral program candidates apply to our program.

Admission Criteria and Selection Process

The applicants will be evaluated by the PhD Committee and the doctoral faculty, based on the students' GMAT scores, GPAs, and recommendation letters. If necessary and feasible, campus and/or phone interviews will be conducted with the applicants. The active participation of the doctoral faculty in the selection process will not only help foster ownership of the program among this group but will also facilitate the recruitment of students who share research interests with members of this group.

Admission Frequency

Due to the (i) uncertainties and, in particular, course scheduling issues that are likely to arise during the program revision period and (ii) the planned sequence of classes during the first four semesters of the program (see PROGRAM STRUCTURE below), cohorts of new students should be admitted every other year. Once the program revisions are in place and have shown evidence of success, yearly admissions can be considered.

Orientation

There will be a department-level welcome orientation for all incoming students in the first two weeks of the Fall Semester. All marketing faculty will be invited to attend. New students will also be provided with a Marketing Department Doctoral Handbook. This handbook will help students orient themselves in the program, the marketing department, and around campus. Aside from covering the structural and administrative aspects of the program, the handbook will contain a list of resources pertaining to key personnel, computer facilities, libraries, student offices and organizations, professional development, and so on.

RA Assignments/Work

All first and second year students, regardless of their sources of funding, will be assigned to work with one or more professors as research assistants. Assistantship assignments will be made by the PhD Committee based on faculty and student interests, with the objective of maximizing the potential for joint work. Depending on the relative levels of demand and supply as well as student and faculty feedback, students may be rotated among faculty on a semester-by-semester or annual basis.

Teaching

A review of the teaching component of the aspirant set of doctoral programs indicates that our students are currently teaching too much. Such excessive teaching detracts from appropriate progress and professional development, putting our students at a distinct competitive disadvantage in the marketplace for positions at research institutions. Therefore, teaching activities during the four years of the program should be minimized to the level required by the Graduate Center to ensure funding. Students should be discouraged from teaching beyond the minimum requirement and will not be allowed to teach during their first year, through the summer. Moreover, student teaching should be restricted, to the extent possible, to summer session classes, with an eye towards a minimal number of course preparations.

Conference Travel

As a key part of their professional development, students should be encouraged to present at one reputable research conference per year beginning in the second year of their program. The first year summer research paper (described later in this document) would be a logical first submission. Expenses for these conferences should be fully funded and international conferences will be discouraged due to anticipated funding limitations. To help our students gain visibility in the field and enhance the overall reputation of the program, the specific conference must be approved by the PhD committee prior to the student submitting a paper or abstract. Unapproved presentations will not be funded.

Doctoral Consortium

The opportunity to attend the Doctoral Consortium is not only an honor and valuable professional development experience for students but also allows the doctoral program to showcase its best students. Accordingly, this opportunity will be granted competitively and not necessarily on a yearly basis. Every year, the PhD Committee will select the strongest candidate (based on overall performance in the program), if any, among the cohort group of students who have completed their course work and comprehensive exams and are working on their dissertations. Consortium travel will be fully funded.

PROGRAM STRUCTURE

Coursework

The program will comprise of two years (Year 1 and Year 2) of course work, followed by two years of dissertation work (Year 3 and Year 4). In the first two years, students will typically take four courses a semester, adding up to a total of 16 courses (48 credits). These courses will be of three kinds: *Methods*, *Base* and *Marketing*. Methods courses will provide students with the tools and methods essential for conducting scholarly research and will include Statistics, Econometrics, and Research Methods courses. Base classes will help students gain a more focused, in-depth understanding of topics/research areas related to their research interests. Such courses would typically be offered by departments such as Economics, Psychology, Sociology, and Anthropology. Students will also be encouraged to take such courses at other local universities (Columbia, Fordham, NYU) particularly if the courses are offered by recognized experts in those areas. Finally, Marketing courses will be offered by departmental faculty, covering either substantive areas, research methods, or specific areas of their expertise.

In addition, students will be required to attend all research seminars at the departmental level, and seminars of interest in other departments at or outside Zicklin.

Students coming in without any prior graduate course work may need to take additional courses in their third year, totaling up to 60 credits. Students with prior graduate coursework may waive up to 30 credits. The Doctoral Committee will determine the number of courses to be waived on a case-by-case basis.

A tentative two-year sequence of courses is presented next. Relevant course descriptions are presented in the Appendix. The specific courses are likely to be modified over time based on faculty and student interest.

Coursework Sequence

Semester 1 (12 credits)

1. Methods: Statistics I
2. Methods: Econometrics
3. Base: Microeconomics
4. Marketing: Marketing Proseminar

Semester 2 (12 credits)

1. Methods: Statistics II
2. Methods: Research Methods I
3. Marketing: Consumer Behavior
4. Marketing: Marketing Models

Semester 3 (12 credits)

1. Methods: Statistics III
2. Methods: Research Methods II
3. Marketing: Marketing History and Theory
4. Base or Methods or Marketing Special Topic (e.g., Marketing Strategy, Marketing & Society, Culture and Consumer Behavior, Industrial Marketing/Business-to-Business/Channels)

Semester 4 (12 credits)

1. Marketing: Marketing Data Analysis
2. Base or Methods or Marketing Special Topic
3. Base or Methods or Marketing Special Topic
4. Base or Methods or Marketing Special Topic

Evaluation

The performance of the students will be assessed over the course of their enrollment in the PhD program using a variety of measures, including an annual review, a research paper, a comprehensive exam, the dissertation proposal defense, and the dissertation defense. All evaluations must be passed in order to graduate from the program. The annual review at the end of the first year is particularly critical, and depending on the overall evaluation, students

may be advised to pursue a terminal masters degree instead of continuing in the doctoral program.

Annual Review

The PhD Committee will provide each student with a written evaluation of his/her progress in the program over the prior year. The evaluation shall be given each September and will be based on the following:

1. Student Progress Report (see Appendix)
 - Each student will update this report annually and submit it to the PhD Committee at the end of each summer. This mechanism will help students set both annual and program goals and monitor their own progress from year to year.
2. Input from the faculty for whom the student has worked as a research assistant (see Appendix)
3. Other relevant input as applicable, such as
 - Coursework performance
 - First summer research paper
 - Performance on comprehensive exam
 - Progress on the dissertation

First Summer Research Paper

Over the spring semester and summer of Year 1, students will develop a research paper of conference presentation quality. This paper will replace the Position Paper requirement currently in place. The development of the paper will be supervised by the student's faculty advisor, with the advisor's role limited to providing feedback on major issues. The faculty advisor for the paper will be selected by the student by March 31 of Year 1. This paper shall include sections covering a literature review, theoretical background and development of hypotheses, as well as preliminary data collection and analysis. Students are expected to submit the paper on the first day of Fall Semester, Year 2 to their advisor, and make a departmental presentation at the beginning of the fall semester.

The PhD Committee and the student's faculty advisor will evaluate the research paper separately on a Pass/Pass With Changes/Fail basis and will provide specific feedback to the student. The student is expected to incorporate feedback within one month of its receipt.

Comprehensive Exam

At the end of the summer of Year 2, students will take a two-day written comprehensive exam. There will be no oral comprehensive exam. The written exam will be structured as follows:

Day 1: Students will answer a maximum of six questions selected from material covered in Marketing courses. The exam will last from 9am to 5pm and will be closed book.

Day 2: Students will receive a research paper to review from their area of interest. The paper review will last from 9am to 5pm and will be closed book.

Each question will be graded by the examiner and at least one member of the PhD Committee on a High Pass/Pass/Fail basis. Students must receive a grade of Pass or higher on each

question in order to pass the comprehensive exam. Students who fail a question in either one or two areas have to retake comparable question(s) consisting of material from the area not passed by the end of Fall Semester, Year 3. Students who fail more than two questions must retake the whole exam by the end of Fall Semester, Year 3. The paper review will be evaluated by the PhD Committee. Students who fail the paper review part must complete another paper review by the end of Fall Semester, Year 3.

Dissertation Proposal Defense

Students should identify a topic of research for their PhD dissertation by the beginning of Year 3. During Year 3, students should select a dissertation advisor and committee and with their help, develop a dissertation proposal, which outlines the topic and the original research that the student is planning to undertake to complete the dissertation requirement. Students are expected to defend their dissertation proposal before the end of Year 3 in the program. The proposal defense must be made to the dissertation committee but be open to all members of the department as well. The dissertation proposal will be evaluated by the students' dissertation committee on a Pass/Pass With Changes/Repropose basis.

Dissertation Defense

Students are expected to defend their dissertation during Spring Semester, Year 4. The dissertation defense must be made to the dissertation committee but will be open to all members of the department as well. The dissertation committee will evaluate the dissertation defense on a Pass/Pass With Changes/Fail basis.

APPENDIX 1: Aspirant Programs

- Graduate School of Business, Columbia University
- Kellogg School of Management, Northwestern University
- Warrington College of Business Administration, University of Florida-Gainesville
- McCombs School of Business, University of Texas-Austin
- Fuqua School of Business, Duke University
- Graduate School of Business, Stanford University
- Fisher College of Business, Ohio State University
- Graduate School of Business, University of Chicago
- Sloan School of Management, MIT
- Stern School of Business, New York University
- Haas School of Business, UC-Berkeley
- Kenan-Flagler Business School, University of North Carolina, Chapel Hill
- Anderson School of Business, UC-Los Angeles
- Wharton School of Business, University of Pennsylvania
- College of Business, University of Illinois, Urbana-Champaign
- Marshall School of Business, University of Southern California

APPENDIX 2: Summary of Recent Placements

STUDENT		YEAR	PLACEMENT
Carvalho	Sergio	2004	University of Manitoba, CANADA
Chattalas	Michael	2004	Fordham University, NYC, NY
Gupta	Reetika	2004	Lehigh University, Bethlehem, PA
Kabadayi	Sertan	2004	Fordham University, NYC, NY
Smith	Sharon	2003	DePaul University, Chicago, IL
Vaccaro	Valerie	2001	St. Johns, NYC, NY
Ryu	Sungumin	2001	Suffolk University, Boston, MA
Hadjicharalambous	Costas	2001	Long Island University, C.W. Post, NY
Lueder	Sandra	2000	South Connecticut State U., New Haven, CT
Lerman	Dawn	2000	Fordham University, NYC, NY
Chia	Swee L.	2000	Penn State University, PA
Callow	Michael	2000	Morgan State U., Baltimore, MD
Telefsen	Thomas	1999	College of Staten Island, Staten Island, NY
Deep	Bhandari	1998	Information Resources INC.

APPENDIX 3: Course Descriptions

Methods: Statistics I

A thorough introduction to applied probability and probability distributions. Topics that will be covered include discrete and continuous random variables, distributions such as the binomial, the geometric, the negative binomial, Poisson, uniform, beta, normal, exponential, gamma, chi-square, t and F distributions. Topics such as transformations of variables, joint distributions, bivariate normal, expectations, conditional distributions, and conditional expectations, moment generating functions, distribution of sum and ratio of random variables and the central limit theorem will also be developed. All these topics will be thoroughly covered to give students an excellent background to proceed on to statistical inference.

Methods: Statistics II

A thorough understanding of linear and nonlinear regression models. Some of the topics that will be covered are Analysis of Variance, (Single Factor, Two Factors (balanced and unbalanced cases), Random Effects Models), Analysis of Covariance, Nonlinear Regression, Logistic Regression and Simultaneous Equations. The course will be a mix of theory and applications.

Methods: Statistics III

This course will cover the following topics: (1) examining multivariate data graphically, (2) the multivariate normal distribution (estimation, hypothesis testing, confidence intervals/ellipses), (3) multivariate regression analysis, (4) principal components analysis (correspondence analysis, principal components in regression), (5) factor analysis, (6) canonical correlation, (7) discriminant analysis, (8) MANOVA (9) cluster analysis (10) conjoint analysis and (11) multidimensional scaling.

Methods: Econometrics

Course covers single-equation regression models (the nature of the regression analysis; two-variable regression analysis: some basic ideas, the problem of estimation, interval estimation and hypothesis testing; the normality assumption: linear regression model; extensions of the two-variable linear regression model; multiple regression analysis: the problem of inference; the matrix approach to linear regression model) and relaxing the assumptions of the classical model (multicollinearity, heteroscedasticity, autocorrelation and econometric modeling).

Methods: Research Methods I

This seminar examines the main strategies and issues in research design and analysis, with an emphasis on the experimental method. The seminar covers the following topics: Relationship between theory and specification of empirical tests for a theory: the formulation of hypotheses; Translation of constructs into variables: principles and strategies for manipulation and measurement; reliability and validity issues; Degrees of control: experimental, quasi-experimental and correlational research; Specific experimental designs: the analysis, representation and interpretation of main effects and interactions. The seminar will rely on current research reviewing methodological issues, research exemplifying the application of selected methods and approaches, as well as textbook excerpts and "classic" publications.

Methods: Research Methods II

Course will cover survey methods and qualitative research methods.

Base: Microeconomics

The course is intended to develop the intuitive and formal mathematical structure of microeconomic theory. Topics covered include utility maximization, expected utility and risk aversion, the economics of information, game theory, production functions, perfect competition, monopoly, imperfect competition, factor markets and income distribution, externalities and public goods, and public choice theory.

Marketing: Marketing Proseminar

The objectives of this course are to (1) introduce students to the academic research process, from inception to publication. This includes exposure to the relevant practices, processes, and intellectual and scholarly skills necessary for success in academia and in marketing (2) to familiarize students with different domains of marketing research, particularly those in which departmental faculty are involved and (3) to socialize students into the process of developing research ideas, undertaking original research, and publishing articles based on the research. More specifically, to stimulate the development of ideas for summer research projects, joint work with faculty, and dissertations.

Each class session, one or more faculty members will present their research. While the format of these presentations will probably vary, they will all convey the relevance of the research area, a sense of the key research milestones in that area and, importantly, some idea of the future challenges facing researchers in that area (i.e., the research frontiers). To aid this process, each faculty member will assign a set of readings comprising of their own papers and perhaps certain classics in their research areas. These papers will be available a week before they are to be discussed in class. Students' preparation for class will involve reading, with a critical eye, all assigned papers.

Marketing: Consumer Behavior

The basic objectives of this course are: (1) To familiarize students with research in cognitive psychology, social psychology, behavioral decision theory and marketing that may help you to understand consumer behavior (2) To give students a strong foundation for critical thinking in the area of consumer behavior. Topics covered include perception, consumer learning, categorization, memory, consumer knowledge, attitudes, judgment and decision-making, affect, and social influences. The focus is on *understanding* current theoretical and methodological approaches to various aspects of consumer behavior, as well as *advancing* this knowledge by developing testable hypotheses and theoretical perspectives that build on the current knowledge base. The readings represent past and present work in consumer behavior and related disciplines. Students have to *actively* read prior research in different areas, trying to understand the authors' ideas and develop the habit of constructive criticism of the research.

Marketing: Marketing Models

The purpose of this course is to acquaint students with the state of the art in mathematical marketing models. Those students with quantitative interests will be prepared to critically read

relevant articles as well as understand what makes a “good” research effort. This will provide a foundation for the student embarking on research for the first time, as well as necessary background for the doctoral dissertation. Behaviorally oriented students will benefit by acquiring a “working knowledge” of the quantitative literature. Topics include conjoint analysis, random utility models, stochastic models of brand choice and brand switching, stochastic models of purchase incidence and purchase timing, spatial models of consumer choice, models of decision hierarchies, models of consumer expectations, models that incorporate response to marketing variables, models of consumer search and information processing, models that incorporate the effects of past choices, aggregation issues, multiple preferences, and assortments, discriminating consumer preferences, and issues of reliability and validity.

Marketing: Marketing History and Theory

This course will combine a module focusing on the history of marketing thought and a module focusing on theory and theory development in marketing. The first module will provide students with an historical perspective on the field of marketing. It will trace the evolution of marketing thought beginning with scholars in the early twentieth century and continuing through the current managerial and consumer behavior schools. Particular emphasis will be placed on analyzing changes in the basic paradigms underlying our evolving definition(s) of marketing.

The second module will concentrate on skill development with the specific objective of teaching students to analyze, evaluate, and develop theory. Students will read background material from marketing as well as other social sciences in order to gain an understanding of the formal elements of theory. They will then apply this foundation to analyze the underlying theoretical structure of current articles in the *Journal of Marketing*, the *Journal of Marketing Research*, and the *Journal of Consumer Research*. Finally, students will practice developing theories of their own in a variety of topical areas. Particular attention will be paid to the structural aspects of theory such that this module should serve to complement other courses that deal primarily with content.

Marketing: Marketing Data Analysis

Theoretical discussion and empirical application of selected quantitative methods for marketing are explored in this seminar: linear structural relations (LISREL), path analysis, canonical and discriminant analysis, exploratory and confirmatory factor analysis and cluster analysis. Conjoint analysis and multidimensional scaling (MDS) will also be covered as special purpose methods. Participants will have a chance to analyze pre-existing data to learn how each method can be applied.

Marketing: Special Topics

EXAMPLE: CROSS-CULTURAL CONSUMER BEHAVIOR

This course seeks to familiarize students with research in cultural psychology, particular in the context of consumer behavior. The focus is on current theoretical and methodological approaches to various aspects of culture and consumer behavior, as well as advancing this knowledge by developing testable hypotheses and theoretical perspectives that build on the current knowledge base. The readings represent past and present work in cultural psychology, consumer behavior, and related disciplines.

APPENDIX 4: RA EVALUATION FORM

**Zicklin School of Business
Doctoral Program in Marketing**

RESEARCH ASSISTANTSHIP EVALUATION

Name: _____

Semester: _____ Year: _____

	Not at all					Don't Very much know		
1) Checks in for work regularly (or as per your agreement).	1	2	3	4	5	6	7	
2) Completes work punctually.	1	2	3	4	5	6	7	
3) Understands the relevance of his/her work to your research.	1	2	3	4	5	6	7	
4) Approaches tasks with a critical mind (e.g., asks questions, does not follow instructions blindly if they don't seem to make sense).	1	2	3	4	5	6	7	
5) Approaches tasks with creativity (e.g., finds ways to overcome obstacles, develops more efficient approaches).	1	2	3	4	5	6	7	
6) Contributes own ideas to the work.	1	2	3	4	5	6	7	
7) In an average week, approximately how many hours does your assigned student spend working for you? _____ hours								
8) Please comment on your student's performance in general:								
9) Have you discussed your student's performance with him/her? [] Yes [] No								
10) Would you like to have this student continue to work as your RA? [] Yes [] No								

Professor's name: _____

Professor's signature: _____ Date: _____

This form is for the use of the Doctoral Committee only and will not be seen by the student. Please return it to the PhD coordinator when completed.

APPENDIX 5: Student Evaluation Form

**Zicklin School of Business
Doctoral Program in Marketing**

Student Progress Report and Plan

1) Student's name: _____ Date: _____

2) Advisor's name: _____

3) Date entered doctoral program: _____

4) Course work:

a) List courses taken in the last 12 months:

<u>Year</u>	<u>Term</u>	<u>Course Title</u>	<u>Course #</u>	<u>Professor</u>	<u>Grade</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

b) Describe how this compares to your plans for the last year and explain important deviations. Please explain any grades you received that are lower than B+ :

c) List courses you plan to take in the next year:

5) Departmental Exams Taken:

a) Comprehensive Examination:

1. Date: _____ [] Passed [] Failed

2. Date: _____ [] Passed [] Failed

b) Dissertation:

Proposal Date : _____ [] Approved [] Revisions required & made [] Failed
Defense

Dissertation Date: _____ [] Approved [] Revisions required & made [] Failed
Defense

c) If you plan to take any departmental exams (comps, proposal defense, or dissertation defense) in the next 12 months, indicate *when* and *who* you would like to have on your committee(s). (IF APPLICABLE)

6) Research:

a) If you have a dissertation topic,

Topic:

Faculty with whom you are working (chairperson and other faculty):

b) Papers (indicate title or topic, co-author(s), and **stage of completion and expected completion date**):

c) Work in Progress (indicate title or topic, co-author(s), and **stage of completion and expected completion date**):

d) Describe how this compares to your plans for the last year and explain important deviations:

e) Describe your research plans for the next year:

7) Research Presentations (in last 12 months):

a) <u>Title</u>	<u>Where presented?</u>	<u>Date</u>
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b) Describe how this compares to your plans for the last year and explain important deviations:

c) Describe any plans to make research presentations in the next 12 months:

8) Research Assistantships (in the last 12 months):

a) <u>Year</u>	<u>Term</u>	<u>Professor</u>	Average # of <u>hours/week spent</u>
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b) Indicate whether this has been a useful experience, describe how your experience and performance compare to your plans, and explain important deviations:

c) Indicate any changes you plan or would like to make in the next year:

9) Research Focus

a) Provide an overall evaluation of your research progress thus far.

b) How can the faculty help you realize your research goals?

10) Other Employment (Describe *any* other employment, including grading and paid research assistance, in last 12 months. Please include the *total number of hours* you spent in each term for each position.

11) Teaching:

a) Courses / Seminars attended for teaching preparation requirement:

<u>Year</u>	<u>Term</u>	<u>Course / Seminar Title</u>	<u>Course #</u>	<u>Professor / Presenter</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

b) Teaching Assistantships and courses taught:

<u>Year</u>	<u>Term</u>	<u>Course Title</u>	<u>Course #</u>	<u>Teacher Rating*</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

* **Please attach all available teaching ratings.**

c) Describe how your experience and performance in all teaching related activities compare to your plans and explain important deviations:

d) Describe any teaching (as TA or instructor) you plan to do at Baruch in the next year:

<u>Year</u>	<u>Term</u>	<u>Course Title</u>	<u>Course #</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

12) Conference and Seminar Attendance (in the last 12 months):

a) Departmental seminars (brown-bag, speaker series, visiting scholars, recruiting, etc.)
I have attended:

All Most About half A few None

b) Please explain any absences that you may have had.

c) Conferences attended:

d) Describe how a) and c) compare to your plans for the last year and explain important deviations:

e) Seminar and conference attendance plans for the next year:

12) English Language Instruction (Describe any English language instruction you have received in the last 12 months – what, when, how often. Discuss whether you think it has been helpful and in what ways. Describe any plans for English language improvement in the next year.)

13) Honors and Awards (Indicate any honors and awards received in the last 12 months.):

14) General Comments:

Student's Signature: _____ **Date:** _____

Please submit this form to **both the Coordinator and your advisor.**