Teaching Philosophy
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"Theory may raise your hopes but practice raises your income."
---anonymous

Umbrella Strategy

I have been teaching at the university level on and off since 1984. In that time, I have learned just how little I know about how the world actually works. Articulating a "sense of wonder" associated with my own learning (often as a result of failure or risk-taking) may help to instill a visceral commitment to life-long learning in student professionals. As an aside, I typically use the term "student professionals" in my verbal and written references to undergraduate students and I typically use the term "lead student" where the term "instructor" would ordinarily be used on my course syllabus and outline. As a long-time practitioner, I augment a traditional academic style with a management style that emphasizes an executive perspective and an orientation towards leadership.

I teach in the UC/CSU/CCC chiefly so that I can learn from motivated learners. I focus on three pillars of learning--learning from what my student professionals can teach me, learning from recurring reflection of my teaching assignments, and learning from constructive criticism that originates deep within my colleagues.

Learning Outcomes

To be honest, I am still learning how to adequately design and evaluate student learning outcomes. In technology-oriented courses, I ask myself two questions, "What is the approximate half-life of this particular technology?" and "What will a student professional need to know about this technology at the mid-point, say, 15 years, of the student professional's future career?" Clearly, both questions can only be addressed by estimates enveloped in wide confidence intervals. The former question helps me orient the particular technological concept within a course and make difficult choices regarding appropriate evaluation strategies. The latter question helps me decide how much scarce time within the allotted contact hours to devote to this concept or learning module.

Linking My Teaching with My Research

In general, there should be at least one topic in, or aspect of, each course that can be informed in a small way by my own research. Although my research might be narrow and my teaching may leave out some methodological details, I strive to link my teaching with my research. My view is that this synthesis should leave a positive "residue" in the minds of the students with respect to open questions that I, as a purposeful and engaged investigator, feel have not been addressed adequately by my colleagues. Further, linking my teaching with my service activities and consulting engagements is key as well.

Infrastructures for Curricular Support

I adopt the MIT "Open CourseWare" paradigm for my course materials wherever possible. See, for example:

http://ocw.smithw.org/

For management education in particular, it would undermine my successful transfer of knowledge regarding core subjects such as, "corporate transparency," if indeed my own content and decision-rubrics were not publicly available.

I prefer open educational resources, open network protocols, open source software, and open file formats. In my teaching, I balance this approach with the operational realism aligned with the students' needs for shorter-term skills, knowledge, and abilities, including those of a subsequent course within the matriculation stream. Professionally, I tend to use MacOS when I need creativity, Linux when I need control, and Windows when I need compatibility. In sum, my teaching reflects "using the right technology for the job at hand." I am technologically-proficient, but very discerning in application.

I incorporate a range of readings from a range of sources. I prefer that student professionals build parts of their textbooks—that is, taking an active role in designing what might be called a "learning materials selection process." Regardless of the rigor or relevance of any given textbook, I always want student professionals to read at least one "great article" (maybe even a "great book," but not another *textbook*) in each class. Similarly, I utilize "podcasts" in my courses, especially for bringing in guest lecturers on topics that neither a textbook nor I can incorporate well either jointly or severally.

Pedagogical Preferences

I prefer individual teaching, but I support (and have done) team teaching. I benefit from and enjoy all types of curriculum development strategies, including synchronous, face-to-face meetings and informal, affinity (or virtual) events as well.

I am a voracious reader with an insatiable appetite. With respect to teaching, I work diligently to ensure that only the most relevant material (including in-class supporting examples) is "required" reading. Additionally, I have an entire web page devoted to "post-course reading" to assist students in selecting both print-based and online-based media to explore specific topics aligned with their own individual interests.

Assessment

My observation as both an instructor and a University administrator is we are only just now beginning to learn what the term "assessment" actually entails. As for myself, I take heart and heed to the comments submitted by student professionals in the course "student evaluation" process. I also am attuned to the pressing demands of industry and responses received from surveys and focus groups with employers.