

**Statements of Teaching Philosophy
by 2007-2008 Recipients**



Drew Erhardt

Graduate School of Education and Psychology

Steven Ferraro

Graziadio School of Business and Management

Jane Ganske

Seaver College

Reyna Garcia Ramos

Graduate School of Education and Psychology

Christopher Heard

Seaver College

Donald Marshall

Seaver College

Gregory Ogden

School of Law

Steven Rouse

Seaver College

Karen Schnietz

Graziadio School of Business and Management

Michael Williams

Graziadio School of Business and Management

Drew Erhardt
Professor of Psychology
Graziadio School of Education and Psychology

The opportunity to pursue teaching excellence at a university where teaching is considered the first priority for faculty was the primary reason for my applying for a position at Pepperdine twelve years ago. Since that time, my experiences teaching at Pepperdine's Graduate School of Education and Psychology (GSEP) and efforts to make the learning experience productive and engaging for students have been the most stimulating and rewarding of my career.

In seeking to advance the effectiveness of my teaching, I think often about the defining qualities of the many exceptional teachers to whom I have been exposed, from elementary school instructors to current faculty colleagues. Despite the infusion of their own unique personalities into their teaching styles, I have noted that all these individuals have shared certain characteristics that I believe contributed to their excellence and ongoing influence: (1) Expertise in their chosen fields (often established through active scholarship, which only enhanced their credibility); (2) Communication skills enabling information to be conveyed in a clear, organized, and engaging manner; (3) Creativity and flexibility in the means by which they imparted knowledge and promoted critical thinking; (4) Extensive preparation with respect to course content and format; (5) Responsiveness to student requests and needs; and (6) Humanism, as reflected in their evident compassion, respect, and positive regard for their students as individuals, genuine investment in student learning, and in their personal integrity and decency. In emulating these personal models of teaching excellence, I endeavor to incorporate these qualities into my own teaching on an ongoing basis.

My main objective in teaching the future mental health professionals who comprise my students is to advance their competencies as both practitioners and scholars. I strive to provide students with learning experiences that will not only familiarize them with specific therapeutic skills and techniques, but also with the theoretical frameworks and professional issues necessary to apply those skills in a thoughtful, systematic, effective, and ethical fashion. In an effort to best serve the practical needs of the psychology students whom I teach, I have emphasized, whenever possible, evidence-based treatments, in light of (1) the growing emphasis on accountability in the health-services field; (2) improving the marketability of our graduates as the demand for clinicians who can deliver short-term, empirically-supported treatments increases; and (3) a view of applied psychology as a social *science* that can be subjected to empirical study. Because of my investment in providing state-of-the-art course content that translates readily to students' practical needs as therapists, it has been especially rewarding that many students have approached me to share how content from my courses was useful to them in treating clients at their practicum or internship placements. With respect to developing scholarship, I want my teaching to help position students to be either educated consumers of research related to their professional interests or competent researchers who themselves will contribute to the advancement of knowledge in their chosen fields. Rather than leading students to passively accept the research findings that I frequently introduce in class, I encourage them to examine such scientific data critically, to connect findings to theoretically or pragmatically related disciplines, to consider their practical implications, and to reflect on the relevant unanswered questions and likely future directions of related research.

I incorporate a variety of methods in the classroom in an effort to challenge students in a supportive manner and to maximize their learning. These include detailed lectures delivered via PowerPoint

presentations with accompanying handouts and outlines for students, videos to vivify course content, guided discussions, role plays and other class exercises, and homework assignments that emphasize the application of concepts or techniques covered in class. I assign term papers and class presentations that, in addition to building written and oral communication skills that will be critical to their performance as professionals, encourage students to advance their knowledge in areas that relate to their clinical interests and professional activities. Moreover, in part because I recall how much impact it had when my teachers clearly took considerable time to thoughtfully review my work. I am committed to providing prompt and detailed feedback on student papers and other assignments. I make liberal use of humor and examples, including many drawn from my own professional experience as a clinician and researcher, in order to illustrate course content and to stimulate discussion. In addition to required texts, I prepare and regularly update an extensive reader of articles and chapters for each course I teach, which provides the range of perspectives and sampling of current professional literature that I believe to be appropriate for graduate level education. As with these readers, I regularly refine the courses I teach with respect to lecture content, format, videos, assignments, and class exercises in order to remain current, to enhance the learning experience for students, and to maintain a level of academic rigor that will lead students to regard the courses as challenging but fair.

In addition to my formal classroom responsibilities, I consider advising and mentoring students to be integral components of the teaching I do at Pepperdine. In my role as a faculty advisor to students in our doctoral program, I endeavor to have direct contact with each of my advisees, to keep abreast of their progress, to be an appropriate role model of an academic psychologist, and to provide them with useful consultation or assistance in problem-solving, when indicated. Where relevant, I provide them with articles, professional materials, and, on occasion, lessons from my own professional history, which I think might be germane to their clinical interests or career aspirations. Whether in the context of formal or informal advising, I am highly invested in students' learning, welfare, and professional development and strive to be perceived as an accessible and caring individual who is capable of offering useful guidance and information. I make it a point to repeatedly encourage students to contact me outside of class for individualized attention. I am encouraged that many current and former students have done so in order to discuss issues pertaining to obtaining research experience, managing clinical cases, pursuing further graduate training, and shaping career paths.

In my role as an advisor and mentor, I try, where possible, to provide not only support and guidance but tangible assistance, such as writing letters of recommendation, serving as a job reference, or providing the names and numbers of faculty at Pepperdine or other universities who might offer research opportunities. Moreover, my active involvement in research has, in addition to enriching my own scholarship and command of content relevant to courses I teach, enabled me to provide graduate students with research positions that provide valuable learning experiences. For example, as the co-investigator on a five-year, National Institute of Mental Health funded study investigating the impact of an intensive social skills training program on children with ADHD, I have been pleased to have been able to provide research assistant positions to over a dozen students from our MA programs and to three students from our doctoral program. These positions have provided students with valuable research experience, additional research and clinical skills, enhanced applications for future doctoral or post-doctoral training, and dissertation research projects. It is particularly rewarding in this context to observe students experience the effective integration of course content, research methodology, research findings, and direct clinical service, which previously may have been perceived as largely disconnected from one another.

For faculty who teach in doctoral programs, serving as a dissertation chair provides opportunities for more intensive and individualized teaching than is possible in the classroom setting. I am currently chairing eight dissertation projects and believe that the time and effort I devote to this supervision demonstrates my concern for both the quality of students' research and the value of the dissertation as a learning experience. I devote significant time to reviewing proposals and completed manuscripts, formulating questions for the oral-defense process, and preparing both oral and written feedback for students aimed at improving the quality of their projects or written reports. I strive to provide students with the skills they need to conduct conceptually thoughtful, clinically relevant, and methodologically sound research. In order to maximize the learning experience for students, I endeavor to maintain a balance between providing guidance and support and encouraging independence in formulating ideas and executing research. As a mentor and model, I try to highlight the importance of maintaining the integrity of the research, while also conveying an infectious sense of excitement and challenge, so that students come to value the scientific process itself, with all of its frustrations and rewards, as much as the findings which result.

I feel fortunate to be able to pursue multiple professional roles in a University setting that not only tolerates, but actively encourages the synthesis of academic ideals with those of the Christian faith. For me, that synthesis is meaningfully achieved in a professional life that serves others through teaching, providing psychological services to enhance the well-being of individuals and families, and advancing psychology's knowledge base through research. I am particularly proud to be part of the Graduate School of Education and Psychology. In providing excellent training to future educators and therapists, GSEP fulfills George Pepperdine's mandate that we prepare our students for "a life of usefulness" and embodies the Christian mission of the university by empowering them to have a profound influence on the knowledge, skills, and adaptive functioning of others.

Although I derive considerable satisfaction and a sense of connection to Pepperdine's mission through providing psychological services and conducting research, I experience these feelings most strongly in association with teaching. Teaching future mental health professionals enables me to fulfill in a highly meaningful way a personal goal of service to the community and to the profession. Moreover, I believe that the consideration of values and faith has an important role to play in the training of therapists. For example, some of the most active and stimulating discussions in my classes have involved the issue of whether conducting psychotherapy can be divorced from one's values. Following these exchanges, most students come to appreciate that therapy cannot, in fact, be "value-free;" that by virtue of devoting themselves to reducing distress and enhancing functioning in others, they will be explicitly or implicitly endorsing certain values that they believe to be conducive to mental-health. This realization often prompts students to consider more thoughtfully the nature and source of the values that they will be promoting in their professional lives, and to be more explicit about the values their helping efforts will be based on, while remaining sensitive and respectful to the rights of clients to hold differing values that point to alternative pathways for change.

Matters of faith also enter prominently in my efforts to encourage students not only to be sensitive to diversity, but to appreciate the role that such diversity can play in maximizing the impact of our therapeutic efforts. The ethical standards that govern our profession hold that religion is an aspect of human diversity that must be afforded the same consideration in treatment as ethnicity, social class, gender, and other variables that distinguish our clients from one another. Unfortunately, psychology has all too often harbored an attitude of either neglect or bias against religious and spiritual beliefs, and has thus either implicitly discouraged them or failed to adequately incorporate them into treatment efforts. This has occurred despite empirical findings demonstrating a positive

relationship between measures of mental health and committed religiosity. In an effort to counter this bias, I encourage students to consider religiosity and spirituality as dimensions of our humanity that are often neglected by our models of helping, but which need to be considered in our formulation and treatment of cases. For example, I will emphasize the need to mobilize whatever natural support systems exist in relation to a client's faith (e.g., religious leaders, communities of worship) not only because doing so demonstrates cultural sensitivity, but because it is likely to enhance the efficacy of our treatment efforts. This aspect of teaching is particularly gratifying because it sensitizes students to the vital role that religion and spirituality can play in promoting mental health and illuminates ways in which matters of faith can be integrated with the science of human change.

Steven Ferraro
Associate Professor of Finance
Graziadio School of Business and Management

As I consider how many times the students have complimented other Pepperdine instructors, I am pleased to be considered part of this wonderful community of teachers and honored to be a finalist for the Howard A. White Award of Teaching Excellence.

Joining Pepperdine's faculty was a natural progression following the completion of my formal training in business and finance because of my desire to enable students to apply formal theory and practical knowledge to the advantage of their families, their colleagues, their customers, their communities, their creditors, their shareholders and themselves. This ideology is rooted in Paul's admonition to the Corinthians: "Let no man seek his own, but every man another's wealth." [1 Corinthians 10:24] It also parallels the Graziadio School's mission statement: "...we seek to positively impact both society at large and the organizations and communities in which our students and graduates are members. Therefore, we affirm a higher purpose for business practice than the exclusive pursuit of shareholder wealth. We believe that successful management seeks collective good along with individual profit and is anchored in core values such as stewardship, compassion, and responsibility." Put another way, management positions are positions of stewardship.

Some may argue that seeking such broad and far-reaching goals are a little presumptuous and ambitious, but I believe that when our hearts and minds are in tune with these higher purposes we give providence the opportunity to multiply our efforts. Given this foundation, I view teaching as a calling and treat it accordingly. Specifically I seek to:

Enable students to master the subject matter...

From the student's perspective, the topic of finance is often intimidating if not overwhelming. My first task is to remove the fear and replace it with a perspective on the useful application of the analytical tools and frameworks that are developed in class. Next, we practice, practice, practice. Because finance is mathematically based, it is best understood through problem solving. We thoroughly review many problems and cases. We also use multiple approaches to

problem solving ranging from simple algebra with financial calculators to complex scenario and sensitivity analysis in spreadsheets.

I also make myself available for these review sessions outside of normal classroom hours. Often they occur on Saturdays when time pressures are less constraining. I find that the time spent with the more challenged students tends to be very productive – especially when the students have to show-up on their own time during weekends. These small, informal groups make it much easier to encourage students to learn through mistakes without the peer pressure they would otherwise feel in larger classes. Finally, course assignments require students to apply what they are learning and express their understanding both in writing and orally (in presentations). They quickly realize what they know and what they do not know if they have to write about a topic or present it to the class. It is then relatively easy to address any gaps in understanding.

Inspire independent and critical thinking...

Critical thinking is essential to finance and financial analysis. Students are encouraged to critically consider all ideas presented to them in class – including my own. I am pleased to report that this encouragement has inspired many students to engage in debates that have lasted several weeks and involved the presentation of evidence countering ideas and conclusions offered in text books, the financial press, and myself. I also use case studies as a means of applied learning. Because these studies are based on decisions made by managers of publicly traded companies it is relatively easy for students to research the actual decisions made, reengineer them, and then provide “safe” solutions to the case questions. I discourage this approach and find that more often than not, the students will arrive at unique, defensible solutions to the case problems.

Encourage intellectual curiosity and creative thinking...

I begin each class with a discussion of current events. These discussions allow students to ask questions about what they see reported in the financial press. The course evaluations often cite this exercise as the most useful and stimulating part of the classes I teach. It is revealing and rewarding to follow managerial, regulatory, and legal decisions as they evolve in “real time” and to prompt students to develop opinions regarding these decisions. This also gives students another avenue to apply what we are discussing in class. I also ask many questions that I don’t answer – at least not right away. This Socratic approach is also useful in developing a sense of curiosity and accomplishment. This is evident when students later offer correct answers and exhibit an expanded understanding of finance and related matters.

Instill the importance of the “value of reputation”...

From the first class to the last we discuss the value of reputation (i.e. integrity). There are numerous examples of how the financial, product, and labor markets value reputation and what happens to individuals and organizations once their good reputation is called into question or lost. At times we can place a dollar value on reputation; other times we cannot. Nevertheless, a primary lesson in all the courses I teach is that reputation, or integrity, is something that should be nurtured, protected, and valued – regardless of whether or not our actions can be readily observed by others.

Develop a sincere and genuine interest in the progress of the student...

Most importantly, I strive to show the students that I enjoy the subject matter and that I care about them and their education personally. This is not always easy to do but I learned early on that through small acts of service (e.g. Saturday tutorials, writing recommendation letters,

helping them solve personal financial puzzles, etc...) that students understand my personal interest in their individual success, both in the classroom and outside the classroom. I have been told several times by former students that they appreciated such an individual level of attention. I am happy to report that I have continuing relationships with several former students and interact with them almost on a daily basis.

All of this effort would be of dubious value if I did not keep myself current in the subjects I teach. To this end, I am active in financial consulting and portfolio management, I continue to publish in academic journals and text books, and read journal articles, text books, and other resource material almost daily to ensure that the information and techniques of analysis used in class are topical and applicable. Finally, I typically prepare my own lecture slides, notes, and spreadsheet models to accompany the course texts and case studies to better incorporate the current information into our class discussions.

Jane Ganske
Professor of Chemistry
Seaver College

As a chemist who teaches freshman-level chemistry each year, in addition to upper division physical chemistry for chemistry majors, my teaching philosophy initially developed, in part, to dispel the stereotypical label of chemistry as “difficult” or “intimidating”. How could I encourage students that the delight taken in a new discovery of the natural world is well worth the initial investment in learning the language of chemistry? Could I strive for such clear explanations of advanced chemical concepts that the difficulty of the material would not be apologized for, but straightforwardly dissected with new problem solving skills? If students could be vigorously engaged in the classroom/laboratory, would they be more likely to forget any preconceived notions about the subject matter? Could they perceive me as so approachable that any intimidation they may have felt by the subject matter is forgotten? The pursuit of excellent teaching requires me to continually grapple with these questions and my teaching pedagogy. Most certainly, not every student will share my love for chemistry, but it is my hope that all students will leave my courses challenged in their thinking, and with the realization that they are able to accomplish far more on their own than they initially thought possible.

Encourage Students in the Delight of Discovery

The physical world always stimulated my curiosity, and a questioning mind is the first prerequisite of a scientist. When asked the reasons for their success, some of the greatest scientists throughout history insisted that they were of average intelligence but possessed an innate curiosity coupled with the ability to make careful observations. To encourage these characteristics in my students, I begin the first day of my introductory courses demonstrating a visually impressive physical phenomenon that seems counterintuitive according to basic scientific principles. Once students observe the phenomenon and begin to volunteer hypotheses, their interest has been piqued and many are anxious to test their hypotheses in the laboratory. Using these types of “active” visual

demonstrations better enables students to take ownership of a scientific problem and begin designing plans for its elucidation. I believe that students trained in this fashion will be more likely to think under pressure and not panic when a course of action is not immediately apparent.

Strive to Vigorously Engage Students

While I am certainly a proponent of chemistry demonstrations in the classroom, from flashy explosions to seemingly “magic” chemical transformations that are elegantly explained by textbook chemistry, I believe it is just as important to bring scientific research from primary sources into all my courses. During a time period when chemistry indeed seems to be the “central science” behind our understanding of many complicated issues including the quest for alternative energy, solutions to a host of environmental problems, and new treatments to combat the rise of degenerative diseases, I find new examples each semester that relate to real world issues. I find that when my own scientific knowledge and expertise is continually stretched by learning and scholarly research, I am a more enthusiastic, credible source of information.

Because my scholarship lies in atmospheric/environmental chemistry, students and I routinely explore topics such as the scientific evidence linking smog and asthma in children, the contamination of ground water by petroleum products, and the increase in global carbon dioxide levels. My students often analyze air and water samples first-hand in the laboratory either as laboratory experiments or as a part of their summer undergraduate chemistry research projects. We learn about recent alternative energy technologies together by driving the latest hydrogen-powered research automobiles and visiting southern California facilities that have pioneered green technologies. When students seem dubious that the modern chemical methods they are required to learn in upper division coursework are utilized in the real world, we tour facilities such as the Getty museum laboratories, where museum scientists demonstrate these same techniques used in preserving and restoring artwork. Students come to recognize that the language of chemistry is spoken universally by scientists around the world, and their competency and confidence in speaking it is increased.

Provide Students with the Tools and Resiliency Necessary to Solve Problems

To best equip students for scientific problem solving, I strive to understand them as individuals, recognizing different learning styles and remaining flexible so that concepts are not taught the same way each year simply because they happen to be the “traditional” methods. I rarely teach a particular course the same way twice. To broaden my teaching pedagogy, I attend and occasionally present research at a variety of chemical education conferences including the Gordon Research Conferences on chemical education.

Undergraduate research provides an intellectual engagement with concepts and methodology, and can be the most important facet of a science major’s education. In the summer months, I work closely with one or two students in the laboratory studying research problems such as (1) What are the mechanisms by which common air pollutants and sunlight age artists’ oil paintings? (2) Can the levels of carcinogenic substances found in diesel fuel/exhaust be easily quantified?, and (3) How do air pollutants found in coastal Los Angeles (such as sulfur dioxide and nitrogen dioxide) interact with sea salt aerosols to form acidic rain and fog? Students who work with me in the research laboratory are encouraged to develop their own hypotheses, and although research can involve a good deal of frustration, even small successes build tremendous self-confidence. While not all

students who work with me move on to study chemistry in graduate school, the resilience often learned when they tackle novel problems serves them well, regardless of the careers they pursue.

Albert Einstein is noted for stating “Make everything as simple as possible, but not simpler”, which reminds me that simplifying concepts both in lecture and in the laboratory is important, but their scientific integrity must be maintained. Certainly, organization and clarity are the rule when teaching a subject that relies heavily on mathematical relationships and data. I am cognizant, however, that mathematical equations are soon forgotten, and that in ten years, my students may remember only a few percent of what they studied in my courses. Therefore, I try to build mental tenacity, resiliency, and self-confidence in problem solving and hope these will be a solid foundation on which students can build in their future careers.

Be Approachable and a Genuine Encourager

Finally, I feel it is my responsibility as a Christian educator to become acquainted with the talents of students and encourage those talents, regardless of whether they lie within the subject at hand. This requires me to develop longstanding relationships with as many students as possible, a task that I truly enjoy. As a part of the Pepperdine Voyage program, I’ve asked students to consider their talents as gifts from God, not to be buried, but multiplied in service or encouragement to others (parable of the talents, Matthew 25:14-30). Our students frequently inspire me with the self-sacrificing volunteer internships and spring break service projects they eagerly undertake as medical interns in developing countries, teachers in inner-city school districts, and construction workers in a variety of church and house building service projects. Many of our chemistry graduates later attend graduate school or medical school and choose careers such as teachers, physicians, pharmaceutical chemists, air quality specialists, and leaders in public policy.

Student/mentor relationships take time, and are not built simply in the classroom, but in out-of-class interactions during office hours, in the undergraduate research laboratory, and during university service projects and extracurricular events such as recitals, performances and athletic events. These relationships don’t end when students graduate, and it is a joy for me to follow students as they sometimes grow into colleagues who re-visit Pepperdine and share their journeys with me as well as new classes of students.

It is an honor to have been nominated for the Howard A. White Award for Teaching Excellence. I feel very fortunate to work closely with many outstanding faculty members in the Natural Science Division who share a common vision in providing a challenging learning environment that recognizes students as unique individuals. I believe that it is because of my interactions with many gifted students and colleagues across the entire campus that I continue to grow as a teacher and scholar.

Reyna Garcia Ramos
Assistant Professor of Education
Graduate School of Education and Psychology

Teachers are central to my life. I have spent most of my adult life trying to emulate the great teachers that inspired my own life. I have, in essence, worked toward earning the respect that I have for the teachers that made a difference in the life of their students. These experiences frame the foundation of my work at Pepperdine University. Having served on this committee in the past, let me say that it is truly an honor to be recognized for doing what I love best; 1) to inspire students, 2) to develop life-long relationships and 3) to create meaningful collaborations with our communities.

To Be A Teacher

To understand my passion for teaching and the profession as a teacher educator, it is important to understand my life as part of that experience. As a child of immigrant Méxicano parents, our family moved a lot looking for better living conditions. As a result I often felt I had no “home”, roots or interest in the schools I attended. I was in 4th grade and uninterested in yet another school year, when Mr. Clark (I still remember his name) said to his students “no one comes into my class and leaves without refining her/his skills or talent.” He said we all had something to contribute, and it was his job to help us bring out our talents. It was inconceivable to a 9 year-old immigrant, English learner who was a year behind in school to think that she had anything to contribute to a classroom. I quickly dismissed his assertion. He was a teacher that made learning fun, a teacher that took the time to get to know his students and helped us develop our talents. I would come to know this later as the tapping into student’s unique ways of processing information based on multiple intelligence (Gardner). When Mr. Clark found out that I was Spanish dominant, he had me take the lead in the Christmas program that year. I was inspired to see school in a way I had been unaccustomed to in the past. Prior to Mr. Clark’s class, I thought school to be a series of structures and rules that were difficult to decipher. Mr. Clark helped me discover intrinsic motivation (Bandura). After 4th grade with Mr. Clark, I was inspired to believe in me, my talents and the contributions I could make to a class, a school, and indeed, a community.

I went on from Mr. Clark’s class to a series of other schools, but with a renewed interest in learning, and now, teaching. I came to understand that there were good teachers and those who only used the title. A *teacher* is “someone who understands the subject matter deeply enough to structure, select, and organize it in order to effectively communicate to students and whose scholarship and service to the [school] and community demonstrate a commitment to creating new knowledge, to applying knowledge to solving problems, to synthesize various strands of knowledge, and to understanding how students learn” (Boyer). It became evident early on that I too wanted to be a teacher.

A Philosophy of Teaching

My philosophy of teaching has grown out of a combination of lived experiences and book learning. It is based on examples of teachers that know how to inspire students to reach their potential, and break through perceived and real limits. Sonia Nieto (2004) states that in order to inspire critical thinking in students, teachers need to model “critical pedagogy” that allows students and teachers to co-construct active learning environments. Active learning environments build collaborative educational endeavors where teachers and students team up to produce outcomes that are meaningful and rewarding to the students and the teacher.

As a teacher educator, I model for teacher candidates how to teach important concepts through a series of strategies they in turn can use with their own students in public school classrooms. I believe that an effective teacher creates a learning-centered environment and has the ability to impart information in such a way that others may learn well. It is important that my students master the content, because it is through content that we will develop a new cohort of well-versed public school teachers. I am a strong supporter of public schools, as it is the institution that opened many doors for me, and it is the public schools that are the only hope for marginalized kids in our communities. Teachers in public schools today face many taxing conditions, particularly in urban Los Angeles. I make my graduate students work tirelessly to master the theory, to use academic language to explain classroom phenomena, and to write as if they are advocating for the rights of their school children. In the process, I use case studies so that the situation in question is real. Most of my graduate courses require students to develop their own case studies from school children they observe, tutor or work with. It is through the case study approach that graduate students are able to put theory into practice by creatively addressing an issue and creating a plan of action that is satisfactory to the school children and their parent.

As an educator, I place students at the center of my work. In getting to know my students I gain an understanding of how to approach each course. Students are motivated to work when they recognize you know their potential and their passions. It is an enormous task, especially in our graduate programs where students are done in 12 months. Sometimes you only see a student once through their program experience. Our graduate programs are tailored for working adults who have multiple tasks in addition to pursuing a graduate degree. It is, therefore, even more important that I truly get to know my students since they will be out in the field in a year. I believe that if students know ahead of time the expected outcomes, then teachers are able to challenge them and their assumptions. It is an easier task to accomplish when you have established mutual respect. Respect is paramount for me, for it is through mutual respect that I can establish trust. We take risk when there is trust. Trust is the foundation that allows every member of the learning community to engage in reflective inquiry.

My greatest joy comes at the end of the semester when students present their final products. Depending on the course, it can be an overview of a term paper, a summary of an ethnography, an Imovie of their teaching, or a team project on their philosophy of education. Students are weary of presentations, anxious of criticism and afraid of failing. I have had very few students actually fail over the last 12 years at Pepperdine University. When you set the tone at the beginning of the semester along with clear guidelines in a syllabus, explain the expectations, and demonstrate desired outcomes, there is little room for failure. I see the care and energy put into their final projects. But the final product is only part of what constitutes the whole experience. The experience also depends on how much we each bring to the table. In my approach, students have a responsibility and an obligation to work hard, complete their work and actively participate. It requires that I too model for my student “good teaching” which includes strong formal instructional, keeping current in the field. It requires going above and beyond office hours. Returning calls and emails to students within 24 hours. It requires driving out to meet students in their school classrooms, even though it is not part of your job description. It requires counseling students on their career goals and personal aspirations. It requires writing letters of recommendations and calling on their behalf. It can be overwhelming, but I hope that my students are encouraged to also strive to be effective teachers that will inspire others to be life-long learners.

To Mentor Students

Mentoring students, especially students of Color, is high on my list of priorities at Pepperdine University. I attribute my success to the positive mentor relationship I have experienced, and I seek to replicate those experiences with my GSEP students. I make sure students know that they have multiple opportunities to collaborate with me on several educational endeavors outside of our graduate course. I have current and former students collaborating with me on a research study of an after-school programs for 9th grade English learners in a local high school. Those students that have decided to work with me after they leave my course are the one that are also going to be writing and presenting with me at several conferences in the coming year.

I have made a commitment to take my graduate students to two conferences a year. This is a huge task to organize and one that has its toll on me financially. I believe it is important that graduate students at Pepperdine experience an intellectual exchange with the authors they read in books. Moreover, I believe that public school teachers need to experience professional conferences to see the possibilities of their own leadership potential. I was fortunate to receive a Provost Grant two years ago and have been able to take graduate students to the California Association for Bilingual Education (CABE) for two years consecutively. These experiences have propelled my students to establish the *Pepperdine University – CABE Chapter* in the fall of 2006.

In retrospect, mentoring students is what I love most about my work at Pepperdine University. Over the years I have developed great relationships with students and alumni. Some have gone on from teaching in K-12 public schools to obtain other advanced degrees. Although multiple variables have contributed to their success, I get great satisfaction when they call or email me with important news in their lives. I remind former students that no one achieves success on her own and that they too will be expected to lend a hand to others along the way. I see capacity building as part of our professional responsibility, one person at a time.

Community Service

The concept of community service grew out of the family I was born into. Community is what has enhanced our family. Service to home, community and parish are a foundation in my life. Being at an institute of higher education that places a value on service to community has been a way for me to bridge my personal and professional life.

As a mother of 2 young boys, it is important that I model for them the importance of service towards others. I see this as a way of contributing to the kind of world my own children will enjoy in the future. In the past year, as my boys become more independent, I have taken on the responsibility of several professional associations. I am the Director of Legislative Affairs for the California Association for Bilingual Education. http://www.bilingualeducation.org/about_board.php I am also the Secretary for the Bilingual Education Research SIG of the American Educational Research Association. https://www.aera.net/Default.aspx?menu_id=26&id=973 Service to our community and others is part of who I am (please see insert).

Conclusion

I recognize my philosophical approach to teaching is characteristic of many great teachers that take their vocation to heart. My responsibility, however, as a teacher educator, is to help shape the minds of professionals who will in turn shape the minds of our future youth. Teaching is about inspiring dreams and giving students the tools to make them realities. I am so honored to be

included on the tall list of colleagues that I admire and work with. Teaching is a life long endeavor that will continue to drive me to do my best for my students and theirs.

Christopher Heard
Associate Professor of Religion
Seaver College

As a religious person and a biblical scholar, I inevitably draw on Judeo-Christian resources to inform my sense of vocation as a teacher of biblical studies. A traditional Jewish prayer known as the shema⁴ literally calls upon its hearers to love God with all of their intellectual, emotional, and physical capacities. Teaching and pursuing academic biblical studies engages me in a ministry of instruction and example in loving God with one's intellect. In keeping with that sense of vocation, try to teach my classes in such a way that students will learn how to read and study the Bible skillfully and why such study rewards the necessary effort, in addition to gaining additional knowledge about what the Bible says.

A lamentable lack of biblical literacy in contemporary society heightens the need for the latter goal, and makes it impossible for me to assume any prior knowledge of the Bible among my first-year students. Even in my more advanced classes, I usually cannot assume that students know any more biblical content than they learned in Religion 101 or a similar course elsewhere. Therefore, the simple imparting of information, usually through readings and lectures, plays a large role in most of my classes—and, somewhat to my surprise, students (especially in Religion 101) rate lecturing as one of my strengths.

Yet I do not feel successful in my teaching if my students only memorize “facts.” Indeed, substantial portions of my lectures consist not of mere recitation of facts, but of demonstrations of how to work through biblical material. “is practice integrates more easily into upper-level courses, especially those small enough to teach as seminars, than into Religion 101. During my first semester at Pepperdine, I seriously overestimated the proportion of skill-building that a first-year course could sustain, and in response to student feedback, I swung to the opposite extreme and restructured the course to be almost entirely an exchange of information between myself and the students. During the last three years, I have been slowly working more and more overt skill-building exercises back into Religion 101, in search of that elusive optimal balance.

My students in upper-level courses primarily aimed at religion majors select those courses and want to learn the material, but my first-year students often take Religion 101 merely to meet their general education requirements. As a result, I spend significant effort in Religion 101 “cheerleading” for academic biblical studies as a worthwhile and interesting pursuit. In this I must take care not to proselytize or turn the class into “advanced Sunday school,” so I tend not to rely on religious factors to motivate students toward Bible study. Instead, I try to show—not least through my own enthusiasm for the material, enthusiasm that students often report finding “contagious”—that academic biblical studies yields fascinating and useful aesthetic and historical insights as well as prompts for moral and ethical reasoning.

I do the best I can to translate these ideals into effective classroom practices. A typical class session in Religion 101 begins with a pre-class slideshow that runs for about four or five minutes depending on the length of the musical accompaniment. "is slideshow—actually modeled on the advertising sequences that precede the shows in movie theaters—features a preview of the day's subject matter, a preview of upcoming convocation and lecture programs, pop culture trivia, and/ or "wordless." Class proper usually begins with an introductory lecture, usually involving some sort of simple interaction with the students. Some days may involve a more substantial participatory learning activity. Even in days that predominantly feature lectures, I try to break up the lecture into discrete segments so that students have a clear sense of progress throughout the session. I use Keynote presentations to help students visualize the information and concepts we discuss in class. Over the last few semesters, I have worked on increasing the visual appeal of the slides and decreasing the amount of text presented. For the first time, my fall 2007 slideshows will feature full-motion video as slide elements, including half a dozen taped mini-lectures (three to seven minutes) from biblical scholars at other schools. I have also purchased several reproductions of ancient artifacts so that my visuals can move off-screen and into students' hands.

My upper-level classes typically seem a bit more free-form than my Religion 101 classes. In an ideal world, I would prefer for upper-level electives to consist almost entirely of student-generated discussions over the assigned biblical and secondary readings, discussions in which I would play the role of a more experienced reader studying alongside of less experienced readers in a kind of "mentor-apprentice" relationship. However, I have sometimes gone too far in trying to make this ideal a reality, and students in these classes not infrequently request more structured classroom experiences. For this reason, my most recent upper-level electives have been featured more lecture discussions (though I still feel the need for significant improvement in writing discussion prompts).

The foregoing discussion should make it clear that I am constantly trying to improve my teaching. Toward this end, I try to read at least one or two books of "teaching tips," or headier works on pedagogical best practices, per calendar year. Most recently (summer 2007), I have been reading works by Mel Silberman on active teaching and active learning, and I think that some of the things I have learned from Silberman's work will add more "punch" to my classrooms. I also keep up with advances in my field through the traditional means of reading journals and attending professional conferences, but also through newer media such as robust participation in the online world of biblical studies "blogs" (see mine at <http://higgaion.heardworld.com>) and maintaining iTanakh (<http://www.iTanakh.org>), the premiere web index of academic-quality Internet resources related to the study of the Old Testament. My active online presence and participation in the social networking aspects of "Web 2.0" directly affect my classroom. For example, I was able to show my students photographs of a newly-acquired fragment of Leviticus mere days after it came to light in Israel; similarly, I was at the forefront of online scholarly reaction to the translation recently announced by the British Museum of Nabu-sharrussu-ukin's temple donation receipt, giving my students and other blog readers a "behind-the-scenes" look at how scholars operate when trying to assess new data.

My participation in online scholarship testifies to my belief that effective teaching actually extends well outside the classroom. My forty-minute commute makes it somewhat difficult for me to be physically involved in campus life outside of "normal business hours," but I try to compensate for this by being "virtually" accessible to students. Like many other professors, I provide my students with my office and home telephone numbers, as well as my e-mail address. However, I go beyond this by providing students with my cell phone number and instant messaging handles; I also

subscribe to both the Facebook and MySpace, and invite students to tag me as a “friend” in those social networks. In addition to my traditional on-campus office hours, I hold extended virtual office hours from time to time. I normally commit to my first-year students to stay up and at the computer until midnight on the night before a test, constantly checking my e-mail, instant messenger, Facebook inbox, and Blackboard discussion forum during the evening so that I can provide last minute help as students prepare.

Assessing one’s own success as an educator can be a tricky thing, but certain events suggest from time to time that I am achieving at least some of my educational goals. In recent semesters, I have used “pre-tests” and “post-tests” to quantitatively measure student learning in Religion 101, and the results always show an increase in students’ basic biblical literacy by the end of the course. When former students, including those who have already left Pepperdine, or those I taught before coming to Pepperdine, maintain ties with me and continue to engage me in discussions about matters related to my classes, I realize that those students found me a trustworthy interlocutor on issues of deep import. When students who have taken my Religion 101 classes add religion as a minor, or even change their major to religion, I realize that they have gained a love for this field from somewhere, and I hope that I and my colleagues who teach Religion 102 have been part of that process (in some cases, I’m sure of it, thanks to student feedback). Of course, receiving a stack of positive student evaluations greatly encourages me and affirms that my teaching strategies do work, at least for a majority of students—and having former students nominate me for a Howard A. White Award ratifies all these signs of success.

I have much work to do and much to improve, but by learning from master teachers, staying current in my field, and being responsive to student needs, I do trust that I have grown as a teacher during my years at Pepperdine.

Donald Marshall
Fletcher Jones Chair of Great Books
Seaver College

I am honored to be selected as a finalist for the Howard A. White Award, and I appreciate the stimulus to reflect on and share my approach to teaching.

After teaching for nearly 35 years in large, public, research universities (UCLA, the University of Iowa, and the University of Illinois at Chicago), I came to Pepperdine in 2003 to join the Great Books Program. Over the course of my career, I learned how to organize an effective lecture course, lead lecture-discussion sections, and teach graduate seminars. Student evaluations provided evidence that I was reasonably successful at these different pedagogic formats. But Great Books calls for something quite different. Great Books puts at the center of discussion a great book that addresses specific, fundamental human issues. The book is the teacher; the instructor acts as an experienced learner who helps students engage the book through discussion with each other. Class

discussion is a shared inquiry into issues, using the text as an “instrument for thinking,” to paraphrase Kenneth Burke’s phrase.

The leader’s means for accomplishing this is the seemingly simple one of asking questions. Great Books discussion focuses especially on questions that call for interpretation. For example, in Homer’s *Iliad*, the warrior Achilles, offended by the arrogant bullying of the Greek leader Agamemnon, retires to his tent and refuses to fight. Without his help, the Greek army comes close to defeat. At this desperate moment, Agamemnon yields to the pleas of his advisers and sends ambassadors to offer compensatory gifts and beg Achilles to return to battle. Yet Achilles refuses. A typical interpretive question would be, “Why does Achilles refuse the pleas of the ambassadors?” Homer does not answer directly, and different answers are possible based on the text. Discussion thus leads not to unanimity but to a consensus about the range of plausible answers. Discussants also gain insight into each other’s thinking and learn to respect and value thoughtful opinions different from their own.

What I have had to learn in teaching Great Books, then, is the art of asking a certain kind of question, one that brings out key issues in a text and stimulates students to deepen their understanding by considering closely what the text offers to their reflection. A number of specific strategies have proven helpful. For instance, I provide students written materials on the Great Books method of discussion; I e-mail discussion questions before each class; and I often break students into small groups in class to share ideas with each other. In class, I note when a student responds and write down a word or two to remind myself of their ideas and whether they agree or disagree with other students. This helps me keep track of those who have not spoken and should be invited into the conversation. And it helps me ask students to engage each other’s ideas and to elaborate on their own or another’s contribution. In short, I seek to encourage every student to speak in every class at least once and to lead students to address the text and each other. My plan for the class consists of two or three activities I can use to vary the format of the class and a series of questions that can lead discussion through key issues. The most difficult challenge is asking follow-up questions that build on students’ specific remarks. As I gain experience, I am also becoming more skilled at asking these follow-up questions to help discussion flow and keep students probing ever deeper into the text and the issues under consideration. Moreover, to help students become independent of the instructor, I assign students in pairs in Great Books III and IV to lead discussion. They read materials about how to ask questions and lead discussion, and I meet with them to discuss their questions and suggest ways to sharpen them. Students then lead class discussion (with me occasionally joining in to support their questioning), and after class write a short reflection on their experience.

Throughout my career, I have strongly emphasized writing. In Great Books classes, I assign several papers each term. The topics pose interpretive questions that engage students with one of the assigned books. I provide guidelines for how students should think about these papers, the criteria by which they will be graded, and specific points of usage they need to master. Students have two weeks to work on a paper, and I try to return marked papers within a week. I raise questions or offer comments in the margin of papers and mark usage errors. But I’ve found it most helpful to attach to each paper a typed comment, ordinarily a full page or more single-spaced. In this comment I address the key criteria for grading, usually in separate paragraphs on focus, structure of argument, use of evidence, and usage. I point out both what students have done successfully and where improvements could be made. Students may rewrite a paper to improve the grade, and I meet with them to make sure my comments and concerns are clear. Many students take advantage of this opportunity. In addition, I assign occasional short writing exercises, which are not graded. For

instance, I may ask students at the end of a class to write down the most insightful comment they heard from a fellow student (naming the student). Such assignments are intended not only to encourage preparation for discussion but to help train students to listen to each other.

Finally, I employ a special strategy in Great Books II: students perform scenes from Shakespeare. Preparing a performance engages students very closely with the text, prompting them to think about the plot situation, characters' motivations and nature, the specific language used, the interaction between characters, and so on. In devising the assignment, I have consulted colleagues and read books on teaching through performance. I provide students with detailed instructions about how to develop their interpretation and presentation, and I attend one of their rehearsals to offer encouragement and suggestions. Each group stages its scene for the rest of the class, followed by discussion about their interpretation. Students have responded very positively to this exercise. Every student has a role to play, and those whose talents are stronger in creative areas than in philosophical analysis get a chance to shine. For the final exam, I have students prepare "director's notes" on a scene from Shakespeare, describing their interpretation and how they would stage the scene. These have been among the most interesting examinations I've ever read.

It's very important to me to be available to students outside class. I'm usually on campus all day, and students are free to come by at any time, though I encourage them to make appointments. Students are welcome to e-mail or phone me in the office or at home. Students in Great Books I become my advisees, often as many as 30-40 a year. Since my first term, I have taken students on class trips—for instance, to a performance of a play relevant to the particular course. I have also arranged optional extracurricular activities for all the students in the Program, including visits to art museums, architectural tours, and lectures by visiting scholars and Great Books Program faculty. My aim is to nurture a learning community that is interested in culture widely, beyond the confines of a specific course.

I often talk with my colleagues to seek teaching ideas that have worked for them, and we exchange syllabi, handouts, and other materials. I make a habit of reading books and essays on teaching the works I assign. Ideas for teaching frequently arise from presentations at the annual meeting of the Association for Core Texts and Curricula, a national (and indeed, international) professional organization for teachers of great books courses. Finally, I draw heavily on materials prepared by the Great Books Foundation, which has more than 60 years of experience with Great Books programs for adults and students. In these ways, I try to benefit from my colleagues' experience and from the "scholarship of teaching" to improve what I do.

I should probably conclude with a word about scholarship and the University's mission. Though I taught in public universities, I was familiar with the discussion of faith and learning from many activities shared with colleagues at Christian colleges. It's been very rewarding to participate in Faith and Learning seminars at Pepperdine and benefit from other opportunities to build bonds between my spiritual and academic life. I try to make my teaching and scholarship reflect these experiences. I've also tried to remain a contributing scholar. Since coming to Pepperdine, I've published an edited volume as well as articles, reviews, and short pieces, and I've presented papers at professional meetings. I have welcomed the opportunity to expand my scholarly horizons to include the wide range of books I teach, and in particular to study Asian texts in preparation to teach our new course on Asian Great Books. Pepperdine has enabled me to take up a fresh and invigorating pedagogical challenge, to maintain and broaden my scholarship, and especially to pursue both of these in a new and special way for Christ and His Kingdom.

Gregory Ogden
Professor of Law
School of Law

Statement of teaching philosophy

Teaching is my calling. I come from a family of teachers going back several generations. My mother is a retired teacher, and my two brothers and one of my cousins are currently school teachers. I am the only one in my family who teaches at the college level. My teaching philosophy has developed over the thirty plus years I have been a law professor. The elements of my philosophy or approach are: 1) role model; 2) good professor student relationship 3) learning principles; 4) enthusiasm for teaching; and 5) teaching resources.

Role model; When Dean Ronald Phillips hired me to start teaching at Pepperdine law school in 1978, he emphasized the importance of being a role model for our students. In Phillips view, students will learn how to treat their clients when they are attorneys based on the experience, good or bad, of how their professors in law school treat them as students. In other words, we can be an example for our students of good professional ethics. I have never forgotten Dean Phillips words, and they have been an inspiration to me for many years. This role model principle has influenced my teaching greatly over the years. There are several components to the idea. First students have infinite dignity as they are people who are made in the image of God. As a Christian, that critically informs my teaching philosophy and my approach to teaching and to students. Stated frankly, teaching comes first and students come first in my philosophy. With this approach, I can successfully teach law students from a variety of backgrounds and faiths.

Good professor student relationship: Developing a good professor student relationship is a big part of this. Inside the classroom, this means to treat students with respect, encouraging them to ask questions, answering their questions, and creating a learning environment in which students are curious not fearful. The first year law class that I teach, civil procedure, can be difficult for students because they learn about the court system used in civil litigation in the class, and this is a subject that most students have no familiarity with prior to starting law school. While I use the Socratic Method in a modified format, I do not leave students uncertain about the resolution of an issue we have been discussing in class. When students feel positive about the class, they are much more likely to be willing to work through tough questions, and they learn better. Outside of class, I seek to encourage students to learn by having lots of office hours, by using a variety of learning principles, by encouraging them to ask questions outside of class, and by having lots of teaching resources that they can easily access and utilize. I let the students know that I care about them and about their learning in my classes. Once the class is over, students feel comfortable asking me civil procedure questions when they are working for law firms as students or young lawyers. I am frequently asked to write letters of recommendation for my students. *Learning Principles:* Law is a discipline that heavily emphasizes precise use of language, written analysis, argument, logic, philosophy, and both written and oral argument (advocacy). Students learn the law in a variety of ways. One of the learning variables is the students learning style type. Most law students fall into

the visual or auditory learning styles, but there are some law students who are kinesthetic learners (learning by doing). In my teaching, I try to reach all of the identifiable learning styles that students will bring to the law school classroom including use of problems (including CALI lessons for the learning by doing students), podcasts of class room lectures (for the auditory learners), extensive written class materials (for the visual learners), course websites (TWEN) for the 21st century student, and the simultaneous use of visual and auditory communication techniques to present key concepts in the classroom. I also emphasize the learning pyramid and work with students to learn basic word and concept definitions before going onto higher order learning tasks such as critical analysis, and synthesis. I find this to be particularly helpful in my civil procedure class and in my administrative law class, in which most students do not know how our government agencies operate. Once students have grasped the basic concepts and definitions, then they can learn to analyze the legal issues in the class.

Enthusiasm for Teaching: I have been fortunate to have taught the same basic courses, civil procedure, administrative law, remedies, and professional ethics for many years. As a result, I have had the opportunity to master each of these complex subjects in the law. In my own experience, it takes ten years of experience teaching a course to really master the intricacies of that course. Fortunately, there are always new developments in the law in each of these course that keep things fresh and interesting. I am always looking for new ways to improve the teaching of each of these courses. That is one of the ways that I maintain a sense of freshness and excitement in my teaching of these courses. If I am enthusiastic about the course that I am teaching, my students are more likely to feel the same way about the course. If I am innovating or offering new ways to learn, then the students will have the opportunity to learn more effectively. This is especially important in courses with large enrollment, such as my remedies class, which sometimes has 145 students in the room.

Teaching Resources: I started in the early 1980's developing a set of class materials for each of my classes that would be distributed to the students in each class. Those materials would include basic definitions charts, checklists of questions and issues, ways to organize parts of the course, old examination questions and answers, problem sets with questions and answers, test taking tips for essay and multiple choice question type examinations, and more recently lists of frequently asked questions. The class materials for the two semesters of civil procedure are now quite extensive (150 pages), as are the class materials for the class in remedies (140 pages). This fall I put together the first set of class materials for my administrative law class (50 pages) with the same type of materials. These materials help students to organize their course materials, and organization skills are key learning tools in the law. Recently, I have developed extensive course websites for each class, utilizing the course website technology offered by the West education network (TWEN). This makes available in an electronic format all of the materials in my class materials, as well as new case decisions, and other current developments in the news that relate to a particular course. When I started doing FAQ's of e-mailed questions and answers, I posted these on the TWEN site so that all students would have access to the same Q and A. Students use this technique extensively during final examinations. Students can easily access this material in any location where they have internet access. More recently, I have podcasted each of my class lectures so that students can download an mp3 file of each class so that they go over a concept that they did not fully understand in class, or they can listen to a lecture when they missed class for some reason. The podcasts are very easy for students to access. Using new technology or new approaches to learning is fun for me, as it presents new challenges in classes whose subjects I know very well.

I have been blessed so many times by God who has given me the opportunity to teach at Pepperdine University School of Law for so many years. I feel very fortunate to be able to teach at a law school where my faith is a plus, not something that I have to hide (as would be the case at many law schools). I feel very honored to be selected as a finalist for the Howard A. White Award for Teaching Excellence.

Steven Rouse
Associate Professor of Psychology
Seaver College

Thank you for considering me for the *Howard A. White Award for Teaching Excellence*. As a member of a faculty filled with excellent teachers, in a school that values excellent teaching, it is quite a humbling compliment to learn that my students and/or colleagues have nominated me for this honor.

When I reflect on my goals and methods of teaching, I frequently think of a wonderful essay written by a friend of mine at another institution; this essay presented a metaphor around which my teaching philosophy has crystallized. Although I cannot claim credit for the originality of this metaphor (and I wish I could!) it captures my mission. My friend wrote that a teacher helps students avoid being allured by siren songs. As you are aware, sirens were mythical creatures that sang beautiful songs—so beautiful that passing sailors wouldn't be able to think clearly, and they would crash on the rocky coast or jump overboard and swim to shore where they would be devoured by the sirens. Mythic stories of encounters with the sirens described three strategies that saved sailors from being allured. For example, Odysseus ordered his men to fill their ears with wax so that they would not be able to hear the song. Odysseus himself took a different strategy, being tied to the ship's masthead so he couldn't jump overboard. A third strategy saved Jason and the Argonauts; Orpheus sang a song even more powerful than the song of the sirens, and the sailors on the *Argo* listened to him instead of to the sirens.

American popular culture is filled with alluring beliefs about human nature, many of which are accepted without being critically evaluated. It's not uncommon to hear claims of innate differences in intelligence across racial groups, or that increasing a child's self-esteem will enhance the child's academic achievement and prevent substance abuse, or that people who have a genetic inclination toward alcoholism have no power to avoid substance abuse, or that all psychiatric medication is ultimately harmful because it is unnatural. My friend's essay helped me to recognize that these cultural memes about human nature are siren songs, and that a psychology professor—teaching in a discipline that studies human nature—can help students avoid being allured by these ideas. This relates to three of my goals as a teacher.

My first goal, contrary to mythical stories of siren encounters, is to convince my students to take the wax out of their ears. While beeswax was an effective way to avoid hearing the deadly songs, I do not believe that ignorance is a desirable strategy for protecting one's self against toxic ideas. For this reason, one of my primary goals (especially in my large Introductory Psychology class) is to

help the students open up their minds to the science of psychology. As a GE course, I know that many students enter the class assuming they will be bored, but I consider it my challenge to show them how interesting the topic can be. Although my goal is not to convert them to being PSYC majors, I am excited when students tell me, for example, that they will be taking our upper-level Social Psychology course as an elective because they loved the topic so much, or when students tell me that they took my advice to read a book over the summer because I mentioned it in class and they wanted to learn more about the topic. My goal is for them to finish the class wanting to learn more. One way to increase their engagement with the topic, I believe, is to help them recognize how relevant it is to their daily lives. For example, when teaching about the topic of memory, research on the processes of memory formation and memory retrieval can lead to a discussion of the ways to most effectively study for one's classes, and research about the fallibility of human memory can lead to a discussion of why it is foolish to enter into an argument with a friend or romantic partner when both people have seemingly clear but diverging memories of a single event. My goal is to help students recognize that the concepts learned in the class are important because of their practicality and relevance. I hope that my classes serve to help the students take the wax out of their ears and to consider important ideas about human nature.

A second goal, analogous to Odysseus lashing himself to a strong masthead, is to help my students gain respect for a strong standard that can help them critically examine ideas about human nature. I have great respect for the empirical scientific method, and one of my goals in all of my classes is to help students understand the value of this method. I have very fond memories of one of my favorite professors in graduate school; when students would make unfounded claims about human nature, his red-faced and fist-shaking response was always "It's an empirical question!", and I learned from him the valuable ability to consider the ways that data can inform my beliefs about human nature. While his bombastic style would not fit my temperament, my students frequently hear me say "Well, that's an empirical question, isn't it? What kind of research would help us answer it?" Many beliefs about human behavior can be evaluated empirically, and I try to guide my students in thinking about how to examine these ideas. For example, American culture uncritically accepted the claim that programs to increase self-esteem will increase academic achievement and decrease both substance abuse and aggressiveness. As compelling as this claim has been, I try to encourage my students to think about how this claim could be evaluated empirically. As they examine the results of research, much of which has shown that carelessly-developed self-esteem programs have actually had paradoxically detrimental effects, I hope that they develop the ability to think critically about other compelling claims they hear. Sometimes, the empirical method can feel constraining; just as Odysseus probably was not comfortable being lashed to the masthead, I tell my students about the frustrating times when I have finished a lengthy data collection project only to find that my results do not support my expectations, and I have to reconsider my beliefs. Although it's disappointing to learn that one's expectations were wrong, I hope that my students learn to respect the value of the scientific method as a way of restraining themselves from jumping overboard to follow compelling but unfounded claims about human nature.

A third goal of mine, analogous to Orpheus' song, is to encourage students to listen to a more powerful song. Just as a ship cannot sail if the sailors were permanently lashed to the masthead, one would form an incomplete understanding of human nature if only considering empirical questions. Although I have great respect for empirical research, I realize that many ideas about human nature do not lend themselves to the scientific method. For this reason, I believe that it would be irresponsible to teach my students to respect the strong standard of empiricism without also encouraging them to evaluate ideas in light of the values that derive from their faith. For example, in many of my classes we address the combination of genetic and environmental

influences on personality traits, intellectual abilities, and psychological problems; these ideas relate to a common cultural belief—that one’s characteristics are entirely determined by the interaction of these two forces without the influence of free will. Sadly, this cultural meme has even been strengthened by empirical science; psychologists have presented data that seems to suggest that all variability in psychological characteristics can be completely accounted for by genetic and environmental factors, resulting in a depiction of human beings as mechanistic pieces of a mechanistic universe, powerless to do anything but respond to the biological and environmental determinants in our lives. I urge my students to recognize that this is a philosophical assumption that can be neither confirmed nor disconfirmed by empirical data. The empirical method has been successful, I explain, by focusing exclusively on measurable and predictable phenomena, and the statistical methods used in the social sciences relegate all behavioral unpredictability to the category of “statistical error” and “unaccounted for sources of variance”. I tell my students that I do believe in free will, and that such a claim is not an anti-scientific one; it is simply a claim that lies outside the boundaries of empirical data and rests on my belief that we are created by God to have the power to choose our own reactions to the circumstances of our lives. Despite the fact that many empirically-minded scientists have accepted the siren song of determinism, I encourage my students to consider that assumption for themselves in light of their own philosophical and theological views. I am grateful to be teaching at a university where the mission is not simply to indoctrinate the students into accepting the prevailing assumptions of my discipline, but to evaluate the strengths and weaknesses of these assumptions in the light of one’s faith. For this reason, I try to serve as an example of a person who is willing to bind himself to the empirical method when considering empirical questions, but who recognizes that there is a more beautiful song that I can listen to when hearing non-empirical claims of human nature.

I have been energized and humbled by the news that I am a finalist for this award, and it has been valuable to take time to reflect on my role as a teacher. Thank you for your consideration of my statement.

Karen Schnietz
Associate Professor of Strategy
Graziadio School of Business and Management

The first thing to say about my philosophy of teaching is that it’s hard to have a philosophy about something that has always felt intuitive and grace-filled. Philosophy implies that something much more organized and well-considered is behind my teaching or, at least, something much more under my control or the product of deliberation, than is actually the case. The fact is teaching is my calling like none other (including even motherhood to my daughters Sophie, 11, and Rose, 7, which I love, but which has never been particularly intuitive).

My students don’t believe me when I tell them this, but I am very introverted. I fear and loathe parties and business meetings where I don’t know many people. So why don’t my students believe me? Because they don’t see me as I typically am. In the classroom and in my role as a teacher, I transform and I always have. When I was in junior high, I asked the principal of my junior high

school if I could go to the next-door elementary school and help as a teacher's aide during my scheduled study hall. There was no established program to do this; there was no precedent for a student leaving campus. Even in 1972, when security and liability concerns weren't as limiting as they are now, it involved non-trivial effort to organize this. And I was far more reserved then than I now am. My parents -- strict, Catholic immigrants from Germany -- raised me to have an extremely healthy respect for authority. And yet, there I was, normally too shy to look at adults when I addressed them, challenging a bureaucracy to bend its rules so that I could help out in an elementary classroom. I did not recognize until years later that this is a calling -- a gift from God so powerful that it allows me, quite magically really, to become someone I am not under any circumstances other than in the classroom. It would be dishonest for me to present my philosophy of teaching as solely my own, when my gift for teaching comes from outside of me. I'm happy, however, to share with you how I try to apply my apparent gift for teaching.

Since I teach adult learners (the average age of my full-time MBA students is 25 while the average age of my fully-employed MBAs is 36), I consider myself primarily a facilitator of group learning. My students, all of whom are either currently working full-time or have prior work experience, often bring a great deal more subject-matter expertise to the classroom than I do. How tragic it would be for me and my students, if I did not structure our time together in a way that maximized the contribution by everyone to the discussion. Indeed, this is my main role -- to facilitate the learning of the group by providing foundational materials and theories, and by creating a structure that encourages everyone's participation in their and everyone else's learning. Thus, my classes are highly interactive; I do almost no traditional lecture, relying instead on discussions, cases and experiential exercises. I also do not use a textbook; instead, I provide a customized reader of academic, case and business press articles that provides the infrastructure for learning upon which we build in class. Many of the new readings added each trimester are suggestions from former students. It is deeply gratifying when a student forwards me information that expands on class discussion; it is a sign that they truly engaged with the material and are not only taking responsibility for their continuing education but also sharing it with the rest of the learning community.

I do several things to build a community of learners, all of which are intended to increase students' preparation for and engagement with class. I demand that my students call me by my first name. Since my goal is to have a group-centric experience, not a professor-centric experience, I do not want obvious differences in rank. I am not the Font of All Wisdom in the classes I am privileged to teach. I also learn every student's name, typically by the second class. I did this even when I was at Rice (where I taught for nine years before coming to Pepperdine four years ago), where I was teaching 180 students some semesters. Community cannot exist if the members don't know each others' names. Respect and love are not anonymous; they are intensely personal.

I like to laugh and have fun, and thus encourage students to relax and enjoy themselves; laugh, if necessary, because I most certainly will at some point during each class session. I learn more effectively when relaxed than when scared or anxious, so I try to make my classrooms as welcoming as possible without creating anarchy. It's worked -- I appear to have sufficient credibility, in spite of my frequently-awful puns -- to keep the group on task. I have many small-group exercises during class time (helpful when teaching in 4-hour and 8-hour blocks on nights or weekends) and I encourage students to alter the composition of these groups, so that eventually everyone in class has had a chance to get to know everyone else. This is particularly valuable for the students who are fearful of public speaking; I notice that, by the end of the semester, they are often contributing more than initially and I've been told this is often the result of their not feeling

like they were in a room full of strangers anymore. In recognition that some people remain shy or scared of speaking in class, I “count” comments made to me via e-mail or between class breaks as participation when assigning participation grades.

Since some students will not participate in their learning or that of their colleagues despite my best efforts, I employ peer evaluations for group projects. While it saddens me when some students free-ride, it is a reality and one I recognize by allowing students to grade each other on commitment to their team assignments. I find this lowers resentment among the hard-working members of a group, while also forcing the free-riders to at least acknowledge that they did not do what was expected of them. Finally, I don’t believe learning occurs if only praise is offered, not also constructive criticism. The fact is that many students make comments that are off the mark. There are also students who need to be pushed to clarify their thinking, or provide greater justification for their decisions or viewpoints. I push back on students because I believe this is one of my main obligations as a teacher. There are right and wrong answers to some questions; and there are weak and strong ways of making a point or persuading peers. I owe my students the honesty of my best judgment and I give it to them in my responses in class and on written work. Criticism can be hard to hear, and being challenged in a public forum can be uncomfortable, but doing this in constructive ways is a cornerstone of this profession. There is no such thing as an “easy A”; self-esteem and confidence develop from scaling walls and hard work, not from casual, meaningless praise.

I take assignments and the grading process very seriously. It is a critical part of learning and, for students, increasingly important for employment and tuition reimbursement. First, I allow my students to submit drafts of all written assignments (except the final) before the due date. I grade these drafts as if they were the final assignment, so that students know exactly what the strengths and weaknesses of the work are and where they stand with respect to a grade. I am told by many students they learned much more from responding to my comments than they would have by simply reading them. Moreover, if there is any way for me to prevent a student from doing poorly in my class, it is my obligation to provide such support. Second, I circulate several examples of a full-credit assignment, from that trimester, for everyone in class to look at after the final assignments have been returned. I’ve found that, no matter how detailed my answer key is for an assignment, some students don’t understand how their work differed from A-level work. Moreover, by allowing everyone to see the A-level work, I am also expanding the learning community since the strongest assignments contribute substantially to the learning goals of the class. Finally, although I would like to think I am unbiased when grading, I know I’m not; too often, I’ve felt sad when a student I liked personally turned in sub-par work. I insist on blind-grading anything that can be blind-graded to ensure that my evaluation of students’ work is based solely on my assessment of its intellectual merits.

Finally, it is my duty to respond to the myriad ways in which people learn by mixing up pedagogical tools. I reinforce key concepts in multiple ways, usually across class sessions. For example, the pace of technological and organizational change is dizzying in most industries and product markets. The recorded music industry has been one of the industries hardest hit recently by what economist Josef Schumpeter called creative destruction. It is a notoriously difficult phase for a company to manage through. We first discuss what the music industry has been doing in response to the rise of the iPod (which has taken away music companies control over distribution in the form of CDs and the substantial pricing power that came from that control) by doing a traditional case analysis. Students learn about effective and ineffective industry responses from the discussion, but how long will this learning last? So, I make the point that this isn’t the first time managers in this industry have had to manage through a period of technological upheaval by passing around the

now-obsolete forms of recorded music distribution: a 1901 2-minute hollow, cylinder record from an old Victrola, 78s from the 1930s, reel-to-reel tapes from the 1950s, 33s from the 1960s, cassettes and 8-track tapes from the 1970s, and finally CDs. These are just dust-collectors, right? No, they are tactile representations of an economic and managerial concept, which brings the managerial challenge represented by these objects to life and sears the lessons of this case into memory far more effectively than a case discussion alone.

During the first meeting of each new class I tell my students, “I will consider myself successful if I meet you 5-10 years from now on line at a movie theater and you say to me, ‘Karen, I thought of you yesterday when I was thinking about [something in their professional or personal life]!’.” Book learning -- or the learning that used to be tested with the final exam -- is of diminishing importance, it seems to me, in an Internet Age where the answer to many questions can be conjured from Ask.com or any textbook can be accessed from a dozen websites. What then is the true measure of learning? For me, increasingly, it is the extent to which I can implant myself in students’ long-term memory. Are there 3-6 foundational concepts of strategy that they will remember a decade from now? Is there the love of exploration beyond what happened in a conversation or a business meeting that keeps their curiosity active and searching for more information and, most importantly, asking more questions? Is there a fundamental understanding that success in business strategy does NOT simply mean profits = revenues - costs? Those revenues can, and are, taken at the expense of people and the environment all the time. Is there recognition that there is such a thing as Too Much Profit, that profit alone is not a measure of success? Is there at least a flicker of conscience about whether our lives serve a greater purpose than material well-being, and that we are obligated to explore that purpose? Or, most basically, will my former students, if ever trapped in an Enron-like firm, be courageous enough to leave before the fall, but after it’s become clear internally that this is a corrupt organization? These are the goals I teach for. I could care less whether a student remembers what was on page 267 of the textbook. But, if I’ve helped develop a passion for my subject, a willingness to question and learn, an ability to formulate and defend decisions, and a bulwark against the too-often irrelevance of ethics in business practice -- well, then I’ve been a huge success.

It is particularly gratifying to be nominated for the Howard A. White Teaching Excellence Award, given my peers who have won in previous years, who were nominated this year, and those who will be nominated in future years. Little is more gratifying than having students and peers bestow such wonderful recognition on those of us who do what we do out of love -- out of a vocation simply given to us. It just goes to show: when you answer God’s call, the results are bountiful and grace-filled.

Michael Williams
Associate Professor of Political Science
Seaver College

"Michael Williams! Why don't you pay attention? You have the potential to be the best student in here, and yet you sit here each day and goof off. Why don't you apply yourself?"

These words roused me into an awkward and embarrassed laughter one spring day in 1985 as a junior at Hackettstown High School, in Hackettstown, New Jersey. They were spoken—no, shouted—by the esteemed Mr. Vellucci. Mr. Vellucci was an icon at HHS. He was in the last of his near 30 years of teaching senior and AP level mathematics in once rural Hackettstown, now a slow-growth suburb of New York City and home of M&M/Mars, Inc.

I was in my first—and only—year at HHS after relocating (again) with my father's career in information technology.

In the twenty years since, some of my classmates have reminded me of that event with laughter and the folly that accompanies youth's indiscretions. To me, however, this was a marker event that shaped my life choices and my philosophy of teaching.

I do not think Mr. Vellucci knew that neither of my parents, nor any of their siblings had completed more than a high school education. The generation prior to them barely completed primary school. While my life in the suburbs of New York City, Washington, DC, and Philadelphia was unrecognizable to my rural Oklahoma kin, it was this event in Mr. Vellucci's third period calculus class that began a shift in my thinking towards a different life through education. I have been a full-time student or teacher for 17 of the past 22 years. I have seen many students who, like me in Calculus, were not fully invested in the learning-community. Over that time I have developed a philosophy of teaching guided by three key goals: to inspire, to inform, and to connect. The following paragraphs explain how these values guide me at Pepperdine University.

To Inspire

"A teacher who is attempting to teach without inspiring the student to learn is hammering on cold iron" - Horace Mann

My doctoral advisor, Bradley Wheeler, is a model of the power of inspiration to learning. He welcomed me into his life as more than simply a student, but as a friend. During my four years of doctoral study we spent nearly every Friday afternoon together at his home sharing life. He allowed me look into his life and see beyond the research, teaching, and administrative acumen that established his career as chaired full professor, Vice-President, CIO, and dean of information technology at a Tier-1 research university. He allowed me to see the personal costs and rewards of a life in academia. This inspired me to want to pursue my research and teaching out of an inner desire rather than merely completing requirements prior to commencement. I believe that inspiring students to want to learn is a critical precursor to information transmission.

In my classes at the Graziadio School I keep a sharp focus on inspiring our students to learn. I teach Information Systems to MBA students. IS courses are required in our MBA curriculum, yet very few of our students intend to build a career in Information Technology. Consequently, I consistently return to the role and importance of IS for general managers rather than laboring the

technical details of information systems. I try to inspire students with the possibilities created by IS in order to create a hunger for knowledge about how information systems affect organizations. Second, because I recognize that very few intend to build a career in IT, I require students to craft their own learning goals for the course. Many of my students simply want to learn to communicate with their IT staffs without feeling like an idiot. Once they have set learning goals I help them establish "next actions" to achieve those goals. This personalization allows for student ownership of the learning process and keeps me from "hammering on cold iron" for hours each week.

To Inform

Much of the work of being a teacher comes from creatively and effectively conveying information to our students. It should go without saying that any teacher committed to the educational process is committed to the material domain of her discipline. However, like many of my colleagues in rapidly evolving fields, I am consistently challenged by the perishability of IT knowledge. It has been estimated that the available information about information technology doubles approximately every nine months. The "cutting-edge" information systems of today are the burdensome "legacy" systems of tomorrow. Thus, a key component of my teaching philosophy is to teach students to *think about* technology and its implications rather than to teach them about specific technologies.

Teaching students to think about technology without being weighted down by specific technological details requires a continuously evolving pedagogy. In my three years at Pepperdine I have fundamentally altered my syllabus for the Full-Time MBA core course twice. These alterations have allowed me to focus on developing critical thinking skills with my students rather than teaching them about the technology-du-jour.

That being said, MBA graduates need to understand the basic jargon and concepts of contemporary enterprise technologies. Consequently, I am committed to establishing a basic understanding of the language and concepts of contemporary enterprise technology with my students. Maintaining the balance between thinking critically about technology in the abstract and understanding key terms and technology concepts is a constant challenge and source of pleasure for me. It requires that I stay abreast of both contemporary business thinking through trade-journals and academic research. The effort is justified by notes from former students who are fruitfully utilizing what they learned in my course to advance their career. These notes are the best payment a teacher can receive.

To Connect

Finally, my teaching philosophy involves a much broader commitment to the student-teacher relationship than merely inspiring a desire to learn and providing timely and relevant information about the implications and possibilities created by information technology. I believe that learning best occurs in a context of mutual trust and respect. This implies the usual pedagogical best-practices like learning student names, interests, and key life-details; maintaining predictable office-hours; timely responses to calls and emails; thoughtful feedback on all assignments; and a fair and consistent application of rules to all students. I work hard on these practices and find them a sound foundation of trust and respect.

However, I have found that there are more opportunities to connect with students at the Graziadio School than merely sound pedagogical practices. In our school mission we *"affirm a higher purpose for business practice than the exclusive pursuit of shareholder wealth. We believe that successful management seeks collective good along with individual profit and is anchored in core values such as integrity, stewardship, courage, and compassion."* Sharing the values of integrity,

stewardship, courage and compassion requires more extensive interaction and sharing than the classroom allows. Using the generous funds provided by Dean Davis' office, my family and I have hosted hundreds of students at our home over the past three years. Every seven weeks we welcome my students into our home for a meal and an award ceremony where I give a variety of humorous and performance-based team and individual awards. Based on the feedback generated by these events, I believe they are one of the highlights of the semester for many of my students. There is something special about welcoming students into your home. It lowers barriers, opens hearts, and inspires minds. I often find that once a student makes this deeper relational connection with me and my family they are a better student, better manager, and a better member of the school community. The faceless, nameless fog of student/teacher melts into a rich and vibrant learning-community of peers. I believe this is how graduate business education should be.

Conclusion

Much has changed since that day in 1985 with Mr. Vellucci. I do not know what he had in mind when he called me out before my classmates. Was he trying to embarrass me so I would stop clowning around during his calculus lecture? Was he venting frustration from so many years spent with lazy, undisciplined students like myself? Or did he think his anger and frustration would reach me and all these years later serve as a marker in a long and winding journey towards the academy? I do not know.

But I am sure that through him and others who have cared enough to invest in me through my education I have learned an appreciation for the craft of teaching. I like to think that if Mr. Vellucci were still alive he would be proud of my nomination for the Howard A. White Teaching Award. I certainly am. I hope that through my efforts to inspire, inform and connect with my students that I will influence some of them as profoundly as he has influenced me.