

**Statements of Teaching Philosophy
by 2008 Recipients**



Joy Asamen

Graduate School of Education and Psychology

Carol Chase

School of Law

Kathy Church

Graduate School of Education and Psychology

Cynthia Colburn

Seaver College

Kristine Knaplund

School of Law

Dave McMahon

Graziadio School of Business and Management

Cindy Miller-Perrin

Seaver College

Charles Morrissey

Graziadio School of Business and Management

Steven Schultz

School of Law

Stan Warford

Seaver College

Joy K. Asamen
Professor of Psychology
Graduate School of Education and Psychology

Reflections on My Approach to Teaching

I cannot presume credit for my approach to teaching as it is a synthesis of a number of educators whom I admire from my personal learning moments. Some of these teachers were formally trained while others were not. But it is without question that each of these individuals has enriched my life and contributed to my own philosophy about effective teaching and how one learns. In this statement, I have pulled together the qualities that left me with a lasting impression and serve as the basis for how I approach my work with students.

As I reflect on my own journey as a student, one thing comes to mind strongly among those teachers who I most admire—their **passion** for teaching. One could see that they found immense pleasure in sharing their knowledge and mentoring the learner as they evolved in their understanding of this knowledge. Research methods and data analysis courses, which are the only courses that I teach, are rarely received with enthusiasm by the psychology graduate students who I instruct. These students prefer learning how best to provide clinical services to their clients rather than engaging in the discovery of new knowledge. But I am openly passionate about what I teach and the relevance of what I teach to training psychology graduate students to become competent clinicians. Enjoying what I teach sustains me. It has sustained me over the last 20+ years of teaching these courses. The enjoyment I experience teaching these courses is also contagious—students feed off my enthusiasm. In my experience, when the teacher is enjoying what she/he does, the students put aside their doubts and allow themselves to learn.

Accessibility is still another attribute that drew me to the teachers who I admire. These teachers were welcoming and never made me feel as if I was imposing on their time when I asked to meet. They also sought me out if they sensed I might be struggling. Ministering to the academic and professional development of students is a substantial part of what I do on a week-to-week basis, and it is a responsibility that I take seriously.

When I reflect back on my own outstanding teachers, two interdependent attributes come to mind—the **expectation to succeed** and **intolerance for mediocrity**. Just as the teachers who I admire expected my full participation, students know that I insist they **commit** to their education and **strive** for academic excellence. And they also know that they will surely garner my attention if I suspect they are not taking their work seriously or putting forth adequate effort. If there are authentic difficulties that are preventing a student from fully participating in their learning experience, we work out a plan to address the challenges as I firmly believe most graduate students have the capacity to succeed.

Although as a student I might not have fully appreciated the next attribute, it is certainly one for which I gained an appreciation as I became a more self-assured student—**open and honest critical feedback**. It is easy to inform students about what they do well, but helping graduate students mature into professionals who will serve the psychological needs of clients must also consider what they need to improve, which is a more challenging task. Graduate students have experienced a considerable amount of academic success so hearing what one needs to improve may be difficult to hear. Yet, the needs to acknowledge both what one does well as well as areas for improvement are necessary to the development of competent professionals.

Finally, the teachers who I most warmly recollect are those individuals who **did not judge** my beliefs or behavior although raised questions for me to contemplate, were **tolerant and understanding** of differences as opposed to disapproving of others, and were **reflective listeners** rather than paternalistic. I attempt to emulate these behaviors in my own interactions with students as I believe strongly “With an open mind and heart we embrace the human spirit of multiple backgrounds and perspectives” (GSEP Mission and History website, Inspiration for Change section, ¶ 4). And in embracing the human spirit with all its complexity, students flourish and are provided with the best opportunity to succeed in their professional and personal lives.

Carol A. Chase
Professor of Law
Pepperdine School of Law

Teaching in a professional program is a multidimensional task which often requires the instructor to present, and the student to master, information and skills pertinent to several aspects of the profession. In some respects law teaching is similar to what I recall from my undergraduate days as a history major: some of the information that is presented must simply be learned. Law students learn the “laws”—the common law or statutory legal principles that govern relationships, rights and responsibilities. But that is only one aspect of what we must impart to our students, who will also need to learn the skills and values of the legal profession. The guiding principle for me as a law teacher, therefore, is to try as much as possible to combine teaching of legal principles with opportunities to practice professional skills and to consider the moral and ethical dilemmas that attorneys will face.

An example of the practical application of this approach is an exercise that I use in my first year Criminal Law course to introduce the crime of rape. It is an interesting topic, of course, but it is also a perilous topic in that, with 70 to 80 young adults in the class, it is probable that one or more may have had some personal experience with that offense, which includes both “stranger rape” and “acquaintance rape”. After

preliminarily discussing the basic elements of the offense, I seek student volunteers to present to the class closing arguments based upon an “acquaintance rape” case that they have been assigned to read. One student will present the prosecutor’s closing argument, and one will present the argument for the defense.

As the students argue, they are doing what law students are called upon to do in law school examinations, which is also what judges and attorneys are called upon to do on a daily basis: They take the law as they understand it, apply it to the facts that have been presented, and reason to a conclusion as to whether the crime of rape has, or has not, been committed. Although the rule of law may be straightforward, its application to the facts is complex, and the outcome is typically not a foregone conclusion. In this exercise the class is able to see that the perspective from which the facts are viewed, the context of the factual dispute, and the unique experiences that individuals bring to the table all influence how the case will be resolved.

After the arguments conclude, I select a student to act as foreperson of the jury (comprised of the entire class) and that foreperson leads the class in a deliberation of the defendant’s guilt or innocence. During the deliberations, the students have an opportunity to “argue” particular aspects of the case, which again gives the students practice in discerning which facts are the critical facts that will govern the outcome of the case under the rule of law. But the exercise goes beyond that. It also helps students to understand not only the role of the jury, but also the difficult decisions that jurors are called upon make. They gain a working appreciation for the burden of persuasion (“beyond a reasonable doubt”) and other systemic safeguards of our criminal justice system which protect the innocent against wrongful conviction. They also begin to appreciate the solemnity of the task that falls upon not just the jurors, but the attorneys and judge, as the case proceeds to a verdict.

At the conclusion of the exercise we have accomplished a number of objectives: we have discussed and applied the rules of law, we have engaged in the type of critical legal analysis necessary to practice law, we have had an opportunity to better understand the workings of the criminal justice system at the trial level, we have provided opportunities to practice oral advocacy and persuasive skills, and we have (hopefully) developed respect for the conflicting viewpoints expressed even when we may disagree strongly with the conclusions reached by others.

In the classroom I try to find ways to facilitate multiple levels of legal learning, but in my years teaching at Pepperdine what I have found equally precious are the countless opportunities we have—inside and outside the classroom—to mentor aspiring lawyers into the legal profession. My teaching philosophy is shaped by knowing that at the conclusion of the law student’s three years of study, we will do more than graduate them—we will be proud to welcome them as colleagues into our profession.

Kathy L. Church
Assistant Professor of Education
Graduate School of Education and Psychology

Teaching Teachers: A Work of Heart, Mind, and Soul

I am a teacher at heart, and there are moments in the classroom when I can hardly hold the joy. When my students and I discover uncharted territory to explore, when the pathway out of a thicket opens up before us, when our experience is illumined by the lightning-life of the mind -- then teaching is the finest work I know. (Parker Palmer, 1998, p.1)

As in the fine words of Parker Palmer, “I am a teacher at heart.” But even more defining I am a teacher of teachers. I am humbled by the task I approach each term and blessed by the process and experience of facilitating self growth in others as they create their own identities as teachers and discover the complexities found within the act of teaching.

My understanding of the teaching learning relationship has always been cultivated by my commitment to academic rigor, my students, and my scholarship. The importance of education demands significant attention to excellence. Academic rigor is required because the outcome performances of our graduates will have a continuing ripple effect on the future of others. It is essential that tomorrow’s teachers be of the highest quality to serve our children and influence educational reform. My students have been my best teachers and investigating the teaching learning relationship has been my most personally useful area of scholarship. Studying the learning process enhances my teaching and fine tunes my instructional delivery. Given research has long since shown that accumulating knowledge is not equivalent to being able to apply it, I am always looking for those elements in the learning environment that will help students construct information so it may be more easily applied in the future.

In reflection, there are seven basic principles that direct my teaching. They are seven ‘habits of mind’ if you will, providing me a sound foundation for potential success. Every term I approach each class knowing that teaching is filled with complexity. That knowledge alone has taught me to be flexible. I view my students as having untapped potential and a longing to grow beyond what they currently know. I do not attempt to give them *just* my perceptions but rather allow their ideas and desires to determine what I need to do and how I should progress as the teacher in the classroom. These overlapping principles assist me in successfully carrying out the role of *teacher*.

Teaching is personal.

“What lies behind us and what lies before us are tiny matters compared to what lies within us.”

(Walt Emerson)

Teaching is strongest when it reflects me and my individual students. When I arrange the learning environment for teaching, it is personal. It is a reflection of my own depth of knowledge, beliefs, and abilities. What I bring to the classroom is born of mind, heart and soul. However, in planning and delivery I will not be successful without extensive content

knowledge of my field and a personal understanding of my students. Each term the class is filled with different students and to serve them well I need to know my learners. I need to know their background and begin to understand their individual learning needs and strengths. Even in the university classroom I can maneuver the learning environment in such a way that will better facilitate learning for that particular person. Making a difference in processing for one person is likely to promote a stronger sense of independence and success. Likewise, learning is personal as each and every student is responsible for constructing their own knowledge and seeking to anchor that knowledge into their own world of experience. It is my job to consider the content, strategies, processes, and experiences in organizing and delivering my content. Then I follow with what I know of my learners and their learning processes to orchestrate the best delivery and timing of instruction.

Teaching involves ethics.

“Education is a moral undertaking that shapes the character of the nation.”(Susan Stinson)

There is a moral code that guides the behavior of both teacher and student. In one of my classes entitled *Teacher Identity and Vocation*, it is my hope that my students will synthesize their new experiences with past experiences, cultural background, professional knowledge, and an understanding of others in order to better define *who they are* as educators. It will be ‘who they are’ that will influence all they do in the world of teaching. The process is only brought to the surface in my class but it will be an ongoing journey for them long after the class has ended. This pushes me to assist them in seeing how the integrity and values of a person will be reflected in their work as educators. Searching for truth and excellence will serve as the foundation for advocating for all children. Teaching this course brings ethical dilemmas to the forefront and students wrestle with their beliefs and the realities of this world. *Who they are* will influence their future and their students’ future in significant ways.

Teaching is often at its best when it is experiential.

“A man will be imprisoned in a room with a door that's unlocked and opens inwards; as long as it does not occur to him to pull rather than push.” (Ludwig Wittgenstein)

It is through experiences that we can obtain a much fuller understanding of the learning task. In teaching teachers, it is essential to build as many ‘hands on experiences’ as possible. I am privileged to teach a literacy course with an embedded practicum which allows my students to more easily connect theory and practice. Through application students can examine the intricacies of teaching and learning that only come with authentic experiences. I become the environmental facilitator and my students engage as a community of learners. Sometimes lessons are best learned by doing, trying, and pulling when pushing doesn’t work.

I am truly blessed by a partial assignment in a professional development school partnership with a K-5 public school. My students and I spend considerable time teaching and engaging in school related activities. The learning experiences that have been planned in collaboration with these talented public school educators are perhaps the best examples of experiential education. Experiential education is at its best, when my students are in an environment surrounded by a community of mentors, of which I am only one.

Teaching extends beyond the classroom.

“Children will not remember you for the material things you provided but for the feeling that you cherished them.” (Richard L. Evans)

It is the caring of students that transcends possibilities for the future. It is with purpose that I design the learning environment to be one that best facilitates higher level thinking. It is my role to encourage and motivate my students to seek further learning experiences and guide them in areas of possibilities perhaps not seen at the moment. Sometimes this is easy as their own excitement becomes the spring board forward to additional exploration. Other times it is with encouragement or guidance that a student explores outside opportunities. I engage students in scholarly work that extends beyond the classroom. I have been blessed with students who collaboratively work with other professionals writing proposals and presenting their work at professional conferences. I have been humbled by the strength of character and dedication of my students to serve beyond their classrooms and in their school communities. They blossom when they reach beyond themselves. It is with encouragement and knowledge that I provide support and it is with awe that I observe my students giving back to the community through service-learning or action research projects.

Teaching must stimulate thinking.

“I cannot teach anybody anything; I can only make them think.”
(Socrates)

I am a ‘process’ teacher. I am interested in the metacognitive processes that take place during the act of learning. It is my nature as an educator, psychologist and researcher to pay attention to the metacognitive processes that are required to learn something effectively. In my teaching I try to influence learning through designing instructional experiences that will facilitate thought processes leading to deeper understanding. For example, when teaching literacy to ‘soon to be’ teachers, I have created materials that simulate the ‘learning to read’ experience by developing special texts that will provide a learning experience from a young child’s viewpoint. I have designed a number of lessons where my students can experience and identify with students having different processing deficits such as visual perception or memory, auditory perception or memory, integrative, written and oral expression difficulties. For my students these are ‘mind’ and ‘attitude’ changing events. It forces them to think differently. These thought provoking opportunities often lead them to reevaluate what they believe about education, teaching, and learning.

Developing critical thinking skills are imperative to becoming a great teacher. I specifically select instructional strategies that require reading for deeper understanding, writing as a means of reflection, and social interaction to promote further learning and personal ownership of material. Together these process strategies will aid in developing critical thinking skills needed for application together in new situations.

Teaching is about relationships.

“Snowflakes are one of nature’s most fragile things, but just look what they can do when they stick together.”
(Vista M. Kelly)

At the very foundation of any exchange between human beings is how we view one another. It is important that my students understand their responsibilities as professional educators and acknowledge the dignity and value of all human beings. I try to reflect this in my own teaching and help my students to see the important role this plays in their interaction with learners and other members of the educational community. These future teachers will work in diverse and challenging classrooms where individual differences and diversity must be valued. One will be limited in making good educational decisions unless this component is in place.

I hold the sociolinguistic viewpoint of learning to be most valuable. I utilize instructional activities that promote social communication and shared understanding. It is within relationships some of the most poignant learning occurs. It is in community and with collaboration that positive and encouraging relationships serve teaching and learning well. I hope my students are aware of my commitment to them as people and learners as it will be within their committed relationship with others that will foster growth in the future.

Teaching is inspirational.

“I am not a teacher, but an awakener.”
(Robert Frost)

It is the moments of creating, searching, discovering, and sharing that continually inspire me to reshape, rediscover, and improve what I do. Thus far I engage in these activities with as much if not more passion than when I started in higher education. High expectations and encouragement often serve to inspire my students. My excitement and enthusiasm for my work is catching and I hope I influence them to have a love of learning and inspiration for purposeful knowledge. There is not a better compliment to a teacher than hearing the words “You have inspired me.” It is at that moment there is complete clarity of why you are a teacher. What you labored to give was not only received but ‘owned’.

Thank you for this opportunity to share some of my reflections on teaching. It is through love and commitment to my profession and students that the joys of teaching and effective learning are born. Understanding the complexities involved in the teaching learning process humbles my potential successful influence and strengthens my relationship with God.

Cynthia Colburn
Assistant Professor of Art History and Humanities
Seaver College, Pepperdine University

Art, as a form of human expression, moves people in powerful ways. It can inspire spiritual devotion, fuel a political revolution, or instigate social action. I am passionate about the history of art, and I find teaching it extremely rewarding as it provides a unique opportunity to play a positive role in the lives of a diverse and dynamic group of students. I believe that a successful teacher is one who is committed to a lifetime of studying and

self-reflection. My best professors were those who were willing to develop and improve their knowledge of the material, as well as their methods of teaching. These were also the instructors who were most excited about teaching, even after twenty or thirty years of experience. I also believe in challenging students intellectually. I consistently find that students appreciate being challenged, especially when they see that the professor is working diligently to be available for them and to make the process of learning interesting and enjoyable.

I have several goals in teaching art history. First, I want my students to gain a solid understanding of the works of art, including their historical, cultural, and formal contexts, as well as the discipline of art history and its methodologies. Second, I challenge students to think critically and analytically about the material. Third, I encourage students to appreciate diversity as visualized in art. Finally, I strongly believe that it is my responsibility to teach students to communicate effectively, both in speaking and writing. These last goals are just as important as mastering the course material, since thinking analytically, appreciating diversity, and communicating effectively are essential for success in any discipline or profession.

In the classroom I accomplish these goals through a variety of methods. First, I prepare rigorously for each class. Student evaluations of my teaching often refer to me as being extremely well prepared, organized, enthusiastic, and knowledgeable. I believe successful learning is accomplished through the active involvement of students in class discussions. I encourage an atmosphere conducive to discussion by posing questions to students and taking the time to fully explore their questions and comments. In addition to the textbook reading for class, I assign articles on topics that I believe will be of particular interest to students. These articles often demonstrate the relevance of art to students' lives. I often provide questions for each article to guide students through the reading, and then expect them to help lead discussions in class. This interactive environment encourages students to come to class prepared, and develops their analytical and communication skills. It also shows students that they have something worthwhile to contribute, which helps build their self-confidence. This approach makes the course more challenging, but more interesting as well, and the students are happy with the end result. Their active participation helps them get much more out of the course, and they have more success retaining the information long after the course is over.

In order to keep students engaged, I use a variety of media in my lectures, including digital images and occasional videos. I also incorporate field trips to museums, galleries, local architectural monuments, and/or relevant theatrical performances, such as those at the Getty Villa. Evaluations show that students find these trips especially rewarding.

Each of my courses includes a major writing component. This usually entails a paper written on a work in a local museum for Arts Appreciation (a general education course), and a research paper for upper division courses. For research papers I often provide general topics and an initial bibliography so that students have a solid foundation from which to launch their research, but I also sometimes allow students to develop their paper topics in consultation with me so that they can work on a subject that really piques their

interest. I require drafts of papers in some of my courses, and I always encourage students to come to me with a draft of their thesis statement and an outline of their paper. After the papers are returned with my comments, students in upper division classes are required to give an illustrated, oral presentation of their paper to the class. This allows students to rework their paper and practice communicating orally.

Recently, I incorporated a service learning project into some of my courses. When I decided to do this, it was because I believed that our students could have a positive impact on underprivileged students from the inner-city. This proved to be true, however, what I didn't realize was just how much our Pepperdine students would learn from these children, and the important role the experience would play in helping many of our students discern their vocation. This experience has also had a powerful impact on me as a teacher, and I plan to add a service learning component to other courses as well.

Outside of the classroom my teaching responsibilities continue, as I believe it is important to involve undergraduate students in research through Directed Studies or other avenues such as the Summer Undergraduate Research Program. One undergraduate student with whom I worked presented the results of her research at a scholarly conference in Renaissance studies in a paper entitled, "Reflections of Spiritual Identity in Albrecht Dürer's Self-Portraits." Two others came with me to Italy where they worked on the Monte Polizzo Archaeological Project in western Sicily. One of those students will begin her first year of graduate study in ancient Greek art history at the University of Oregon this fall. Other students have worked as research assistants on my own publications, including an article entitled "The Symbolic Significance of Distance in the Homeric Epics and the Bronze Age Aegean," and an edited volume entitled *Reading a Dynamic Canvas: Adornment in the Ancient Mediterranean World*.

I also take seriously my responsibility to work closely with students on their applications to graduate school, medical school, or law school, as well as on scholarship, internship, and job applications. Students with whom I've worked have been accepted to graduate programs at Columbia University, UCLA, Yale University, the Ohio State University, the University of Oregon, Birkbeck University of London, King's College in London, Christie's and Sotheby's graduate business programs in London, the London School of Economics, the Graduate School of Education at Pepperdine, and Bosphorous University in Istanbul, as well as to medical school and law school. Further, Pepperdine students have held internships at the Getty Center, the Getty Villa, the Los Angeles County Museum of Art, the Museum of Contemporary Art, Christie's, the Norton Simon Museum, the Houston Museum of Art, the Columbus Museum of Art, the Kimbell Art Museum, I-Gavel online auction house, and the British Museum. Pepperdine alumni also have positions at prominent museums, such as the Getty and the Los Angeles County Museum of Art.

Finally, I try to create a nurturing environment for students by showing them that I am genuinely interested in what they have to say in the classroom and beyond. I make myself extremely available to students, and when their interest is piqued on a certain subject, I provide additional information. Students often comment on how approachable

I am when they need extra help with course material, when they are interested in discussing opportunities in art history or related fields, or even when they want to talk about balancing career and family in the future. I believe that students feel comfortable talking to me about their dreams and fears for their future because I share some of my personal life with them, whether it's a quick story about something funny my 5 year-old daughter or three year-old son said that morning, or inviting my classes to my home each semester for dinner with my family, an art related movie, an Art History Student Society meeting, or a discussion of internship opportunities.

I would like to close with the text of a card written to me by a former student, who was the 2006 valedictorian of Seaver College and is now a graduate student in history at Yale University. I chose to end with this note because I believe it sums up what I strive to be as a teacher in a very clear and simple way.

June 5, 2006

Dear Dr. Colburn,

(Please excuse my tardiness with this note; it's meant as an 'end of the year' thank you... obviously, I'm a bit behind.) In the two years I have known you, you have had a profound impact on my development as a scholar and a person. You are a driven, intelligent scholar and a talented teacher. While maintaining a high level of academic excellence in the classroom, you also have the gift of connecting with your students personally and building their moral and spiritual character. Your gentle manner both pushes students to excel and provides comfort during the travails of undergraduate study. I have often been impressed by how well-loved and respected you are by your students.

Thank you for taking the time to advise me about my future. It has been (and is) so helpful to hear you speak of your own experiences in this regard. Thank you for encouraging me to explore who I am and what I want as a scholar and a woman. You are an admirable teacher, and I was fortunate to have you.

*Fondly,
Student*

Kristine Knaplund
Professor of Law
Pepperdine School of Law

As a teacher, I see four primary goals in my dealings with my students. First, I help them to learn fundamental doctrines in my field. Second, I teach them to think like a lawyer, by critically analyzing rules, rationales, and policy judgments. Third, I encourage my students to think beyond what the law is to what it should be, and to consider their role as a catalyst for change. Finally, I see myself as a role model for students, helping them to learn how one behaves ethically and morally in the world, balancing work, family, and spirituality. I help my students develop their own moral compasses, through class discussions, individual meetings, and my work with Phi Delta Phi, an honors legal fraternity with an emphasis on legal ethics. In everything I do, I take to heart Ken McBain's words from *What The Best Teachers Do*, "You don't teach a class; you teach a student."

Pepperdine's mission was a key reason for me to move here in 2002. I strive every day to embody the university's commitment to Christian values in teaching and mentoring my students, and in all my professional activities. My research has reflected these values as well: I have written about the impact of the law on vulnerable and disadvantaged populations, such as orphaned children, and elderly people with cognitive impairments. I appreciate the freedom Pepperdine has given me to bring religious beliefs into the classroom, especially in my Bioethics class where we can discuss Christian readings and other religions as well.

Dave McMahon
Associate Professor of Marketing
Graziadio School of Business and Management

The key to my teaching is not just the enthusiasm that the students continually mention in their evaluations but the hope of a coach that burns within me for each of my players to run the perfect play. While I have learned that all my players will not run the perfect play, I refuse to categorize them along the way. I use all the tools at my disposal as I always hold out hope that every participant can raise their game to the level necessary to run the perfect play. As such, I give them everything I have in the hope that each will step up to, if not this level, a level that he or she did not think was attainable or even knew existed. From the feedback that my students give me, some of whom are now friends, this goal has been attained. However, I still hope for the day when everyone in a class reaches the top level and I have to go in and defend my grades to the departmental chairperson. Idealistic? Yes, but if we do not strive for excellence then are we not settling for some form of mediocrity for ourselves, our students, and the institution?

Throughout the fabric of this quest, the threads of the components enumerated as exemplary for the Howard A. White award are woven. Let me briefly touch on each.

Ability to inspire independent and critical thinking. I use a unique quiz format that challenges my MBAs to not only assimilate information but also integrate and extend it. This is critical in their ability to not only learn, but more importantly, learn how to think. The goal is to allow them to think about any topic in terms of how to take it to this top level so as to give their organization a competitive advantage while creating a multi-win scenario. This critical thinking is further enhanced through the use of the Harvard case method and the use of in class simulations.

Ability to encourage intellectual interests in students and to stimulate students to think creatively I start the class by kidding with the students about the common perceptions and definitions of marketing. I then let them know that there are actually 63 slices to the marketing pie (yes, it is more than just sales and advertising!) and that if they give me their best effort that they will be able to out perform a significant number of the people with marketing in their job title. I also get them to broaden their minds by thinking out of the box. I have fun with the engineers and research scientists when I ask if there are any in the room. By their body language, they give their answer. I then let them know this may be a tough class for them because in marketing there are probably 100 ways to do it right and 1000 ways to do it wrong and they may be used to pursuing THE right answer. There are a lot of snickers and grins but by the end of the semester they see the bigger picture and are able to approach problems from a multitude of directions, some scientifically based and some artistically based. The joy they experience is because they have opened their minds and dared to take the journey. A number of students have either changed their emphasis or career trajectory after taking my marketing course.

Enthusiasm and vitality in learning, teaching, and scholarship. In terms of enthusiasm in teaching, I refer the reader back to my introductory statements and my student evaluations. I often tell friends and people I have just met that if I could do away with the politics outside the classroom, I have the greatest job on Earth. My enthusiasm for learning is evidenced by the fact that I stay current on the literature, have three graduate degrees in three different fields (psychology, theology, and business), and want to pursue additional study to start building a field that crosses over ministry and marketing. This last point also speaks to my enthusiasm for practical and relevant scholarship, the focus of the business school. I have published a number of articles, made numerous presentations, and co-authored a seminal book in the field of HR logistics.

Commitment to academic rigor in the classroom. This is evidenced by my GPA being one of the lowest in the discipline while my evaluations are some of the highest. Recently, I received an award to this effect. Following is an excerpt:

Dave McMahon is recognized for Outstanding Teaching within the Marketing Discipline. Dave receives the highest teaching evaluation scores averages in the

Marketing Discipline, while maintaining grading standards that are among the most stringent. Student comments reveal a professor who is high-energy, proficient in the case method, and who cares about his students.

On the underground rating system in the graduate school (which my students let me know about), you will find that the profile the students have created is one of a professor whose class is a lot of work, but worth it.

Ability to organize course material and to present it cogently. Given the vast amount of information in marketing and the fact that it has to be covered in the core course, I have no choice but to organize it well. This requires the use of multiple delivery methods that increase the probability that the students will gain an understanding of the material, a solid grasp on how to use it in their businesses, and an appreciation for the field. The comments I get strongly suggest that they have taken this material back to work with them and implemented changes.

Mastery of the subject matter. This is evidenced by the students making comments in their evaluations every semester about how knowledgeable the professor is in the subject area. Another evidence of this is the success of the consulting projects that I have managed through the E2B initiative across a broad range of companies dealing with a diversity of marketing and business issues.

Active involvement with students outside of the classroom, including advising, counseling, and mentoring students. I meet with students around L.A. and Orange Counties on a regular basis to help them with their E2B projects, talk about their career plans via the Individual Marketing Plan (IMP) that I have developed for them, and to talk about personal problems they may be having. Near the end of the semester, I drop by the campuses on the weekend to see how their team meetings are going as they wrap up their projects. In semesters after my class, I am invited to lunch on a fairly regular basis to discuss business ideas and the IMP as they rethink their career paths and consider different business opportunities. I have also had the privilege of performing two wedding ceremonies for former students.

Record of good academic citizenship through service to students, the University, and the community, and a commitment to scholarship. My commitment to scholarship has been addressed above. My service to students has come through spending extra time with them during the week, on the weekends, in semesters after the class and after graduation. I have served on numerous committees that directly affect the students and serve the university as well as the business school (Student Issues Committee, Lead Marketing Faculty for FT MBA, Policy Committee, Integration and Application Committee, Admissions Committee, BSM Committee, IRB Committee, FOGG tournament committee, marketing delegate to the EMBA committee). I have also participated in fund raising for the business school and university. These efforts have raised a significant amount of funds. In addition, my projects have provided media exposure for the university via radio (KFWB), television (CNBC, three local stations) and print (LA Times and WSJ). My primary involvement with the communities in which

I have lived since returning to Pepperdine has been through the Malibu church of Christ/University church of Christ in Malibu, the Hilltop Community church of Christ in El Segundo, and the Canyon View church of Christ in San Diego.

Consistent demonstration of support for the University's mission. Each decision one makes must be informed by and viewed as coming forth from knowledge of God through Christ. This seeking leads one to a realization of one's finitude and the measure of service rendered to mankind through and by Christ. That knowledge calls, ultimately, for a life of service. The operationalization of a Christian worldview is somewhat dependent upon the individual. Different individuals possess different knowledge, skills, abilities, and gifts. In addition, individuals tend to differ in the extent to which they are willing to "let go and let God." In my life, this operationalization has been manifested in three ways.

First, I have pursued a deeper understanding of God's will and word. This has taken the form of intensive academic study at Harding Graduate School and Pepperdine University as well as individual study and quiet times. Second, I have been involved in the ministerial work of the church in Charlotte, Memphis, and Malibu prior to my doctoral studies and Malibu, El Segundo, and San Diego upon my return to California.

Third, the call to service has guided my secular pursuits. In working in the golf industry, the competitive advantage that allowed our stores to be ranked consistently in the top ten was the development of a corporate culture based upon unparalleled service and caring. In the classroom, my evaluations reflect an attitude of service and caring for my students. In my teaching, I stress the societal marketing concept vs. the traditional marketing concept. I bring up ethical questions and challenge the students to think of more than just the bottom line.

In summary, my approach to teaching is based on the belief that an MBA is not as much about learning but about learning how to think. To accomplish this it is necessary to use multiple methodologies, be flexible, and create a dynamic environment in the classroom that draws from all the resources available to me and the class, especially those contained within the students. I give of myself to the students without expecting anything in return except for them to realize their potential, the limitless possibilities that lay before them, and to make a plan to achieve their newfound goals. When it happens, the bond that we have is beyond words but it is very special.

Cindy Miller-Perrin
Professor of Psychology
Seaver College, Pepperdine University

I am honored to be a finalist for the Howard A. White Teaching Award. Since coming to Pepperdine, I have had several opportunities to observe the teaching practices and performance of fellow colleagues and I am very much aware of just how many exceptional and gifted teachers we have at Pepperdine. I am so humbled to be considered for this award, given that there are many of my colleagues who are just as deserving.

I am a clinical psychologist, trained in the diagnosis, assessment, and treatment of mental disorders. Prior to joining the Pepperdine faculty, I spent two years in the applied practice of psychology working as a clinician. Although psychology is defined as the scientific study of behavior and mental processes, anyone who has actually practiced psychology will tell you that conducting therapy is much more than simply applying science. When I engage with patients, I am certainly committed to using the most empirically validated treatment methods as part of my approach. But the type of method one chooses to apply in therapy is just one component of successful therapy. Equally important, and in some circumstances more so, are various characteristics that the therapist brings to the therapeutic relationship, such as genuineness, caring, and warmth. When effective techniques are combined with the personal qualities of the therapist, a special relationship is forged and something rather mysterious occurs, with both parties the better for it. Over the years I have come to realize that good teaching is a lot like therapy: it is a rather mysterious process that requires a blend of proven methods and special qualities of the teacher, and flourishes within the context of a personal relationship whereby both the teacher and the student benefit. Although I cannot claim to completely understand the mysteries of good teaching, what follows are some of my own insights after 16 years of teaching.

Goals and Methods

One of my most important teaching goals is to cultivate intellectual development in students by inspiring them to think independently and critically. I attempt to cultivate intellectual growth and critical thinking in my students in a number of ways, but two methods stand out as particularly helpful. First, I do what I can to encourage my students to share in the responsibility of their intellectual development. I do not try to create an environment whereby I am “the expert” imparting knowledge to the “non expert,” but rather I attempt to develop an atmosphere of collaborative inquiry whereby my students and I are learning and problem solving together. When I work with students on research projects either as part of my Advanced Research Seminar or as part of an independent study, for example, I require students to take on a great deal of responsibility and intellectual leadership. We meet weekly to discuss the research literature and methodological issues, but we share the roles of “student” and “teacher” as we work together to formulate a hypothesis or develop methods for answering questions or interpret data. I have high expectations for my students, but my goal is to challenge them and to push them to their full potential intellectually so that they can discover that they can think critically and independently. Many of my students are not fully aware of just

how much they are capable and I find that exposing students to challenges, while providing appropriate support, helps them to gain a new sense of confidence academically as well as personally.

Second, I encourage my students to disagree with me and/or my research and with the work of others in the field. This practice helps my students think like a psychologist. In many of my classes, for example, I require my students to write a literature review on a topic of interest. In my Positive Psychology course, students read the relevant literature on their topic and then complete a rough draft that analyzes the research in terms of major findings as well as limitations. I then meet with each student individually to discuss their analysis and critique, challenging them further to think critically and to support their claims with logical arguments.

Another important teaching goal is to connect academic ideas to students' personal lives - their own interests, concerns, values, and experiences. I try to accomplish this by allowing students to actively participate in the learning process through the use of demonstrations, exercises, experiments, service learning, or laboratory work. In my Positive Psychology course, for example, students complete a number of exercises that encourage them to practice or apply the concepts learned in class to their own lives. In applying concepts such as altruism, wisdom, gratitude, etc., students not only learn about how to define and measure various positive psychology concepts, but also learn something about themselves and the world in which they live. In one exercise, students complete an assessment instrument that identifies their top five character strengths or virtues. Students then spend two weeks practicing one of their character strengths in new and different ways. After completing the exercise, students write a paper describing what they learned about themselves as well as what they learned about how their actions impact others.

When I teach about experimental methods in my introductory psychology course, as another example, I engage students as subjects in an experiment involving a taste test similar to the Pepsi Challenge. As part of the experiment, students taste two different colas in counterbalanced order and rate their taste preferences. The procedure includes keeping the cola bottles and brand labels in clear view of the participants. Unbeknownst to the participants, however, each bottle contains the same type of cola, despite the different labels. Following the experiment, we discuss the various elements of the experimental design (e.g., independent and dependent variables) as well as limitations in the experimental design. Students often quickly conclude that being able to view the brand labels confounds the results, at which point I let them in on the secret about the colas and we determine the true independent variable. This demonstration not only helps students understand experimental design, but also provides an opportunity to discuss various ethical issues associated with research with human subjects. Techniques such as these help to engage students, stimulate their thinking, and often provide practical and personal relevance to the course material. These types of assignments challenge students in the application, analysis, and synthesis of course material, making that material more personally meaningful and useful.

Personal Qualities of the Teacher

In his book, *The Courage to Teach*, Parker Palmer states that “good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of

the teacher” (Palmer, 1998, p. 10). In this statement, Palmer is acknowledging that good teaching is more than the methods a teacher uses to impart knowledge. Good teaching transcends technique and includes important qualities inherent in the teacher. I believe that one of the most significant personal characteristics that a teacher brings to the classroom is his or her passion and enthusiasm for the subject. As Palmer notes, “The connections made by good teachers are held not in their methods but in their hearts – meaning heart in its ancient sense, as the place where intellect and emotion and spirit and will converge in the human self” (Palmer, 1998, p. 11). The heartfelt passion that teachers feel for their subject matter and communicate to their students cannot be manufactured, but rather must stem from one’s interest in and identification with the subject matter. I have a passion for psychology that affects most areas of my life and if I can convey my own sincere interest in the topic, and teach it with genuine enthusiasm, then students will be more motivated to learn and to enjoy what they are learning. In addition, it is my hope that my students’ love of learning in the field of psychology will generalize to a lifelong love of learning in general.

Other personal qualities that are important to bring to the classroom include a personal set of ethical values and integrity. Faculty members not only influence students’ development as young scholars, but also as responsible citizens and good human beings. This is particularly relevant at a Christian university such as Pepperdine “which celebrates and extends the spiritual and ethical ideals of the Christian faith.” Being a teacher carries with it an awesome responsibility. Teachers have the potential to significantly influence their students, and because of this, we should be held accountable for our actions (James 3:1). I take very seriously the call to demonstrate Christ to my students. I believe that one of the most significant ways that I can do this, as a faculty member at Pepperdine, is to strive to be a Christian role model who demonstrates love, integrity, concern, and respect for my students.

Effective Teacher-Student Relationships

I believe that good teaching occurs when the teacher has a strong bond with students through a connection with their subject matter. One approach that strengthens my relationships with students is to view them in a holistic fashion, recognizing that they not only need cultivation of their intellect and character, but of their emotional and spiritual selves as well. I attempt to cultivate both emotional and spiritual growth in my students by showing them that I am genuinely concerned about them as learners, as well as human beings. If students feel that I have a genuine interest in their welfare, then I believe that they will be motivated to put in extra effort to reach their potential. I try to show a genuine interest in my students by making an effort to get to know each one as an individual. I invite each of my Psychology 210 students, for example, to meet with me individually over lunch so that we can get to know one another in a more meaningful way. I also invite my classes as well as my research students to my home for meals each semester. These activities help communicate to my students my interest in them and my belief that each is important as an individual.

One of the best ways that I can build relationships with my students is through my role as a faculty mentor, where I serve as both a loyal friend and an advisor. I try to be a good mentor to my students in a number of ways. I mentor students seeking academic counseling or those who need a friendly ear when a problem (personal or academic)

arises. I try to provide solid academic advising with regard to the psychology major and graduate school opportunities in psychology. I also serve as a research mentor to students whose research projects I have supervised. Finally, I try to mentor students by encouraging and nurturing their spiritual growth. In the past, for example, I have co-hosted several Club Convo sessions either in my home or on campus. I find that mentoring students is one of the most rewarding aspects of my job as a teacher and I approach my role as mentor as a vocational calling.

Conclusion

My love for teaching and concern for the intellectual, emotional, and spiritual growth of college students is the primary reason I chose to be a member of the faculty at Pepperdine University. I have found teaching to be an incredibly challenging experience, but one that is equally rewarding. As I observe the many excellent teachers at Pepperdine, one commonality that these teachers seem to share is the attitude that "good teaching" is an evolving process that does not have a clearly identifiable endpoint. Good teaching requires a career-long process of reevaluating and revising approaches and strategies, tempered by passion for the discipline, and a heart that cares deeply for students' intellectual and spiritual development. I have tried to adopt this attitude in my approach to my own teaching and therefore continue to be in a process of revising the structure and content of my courses, reevaluating the methods that I use to teach, enhancing my own personal and professional development, and discerning the best ways to serve as an effective mentor to my students.

Charles A. Morrissey
Associate Professor of Strategy
Graziadio School of Business and Management

For the past twenty years I have had the good fortune to teach the final course, Strategy, in the MBA program. The course objective is to equip students with core concepts, frameworks and analytical tools to make better decisions for their firms and themselves. My teaching philosophy is to develop my students' confidence in their ability to apply the concepts and tools they have learned in their MBA program to solve complex management problems.

This philosophy has been influenced by a number of professors in my own pursuit of an MBA and Doctorate in Executive Management. I was fortunate to have two of the leading management educators in the field, Roland Christensen and Peter Drucker, whose teaching and writings have influenced many other strategy faculties for the past half-century. Their teaching philosophy was based on applying the Socratic method to this complex subject. In this learning environment students are encouraged to defend their analysis in both oral and written form. It is in contrast to the

lecture model in which students listen; take notes; and respond to the lectures in a final exam.

Applying the Socratic method requires the instructor to prepare a carefully structured set of questions to have students explore complex management issues, both orally and in written form, based on assigned cases and readings. Management schools describe this process as the case method or participant-centered learning. Primary emphasis is on the oral interchange between the instructor and student that lead to a variety of views from the class on potential solutions or courses of action. The instructor leads the discussion through the evaluation of alternative solutions to the challenges facing the organization and its leaders. Individual class members are called on to make a recommendation and articulate a defense of their position. A common theme in all of these discussions is the need for the student to recognize the ethical aspect of their recommended course of action, a critical element of the Socratic method.

Class preparation for the student and the instructor is rigorous. For the student the anticipation of an oral defense of their analysis requires thorough preparation. Students usually form study groups to help each other prepare. The study groups thereby become complementary learning environments. Instructor preparation focuses on the selection of appropriate case assignments and readings based not only on previous experience with the material, but a review of recently published cases and readings.

Managing the participant-centered aspect of the course requires the instructor to maintain post-class notes. These are the basis of a significant portion of the grade, but equally important, record a student's position on a topic that may be referred to later in the course. This later reference reinforces the methodology of recognizing individual contributions. In some cases individual student meetings are scheduled when class participation or written analyses may reflect weaknesses in a student's performance.

Students' written analyses are used to complement the class discussions. They are designed to have students articulate their argument to management in support of their oral position. Exceptional analyses are always shared with the class to assist them in preparing their future papers.

Another important component of my teaching philosophy is to expose students to business experts. This objective is met through the use of guest speakers; videos of case protagonists; and visits to regional business groups.

My philosophy has always been consistent with the overall goals of GSBM which is to recognize the individual in the learning process and develop "values-centered leaders for contemporary business practice."

Steven Schultz
Assistant Professor of Law
Pepperdine School of Law

I am honored to submit this statement about my teaching. To be nominated for the prestigious Howard A. White Award for Teaching Excellence simply for doing what I love is mindboggling to me. Further, that others might find meaning in my views about teaching is somewhat overwhelming. Nevertheless, I feel privileged to share my views with you.

I wish I could articulate a crisp statement which poetically captures my teaching philosophy, but I cannot. Instead, my teaching style and attitudes are a composite of the specific precepts outlined below. That being said, I think each of my specific teaching precepts reflects what I wrote in a letter welcoming this year's admitted students: "You are the most important reason we teach – for me, nothing is more rewarding about my work than interacting with my students." While it may sound generic and simplistic, to me, successful teaching occurs when the students are well served. The specific precepts which guide my efforts to best serve our students are as follows.

Acknowledging Students' Concerns About Writing

I teach a first-year legal research and writing course. For most entering students, this is the course about which they are the least enthusiastic. While a very small number enjoy writing, the rest find writing difficult, if not painful. Additionally, legal writing is different from the various types of writing with which students are familiar. Thus, I explicitly acknowledge the first day and throughout the year that I know I am asking students to write papers that are outside their comfort zone. That is not to say I make the writing assignments any easier – indeed, I purposely give very challenging assignments. Rather, I try to connect with students by sharing anecdotes of my own struggles with legal writing during my twenty-plus years as a lawyer. In other words, while I demand a great deal from my students, I want them to know that their feelings of discomfort are natural and will ease over time.

Providing Students With Extensive Feedback On Their Writing

Unfortunately, e-mail and instant messaging are the predominant forms of writing for most of my students. Further, many students have told me that, in college (other than at Pepperdine), professors looked for substance in grading papers and exams without any focus on writing mechanics or clarity of expression. Not surprisingly, most students enter my class in need of substantial training to effectively draft the types of documents they will be called upon to produce as professionals. However, to their credit, virtually all my students express a desire for constructive feedback.

The feedback I give them takes an "old school" form. Quite simply, I use a red pen and make line-by-line comments. While I offer some generalized margin comments (e.g., "passive voice," "wordy," or "lacking parallel construction"), the main thrust of my

feedback is to edit the document to show students how it can be made much better. While some may say this is giving students too much feedback, I respectfully disagree. I do not think students will become better writers unless they actually see their writing improved upon. While my extensive red pen edits take a lot of time and may even obscure a student's original writing, I have found that students are grateful for the elaborate feedback. In that regard, students have told me that my feedback provides them concrete ways to improve their writing, a foundation they can draw upon in their future writing.

I was fortunate to work for many years with the international law firm of Gibson, Dunn & Crutcher. I tell students I thought I was a pretty good writer before I joined the firm, but quickly realized that I was sadly mistaken. However, I saw my writing dramatically improve as a result of receiving the same type of elaborate feedback I give my students. Indeed, in time, I was the one reviewing others' work and, as I tell my students, I am simply applying to them the same level of scrutiny I received and applied in practice. By treating students as though they are associates in a law firm, my goal is to educate them on the high standards on which they will be judged as practicing attorneys. This is a practical goal students appreciate and is more important to them in the long run than receiving generalized feedback.

Giving Students Assignments Which Are Tough But Fair

Students are accustomed to writing assignments which require them to write a minimum number of pages. Because procedural rules limit the length of court submissions, I give my students assignments with maximum page limits. I make these limits fair but tight, requiring students to work hard at editing their papers, the most crucial function for effective legal writing. While students may initially complain that they have insufficient space for all they have to cover, they quickly realize how much tighter and efficient they can make their writing without compromising substance.

The writing assignments are specifically intended to simulate what they might actually be given in any summer job or externship (e.g., working for a judge, law firm, or public interest organization). For example, rather than simply giving students a summary of the facts they will need to analyze a legal problem, their writing assignments require them to cull the important facts from the same types of documents they will see in "real life" (e.g., pleadings, discovery documents, and testimonial transcripts). While it takes substantial effort to draft such assignments, it provides students with a relatively realistic experience. Moreover, students are asked to draft the very types of documents they might be asked to draft in a summer position, including predictive legal memoranda, pleadings, motions, and an appellate brief.

Substantial effort is expended to ensure students write on a broad range of substantive legal issues. Indeed, my colleagues and I draft new assignments each year, requiring us to stay connected to the research process in which our students will be engaged and to think creatively about fresh legal issues. Moreover, because most lawyers specialize these days -- I was an employment lawyer -- we often know very little about a particular

legal issue before we begin researching it, requiring us to quickly educate ourselves. Nevertheless, last year alone, the writing assignments' substantive legal issues ranged from negligence to invasion of privacy to employment law to civil procedure to criminal procedure under the Fourth and Fifth Amendments. This broad-based approach is specifically designed to expose students to many areas of the law, as most students come to law school without any prior legal experience or a preconceived notion of what they want to do.

I think the writing assignments we give our students are well received by them. Several students have told me that they are better prepared for their summer work than students from other major law schools, including schools ranked in the top ten nationally. Additionally, because we create fresh assignments each year, I post prior assignments on a national website for legal writing instructors, many of whom have used our assignments at their law schools. (Attached as Appendix A is an example of one of the many writing assignments I drafted last year.)

Providing Transparency

Our students are smart and deserve to be informed why they are being asked to perform various tasks. Explaining to students the progression of the writing assignments helps them understand how they will meet the course objective of substantially developing their legal writing skills over time. Similarly, I let them know well before their two multiple-choice exams exactly how many questions I intend to ask in each of a number of identifiable topics. While my exams are notoriously tough, students do not have to guess at what I will test and are able to focus their exam preparation.

Perhaps the hardest topic to teach in legal research and writing is legal citation rules. Students understandably find the process of citing authorities tedious and dull. Moreover, while I require students to apply the rules in The Bluebook published by Harvard, not every court uses the same citation rules. As a result, students' natural inclination is to resist learning legal citation rules. However, I have found that candidly telling students why they are being required to learn the rules eases their resistance. In that regard, I concede that I am not trying to make them masters of The Bluebook; rather, The Bluebook is simply the vehicle by which they are learning the principles of legal citation. Additionally, and more importantly, I explain to them that careful and accurate legal citation reinforces the discipline of paying careful attention to detail, which is critical for successful lawyers. Finally, to make this part of the course palatable (and, hopefully, interesting), I supplement my teaching of legal citation rules with games. (Attached as Appendix B is an excerpt from one such game I created last year.)

Creating Innovative Teaching Methods

One of the many things I love about teaching at Pepperdine is the freedom I am accorded to teach my course as I see fit. Over the past three years, I have found several opportunities to implement new teaching methods not utilized at other law schools. I believe these methods make my course more relevant and interesting.

By way of example, I do not use a writing textbook in my course. Quite frankly, reading about writing is boring. More significantly, because I am teaching a practical skills class, students are better served by analyzing the very types of documents they will be called upon to draft. Thus, in the fall semester, when students draft predictive memoranda, we work from prior year assignments, focusing on a range of prior student work product to shape the discussion of what works and does not work. To give these materials a more meaningful context, I have created for students a blueprint for drafting memoranda which allows us to reverse engineer the prior student work product against the blueprint's organizational framework. As a result, students are able to see the process for drafting a memorandum in the context of an actual writing assignment given in the course rather than in the context of a textbook's hypothetical problem. (Attached as Appendix C and Appendix D, respectively, are the Blueprint and an actual memorandum we examined in class to illustrate how a memorandum is organized.)

In the spring semester, when students are drafting persuasive court documents, they read and analyze actual documents I drafted in practice. Students greatly enjoy examining "real life" court documents. It is one thing to see part of a hypothetical court document in a textbook and quite another to see what an actual court filing looks like. As students read these documents (e.g., Complaint, motion to dismiss, summary judgment motion), I have them read applicable procedural court rules. I also give them a reverse engineering document so they can see for themselves how the documents I drafted in practice were constructed and how they comply with the applicable court rules. Because I believe there are many correct ways to draft a persuasive court document, I also devote substantial class time to critically reviewing my own writing, including providing comments of how I would write something differently today. By critiquing my own writing, I convey to students that writing is truly an iterative process and can always be improved upon. Students seem to greatly enjoy criticizing my legal work, and I think my own self-critiques help create the type of non-threatening environment in which students are comfortable expressing their opinions.

Research methodology is another area in which I have created innovative teaching materials. There are very few materials on the market which provide "hands-on" legal research training and, like most law schools, we used to assign our students the same self-tutorial exercises used by the majority of law schools. What I came to quickly realize is that these exercises are designed for a national audience, not for a law school in California, and many of the exercises simply are not relevant to what our students really need to know. As a result, I have developed my own set of research exercises. These exercises are based upon actual writing assignments given to my class in prior years. This allows students to practice research methods within a context that will help them see the progression of research they will undertake on a major course writing assignment. (Attached as Exhibit E is one of the many research exercises I created for last year's class.)

Setting An Example By Working Hard

Lawyers work hard. Because I have always believed that those around me are smarter, I have always felt that I need to work harder than everyone else to be successful. Thus, I want students to see that I demand hard work from myself, not just from them. This hard work takes many forms, including providing the elaborate comments I make on student papers, drafting fresh assignments, and creating innovative teaching materials. Additionally, I work extremely long hours because all of my class preparation work must be subordinate to making myself available to meet with students. As I frequently tell students, “I work for you.” I believe that at my core. Students pay large sums of money to attend school here and they deserve to have my attention when it is convenient for them, not only when it is convenient for me. Thus, it is not uncommon for me to be in the office early in the morning, late at night, and on weekends.

Mentoring Students In Their Professional Development Outside The Classroom

I have heard Dean Starr say that we have a moral obligation to help develop our students for life after law school. I believe in that view wholeheartedly. Even though it is not part of the course curriculum, I believe it is my personal responsibility to mentor students regarding externships, summer jobs, and postgraduate jobs. Further, because I teach a writing course, I work with students in drafting the kinds of documents they will need for a complete application packet. Thus, for example, I help students draft resumes, cover letters, and the like. Because I emphasize to students the need to personalize these documents to tell a story, I necessarily have to spend considerable time learning about each student and helping each student explore potential opportunities. While this is an immensely time-consuming function, it enables me to get to know my students even better, while helping them complete documents with which many are unfamiliar and find painful to draft.

Being Myself

In the welcoming letter I sent to admitted students, I wrote, “I love it here and cannot imagine teaching anywhere else.” A big reason I feel that way is I am allowed to interact with students in a way that is natural to me. For example, in class, I try to infuse “real life” stories from my practice, including telling humorous, self-deprecating stories to illustrate that everyone makes mistakes. As another example, because I know that students are often intimidated to visit faculty offices, I make a habit of “meeting them on their turf” by walking around the library and the cafeteria to check in on them. Indeed, I routinely “walk the library” before I go home each night. Invariably, my informal visits with students prompt questions and thoughtful discussions which otherwise might not occur. In short, at all times, in whatever way I can, I always try to put students at ease. I think this fosters an environment in which students can truly learn.

Stan Warford
Professor of Computer Science
Seaver College, Pepperdine University

In one word, my philosophy of teaching is Love.

Love of Students

It is trite but true to proclaim that the student is the center of our enterprise at Pepperdine University. I was not always a university professor, having come from the aerospace industry as a physicist and engineer. While those years were technically challenging and rewarding, they were not nearly as fulfilling in comparison to my years of involvement with students at Seaver College. The time has passed so quickly because, despite the inevitable fun we professors poke at our students in private conversations, they are like our own children who so quickly grow up before our eyes and leave us to make their own ways in the world.

The computer science major has a small enrollment, which is a cost disadvantage from a budgetary point of view. However, the advantage of a small enrollment is the ability it gives me to personally know every computer science major in our program. Every year I teach the two-course freshman introductory computer mathematics course. Because of its small size I have made it a practice to invite the entire class to my home three times each semester for exam review sessions combined with pizza. After doing this six times throughout the first year, the class develops a camaraderie that lasts until their graduation.

Concern for students also inspires me to present technical information in a way that involves them in the classroom. Because computer science and mathematics require the mastery of much detailed information, it is tempting to force feed them the information in a PowerPoint bullet-list style. One technique I use in the computer math course takes advantage of the nature of formal proofs. A proof consists of a sequence of well-defined steps with the application of a previously proved theorem for each step. Rather than simply doing the proofs with them observing me, I start with the first step of the proof. We then go around the class in turn with each student dictating the next step with me simply being the scribe at the white board. Everyone knows that his or her turn is coming up and so is invested in the process. If one student is stumped, it is no big deal as we all know each other personally and the next person can attempt that step in the proof.

I use a similar technique in the computer systems course. First, I present a general principle in the slides. Then, I pose a problem on the next slide that requires an application of the general principle. As in the math class, the problem usually involves several well-defined steps with students taking turns dictating to me as I write on the board. At the conclusion, I reveal the solution on the next slide to verify that the students did the example correctly. Frequently students come up with alternate solutions, which are valuable springboards for further discussion on advantages and disadvantages of various approaches.

Love of Subject

Computer science is a wonderful discipline because it has a strong theoretical foundation in mathematics, while at the same time having an immensely practical application. I have been at Pepperdine since the establishment of the major, and with the help of my colleagues over the years have incorporated this theme of theory versus practice into the curriculum. Most students prefer practice over theory, but I see beauty in theory itself and especially in the application of theory to practice, and try to impart that beauty to my students.

To love an academic subject is to continually read about it, practice it, discover new knowledge about it and/or synthesize existing knowledge in new ways. I confess to being rather egotistical when it comes to the quality of the textbooks in my field. In several areas it seemed that I could write better textbooks than what were available at the time. The result has been the commercial publication of three books, *Computer Science* in 1991, *Computing Fundamentals* in 2002, and *Computer Systems*, the fourth edition of which will be published in 2009. In addition, I have two other textbook projects in the pipeline. All these writing projects are developed from material that I synthesize for presentations in the classroom. Every course that I teach has a theme in the form a story to tell. In the classroom, I tell the story verbally. In my books I tell the story with the written word.

It is especially gratifying to hear from alumni who are successful because of the academic rigor of the computer science program. Our graduates have been employed at companies such as Microsoft, Apple, Hewlett-Packard, Google, and IBM. While many of our students attend graduate schools such as USC and UCLA, this year for the first time we have a major who will be attending graduate school in computer science at Yale.

Love of Jesus

It is difficult to incorporate the teachings of Jesus into a course in computer science or mathematics. I participated in one of the very early Faith and Learning workshops and came away with an envy of those teachers of literature, history, and religion whose disciplines deal directly with the human condition. I concluded that there are a few times when I can incorporate a spiritual truth in a technical presentation in passing. To attempt more than that would be, in my opinion, a contrivance.

However, if I have a relation with a student that is an imitation of the relation that Jesus had with his friends, that is more important in the long run than any academic information I might impart. In addition to the personal relation I have with all my students, those who are interested in the spiritual dimension know where I stand by virtue of my life outside the classroom. I regularly greet my students at the University Church of Christ where I am a member and participate in the public worship.

Another example where I try to influence students beyond the technical realm is the "Red Letter Christian" evening convocation series coming up this Fall. Chris Collins has

organized this series on the Christian response to current political and social issues as expressed in the teachings of Jesus. I will present Jesus' teaching on nonviolence and love of enemies as it relates to the Christian response to war.

Conclusion

Thank you to the Committee for Teaching Excellence for nominating me for the Howard A. White Award for Teaching Excellence. I taught at Pepperdine under the entire tenure of Professor White as the president of this institution and consider him a role model for academic excellence. It is an honor to be considered for this award that bears his name.