

**Statements of Teaching Philosophy
by 2013 Recipients**



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The foundation of my philosophy of education is based on the search for truth. That has been the central objective of universities for centuries, and it remains the goal of those involved with the educational enterprise: students, faculty and administrators.

In my research and writing as a scholar, I seek to discover the truth of the phenomena that I am investigating. For much of my career, I focused on Soviet-American relations and on strategic nuclear arms control. With the disintegration of the USSR and the lessened salience of strategic nuclear weapons, I have re-focused my attention on more relevant contemporary threats, specifically terrorism and the wars in Afghanistan and Iraq. My over-riding objective in my research is to answer questions about contemporary international relations in as honest a way as possible. Two years ago when my book, "Vortex of Conflict: U.S. Policy toward Afghanistan, Pakistan, and Iraq," was published, I was encouraged when a colleague, who is on the opposite end of the political spectrum than me, reviewed the book very positively demonstrating that when the facts of a case are considered, they will stand on their own.

As a professor, I have an obligation to present materials that enable my students to wrestle with difficult questions related to politics and policy, most of which do not have easy, clear-cut answers. In short, the search for truth in the classroom is difficult, complex and often ambiguous. I hope to present my students with the information, data and tools for deciding what they believe to be true based on facts, data, and reason.

Because of the central role of the search for truth, I emphasize the need for academic integrity and honesty in all of my classes. Each of my syllabi contains the following statement: "For many centuries, the fundamental objective of those in colleges and universities has been to seek the truth. Anyone who plagiarizes or cheats on a quiz, paper or exam is violating the search for truth and is committing the academic equivalent of a felony, and I will treat any such transgression as such."

In my search for truth, I have pursued an active research agenda throughout my career, and I strongly believe that active research and writing leads to better, more informed teaching. In addition, I believe that professors' research, writing and publications inspire students to search for truth. In my view, the search for truth is best supplemented and complemented by seeking to translate truth into positive action.

In the Nicomachean Ethics, Aristotle wrote: "The good of man must be the end of the science of politics." This quotation encapsulates the main reason that I chose to become a political scientist. Every person can choose to do good or evil, but the actions of political systems, be they local, state, national or international, depend upon the involvement, demands and actions of the members of the polity. That is one reason that I am actively involved in politics outside the classroom. I believe passionately in trying to make the world a better place through politics.

My extra-curricular political involvement poses a potential problem for me as one searching for the truth: obviously, not all students agree with my view of the world and policy prescriptions. Not only is this the case, but I would not want it to be otherwise. If everyone believed the same, there would be little room for variety, criticism and improvement. And there is the problem of truth; rarely is it absolute and unchanging, rather it is relative and contextual.

But the task of the university and therefore of students and their professors is to seek the truth to the best of their abilities within the context in which they live, work and study. Because of the relative nature of truth in politics, I try to present a number of different ways of thinking about important issues confronting the United States and the world. In doing this, I try not to let my own political views influence my teaching, but that is, of course, very difficult.

Several years ago at the end of class, several students came up to me and thanked me for the class and then asked if I would be the faculty advisor for the Young Republicans. I smiled and said that the students' request was one of the best compliments I had received. "So," they asked, "will you serve as our advisor?"

"No," I responded, "I am a committed Democrat outside of class and have worked in the campaigns of every Democratic presidential nominee since Jimmy Carter, so I'm afraid I wouldn't be a very good advisor for the Young Republicans. But the fact that you thought that I might be a Republican is a real compliment to me as a teacher. Thank you."

I have often told others that I feel a responsibility to be schizophrenic as a professor: to seek the truth and to do good, but at the same time to allow students the freedom to reach their own conclusions as to what they believe to be true and right. Neither I nor anyone else has a monopoly on truth, and those of us who are professors need always to remember that.

In teaching political science, I try to interest students to seek to implement the truth that they find into politics and the real world. I do that by encouraging my students to work as interns, to attend lectures by visiting scholars and practitioners and to consider various on and off-campus service projects. I also try to bring guest lecturers to my classes to expose students to the ways in which others have sought truth and to translate the truth that they find into the real world.

In searching for truth, as a Christian, I am influenced by Christ's claim: "I am the way, the truth and the life; anyone who believes in me will have eternal life." That is the foundation of the truth of my life and the way that I see and analyze the world is based on that view. However, I realize and respect the views of those who do not hold this view of the world. In that sense, I am a pluralist. I welcome students of all-and no-faiths in my classes and believe that their questions assist in the search for truth.

The Gospel of John (8:32) states: "You shall know the truth, and the truth shall set you free." In attempting to enable my students to discover truth, I also seek to free them. That is both a simple and profound task.

Raymond Carr
Assistant Professor of Religion
Seaver College

Teaching as a Vocational Journey

Pursuit. My teaching philosophy is informed by a developing passionate pursuit about what it means to be human; it is a pursuit born out of a curiosity about the meaning of life; and it is this pursuit that relativizes the people and the places where I teach. The Swiss theologian Karl Barth described worship as “the seeking of what is already found,” a description which in my understanding points to the real ground of life, not simply of worship, but of one’s vocational life. Vocation consequently, especially the vocation of a teacher, is *theologia viatorum*, i.e., pilgrim theology. It is a call. It is a way. It is pursuit! God is readily at hand, but God is present in a way that leads us on a journey. Hence part of my vocation is to help students on a journey that relativizes where they are personally on the spectrum of belief.

Teaching to Humanize

As a theologian I am constantly learning that human purpose is rooted in providence, and I try to subtly convey this through the way I teach students. In the Hebrew Bible, for instance, this is seen in the covenantal history where the creation is the external ground of the covenant. It is where we participate with God. Life is in some way deeply related to who God is. So, early in the semester I attempt to inject the importance of providence through statements I often share with students. Indeed, on the first day I typically say to students that biblical faith is not primarily about being religious, but about being radically human; and being human includes God and others; moreover, it includes tradition and the rituals we often call religion—properly situated. Such thinking is not tautological, i.e., circular reasoning; rather it is an attempt to place our religious acts in their proper perspective in relation to God. Ironically, it is often the religious things we do that alienate us from being radically human. We invest our religious acts with such significance that they become dissonant and breed arrogance and self-righteousness. Notably, in the ambience of a “Christian college,” such arrogance functions deleteriously and divides students into an in-group (religious) and an out-group (non-religious). By contrast, students—especially those who may be agnostic or tangentially religious—often find solace in knowing that I care about their humanity, and I refuse to treat them as religious objects or as an opportunity for conversion. Hence, part of my vocation is to humanize students with a sense of agency as I invite them on a vocational journey.

Teaching Humanly

In addition, part of being human is recognizing that life is shot through with ambiguity, contradiction, and limitations. As a result, theologians use a phrase to describe what it means to live humanly in light of the providence of God. The phrase is *hominum confusione et Dei providentia regitur*. When interpreted this Latin phrase means that the confusion of humanity is always understood in relation to the rule of God. In other words, as we pursue truth, we apprehend some truths, but we never comprehend all truth; so our “brokenness” functions as a constant reminder of the need for intellectual modesty. As teachers who endeavor to impart ideas to students, professors should be the first model of intellectual modesty in the classroom. Teaching humanly is, consequently, an acknowledgment of one’s limitations in relation to the primary subject matter—God. One must remain open to various sides of an issue, re-conceiving and re-interpreting different aspects of one’s world vision. In fact, when engaging students I am constantly reminded of my own finite contingency, whether I am reading the works of Alexander Campbell, Thomas Aquinas or Karl Barth. A teacher should never be afraid to “go back to the beginning” and grapple with weaknesses in his or her viewpoints. In my experience students appear to appreciate this; more importantly, they model the attitude we impart. If anything, our radical differences in interpretation should keep us vigilant with a view towards the providence of God who truly overcomes our ambiguity.

Teaching Humanity

Finally, as an African American Scholar I respect the primary forces that have contributed to make teaching in a modern, American university a possibility for me. In my grandfather’s day, teaching at an institution like Pepperdine would not have been as accessible. The work of the freedom movement in America, including civil rights organizations, scholars, and students of all persuasions should not be easily dismissed. We all live in the wake of a great cloud of witnesses. Our presence to this past can be seen in the words of Maya Angelou, who in her prescient poem called *Our Grandmothers*, wrote “I go forth alone, and stand with ten thousand.” Such keen appreciation for the “prophetic critique” of discriminatory institutions, ideologies, and images has sharpened the American democratic sensibilities for all Americans. They taught us humanity. These struggles of the past have contributed to our humanity and deeply impact my vocational sensibilities.

Such witness burdens me to responsibly engage in scholarship that reflects the profound virtues of freedom, justice, and equality for all. In fact, I think these terms should be redefined, rethought, and reinterpreted to where they are no longer taken for granted. The contributions of those who “lived” before us should provide more context and resonance for teaching humanity. In fact, this horizon of the past and the pluralistic environment in the present (at Pepperdine) should serve to inspire new questions. Hence, for me as a teacher of humanity, the past and the present deeply shape the horizon I bring to the Bible; teaching and learning are mutually inclusive, functioning dialectically. Students impact my horizon as a teacher and this impacts the questions we pursue together. Such experience offers a caveat to those who would exalt teaching over learning or learning over teaching.

Every student is a site of agency and should be encouraged to responsibly and humbly pursue truth. Their differing gifts and aptitudes have taught me to expect different results from them, but to nevertheless urge them all in a relentless pursuit of not merely truth, but a pursuit of humanity. Easy answers falsify the complexity of what it means to be human. This is especially true in the discipline of theology. As Thomas Merton writes with regard to theology, “questions are answered, not by clear and definitive answers, but by more crucial and pertinent questions.” Hopefully, my students will be inspired by passionately remaining open to human questions that transcend easy objective answers. In this light, my philosophy as a teacher involves cultivating an enthusiasm that acknowledges the call of God, the brokenness of the human person, and the audacity to pursue the truth despite the radical difference between the two.... *hominum confusione et Dei providentia regitur*

Mark Chun
Associate Professor of Information Systems
Graziadio School of Business and Management

“Let My Ceiling, Be Their Floor”

I am humbled and honored to be a finalist for the Howard A. White Teaching Excellence Award. Thank you for allowing me to share my journey about how I hope to establish a life-long learning journey with my students.

The biggest inspiration to my vocation as a professor was my father. Unfortunately, I recently lost him about a month ago (June 2013) to cancer and to heart complications. Although my father has passed, his inspiration continues to influence and to mold my academic journey. My dad was also a university professor. He challenged me to become the greatest professor by accomplishing me three key tasks: 1) to hold high academic standards, 2) to always deliver rigorous and current material, and 3) to be compassionate for the diverse student learning process. He taught me that if I achieved this, students would want take my course despite it being challenging. He challenged me to achieve the highest levels of academic excellence, because he believed that my ceiling would be the floor for my students to build their future.

Delivering Rigorous and Relevant Content To The Classroom. My approach to teaching is to instruct on academic theory, to apply these theories to real-life situations, and to encourage students to challenge the status-quo so that they can better understand what is right and wrong. The result is the opportunity for students to engage in self-discovery and to truly understand how academics apply to and are significant in their own professional careers. I begin each course by informing students that I will deliver an invigorating learning experience by providing them with material that is beyond what they expect and by pushing them to think innovatively. I also welcome my students to hold me to the same higher levels standards of learning excellence.

I am a compassionate teacher. I believe that if I set high expectations in the classroom and if I provide my students with an opportunity to safely explore academic content, they can achieve higher levels of learning excellence. Students should be encouraged to take risks while learning. Before engaging in delivering a rigorous course, I first establish ground-rules to ensure a safe classroom learning environment. Students do not often have the opportunity to explore or to expand their ideas without professional consequences or social judgment. To overcome this barrier, I fill that void by establishing a safe environment for students to experiment, to explore, and to test their academic ideas and concepts. I establish the motto: “What is said here, stays here. What is learned here, goes everywhere.” This ground-rule facilitates respecting others’ vulnerability, establishes community, and facilitates learning. I believe that my teaching approach should allow students to safely explore their academic curiosity without consequences.

I provide my students with learning opportunities that they normally would not have access to or to practice – I encourage them to think outside of the box and allow them to take risks with their analytical thought processes; I guide them in exploring controversial points of view; I provide opportunities for them to engage in dialogue with renown corporate executives; I demand that they think innovatively so that they can create positive change in organizations and in society. Examples of questions that I challenge my students with are: Assuming that the theory we just discussed was wrong, what would you have argued for instead and why? Does this firm have a legal and ethical approach to doing business? How would you change the way that they are doing business? How would you use technology to innovate the existing process? To me, it is at this point of out-of-the-box thinking where true learning and innovation begins. The classroom should be an environment where students can take risks with their thoughts. It is relatively cheap to make mistakes in my classroom, as compared to the price they would pay by making mistakes in their professional careers. My students are never perfect; but neither am I! But, it is good to know that Love doesn’t keep a record of the wrongs that others do. (1 Cor. 13:5)

I believe that education and learning is a life-long journey; it is not just about completing a class or earning a grade. I always remind my students that academics should not be focused on GPA or going through the necessary steps to complete a class. Rather, education should be focused on understanding and mastering the learning process and to obtain as many tools or inspirations that they can obtain while in the classroom. I believe that the classroom an opportunity for the students to be challenged and to develop skills or values that they may not already possess. For example, I propose the “Step Up, Step Down” concept in my class. If a student is shy and does not normally like to speak in class, I ask that they step up and to practice engaging the class more; if a student feels that they speak too much, I challenge them to step

down and to practice listening, which allows others to speak up more. It is my hope that what I teach in class is a springboard to a lifetime learning opportunity.

I'm often told that I am one of the more strict, stringent, and rigorous professors that my students have had in both their undergraduate and graduate degree education. To be honest, I am honored by these claims. The fact that I almost always have a wait list for my courses is proof that there exist a large proportion of students who take education seriously and seek a rigorous educational experience from their professors. My students often share that they take my course because they seek the academic challenge. Students welcome the opportunity to stretch their capabilities in class, as long as there is recognition, reward, and learning during the experience.

Bringing The World To The Classroom. There is a big world outside of the classroom, and there is a lot that we can learn from it! My teaching approach is to deliver applied theoretical research, and to complement it with real-life examples and experiences. Through my research projects and consulting, I have established relationships with many executives. I regularly invite them to come and to share with my classes because they provide additional perspectives and insights to the class. Examples of speakers who have come to my classroom included, Dr. Jeanne Holm (President Obama's Chief Knowledge Officer), Mr. Eric Iverson (Vice President of Information Technology at Sony Pictures and Alumni of Seaver College), Ms. Pandora Ovanessian (former Chief Information Officer at NASA-JPL and Alumni of GSBM), and Mr. Tom Ross (Chief Information Officer at Honda and sponsor of my research projects/grants).

Also, at the end of my course, I invite a panel of five industry experts to listen to and to evaluate my student's final projects. This event provides students with the experience of delivering a professional presentation to corporate executives, obtaining unbiased feedback, and fostering new business relationships with these executives. This event is also serves as an excellent opportunity to showcase my students to executives who are in the position of hiring them. The event also provides me with the opportunity to evaluate whether I am teaching relevant material and preparing my students well.

I write and publish several of the case study materials that I use in class, because it provides me with an opportunity to share first-hand experiences of my research and consulting. Examples of case studies that I have written for my courses include - Honda Automotive (a case on systems integration and managing corporate culture), Hilton Hotels (a case on technology innovation and customer service), and Pratt-Whitney Rocketdyne (a case on technology security and knowledge management). I believe that it is important for students to experience the same type real-world situations that I experience while conducting research and consulting with clients. Delivering rich content to the class can be achieved by bringing together the academic theories and the personal experiences that I have had in my professional career.

Making Learning Simple and Relevant. I teach the Information Systems courses, which can be sometimes perceived as a dry and boring topic. But, teaching should be fun and learning should be made simple! I deliver my material by making it simple to understand and relevant to the students' professional careers. At the start of my teaching career, I adopted a bible verse as the inspiration to my teaching style:

“Even musical instruments like the flute or the harp, though they are lifeless, are examples of the need for speaking in plain language. For no one will recognize the melody unless the notes are played clearly... In a church meeting, I would much rather speak five understandable words that will help others than ten thousand words in an unknown language.” 1 Corinthians 14: 7-9; 19; 23

I combine the traditional lecture-style of teaching with the Socratic method of facilitating classroom discussion. I also incorporate experiential learning exercises to make the material simple to understand and to make it accessible to students. For example, I use Lego sets to engage students on the topic of knowledge management; I use colored tennis balls to take the class through an exercise on strategic prioritization; and, I use nautical rope to explain the concept of project management. This teaching approach is effective, as it provides opportunities for students to learn and to apply academic theory through relevant experiential learning exercises.

Making Lasting Connections With Students. It is important for me to establish and to maintain lasting relationships with my students because learning oftentimes happens over a lifetime. At the end of my course, I invite students to participate in a voluntary social event. It is my belief that food and socialization serves as an important mechanism to connect with my students on a different level. Examples of past events include dinners at Korean BBQs, Indian foods buffets, or Middle-Eastern Restaurants. The social event allows students to see that I am accessible and am vested in helping to mold

their future. These social events not only allow me to keep in touch with my students after the course, but it oftentimes leads to mentoring and teaching students past graduation.

I hope that my compassion for teaching has positively influenced my students. I hope that my approach to teaching enables and inspires my students to achieve higher levels of excellence in their lives, so that their ceilings can also be the floors for others.

Larry Cox
Associate Professor of Entrepreneurship
Graziadio School of Business and Management

My approach to teaching at the graduate level has been heavily influenced by my four years in the Research Department of the Kauffman Foundation, my training in the Simplex System of Creative Problem Solving and these four books:

1. *Writing Instructional Objectives for Teaching and Assessment* by Norman E. Gronlund
2. *The Seven Laws of Teaching* by John Milton Gregory
3. *What the Best College Teachers Do* by Ken Bain
4. *The Courage to Teach* by Parker J. Palmer

As a result, the following principles guide my classroom teaching:

Effective Teaching Produces Tangible Outcomes. I am careful to write objectives for every course, class session or seminar that I teach. This helps me focus on the students and the purpose of our interaction. Every objective is tied to a “big question” of personal importance to the student, and includes a phrase like, “as evidenced by” that precedes the results that will demonstrate mastery of the lesson. For example, these are the objectives for my course, ENTR 661 “Entrepreneurship and the Generation of New Venture Ideas”:

The overall goal of ENTR 661 is to help students consider a career in entrepreneurship – to answer the big question, “Is entrepreneurship right for me?” In order to address this issue, students will:

1. increase their understanding of the new venture creation process through lectures, readings, cases, and guest entrepreneurs as evidenced by growing sophistication in classroom discussions and success on quizzes,
2. grow in their ability to create and pitch for-profit solutions to market opportunities, as evidenced by the generation/articulation of at least three innovative business ideas, and
3. assess their interest and skill in starting a business through journaling and participation in pre- and post-surveys.

Process is as Important as Content. The second “law of teaching” asserts that “a learner is one who attends with interest to the lesson.” The fifth law extends this principle positing that teaching therefore involves arousing and then using the pupil’s own mind to grasp the desired lesson. In line with these two “laws,” all of Pepperdine’s entrepreneurship classes are designed to help students discover and then advance their own business ideas through the progressive steps of the entrepreneurship process. This guarantees their interest in and excitement about the topics covered in class. As a student recently told me, “Once you start working on your own business, it’s hard to focus on assignments from other classes.” In addition, I begin each class session with a short video clip or case to pique their interest and draw them into the topic for that particular session.

According to the fourth “law of teaching,” learning must move from the “known” to the “unknown.” That is, it must begin with truth already known by the learner before progressing into truth not known by the learner. As a result, each of my lessons begins with a review of the previous session and a conscious effort to “begin at the beginning.” I also ask students to complete an on-line feedback form after each session. Their anonymous feedback allows me to adjust my content to the their specific needs – to start with what they already comprehend before moving into fresh material.

Finally, findings from “What the Best College Teachers Do” demonstrate that students learn more deeply when they are given opportunities to “practice” before being assessed in their comprehension or skill level. As a result, I give students “low cost” chances to demonstrate their level of skill before giving them a final grade on their performance. For example, students in ENTR 661 must give four “pitches” over the course of the term. They receive feedback for their first pitch but are not graded. The subsequent three pitches are graded (with feedback), with each pitch being worth progressively more points than the previous one. The final pitch can be an “encore performance” of a previous pitch and is worth 30% of the final grade. By the final pitch, the students are noticeably more confident in their ability to pitch a business idea.

Entrepreneurs Learn from Entrepreneurs. Parker J. Palmer, in his book *The Courage to Teach*, stresses the importance of subject-centered rather than teacher- or student-centered teaching. He says, “If we want a community of truth in the classroom, a community that can keep us honest, we must put a third thing (*italics in the original*), a great thing, at the center of the pedagogical circle. When student and teacher are the only active agents, community easily slips into narcissism, where either the teacher reigns supreme or students can do no wrong. A learning community that embodies

both rigor and involvement will elude us until we establish a plumb line that measures teacher and students alike – as great things can do.” (p. 119)

In following this principle, I strive to bring as many entrepreneurs into my classrooms each term as possible. Placing such “subjects” at the center of the learning environment focuses our attention on the “subject” of entrepreneurship in a unique and vivid way. Each entrepreneur is different, and yet we are able to discern commonalities and universal principles. Their successes are inspiring and their failures are instructive. They reinforce the course content and add spontaneity to the environment. As panelists, they add “reality” to the feedback provided to the students. Since Spring of 2009, over 200 entrepreneurs / business leaders have spoken or served on panels in my entrepreneurship classes.

In summary, I strongly believe that as a result of our entrepreneurship faculty practicing these “laws” throughout the entrepreneurship curriculum, we have seen a substantial surge in the entrepreneurial activity of Graziadio students. Over the last four years, for example, our students have launched over 80 new ventures. I am deeply humbled and excited to be part of their individual journeys and to see such direct and immediate outcomes from our pedagogy. We are truly building a sizeable community of well-trained, socially-minded and innovative entrepreneurs!

Paul Gift
Associate Professor of Economics
Graziadio School of Business and Management

It is humbling to be named a finalist for the Howard A. White teaching award. As teachers, we don't do what we do for awards. The true significance of becoming a finalist is the signal that a large number of former students greatly appreciate the impact their course experience had on their life. That is a powerful message that I will take with me along my vocational journey no matter what the outcome of this process.

In Class

My goal in the classroom is to help students understand and appreciate the power of economics in their everyday lives and the value of learning to think like an economist. Early in our courses, I demonstrate how confusing the ideas of economics can be and the wide intersection between economics and ethical conflicts. Students learn how economic concepts will easily confound their mind if they allow it to happen, and we supplement this with discussions of the real-life decisions of politicians and business leaders currently taking place in the world. That which is easily seen (often called "conventional wisdom") generally leads to one set of policy prescriptions or business decisions, but the master economist looks for that which is seen and that which is unseen. Economic theory gives us insight into that which is not easily seen and helps us to better understand the overall impact certain decisions have on people. By the end of our course, the concepts become very intuitive and the students' minds are no longer fighting, but instead are helping out. They have changed the way they view the world, markets, and business and policy decisions.

Early on, I try to help students discover that, at its core, economics is about helping people live better lives. If they have an interest in helping people then they need to be interested in these powerful ideas. The people they help could be themselves and their families, employees of their company, their customers, citizens of their home country, residents of poor, developing countries, or people anywhere in the world in which they have never met. Unfortunately, the world provides many examples of good intentions gone awry and bad incentives leading to undesirable outcomes. These serve as motivating examples and learning experiences in the classroom. The goal is to discover how to apply rigorous economic analysis to real-life phenomena of the day and see where it takes us. My hope is that it shows students how practical and relevant economics is every single day, how misunderstood it is by many people, and how the tools of economics can be used to both positively and negatively affect the lives and living conditions of billions of people. At the end of the day, I hope to spark intrigue in the mind of each student and create a culture where they leave class recognizing that there is so much yet to discover, and their life is a journey of continuous learning and improvement.

When working with difficult concepts, it is natural to struggle. Education is not supposed to be easy if one is learning something of value. I am a believer that failure is the elimination of ideas that don't work on the path to finding those that do. Thus, I want our class to be a place where students practice and develop their processes of intellectual struggle in a safe environment. Their comfort level quickly rises when they see that other people have been applying (and misapplying) economic concepts in varied and extreme ways for thousands of years. They see how easily these concepts can confound one's mind and it opens their eyes to a different world. That being said, graduate school is not all about right and wrong answers. Freedom of thought and creativity also need to be nurtured. I incorporate some of the ideas and techniques of our entrepreneurship faculty to help develop and encourage creativity throughout the course. In class, I use a mixture of lecture and student involvement. Material is motivated and refined through student activities including group exercises, stand-and-help-your-neighbor exercises, classroom games, case studies, and discussions of current events. I try my best to create an active learning environment with these methods. My goal is that after every concept we cover, the MBA student can answer the questions: (1) How does this help me in business? (2) How does this affect my life and that of other people? To borrow a phrase from Earnest Boyer, the classroom environment I try to create is "...determined efforts to apply knowledge to practical problems."

To help students with their intellectual struggle, every session has a complete set of PowerPoint notes posted to Sakai after class. I ask students to try to stay in the moment, participate, and be engaged during class while minimizing their note taking. Structured notes will be provided to them after class. I also post MP4 (video) and MP3 (audio) files in which I talk students through each of the PowerPoint slides. Those who are confused following a class can go home in a private setting and review the narrations as many times as they like to help make sense of the concept. I consistently get feedback from students about how much they listen to the narrations on their commute to work and school, or while exercising. This puts an extra tool in their arsenal in addition to the usual methods of learning.

Out of Class

One of the things I have come to learn is that saying I care is not enough. Students observe the commitment levels of their professors and form opinions based on their observations. I make sure to come to class prepared everyday and to be available to students by voice (not just e-mail) seven days a week. Keeping in line with a graduate business program, there is one restriction. My only request is that they first make an honest effort to solve whatever problem they are having with their peers and study group members. This is not so I can have it easy, but instead because when they leave school there will not always be a professor, manager, or boss who has all the answers. School is where graduate students develop the skill of working together to solve their own problems, but I am always available as backup.

Another way I like to show commitment to my students is by making time for them in out-of-class activities in order to get to know each other on a friendlier, more personal level. In the fulltime program, this involves weekly basketball games after class. I also like to hold external events, with one in the first couple weeks of the term to help students get more comfortable with me and with each other. We usually take a trip to Koreatown for Korean BBQ, and recently have added a separate night of karaoke in West L.A. (the idea being that if you can sing in front of your peers, then you can certainly make comments and ask questions in front of them). I am also the faculty advisor for the Challenge 4 Charity (C4C) student group so I support their events and, along with a former student, helped to develop and organize the annual GSBM Faculty/Student Olympics that is heading into its fourth year.

In Closing

When I first started teaching, I taught the material that had been taught to me in the same way it had been taught to me. I made a few tweaks and thought that made me a good teacher. Only after a few years did I realize that I had no idea what made a good or great teacher. It took deep self-reflection to realize that I had not made a significant enough investment in the lives of my students and in learning how to be a good teacher. That changed in the fall of 2008, and I have had many amazing experiences since then. I learned that I was holding back, to the detriment of my students. I also learned about the powerful effect little things can have towards revealing to students that you care. The steps I have taken have helped me to be more confident and enthusiastic in the classroom, have better non-verbal cues, and to more clearly convey the critically important role economic concepts play in students' everyday lives. I teach believing that education is what remains after forgetting everything learned in school. If I can change the way students think and the way they fundamentally view the world, it will last long after they have forgotten the material from school. I always tell them my two favorite days are the first and last day of class. The last day because it is so great to see how far they have come and how much they have changed. The first day because I get to start the process over with a new group and try to positively affect their lives.

Jeffrey L. Jasperse
Professor of Sports Medicine
Seaver College

I did not grow up aspiring to be a scientist or a teacher of science, but I have been blessed in God's guiding me to this place. I approach teaching opportunities in the classroom and in the lab with enthusiasm (usually) and with a sense of responsibility. I primarily teach courses in human physiology, exercise physiology, and sometimes anatomy. I thoroughly enjoy studying and learning about the human body and being able to help students gain some understanding of body function. Although I am not by nature demonstrative and excitable like some of my colleagues, student evaluations indicate that somehow my enthusiasm seems to get through to most students. We have each been blessed with wonderful bodies that are infinitely complex and wonderfully intricate in their design, and I thoroughly enjoy learning about these bodies, about how they function in normal health and during exercise, how they adapt to regularly repeated bouts of exercise, and how various disease processes affect them. I am fortunate to be able to help students learn about these bodies – students who are interested in knowing more about their own bodies, interested in helping others maintain health by lifestyle interventions, and interested in helping heal others when disease sets in. I also feel a deep sense of responsibility to the students. They have chosen Pepperdine for their education and their families have committed a large amount of resources to their education here. Thus I am responsible to the students to give them my best, to provide rigor and challenge, to use the limited class time we have wisely and efficiently, and to provide whatever support they need to succeed. I am also responsible to them and to others to provide an educational experience that prepares them for graduate/professional school entrance exams and for subsequent coursework. If Pepperdine is one of the top universities in the country, then a student from Pepperdine ought to be as well prepared as students from any university in the country, and it is my responsibility to do everything I can toward that end.

I would like to touch briefly on five goals I have as a teacher. First, because of the incredible intricacy of the human body, the study of human body function necessarily involves complexity and rigor. I do not apologize for that and I do not attempt to “dumb it down.” I believe a good education requires rigor and challenge. I want students to be challenged and I want students to learn at a high level.

Second, a genuine understanding of human body function requires the ability to think integratively and critically about various aspects and about the whole. Students have not really learned until they get past mere memorization and develop the ability to problem solve and to think integratively about bodily function in different circumstances. I have a long way to go in meeting this goal satisfactorily, but among other things I think this requires a varied approach. I still do a fair bit of lecturing, because acquisition of a certain foundation of scientific knowledge is necessary before students can begin to problem solve. But I also incorporate exercises in data collection, data interpretation, small group discussions, case studies, problem solving, and other activities that are designed to help students actively engage the material we cover. We talk about the physiological processes underlying various diseases and try to relate various experiences they have had to the underlying physiological causes. I sometimes bring to class articles from the current news on cardiovascular disease, cancer, AIDS, exercise and health, nutrition and health, athletic injuries or training habits, athletes' abuse of performance-enhancing drugs, etc. My goal in all of this is to stimulate active student involvement with material in the class and to generate discussion relating to application of class material.

Third, the two goals listed above can make my courses difficult for many students, so another core goal of mine is providing adequate support for them. I meet students for office hours, make appointments with students when office hours are not enough or do not match their schedules, answer e-mail and telephone questions, and have out of class review sessions with students prior to each exam. Over years of teaching I have gained some comprehension of which concepts will cause students the most difficulty. Many of the exercises listed above (case studies, small group discussions, problem solving exercises) are specifically designed to cover those concepts. In addition, I provide study guides for each unit of the course that include problems and the method of solving the problem so that students can obtain practice in thinking integratively. I make no apologies for the rigor of the material or the examinations, but I want to provide different ways of looking at course concepts to help students succeed. I believe this helps students with a variety of learning styles and helps students when they meet the concept in a different context than it is found in the textbook or lecture.

Fourth, one very important aspect of learning science is understanding its place in the world. In one sense, the scientific information and principles I teach involve mostly mechanics and technical information about the human body. However, the teaching of science requires more than just the mechanical and technical aspects of the material, because I teach as a Christian and I teach in a university that professes Christian values and a Christian understanding of ultimate truth. Thus

it is important to speak about the context of science, about the strengths and limitations of the scientific method, about the appropriate role of science in society, and about the relationship between Christian faith and science. This God we worship has revealed himself to us both through the Scriptures (often called special revelation), as described by Paul in 2 Timothy 3:16-17, and through creation (often called general revelation), as described by Paul in Romans 1:19-20: "...since what may be known about God is plain to them, because God has made it plain to them. For since the creation of the world God's invisible qualities--his eternal power and divine nature--have been clearly seen, being understood from what has been made, so that men are without excuse." Thus teaching science requires that I do more than just investigate the creation as a set of atoms and molecules that behave according to certain natural laws, or investigate the creation as a portion of history. Rather, it also requires that I try to develop an awareness and appreciation of the architect who designed it, of the engineer who put it together, of the artist who made it beautiful, of the intellect who made it incomprehensibly complex and of the owner who cares for it as his own. Francis Collins, former head of the Human Genome project and current chief of the National Institutes of Health, has said, "When as a scientist I have the great privilege of learning something that no human knew before, as a believer I also have the indescribable experience of having caught a glimpse of God's mind." For me, that experience applies not only to new discoveries that no human knew before, but it applies also when I learn about a portion of God's creation for the first time. That is an exciting aspect of being a science teacher – to have and to help others have that experience on a regular basis.

Fifth, the four previous goals are strengthened when the learning environment is a caring community. This requires that I care not just about whether the students are learning course concepts, but it requires that I care about and get to know the students as individuals. I treasure the class sizes and environment we have at Pepperdine because it facilitates interactions with students that go beyond just teaching course material. These relationships help students feel comfortable in seeking help from us and in knowing that we are willing to come alongside them when they face difficulties in class or in life. These relationships also enrich my life. If students leave and don't have some sense of my caring and love, then I have failed in my responsibility to the student and ultimately to Christ.

Finally, a substantial portion of my teaching activity takes place not with students enrolled in my courses, but with students performing research in my laboratory. I am in my research lab with students two days a week most weeks of the school year and every day for 11-12 weeks of the summer. Many students have done short research rotations to observe or participate in the research process, and more than 20 students have completed research projects in my laboratory. These students have presented work they completed in my laboratory at a number of regional and national meetings, and all of the students who completed projects and have graduated have gone on to medical or graduate school. I have similar goals for students in the laboratory as I do for students in my courses – that they experience the rigor and challenges of scientific discovery; that they become independent, integrative, problem solving thinkers; that they experience my support and my caring as we work side by side and as things sometimes don't work very well; and that they see the Creator in the processes we study. I also think it is important for them to see me, a professor they view as an expert, continue to be a learner, reading literature and talking with other experts as we design experiments, collect data, and interpret and present that data. In our current world, scientific knowledge advances at an incredible rate, and I will never teach students even a small portion of what they will need to know. But I hope to help provide a framework for future learning and to help them on the road to being lifelong learners.

I am honored and humbled to be considered for a teaching award at Pepperdine, because I consider many of my colleagues here to be marvelous, caring, dedicated teachers from whom I have much to learn. Almost all of what I do with students is due to the influence of my past teachers and of my wonderful colleagues in the Natural Science Division and throughout Pepperdine.

Farzin Madjid
Professor of Leadership
Graduate School of Education and Psychology

Teaching is my love and passion. I would not trade it for the world. I am blessed to start every year with a new group of bright and enthusiastic students with whom I get to re-explore the same landscape, only to find new and undiscovered nuggets as each of them bring with them a new lens to see the old ground, a thirst for new discoveries, and a dream yet to be fully shaped.

I see my role as a teacher as being one to serve my students as a guide, conductor, mentor, and role model. I have built my practice and my teaching philosophy around these roles.

Serving as a guide:

“If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea.”

Antoine de Saint-Exupery

I see my role as one who inspires the student to want to learn more and not be satisfied with what they already know. I encourage my students to embrace questions as a medium for critical thinking and growth, not solely as a path to an answer. I bring excitement, enthusiasm and energy to every minute of every session. I bring currency and relevance to every lesson so that instead of asking me “why do I need to know this?” students will ask “how can I learn more about this?” As a guide, I cannot be the sage who has all the answers, rather one who sheds the light on a path on which students find their own inquiries. Ultimately, I can arouse their curiosity, intrigue them, help them fall in love with the subject, like I once did, and yearn to learn more. Only then, will students find their own voice – their own purpose. Their journey can then continue without a guide.

Serving as a conductor:

“The conductor is the only musician who doesn't play an instrument”

Benjamin Zander, Conductor of Boston Philharmonic

I have learned that teaching is about giving, not receiving. The learning environment cannot be about how good I am as a teacher or scholar, but how great the students can become in their own journeys. An orchestra conductor doesn't play any one instrument, but rather, s/he has plays a role in how all the other instruments play together. The conductor's function is to facilitate and coach the musicians to excel both individually and collectively. S/he at times demands harmony from all the musicians, while at other times gives one the center stage to shine. Most importantly, the conductor is always prepared.

As a teacher, I conduct class by always being prepared. I spend a great deal of time taking new, more exciting, more fun approaches to how I present topics in class. Whether I am teaching statistics or leadership, the day-to-day environment is rich with learning opportunities. I have learned to capture video from DVDs, YouTube, or live television and edit the footage into short segments that exemplify the main points of discussions in class. Whether it is a speech by a presidential candidate exhibiting transformational leadership qualities, or a poorly constructed stock chart on a business channel, I find them, capture them, and convert them into a video clip that I can upload onto SAKAI or show in class to generate discussions. I constantly look for ways to improve my lessons by infusing more technology, finding new books, articles, or creating or discovering a relevant podcast.

A conductor must have high standards to bring the best out of his/her musicians. As a student, I found nothing less rewarding than an easy A. Now as a professor, I have high expectations and have higher standards. I believe my task is to set the very high bar, but be available, caring and supportive, in order to help students pass over the high bar. I spend a great deal of time explaining assignments to students, reviewing their progress, or identifying resources that would improve their paper. Students in turn appreciate being challenged, while being given an opportunity to succeed. One of the most rewarding experiences of my teaching career has been a letter I received from a student who thanked me for challenging her to perform her best in my statistics class, even though she received only a modest grade in the course.

As would a conductor, I recognize and honor the knowledge and experience with which my students come to class with. I build my work on the foundation of this knowledge. I allow for mistakes and view them as opportunities to improve. I

create a safe environment in which students can take risks and make mistakes from which they can reframe and expand their existing knowledge.

An orchestra is unique by the collective music it makes. Part of my responsibility to my students is to help mold them into a learning community that supports and enriches their learning experience. While I strive to bring the best out of every student, ultimately, my challenge is to also shape them into a cohesive learning community. Unlike a team, a learning community does not function at the strength of its weakest link. In every course I teach, I require a group paper. With the submission of the group paper, I ask each student to also submit a confidential assessment of contributions by each group member. I use these numerical assessments to prorate individual grades based on the group grade. However, to prevent this exercise from being a punitive measure, I create a vision for this tool whereby, early in preparation of an assignment, the group would ask an under-performing student how they could support him/her to get a score of 5 out of 5, rather than wait to the end to give him/her a score of 1 out of 5.

Serving as a mentor

Perhaps the most important one of my roles is that of a mentor. In my view, a mentor helps students discover their ultimate potential and creates a context in which they unleash that potential. I challenge my students to have big dreams for every facet of their lives. I work with them to believe in themselves and in their God-given talents. What I dream for them, what I envision of their true potential, must be unbounded lest it would limit what they can accomplish.

I am also actively involved with my students' lives and careers during and after their work with me is complete. I routinely coach and advise them on professional and educational matters. I put them in touch with my professional resources, I provide letters of recommendations for them, and most importantly I continuously remind them of the limitless potential I see in them. I assist my former students who are studying for their doctorate with their dissertation with research methods or statistical challenges they may have with their topics.

In the first night of class, I asked my students to envision to themselves, and then tell me what their greatest accomplishment would be if the Lord gave them every break or miracle for which they could ask. As a constant reminder of my students' potential, I ask them to write that accomplishment underneath their names on their name tents. I then relate to them not simply as Jane Doe the student, but as Jane Doe – responsible for ending hunger in the world. This simple exercise then transforms our relationship.

Serving as a role model

Whether I choose to be or not, as teachers we are role models to our students. They will pattern their worldview, their teaching style, or even their beliefs after their teachers. My role model in life is Christ. I have been inspired and influenced by the 13th Chapter of the Gospel of John verses 1-17, in which Jesus washed his disciple's feet. I have learned to be a servant leader from this passage, as was Jesus. The passage teaches me to love my students unconditionally. From this passage I have learned my purpose is to serve and to empower my students to fulfill their possibilities. "Washing the feet" of my students reminds me to be loving and humble in the sight of my Lord. It also teaches service and humility to my students, which are characteristics that distinguish between a good student and an amazing student.

I want to again thank you for the opportunity to reflect on and share my teaching philosophy and the four roles I play as a teacher with your committee. Perhaps there is no better way to close this essay than an old Chinese proverb that aptly summarizes my teaching philosophy:

"Go to the people. Learn from the people, Love them.
Start with what they know - Build on what they have.
But to the best leaders - When their task is accomplished - Their work is done,
The people will remark - We have done it ourselves."

Jim McGoldrick
Professor of Law
School of Law

In 1971, Dr. Howard White, then dean of graduate studies at Pepperdine College, insisted that Dean Ronald Phillips seek me out for a faculty position at the Pepperdine School of Law. I have just completed 42 years of law school teaching. Receiving the Howard A. White Award for Teaching Excellence would be the most humbling and most rewarding moment of my long career.

To the degree that I am an effective teacher, I attempt to do the following.

I bring genuine enthusiasm to my teaching. I learned early on that my attitude directly affects the students' attitude. No matter how busy I am, I owe it to them to be fully connected to them. Whether a particular student likes me or likes my course, I hope that they think that I am glad to be with them and that I take my teaching assignment seriously. I think my faculty evaluations mention my enthusiasm for the course more often than any other positive trait. For that I am grateful, but it is no accident.

Importantly, I believe that I should teach something in every class. It is elementary, but I have seen too many classes where a teacher attempts some novel approach, only to lose focus on the fundamental role of teaching something. My first responsibility in every class is to cover the assigned material. For me this means holding up to the students the most important aspects of that day's assigned materials, helping them know what is the wheat and what is the chaff, and showing them where they need to grow. As a longtime teacher, I know the shallow spots where the students tend to settle and need help to reach some higher ground. No matter how prepared they are for class, students should always feel that they have learned something from the class that they did not know going in. One of the skills of good teachers is knowing how to stretch the best students without losing the poorest students. That is a skill that I am always trying to improve.

In addition, whatever the substantive law, it is my responsibility to make my law students better at using the underlying analytical skills that all lawyers need to have. If I limit myself to teaching the substantive content of the course, however important that might be, I have shortchanged the students and myself. I have to help them develop their own processes for reasoning through a legal problem so that they can take those skills out into the real world with real clients whatever the underlying law. Teaching analytical reasoning skills in the context of the substantive law for the day is easier than attempting to do it in the abstract. When I am at my best, students will likely not realize that in addition to the substantive law, I also am teaching them the skills that successful lawyers must have to resolve all but the simplest issues that their clients will bring them. I think teaching this process is actually the hardest part of law school teaching, the kind of lessons that cannot be found in a textbook or in some commercial outline.

I want my students to always feel that I have respect for them. When they speak, I look at them, hear them, and respond to where they are. But respect does not mean letting students off with lazy or incorrect answers. Respect means challenging the students to grow, no matter how hard that is in the moment. If a student is wrong, I will try to find something correct and move them in that direction. That may mean cutting them off and redirecting them. It may mean letting other students get us back on track. Ultimately, a student may have to be told that they are wrong. The good teacher will be able to show the student how to move from being wrong to being correct, all while respecting the student as a person who is trying to grow and improve.

Also, I think that it is crucial that I see my students as more than just students, that I see the hurt in their eyes, the desperation in their hearts. All law schools have caring professors, but I believe it is a point of greater emphasis here at Pepperdine, and the Pepperdine faculty will often bring a spiritual component to any individual counseling which is not found at most other law schools. Students have a way of knowing if a teacher can be counted on to help without judging, to only listen sometimes, and at other times to bring insights to help them meet whatever their problem might be. I am glad that I have a reputation for being one of those teachers.

I have always taken an expansive view of what it means to be a teacher. In addition to my academic scholarship, I have served in virtually every capacity possible in the law school. For eight years, I was the associate dean in charge of academics. As associate dean, I started our fall semester London program, a program that student after student often identifies as the crowning moment of their law studies at Pepperdine. I also came up with the idea of using Dean Phillip's friendship with various Supreme Court justices to have them teach for us during the summer. While in recent years

others have taken over the writing of accreditation reports, I wrote the documents that first got us approval by the American Association of Law Schools. In our most recent accreditation reports, I recognized paragraphs that I had written more than 25 years ago.

Finally, I consistently supported the University's Christian mission. I was the first law faculty member to host a bible study in my home for law students. For about a decade I wrote a regular article on prayer for the Christian Legal Society Journal. My view of the school's mission is all-encompassing, accepting persons of faith but also encouraging all students whether believers or not. I think that it is crucial to maintain a core connection to the school's spiritual heritage, to reach out to all legal scholars who have a deep, abiding belief in some recognized spiritual tradition, and to nurture all persons in the Pepperdine community who are wrestling.
