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*Teaching Philosophy*

As an educator, I seek to engage students within and outside the classroom. This statement provides an overview of how I approach teaching, the way in which I structure my courses, and example courses I could teach.

I view teaching as an integral part of my scholarship. Teaching offers a framework for larger conversations that happen outside of the classroom, in faculty offices, at the dining hall, or the coffee shop down the street, and while working with students on research projects. Understanding certain terms and concepts is important in enabling the entire class to have a cogent discussion. However, rather than simply memorizing key terms, I am more interested in students applying the information presented in class through readings, class discussions, and lectures. As an instructor I work to provide the relevant tools and information students need to think critically about the subject matter. My goal is to make each course I teach as engaging and applicable as possible while providing students with a solid understanding of the content as they prepare for their careers.

Within the classroom I take my role as facilitator for student learning seriously. I recognize that I cannot force students to learn the content in the courses I teach, nor can I force them to apply the information I cover. I do, however, provide an environment that is conducive to learning and challenge students to explore new perspectives. Consequently, my teaching style is highly interactive and requires student participation and active thought. From a practical standpoint, this means I use multiple techniques to present the course content including: team discussions, case studies, current events, video clips, interactive exercises and, to a lesser degree, lectures.

I encourage students to invest in their education by offering an optional integrative assignment. The highest grade a student can earn in the course without completing the integrative assignment is a B. For this assignment, it is the student's responsibility to demonstrate his or her command of the course material in any format he or she chooses. In the past, students have written research papers, provided case analyses, created YouTube videos, and developed dramatic presentations. If students need help coming up with ideas, I meet with them outside of class to explore their interests and assist them in thinking outside of the box. I have found the integrative assignment is an effective way for students to move beyond merely memorizing information toward practical and personal application.

I have also found the use of guest speakers to be an effective tool in the classroom. Through the use of Skype and FaceTime; a Senior Vice President from Wells Fargo, the Director of Non-Baseball Operations for the Boston Red Sox, the CEO of an multinational non-profit organization, and the president of a consulting firm have all interacted with and presented to my students. I choose the guest speakers based on their ability to share some relevant examples of concepts discussed in class and their willingness to answer student questions. Students earn class participation credit by preparing for these sessions ahead of time and submitting specific questions to ask the guest speaker.

I am comfortable teaching a variety of courses. In the past, I have taught upper-level undergraduate courses in human resources and a graduate level negotiation course. I have also served as a teaching assistant and guest lecturer for courses on leadership and organizational behavior. Additionally, the minor area of my PhD is in research methods. Finally, I worked as a strategic planner for the US Navy prior to pursuing my PhD. Consequently, I would be qualified and competent teaching courses in organizational behavior, strategic management, leadership, research methods, human resources, and negotiation.