

I hold a student-centered philosophy of education, rooted in my belief that the primary purpose of higher education is to facilitate students' acquisition of the knowledge, skills, and competencies they will need to achieve successful, sustainable lives post-graduation. To this end, I utilize a variety of pedagogical methods, including intelligent instruction, direct engagement in relevant tasks, interactive experiences, and other methods appropriate to a given learning area.

I seek out and maintain an active working knowledge of developments in my academic discipline that sustains my research and professional practice, which is also the standard I set for the faculty whom I lead. I believe educators' knowledge must constantly evolve and change along with developments the field outside the confines of academia.

I strongly believe that my responsibility as an educator is to provide students with high-quality instruction in the essential skills and knowledge of the course's discipline, but I also allow students the freedom to explore their own ideas when appropriate. Students do not come to higher education because they want to be shaped in their professors' images but to grow in their own individual directions. Faculty should impart expert-level knowledge while also nurturing and encouraging students, guiding them to achieve their unique, personal best.

I believe cogent, relevant, and constructive assessment is essential to higher education. I provide a substantive diagnosis of the strengths and weaknesses of my students' work without resorting to disheartening negativity. This is not to say that assessment should be sugar-coated, but I believe the primary goal of assessment should be an evaluation of the success of a student's learning relative to an academic task rather than being oppositional or contrary.

Among, but not limited to, my ideas about instruction, I hold the following core beliefs:

1. I provide a sound knowledge base for which my students are held accountable through appropriate assessment methods. They must also have opportunities to apply this knowledge in ways that stimulate innovation, collaboration, and communication. To tell students what's right or wrong, acceptable or unacceptable, in these situations is to do their thinking for them and thus limit their creativity.
2. I empower students to take chances with their ideas.
3. I recognize that students are not in class to be molded according to my personal preferences or an institutional ideal: they're there to refine and enhance their own skills, talents, and interests.
4. I balance the theoretical and practical aspects of instruction, with students learning about the nature of the discipline through focused study of its core content as well as immersing them in the practical aspects of the discipline's importance in the world. Interdisciplinarity and engaged learning, when possible, can powerfully transform students' academic experiences.
5. I establish the focus of my classroom on my students' learning, not on my teaching.

My views about education have been shaped in equal measure by my research in higher education, on the positive and negative personal experiences I had as a student at every level from community college through doctoral study, and on my service as an instructor in a wide variety of classroom and studio settings. These views are borne out by the high ratings I have received from my students and the excellent quality of work they have produced. I firmly believe that these core values foster student achievement, which should be the most important goal of any department or institution, and which is also the driving force behind my books *Higher Education by Design: Best Practice in Curricular Planning and Instruction* (2018) and *Pivoting Your Instruction: A Guide to Comprehensive Instructional Design for Faculty* (2021).