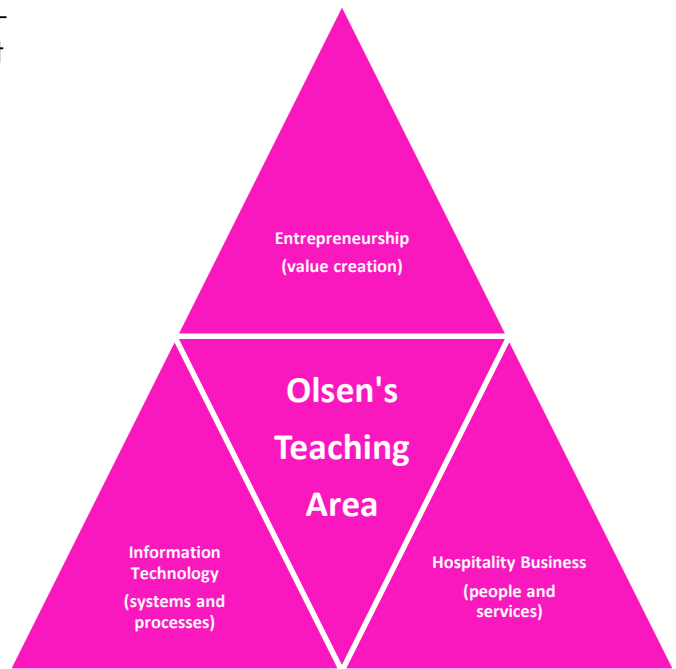


Teaching Statement

I teach at the intersection of entrepreneurship, the hospitality business, and information technology, which connects people and services, systems and processes, and value creation. I am driven by my passion to make a difference in entrepreneurship education. I want to create practical curricula that will encourage students to engage specifically in entrepreneurial activities that will create economic impact post-graduation. Teaching at this intersection point empowers the next generation to weather future economic and social challenges. Empowering the next generation of entrepreneurs is important to sustaining economic prosperity and challenging hegemonic assumptions that are embraced by society yet limit innovation in social welfare.

I teach at this intersection point because it blends my educational background from Cornell University, University of Virginia, and George Mason University together with my academic work experiences as a Fulbrighter and Cornell faculty member. My teaching style is informed by my entrepreneurial work experiences which include starting a nonprofit (501c3), establishing a consulting company in the technology space, and serving as a technical business counselor and operations director at a Small Business Development Center which served the public.



Teaching Entrepreneurship

Teaching entrepreneurship is challenging at any education level as the term 'entrepreneurship' is hard to define. Teaching entrepreneurship requires skills in linking together multidisciplinary ideas and themes while encouraging students to create a product, service, or solution that has value. I teach courses that are open to both the undergraduate and graduate level to all majors in both traditional, hybrid, and online settings. The classes have ranged from one to three credit courses with up to 80 students in each class. Teaching can be challenging based on the diversity of the backgrounds of students including cultural contexts that have impacted their perspectives on the term entrepreneurship. The challenges result in implications for instruction. As such, the majority of my instructional techniques are based on the theory of cognitive constructivism which is focused on identifying pre-existing 'constructs,'¹ in order to encourage innovation in the mind. Further, I see students as creators not consumers and therefore, I encourage constructivist learning by incorporating community, reflection, and active-learning in my teaching.



Community

Activities can be leveraged to encourage community to help students bring out their existing knowledge in the classroom while also creating cognitive dissonance to motivate them to innovate upon their current learning constructs. I am inspired by Bill Nye's quote, "Everyone you will ever meet knows something you don't." With such a wide range of demographics in the courses that I teach, I focus on learning and teaching through community in my classroom instruction; a foundation inspired by Parker Palmer's diagram in *The Courage to Teach*ⁱⁱ. By leveraging the knowledge of each student in the class, learning not only happens from my instruction but also through learning opportunities from the community that is created in the classroom. This approach lends itself to be a strong fit when mixing students specifically from the undergraduate and graduate levels. Additionally, it allows for norming and a common bond to be formed as students explore each other's backgrounds and experiences that they bring into the classroom from their own journeys.

One example of how I incorporate community into my class is requiring students to participate in at least one networking activity each week. While I embrace technology and social media as a tool for connection and engagement, I've noticed an average decrease in social interaction skills in the predominantly millennial generation that I am currently instructing. I require networking in class to inspire students to focus on their presentation and oral communication skills. Learning how to connect to a stranger more clearly and quickly is a skill necessary to an entrepreneur in a global landscape. As networking is a key skill to be able to connect resources together in an entrepreneurial venture, the networking activity is key not only to helping students work on their ability to pitch an idea but to learn how to give and take constructive feedback in the ideation cycle. Another example of how I incorporate community is by having the students create their own norms for the classroom and a critical friend team charterⁱⁱⁱ for group work during the first week of class. This allows for authentic interaction with students based on their experiences leading up to the course and encourages accountability in the learning process, another key skill for an entrepreneur.

Reflection

I am inspired by Brookfield's notion that "Classrooms are not limpid, tranquil reflective eddies cut off from the river of social, cultural and political life. They are contested arenas—whirlpools containing the contradictory crosscurrents."^{iv} As a course requirement, students complete reflective logs to connect class material to their own individual experiences and goals. By building upon what the students already have obtained in their education and experiences, the information in the course is more effectively anchored in their minds. Further, critical reflection assists students in uncovering hegemonic assumptions.

I encourage students to reach out to alumni and industry leaders to complete informal interviews to practice valuable skills and learn empathy and respect for diversity. During the interview process, I provide guidelines and suggestions on how to network when reaching out to new contacts. I launch my classes by telling a story from my background and experience, essentially unpacking my own entrepreneurial journey for students each week and linking the learning lesson to the main theme for the class that day.

I lead students in completing Gallup's Builder Profile 10 Assessment, which is a tool to help budding entrepreneurs identify their innate strengths and their dominant entrepreneurial leadership style (strategic, relational, or activation). The BP10 Assessment is a 30-minute online evaluation designed to isolate the 10 talents that most successful entrepreneurs have in common. The results of the assessment are compiled into a custom report, which students can use to guide them on their entrepreneurial path both individually and in a team setting. When guest speakers collaborate with me in classes, I have them complete the BP10 Assessment as well, providing a common experience for students and guest speakers to help them further connect and reflect.

Also, I utilize an advanced organizer approach, a cognitive instructional strategy, to encourage students to build upon knowledge that they already have and encourage multidisciplinary thought as we move through content. During the first class, I encourage students to outline their individual goals for their course and use this not only to shape the instruction in the class but to gain an understanding of each student's intended outcomes from taking the course while serving as a baseline measurement. I cross check these goals against the learning objectives in the syllabus, which are strategically aligned with Bloom's Taxonomy, and provide feedback to each student on how to craft the goals more effectively so they can be easily measured and result in the successful completion of coursework. At the end of the course, I have the students return to their initial goals and reflect upon what value the course has provided. I also ask students to link work that they have completed in the course to their ideas on their future careers.

Active Learning

I engage the students in activities that help them unpack and repack their entrepreneurial journeys. For example, I use an activity called The Marshmallow Challenge and an activity called Quilt Your Way to a Puzzle to provide students with the experiences to connect the academic and the practical and execute their talents in class in a group function. The activities are based on teachings from Babson's Entrepreneurial Thought and Action^v concept and Parker Palmer's movement approach from his work *Divided No More*^{vi}. Both pieces inspire execution as an engine for movement which aids in entrepreneurship education delivery.

Evidence of Learning

To document evidence of learning, I leverage multiple techniques. To support each student's likelihood of success in the class, throughout the semester, I incorporate formative feedback opportunities through peer evaluation opportunities and by allowing students to pre-submit their work before final due dates for constructive criticism to assist in their learning process. All graded oral and written assignments are setup to encourage lasting, sustained learning as they are strategically setup to align with tasks that students would face when working in an entrepreneurial venture. Rubrics are established to provide clear guidelines to set up students for success and encourage a focus on value discovery and creation. I sometimes use iClicker software to complete pre- and post-questions during the semester relating to the learning objectives for the class. Finally, I provide resources and counseling opportunities during office hours for any students struggling with course content or want to take the concepts even further than the course timeline permits.

The Pursuit of Becoming "A Master Teacher"

I aggressively pursue opportunities that allow me to engage through networking, focus on creative, nontraditional paths, and that require an execution engine to link systems including people, processes, and systems. I actively assess my own goals for professional development as an academic. First, I have a network of mentors that I work with on a continual basis who are both tenured and hold administrative positions at other universities and/or successful entrepreneurs to help me identify areas of continued focus moving forward in addition to providing feedback to improve my presentation skills. Second, I utilize resources available to faculty members at Cornell, such as the Center for Teaching Excellence, to help strengthen the content and flow of my syllabi for courses, enhance my presentation skills during class via peer critique of recorded lectures, and campus-wide seminars and global conferences to inspire innovation in teaching during each semester. I also leverage resources from professional organizations that I have joined, such as the Fulbright Association.

Additionally, I attend and present at regular conferences and engage in entrepreneurship education events to keep current on innovation in research in the entrepreneurship, hospitality, and technology space. Some noted conferences include [Cornell's Entrepreneurship Summit](#), the [PhoCusWright Conference](#), [TechTable](#), and the [Institutue for International Education Generation Study Abroad Summit](#). I have participated as a judge in the Falcone Center for Entrepreneurship at Syracuse University's Capstone Business Plan and [The Big Idea Competition at Cornell University](#). I maintain my knowledge of the literature in entrepreneurship education by reading both popular and academic periodicals including *Inc. Magazine*, *Entrepreneur Magazine*, *BizEd Journal*, *Entrepreneurship Theory & Practice*, *The Teaching Professor*, *Fast Company*, and *Academy of Management Learning and Education*.

Research Statement

I identify as a qualitative researcher in entrepreneurship and global economic development. My research is focused on the intersection between entrepreneurship, hospitality, and technology. Currently, my work is focused on three main areas:

- 1) Gallup's Entrepreneurial Profile 10 Assessment (EP10) (BP10)
- 2) Mentoring in hospitality entrepreneurship as a means for alumni engagement and entrepreneurial education; and
- 3) Entrepreneurship in higher education—faculty member perspectives on undergraduate entrepreneurship education in the United States.

I am a strong advocate for case study development each year—focusing on entities that have an international focus.

ⁱ See Hartle, R.T., Bayiskar, S., and Smith, R. (2012). A field guide to constructivism in the college science classroom: Four essential criteria and a guide to their usage. *Bioscience*, 32 (2), 31-34.

ⁱⁱ See Parker, Palmer (2007). *Courage to Teach*. San Francisco: John, Wiley, and Sons.

ⁱⁱⁱ See Aaron, J.R., McDowell, W. C., and Herdman, A. O. (2014). The effects of a team charter on student team behaviors. *Journal of Education for Business* 89 (2), 90-97.

^{iv} See Brookfield, Stephen (1995). *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass.

^v See Babson Entrepreneurial Thought and Action at <http://www.babson.edu/about-babson/why-babson/pages/entrepreneurial-thought-action.aspx>

^{vi} See Parker Palmer in *Change Magazine*, Vol. 24, Issue #2, pp. 10-17, Mar/Apr 1992.