

## Teaching Philosophy

To be a teacher is an honor, and I accept the responsibility incumbent in having a role in students' precious experience of higher education. My goals are to develop creativity and the capacity to produce, to help students learn a range of production, performance, and business skills, and to begin the transition into professional life. Every student has a unique combination of aptitude, educational background, motivation, work schedule, health issues, and family responsibilities. A variety of teaching styles and assignments allow each to contribute to the class, applying their skills in music, business, visual arts, communications, and computer science. I value the Academic Advising process, and offer an extra credit assignment at the beginning of the semester to meet during office hours to discuss interests, challenges, and career goals. Perspective derived from relationships developed outside of class, and as faculty advisor for the Pepper Records and Ragin Radio student organizations, help tailor the class content to each new combination of students.

It is my responsibility to impress on students the challenges they will face and to help them realistically assess opportunities. In a rapidly changing industry they must become independent learners and problem solvers, able to troubleshoot equipment, evaluate new products, read manuals, and locate information. Objectives for the course and each meeting are made clear in order to help students buy into the process and learn. Evaluation in Music Media courses is primarily based on projects, which are periodically reviewed with their peers, followed by public display on the Internet and in concerts, challenging students to do their best work. Two projects are assessed at the end of the semester in order to monitor how well the class is developing core capabilities. Last semester in MUS376 (Recording Techniques I), for example, these were the live concert CD and a studio recording of a small group. Alumni and community professionals are interviewed to gain insight on the current market situation and to gather suggestions for improving the program.

It is the student's responsibility to determine where their passion and skills lie, to capitalize on their strengths, and accommodate their deficiencies. They need to work hard and put in a lot of time building skills, getting practical experience, developing contacts, and finding their niche. I support this process through individual counseling, setting high standards, requiring punctuality and meeting deadlines, and assigning collaborative projects with rotating roles.

In these busy times I choose activities that have multiple benefits. For example, students in the Music Industry class have begun building an online database to include calendar listings, venues, musicians, studios, engineers, managers, record companies, radio and television stations, Internet resources, and teachers. This will be a useful resource for internships and help students develop communication skills, contacts, and an awareness of the market, while being of value to professionals in the community, helping to strengthen the regional music business infrastructure and promoting culture, community, and tourism.

I expect there will be many more opportunities to find synergy between the Music Media, Music Business, and Traditional Music programs. I look forward to these, and to the process of finding creative ways to engage students.