

ELEMENTS OF EFFECTIVE FACULTY - CORPORATE FELLOW TEACHING PARTNERSHIP

BUILD A SHARED VISION

- Spend a few hours getting to know each other prior to the start of the course.
- Talk about the program, course learning objectives, the role of the corporate fellow, the idea of “takeaways,” what students are like, and what to expect.
- Review class syllabus, text and other class materials.
- Jointly determine how to best leverage each other’s strengths.

HAVE A GAME PLAN

- FACULTY**
- Plan the “script” of a lesson with designated roles and send it to the corporate fellow as early as possible for review (e.g., let the corporate fellow own some learning objectives each week; use student assignments to identify questions/topics and ask the corporate fellow to bring examples from industry that illustrate X, Y, Z).
 - Be willing to modify the plan to accommodate the corporate fellow’s ideas and interests.
 - Plan for several classes if weekly meetings are difficult.

- CORPORATE FELLOWS**
- Review readings and videos before class; understand the content well enough to apply it to your job with accurate and relevant examples in class.
 - Plan how you can reinforce course materials and make learning memorable.
 - Review your ideas with the Professor.
 - Choreograph your planned activities with the Professor.
 - Be open to feedback and suggestions from the Professor.

TRULY FLIP THE CLASS & SHARE THE SPOTLIGHT

- FACULTY**
- Deliver content online rather than during class time.
 - Devote class time to hypotheticals, discussions, evaluation, or application of content.
 - Let the corporate fellow lead portions of the class, interject when appropriate (e.g., open and close the session and let the corporate fellow be the focal point, use tag team or turn teaching).
 - Avoid dominating and allow the corporate fellow to participate on an equal or near-equal footing.

COLOR COMMENTATE

- CORPORATE FELLOWS**
- Provide a practical perspective on the day’s lessons/activities.
 - Reinforce course materials through a relevant real or personal example.
 - Offer alternate views, showing the ideal, less than the ideal, and the reality.
 - Challenge students. Ask: what are you going to do with this? How is this going to change your behavior? Why do you care about this? How will you take advantage of what you learned?”
 - Avoid seeing your role being confined to telling stories.
 - Avoid dominating by redirecting questions/topics back to the class.

CREATE SYNERGY

- Value each other’s knowledge and experience, embrace alternative views/ideas.
- Mesh individual contributions into a collective outcome.
- Work consciously to raise the energy of the class.