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Teaching Statement

Summary

The balance and challenge of doing both research and teaching is what drew me to a career in academia. I am a scientist because I love discovery. I am a teacher because I am energized by the prospect of passing that learning on. For me, standing in front of an audience and leading a focused discussion on a topic is exhilarating, whether with an audience of colleagues or students.

Teaching Experience

My experiences as a PhD student, MBA student, industry professional, and researcher have given me ample opportunities to teach graduate and undergraduate students. While maintaining an aggressive research agenda, I assisted with and co-instructed six courses at Cornell University in the School of Hotel Administration (an AACSB accredited business school) and the Samuel Curtis Johnson Graduate School of Management. In the School of Hotel Administration I assisted with courses on Quality Systems and Processes (graduate level), Hospitality Quantitative Analysis (undergraduate statistics), and Service Operations Management (undergraduate core OM class). In each of these courses I prepared and taught sessions during the instructor's absence. I also prepared my own review sessions before each test and held regular office hours where I tutored three students per week (on average) on difficult material. Working individually with students was especially rewarding in statistics because many students traditionally struggle with this topic. I was particularly pleased with one student—who after failing the first exam—came to office hours every week and earned a B+ on the second exam. The Quality class was a unique experience because it consisted of graduate students from two Cornell colleges (hotel school and hospital administration). On this occasion I helped many students without a background in operations management understand the foundations of the discipline and the details of quality management.

While at Cornell I have also worked extensively with faculty in Cornell's S.C. Johnson Graduate School of Management in research and teaching. As a co-instructor for the Semester in Strategic Operations (SSO) course, I collaborated with two other co-instructors and numerous guest speakers to give the students a full emersion into operations management. My role as a co-instructor was to be an expert on service operations management, and as such the other co-instructors deferred service oriented questions

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to me. I also mentored students interested in pursuing professions in service industries. During the course, I helped orchestrate tours where students walked the plant floors of manufacturing and service-oriented companies. On the tours, students engaged with senior level managers and discussed challenges unique to these firms. Students also learned quickly to identify inventory and process inefficiencies and wrote about ways to improve processes. I believe these types of learning experiences were critical to the success of the course and I look forward to continuing this practice with my students in the future.

The final two courses I assisted with in the Johnson School were core MBA operations courses with both full-time students and online executive students. This experience was enlightening for me because I learned about the different nuances between full-time and online instruction. With the resident students, I held regular office hours and review sessions where I tutored students on difficult concepts from the course. In the online course I learned about planning a course for students in locations around the world.

Finally, as an MBA student, I assisted with undergraduate and graduate level courses in customer relationship management and service operations management. During my MBA, I decided that I wanted to pursue a PhD so participating in teaching was part of my preparation. I taught courses in the professor's absence and mentored students on their projects. The graduate course was a unique challenge because the students were my peers (fellow MBA students). I worked hard, and gained their respect as an instructor and not just a colleague.

Teaching Area 1: Operations & Supply Chain Management

My background as a PhD student, MBA student, industry professional, and researcher provides various vantage points from which I can relate to all types of students, and a skillset that allows me to effectively teach a broad range of courses in an operations management or supply chain curriculum. During my schooling, I assisted with or co-instructed eight undergraduate and graduate level courses on various topics, including: operations management, quality management, quantitative analysis (statistics), customer relationship management, and service operations management. This extensive training has given me exposure to various teaching methods such as: case discussion, flipped classrooms, company tours, guest lecturing, traditional lectures, video lectures, and online education.

In addition to my extensive doctoral training, I earned an MBA. I understand the dynamic of an MBA classroom and the motivation of MBA students. I also bring four years of industry experience in a New

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York City boutique consulting practice to the classroom. I plan on incorporating these experiences into my teaching by creating useful connections to industry and supporting students in their career objectives. Finally, through my experience as a researcher, I am prepared to mentor PhD students interested in empirical methods in operations management.

Teaching Area 2: Statistics/Analytics

I am an empiricist and as such have extensive training in various statistical methods using primary, secondary, and experimental data. I have also assisted with an undergraduate statistics course and mentored many students in statistics. This training has prepared me to teach courses in business analytics, statistics, and empirical research methods. Additionally, I understand the plight of the typical undergraduate or graduate student who struggles with statistics. As an undergrad, I struggled before my breakthroughs in statistical understanding—thanks in large part to the support of good teachers. I look forward to making statistics more accessible to students and helping them to appreciate how statistics can be impactful to their careers.

Teaching Area 3: Service Management

My research focus and training qualifies me to teach elective courses in service operations management. I have been trained by some of the leading service researchers in the world, including: Rohit Verma, Chris Anderson, Gary Thompson, Sherri Kimes, and Scott Sampson. I understand what makes service firms successful and the unique challenges that service organizations face. I hope to develop a service-oriented elective or incorporate service research into my core curriculum.