

Teaching Philosophy
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I have taught courses for Penn State, as a visiting professor (from 1993 to 2000) or full-time professor, continuously since 1993. I have taught over 160 sections of 20 different courses. I have also supervised many graduate and undergraduate projects. My goal as a finance professor is to prepare students for careers in business administration. I believe that my background as an investment banker and portfolio manager for 11 years has given me a good understanding of the necessary skills to succeed in finance. In the classroom, I try to combine practical examples with the important theoretical and empirical concepts in finance. I completed my Chartered Financial Analyst (CFA) certification in 2006 to encourage students to pursue this designation.

In my former jobs, I was involved with the hiring process and served on several search committees. I maintain active contact with finance professionals and am aware of changing conditions in the employment market. I encourage my students to differentiate themselves from the competition by increasing their technical and communication skills and by paying special attention to detail. I believe in the use of technology in the classroom. I am a strong supporter of Canvas, and I encourage the use of spreadsheets in the classroom. As a teaching tool, I developed a website, www.valuepro.net, which provides instant valuations of most stocks. The website is based on the second edition of my co-authored book [Streetsmart Guide to Valuing a Stock](#) (McGraw-Hill, 2004).

I am continually trying to improve the quality of my courses by updating course content and requirements. As an example, I have restructured FIN 527, Derivative Securities, to include current topic discussions of derivative scandals. In this way, the students are introduced to the ethical dilemmas of the derivatives markets. Since upgrading the course content and introducing an ethical emphasis, this class has become my highest rated and best attended course. I view this as an accomplishment because, although the course content continues to be technical and challenging for students, evaluations have continually increased.