

TEACHING PHILOSOPHY- THERESA CLEMENTE

My teaching career began at 9AM on a Monday in 1981, at Harcum College in Bryn Mawr, Pa. At the age of 24 and fresh out of graduate school, I was working full time as a Marketing Research Assistant at Robinson Associates, a Philadelphia-based Marketing Research firm. The CEO, heavily involved with marketing research experts at Wharton, was passionate about education. By suggesting that I teach one course at a college right around the corner from the office, Mr. Robinson set me on a career path that was unanticipated and full of surprises. He believed in my abilities, and acted as a mentor. And, he gave me time off from work to teach a course!

I moved to my hometown a few years later, and joined the family business as a Marketing Director. What a rewarding time in my life, learning from the best entrepreneurial Dad! He was cutting edge, doing business globally in a small town in Pennsylvania in the 80's! I learned from his high level of engagement, valuable long-term relationships with clients and customers, and creative, innovative approach. My passion for teaching was lurking in the background, and I continued as an adjunct at King's College and Marywood University, and was offered a full time teaching position at Misericordia University, and in 2000, at Penn State University.

My teaching philosophy evolved from past experiences. *It is "intrapreneurial"*- driven by an innovative, creative and collaborative style, with the objective of motivating, encouraging, advising and empowering students. This style is continuously challenging, and is not without taking risks that the approach may need future revisions.

My teaching philosophy involves an integrative, interdisciplinary appreciation of business situations today, and can be described as *"bringing the classroom and the community together*. Engaging with community partners, through service learning projects, entrepreneurial events, internships, benefit all partners. The objective is to develop strong relationships with and among students and the community. In addition to fostering strong university/community relationships with the Wilkes-Barre Chamber of Commerce and associated businesses, the outcomes for students are numerous. Education transforms into becoming student-centered. Students conduct research, enhance technology skills, develop critical thinking skills, learn to communicate using a variety of techniques, become leaders and team players. Most importantly, students learn how to network with community stakeholders, and develop an awareness of the needs and opportunities of the community and their role of civic responsibility and active citizenship in the future. The rewards of this approach are long term. A notable outcome for students includes full time employment opportunities.

Ultimately, my teaching philosophy conveys *living with passion*. My wishes are that my students will be blessed with the quality of work life that I have experienced. Through eye-opening experiences in my classroom, I hope they live their career with passion, understand that hard work pays off, are intrapreneurial and relationship focused, and pass on their personal and professional integrity instilled in them during their time at Penn State University.