

ROBERT GERTZ, Ph.D.

THOUGHT-PROVOKING | EFFECTIVE | STUDENT-FOCUSED



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SUMMARY

Enthusiastic educator with 15+ years of experience at the undergraduate and graduate levels, teaching asynchronous online courses and in person to a mix of traditional and non-traditional students. Interested in actively engaging students and developing pedagogy that emphasizes diversity and under-represented perspectives.

AREAS OF SPECIALIZATION

Ethics, Logic, Social Philosophy, Technology, Practical Reasoning

AREAS OF COMPETENCE

History of Ancient Philosophy, History of Modern Philosophy, Pragmatism

EDUCATION

Ph.D., Philosophy
Temple University
Philadelphia, Pennsylvania

BA, Philosophy
Minor: Sociology & Anthropology
Gustavus Adolphus College
St. Peter, Minnesota

DOCTORAL DISSERTATION

Title: *Moral Code: The Design and Social Values of the Internet*

Committee: Carol C. Gould (chair), Paul Taylor, Joe Margolis, Joseph Schwartz, Jane Gordon

Adding to the philosophical study of the Internet by identifying the interests embodied in its basic design and the implications that these embodied interests have for its use, particularly in relation to current social and political debates about technology in a global context. I investigate how regulation of content, government appropriation, and commercialization are debated through the Internet.

COURSES TAUGHT

DOCTORATE LEVEL COURSES:

Professional & Business Ethics in Organizational Leadership

This advanced seminar examined enduring issues in business and professional ethics along with the application of approaches to ethical professional practice and organizational operations to contemporary organizational environments and issues.

Advanced Social Networking for Organizations

This advanced seminar analyzed the evolving role of social media and information technologies in the transformation of large organizations and its leadership, including ethical questions surrounding media and public relations, promotion and identity, workplace governance, and diversity, equity, and inclusion (DEI).

FIRST YEAR, UPPER, AND SENIOR LEVEL COURSES:

Business Ethics

This course examined ethical theories, economic concepts, and business paradigms as the foundation for an analysis of moral problems in business, including students own stake in the market as consumers, employees, managers, or small business owners.

Practical Ethics & Moral Reasoning

This course debated real-world problems by applying logical arguments to practical decision making, including medical controversies, capital punishment, war, race, poverty, animal rights, environmentalism, and community.

Introduction to Logic

This course introduced the basics of logic, covering the theory of syllogism, symbolic methods for representing and assessing the logical properties of arguments, inductive and deductive reasoning, informal fallacies, and the role of presuppositions and other factors in scientific, social, ethical, and political problems.

Introduction to Philosophy

This course investigated literature, problems, and methods found in classical and contemporary philosophical writings, such as the nature of truth and knowledge, mind and body, freedom and determinism, and right and wrong. This course also practiced distinguishing between good and bad arguments, developing rationally justifiable solutions, and contrasting different global perspectives and time periods.

Philosophical Challenges to the Individual

This course investigated central, recurring problems of philosophy, including purpose of philosophy, skepticism, mind-mind problem, identity, free will, ethics, Eastern and Western moral approaches, and meaning of life.

PROFESSIONAL APPOINTMENTS

SUBJECT MATTER EXPERT (SME), 2021-Present

Forbes School of Business & Technology at The University of Arizona

Global Campus, Tucson, Arizona

Designed and developed an up-to-date ethics curriculum concentrating on philosophy, practical thinking, and complex case studies from diverse global perspectives for advancing students in the Organizational Development and Leadership program, with aspects of the course being adapted for the Doctorate of Management track and the Chinese market.

Notable accomplishments:

- Navigating diverse opinions and requests on a team of 9 university stakeholders representing academic leadership, assessment specialists, quality control managers, and learning resource consultants.
- Structuring a course map to enhance knowledge and skills by scaffolding learning objectives while actively engaging students in their field, aiming to help the next generation of professionals.
- Incorporating contemporary, evergreen case studies involving traditionally under-represented scholarship in philosophy (such as women perspectives and non-Western thinkers) as well as topics of globalization, technology, and diversity, equity, and inclusion.
- Garnering data analysis to make content decisions to increase student achievement with a goal of 20%.
- Creating visual tools and videos for use across different programs and diverse communities of learners.
- Designing course for the Canvas and Waypoint systems using instructional design models, including backward design and Bloom's Taxonomy.

ASSOCIATE FACULTY, 2020-Present

Forbes School of Business & Technology at The University of Arizona

Global Campus, Tucson, Arizona

Invited to the school to develop online pedagogy and ethical curriculum with expertise in content area and current knowledge of the field. Teaching mid-level Ph.D. courses online, focusing on critical analysis, scholarly research, writing skills, and originality.

Notable accomplishments:

- Monitoring course progress while promoting positivity and flexibility.
- Advancing online communication towards higher level of learner-centered engagement.
- Developing lectures and guiding active discussions with critical thinking.
- Mentoring students in their development of academic integrity and proactively offering support.

ASSOCIATE ONLINE FACULTY, 2013-2020

Ashford University, San Diego, California

Taught over 50 asynchronous online courses at all undergraduate levels serving traditional and non-traditional students, such as adult learners, veterans, and active-duty military. Invited to serve on committees and rework courses to strengthen content and foster learning through active collaboration.

Notable accomplishments:

- Collaborated with colleagues to research and develop new logic course to meet student needs.
- Recognized for high student retention rates due to actively engaging students through frequent interaction that motivated them to succeed, providing rich constructive feedback that also acknowledged accomplishments.
- Counseled at the individual student level about academic careers and future plans.
- Utilized rubrics effectively to grow students' knowledge and expertise through student-first education.

ADJUNCT PROFESSOR OF PHILOSOPHY, 2003-2005

Montgomery County Community College, Blue Bell, Pennsylvania

Independently designed and fully responsible for instruction of in-person courses, including test and written assignment creation and grading.

Notable accomplishments:

- Promoted an open and interactive classroom environment with genuine energy and enthusiasm for their learning, where lessons were shaped by student interest and input.
- Promoted diverse perspectives involving problem and project based learning demonstrations connecting concepts across academic programs.

ADJUNCT PROFESSOR OF PHILOSOPHY, 2003

Temple University, Philadelphia, Pennsylvania

Related academic lessons to personal development and practical consequence through lectures for second and third year undergraduates, enhancing the development of their competencies.

Notable accomplishments:

- Varied instructional strategies and effectively utilized resources, considering learning styles and customizing instructional support for learners with a variety of needs and educational backgrounds.

SERVICE

Spoke at a Doctoral Graduation Virtual Celebration as part of the leadership of the department in 2020.

Created content as part of a small team developing business ethics material for a specific course as well as widespread departmental use in 2020.

Served on a committee to redevelop an Informal Logic course at Ashford University from 2016-2017.

Consulted for the One-to-One Academy in Philadelphia, Pennsylvania, evaluating a two-day conference on technology and curriculum creation in the classroom at the School of the Future in July 2011.

Refereed for conference submissions, Society for Student Philosophers conferences from 2006-2009.

RELATED PROFESSIONAL EXPERIENCE

My extensive work experience as an administrator in the higher education field has enhanced my skills at understanding and developing students as well as taught me the value of service in the academic community.

RESIDENT MANAGER, 2014-2021

International Student House, Washington, DC

PROGRAM MANAGEMENT & DEVELOPMENT

- Managed a diverse resident population from approximately 30 different countries and developed programming to cultivate international dialogue and understanding between 100 residents in the community.
- Addressed and updated community policies involving multicultural, diversity, or gender issues.
- Directed building improvement projects with efficiency, completing a \$100k capital campaign and historical preservation project involving simultaneous vendor engagement ensuring cost-effective results.
- Harmonized communication and technology needs, provided operational support, and updated and developed IT to the full organization.

SUPERVISION

- Managed the maintenance and housekeeping operations, including a team of five people.
- Recruited, trained, and supervised two Deputy Resident Managers.

COMMITTEE SERVICE

- Led board committee that governed the strategic direction of the estate with a property value of \$14.5 million, tying project goals to the mission of the organization and unifying cross functional teams.
- Represented the organization at NAFSA, Association of International Educators.

RESIDENT DIRECTOR, 2004-2014

RESIDENT COORDINATOR, 2001-2003

Temple University, Philadelphia, Pennsylvania

PROGRAM MANAGEMENT & DEVELOPMENT

- Grew private partnership by 30% through cultivating relationships with corporate leaders in a competitive housing market for a leading university.
- Supported university academic objectives through program collaboration with 3 different departments developing curriculum and assessment that contributes to student success.
- Developed and delivered presentations: *Game Theory and its Application to Residential Life*, *Time Management vs. Stress Management*, *the Advantages and Concerns of Facebook*, and *Conflict Mediation*.

SUPERVISION

- Led and developed an efficient and diverse team of 24 graduate and undergraduate assistants and administrative staff with proactive mentorship, completing 1:1s and performance reviews, inspiring high-value standards and invested team members across a variety of organizational levels and backgrounds.
- Consistently tapped by the Conduct Office to serve as chair of university-wide Code of Conduct hearings, maintaining the university brand of student integrity.

COMMITTEE SERVICE

- Served as Chair of the Operations and Community Service Committees and as a committee member of Living Learning Communities, Residential Educational Curriculum, and Assessment.
- Planned and implemented MACUHO Student Staff Live-In Conference One-to-One Academy.
- Handled high-pressure emergencies and effectively collaborated on medical and mental health crises and criminal investigations as the on-call staff member resolving concerns for a 5,000 student population.

TEACHING STATEMENT

I help people develop the habits of reflecting on the world, assessing assumptions, seeing alternatives, sharing their ideas, and taking responsibility for their learning. To help people take responsibility for their learning, I must help them understand that teachers and classes are not to be treated passively. While I expect students to engage with the material and my lessons, it is most important to me that they begin developing critical reasoning skills. Part of my role in the classroom is as an erudite, but discovering, partner in inquiry. To this end, I seek a balance in my courses between lecturing and asking challenging questions to students to lead them to self-discoveries. I encourage students to engage with the material, with me, and with each other in the belief that learning happens best through intellectual exchange. Above all else, I want my students to understand that I am open to their thoughts, eager to hear their opinions, and thrilled to learn with them. This means who I teach, what I teach, and how I teach must embrace the diversity of my students' opinions with respect and fairness.

My participation is vital to creating a sense of social safety in the classroom. Without my willingness to be part of the conversation, the trust that students give an instructor to lead their experience might become compromised. This kind of social support is strengthened by my willingness as an instructor to share personal stories with my students. This kind of sharing also allows the class to connect the lessons to a real person. However, in building a community in the class, it is also helpful to have students take turns moderating discussions, where I participate in the discussion alongside other students who take part in leading it. Additionally, while my feedback to individuals directly and to the class as a whole is important, I also think it is helpful to create supportive forums for the students, where students alone can assist each other with their studies and even offer suggestions as a group for different directions of the course. In other words, I want students to feel that they have a voice in the class. I want them to feel that they belong to a community of learners who are participating in the success of the course.

Lastly, I believe that there is a stake in the development of our intellectual skills, that is, it can improve the choices that we make in the world. During my courses, I aim to show how philosophy and the world can illuminate and inform each other. I begin each lesson with its importance, emphasizing that the lesson should be studied because it has significance. I explain my personal interest in the material and encourage my students to be open to the possibility that the material might be meaningful to their lives as well. In my classes, I try to share my interest in philosophy and my belief in students' abilities to find unique insights. I have found that they often rise to my high expectations of them when given the chance, finding unrecognized value and talent. Of course, not all students can rise to the same expectations. I pay close attention to their activity in the class in order to learn their individual needs, but I never stop striving to help them reach their personal best. I ask my students to critically engage with the material and share how I might improve their learning experience. In this process, I learn better ways to teach, honing my craft as an educator.

DIVERSITY STATEMENT

As a professor, it is my intent that all students be well served, that their individual learning needs be addressed, and that the diversity they bring to class be viewed as a resource and strength. Diverse identities shape our students, faculty, and staff. Whether by our classrooms, our curricula, or our scholarship, diversity enriches and enhances. The intersection of these identities have the potential to increase vision, creativity, and productivity in our educational tasks, further developing skills while broadening knowledge not only for students but faculty and staff.

Through my education, teaching, and service to others, I am committed to the idea that diversity adds value. This idea has motivated me throughout my intellectual growth, from starting an organization in undergrad for fellow students to learn and discuss gaps in their education involving socio-economic struggles to being a university representative facilitating diversity training to new resident assistant mentors of first and second year undergraduates. The benefits to diversity informed my decision to pursue a doctorate degree at a university identified as “the diversity university,” where I continued my interest in diverse intellectual perspectives including race theory, gender studies, religious philosophy, and eastern and continental philosophical approaches. Upon finishing my graduate work, my dissertation investigated the benefits of technological advancement as well as its use for gender, race, and power inequality through the lens of social and political philosophy.

As an instructor, it is my responsibility to create a safe environment that fosters open and honest dialogue involving self-expression, while facilitating diligence in understanding others' viewpoints. To this end, I have advanced course curricula to focusing more on diversity content, for example, involving encoded bias and discrimination in a class on technological collaboration. Additionally, while recently working as a Subject Matter Expert for an applied ethics course, diverse scholarship and case studies were intentionally selected to ensure varying perspectives were recognized. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, ethnicity and national origins, gender, gender identity, gender expression, sexual orientation, class, age, ability, religion, or political affiliation. While I try to present diverse scholarship in all my courses, it may be necessary to recognize how much the world has lost due to a small subset of people being able to contribute to intellectual inquiry and academic scholarship. Furthermore, overt and covert biases in material may need to be acknowledged due to the lens with which it was written. Efforts towards diversity, equity, and inclusion are not without complexity. Nevertheless, it is a great pleasure to represent voices traditionally excluded that have been underrepresented and undervalued.

Activities should always be conducted in a way that shows honor, respect, and dignity to all individuals, whether they are part of the class or not. I spent the last few years serving the International Student House in DC, where I championed cross-cultural diplomacy between dozens of countries through individual mentorship and programmatic efforts, counseled interpersonal discord involving generational frictions between adult student scholars, and advocated for underfunded academics from around the world through a startup scholarship program. I remain humbled by my experiences and continue to critically examine and assess my most basic assumptions and values. This is not just one of the tasks of philosophy, but is an activity vital for personal growth, successful relations with others, and impactful edification.