TEACHING STATEMENT · DRAFT FOR REVIEW

Teaching Statement

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Regulatory strategy · Research methods · Science and technology studies

I teach people who are about to be handed real decisions. My students at Northeastern University are working professionals in the Regulatory Affairs master's program, where I have taught regulatory strategy since 2021. So I teach the way the work is done. You learn by doing, and you learn best when someone has taken the time to make a complex thing understandable without making it simple.

Replace the quiz with the problem

I replace quizzes with hands-on exercises, and papers with the problems the job will set. My methods lean on encoding, decoding, and experiential learning. Students make the regulated thing, take a real one apart, and do both under the conditions of the job. These are four of the methods I use most.

Packaging, by hand
Graduate students design FDA packaging and labels with markers on a blank carton. It looks like an art class. It shows how a regulated product gets labeled, and how it gets misunderstood.

Timed writing with AI
In place of a paper, I set a timed challenge. Students produce an FDA-facing document of dozens of pages, with figures and citations, in an hour or less, using any AI tools they choose. They expect a quiz and they get a deadline. I tell them it is regulatory life skills, and it is. Most do fine, a few excel, and all of them have passed.

Teaching with artifacts
I teach with antiques. Vintage medical and computing artifacts bring the history into the room and connect students with what innovation still needs. I open talks on gene therapy by rolling in a nineteenth-century kerosene magic lantern, built for glass slides, and showing the first slides through it. Textbooks fold centuries of medical history into a paragraph. I fold 120 years onto one wall, so students can see what the world looked like before the FDA and bodies like ICH set standards for medical product development.

The wall of notes
Students fill sheets headed history, nonclinical, clinical, and manufacturing with notes, and then argue over what they have built. The argument is the lesson.

Why this suits the field

My dissertation gives the reason. In biomedical innovation the meaning of a term changes with the room. The same word means one thing to an investor, another to a regulator, and another to a patient. A student does not have to master every technical element before joining that conversation. As I wrote there, "while some technical knowledge is needed for the study of innovation, the study of the social contexts of persuasive rhetoric is accessible and should not be intimidating as subjects in the TCR classroom and scholarly research." The map of social arenas that came out of that study was made to be taught from.

Timed writing with AI rests on a position I hold as a researcher. A polished document still needs a defensible link between its measurements and its conclusions. A student who has produced fifty pages in under an hour with a language model learns very quickly which part of the job the tool did not do.

What I teach

At Northeastern I teach RGA 6463, Regulatory Strategy Throughout the Lifecycle. I have taught in the classroom, and in online and asynchronous formats for cohorts spread across many countries. Earlier, as associate faculty at Coastal Carolina Community College from 2011 to 2013, I taught web development and document and graphic design for medical and science professionals.

I am prepared to teach regulatory strategy for devices, diagnostics, software, and therapies, the governance of AI and software as a medical device, research design with grounded theory, situational analysis, and multi-method studies, the rhetoric of science, and science and technology studies of medicine and of machines.

If a student leaves my course able to do the work on Monday, the course did its job.

Drafted with Flame Johnson, an AI collaborator, from my own notes, publications, and dissertation.

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