Prof. Chattopadhyay's Instruction Manual

Almost every new product you buy has an instruction manual. Why doesn't someone issue a similar manual for the people we work with most frequently? In an attempt to bridge the gap, I've constructed a manual of tips for working with me.

Characteristics	So What?
Aspiring Teacher-Scholar: I love my teaching, enjoy my class interactions and experiment with my class practices, adapting new pedagogical models and employing novel teaching techniques	• I am an active researcher, passionate about my research as well. I have research interests in multiple areas, including SoTL where I am active and try to practice/implement in my classes what I preach/publish. • I am open to criticism, value peer evaluations and welcome student feedbacks/inputs. I am always looking to improve my teaching and evolve as a teacher-scholar. • I am fortunate to have been able to combine my teaching with research. In fact, teaching is a form of research for me as I explore new methods and conduct unique case studies collecting data from my classes. That's why I welcome challenges of teaching new courses/subjects, both in-class and online. • I tell students that I love to connect with each and every one of them one way or the other. So, in case, a student hates my adopted teaching style and can't get much out of it, I ask him/her to try looking into my research work as there might be something in it instead to connect with and get inspired by.
Creative Researcher & Collaborative Team Player: I enjoy my research and love to be innovative while solving real life problems as well as addressing research questions	• I also value existing theories and traditional models. After all, I did my undergrad studies under an old school system (back in India) and don't believe in trashing all the earlier principles blindly. • Rather, I embrace a fine mix of old and new practices selectively. What I generally practice in my class is a hybrid model of teaching, based upon the best of both worlds, including the good old lecturing mode with interactions followed by the modern peer led team learning model. • I tell my students that depending on which teaching style (old or new school) they like, I have a bit of both i.e. something for all of them! • I might additionally give you the impression of a solo researcher, who prefers to work individually! However, I am a good team player, who is working with several students on undergrad research projects and is open to collaborations with other colleagues.
Computing Professional: I am a computer scientist plus computer engineer, a teacher scholar and a core professional,	• Even though I appear to be a serious individual at work and maybe somewhat of a busy work-alcoholic, I am not an anti-social by any means and have a sense of humor as well (I am certainly not a typical computer nerd or techie geek). I am a pro-privacy researcher, who relates to human rights issues quite well. Most of my research work in the academia is towards the "humanitarian side of technology" and focused

having many years of experience in the industry as well as the academia. I take my job very seriously (not for granted)	on innovation for serving the society. • I am quite friendly to have a conversation with and try to be easily approachable & accessible. I am always looking to build a connection with students both inside and outside the class (usually, I am surrounded by my students, having serious to light-hearted discussions in my office both during and outside my office hours). • I love to include students in my research work and motivate them to pursue their interests while doing independent studies, research capstones and industry internships with me.
Responsibility & Dedication Plus Honesty & Humility: I consider myself as a role-model for my students and always strive towards setting an example for them. I like to project myself as a student-centric professor, who will go that extra mile to serve the student needs with a personalized touch and be someone they can look up to	• Even though I take accountability as a professor, I do not impose myself with an attitude as the "almighty" knowing everything. My bonding with the students happens as a "friend, philosopher and guide" figure, who is there to help and mentor! • My teaching philosophy is based on mutual learning between the instructor and the students, and the fact that no one is perfect. I share and prioritize academic honesty plus humility with students. These two human qualities are what my life has taught me. So, I insist my students to hold on to (and not let go off) these 2 attributes under any circumstances. • I believe that if I am honest with my students and stay humble, then I am being a true role-model for them, thereby serving them better. • I tell my students that they may not like my teaching techniques and dismiss my lecture material, but I should deserve a minimal respect from them during the class proceedings, if they expect that they are entitled to the same respect from the instructor. • I am usually very fair and open with my course grading. In fact, even though I might appear as an easy-to-work-with professor and much lenient (in comparison to other faculty), I challenge my students enough (and not excessive) to shape their learnings. I tell my students that they should not take their grades for granted and need to earn their grades from me just like I need to earn their respect in class.
Diligence: I believe in hard work for achieving success and share the same with my students (I have learnt many things the hard way in life - "there's no shortcut to success")	• I am always open to new experiences and would like to hear if you have actually tasted success without hard work or if you have managed to achieve your goal(s) with a shortcut [this is not because I think you are "brilliant", but you might have figured out a better way to solve a problem that I would like to know about]. • I have seen quite a few "bright", "smart" individuals/students fail due to lack of effort. In fact, I hate to see them do injustice to their true potentials, letting themselves, including others, down. I want to help them realize the value of hard work. • I believe that one learns better the hard way because one tends to remember and appreciate things more when learning under testing circumstances rather than the easy

	way.
	• I do not look down upon my students based on their class performances. I equally value the hard-working, persistent "B" grade students as the "A" grade students as the former are the ones, who appreciate the value of diligence more than the other students. In fact, these are the students whom our industry partners prefer to hire as "long-term" assets.
Persistence & Patience: I value persistence plus patience and find it amazing what little patience as well as perseverance can do (I believe in "slow and steady wins the race")	• I would like to know if you have succeeded using "the fast and furious" approach [this is not because I think you are smarter than me, but because I would like to learn about your experience and collect data, noting what worked for you as part of my research]. • I am usually very patient as well as understanding towards my students and work with them in whatever way I can as long as they are honest, putting in the effort and exhibiting the right intent. I would like to know the reason if a student happens to be unhappy and impatient with me so that I can address it accordingly. I usually try my best to work with impatient, dissatisfied students (as long as they are not trying my patience) and expect them to at least have some patience if they think/realize that I am being patient with them. • I have witnessed many "promising" individuals/students fall short owning to non-perseverance and lack of patience. So, I tell students that getting stuck on a problem or spending more time on it is not necessarily a bad thing as one tends to appreciate the sense of satisfaction, enjoy success even more and learn the value of persistence & patience on finally tasting success after struggle. Such moments of realization tend to stay with us more leading to greater and more impactful learning! • I usually share with students that on the hind side of things, I would rather toil hard and patiently reach the expected solution for a problem rather than cake-walk through it as the former experience provides me with valuable takeaways.
Thinking Individual, Perfectionist & Busy Multi-Tasking Educator: I am a spontaneous thinker, have multi-faceted interests and am a perfectionist by nature, due to which I try to give my best (more than 100%) to every task I accept, given which sometimes I fall slightly short	• Even though I may not always end up with the perfect performance, I still enjoy the challenge of assuming multiple tasks/roles, including balancing teaching with research, working for UW-Extension online programs and handling industry outreach and committee work. • I am still learning the art of time-management and how to maximize success i.e. getting the most done within the given constrained time limitations. • One of my weaknesses, as a perfectionist, is that sometimes I tend to go beyond my stipulated class period in explaining a course topic, therefore running a bit behind (late) in making it to my following meeting/appointment! • As a perfectionist, I also take some time to think clearly before I answer official emails (including student emails). Given that I get almost 10 - 15 emails on average every day during an active semester, my turn around time tends to get

	extended to typically 24 - 48 hours, which maybe not be as quick as other people expect or I want it to be!
	• Please note that my above mentioned instances in regard to class punctuality and slightly slower email response time should not be misunderstood as a lack of interest/disrespect for the involved person (student or colleague). I do absolutely respect different views and believe that everyone is entitled to their opinions & rights. I treat all my emails with due respect and make it a point to respond to them adequately as I value the time of others.