



## Teaching Philosophy

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My teaching philosophy is grounded in the belief that education is both an intellectual pursuit and a collective practice of empowerment. As a scholar of industrial and labor relations, migration, and social movements, I see the classroom as a space where students learn not only to analyze the world of work but also to imagine and act toward its transformation. Drawing on the ILR School's foundational mission to improve industrial and labor conditions through education and research, I strive to create an environment that emphasizes critical thinking, inclusivity, and real-world application.

### **Student-Centered Learning**

I design my teaching sections to foster student agency. Instead of treating students as passive recipients of knowledge, I encourage them to question assumptions, engage with multiple perspectives, and connect theory to lived experience. Group discussions, case studies, and primary source analysis form the backbone of my approach. These methods invite students to see themselves as co-creators of knowledge and to appreciate the complexity of social life.

As one student noted, I *“encouraged students to work together and construct arguments regarding labor in discussion sections,”* which reflects my commitment to collaborative knowledge-making and building student agency.

### **Bridging Scholarship and Practice**

Because my research focuses on worker centers, unions, and immigrant rights organizations, I integrate these experiences into the classroom to demonstrate how industrial relations scholarship connects to struggles for workplace justice. Students engage with oral histories, labor archives, community-based research, and contemporary case studies that illuminate the connections between theory and practice. I emphasize the dignity of workers' voices and experiences, showing students how industrial relations research and practice intersect in both historical and contemporary contexts. This approach reflects the ILR School's commitment to applied social science that addresses real-world workplace challenges.

Students have highlighted this, describing my approach as *“demonstrating knowledge and understanding of the material and fostering a strong dynamic with the professor in connecting historical content with lived struggles”*.

### **Cultivating Inclusive Dialogue**

I recognize that classrooms are not neutral spaces, particularly in a field where power

dynamics, economic inequality, and social justice are central concerns. Students bring diverse backgrounds, experiences, and perspectives that shape their understanding of work and employment relationships. My responsibility is to create conditions where all students feel seen and valued. I build inclusive classrooms by using diverse authors and case studies, fostering collaborative learning, and addressing systemic inequalities without reducing them to abstract debates. This ensures that all students—regardless of their background or prior exposure to labor issues—can engage deeply with course material.

*This commitment to inclusivity is affirmed by student comments recognizing “amazing professionalism” and noting that I was consistently accessible when they needed extra help.*

### **Assessment as Growth**

I view evaluation as an opportunity for growth rather than gatekeeping. I provide detailed, constructive feedback that helps students strengthen their arguments, clarify their writing, and deepen their analysis. By integrating peer review and iterative assignments, I encourage students to see learning as a process of refinement and reflection.

*For example, students appreciated low-stakes assessments, with one noting, “I like the discussion quizzes we have to complete before class,” which reinforced engagement with readings while reducing pressure.*

### **Commitment to Lifelong Learning**

Ultimately, my goal is for students to leave the classroom with more than content knowledge. I want them to develop the analytical skills, empathy, and confidence to confront the challenges of democracy, inequality, and labor in their own lives. Teaching is never static; I see it as an ongoing dialogue where I, too, learn from students and adapt to meet their needs.