

## TEACHING STATEMENT

My experiences with teaching began over ten years ago as a member of the National AIDS Fund AmeriCorps program. Myself, along with six team members, co-developed and taught a curriculum on adolescent health for students engaged in the Youth Learning and Leadership Program at Centro Romero – a community-based organization in Chicago dedicated to serving the refugee immigrant population. In this context of working with students representing diverse backgrounds and experiences, I developed several of the core principles of my teaching philosophy which I now apply to the field of marketing. Some of these principles include: the importance of application in fostering understanding of foundational concepts; the value of developing an appreciation among students for collaborative engagement with a diverse set of peers; and the need to acknowledge and foster students' various participation styles.

While a central task of educators is to guide students to think about problems conceptually so that they can leverage underlying principles and theoretical perspectives across varied and evolving contexts, I also view real-world application as a key component of the learning process. Application not only clarifies concepts in students' minds by connecting them to something tangible, but it also enables students to concretely demonstrate their understanding in a clear and compelling way. This principle is practiced by integrating my industry experiences throughout class discussions, employing case-studies, engaging in class exercises which leverage current events generated by myself and students, and bringing in industry speakers. In addition, for the Consumer Behavior course that I am teaching in Spring 2017, I am collaborating with a former MBA colleague (at Procter & Gamble) to generate a semester-long applied project for students. I view my broad connections – in industries like CPG (e.g., General Mills, Kimberly-Clark), technology (e.g., Facebook, Google), entrepreneurship (e.g., Accompany, Light), research suppliers (e.g., Ignite360), and healthcare (e.g., Spectrum Health) – as a distinguishing strength that informs my teaching.

I also focus on developing students' experience with and appreciation for working collaboratively with peers from diverse backgrounds (e.g., cultural, academic, socio-economic). Given our country's changing demographics, including within the workforce, this capacity to recognize, foster, and leverage diversity as a strength – to produce more sophisticated and complex perspectives, analysis, and recommendations – is in my mind a valuable component of the curriculum. As a teacher, acknowledging student diversity in the classroom also enables discussions around how varied consumer positions of (dis)advantage can generate differences in terms of visibility and access for communities in the marketplace. It also informs discussions around the implications or downstream consequences of our work (e.g., advertising, product development, segmentation, distribution) for multiple stakeholders.

Finally, I am committed to acknowledging various styles of student participation by offering multiple ways to demonstrate engagement. While acknowledging the practical necessity of being able to confidently voice and defend one's position, as well as my commitment to developing this capacity in students through class discussions and presentations, I offer multiple outlets for participation. In addition to small group discussion and deliverables, individual participation can often be demonstrated in both verbal and written forms.

My teaching interests include Consumer Behavior, Marketing Principles, Marketing Communications, Marketing Management as well as more methodologically oriented courses such as Marketing Research. I am also open to teaching or developing other courses that align with the needs of the department.