

## Teaching Statement

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I have accumulated a great deal of teaching experience in the past 12 years at very different types of institutions, including local community college, large state universities, and selective private universities. Similarly, my students' backgrounds have ranged from legacy students in exclusive programs to first generation commuter students. This exposure to various teaching environments has equipped me with a set of skills and tools to effectively engage students in the classroom. My general teaching philosophy can be summed up into three pillars: (1) experiential learning, (2) critical thinking to link course concepts to real-world, data-driven marketing decisions, and (3) facilitate an environment of continuous learning and improvement. In this statement, I describe my teaching experience to highlight my approach to applying these three key pillars.

During my professional career in digital advertising, prior to my PhD program, I also worked as an Adjunct Instructor. For three years, I taught a variety of undergraduate business and marketing courses, while working in a related industry where I used marketing analytics to provide strategic digital and traditional media marketing communications recommendations. The undergraduate courses I taught during this time included Professional Strategies, Business Principles, Principles of Management, Principles of Marketing, Global Marketing, Sales Strategies, Advertising, and Consumer Behavior.

Later, as a PhD Candidate at the University of North Texas, I taught three marketing courses delivered across different instructional formats, which expanded the scope of my teaching capabilities. Retailing Management was a semester long face-to-face course focused on marketing strategy for brick & mortar retail environments. Digital Retailing Management was a project-based adaptation of this class taught in a 5-week online format, which focused on the development of marketing strategies for digital marketing and online retailing. I delivered Consumer Behavior in a hybrid format (50% online; 50% face-to-face), designed to teach students to apply findings from consumer research to develop effective strategic marketing plans. Additionally, as a Postdoctoral Fellow at Vanderbilt University, I guest lectured for graduate-level consumer behavior classes. Teaching case studies to highly engaged and eager graduate students prepared me for my current position at Indiana University.

Most recently, over the past three years at Indiana University, I have taught Marketing Research at the undergraduate level. This course is designed to challenge students to collect data from different sources (e.g., primary, secondary, quantitative, and qualitative), analyze and interpret data, then use this data to inform critical marketing decisions. From the first week of class, students are tasked with identifying a client for a consulting project and apply lessons about

structured observational research, problem identification, and developing formal research statements. As they progress through the course, they learn more technical approaches to research design, data collection and analysis, interpretation of results, and communicating results. These lessons are paired with daily in-class activities designed to build up to the completion of a final research project in which students collect, analyze, and interpret real-world data then present their findings and recommendations. Importantly, I believe that through this project I foster a sense of agency in my students, which allows them to both leverage their strengths and develop the specific skills that are most relevant to their individual career aspirations. As such, I give students full control over the research methods they employ in this project. To enhance the real-world applicability of this project, I ask students to select real local companies as their clients and invite managers to engage in the research process. Managers also receive a summary of student consultant recommendations upon project completion. Additionally, in this spirit of fostering individual growth, I make it a point to offer individual guidance and basic research opportunities via a custom-tailored final project to students who express interest in a career in industry or academic research. It has brought me great joy to learn that one of my former students is currently a graduate student pursuing a research focused degree in psychology.

My goal in in the classroom is to serve as a learning facilitator rather than a teacher. Thus, my focus is on ensuring that students view me as more of a guide than a lecturer as they collaborate with each other to understand course concepts and practice applying them to a multitude of marketing contexts. To this end, I emphasize current events and business cases that are relevant to course material. Additionally, I seek to introduce guest speakers that add value to class discussions whenever possible (e.g., Coca Cola and ADT). Using real-world examples and fostering small peer group discussions during class serves to stimulate student interest and interaction by making clear the practical implications of course material and exposing them business problems they may encounter in their careers. I find that this approach makes class discussions more enjoyable for students and thus increases the probability of information retention.

I also believe that it is important for students to find me relatable and approachable. Thus, I seek to keep up to date on their interests and maintain an “open door” policy, even outside of set office hours. The goal is for students to feel comfortable approaching me with questions regarding course material and their careers. I also make it a point to be responsive to student emails with a 24-hour (or less) response policy, allowing constant and frequent access to me and accommodating for current trends in self-paced online learning.

The pillar of continuous learning and improvement is something that I apply to my own work. Whenever possible, I take time to observe my peers to learn from their teaching style and participate in pedagogical workshops offered by the Kelley School of Business. This has contributed to my pursuit of excellence in teaching, as I constantly learn more about how students learn. Thus, my courses are constantly evolving to better suit the unique needs of my students, which change from one section to another, from one course to another, and from one institution to another.



While I am flexible in my teaching interests, my preference would be to continue teaching Marketing Research, Consumer Behavior, Digital Retailing, or Advertising. These courses relate to my professional background and my research interests, allowing me to leverage this experience to provide relevant, real-world anecdotes that enhance student engagement and learning. I am also open to exploring opportunities with graduate level courses. However, more important than the specific course that I would teach is the opportunity to engage with a diverse student body.

In sum, my philosophy in the classroom includes the use of experiential learning that challenges students think critically and help guide them to link course concepts to real-world, data-driven marketing decisions. Finally, my goal is to facilitate (rather than lecture) an interactive environment of continuous learning with opportunities for professional growth and improvement.