

Teaching Statement

During my professional career in digital advertising, I also worked as an Adjunct Instructor of Marketing. For three years, I taught a variety of undergraduate marketing courses, while working in a related industry where I used marketing analytics to provide strategic digital and traditional media marketing communications recommendations. Courses taught during this time included Professional Strategies, Business Principles, Principles of Management, Principles of Marketing, Global Marketing, Sales Strategies, Advertising, and Consumers Behavior. My teaching evaluations averaged 4.5/5.0.

More recently, as a PhD Candidate at UNT, I taught Retailing Management, Digital Retailing Management, and Consumer Behavior. Retailing Management was a traditional face-to-face course, focused on marketing strategy for digital and brick & mortar retail environments. Digital Retailing Management was an adaptation of this class taught in an online format, focusing the development of marketing strategies for digital marketing and online retailing. Consumer Behavior was delivered 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.

While I am flexible in my teaching interests, my main preferences are Marketing Research, Consumer Behavior, Digital Retailing, and 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.

My goal in the classroom is to serve as more of a learning facilitator than a teacher. Thus, my focus is on ensuring that students collaborate 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 from the local business environment that add value to class discussions whenever possible. Using real-world examples 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.

It is important for me to be relatable to students by keeping up to speed on their interests and maintaining 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 work to be responsive to student emails with a 24-hour (or less) response policy, allowing constant and frequent access to me and accommodating for trends in self-paced online learning.