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Teaching Statement

On the first day of graduate school, one of my professors commented that his job, as well as the job of other professors and mentors, is to help "connect the dots" in our (the students') minds. Extending this metaphor, my teaching philosophy emphasizes making these connections and is guided by four major pillars: (1) Serve as a resource to aid students in developing economic intuition, (2) Encourage thoughtful discussion and critical thinking, (3) Set clear expectations and guidelines for success, and (4) Lay out the framework and procedure in addressing complex concepts such that each student is prepared for embarking in his or her career. Beyond these four pillars, my teaching goals include bringing more "learning through doing" into the classroom to help solidify these concepts.

Three major experiences, first as a teaching assistant, then as an in-residence instructor, and finally as an online instructor, have shaped my teaching philosophy. In the Fall 2012 semester, I was a teaching assistant for a junior-level Agribusiness Management course, Food Products Marketing, that covered principles and applications of food marketing. Specifically, it focuses on recent trends in the food system and requires students to develop a marketing plan for a food product or service. As a teaching assistant, I held regular office hours to meet with students, discuss lectures, review assignments, and provide feedback as they developed their marketing plans.

The following semester, I became the instructor of record for the same course. I saw an opportunity to improve the structure of the course by incorporating Harvard Business School case studies as a way to encourage critical thinking and analytical skills. The case-study lessons were meant to serve as real-world applications to the more general marketing concepts taught during the lectures. I believe that mixing learning experiences through lectures, group projects, presentations, and case studies is an important part of my teaching philosophy, as it prepares students to apply concepts across various mediums to solve problems. In addition, through the use of the case studies this course was the first time many students were exposed to this type of real-world application of economics and marketing concepts.

During the Spring of 2016, I had an opportunity to be the instructor of record for the World Campus (online) Food Products Marketing "beta" course. As the instructor for the online course, my teaching role was similar to the in-residence course in the content and structure, yet I was also integral to the course's development as this was the first time it was being offered online. The challenge I faced was providing meaningful feedback to students as they created their marketing plans, so I developed a robust evaluation system that guided them through the process, and provided them with a detailed grading rubric that was reminiscent of a project evaluation they might receive in a job environment. Inspired by my previous work experience in the private sector before entering graduate school, my objective was to introduce students to what they might receive in the workplace setting.

As a professor, I believe that setting clear expectations for students is paramount for a student to succeed. Outlining the pathway for students to meet the standards set in the classroom is a critical requirement for the role of a professor. In this way, setting clear guidelines through the syllabus and

check-ins during the semester is a way for students to understand how they are meeting expectations, as well as to develop a positive relationship with students.

In the future, I would be excited to teach undergraduates or graduate students. My dream undergraduate courses include food marketing and other agribusiness courses, food systems, microeconomics, and quantitative methods. In these courses, I would couple economics and/or agribusiness concepts with empirical applications and case studies to deepen students' intuition, critical thinking, and problem-solving abilities. My dream graduate courses include microeconomics, food marketing/industrial organization, econometrics, and panel data analysis. In these course, I would envision working alongside grad students both in the classroom and with my own research agenda.

Finally, my teaching in both the in-residence and online Food Marketing course was assessed via the standard course evaluation forms by my students, and these evaluations can be made available upon request.