

TEACHING

In addition to the formal pedagogical training I received in my undergraduate years, I had the opportunity to learn from three Academy of Marketing Science Outstanding Teacher Award winners during my time as a doctoral student. This combination of formal and informal training, in conjunction with my experience as an instructor of various marketing courses, has prepared me very well. The colleagues I admire most can teach as well as publish, and I believe that both are critical elements of scholarship. I take special pride in my ability to lead group discussion and my dedication to improving students' writing. These focal areas are illustrative of a teaching philosophy that emphasizes communication skills.

One factor that separates me from other instructors is my ability to lead group discussion. Since I have learned to engage students with carefully selected prompts and steer tangential remarks back to the main topic of conversation, I realize how valuable discussion is in the learning process. Discussion enhances oral communication skills and breaks the monotony of lecture, which is necessary given Millennials' relatively short attention spans. For these reasons, I will continue to use group discussion in the future.

I am also dedicated to improving students' writing skills. For instance, in my Consumer Behavior class, students are required to meet with me at multiple times throughout the semester to discuss their final papers. I make suggestions to improve their papers, they ask me questions about organization, sentence fluency, punctuation, etc., and then they submit revised drafts for me to review. This iterative process continues until I have no major concerns and the students feel comfortable with their written assignments. The reviews and feedback take up a great deal of my time, but I think that time is well spent. I also incorporate writing into my MBA classes and my marketing research courses. My Advanced Marketing Research (MKT 570) and Seminar in

Marketing Research (MKT 670/770) courses are particularly writing-intensive. The advanced research students are required to create formal reports based on various types of data analysis, and the MBA students are required to work case studies and write essays about current marketing topics.

In addition to the above classes, I have supervised 16 students for directed learning assignments (MKT 596) over the past three years. The directed learning assignments require students to complete a research project from start to finish. I have helped them with various stages of the marketing research process, from generating interesting hypotheses, to analyzing data, and writing formal reports. These projects are not included in my normal teaching load, but I have been able to remain effective in the classroom while also guiding students to success through the independent studies.

The effectiveness of my teaching style is evident in my teaching evaluations. The following table provides a summary of my teaching evaluation scores at Missouri State University and their relationship to departmental averages.

Classes:	Date:	Evaluations:	Dept. Average:
Marketing Research, Advanced Marketing Research, and MBA Seminar in Marketing Research	Spring 2019	-	-
Marketing Research and MBA Seminar in Marketing	Fall 2018	4.54/5.00	4.43/5.00
Marketing Research and Advanced Marketing Research	Spring 2018	4.61/5.00	4.49/5.00
Marketing Research and Consumer Behavior	Fall 2017	4.52/5.00	4.52/5.00
Marketing Research, Advanced Marketing Research, and Seminar in Marketing Research	Spring 2017	4.57/5.00	4.46/5.00
Marketing Research and Consumer Behavior	Fall 2016	4.57/5.00	4.38/5.00
Marketing Research and Consumer Behavior	Spring 2016	4.53/5.00	4.46/5.00
Marketing Research and Consumer Behavior	Fall 2015	4.56/5.00	4.24/5.00

I believe this positive trend will continue as I adopt new pedagogical techniques to enhance my teaching, such as service learning and related experiential learning techniques.