Teaching Statement

My goal when teaching is to provide the material in a way that gives an intuitive and rich understanding to the students. Given my accounting background, I am comfortable teaching any area, but have a preference towards financial, managerial or audit courses for undergraduate, graduate or MBA programs.

Since early on in my life, I have participated in different initiatives that have permitted me to engage with my peers in a pedagogic role. During my undergraduate career at the University of South Florida, I served as a peer leader in the Mathematics Department and as a teaching assistant in the Accounting Department. At the graduate level, I have served as a teaching assistant, mentor and speaker at Northwestern University.

As a peer leader, I conducted weekly sessions leading the students through applied exercises of the theories they were learning in class. This allowed me to practice my delivery and preparation for leading a classroom. This also permitted me to explore ways in which to demonstrate to the students why Calculus was of any consequence in the real world. Highlighting the relevance of what we do and why we do it is of integral importance in our profession as professors and researchers. In contrast, my role as a teaching assistant in the accounting department served to develop the skills needed to communicate in a precise manner about the different nuances related to accounting standards and transaction treatments.

My instructional development at Northwestern has built on my science and business background. I have served as a teaching assistance for several different courses for several programs. In particular, I have led discussions, and created and graded assignments for the introductory and advanced accounting classes for the MBA, part-time MBA, executive MBA, MMM (Engineering) and JD (Law School) students. While there is an overlap in the material for these courses, the audiences are vastly different. At the core, Kellogg MBA students have significant, solid business expertise on which they are looking to build. Students in the other programs require a different type of instruction. Executive MBA may be top-level corporate officers, or medical doctors with no business background, who are looking to gain a deeper understanding of the different functions within their organizations. Two of the most important skills I have further developed through my interactions with students at different levels at Northwestern are instruction versatility and audience mindfulness. I believe that the level of impact and added value that students receive from me is completely dependent on not only my preparation, but also on my delivery.
I have also participated in other more personal teaching experiences. I served as a student mentor for The Graduate School at Northwestern. During my 4th year in the Ph.D. program, I was an official mentor for an incoming Ph.D. student in the Management and Organizations program within Kellogg. This role was less structured and did not require me to give presentations or prepare material; however, it allowed me to connect with the student in a way that parallels student advisor interaction at the Ph.D. level. This relationship has continued informally. I have come to understand more about the potential impact one may have in a student’s life. I also participated in different mentorship initiatives for prospective college students through the office of Diversity and Inclusion at Northwestern. In particular, I have been a presenter at the LEAD program and IGEN conference.1 Both opportunities allowed me to introduce high school seniors and undergraduate students to the possibilities in Graduate education. At the baseline of any teaching, whether it is at the undergraduate or graduate level, I believe in being mindful of the different life events that impact students’ lives and working with them to serve them and society in a fair and positive way.

All of my teaching interactions continue to improve the communication of my knowledge and ideas, and I believe my research work-product has also benefitted tremendously as a result. I believe that the complementary nature of the skills I have built through these different experiences has been instrumental in setting a solid foundation for becoming the professor I am, and the one I aspire to be.

1 https://www.leadprogram.org/
https://www.tgs.northwestern.edu/diversity/outreach/introduction-to-graduate-education.html