Teaching & Diversity Statement

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The phenomena of transferring highly conceptual, technical & abstract knowledge to groups of individuals, whom may internalize it to then apply it to further their professional development, academic enlightenment, or creatively connect it to a chain of related thoughts, can itself be an astounding feat. However, being the medium to effectively deliver the transference of said knowledge to a diverse audience of learners can be an exceedingly rewarding contribution to the future professional work force, potential academic researchers, & members of society in general. Motivated through my own experiences as a student having the "ah-ha" moment when an advanced concept or idea finally "clicks" in ones' mind, I enjoying teaching methods that aim to consistently achieve those moments by combining them with practical examples from my professional experiences.

During my graduate doctoral study, I have honed my teaching & mentoring skills by teaching five courses at both the undergraduate & graduate level for the Rutgers Business School's Management Science & Information Systems department, four courses graduate courses at New York University School of Professional Studies' Division of Business Programs, & serving as a thesis & capstone adviser to masters students at both mentioned schools. I have also served as a teaching assistant for several courses at Rutgers Business School, given academic & professional presentations, as well as been a panelist at discussion round tables. The culmination of all of the mentioned experiences sharpened my effective teaching, public speaking, presentation, & audience engagement abilities.

With my extensive professional presentation & academic teaching background, I believe I can fulfill the respective departmental teaching mission of your institution.

Teaching Philosophy

It has been my experience that, more often than not, students are fully capable of learning by doing or understanding concepts by relating abstract concepts to ideas they are most familiar with. Therefore, "teaching" needs to be more than reiterating chapters, scripts, presentation text, or constructs in one's mind that may uniquely make sense to just that individual. Teaching requires the identification of differing methods & techniques to convey the same underlying message or concept. Not all students may absorb content or understand concepts the same way. Thus, it is incumbent on the instructor or teacher to navigate the audience by creating the appropriate path, presenting the necessary logic & explanations to form justifications of theoretical concepts while providing practical & relevant examples to establish the utility of the content. In my opinion , a teacher is more of a facilitator using the resources available to them, such as knowledge, relevant experiences, insights, discussions etc., to help guide the learning audience to attain a strong grasp of the target subject material. Witnessing this amazing feat in itself is rewarding, as it can be an universal phenomena that focuses on the minds of the audience in the purest non-bias manner.

I believe the following points strongly depict my approach to effective teaching;

- *Motivation:*
  Understanding the importance of the course & how it is directly related to the student's short or long term goals is paramount in inspiring students in the course. Discussing the benefits of the course for said students may motivate prospective students to be eager learners.

- *Professionalism:*

Teaching in a business school carries an additional responsibility of holding students to business professional standards to prepare them for the industry. Helping to train students in the non-tangible professional edict & soft-skills that the professional industry may expect are crucial aspects that students must acquire to reach their full potential. Requiring students to treat the course as if it were a professional job they covet has been an effective method to train professionally inexperienced students as well as provide an environment for experienced professional students to sharpen their soft-skills. Expectations of punctuality, respectfulness, business level communications, & professional quality course work helps students prepare for an easier transition into the professional industry while fostering an effective learning environment.

- *Abstraction:*
The difficulty in conveying highly technical or theoretical concepts to a new audience is usually related to the in-depth details that require prerequisite knowledge of other advanced concepts . Often times however, having the ability to extract the overarching purpose while highlighting the key aspects of the idea can help tremendously when introducing said concepts to a new audience. Sometimes, gauging if the student audience is not following course materials or preemptively deciding to introduce content in a digestible way before incorporating additional detail is crucial to conveying complicated messages. Through the use of abstraction by focusing on important high level aspects of the concept that students may more readily understand, a step by step process of layering on the content, with the assistance of sufficient learning aides, may achieve the teaching task.

- *Practicality:*
The application of theoretical concepts can help establish both the conceptual comprehension & practical utility of course materials, which can be relevant for courses in business schools. As students become prospective candidates in the professional realm, they must, at some level, understand how the fundamental ideas taught in courses can be implemented for tangible results. I have found hands-on lab experiments, case-studies, open-ended discussions , & sharing of personal professional experiences successfully compliment the theory which can help the student audience gain marketable skills that they can then apply to their future professional endeavors. Particularly, programming script languages, database querying ,& real-world case-studies are the most relevant in both the classroom & professional meeting room. Having discussions emulating high level management, leadership, or organizational decision scenarios can help student form the way of big-picture business thinking rather than a narrow enterprise specialist perspective. Finding derivative value impacts & scenario based circumstances that are based on theoretical concepts are more likely & therefore should be presented to the students as such.

- *Collaboration:*
Organizations typically rely on teams of talented individuals to find solutions for dynamic challenges, therefore emulating such a process in business school for appropriate courses is a significant source of preparation for students. Progressive group based assignments, projects & evaluations can help give students some exposure to team dynamics they may later encounter in their professional careers. Allowing group members to take on different roles within the group also can provide them a diverse perspective within a team environment. Incorporating group based assignments with constructive feedback within course requirements have shown to yield evolution in confidence, leadership, & quality of work as group members may implicitly or explicitly help the growth of other members.

- *Communication:*
The likelihood of working in dynamic team environments to then present findings to a larger

technical, non-technical, or managerial audience for the purposes of decision making is highly probably in most industries. Therefore, providing a focus on business communications is key to preparing students to meet these expectations. Oral presentations, webinar presentations, group presentations, written status reports, written final reports, professional electronic communications, professional discussion forums etc. are all tools to improve & hone business communication skills in an safe educational environment. The hope is for students to make the mistakes, learn from said mistakes in teachable moments, & evolve their ability to communicate with professional stakeholders in a lower stakes environment of business school so they will be well-prepared when they embark on to professional settings.

- *Direction:*
  Making my self accessible & available to students as a resource that can provide clarity, guidance, suggestions & advisement for issues pertaining to coursework, professional development, academic ambitions or technical aspirations is key to foster motivated students whom may need assurances to pursue their respective goals. Promptly responding to e-communications, scheduling office hours, maintaining organized digital online course materials, providing prompt digital real-time grading, & giving relevant course announcements also allows for students to stay engaged with their current standing in the course in case they may need to make corrective actions. I have found maintaining transparency using the techniques mentioned above also allows for students to self-sufficiently focus areas of concerns & yields reduced engagement in office hours requested.

Teaching & Advising Accomplishments

Initially, I started as a teaching assistant for undergraduate "Business Statistics" & graduate "Financial Time Series" & "Probability Theory" courses at Rutgers Business School since 2013. I was then asked to be the sole lecturer/instructor for undergraduate "Management Information Systems" & graduate "Analytics for Business Intelligence" courses at Rutgers Business School based on my prior professional & relevant academic experience. I was also asked to be the sole-instructor for New York University School of Professional Studies' Division in Business Program's "Managing Big Data" graduate course. For each course, I designed the appropriate syllabus, presentations, readings, examinations, group work, technical lab assignments, course projects & case-studies which progressively evolved with appropriate relevance & technologies. I also provided detailed grading feedback on written, oral group assignments as well as lead thought provoking discussion topics relevant to the course materials. Typically, the courses ranged from once a week or twice a week three hour courses with undergraduate , masters or MBA students, all of which provided me with valuable perspective on how to engage each type of student based on their respective learning ambitions. Delivering technical concepts to non-technical audiences for introductory classes while discussing advanced state-of-the-art methodologies to more sophisticated students not only kept me sharp on fundamentals but also provided new outlooks on the same topics when discussing it with a student audience. My conversational yet professional approach to teaching the subject matter was well received & earned me consistent positive teaching evaluations, which can be seen as follows:

- *Rutgers Business School*, **"Management Information Systems"** (29:623:220)
  Spring 2015 **(Eval: 4.4/5.0)**, Fall 2018 **(Eval: 4.4/5.0)**
- *Rutgers Business School*, **"Analytics for Business Intelligence"** (22:960:641)
  Spring 2016 **(Eval: 4.1/5.0)**, Fall 2018 **(Eval: 4.3/5.0)**,
- *New York University SPS DBP*, **"Managing Big Data"** (MASY1-GC5000)

Spring 2017 **(Eval: 4.6/5.0)**, Summer 2017 **(Eval: 4.8/5.0)**, Fall 2017 I **(Eval: 4.7/5.0)**, Fall 2017 II **(Eval: 4.5/5.0)**

The iterative process of continually improving teaching methods through student course evaluations is a key tool in my evolution as a collegiate lecturer. Through course evaluations, I can also understand what has resonated with students & what may not have been as effective. The following are a sample of comments from course evaluation surveys.

- "It was hard, but professor made it easier to understand "
- "I loved the weekly labs & case studies to reinforce what we learned in class & apply the models to real world situations. "
- "The detailed feedback from professor was very helpful in improving our performance."
- "The variety of topics covered & how each one is related to real-world analytics techniques."
- "Professor is well prepared for the course, fair grading, treats students with respect. "
- "The professor encouraged interactive learning & allowed the students a lot of lineage. Though the assignments were complicated, the grades that he assigned were rewarding. "
- "The professor was clearly knowledgeable in the subject & was able to demonstrate real-world application. "
- "there are many communications between teacher & students so problems can be solved immediately."
- "The class is extremely useful for my further career development."
- A lot of case study that help us figure out the new trends, new technologies in the industry.

Furthermore , I have also served as a thesis & capstone advisor to several masters-level students at both Rutgers Business School & New York University (Names can be provided upon request) where I provided motivation, methodology support, analytical guidance & clear project task outlines to help them achieve their research/project goals. I believe the experience was enlightening for the student & enriching for myself.

Teaching Preference

Given my academic training, research background, teaching experience, & professional insights, I am comfortable with teaching a variety of courses that encompass information technology, analytics, business intelligence, data mining, & database management. Specifically, undergraduate courses in Management Information Systems, Business Research Methods, Data Mining, Database Management & graduate courses in Analytics for Business Intelligence, Python for Data Analysis, or courses related to my research ares e.g. Deep Learning techniques for Time Series Forecasting, Data Mining for Business Intelligence. These courses would incorporate interdisciplinary concepts from machine learning, data mining, statistics, business analytics, artificial intelligence, & financial time series. Ultimately, I seek an opportunity to teach & advise students in the latest course materials that can help them be competitive candidates in the career paths they choose to pursue.

Diversity

Having lived & worked in New York City, New York, Chicago, Illinois , & Newark, New Jersey throughout my childhood & adulthood, I was fortunate enough to grow, learn, & work with several underrepresented groups in American society & exchange rich multi-cultural values from each. Although I strongly believe all persons from any background can excel in an learning environment, I am cognizant about multi-ethnic & socioeconomic dynamics in a classroom environment, which may require adaptive teaching methods to ensure all students are able to succeed.

Cultural norms from different parts of the world may not be similar to expectations in our society, however working to find how these circumstances can be beneficial teaching moments is my commitment to the students. Functioning as a conduit to help students become more familiar with business norms in America for the purposes of improving the likelihood of success for students while maintaining cultural sensitivity is my ultimate goal in a diverse multi-ethnic classroom.

With the emergence globalization in business, I feel a diverse classroom brings benefits & potential glimpses on how to work with globally connected teams. Global team dynamics have evolved to consider time-zones, religious holidays, foreign national holidays, differing workweek schedules & certain aspects of foreign societal norms. Effective leaders & managers must consider cultural-diversity aspects as technology evolves & demands global talent.

Lastly, during my doctoral studies, I have interacted with scholars, colleagues, researchers, administrative staff, departmental faculty , and many others at seminars, departmental meetings, conferences, research labs, & group meetings from all walks of life & parts of the world. This has been one of the ultimate rewards during my studies as it helped me learn that many, if not all of our thoughts, concerns, hobbies, ambitions, outlooks & general emotions are aligned quite significantly. My perspective continue to be broadened with domestic international travel to conferences where I learn more about the regional culture as well as the academic contributions from local universities.