I have consistently found teaching to be one of the most rewarding aspects of my career, and I am most fulfilled in roles that highlight my pedagogical contributions. In my current position as a lecturer at Purdue, I build on a strong foundation of teaching experience I developed during graduate study at UC San Diego where I served as an instructor of record and worked as a teaching assistant for 27 courses. In addition to my time in the classroom, I have served as a faculty mentor on multiple projects with the Krenicki Center for Business Analytics and Machine Learning.

Teaching Philosophy

The most prominent belief in my teaching philosophy is that education should be interactive. Students are enrolled in a course with an instructor and classmates, and I believe that students are far happier and learn better when they interact with these resources. I have designed my courses to promote and reinforce this interactivity. For example, I demonstrate the basics of how to solve a problem and then have students work in small groups to solve additional practice problems. In addition to interacting in the classroom, I encourage students to attend office hours and work with each other on problems. One approach I take to this is offering makeup attendance credit to students who attended my office hours and take a selfie with me. I routinely have strong attendance in my office hours, and many students mentioned positive experiences in my office hours in their end-of-course evaluations. One student even mentioned that they enjoyed my office hours so much that they decided to try attending office hours for other instructors! I started this policy during my first semester at Purdue, and I plan to continue it in my future courses.

A second guiding belief is that students should have many opportunities to learn and to demonstrate learning. While summative assessments like exams are important because we have to assign grades, they are noisy reflections of students' understanding of the material. One approach to mitigate this noise is by providing lots of assessments. Moving some grading weight onto homework assignments and quizzes gives a better representation of student performance. The cost of this is that students need to keep pace with the material more regularly, and that since there are many assignments there is a lot of grading to do. Following end-of-course evaluations received from Fall 2024, I recalibrated the exact distribution of points and length of assignments in order to improve the efficacy of assignments while also being responsive to student feedback.

The third prominent belief in my teaching philosophy is that student feedback is as integral to my learning as an instructor as my feedback is to their learning as students. When I was teaching as a graduate student, I would remind the students that I was also a student and part of my job was to learn how to teach classes effectively. As a faculty member I can no longer use that exact line, but I continue to mention that as a new faculty member my job involves learning how to teach courses as much as actually teaching them. I was very clear with my students on the first day of class that I was open to any feedback they have for me, and I reinforced this by telling them when I was making changes based on their feedback. For example, during the midterm evaluations many students wrote that they liked when I wrote additional content on the board during lecture, so I began to do more board work as the semester went on. Many students wrote in their end-of-course evaluations how they appreciated that I actually listened to them, and I will continue being responsive to and communicative about student feedback.

Experiental Learning

In addition to my experience with standard lecture courses, I am privileged to have had opportunities for project-based work with students.

While at UC San Diego, I served as a teaching assistant four times for a course in the Rady School of Management called experiments in firms and organizations. The course focused on randomized experiments (A/B testing), and culminated with students designing and conducting their own small-scale pilot studies. My primary task was assisting students on how to transition from idea to implementation of an experiment in the very short period of 10 weeks. While this was challenging, it was always worth it to see how much the students learned during the course of the project. I would be very interested in developing a version of this course for Purdue. I also think there are several pieces of Purdue infrastructure that would make the project run more smoothly than it did at UC San Diego, such as a 16 week semester rather than a 10 week quarter, the level of technical skill among Purdue students, and the ability of the Office of Business Partnerships to help facilitate project creation.

While at Purdue, I have served as the faculty mentor on two projects hosted by the Krenicki Center for Business Analytics and Machine Learning. One with Gordon Food Services and one with the United Way.

Teaching Interests

One of my primary research interests is decision theory, so I am interested in teaching courses in optimization and statistics more generally. I believe that the best fits for current course offerings are Business Statistics, Management Science, and Predictive Analytics; but I am also available to teach other courses if needed. I am also interested in developing new courses, including an experiential learning course on experiments in firms and organizations or masters-level courses in causal inference or time series analysis.