Teaching Statement

I teach in all three degree programs within the Department of Arts Administration: BA, MA, and PhD. My post-tenure teaching assignment consists of Financial Management for Arts Organizations I (AAD 350), Financial Management for Arts Organizations II (AAD 370), and Decision Making in Arts Administration (AAD 403) in the BA program; Financial Management for Arts Organizations (AAD 625) in the MA program; and Organization Theory in Arts Administration (AAD 629) and Arts Administration Research Planning and Proposal Writing (AAD 795) in the PhD program. To provide context, our BA program is fully in-person while our MA and PhD programs are fully online. One big change to my teaching assignment relatively recently has been a shift toward more teaching in the PhD program with the establishment of the PhD in Arts Administration about three years ago.

The statement is focused and discussed in this order. (1) My overarching philosophy of teaching and learning is that learning takes place in a complex web of networks of things and people, and that knowledge, ideas, and meanings are co-constructed. (2) Over a decade of teaching experience in various degree programs, I have become a versatile teacher appreciating diversity in learning styles based on the levels of education as well as students' individual backgrounds and experiences. (3) Compared to pre-tenure, I am also much more concerned with how I can improve content delivery, helping students take time to practice each step of concept application via completing scaffolded project parts. (4) I try to link my research to teaching by bringing in my research into teaching specific course content as well as working on textbooks that are relevant to my teaching practices and for the greater field. (5) My assessment strategy is based on students' learning effectiveness, needs, and reality. (6) I strive to be a better teacher by participating in professional development in teaching as well as utilizing new technologies.

Fostering Collaborative Learning Environments

I see education as an organic, natural, every-day process that includes all learning processes and interactions with others that take place anytime and anywhere within the complex networks of people and things. As Freire[1] effectively illustrates with his metaphor of a banking system, traditional teaching and educational settings erroneously presume that academic knowledge can only be deposited into students' minds. Learning is a more active process; knowledge, ideas, and information are co-constructed and co-created among peers and teachers, influencing and being influenced by each other. Therefore, I try to be a facilitator for student learning allowing them to identify their interests and provide guided opportunities for them to explore and develop these interests.

For example, for undergraduate financial management courses, I encourage a great deal of interaction in class through small and larger group discussions and group work. In AAD 350, students work in teams of four or five to understand a chosen arts organization's financial

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[1] Freire, P. (1993). *Pedagogy of the oppressed*. New York: Continuum.

situations and predict future standings based on 990 tax forms and other reports and articles found online. In MA and PhD courses, I facilitate a number of group discussions and projects. While I am not in the same room with these online students, having group activities and discussions helps them be exposed to different perspectives of their peers. I am also actively engaged with their work and learning as I give timely feedback to their individual and group work (typically within 24-48 hours from submission) where they can incorporate feedback in completing ongoing and final projects.

Incorporating Diversity and Inclusion in Learning Environments

With my research focused on inclusion, diversity, equity, and access (IDEA), I try to practice what I preach in my teaching practice. To accommodate differences in learning styles, I often mix different pedagogical tools in one day so students will not feel that my class is monotonous and not relevant to how they learn. For example, in undergraduate classes, I mix shared Google Doc discussions (where everyone can join to share their ideas in one document simultaneously and then reporting back to the larger class), interactive lectures (often short and organized in smaller chunks), and class work time (where students can work on their group assignments in class while asking questions so I can customize each group's needs and interests right then). For graduate classes, I consciously choose reading materials from authors of different genders and races fighting my own biases on what is and who does good research. For example, I tend to think certain authors I studied in my doctoral program to be important scholars in respective areas. However, this is based on what I was exposed to without conscious, critical critique of the text and without examining other equally valuable but lesser emphasized work often written by scholars of color and women. Additionally, I openly critique and acknowledge limited resources on organization theories, for instance, that are from different philosophical traditions (other than Western) and provide space for students to freely critique and challenge existing scholarship including my own. For doctoral students, I regularly meet with them one on one in an effort to provide customized and supportive learning experiences meeting their different interests and learning styles.

Incorporating Project Management and Scaffolding

I rarely ask students to submit a whole project without working on parts of the project step by step in consultation with their peers and with me, making sure that they work in a scaffolded structure where they receive feedback in all aspects of the project before submitting the final product. For example, in AAD 370, students work on an operating budget as a group. They choose an organization with a budget size between $1 and 2 million and complete a whole operating budget based on the organization's past 990 documents as well as additional research not found in the 990 forms. Typically, four to five students form a group, and the entire project beginning to the end takes about a month. During that time, students submit parts of the project, divided into a total of five parts (budget set-up, revenue part I, revenue part II, expenses, and the final operating budget). Each time they submit a part, I give them prompt feedback leaving

specific comments on the shared budget sheet (done in a google sheet). While working on a whole operating budget for an organization can be a challenging process, students find this project to be doable and enjoyable as they get constant feedback and encouragement throughout all parts of the assignment while working together with their team members.

Incorporating Research to Teaching

       I try to link my research to teaching by bringing in my research into teaching specific course content as well as working on textbooks that are relevant to my teaching practices and for the greater field. For example, I am a scholar of systems theory which is a type of organization theory mostly used in business administration and sociology. I have been developing this theory to be more specific to museum management over the last decade (working on two books and a number of articles about it). Naturally, I include some of my own writing to my course, AAD 629: Organization Theories in Arts Administration. Additionally, I am working on a textbook, *Financial Management in Museums* (contracted with Routledge)*,* with two of my colleagues, Drs. Shane and Wells. We decided to work on this edited volume to remedy a lack of financial management textbooks specific to arts and cultural areas, covering such topics as asset management, budgeting, deaccessioning practices, as well as new technology use (Web3 technologies such as NFTs and smart contracts) in finances in museums. This book can be not only helpful to my own teaching practices within the Department of Arts Administration but also useful for other faculty and students in arts and cultural management.

Assessment

       Being a student while teaching full-time certainly gave me a different perspective in teaching and learning, especially in the assessment and grading areas. While I know learning itself matters much more, from a student perspective, a letter grade is also important. As long as the university maintains the system of awarding letter grades, we cannot simply say "you should not care about it" to our students. Therefore, I have developed a simple rubric where students can get almost 100% if and when they complete all designated parts following the instruction. They do not get a penalty for not being able to understand certain concepts as long as they complete what is asked of them. Then, I give them specific feedback on their work so they can improve in areas that may need more work. This way, students can trust me that they will be awarded a grade they worked for based on a transparent system while taking risks in pursuing certain lines of inquiry and bringing in new ideas.

       I also give students multiple chances to resubmit their work if they did not understand it the first time it was due. While I set deadlines and give students prompt feedback, when they reach out to me ahead of time asking for extension, I usually give them more time without any penalty. I also encourage students to take time and complete tasks if they are behind even though that means more of my time spent and sometimes reduced points for students (when submitting work late without asking for extension). Active learning and increased understanding are the

priorities and I do not believe in a black and white approach as I recognize we all have complicated lives and priorities. I want students to fit education into their ongoing lives and I want to make that possible for them by providing maximum flexibility and compassion toward their responsibilities apart from school work. Therefore, my students and their learning are clearly at the center of my assessment approach.

Professional Development and Use of New Teaching Techniques

 Besides pursuing continuous education to improve my teaching, I have participated in teaching and learning workshops over the years offered by the Center for the Enhancement of Learning and Teaching (CELT) at UK. For example, I participated in workshops on microaggression and plagiarism in the classroom. More recently, I attended one on how to foster inclusive and equitable pedagogy via a mindful and intentional practice. As a department, we also have pedagogy workshops twice a year where we reflect on the prior semester's teaching practices and think about how we can improve our instruction moving forward. All of this training has an impact on my teaching. For example, my utilization of different teaching styles (see above section "Incorporating Diversity and Inclusion in Learning Environments") came out of my training in thinking about the diversity of students who not only come from different cultural backgrounds but have different learning styles. All of this training and reflection on teaching helps me continuously strive to become a better teacher.

In the coming years, I would like to make some changes to my AAD 370. From our most recent departmental pedagogy workshop (in May 2023), I realized that my operating budget assignment in the course can be improved with more guidance through utilizing a clearly written and detailed case study based on a real arts organization's form 990 and budget. Another thing I like to do more of in my classroom is incorporating fun activities. For example, I tried Kahoot, a game-based learning platform, where it shows a real-time score of quiz takers (like in game shows). I noticed that even the most quiet students in the classroom participated in the games. I plan to utilize more game-based learning activities in my undergraduate classroom. For PhD students, I hope to provide more hands-on research and writing opportunities. To pursue this, I proposed a new course idea, AAD 780: Writing for Publication. The target audience for this course is upper level PhD students who would like to know the ins and outs of various academic publishing opportunities and actually work on revising and submitting existing manuscripts for publication. This course not only can help improve students' writing, but also give opportunities to publish their work helping them be more competitive in the academic job market if they so choose.

I will work continuously be open minded and flexible, listening to my students in changing curricula and teaching methods to meet their needs and interests. I strive to communicate with my students and build reciprocal relationships in order to find ways to tackle challenges and turn uncertain moments into possibilities for learning.