



Teaching Statement

Matt Lutey

My teaching ability is evidenced on my CV by teaching undergraduate and graduate courses at UNO. Courses taught include: money and banking, microeconomics, macroeconomics, corporate finance, and business statistics. My evaluations show high marks over a diverse student body.

My ideal schedule would be teaching a mix of undergraduate and graduate courses in finance and financial risk management. It would be beneficial for students to bring my real world knowledge in to the classroom as well as enthusiasm for finance.

My goal is to take real world experience and open it up in the classroom in a way that students can relate to. My experience outside of academia is evidenced on my CV with two years working in financial services. My literary digest includes Wall Street Journal, Economist, and New York Times.

Many of my students are minorities. These include nontraditional and traditional students. I try to emphasize my understanding of their cultural and language barriers and let them know that I am there for them to be successful.

My philosophy is student focused. This done primarily by introducing the main topic or idea through the chapter and further reinforce those concepts with technology such as power point. My focus is not to read off slides but to discuss key ideas on my own language such that students may understand. At times students require additional understanding of graphs in the text or excel based charts. My effort to reinforce these concepts is shown by rebuilding diagrams and graphs, or replicating figures in excel and explaining each label, data point and axes. This helps the students see the graphs and figures as more than just a picture. Some work in my corporate finance course included replicating bond present value and future value diagrams with Mathematica demonstrations. Class time is often devoted to problem solving. Sometimes multiple class periods will be spent on one topic until it is evident the students understand the material. Sometimes this is at the expense of covering material at a fast pace.

My aim in teaching is to bring students together in a collaborative environment as well as keep them accountable for learning. This is done by putting them in small groups to explain problems to each other that they have had to solve on their own. My effort to learn names enables me to call on students to answer questions in a personalized way. My focus is bringing the students through the class and giving them plenty of opportunities to learn. Through these approaches, students are interactive within the process of learning. Rather than sit back and receive content through mere lectures, students discuss, collaborate, and contribute to the content covered within the classroom.

Students know in my class that their success is on the forefront of my teaching. They are constantly given feedback on their success and the syllabus reflects the expectations of in and out of classroom conduct.

Students are made aware that they should study at minimum one hour out of the classroom for every hour they spend in the classroom. They know that I follow this regime for my preparation also.

In the past my students have needed additional attention. It is not outside my scope to work one-on-one with them and tutor them if they need help. Currently my door is open to my own students in macroeconomics as well as students in corporate finance and investments. My efforts would also extend to students in my cohort in the PhD program.

In summary my efforts to maintain a rigorous friendly environment help students from all levels and all backgrounds succeed. It is apparent when some students want me to slow down, and others want me to speed up. My class maintains a moderate pace and actively acknowledges there is a balance between moving too fast or too slow based on individual abilities.

Sincerely,

Matt Lutey

Department of Economics and Finance

University of New Orleans

Mlutey1@uno.edu

Phone: (906)-869-1990