

TEACHING STATEMENT

ANDREAS HAGEMANN

Teaching at the University of Michigan has been a privilege. At Ross, I have taught the BBA core **applied economics** course BE300 five times since joining in Fall 2021. In the Department of Economics, I taught several iterations of the **undergraduate econometrics** elective Econ452, the **PhD** core **econometrics** class Econ672, and the second-year econometric theory field sequence Econ678-Econ679. I have received consistently high ratings for all of my classes both in Ross and in Economics. I arrived at these ratings through careful preparation and iteration. After every class, I take detailed notes on what did not work well so I can do better next time. In the classroom, my students appreciate that I do not expect them to get everything exactly right on the first try either. Continuous refinement of my teaching has allowed me to excel in diverse classroom settings, with different audiences, subjects, and proficiency levels. Below is a summary of my teaching.

Teaching at Ross. I taught two sections of BE300 during the 2021/22 academic year (75+34 students) and three sections of BE300 during the 2022/23 academic year (73+80+78 students). The 2021/22 sections were coordinated with other instructors. For the 2022/23 sections, I was the sole instructor. For four of the five sections, the fraction of students who described me as a very good or excellent teacher (Q2) was above the Ross BBA core averages of 85 percent (2021/22 academic year) and 83 percent (2022/23 academic year). For instance, 87, 92, and 88 percent of my students agreed that I was an excellent teacher in my three 2022/23 sections. My classes are highly interactive and my students enjoy several action-based learning experiences such as repeated negotiations, auctions under uncertainty, and computer-based market simulations.

Teaching in Economics. I have taught four courses in the Department of Economics at Michigan, (i) Econ452, (ii) Econ672, (iii) Econ678, and (iv) Econ679. Econ452 is an intermediate econometrics class for students who plan to attend graduate school in business or economics. My approach to teaching Econ452 is to split the course into two halves. In the first half of the course, I introduce students to data driven decision

making and immediately apply these concepts by analyzing data sets in a statistical software package. In the second half, we spend most of the lecture discussing high-profile research papers from economics and public policy. For four of the five times I taught this course, the fraction of students who described me as a very good or excellent teacher (Q2 equivalent, see table below) was well above 90 percent. I was nominated for an Golden Apple award by my Econ452 class in Winter 2021.

Econ672 is the second econometrics course that graduate students in economics take. It is also attended by a wide variety of students from across the University, including Ross (Accounting, Business Economics, Finance, Marketing, Strategy, and Management & Organizations), the Ford School of Public Policy, and the School of Information. The main goal is enabling all students to understand and to apply modern econometric methods. A secondary goal is to prepare students interested in econometrics for the econometric theory field sequence. I taught this course four times. The fraction of students who described me as a very good or excellent teacher (Q2 equivalent) was 100 percent three times and 94 percent one time.

The other two courses I have taught, Econ678 and Econ679, are the first and second part of the econometric theory field sequence. The audience for these courses is typically much smaller and has an interest

		Excellent instructor % agree ⁽¹⁾
Econ452: Econometrics 2 (undergraduate)	Winter 2021	96
	Fall 2020	96
	Winter 2020	95
	Fall 2019	74
	Fall 2018	93
Econ672: Econometric Analysis II (Ph.D.)	Winter 2020	100
	Winter 2017	94
	Winter 2016	100
	Winter 2015	100
Econ679: Advanced Econometrics II (Ph.D.)	Winter 2017	100
	Winter 2015	100
Econ678: Advanced Econometrics I (Ph.D.)	Fall 2020	100
	Fall 2019	100
	Fall 2018	100
	Fall 2015	100

(1) Percent of students who ‘Agree’ or ‘Strongly Agree’ to “Overall, Andreas Hagemann was an excellent teacher. (Q2)”

in econometrics. Most students are from Economics, although students from Finance, Statistics, and Mathematics often attend these courses. The discussion in Econ678 focuses on advanced econometric methods and proof techniques that enable students to understand and to modify established methods and proof strategies. By the end of Econ679, students should be able to come up with their own ways of approaching an econometric or mathematical problem and should be near the frontier of the current state of econometric research. The fraction of students who described me as a very good or excellent teacher (Q2 equivalent) was 100 percent for each of the six times I taught these courses.

Outlook. I am looking forward to expanding my teaching at Ross both at the undergraduate and graduate level. I am planning on proposing a BBA **capstone** course on **data-driven decision making** in business and economics. This proposed course would introduce students to methods from machine learning, statistics, and economics to make better decisions for themselves, their future employers, and their future customers. I am also planning on expanding the **applied econometrics** education for our Ross PhD students with a course that introduces modern empirical methods with a focus on building intuition. An exceptionally popular course on this topic and with this goal used to be offered in Economics. My proposal is to expand the current “Topics in BE I” (BE 887) course to a full semester course that fills this gap.

Quotes from students. Below are some quotes from students about BE300, Econ452, and Econ672.

From the evaluations of BE300. “As a professor, he was always incredibly encouraging and would go out of his way to help students. It is true that sometimes the content would be confusing, but he would always be willing to help those who asked him questions after class and he always was incredibly understanding and supportive. He is by far one of the best professors I have had at the University of Michigan.”

“Hagemann is so good at sticking with students when we have questions and thoroughly explaining any confusions we have. He also is very clear in explaining challenging topics - when I read the textbook alone I get confused but he always makes sure I understand the concept by the end of the lecture. And if I have a follow up later on, he is always available to help.”

“Professor Hagemann might be one of the best professors I’ve had, and certainly is for economics. He works to explain material very clearly the first time, but also can adjust his explanations to suit all students in the class and answers questions very well. Lectures were useful

and full of practice that helped a lot. He is also incredibly nice and understanding, he definitely cares about his students on top of teaching amazingly well.”

“The material was explained in a concise way, yet our professor made sure to acknowledge nuances that were necessary to understand for practice problems. I have taken numerous econ courses in my time at high school and in college, yet I felt that this course was my favorite; I left this course feeling that I could understand the material best out of all of my previous courses as well. Professor Hagemann made it very clear what was expected of us and was rational, empathetic and approachable.”

From the evaluations of Econ452. “Excellent instruction. He wanted you to leave the class with an understanding of the material that you would need and the skills to use it, and everything in the class was geared towards that end. He didn’t assign busywork and he didn’t test on things that students will have no use for after the class. He was an entertaining, humorous, and very straight-forward teacher and anyone would be lucky to learn from him.”

“Andreas Hagemann is not only extremely qualified and knowledgeable, he made it a point to be approachable and relate to his students, recounting how much difficulty he had learning these concepts at his age and trying to convey information to us in a way he wish it had been taught to him. Additionally, he was very sensitive to cultural issues (some of the lessons involved datasets on topics like wage gaps and he was very mindful in approaching these topics). Enjoyed the class and a big fan of Dr. Hagemann”

“I loved the way this course was taught. I found myself enjoying stats, something I wasn’t sure was possible. Professor Hagemann explained the material well which was really nice. He also seemed to genuinely want us to succeed.”

From a Golden Apple nomination for Econ452. “He changed the way I thought about using statistics. [...] ECON 452 with Prof Hagemann not only prepped me for other more advanced stats classes but inspired in me a much greater appreciation and interest in statistics in general. I changed my academic journey and career path to further explore the field because of this class.”

From the evaluations of Econ672. “Andreas was one of the best instructors in the first year econ sequence. He is approachable, humorous and extremely open to questions during class. His answers to questions were

one of the most valuable contributions to the class. His organization was also impeccable.”

“Andreas did an excellent job of making complex concepts understandable and provided helpful intuition for the main concepts. He also went at just the right pace and always gave students a chance to ask questions. Overall, this was an excellent course and I would hope that more professors would teach in this matter.”