Teaching Statement

While at MIT, I was a teaching assistant (TA) for three Masters in Finance classes and one executive Masters in Business Administration class in the Sloan School of Management. In my latest evaluations for the Masters in Finance classes, my average ratings were 6.0+ out of 7, where 7 corresponded to excellent.[1]

I would be prepared to teach corporate and investment finance at the graduate, masters, or undergraduate level.

As a teacher, my objective would be to help students develop the skills needed to apply modern finance theory, and analytics to evaluating investment ideas and decisions. I would use a combination of analytic problem sets, empirical exercises, and case studies. As a teaching assistant to "Foundations of Modern Finance", "Analytics in Finance", and "Advanced Analytics in Finance", I developed new recitation materials centered around these exercises and with an emphasis on the course's big questions and ideas as we progressed through new topics.

One of the most rewarding aspects of teaching is introducing students to the beauty of an approach to a problem or a method, and thinking of ways to help them access this wherever they are in their academic journeys. For example, to accommodate students less familiar with the questions confronting financial practitioners, I would open recitations with a discussion that revolved around a hypothetical case study to prime students to understand why it was important to learn a method. To accommodate students with less coding experience, my recitations included code books with code snippets and nudges to focus student efforts on recognizing how empirical problems needed to be approached, and in applying methods. To accommodate students with less math experience, I started my recitations with a review of the mathematical tools required to solve problems. In future teaching, I hope to develop and refine methods to improve accessibility.

---

[1] The executive MBA class did not collect teaching assistant ratings.