

TEACHING AND SERVICE STATEMENT

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August 2024

This statement begins with a brief description of my teaching since I arrived at Cornell. I then discuss my mentoring of undergraduate and graduate students. Finally, I describe my service to the university and the profession.

Teaching

I enjoy teaching and advising students. Economics provides powerful tools to make sense of the world, and it's fulfilling to see students light up with understanding when they grasp these concepts. I have also been fortunate to learn from amazing teachers, and I strive to follow their example in my own teaching.

I teach different classes differently, but a few core principles apply to all of them. First, I work hard to make even the most complex ideas intuitive. I believe that once students grasp the core of a concept, they can more easily build on it and apply it in different contexts. Rigorous analysis is equally important, and so I emphasize the importance of mathematical models to clarify our thinking. I also strive to create a lively classroom where active discussion is encouraged, and I love when students challenge my views. Through debate and the exchange of ideas, students often deepen their understanding of the material. Finally, I believe that economics (and especially macroeconomics!) is fun, and I try to share that enthusiasm with the students, making the learning process both enjoyable and engaging.

Below, I list the courses I have taught at Cornell together with a brief description. I also include information about enrollment and the "overall teacher rating" from the student course evaluations. Full course evaluations are available at https://www.mathtd.info/files/mtd_teaching_evaluations.zip.

ECON 3040 Intermediate Macroeconomic Theory (Undergraduate)

This class is a core requirement for all undergraduates majoring in economics. Its central goal is to familiarize the students with the main topics in macroeconomics. It covers production, long-run growth, consumption, investment, asset prices, labor markets, business cycles and economic policy. While mathematical models are central to our exploration of these topics, a primary objective of

the course is for students to build a strong intuitive understanding of the mechanisms at work in the economy. Throughout the course, I consistently relate the material to current events. Seeing how the tools we learn can be used to understand real-world events helps students appreciate the practical value of macroeconomic analysis.

In 2023, as part of the Economics Department's Active Learning Initiative, this course underwent a large transformation. The new structure places a strong emphasis on active learning, with students spending a good share of the lecture time working through problems in teams. The hope is that this collaborative approach encourages discussion and deepens understanding, as students engage with each other's ideas.

Semesters taught	2018 S	2019 S	2019 F	2021 S	2022 S	2023 S
Enrollment	149	168	143	157	158	140
Average student evaluation	4.51	4.25	4.39	4.14	4.16	3.96

ECON 3040 material available at https://www.mathtd.info/files/mtd_material_3040.zip

ECON 6130 Macroeconomics I (PhD)

This class is part of the Ph.D. core sequence and is taken by all first-year students in the economics graduate program. Its main goal is to teach basic concepts and techniques that are widely used in macroeconomics. The first part of the course is about endowment economies with complete markets. We learn about Arrow-Debreu and sequential markets equilibria, Pareto efficiency, asset pricing, and the welfare theorems. We then introduce production, and we learn about the neoclassical growth model and dynamic programming. Throughout, we cover computational methods, and the students have to solve a basic version of the real business cycle model on the computer.

Semesters taught	2017 F	2018 F	2019 F	2020 F	2021 F	2022 F	2023 F
Enrollment	33	29	26	21	24	27	35
Average student evaluation	4.89	4.94	4.38	4.77	4.50	4.79	4.60

ECON 6130 material available at https://www.mathtd.info/files/mtd_material_6130.zip

Mentoring

Undergraduate students

Since I joined Cornell, I have been a faculty adviser to 126 undergraduate students majoring in economics. I am always happy to chat with them and discuss whatever problems they might face.

I also work closely with some undergraduate students who apply to economics Ph.D. programs. I explain how the process works, and I help them prepare the strongest application possible. Over the years, I have worked with Todd Lensman (now at MIT Economics), Steve Yeh and Arslan Ali (both at Columbia Economics), and Yicheng Yang (pre-doc at Stanford).

Graduate students

I greatly enjoy mentoring graduate students, and I view graduate advising as one of the most important parts of my job. I meet regularly with the students whose committees I serve on, and I frequently engage with nearly all the macroeconomics Ph.D. students in the department.

Every week I also attend the department's macroeconomics lunch, where students present their work. It is a great opportunity for students to get early feedback on their projects. I usually stick around after the presentation to make suggestions about how best to move research projects forward.

Since arriving at Cornell, I have served or I am currently serving on the thesis committees of the following students (listing includes year of graduation or expected graduation, and first job):

1. Sun Woo Lee, 2021, IMF
2. Raul Morales, 2022, World Bank
3. Bineet Mishra, 2023, Moody's
4. Jisu Jeon, 2024
5. Lucia Casal, 2025
6. Nathan Mislang, 2025
7. Yu Wang, 2025
8. Zebang Xu, 2026

Service

Service within the university

Since arriving at Cornell, I have regularly been a member of the PhD admission committee, which involves reading through applications and participating in the campus visit of admitted students. I have also regularly been a member of the recruitment committee. As such, I participated in interviews, campus visits and in the overall selection process of new faculty.

Between 2017 and 2019, I was a co-director (along with Neil Wallace and Kristoffer Nimark) of the Cornell-Penn State Macroeconomics Workshop. That workshop met twice a year to learn about the work of faculty, students, and prominent researchers from outside institutions.

During the academic years 2021–2022, 2022–2023 and 2023–2024, I have also organized or co-organized the weekly S. C. Tsiang Macroeconomics Workshop which brings outside speakers to campus.

Service to the profession

I have served as a referee for the following journals and grant organizations: *American Economic Journal: Applied Economics*, *American Economic Journal: Macroeconomics*, *American Economic Review*, *American Economic Review: Insights*, *Econometrica*, *Economic Inquiry*, *Economic Journal*, *Economics Letters*, *Economic Theory*, *International Economic Review*, *Journal of Economic Dynamics and Control*, *Journal of Economic Theory*, *Journal of Finance*, *Journal of Monetary Economics*, *Journal of Political Economy*, *Journal of Political Economy Microeconomics*, *Journal of Public Economics*, *National Science Foundation*, *Quantitative Economics*, *Quarterly Journal of Economics*, *Review of Economic Dynamics*, *Review of Economics and Statistics*, *Review of Economic Studies*, *Review of Financial Studies*, *Swiss National Science Foundation*, and *Theoretical Economics*.

I have served as a discussant at numerous conferences (see my CV for the complete list). I have also been a Program Committee Member for the 2021 North American Summer Meeting of the Econometric Society in Montreal and three Annual Meetings of the Society for Economic Dynamics (2016 Toulouse, 2017 Edinburgh, 2018 Mexico City).