Teaching Statement

1   Teaching Experiences

Undergraduate and Graduate Teaching.   I have been a Graduate Student Instructor (GSI) for a variety of courses. I taught the **Principles of Economics II** (Fall 2017) and **Principles of Economics I** (Winter 2018) with Dr. Adam Stevenson. I further taught **Introduction to Statistics and Econometrics I** (Fall 2018) and **Econometrics for Applied Scientists** (Winter 2020, Master's course) with Dr. Asenka Asenova. My role was to lead two discussion sections per course, which consisted of around 30 students each. I also held office hours and helped with examinations. I was also the Head GSI for **Principles of Economics II** (Winter 2019) with Dr. Ed Cho, where I performed an administrative role in addition to the roles of a GSI.

Course Assistant.   I have also worked as a Course Assistant for "Causal Inference" (Fall 2021, Ph.D. course) in the School of Information with Prof. Alain Cohn. This role involved designing nine original problem sets with three to four long practice questions on applying methods of causal inference such as instrumental variables, regression discontinuity, and difference-in-differences.

2   Teaching Philosophy

I believe that a good understanding of economics stems from an ability to connect basic economic models to real world issues. However, forming these connections requires nuance, and an understanding of the assumptions that drive key results within these models. In my discussions of economic models, even at the introductory level, I am careful to point out the importance of these assumptions. Additionally, I also guide students through the intuition behind the mathematics of economic models to faciliate a more thorough understanding of the concepts at hand, rather than aiming for mere technical clarity While these types of explanations take time, I proactively adjust my teaching based on the composition of the class because I recognize that my classes consist of students with varied levels of background knowledge. I believe a core strength of my teaching is my ability to break down complex concepts into digestible chunks and adapt to the needs of a class, as highlighted in the comments below:

"Nishaad Rao was an excellent GSI. He was incredible at explaining main points from lecture, and his problem sets were a great backbone of what to study. He read the class and their reactions well, and was able to adapt to our needs."

"Nishaad was patient, helpful, enthusiastic, and a pleasure to have as a teacher. He seems like a natural!"

Further, I think that my role as a teacher extends beyond the classroom, where students often do not feel comfortable asking questions. I therefore try my best to be available outside the classroom in office hours, where I can engage better with a student's questions. I also try to welcome other questions in office hours that are not strictly coursework related, such as the connection of what we learn in class to the real world, as well

as general advice on a career in economics or research. In fact, I have written letters of recommendation for two of my students for a study abroad program at the London School of Economics. Interacting with these students is rewarding for me, and the comments below show that the students enjoy them as well:

"Nishaad is one of the best GSI's I've had. He brought a great energy to discussions and livened up a Friday afternoon. He was also very helpful and willing to meet with students outside of lectures and discussions. Nishaad was excellent at breaking down the course material into more digestible segments and clearly explaining how the math fit in the logic of the course. I appreciated his clarity, logical thought processes, and friendly demeanor."

"Rao is the only reason I was able to get through Cho. Truly, U-M is fortunate to have GSIs like Rao."

3   Teaching Interests

I am well-prepared to teach the classes below based on my research and teaching experiences. I welcome the opportunity to teach courses beyond those on this list.

Urban Economics (Undergraduate, Graduate). My working papers focus on the aggregate consequences of local markets, including wealth inequality, housing choice, and migration. Engaging with this literature has allowed me to develop skills that are necessary to analyze regional economies. I can teach an undergraduate or graduate course in urban economics, focusing on local labor markets and place-based policies, including land use, local investments, moving vouchers, etc.

Macroeconomics and Inequality (Undergraduate, Graduate). My job market paper and other working papers have a major focus on how inequality can be generated in macroeconomic models. Meanwhile, distributional macroeconomics has become an important aspect of policy and academic work in recent years. I am familiar with the latest developments in continuous time models which have the capacity to generate important distributional consequences of macroeconomic phenomena, and I believe I would be able to introduce these state-of-the-art techniques in a graduate level course. I can teach the basics of how to think about distributional consequences within macro models to undergraduates as well.

Labor Economics (Undergraduate, Graduate). My working papers focus on how workers interact with the labor market, and in turn, how labor markets shape the life cycle experiences of households, particularly migration and wealth accumulation. My research agenda also includes topics in intergenerational wealth mobility and occupational mobility. These topics allow me to teach a course in labor economics focusing on intergenerational mobility, urban economics, migration, human capital accumulation, discrimination, and related topics.

Applied Econometrics (Undergraduate). Finally, my papers use various methods in applied econometrics, such as event study analyses, difference-in-differences, instrumental variables, etc. Additionally, I have also taught various courses at the undergraduate and Masters level on econometrics, and have designed problem sets for a Ph.D. level course as well. Leveraging these skills, I can teach an undergraduate level course in applied econometric techniques.