

November 2, 2025

TEACHING STATEMENT

The liberal arts education I received at [Wesleyan University](#) has shaped how I teach and mentor students. Two commitments anchor my teaching philosophy: (i) rigorous application of abstract theory to real-world events and (ii) close mentorship that encourages students to develop independent scholarship. Transitioning from a recipient to an educator–advisor, I implement these values as an independent course instructor for 50 students, designing the [syllabus](#) and assessments that connect theory with daily events. At the same time, I work with undergraduates in the UC Davis Undergraduate Research Fellows Program, where I guide students in independent research, serve as a professional reference for competitive opportunities (e.g., Federal Reserve internships and RA opportunities for faculty members), and connect them with alumni and industry contacts.

1. Teaching in a liberal arts classroom

My main teaching interest is undergraduate education. I have earned a strong reputation as an approachable, responsible, and effective instructor. I am responsive to student feedback, continuously refining my teaching strategies to better meet their learning needs. I recognize that not every economics major is interested in pursuing a PhD, yet many are curious about applying analytical frameworks to current issues and business insights. Therefore, I tailor course materials to real-world events: for example, I use the Romer-Solow Growth Model to analyze the effect of artificial intelligence on long-run growth and show how established models can make reasonable forecasts. I also include readings on rational expectations and discuss how they relate to central banks' credibility and the efficient markets hypothesis. I value in-person interaction and a board-and-chalk approach so students can follow my derivations and reasoning in real time.

Interdisciplinarity is central to liberal arts settings, which have successfully prepared students from different majors—economics, government, history, and political science—with the critical thinking that is important for careers in policy, finance, and consulting. My vision for a course on the international monetary system connects macroeconomics, finance, and history. It covers the gold standard, the Great Depression, Bretton Woods, and floating exchange rate regimes, and concludes with the financial perspective of exchange rates. The course traces how financial market developments shape historical outcomes and helps students from different fields bridge theory to practice.

One special characteristic of small liberal arts colleges is the flexibility to offer independent studies and small group tutorials for advanced students. When helpful, I can

teach numerical methods to solve real business cycle models, a fundamental topic in modern macroeconomics to prepare students for graduate studies and/or policy work. My research agenda keeps me current with frontier methods that I bring into the classroom.

To summarize, my teaching mission is to encourage curiosity and guide students to explore new and promising fields. After taking my course, I want my students to apply abstract theory confidently to real-life situations they encounter every day. I am flexible in teaching and can adapt to the department's needs. In particular, I have experience teaching international macro/trade/finance, macroeconomics, and econometrics.

2. Research mentorship for students

One notable feature of liberal arts college students is that they have the potential to write a senior thesis that is comparable to a PhD chapter. As an educator, I am passionate about supervising undergraduate senior theses and guiding students to turn promising projects into publishable papers. The most difficult step is often asking a good question, which usually requires a substantial time investment and patience that I believe I possess. Moreover, the review process is long and often risky. Many talented students have excellent ideas, but they often lack guidance in navigating the research and review process. As an undergraduate, I turned my senior thesis with my advisor [Masami Imai](#) into a peer-reviewed [article](#), gaining first-hand experience with the referee process. Therefore, I want to help young scholars begin research as soon as possible, and I commit my time and resources to helping students refine their research questions, identify feasible datasets, recommend accessible workflows, and improve writing, submission, and review.

At UC Davis, I mentor undergraduate research assistants through the formal Research Fellows Program for my “[Global Price Initiative](#)” project, where I have supervised five students and introduced cloud computing and machine learning. I hope to coauthor papers with them, building upon one of my side projects—examining whether pegged exchange rate regimes explain the uncovered interest parity (UIP) puzzle—which reflects my commitment to nurturing undergraduates as future scholars. I specialize in local projections and causal inference (e.g., instrumental variables, difference-in-differences) that they can understand and implement. I will continue to work regularly with students and offer co-authorship opportunities to those who excel.

In conclusion, my liberal arts education background, diverse teaching experiences, and dedication to students' learning have shaped my teaching. I am passionate about contributing to students' academic growth through dynamic, engaging, and impactful instruction—as well as close research mentorship—in pursuit of academic excellence.