

Teaching Statement

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My approach to teaching mirrors my approach to research: I want students to understand why a question matters, what the underlying mechanism is, and what evidence disciplines the answer. Economics taught well is not a sequence of definitions and graphs but a way of thinking about how individuals respond to incentives, how markets coordinate (or fail to coordinate) those responses, and how policy interacts with both. The best teaching builds students' analytical capacity to engage with novel questions, not their ability to reproduce results. I take teaching seriously because the analytical habits we transmit in undergraduate and graduate classrooms shape how the next generation of economists, policymakers, and citizens think about the problems that matter.

1 Teaching experience and approach

Most of my teaching experience came as a teaching assistant at the University of Toronto from 2011 to 2018, where I worked across the curriculum from first-year principles through Ph.D. econometrics. The course I taught most often was second-year microeconomics, which I led tutorials for many times. I wrote original exam questions for these courses rather than recycling textbook problems, with the questions designed to test whether students could apply a concept to an unfamiliar setting, not whether they could memorize a derivation. Students consistently sought me out in office hours, and several stayed in touch years after the course ended, asking for recommendation letters for graduate school or simply wanting to discuss the economics of issues they had encountered in their careers.

As a Ph.D. econometrics teaching assistant, I marked exams and assignments that involved both theoretical derivations and code. This experience gave me a window into the kinds of obstacles students encounter when first learning structural methods, which I expect to draw on directly if I am given the opportunity to teach quantitative methods at the Ph.D. level.

The clearest evidence of my approach to teaching came from a guest lecture I was invited to give at York University in 2025, where I presented my rent control research that is currently under revision at the *European Economic Review* to a third-year urban economics class. My goal was to take a paper with substantial technical machinery (a general-equilibrium model with uninsurable income risk, moving costs, an endogenous homelessness margin, and the Second Welfare Theorem at its conceptual core) and make the argument accessible to undergraduates without sacrificing its substance. I built the 90-minute lecture around graphs and walked the class through the entire reasoning chain: why economists generally oppose rent control, why the Second Welfare Theorem argument requires conditions that often fail in practice, what the alternative redistribution mechanisms look like, and how the model lets us evaluate them. I introduced formal terms, such as the First and Second Welfare Theorems and misallocation, only after the ideas and intuition were already in place. I then asked students for their opinions.

Roughly half of the class of thirty spoke up, which the instructor told me was substantially more participation than usual, and she added that she had learned a great deal from the lecture herself. One student emailed afterward to ask for my feedback on a paper they were writing and on

research ideas they were developing; we have continued to correspond. The experience confirmed something I had long suspected: undergraduates engage substantively with sophisticated economics when the instructor takes the substance seriously and trusts them to be inquisitive and follow it. My approach is thus to keep the complexity, but build the intuition to make it accessible, and trust the students to rise to it.

2 Mentorship

Beyond formal teaching, I have mentored students and junior researchers individually. As a teaching assistant at Toronto, I worked closely with international students for whom the academic environment can be especially challenging to navigate. I wrote a letter of recommendation for one international student and provided substantial advice to another, both of whom applied to master's programs in economics and were admitted to strong programs in Canada. I have continued to advise students on graduate school choices, paper-writing, and research ideas long after they were formally my students. The student who emailed me after the York guest lecture, for example, sent me ideas for papers they are working on, and I have given detailed feedback on each.

At CMHC, I have mentored three junior researchers (two with master's degrees in economics and one with a bachelor's) on quantitative methods that go well beyond standard applied work. With one, I built out the methodology for a labor supply model embedded in a large general-equilibrium housing project: I taught him how the model is structured and built, why each component is in it, how it is solved analytically and as part of a general-equilibrium system, and how to fit it to census microdata. With a second, I worked through the solution of a mortgage default problem line by line in code, walking her through each step with the reasoning behind the design choices in real time. With the third, I taught her how to vet data, structure code to extract what she needed, and write robust analysis pipelines, including live coding sessions where we worked through problems together. Each of these mentorships lasted several months. None of these methods are easy to master in that time, and none of them came away able to execute these techniques independently. But two were promoted, and all three left these projects with substantially better understanding of structural and computational methods than they had before. The kind of mentorship I find most valuable is working alongside someone on a hard technical problem, building both the conceptual understanding and the practical capability to engage with it.

3 Courses I would offer

At a new institution, I would like to teach courses in several areas. The course I would most want to develop is a graduate or advanced undergraduate course on quantitative general-equilibrium methods drawing on my own research. In my mind's eye it would be structured around the kinds of housing, taxation, and policy questions I work on, with students working through simplified model construction, the idea of calibration, and simple simulations of policy evaluation. This is the course I wish I had been able to take as a graduate student, and it would let me transmit directly the methodology that defines my research program.

I would also be glad to teach a third-year housing economics course covering housing markets, housing policy, the role of housing in the macroeconomy, and current policy debates including affordability, rent control, mortgage policy, and homelessness. This course would draw on my published and ongoing work but would primarily be aimed at building students' capacity to

engage housing-policy questions analytically.

I would also welcome the opportunity to teach undergraduate microeconomics, where my teaching experience and my approach to building intuition before formalism are most directly applicable. My methodological background makes me best suited for quantitative and micro-based courses, but I am flexible about course assignments and willing to teach what the department needs.

In each of these courses, my goal would be the same: to give students an analytical framework they can use to think through real economic questions, rather than a collection of results they have to memorize.