

Benedict Guttman-Kenney: Teaching Statement*

At Rice University since 2025, I have taught the core course in finance for the professional M.B.A. students at the Jones Graduate School of Business. I teach for twelve weeks of three hour lectures to two sections of students, with approximately fifty students in each section. From 2026, I am scheduled to also teach an elective course in FinTech for the professional M.B.A. students at Rice University's Jones Graduate School of Business. I will teach for six weeks of three hour lectures. This FinTech course is a new course that I am developing, not previously offered by Rice.

My most rewarding teaching experience has been designing and teaching an intensive introduction to microeconomics course for new cohorts of Chicago Booth behavioral science Ph.D. students.¹ I customized the content of this class to the needs of the students to make the class more practically useful for their Ph.D. career. This was a challenging course to design, as students did not have math backgrounds and I needed to introduce them to the math notation used in economics papers and teach them about substantive economics. In teaching this course, I learned from my own personal past experiences of lacking confidence to participate in class. I cold called and encouraged participation to create a norm where it was okay to get things wrong.

I have experience lecturing on topics related to my research. I gave a 1.5 hour lecture to 60 research professionals employed across the University of Chicago (Economics Department, Booth School of Business, Harris School of Public Policy). This lecture was based on my *Journal of Economic Literature* paper on consumer credit reporting data. I used this lecture as an opportunity to introduce the students not only to the topic and data but also to teach the value as a researcher of gaining deep institutional knowledge in a topic or dataset that interests you.

I also have experience lecturing on my research as part of the Harris Lecture Series at the Indian School of Public Policy. This was a new challenge for me to lecture students with very different life experiences to me and I found this to be a rewarding experience. My first lecture in 2022 was motivated by my COVID-19 research, and was a success, with me being invited back in 2022 to give a lecture based on my buy now, pay later (BNPL) research. When lecturing, I use examples from Twitter or the news as salient visual images to help convey serious points more memorably.

I have experience as a teaching assistant in both economics and finance M.B.A. courses. For two years, I was a teaching assistant for the Chicago Booth M.B.A. Competitive Strategy taught by Professor Thomas Covert. In Spring 2023, I was the only Teaching Assistant for all three sections of Professor Scott Nelson's Chicago Booth Consumer Finance M.B.A. course. This Consumer Finance course was not previously offered at Booth and I provided feedback on the structure.

While studying for my Ph.D., I have also completed my M.B.A. at Chicago Booth. This experience provides me with a greater understanding of the student experience and exposed me to a greater diversity of student backgrounds and teaching styles across academic fields that I can learn from. This has helped me to ensure that my M.B.A. courses are engaging in style.

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¹Complementing my Chicago Booth Ph.D. coursework in behavioral economics, I was selected for the Russell Sage Foundation Summer Institute in Behavioral Economics and the NBER Behavioral Public Economics Boot Camp.