Research Statement, Diversity and Inclusion Statement, Teaching Statement, Teaching Evaluations, Sample Syllabus, Sample Final Exam

Research Statement

Jacob Orchard: University of California, San Diego

I am a Macroeconomist focused on Relative Prices, Household Consumption, and Inflation. My preferred research method is to leverage detailed micro-level data to examine the effects of macroeconomic shocks and government policies and then discipline these empirical findings using rigorous macroeconomic theory and quantitative models.

In my Job Market Paper, **Cyclical Demand Shifts and Cost of Living Inequality**, I examine the heterogeneous impacts of recessions on the price indices of low- and high-income households. I argue that higher inflation rates for low-income households is a feature of recessions. I match by hand micro-expenditure categories from the Consumer Expenditure Survey (CEX) with disaggregated price series from the Consumer Price Index (CPI). I use my constructed data set to establish two novel facts: (1) the products that low-income households buy more intensively (compared to high-income households) increase in price during recessions, and (2) the aggregate share of spending devoted to these products is counter-cyclical. I propose an original mechanism that explains these two facts: during recessions, households decrease their spending on luxury items (e.g., concerts, vacations) but continue buying necessities (such as groceries). This shift in demand and some curvature in the production possibilities frontier imply that macroeconomic shocks that lower aggregate expenditure also raise the relative prices of necessities. In a quantitative model calibrated to the United States, I find that a shock similar to the 2008 financial crisis increases the relative price index for households in the lowest income quintile by almost one percentage point compared to the price index of households in the highest income quintile.

Recessions are not the only macroeconomic force that can cause inflation to differ across households. In my working paper, **Household Inflation and Aggregate Inflation**, I start by constructing household level inflation rates using the CEX and CPI along with detailed barcode level data from a large representative survey of households. I find that inflation rates differ markedly across households. Next, I investigate how a household is affected by a "household" level inflation shock. I find that an inflation shock leads to a persistent increase in the household's price index; I also find that households react by reducing their nominal consumption, similar to having been hit by a wealth shock. My findings suggest that household inflation shocks make it harder for households to smooth consumption. Finally, I find a robust correlation between the aggregate inflation rate and the cross-sectional dispersion of household inflation rates (this correlation is independent of the unemployment rate, which is the focus of my JMP). The correlation between inflation and inflation dispersion suggests that the same types of macroeconomic forces that increase inflation also increase the variance of household inflation shocks.

In the 2000s and 2010s, aggregate inflation has been more muted than analysis using the traditional Phillips curve would suggest. In ongoing work with Munseob Lee, **Measuring Welfare Gains from the Rise in Online Shopping**, we suggest that one reason for this fall in trend inflation is a fall in retail markups due to the emergence of online shopping. We construct Exact Price Indices (see Feenstra 1994) across cities and product groups using a scanner data-set that crucially includes both household online purchases and purchases from traditional retailers. We find a significant decrease in the price index of products/cities that had a higher increase in online shopping activity. This decrease comes exclusively through lower prices (rather than increased product variety). We combine our household-level scanner data-set with barcode level wholesale costs and argue that the fall in prices is due to lower markups. As a result, inflation could be higher in the coming decade as the rate of increase of online shopping slows and markups equalize.

My research also examines how governments can directly impact the business cycle. In ongoing work with Valerie Ramey and Johannes Wieland, **Micro MPCs and Macro Counterfactuals: The Case of the 2008 Rebates**, we reexamine marginal propensities to spend (MPC) out of tax rebates. While some past studies have found that households spend up to 70 percent of their rebate, we find that MPCs of that magnitude lead to unrealistic counterfactuals at the Macro level. To create counterfactuals, we use the literature's estimates of MPCs to calibrate a medium-scale New Keynesian model and use it to calculate the implied counterfactual path of consumption and other variables had there been no tax rebates. We also replicate past studies that estimate the micro-level MPCs and argue that some of their assumptions (such as random treatment timing) are implausible.

In future work, I will continue to examine the heterogeneous impacts of macroeconomic shocks. For example, I plan on using detailed wage micro-data to study the link between inflation and wage dispersion. I am especially interested in how wages respond for workers with less bargaining power. I am also interested in cyclical pricing dynamics in the housing market. I plan on leveraging micro-rental and home pricing data to answer how recessions affect the distribution of rental and housing prices. If recessions affect housing prices differently (e.g., in Urban centers v. Rural areas), do these relative price changes spill over into other parts of the economy?

Diversity and Inclusion Statement

Jacob Orchard: University of California, San Diego

The 2000s and 2010s were challenging financially for my family. We struggled before the 2008 financial crisis and then lost what little savings we had during the recession. Our family of seven moved from a small home to an even smaller section-8 (low-income) apartment. It was during this time that I decided I wanted to be an economist. I could see firsthand how the macroeconomic forces of the day were affecting my family, and I wanted to understand them. Why were my parents unable to find work? Why were the prices of everything we bought going up, but the Federal Reserve was still unconcerned about inflation?[1]

Pell grants and academic scholarships allowed me to go to college. I started in the California community college system before transferring to BYU. During my Junior year, I applied for an internship at the *Federal Reserve Bank of New York*. Before even introducing themselves, the Research Assistants conducting the interview asked, "So your academic history is really strange [referring to my community college experience]. Can you explain that?" This was my first experience with elitism in the economics profession. Sadly, it has not been the last.

Economics is a potent tool and has been used historically to help markets become more efficient. However, historically, economics as a discipline has focused too little on income and racial inequality. The profession has been unwelcome to women and people of color. The lack of these diverse voices has divested economics of great ideas in the past. I hope that we can do better in the future. As an economist, I can help the profession become more inclusive by engaging in mentoring and volunteer efforts with those from diverse backgrounds and focusing research on topics such as racial and income inequality.

Volunteer Efforts:

During my Ph.D., I have been able to volunteer for several programs serving historically-marginalized groups. My favorite was the Student Training Academy for Research Success (STARS). This program is run by the Graduate Division at UCSD and is designed for undergraduate students from diverse backgrounds considering graduate school. During Summer 2020, I served as the graduate student adviser for a group of four students. I provided support and guidance for their projects. Their research included a study on the contemporary effects of historical discriminatory zoning laws (red-lining), a qualitative project on the social views of U.S. Supreme Court justices, and a project investigating mental health outcomes for San Diego elementary students. I hope to volunteer at programs similar to STARS in the future.

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[1] My Job Market Paper answers this question.

Research Efforts:

As a researcher, one of the best ways to help with diversity efforts is to study the sources and consequences of inequality. My undergraduate thesis, co-authored with Joseph Price, studies the consequences of racial prejudice on the black-white infant health gap. My Job Market Paper examines how low-income households' relative cost-of-living changes due to recessionary shocks. I briefly describe each of these projects below.

In the United States, Black mothers are twice as likely to have pre-term or low birth-weight births than White mothers; these outcomes can have significant consequences for later labor-market and health outcomes. In my published paper, **County-level racial prejudice and the black-white gap in infant health outcomes** (with Joseph Price), we study the relationship between racial prejudice and the black-white infant health gap. First, we build a county-level measure of racial prejudice using data from Harvard's Project Implicit. Then, we combine our prejudice measure with restricted-use micro natality files. We find a large relationship between our county-level measure of racial prejudice and the black-white infant health gap in the county. For example, a black mother living in a county with a prejudice rating one-standard deviation higher than the mean is as likely to give birth pre-term as a mother that smokes. We speculate that increased stress due to racial prejudice may cause this correlation.

The Great Recession was hard on many families and individuals. In my Job Market Paper, **Cyclical Demand Shifts and Cost of Living Inequality**, I show that recessions have an additional negative effect for low-income households. Recessions systematically lead to higher inflation rates for low-income households since aggregate demand shifts towards necessity products, which make up a larger portion of low-income households' budgets.

Teaching Statement

Jacob Orchard: University of California, San Diego

During my Ph.D., I have been the instructor of record for one course (Intermediate Macroeconomics) and a teaching assistant for 12 quarters. These experiences have been fulfilling and made me excited about teaching as an assistant professor. I am prepared to teach any Economics class at the undergraduate level, International trade or Macroeconomics at the master's level, and Busines-Cycle Macroeconomics or Empirical Macroeconomics at the Ph.D. level.

Teaching Evaluations

My care in teaching has been reflected in my evaluations. Table 1 below provides a summary of my instructional assistant evaluations during my Ph.D. I have averaged an 89 percent recommendation rate, and I have gotten better over time! My recommendation rate in the four courses I assisted in teaching in the 2020-2021 school year was 98 percent. I also received a department-level award for my instruction in 2017-2018.

Table 1: Teaching Assistant Evaluations 2017-Present

	Total	2017-2019	2020-2021
Number of Courses	12	8	4
Avg. % Recommend	89 %	86 %	98 %

Note: Avg. % recommend from anonymous teaching evaluations that asked, "I would recommend this Instructional Assistant to other students." Students could respond Strongly Agree, Agree, Neither Agree or Disagree, Disagree or Strongly Disagree. Students were coded as recommending me as a TA if they selected Agree or Strongly Agree. Average is the democratic mean of all student evaluations pooled across courses.

Quotes from Students

I have been privileged to interact with great students. A few select quotes from anonymous teaching evaluations are below:

From PhD-Macro: *"I want to thank Jacob for always going above and beyond.... His discussion sections were always incredibly useful. Something I really appreciated was that he always spoke to us on our level, pre-empting confusing elements by explaining exactly why we were doing each part of a derivation or problem. This skill of empathizing with the audience and speaking to them in a way that shepherds them through the content will make Jacob a Professor who is also great at teaching!"*

International Trade: *"Jake has a very strong understanding of the subject as seen by his ability to reduce the large concepts taught in class to a few sentences that would basically sum up an 1 hour and 20 minutes worth of lecture"*

International Trade: *"Sometimes his explanation were more clear than the professor's."*

Teaching Philosophy

I strive to connect classroom material with current events. For many students, economics in general and especially macroeconomics can feel disconnected or dull. I believe that the instructor's responsibility is to engage students and demonstrate the impact of economic policies in their daily lives. When I taught intermediate macro as the instructor-of-record, I held in-class discussions about contemporary articles in the *Economist* and *New York Times*. Connecting the macroeconomic theory with issues students already cared about helped them understand the material better. Students exhibited their newfound knowledge in an involved class project comparing classroom models with real-world events.

I still have a lot to learn as an instructor. I am excited to plan future courses, receive feedback from colleagues and students, and make improvements. While I have the background to teach topics in numerous areas, I am most interested in teaching Macroeconomics or International Economics, as well as advising students on research projects.

Teaching Evaluations

Jacob Orchard: University of California, San Diego

Student IA Evaluation for Jacob Douglas Orchard
Department of Economics

ECON 210C - Macroeconomics C (Wieland, Johannes Friedrich)
Spring 2021

Number of Evaluations Submitted: 8
Number of Students Enrolled: 13

1. The Instructional Assistant graded fairly and consistently.

7 (87.5%):	Strongly Agree
1 (12.5%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

2. I went to the Instructional Assistant's office hours.

5 (62.5%):	Yes
3 (37.5%):	No
0 (0.0%):	Not Applicable

3. The Instructional Assistant's assistance during office hours was well-informed, clearly presented and valuable.

4 (57.1%):	Strongly Agree
0 (0.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
3 (42.9%):	Not Applicable
1:	[No Response]

4. In general, material covered during office hours was beneficial and helpful in my overall understanding of the course.

5 (83.3%):   Strongly Agree
0 (0.0%):   Agree
1 (16.7%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
2:              [No Response]

5. I went to the Instructional Assistant's discussion sections.

8 (100.0%):   Yes
0 (0.0%):   No
0 (0.0%):   Not Applicable

6. The Instructional Assistant came prepared and well organized to lead discussion sections.

7 (87.5%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
1 (12.5%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

7. The Instructional Assistant presented course material clearly and answered questions accurately at discussion sections.

7 (87.5%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
1 (12.5%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

8. In general, discussion sections enhanced my understanding of the course material.

7 (87.5%):   Strongly Agree
0 (0.0%):   Agree
1 (12.5%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

9. I went to the Instructional Assistant's midterm exam review session(s).

1 (12.5%):   Yes
1 (12.5%):   No
6 (75.0%):   Not Applicable

10. The Instructional Assistant came prepared and well organized to exam reviews.

1 (12.5%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
7 (87.5%):   Not Applicable

11. The Instructional Assistant presented course material clearly and answered questions accurately at exam reviews.

1 (12.5%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
7 (87.5%):   Not Applicable

12. In general, exam reviews enhanced my understanding of the course material.

1 (14.3%):   Strongly Agree
2 (28.6%):   Agree
3 (42.9%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
1 (14.3%):   Strongly Disagree
1:                [No Response]

13. The Instructional Assistant was approachable, courteous and showed interest and concern for students' learning and understanding.

7 (87.5%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
1 (12.5%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

14. I would recommend this Instructional Assistant to other students.

7 (87.5%):   Strongly Agree
0 (0.0%):   Agree
1 (12.5%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- I want to thank Jacob for always going above and beyond. Whenever he didn't have a solid answer to a question he was not afraid to say he didn't know in the moment, and always provided an answer later. His discussion sections were always incredibly useful. Something I really appreciated was that he always spoke to us on our level, pre-empting confusing elements by explaining exactly why we were doing each part of a derivation or problem. This skill of empathizing with the audience and speaking to them in a way that shepherds them through the content will make Jacob a Professor who is also great at teaching!

- Keep doing what you're doing Jake!

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Student IA Evaluation for Jacob Douglas Orchard
Department of Economics

ECON 3 - Principles of Macroeconomics (Ramey, Valerie A)
Winter 2021

Number of Evaluations Submitted: 15
Number of Students Enrolled: 245

1. The Instructional Assistant graded fairly and consistently.

7 (46.7%):	Strongly Agree
2 (13.3%):	Agree
1 (6.7%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
5 (33.3%):	Not Applicable

2. I went to the Instructional Assistant's office hours.

11 (73.3%):	Yes
3 (20.0%):	No
1 (6.7%):	Not Applicable

3. The Instructional Assistant's assistance during office hours was well-informed, clearly presented and valuable.

9 (60.0%):	Strongly Agree
3 (20.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
3 (20.0%):	Not Applicable

4. In general, material covered during office hours was beneficial and helpful in my overall understanding of the course.

10 (66.7%):   Strongly Agree
4 (26.7%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
1 (6.7%):   Strongly Disagree

5. I went to the Instructional Assistant's discussion sections.

13 (86.7%):   Yes
2 (13.3%):   No
0 (0.0%):   Not Applicable

6. The Instructional Assistant came prepared and well organized to lead discussion sections.

10 (71.4%):   Strongly Agree
3 (21.4%):   Agree
1 (7.1%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable
1:               [No Response]

7. The Instructional Assistant presented course material clearly and answered questions accurately at discussion sections.

8 (57.1%):   Strongly Agree
5 (35.7%):   Agree
1 (7.1%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable
1:               [No Response]

8. In general, discussion sections enhanced my understanding of the course material.

11 (78.6%):   Strongly Agree
2 (14.3%):   Agree
1 (7.1%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1:               [No Response]

9. I went to the Instructional Assistant's midterm exam review session(s).

8 (57.1%):	Yes
2 (14.3%):	No
4 (28.6%):	Not Applicable
1:	[No Response]

10. The Instructional Assistant came prepared and well organized to exam reviews.

7 (50.0%):	Strongly Agree
2 (14.3%):	Agree
1 (7.1%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
4 (28.6%):	Not Applicable
1:	[No Response]

11. The Instructional Assistant presented course material clearly and answered questions accurately at exam reviews.

7 (46.7%):	Strongly Agree
3 (20.0%):	Agree
1 (6.7%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
4 (26.7%):	Not Applicable

12. In general, exam reviews enhanced my understanding of the course material.

8 (61.5%):	Strongly Agree
4 (30.8%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
1 (7.7%):	Strongly Disagree
2:	[No Response]

13. The Instructional Assistant was approachable, courteous and showed interest and concern for students' learning and understanding.

10 (71.4%):	Strongly Agree
4 (28.6%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable
1:	[No Response]

14. I would recommend this Instructional Assistant to other students.

12 (80.0%):   Strongly Agree
3 (20.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- Appreciate it how he spent 1 hour of his time in office hours to help me, I had a lot of questions. Also went to his review section, was great and he spent time to answer my questions.

- He is super patient and helpful. He is the best.

- I had gone to Jacob's office hours to review some midterm questions that I missed. He was very helpful and explained them to me thoroughly. It was nice of him to extend his office hour to make sure all my answers were explained.

- THIS TA is great! I started going to his OH kinda late in the quarter but I wish I went earlier. He clearly explains the material and clearly has a good command of the material. I really appreciated how patient and considerate he was to my individual understanding of concepts. He also gave me some solid advice on who to talk to for potential research opportunities. Highly recommend this TA!

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Student IA Evaluation for Jacob Douglas Orchard
Department of Economics

ECON 3 - Principles of Macroeconomics (Ramey, Valerie A)
Winter 2021

Number of Evaluations Submitted: 8
Number of Students Enrolled: 210

1. The Instructional Assistant graded fairly and consistently.

6 (75.0%):	Strongly Agree
0 (0.0%):	Agree
1 (12.5%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (12.5%):	Not Applicable

2. I went to the Instructional Assistant's office hours.

2 (25.0%):	Yes
6 (75.0%):	No
0 (0.0%):	Not Applicable

3. The Instructional Assistant's assistance during office hours was well-informed, clearly presented and valuable.

2 (25.0%):	Strongly Agree
2 (25.0%):	Agree
2 (25.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
2 (25.0%):	Not Applicable

4. In general, material covered during office hours was beneficial and helpful in my overall understanding of the course.

2 (25.0%):   Strongly Agree
2 (25.0%):   Agree
4 (50.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

5. I went to the Instructional Assistant's discussion sections.

7 (87.5%):   Yes
1 (12.5%):   No
0 (0.0%):   Not Applicable

6. The Instructional Assistant came prepared and well organized to lead discussion sections.

6 (75.0%):   Strongly Agree
2 (25.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

7. The Instructional Assistant presented course material clearly and answered questions accurately at discussion sections.

6 (75.0%):   Strongly Agree
2 (25.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

8. In general, discussion sections enhanced my understanding of the course material.

5 (62.5%):   Strongly Agree
3 (37.5%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

9. I went to the Instructional Assistant's midterm exam review session(s).

5 (62.5%):   Yes
2 (25.0%):   No
1 (12.5%):   Not Applicable

10. The Instructional Assistant came prepared and well organized to exam reviews.

4 (50.0%):   Strongly Agree
2 (25.0%):   Agree
1 (12.5%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1 (12.5%):   Not Applicable

11. The Instructional Assistant presented course material clearly and answered questions accurately at exam reviews.

4 (50.0%):   Strongly Agree
2 (25.0%):   Agree
1 (12.5%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1 (12.5%):   Not Applicable

12. In general, exam reviews enhanced my understanding of the course material.

4 (50.0%):   Strongly Agree
3 (37.5%):   Agree
1 (12.5%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

13. The Instructional Assistant was approachable, courteous and showed interest and concern for students' learning and understanding.

6 (75.0%):   Strongly Agree
1 (12.5%):   Agree
1 (12.5%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

14. I would recommend this Instructional Assistant to other students.

6 (75.0%):   Strongly Agree
2 (25.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- Gave quick responses whenever I needed help which was very much appreciated

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Student IA Evaluation for Jacob Douglas Orchard
School of Global Policy and Strategy

GPEC 435 - Topics in International Trade (Muendler, Marc)
Fall 2020

Number of Evaluations Submitted: 9
Number of Students Enrolled: 21

1. The Instructional Assistant was well organized and prepared for class.

9 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

2. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

8 (88.9%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1 (11.1%):   Not Applicable

3. The Instructional Assistant presented course material clearly and answered questions accurately in class.

9 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

4. The Instructional Assistant helped develop my thinking skills on the subject.

9 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

5. Feedback from the Instructional Assistant on assignments, exams and/or papers was helpful and constructive.

9 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

6. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

9 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

7. The Instructional Assistant answered questions clearly and effectively, helping students to make connections among the course readings, assignments, and lectures.

9 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

8. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

9 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

9. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

9 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

10. The Instructional Assistant effectively connected the section/lab exercises with the material covered in lecture.

8 (88.9%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1 (11.1%):   Not Applicable

11. In terms of communication skills, did the Instructional Assistant demonstrate any of the following? (check all that apply)

8 (100.0%):   No issues
0 (0.0%):   Too quiet
0 (0.0%):   Too loud
0 (0.0%):   Too fast
0 (0.0%):   Too slow
0 (0.0%):   Poor grammar and/or English language skills
0 (0.0%):   Used filler words such as "um"
0 (0.0%):   Other (please describe)

12. I would recommend this Instructional Assistant to other students.

9 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

13. Please describe this person's greatest strengths as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

- Explanations and clarifications were simple and easy to understand. Definitely has an in depth knowledge of the subject as well.

- Thank you.

- Very knowledgeable, could say exactly where something had gone wrong in code or in understanding. Very good TA.

14. Please describe this person's greatest weaknesses as a Instructional Assistant.
Please keep your comments constructive and professional, abiding by the Principles of Community

[No Responses]

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

[No Responses]

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Student IA Evaluation for Jacob Douglas Orchard
Department of Economics

ECON 100A - Microeconomics A (Famulari, Melissa)
Summer Session 2 2020

Number of Evaluations Submitted: 3
Number of Students Enrolled: 104

1. The Instructional Assistant graded fairly and consistently.

0 (0.0%):	Strongly Agree
1 (50.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (50.0%):	Not Applicable
1:	[No Response]

2. I went to the Instructional Assistant's office hours.

1 (33.3%):	Yes
2 (66.7%):	No
0 (0.0%):	Not Applicable

3. The Instructional Assistant's assistance during office hours was well-informed, clearly presented and valuable.

1 (33.3%):	Strongly Agree
0 (0.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
2 (66.7%):	Not Applicable

4. In general, material covered during office hours was beneficial and helpful in my overall understanding of the course.

1 (50.0%):   Strongly Agree
0 (0.0%):   Agree
1 (50.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1:             [No Response]

5. I went to the Instructional Assistant's discussion sections.

2 (66.7%):   Yes
1 (33.3%):   No
0 (0.0%):   Not Applicable

6. The Instructional Assistant came prepared and well organized to lead discussion sections.

2 (66.7%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1 (33.3%):   Not Applicable

7. The Instructional Assistant presented course material clearly and answered questions accurately at discussion sections.

2 (66.7%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1 (33.3%):   Not Applicable

8. In general, discussion sections enhanced my understanding of the course material.

2 (66.7%):   Strongly Agree
0 (0.0%):   Agree
1 (33.3%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

9. I went to the Instructional Assistant's midterm exam review session(s).

0 (0.0%):   Yes
0 (0.0%):   No
3 (100.0%):   Not Applicable

10. The Instructional Assistant came prepared and well organized to exam reviews.

0 (0.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
3 (100.0%):   Not Applicable

11. The Instructional Assistant presented course material clearly and answered questions accurately at exam reviews.

0 (0.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
3 (100.0%):   Not Applicable

12. In general, exam reviews enhanced my understanding of the course material.

2 (66.7%):   Strongly Agree
0 (0.0%):   Agree
1 (33.3%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

13. The Instructional Assistant was approachable, courteous and showed interest and concern for students' learning and understanding.

2 (66.7%):   Strongly Agree
1 (33.3%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

14. I would recommend this Instructional Assistant to other students.

1 (33.3%):   Strongly Agree
2 (66.7%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

[No Responses]

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Student IA Evaluation for Jacob Douglas Orchard
Department of Economics

ECON 135 - Urban Economics (Nieto-Barthaburu, Augusto)
Spring 2020

Number of Evaluations Submitted: 4
Number of Students Enrolled: 72

1. The Instructional Assistant graded fairly and consistently.

1 (25.0%):	Strongly Agree
2 (50.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (25.0%):	Not Applicable

2. I went to the Instructional Assistant's office hours.

2 (50.0%):	Yes
2 (50.0%):	No
0 (0.0%):	Not Applicable

3. The Instructional Assistant's assistance during office hours was well-informed, clearly presented and valuable.

1 (25.0%):	Strongly Agree
1 (25.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
2 (50.0%):	Not Applicable

4. In general, material covered during office hours was beneficial and helpful in my overall understanding of the course.

1 (25.0%):   Strongly Agree
2 (50.0%):   Agree
1 (25.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

5. I went to the Instructional Assistant's discussion sections.

1 (25.0%):   Yes
0 (0.0%):   No
3 (75.0%):   Not Applicable

6. The Instructional Assistant came prepared and well organized to lead discussion sections.

1 (25.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
3 (75.0%):   Not Applicable

7. The Instructional Assistant presented course material clearly and answered questions accurately at discussion sections.

1 (25.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
3 (75.0%):   Not Applicable

8. In general, discussion sections enhanced my understanding of the course material.

1 (25.0%):   Strongly Agree
0 (0.0%):   Agree
2 (50.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
1 (25.0%):   Strongly Disagree

9. I went to the Instructional Assistant's midterm exam review session(s).

0 (0.0%):   Yes
1 (25.0%):   No
3 (75.0%):   Not Applicable

10. The Instructional Assistant came prepared and well organized to exam reviews.

0 (0.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
4 (100.0%):   Not Applicable

11. The Instructional Assistant presented course material clearly and answered questions accurately at exam reviews.

0 (0.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
4 (100.0%):   Not Applicable

12. In general, exam reviews enhanced my understanding of the course material.

1 (25.0%):   Strongly Agree
0 (0.0%):   Agree
3 (75.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

13. The Instructional Assistant was approachable, courteous and showed interest and concern for students' learning and understanding.

1 (25.0%):   Strongly Agree
1 (25.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
2 (50.0%):   Not Applicable

14. I would recommend this Instructional Assistant to other students.

2 (50.0%):   Strongly Agree
0 (0.0%):   Agree
2 (50.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- Great Ta, I often felt overwhelmed by the material and he really simplified and helped me understand and succeed in the course.

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Student IA Evaluation for Jacob Douglas Orchard
Department of Economics

ECON 210C - Macroeconomics C (Ramey, Garey)
Spring 2019

Number of Evaluations Submitted: 14
Number of Students Enrolled: 27

1. The Instructional Assistant graded fairly and consistently.

4 (30.8%):	Strongly Agree
4 (30.8%):	Agree
2 (15.4%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
3 (23.1%):	Not Applicable
1:	[No Response]

2. I went to the Instructional Assistant's office hours.

5 (38.5%):	Yes
8 (61.5%):	No
0 (0.0%):	Not Applicable
1:	[No Response]

3. The Instructional Assistant's assistance during office hours was well-informed, clearly presented and valuable.

3 (23.1%):	Strongly Agree
2 (15.4%):	Agree
2 (15.4%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
6 (46.2%):	Not Applicable
1:	[No Response]

4. In general, material covered during office hours was beneficial and helpful in my overall understanding of the course.

2 (22.2%):   Strongly Agree
3 (33.3%):   Agree
3 (33.3%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
1 (11.1%):   Strongly Disagree
5:             [No Response]

5. I went to the Instructional Assistant's discussion sections.

14 (100.0%):   Yes
0 (0.0%):   No
0 (0.0%):   Not Applicable

6. The Instructional Assistant came prepared and well organized to lead discussion sections.

4 (28.6%):   Strongly Agree
6 (42.9%):   Agree
3 (21.4%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
1 (7.1%):   Strongly Disagree
0 (0.0%):   Not Applicable

7. The Instructional Assistant presented course material clearly and answered questions accurately at discussion sections.

4 (28.6%):   Strongly Agree
6 (42.9%):   Agree
4 (28.6%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

8. In general, discussion sections enhanced my understanding of the course material.

5 (35.7%):   Strongly Agree
6 (42.9%):   Agree
3 (21.4%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

9. I went to the Instructional Assistant's midterm exam review session(s).

4 (30.8%):   Yes
1 (7.7%):   No
8 (61.5%):   Not Applicable
1:               [No Response]

10. The Instructional Assistant came prepared and well organized to exam reviews.

2 (15.4%):   Strongly Agree
1 (7.7%):   Agree
2 (15.4%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
8 (61.5%):   Not Applicable
1:               [No Response]

11. The Instructional Assistant presented course material clearly and answered questions accurately at exam reviews.

2 (15.4%):   Strongly Agree
1 (7.7%):   Agree
2 (15.4%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
8 (61.5%):   Not Applicable
1:               [No Response]

12. In general, exam reviews enhanced my understanding of the course material.

2 (18.2%):   Strongly Agree
4 (36.4%):   Agree
5 (45.5%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
3:               [No Response]

13. The Instructional Assistant was approachable, courteous and showed interest and concern for students' learning and understanding.

9 (69.2%):   Strongly Agree
4 (30.8%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable
1:               [No Response]

14. I would recommend this Instructional Assistant to other students.

5 (35.7%):   Strongly Agree
6 (42.9%):   Agree
2 (14.3%):   Neither Agree Nor Disagree
1 (7.1%):   Disagree
0 (0.0%):   Strongly Disagree

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- Jacob had a tough job since the course content seemed to be shifting underneath his feet in unexpected ways.

- Jake was clear and approachable. He was in a tricky situation this quarter with all the changes happening to the course content but helped alleviate fears as much as possible.

- thanks for helping us out of the mess

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Student IA Evaluation for Jacob Douglas Orchard
Department of Economics

ECON 111 - Monetary Economics (Cohen, Darrel Steven)
Winter 2019

Number of Evaluations Submitted: 12
Number of Students Enrolled: 144

1. The Instructional Assistant graded fairly and consistently.

5 (41.7%):	Strongly Agree
6 (50.0%):	Agree
1 (8.3%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

2. I went to the Instructional Assistant's office hours.

5 (41.7%):	Yes
6 (50.0%):	No
1 (8.3%):	Not Applicable

3. The Instructional Assistant's assistance during office hours was well-informed, clearly presented and valuable.

1 (8.3%):	Strongly Agree
4 (33.3%):	Agree
4 (33.3%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
3 (25.0%):	Not Applicable

4. In general, material covered during office hours was beneficial and helpful in my overall understanding of the course.

2 (16.7%):   Strongly Agree
4 (33.3%):   Agree
6 (50.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

5. I went to the Instructional Assistant's discussion sections.

3 (25.0%):   Yes
2 (16.7%):   No
7 (58.3%):   Not Applicable

6. The Instructional Assistant came prepared and well organized to lead discussion sections.

0 (0.0%):   Strongly Agree
4 (33.3%):   Agree
3 (25.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
5 (41.7%):   Not Applicable

7. The Instructional Assistant presented course material clearly and answered questions accurately at discussion sections.

0 (0.0%):   Strongly Agree
4 (33.3%):   Agree
3 (25.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
5 (41.7%):   Not Applicable

8. In general, discussion sections enhanced my understanding of the course material.

2 (16.7%):   Strongly Agree
5 (41.7%):   Agree
5 (41.7%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

9. I went to the Instructional Assistant's midterm exam review session(s).

2 (16.7%):   Yes
3 (25.0%):   No
7 (58.3%):   Not Applicable

10. The Instructional Assistant came prepared and well organized to exam reviews.

1 (8.3%):   Strongly Agree
3 (25.0%):   Agree
4 (33.3%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
4 (33.3%):   Not Applicable

11. The Instructional Assistant presented course material clearly and answered questions accurately at exam reviews.

1 (8.3%):   Strongly Agree
3 (25.0%):   Agree
4 (33.3%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
4 (33.3%):   Not Applicable

12. In general, exam reviews enhanced my understanding of the course material.

2 (16.7%):   Strongly Agree
5 (41.7%):   Agree
5 (41.7%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

13. The Instructional Assistant was approachable, courteous and showed interest and concern for students' learning and understanding.

3 (25.0%):   Strongly Agree
7 (58.3%):   Agree
2 (16.7%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

14. I would recommend this Instructional Assistant to other students.

4 (33.3%):   Strongly Agree
6 (50.0%):   Agree
2 (16.7%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- He was great at answering my emails fairly quickly and was really nice even though I never interacted with him in person

- not too much interaction with the TA because there are no discussion sections
maybe the TA can hold review sessions for exams instead of the professor

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Student IA Evaluation for Jacob Douglas Orchard
Department of Economics

ECON 102 - Globalization (Muendler, Marc)
Fall 2018

Number of Evaluations Submitted: 39
Number of Students Enrolled: 223

1. The Instructional Assistant graded fairly and consistently.

23 (60.5%):	Strongly Agree
8 (21.1%):	Agree
4 (10.5%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
3 (7.9%):	Not Applicable
1:	[No Response]

2. I went to the Instructional Assistant's office hours.

16 (41.0%):	Yes
19 (48.7%):	No
4 (10.3%):	Not Applicable

3. The Instructional Assistant's assistance during office hours was well-informed, clearly presented and valuable.

16 (41.0%):	Strongly Agree
4 (10.3%):	Agree
6 (15.4%):	Neither Agree Nor Disagree
1 (2.6%):	Disagree
0 (0.0%):	Strongly Disagree
12 (30.8%):	Not Applicable

4. In general, material covered during office hours was beneficial and helpful in my overall understanding of the course.

17 (44.7%):   Strongly Agree
8 (21.1%):   Agree
13 (34.2%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1:              [No Response]

5. I went to the Instructional Assistant's discussion sections.

37 (94.9%):   Yes
0 (0.0%):   No
2 (5.1%):   Not Applicable

6. The Instructional Assistant came prepared and well organized to lead discussion sections.

28 (71.8%):   Strongly Agree
7 (17.9%):   Agree
3 (7.7%):   Neither Agree Nor Disagree
1 (2.6%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

7. The Instructional Assistant presented course material clearly and answered questions accurately at discussion sections.

25 (64.1%):   Strongly Agree
9 (23.1%):   Agree
2 (5.1%):   Neither Agree Nor Disagree
2 (5.1%):   Disagree
1 (2.6%):   Strongly Disagree
0 (0.0%):   Not Applicable

8. In general, discussion sections enhanced my understanding of the course material.

26 (66.7%):   Strongly Agree
8 (20.5%):   Agree
4 (10.3%):   Neither Agree Nor Disagree
1 (2.6%):   Disagree
0 (0.0%):   Strongly Disagree

9. I went to the Instructional Assistant's midterm exam review session(s).

12 (30.8%):   Yes
7 (17.9%):   No
20 (51.3%):   Not Applicable

10. The Instructional Assistant came prepared and well organized to exam reviews.

12 (31.6%):   Strongly Agree
2 (5.3%):   Agree
4 (10.5%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
1 (2.6%):   Strongly Disagree
19 (50.0%):   Not Applicable
1:      [No Response]

11. The Instructional Assistant presented course material clearly and answered questions accurately at exam reviews.

12 (31.6%):   Strongly Agree
2 (5.3%):   Agree
4 (10.5%):   Neither Agree Nor Disagree
1 (2.6%):   Disagree
1 (2.6%):   Strongly Disagree
18 (47.4%):   Not Applicable
1:      [No Response]

12. In general, exam reviews enhanced my understanding of the course material.

11 (28.9%):   Strongly Agree
10 (26.3%):   Agree
15 (39.5%):   Neither Agree Nor Disagree
1 (2.6%):   Disagree
1 (2.6%):   Strongly Disagree
1:      [No Response]

13. The Instructional Assistant was approachable, courteous and showed interest and concern for students' learning and understanding.

25 (65.8%):   Strongly Agree
4 (10.5%):   Agree
7 (18.4%):   Neither Agree Nor Disagree
1 (2.6%):   Disagree
0 (0.0%):   Strongly Disagree
1 (2.6%):   Not Applicable
1:      [No Response]

14. I would recommend this Instructional Assistant to other students.

25 (65.8%):   Strongly Agree
8 (21.1%):   Agree
3 (7.9%):   Neither Agree Nor Disagree
2 (5.3%):   Disagree
0 (0.0%):   Strongly Disagree
1:              [No Response]

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- He taught well and I definitely recommend him

- Jake has a very strong understanding of the subject as seen by his ability to reduce the large concepts taught in class to a few sentences that would basically sum up an 1 hour and 20 minutes worth of lecture

- Jake is very clear with his explanations and is very easy to follow along with.

- Please write bigger & more clear

- Sometimes his explanation were more clear than the professor's.

- Thank you for teaching us, it is always so clear! It helped a lot! You and Olga truly have a talent for teaching Econ!

- Very friendly and helpful. His discussions help increase my knowledge in the class. Would definitely recommend him.

- Very helpful. Responds to email very quickly. Super informative.

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Student IA Evaluation for Jacob Douglas Orchard
Department of Economics

ECON 110A - Macroeconomics A (Rondina, Giacomo)
Spring 2018

Number of Evaluations Submitted: 7
Number of Students Enrolled: 66

1. The Instructional Assistant graded fairly and consistently.

1 (14.3%):	Strongly Agree
0 (0.0%):	Agree
1 (14.3%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
5 (71.4%):	Not Applicable

2. I went to the Instructional Assistant's office hours.

2 (28.6%):	Yes
2 (28.6%):	No
3 (42.9%):	Not Applicable

3. The Instructional Assistant's assistance during office hours was well-informed, clearly presented and valuable.

2 (28.6%):	Strongly Agree
0 (0.0%):	Agree
1 (14.3%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
4 (57.1%):	Not Applicable

4. In general, material covered during office hours was beneficial and helpful in my overall understanding of the course.

1 (16.7%):   Strongly Agree
2 (33.3%):   Agree
2 (33.3%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
1 (16.7%):   Strongly Disagree
1:                [No Response]

5. I went to the Instructional Assistant's discussion sections.

7 (100.0%):   Yes
0 (0.0%):   No
0 (0.0%):   Not Applicable

6. The Instructional Assistant came prepared and well organized to lead discussion sections.

3 (42.9%):   Strongly Agree
3 (42.9%):   Agree
1 (14.3%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

7. The Instructional Assistant presented course material clearly and answered questions accurately at discussion sections.

3 (42.9%):   Strongly Agree
2 (28.6%):   Agree
1 (14.3%):   Neither Agree Nor Disagree
1 (14.3%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

8. In general, discussion sections enhanced my understanding of the course material.

2 (28.6%):   Strongly Agree
3 (42.9%):   Agree
1 (14.3%):   Neither Agree Nor Disagree
1 (14.3%):   Disagree
0 (0.0%):   Strongly Disagree

9. I went to the Instructional Assistant's midterm exam review session(s).

1 (14.3%):   Yes
0 (0.0%):   No
6 (85.7%):   Not Applicable

10. The Instructional Assistant came prepared and well organized to exam reviews.

0 (0.0%):   Strongly Agree
0 (0.0%):   Agree
1 (14.3%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
6 (85.7%):   Not Applicable

11. The Instructional Assistant presented course material clearly and answered questions accurately at exam reviews.

0 (0.0%):   Strongly Agree
0 (0.0%):   Agree
1 (14.3%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
6 (85.7%):   Not Applicable

12. In general, exam reviews enhanced my understanding of the course material.

1 (16.7%):   Strongly Agree
0 (0.0%):   Agree
3 (50.0%):   Neither Agree Nor Disagree
1 (16.7%):   Disagree
1 (16.7%):   Strongly Disagree
1:             [No Response]

13. The Instructional Assistant was approachable, courteous and showed interest and concern for students' learning and understanding.

6 (85.7%):   Strongly Agree
0 (0.0%):   Agree
1 (14.3%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

14. I would recommend this Instructional Assistant to other students.

5 (71.4%):   Strongly Agree
1 (14.3%):   Agree
1 (14.3%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- Board work is sometimes too small and unclear.

- Excellent grasp of the material and related understanding with unique perspective from the professor's so we could be introduced to different ways to approach and understand problems/the material. Engaging prepared and thorough.

- He was a a solid instructor. I really enjoyed having him. I thought he had great command of the material, and was really able to work through problems very well and articulate. Just a good overall experience.

- The major issue with the macroecon course is that a lot of the work is focused on formula manipulation and minutiae rather than the actual topics. The questions used in the book were also usually somewhat poorly formed and they were not helpful for increasing the understanding of the course. To that end, the instructor did his best.

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Student IA Evaluation for Jacob Douglas Orchard
Department of Economics

ECON 110B - Macroeconomics B (Hamilton, James D.)
Winter 2018

Number of Evaluations Submitted: 3
Number of Students Enrolled: 124

1. The Instructional Assistant graded fairly and consistently.

3 (100.0%):	Strongly Agree
0 (0.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

2. I went to the Instructional Assistant's office hours.

1 (33.3%):	Yes
1 (33.3%):	No
1 (33.3%):	Not Applicable

3. The Instructional Assistant's assistance during office hours was well-informed, clearly presented and valuable.

2 (66.7%):	Strongly Agree
0 (0.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
1 (33.3%):	Not Applicable

4. In general, material covered during office hours was beneficial and helpful in my overall understanding of the course.

3 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

5. I went to the Instructional Assistant's discussion sections.

3 (100.0%):   Yes
0 (0.0%):   No
0 (0.0%):   Not Applicable

6. The Instructional Assistant came prepared and well organized to lead discussion sections.

3 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

7. The Instructional Assistant presented course material clearly and answered questions accurately at discussion sections.

3 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

8. In general, discussion sections enhanced my understanding of the course material.

3 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

9. I went to the Instructional Assistant's midterm exam review session(s).

3 (100.0%):   Yes
0 (0.0%):   No
0 (0.0%):   Not Applicable

10. The Instructional Assistant came prepared and well organized to exam reviews.

3 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

11. The Instructional Assistant presented course material clearly and answered questions accurately at exam reviews.

3 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

12. In general, exam reviews enhanced my understanding of the course material.

3 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

13. The Instructional Assistant was approachable, courteous and showed interest and concern for students' learning and understanding.

3 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

14. I would recommend this Instructional Assistant to other students.

2 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1:               [No Response]

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

[No Responses]

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Student IA Evaluation for Jacob Douglas Orchard
Department of Economics

ECON 110B - Macroeconomics B (Hamilton, James D.)
Winter 2018

Number of Evaluations Submitted: 13
Number of Students Enrolled: 122

1. The Instructional Assistant graded fairly and consistently.

10 (76.9%):	Strongly Agree
3 (23.1%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

2. I went to the Instructional Assistant's office hours.

5 (38.5%):	Yes
7 (53.8%):	No
1 (7.7%):	Not Applicable

3. The Instructional Assistant's assistance during office hours was well-informed, clearly presented and valuable.

5 (41.7%):	Strongly Agree
1 (8.3%):	Agree
1 (8.3%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
5 (41.7%):	Not Applicable
1:	[No Response]

4. In general, material covered during office hours was beneficial and helpful in my overall understanding of the course.

6 (60.0%):   Strongly Agree
2 (20.0%):   Agree
1 (10.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
1 (10.0%):   Strongly Disagree
3:               [No Response]

5. I went to the Instructional Assistant's discussion sections.

12 (92.3%):   Yes
1 (7.7%):   No
0 (0.0%):   Not Applicable

6. The Instructional Assistant came prepared and well organized to lead discussion sections.

11 (84.6%):   Strongly Agree
1 (7.7%):   Agree
1 (7.7%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

7. The Instructional Assistant presented course material clearly and answered questions accurately at discussion sections.

11 (84.6%):   Strongly Agree
2 (15.4%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

8. In general, discussion sections enhanced my understanding of the course material.

10 (76.9%):   Strongly Agree
3 (23.1%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

9. I went to the Instructional Assistant's midterm exam review session(s).

10 (76.9%):   Yes
0 (0.0%):   No
3 (23.1%):   Not Applicable

10. The Instructional Assistant came prepared and well organized to exam reviews.

7 (53.8%):   Strongly Agree
3 (23.1%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
3 (23.1%):   Not Applicable

11. The Instructional Assistant presented course material clearly and answered questions accurately at exam reviews.

8 (61.5%):   Strongly Agree
2 (15.4%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
3 (23.1%):   Not Applicable

12. In general, exam reviews enhanced my understanding of the course material.

10 (76.9%):   Strongly Agree
3 (23.1%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

13. The Instructional Assistant was approachable, courteous and showed interest and concern for students' learning and understanding.

12 (92.3%):   Strongly Agree
1 (7.7%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

14. I would recommend this Instructional Assistant to other students.

10 (76.9%):   Strongly Agree
2 (15.4%):   Agree
1 (7.7%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- Discussions seemed to me more helpful than lectures. Thanks a lot!

- great TA every time, always approachable, easy to understand and explains throughly

- Personally did not like that we were forced to talk to other people and it felt like he was talking to us like we were freshmen.
  But he knew the material well and definitely showed that he cared about his students.

- The way he teaches always draw my attention even if I'm really tired to concentrate. He is very good at teaching and drawing real life economics example.

- very polite

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Student IA Evaluation for Jacob Douglas Orchard
Department of Economics

ECON 102 - Globalization (Muendler, Marc)
Fall 2017

Number of Evaluations Submitted: 50
Number of Students Enrolled: 260

1. The Instructional Assistant graded fairly and consistently.

25 (52.1%):	Strongly Agree
11 (22.9%):	Agree
9 (18.8%):	Neither Agree Nor Disagree
1 (2.1%):	Disagree
0 (0.0%):	Strongly Disagree
2 (4.2%):	Not Applicable
2:	[No Response]

2. I went to the Instructional Assistant's office hours.

15 (30.6%):	Yes
32 (65.3%):	No
2 (4.1%):	Not Applicable
1:	[No Response]

3. The Instructional Assistant's assistance during office hours was well-informed, clearly presented and valuable.

20 (40.8%):	Strongly Agree
5 (10.2%):	Agree
3 (6.1%):	Neither Agree Nor Disagree
1 (2.0%):	Disagree
1 (2.0%):	Strongly Disagree
19 (38.8%):	Not Applicable
1:	[No Response]

4. In general, material covered during office hours was beneficial and helpful in my overall understanding of the course.

25 (52.1%):   Strongly Agree
9 (18.8%):   Agree
12 (25.0%):   Neither Agree Nor Disagree
1 (2.1%):   Disagree
1 (2.1%):   Strongly Disagree
2:               [No Response]

5. I went to the Instructional Assistant's discussion sections.

45 (91.8%):   Yes
4 (8.2%):   No
0 (0.0%):   Not Applicable
1:               [No Response]

6. The Instructional Assistant came prepared and well organized to lead discussion sections.

31 (63.3%):   Strongly Agree
13 (26.5%):   Agree
1 (2.0%):   Neither Agree Nor Disagree
1 (2.0%):   Disagree
1 (2.0%):   Strongly Disagree
2 (4.1%):   Not Applicable
1:               [No Response]

7. The Instructional Assistant presented course material clearly and answered questions accurately at discussion sections.

27 (55.1%):   Strongly Agree
16 (32.7%):   Agree
3 (6.1%):   Neither Agree Nor Disagree
1 (2.0%):   Disagree
1 (2.0%):   Strongly Disagree
1 (2.0%):   Not Applicable
1:               [No Response]

8. In general, discussion sections enhanced my understanding of the course material.

25 (51.0%):   Strongly Agree
15 (30.6%):   Agree
5 (10.2%):   Neither Agree Nor Disagree
3 (6.1%):   Disagree
1 (2.0%):   Strongly Disagree
1:               [No Response]

9. I went to the Instructional Assistant's midterm exam review session(s).

23 (47.9%):   Yes
12 (25.0%):   No
13 (27.1%):   Not Applicable
2:               [No Response]

10. The Instructional Assistant came prepared and well organized to exam reviews.

16 (32.7%):   Strongly Agree
13 (26.5%):   Agree
3 (6.1%):   Neither Agree Nor Disagree
1 (2.0%):   Disagree
0 (0.0%):   Strongly Disagree
16 (32.7%):   Not Applicable
1:               [No Response]

11. The Instructional Assistant presented course material clearly and answered questions accurately at exam reviews.

18 (36.7%):   Strongly Agree
11 (22.4%):   Agree
5 (10.2%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
1 (2.0%):   Strongly Disagree
14 (28.6%):   Not Applicable
1:               [No Response]

12. In general, exam reviews enhanced my understanding of the course material.

22 (45.8%):   Strongly Agree
9 (18.8%):   Agree
12 (25.0%):   Neither Agree Nor Disagree
3 (6.3%):   Disagree
2 (4.2%):   Strongly Disagree
2:               [No Response]

13. The Instructional Assistant was approachable, courteous and showed interest and concern for students' learning and understanding.

31 (63.3%):   Strongly Agree
12 (24.5%):   Agree
5 (10.2%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
1 (2.0%):   Strongly Disagree
0 (0.0%):   Not Applicable
1:              [No Response]

14. I would recommend this Instructional Assistant to other students.

28 (57.1%):   Strongly Agree
13 (26.5%):   Agree
6 (12.2%):   Neither Agree Nor Disagree
2 (4.1%):   Disagree
0 (0.0%):   Strongly Disagree
1:              [No Response]

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- Great

- He presented material clearly and was able to answer questions. I did not attend his final review because of a conflict in my schedule. A Friday night is not convenient for someone like me who works in the restaurant industry.

- I liked that he made me think about the answers to the questions he asked, it helped me understand the material better

- Jacob is great. He should be more confident in his approach to students. He's really friendly and the more he speaks the more I understand, he should assert his abilities, which sometimes take side to the other TA and the professor. he has an intuitive ability to understand students concerns and emotions. He's a natural teacher. He should trust that he is the best at this I have seen, and continue to develop material and new ways to convey this material quickly and effectively . I.e methods to solve the problems with a set list of the problem types. This would benefit us because some of the material is ambiguous, and it gets even more ambiguous when the material knowledge translates into problem sets. Jacobs genuity and good intentions are clear , something many instructors lack and try to gain, that he already has it mean he can move forward as an amazing instructor. Sorry if this is messy, i wrote it quickly :)

- Jacob was very prepared to go through material during discussion sessions.

- nope

- Thanks Jacob!!!

- This is a difficult course to TA. The course materials are somewhat poorly arranged and the problem sets fail to define how they should be answered. I appreciate Jacob's efforts and he did a good job of gauging where students needed support. I just think that without experience with

this particular course, it is nearly impossible to provide substantial assistance. Given the gross under-allocation of time in section, I recommend focusing on concepts that are not fully explained in lecture/ textbook (there are many).

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Student IA Evaluation for Jacob Douglas Orchard
Department of Economics

ECON 100A - Microeconomics A (Famulari, Melissa)
Winter 2017

Number of Evaluations Submitted: 21
Number of Students Enrolled: 223

1. The Instructional Assistant graded fairly and consistently.

8 (38.1%):	Strongly Agree
3 (14.3%):	Agree
1 (4.8%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
9 (42.9%):	Not Applicable

2. I went to the Instructional Assistant's office hours.

7 (33.3%):	Yes
7 (33.3%):	No
7 (33.3%):	Not Applicable

3. The Instructional Assistant's assistance during office hours was well-informed, clearly presented and valuable.

11 (52.4%):	Strongly Agree
3 (14.3%):	Agree
1 (4.8%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
6 (28.6%):	Not Applicable

4. In general, material covered during office hours was beneficial and helpful in my overall understanding of the course.

12 (60.0%):   Strongly Agree
5 (25.0%):   Agree
2 (10.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
1 (5.0%):   Strongly Disagree
1:              [No Response]

5. I went to the Instructional Assistant's discussion sections.

19 (95.0%):   Yes
1 (5.0%):   No
0 (0.0%):   Not Applicable
1:              [No Response]

6. The Instructional Assistant came prepared and well organized to lead discussion sections.

12 (57.1%):   Strongly Agree
8 (38.1%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1 (4.8%):   Not Applicable

7. The Instructional Assistant presented course material clearly and answered questions accurately at discussion sections.

12 (57.1%):   Strongly Agree
7 (33.3%):   Agree
1 (4.8%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1 (4.8%):   Not Applicable

8. In general, discussion sections enhanced my understanding of the course material.

16 (76.2%):   Strongly Agree
4 (19.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
1 (4.8%):   Strongly Disagree

9. I went to the Instructional Assistant's midterm exam review session(s).

7 (33.3%):   Yes
2 (9.5%):   No
12 (57.1%):   Not Applicable

10. The Instructional Assistant came prepared and well organized to exam reviews.

7 (33.3%):   Strongly Agree
1 (4.8%):   Agree
3 (14.3%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
10 (47.6%):   Not Applicable

11. The Instructional Assistant presented course material clearly and answered questions accurately at exam reviews.

8 (38.1%):   Strongly Agree
2 (9.5%):   Agree
1 (4.8%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
10 (47.6%):   Not Applicable

12. In general, exam reviews enhanced my understanding of the course material.

13 (61.9%):   Strongly Agree
5 (23.8%):   Agree
1 (4.8%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
2 (9.5%):   Strongly Disagree

13. The Instructional Assistant was approachable, courteous and showed interest and concern for students' learning and understanding.

14 (66.7%):   Strongly Agree
5 (23.8%):   Agree
1 (4.8%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1 (4.8%):   Not Applicable

14. I would recommend this Instructional Assistant to other students.

15 (71.4%):   Strongly Agree
5 (23.8%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
1 (4.8%):   Strongly Disagree

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- He is very nice and good at explaining the material, even if he makes mistakes from time to time. He definitely knows his stuff about Economics. I feel bad that he had to lead a 9 pm discussion section.

- He was very kind and always was willing to help with questions on homework. Keep up the good work!

- I love going to your discussion sessions because you always made the material clearer and easier to understand. I tried going to most of the TA discussion sessions and yours was one of my favorite! You were also very patient when you help out students at the PSET hours. I love how you never got irritated when I ask you the same question or to explain things over and over again. You always tried to find another to explain to make me understand better. Also, you're always polite to all students and you always show that you truly care about our understanding.You were definitely super helpful throughout the course and I would love to have you as my TA in my future classes! Thank you so much again!

- Jacob is a really great TA and will always learn something more from his teachings.

- Jake got students to participate during discussions, which was a refreshing change of pace. Additionally, the practice problems that he came up with were very similar to the structure of problems on exams, and thus incredibly helpful.

- Jake is literally the best! Jake ALWAYS went out of his way to answer questions. He really knew how to explain material. He sincerely cares about the success of the students. You rock, Jake!

- Jake is one of the best TAs I have had. He excels in explaining concepts clearly and seems to genuinely care about whether his students understand the material.

- Jake was hands down the best TA. He had such a strong grasp of the material that he could have taught the class himself. Whenever I had any questions I needed help on I would go out of my way to ask Jake himself. Not only does he understand the material, but he is also great at teaching and helping us understand what we are doing. I would highly recommend Jake and I wish he could TA for all my Econ classes!

- P chill dude. Gives pretty good explanations at PSET.
  Please learn your EV and CV! Lol

- please make the writing on the board more readable

Please note that any responses or comments submitted by evaluators do not necessarily reflect the opinions of instructors, Economics, Academic Affairs, or UC San Diego. Responses and comments are

made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express his or her opinion.

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Student IA Evaluation for Jacob Douglas Orchard
Department of Economics

ECON 100A - Microeconomics A (Famulari, Melissa)
Winter 2017

Number of Evaluations Submitted: 5
Number of Students Enrolled: 220

1. The Instructional Assistant graded fairly and consistently.

3 (60.0%):	Strongly Agree
2 (40.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

2. I went to the Instructional Assistant's office hours.

5 (100.0%):	Yes
0 (0.0%):	No
0 (0.0%):	Not Applicable

3. The Instructional Assistant's assistance during office hours was well-informed, clearly presented and valuable.

4 (80.0%):	Strongly Agree
1 (20.0%):	Agree
0 (0.0%):	Neither Agree Nor Disagree
0 (0.0%):	Disagree
0 (0.0%):	Strongly Disagree
0 (0.0%):	Not Applicable

4. In general, material covered during office hours was beneficial and helpful in my overall understanding of the course.

4 (80.0%):   Strongly Agree
1 (20.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

5. I went to the Instructional Assistant's discussion sections.

3 (60.0%):   Yes
2 (40.0%):   No
0 (0.0%):   Not Applicable

6. The Instructional Assistant came prepared and well organized to lead discussion sections.

4 (80.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1 (20.0%):   Not Applicable

7. The Instructional Assistant presented course material clearly and answered questions accurately at discussion sections.

3 (60.0%):   Strongly Agree
1 (20.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1 (20.0%):   Not Applicable

8. In general, discussion sections enhanced my understanding of the course material.

3 (60.0%):   Strongly Agree
1 (20.0%):   Agree
1 (20.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

9. I went to the Instructional Assistant's midterm exam review session(s).

2 (40.0%):   Yes
0 (0.0%):   No
3 (60.0%):   Not Applicable

10. The Instructional Assistant came prepared and well organized to exam reviews.

3 (60.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
2 (40.0%):   Not Applicable

11. The Instructional Assistant presented course material clearly and answered questions accurately at exam reviews.

3 (60.0%):   Strongly Agree
1 (20.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
1 (20.0%):   Not Applicable

12. In general, exam reviews enhanced my understanding of the course material.

3 (60.0%):   Strongly Agree
2 (40.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

13. The Instructional Assistant was approachable, courteous and showed interest and concern for students' learning and understanding.

5 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree
0 (0.0%):   Not Applicable

14. I would recommend this Instructional Assistant to other students.

5 (100.0%):   Strongly Agree
0 (0.0%):   Agree
0 (0.0%):   Neither Agree Nor Disagree
0 (0.0%):   Disagree
0 (0.0%):   Strongly Disagree

15. Do you have any other comments to add to your evaluation?
Please keep your comments constructive and professional, abiding by the Principles of Community

- Instead of focusing on one student, he walked around during pset to keep answering questions and fairly get through all students who needed help. Many ta's just stayed in one spot but him walking around looking for questions helped me a lot.

- Jake is awesome. He's the man and if there is someone I would believe obliviously in it's him, Jake, the man, the legend.

Please note that any responses or comments submitted by evaluators do not necessarily reflect the opinions of instructors, Economics, Academic Affairs, or UC San Diego. Responses and comments are made available without auditing or editing, and they may not be modified or deleted, to ensure that each evaluator has an opportunity to express his or her opinion.

Economics 381

Intermediate Macroeconomics

MTWTH, 12:05-1:20, 3712 HBLL

Instructor: Jacob Orchard

jdorchard@ucsd.edu
Office Location: FOB 174
Office Hours: Tuesday 9-10am, Wednesday 1:30-2:30

TA: Hannah Bender

hannah.k.bender@gmail.com
Office Location: TBA
Office Hours: Mon: 10am-12pm Tues: 1:30pm-2:30pm Wed: 6pm-8pm Thurs: 10am-12pm

The schedule and some of the assignments in this syllabus are subject to change.

Course Description: Ever gotten into a discussion with a friend or family member about taxes, recessions, booms, economic growth, immigration, the trade deficit, negative interest rates, the gold standard, wealth inequality, BREXIT, bank bailouts, the 2009 stimulus package, unemployment, or inflation? This course aims to provide you with the tools to objectively approach these complex issues by teaching the terminology, trends, and some of the models used in Macroeconomics. Emphasis will be placed on real world applications.
Prerequisite(s): Econ 110 and Math 112 or equivalent.
Credit Hours: 3

Text(s): *Macroeconomics*, 9th Edition
Author(s): N. Gregory Mankiw; **ISBN-13:** 978-1464182891

Grading:

Project	30%
Weekly Quizzes	10%
Midterm 1	15%
Midterm 2	15%
Final Exam	30%

Course Assignments:

- **Readings:** I encourage you to read the textbook prior to coming to class. Additionally, there will be several required readings (see schedule) given throughout the course that you will be expected to know. Quizzes and/or tests will include questions on the required readings.

- **Homework:** There will be one homework assignment each weekthat will reinforce what we cover in lecture. I'll post the weeks homework assignment the Monday prior to when the material will be covered in lecture. It will be due on the next Monday. The homework will not be turned in, however, the quiz questions will suspiciously look exactly like the homework questions.

- **Quizzes:** Beginning in week 2, there will be one quiz each week given at the beginning of class on material from the previous week's homework or required reading assignment. Quizzes will usually be on Monday or Tuesday.==

- **Exams:** There will be two midterms and a final. Midterm 1 will cover the material from the first three weeks of the course, Midterm 2 will cover material from weeks 4-6, and the final is comprehensive.

- **Class Project:** The single most important assignment in the class will be a research paper on some issue in macroeconomics. Students should select a macroeconomic issue (broadly defined) that is important to them, explain why this issue is meaningful, empirically discuss this issue using at least three primary data sources, review the issue using the macroeconomic models discussed in class and/or other models, and evaluate whether the models accurately explain the economic phenomenon. The final paper should be around 5-10 pages double-spaced with 11 point times-new-roman font [1].

  A one page proposal that includes your topic, some background, and your data sources is due in class on July 12th. I'll try to get it back to you with comments by the next Monday (July 16th). A rough draft of your paper is due on Monday August 6. The proposal and rough draft will be worth 5 % of your total final grade. The final draft is due on the last day of class (August 13) and is worth 25 % of your total final grade.

Minimum Letter Grade : [2]

>= 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	67.00 - 69.99	D+
83.00 - 86.99	B	63.00 - 66.99	D
80.00 - 82.99	B-	60.00 - 62.99	D-
77.00 - 79.99	C+	<= 59.99	F

Course Objectives:
At the completion of this course, students will be able to:

1. Demonstrate an understanding of the nature and construction of key macroeconomic data
2. Demonstrate an understanding of the connection between microeconomics and macroeconomics
3. Demonstrate an understanding of standard models of economic growth long-run macroeconomic behavior short-run macroeconomic behavior

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[1] I care much much more about quality than length. Consider the page limits as guidelines. If you can effectively present your idea in less than 5 pages then go ahead. Similarly, if the 10 page limit is too restrictive then it can be longer (but it probably doesn't need to be).

[2] At the conclusion of the course I will weight your grade based on your performance compared to the median student in the course. You will receive the maximum grade between this weighted grade and the strict percentage grades presented here.

4. Use these models to analyze the macroeconomic effects of monetary and fiscal policy changes as well as other economic shocks
5. Use these models to interpret historical and current events
6. Demonstrate an understanding of issues regarding the value and limitations of monetary and fiscal policy.

Course Policies:

- **General**

  - Computers should only be used in the back two rows of the classroom.
  - Quizzes and exams are closed book, closed notes.
  - **No makeup quizzes or exams will be given;** however, one quiz will be dropped and students can choose to give their final exam a 40 percent weight in exchange for receiving only a 5 percent weight on one of their midterms.

Honor Code:
Students are expected to comply with the BYU honor code. Academic dishonesty of any type will not be tolerated.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. Reading assignments marked with * are required.

Week	Content
Week 1	• Measuring the Economy and National Income • Mankiw Ch. 1-3, The Macroeconomist as Scientist and Engineer*
Week 2	• Money, Inflation, and Unemployment • Mankiw Ch. 4, 5, and 7
Week 3	• International Trade and Capital Flows (US as a global bank) • Mankiw Ch. 6 • Midterm 1 (July 12-14) on weeks 1-3
Week 4	• Economic Growth • Mankiw Ch. 8 and 9 • Research Proposal Due (July 16)
Week 5	• Intro to the Short run and the IS/LM model • Mankiw Ch. 10 and 11
Week 6	• Applications of the short-run model • Mankiw Ch. 12 and 13 • Midterm 2 (August 2-4) on weeks 4-6
Week 7	• Topics in Macroeconomic Policy • TBD and Rebuilding Macroeconomic Theory Project* • Rough Draft Due (August 6)
Week 8	• Final Review August 13 • Final Project Due August 13 • Final Exam August 15 (3:00-4:50 PM), 3712 HBLL

References for required readings:

N Gregory Mankiw, 2006. The Macroeconomist as Scientist and Engineer. Journal of Economic Perspectives, 20(4): 29-46.

David Vines, Samuel Wills; The rebuilding macroeconomic theory project: an analytical assessment, Oxford Review of Economic Policy, Volume 34, Issue 1-2, 5 January 2018, Pages 142, https://doi.org/10.1093/oxrep/grx062

Each of the above articles can be accessed for free when on BYU's wireless network.

Econ 381: Section 001　　　　　　**Name (Print):**　_____
Summer 2018
Final Exam
8/15/2018
Time Limit: 1 hr. 50 mins
Instructor: Jacob Orchard

_____

This exam contains 10 pages (including this cover page) and 5 parts. Check to see if any pages are missing. Enter all requested information on the top of this page, and put your initials on the top of every page, in case the pages become separated.

You may use a calculator. You may *not* use your books, notes, or any other help on this exam. Do not discuss this exam with anyone until after the end of the exam period (after Saturday).

You are required to show your work on each problem on this exam. If a problem is unclear or ambiguous then state your assumptions and proceed. The following rules apply:

- **Organize your work**, in a reasonably neat and coherent way, in the space provided. This will help us give you all of the credit that you deserve! You may lose points if we are not able to follow your answer.

- **Unsupported answers will not receive full credit**. In the long answer section, back up your answers with calculations and/or reasoning. Even if your answer is incorrect, you may be able to get partial credit for your work.

- If you need more space, use the back of the pages; clearly indicate when you have done this.

Do not write in the table to the right.

Problem	Points	Score
1	20	
2	20	
3	25	
4	15	
5	20	
Total:	100	

Short Answer

1. (20 points)   (a) (5 points) What is GDP (Y = ? + ? +...)?

   (b) (5 points) Briefly describe the difference between Exogenous variables, Endogenous variables, and parameters.

   (c) (5 points) What are two reasons that the Aggregate Demand curve is sloped downward?

   (d) (5 points) What is the main difference between the long-run models we discussed in class and the short-term models?

Multiple Choice

2. (20 points) There are 10 multiple choice questions. Each is worth 2 points. Please clearly circle your choice.

   1 Which of the following does NOT count towards current GDP?

      a A student pays for another year of college tuition.
      b The local police station buys new squad cars.
      c You buy a used car from your parents.
      d A foreign tourist buys BYU football tickets

   2 Suppose that the Eurozone nominal GDP in billions of Euros was 12,000 in 2017, while U.S. nominal GDP in billions of dollars was $19,000 that same year. Let the Dollar/Euro exchange rate be $1.10/1 and let the price level ratio be $P_{US}/P_{EZ} = 1.2$. What was the Real GDP for the Eurozone in US prices in 2017?

      a $11,000.
      b 13,091.
      c $15,840.
      d None of the above.

   3 If the marginal product of capital $MPK > r$, where r is the market rental rate for capital, the firm

      a. Should hire more capital until $MPK = r$
      b Should hire more labor until $MPK = r$
      c Should hire more labor until $MPK = 0$
      d Should get rid of capital until $MPK = r$

   4 According to the Quantity theory of money, if Output is growing at 3 percent, the money supply is growing at 5 percent, then inflation is:

      a -2 percent
      b 2 percent
      c - 3 percent
   d 3 percent
      e None of the above

Table 1

Economy of Westeros	2016
Civilian population	100,000
# of employed	55,000
# of unemployed	7,000

5 Consider Table 1. What was the Unemployment Rate for the economy of Westeros in 2016?

    a 11.29 %

    b 12.72%

    c 7 %

    d 62 %

    e 55 %

    f 122.22%

    g None of the above

6 Consider table 1. What is the labor force participation rate for the economy of Westeros in 2016?

    a 11.29 %

    b 12.72%

    c 7 %

    d 62 %

    e 55 %

    f 122.22%

    g None of the above

7 In 1981 the nominal interest rate for the U.S. Economy was approximately 13%, while inflation was approximately 15%. The real interest rate in 1981 was approximately

    a 2%

    b -2%

    c 28%

    d None of the above.

8 Which of the following was not a cause of the U.S. recession in 2007-2009?

    a Spike in Oil Prices

    b Collapse in House Prices

    c US government debt crisis

    d Bank Failures

9 Which of the following is not part of the impossible trinity?

    a Fixed Exchange Rate

    b No restrictions on capital flows

    c Independent Fiscal Policy

    d Independent Monetary Policy

10 If the real exchange rate (in pesos per dollar) between the U.S. and Mexico is greater than one, this would mean

    a goods and services are typically more expensive in the U.S.

    b goods and services are typically more expensive in Mexico

    c the real exchange rate can never be greater than one

    d the real exchange rate is always greater than one

Long Answer

3. (25 points) This question asks you to use the open economy aggregate supply/aggregate demand model that we have developed in class, in which you should assume that expectations of the price level are formed adaptively, that is, $EP_t = P_{t-1}$. You are asked to analyze the effect on the U.S. if there is a temporary shock to investor confidence which we model as a change in the exogenous component of investment spending in the U.S., denoted: $\bar{a}_i$. Assume that the economy starts out in period 0 in long-run equilibrium.

   (a) (4 points) Label the variables that are being measured on the horizontal and vertical axis so that the graph would correspond to an AS-AD diagram for the United States. Show the initial position of the SRAS and AD curves before there is any change in investment, labeling these as $SRAS_0$ and AD_0. Also show the initial position of the LRAS curve. Indicate on your graph the values for the variables on the horizontal and vertical axis in the initial equilibrium.
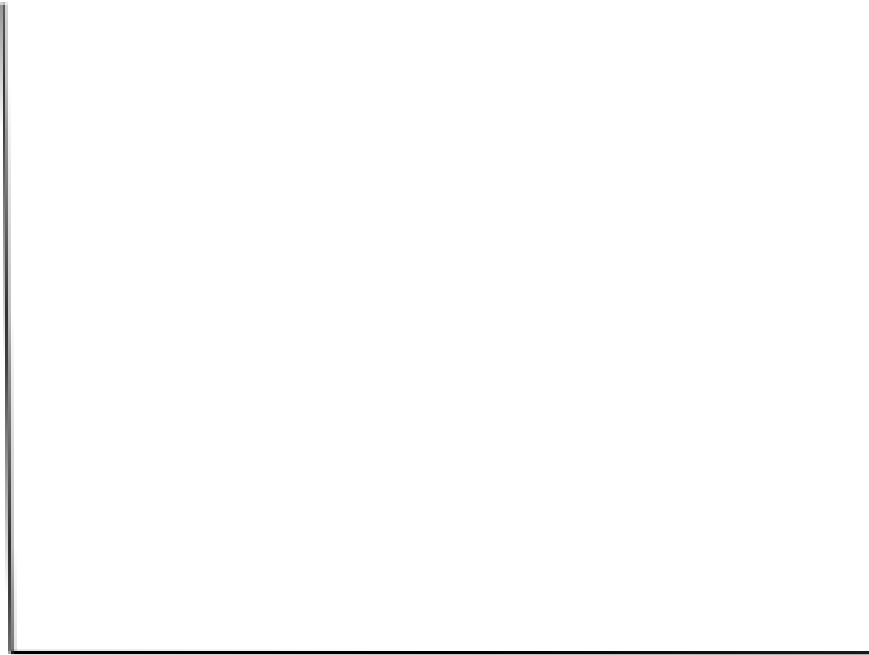
   (b) (4 points) Assume that in period 1 that the exogenous component of investment temporarily increases to a new value $\bar{a}'_i$, but that it then <u>returns</u> to its long-run value in period 2 and then stays there. Draw the SRAS and AD curves for period 1, labeling these as $SRAS_1$ and AD_1. Indicate on your graph the numerical values for the variables on the horizontal and vertical axis in the period 1 equilibrium.

(c) (3 points) In period 1, does output increase by more-than, less-than, or the same percentage as investor-confidence ($\bar{a}_i$) (assume here that AD is modeled using our normal IS/LM curve $\tilde{Y} = \bar{a} - \bar{b}(R_t - \bar{r})$ and that the FED keeps interest rates constant). Justify your answer.

(d) (3 points) How would the rise in output in period 1 change if there were less firms with sticky prices? Justify your answer.

(e) (6 points) Indicate in the spaces below whether the indicated variable is higher, lower, or the same in period 1 compared to period 0.

    i. U.S. Real Exchange Rate _____

    ii. U.S. Net Exports _____

    iii. U.S. real Investment _____

(f) (3 points) Draw the SRAS and AD curves for period 2, labeling these as $SRAS_2$ and AD_2. In comparing period 2 with period 1, does the real exchange rate increase, decrease, or exhibit no change between period 1 and period 2?

(g) (2 points) Draw the SRAS and AD curves for period 3, labeling these as $SRAS_3$ and AD_3. Label the point at which the economy would be in period 3 as point E, making sure it is very clear from your graph where point E is relative to the point at which the economy started out in part (a) on both axes.

4. (15 points) This next question asks you to analyze the economy of Arizona using the G.E. model from class and the Solow model.

   (a) (4 points) The first part of the question involves studying the labor market in Arizona. The production function for all firms is $F(K, L) = AK^\alpha L^{1-\alpha}$. Using this common production function, solve the firms optimization problem for the real wage.

   Next recall that households have utility function $U(c, \ell) = c - \frac{1}{2}\gamma\ell^2$ where ℓ is the labor provided to the market by the household and c is household level consumption. The household's budget constraint is $w\ell(1 - \tau) = c$ where τ is the labor income tax rate. Solve the household's problem for the real wage where the household takes wages and the tax rate as given:

   (b) (3 points) Label the variables that are being measured on the horizontal and vertical axis so that the graph would correspond to a graph of the labor market. Use your solution to part (a) to draw the Labor Demand and Labor Supply curves. Make sure to label the labor supply curve, the slope of the labor supply curve, the labor demand curve, the equilibrium real wage, and the equilibrium labor in the economy.
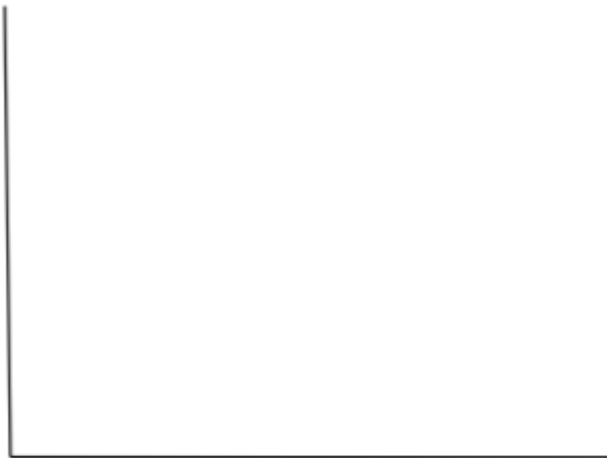
(c) (3 points) Arizona is very hot (have you been there?) and working in the heat is not very fun. Suppose that due to a new environmental regulation, office buildings, factories, etc. are not able to use air conditioning. How can we model the effect of this policy? Show the effect of this policy on the graph above. Make sure to clearly indicate the new equilibrium wage and labor supply.

(d) (5 points) Label the graph below so that it would correspond to the Solow diagram with total output (so total capital, not capital per-worker). How would this policy change affect capital and output over time? Show the transition of the economy using the Solow diagram. Make sure to clearly indicate where the economy is prior to the policy change, right after the policy change, and the new steady state.

True False Questions

Indicate whether the following statements are either True or False. Justify your answer.

5. (20 points)　(a) (5 points) It is impossible to have both net capital inflows and a trade surplus.

(b) (5 points) If income taxes increase then the real wage must also increase to compensate workers for lower take home pay.

(c) (5 points) A country with a higher savings rate would have higher capital per-worker than a country with a lower savings rate.

(d) (5 points) If a bank wants to increase their operating capital then they should increase the interest rate they offer for savings accounts so that more people will deposit money at their institution.