

**SANDIPA BHATTACHARJEE****TEACHING PORTFOLIO**

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During my first four years of the PhD program at the University at Buffalo, SUNY (UB), I worked as a teaching assistant (TA) for different undergraduate courses in Economics, including introductory level courses such as ECO 181: Introduction to Macroeconomics and ECO 182: Introduction to Microeconomics, and an upper-level elective course ECO 416/516: Economic Development and Growth. I have also served as a PhD Adjunct Instructor after completion of my second year. I have taught ECO 405: Microeconomic Theory (Summer 2022), ECO 208: Introduction to Environmental Economics (Fall 2022, Fall 2021), ECO 201: Introduction to Health Economics (Spring 2022), ECO 181: Introduction to Macroeconomics (Summer 2019, 2020, 2021 and Winter 2022), and ECO 182: Introduction to Microeconomics (Summer 2022). In this teaching portfolio, I include:

- Quantitative summary of student evaluations and teaching
- Written responses (verbatim) from student evaluations of teaching
- Classroom observational feedback from faculty (Dr. Aisling Winston, Clinical Assistant Professor, University at Buffalo, SUNY)
- Student Testimonials

Please find the course syllabus and detailed evaluation report on my [website](#).

## 1. QUANTITATIVE SUMMARY OF STUDENT EVALUATIONS AND TEACHING

- PhD Adjunct Instructor Evaluation Summary

| Course:                | ECO 201                          | ECO 208                                 | ECO 405              | ECO 182                        |
|------------------------|----------------------------------|---|----------------------|--------------------------------|
|                        | Introduction to Health Economics | Introduction to Environmental Economics | Microeconomic Theory | Introduction to Microeconomics |
|                        | Spring '22                       | Fall '21                                | Summer '22           | Summer '22                     |
| Class Type             | In-person                        | In-person                               | In-person            | Remote                         |
| Response Rate          | 13/20 (65%)                      | 7/20 (35%)                              | 12/16 (75%)          | 44/84 (52%)                    |
| Overall Course         | 4.6                              | 4.4                                     | 4.9                  | 4.4                            |
| Overall Instructor     | 5                                | 5                                       | 5                    | 4.6                            |
| Course Organized       | 4.5                              | 4.4                                     | 5                    | 4.4                            |
| Intellectual Challenge | 4.3                              | 4.4                                     | 4.6                  | 4.1                            |
| Work Load              | 4.4                              | 4.4                                     | 5                    | 4.4                            |
| Method of Eval Fair    | 4.4                              | 4.7                                     | 4.9                  | 4.4                            |
| Content and Learning   | 4.2                              | 4.3                                     | 4.9                  | 4.3                            |
| Teaching Enthusiasm    | 4.9                              | 5                                       | 5                    | 4.7                            |
| Helping Students'      | 4.9                              | 5                                       | 5                    | 4.5                            |
| Material Presentation  | 4.7                              | 4.9                                     | 5                    | 4.5                            |
| Technology Reliable    | NA                               | NA                                      | NA                   | 4.7                            |

| Course:                | ECO 181                        |             |             |             |
|------------------------|--------------------------------|-------------|-------------|-------------|
|                        | Introduction to Macroeconomics |             |             |             |
|                        | Winter '22                     | Summer '21  | Summer '20  | Summer '19  |
| Class Type             | Hyflex                         | Remote      | Remote      | In-person   |
| Response Rate          | 5/17 (29%)                     | 11/30 (37%) | 21/60 (35%) | 14/32 (44%) |
| Overall Course         | 4.6                            | 4.5         | 4.4         | 4.4         |
| Overall Instructor     | 4.8                            | 4.5         | 4.5         | 4.7         |
| Course Organized       | 4.8                            | 4.5         | 4.4         | 4.4         |
| Intellectual Challenge | 4                              | 4.2         | 4.3         | 4.3         |
| Work Load              | 4.6                            | 4.4         | 4.5         | 4.6         |
| Method of Eval Fair    | 4.6                            | 4           | 4.4         | 4.6         |
| Content and Learning   | 4.6                            | 4.1         | 4.4         | 4.6         |
| Teaching Enthusiasm    | 4.5                            | 4.5         | 4.5         | 4.9         |
| Helping Students'      | 5                              | 4.5         | 4.5         | 4.9         |
| Material Presentation  | 4.8                            | 4.5         | 4.6         | 4.9         |
| Technology Reliable    | 5                              | 4.7         | 4.3         | NA          |

- TA Evaluation Summary

| Course:                | ECO 181                        |             |             |             |             |            |             |             |
|------------------------|--------------------------------|-------------|-------------|-------------|-------------|------------|-------------|-------------|
|                        | Introduction to Macroeconomics |             |             |             |             |            |             |             |
|                        | Spring '21                     |             |             | Spring '20  |             |            | Spring '18  |             |
| Class Type             | Remote                         |             |             | Hybrid      |             |            | In-person   |             |
| Sections               | B1                             | B4          | B5          | B3          | B4          | C2         | B2          | B3          |
| Response Rate          | 13/57 (23%)                    | 14/55 (25%) | 17/52 (33%) | 22/69 (32%) | 11/41 (27%) | 7/31 (23%) | 22/89 (25%) | 17/71 (24%) |
| Overall Course         | 4.1                            | 4           | 4.3         | 4.3         | 4.3         | 4.1        | 3.7         | 3.8         |
| Overall Instructor     | 4.1                            | 3.9         | 4.7         | NA          | NA          | NA         | 3.9         | 4.1         |
| Course Organized       | 4.2                            | 3.9         | 4.4         | 4.3         | 4.2         | 4.4        | 3.9         | 3.6         |
| Intellectual Challenge | 4.1                            | 4           | 4.2         | 4.2         | 4.3         | 4.3        | 3.9         | 3.6         |
| Work Load              | 4.3                            | 4           | 4.4         | 4.3         | 4.2         | 4.4        | 4           | 3.8         |
| Method of Eval Fair    | 4.7                            | 4.2         | 4.6         | 4.4         | 3.9         | 4.6        | 3.9         | 4.1         |
| Content and Learning   | 4.2                            | 4           | 4.4         | 4.1         | 3.9         | 4.7        | 3.8         | 3.6         |
| Teaching Enthusiasm    | 4.4                            | 3.9         | 4.6         | NA          | NA          | NA         | 3.9         | 4.2         |
| Helping Students'      | 4.5                            | 4           | 4.5         | NA          | NA          | NA         | 4           | 4.1         |
| Material Presentation  | 4.3                            | 4           | 4.7         | NA          | NA          | NA         | 3.9         | 4.1         |
| Technology Reliable    | 4.5                            | 4.1         | 4.9         | 4.6         | 4.8         | 4.5        | NA          | NA          |

| Course:                | ECO 181                        |           |            |             |             |             |             |             |
|------------------------|--------------------------------|-----------|------------|-------------|-------------|-------------|-------------|-------------|
|                        | Introduction to Macroeconomics |           |            |             |             |             |             |             |
|                        | Fall '20                       |           |            | Fall '19    |             |             | Fall '17    |             |
| Class Type             | Remote                         |           |            | In-person   |             |             | In-person   |             |
| Sections               | C1                             | C3        | C4         | B2          | B3          | C1          | A5          | A6          |
| Response Rate          | 8/64 (12%)                     | 5/61 (8%) | 8/64 (12%) | 16/60 (27%) | 15/55 (27%) | 13/44 (30%) | 24/73 (33%) | 13/75 (17%) |
| Overall Course         | 3.8                            | 3.8       | 3.6        | 3.4         | 3           | 3.7         | 3.6         | 3.6         |
| Overall Instructor     | 4                              | 4.3       | 3.9        | 3.8         | 3.2         | 3.9         | 3.7         | 3.4         |
| Course Organized       | NA                             | NA        | NA         | 3.5         | 3.2         | 3.8         | 3.6         | 3.9         |
| Intellectual Challenge | NA                             | NA        | NA         | 3.5         | 3.3         | 4.2         | 3.8         | 3.9         |
| Work Load              | NA                             | NA        | NA         | 3.8         | 3.3         | 3.9         | 3.7         | 3.9         |
| Method of Eval Fair    | NA                             | NA        | NA         | 3.8         | 3.7         | 3.7         | 3.8         | 4.1         |
| Content and Learning   | NA                             | NA        | NA         | 3.1         | 3.1         | 3.9         | 3.6         | 3.8         |
| Teaching Enthusiasm    | 4.3                            | 3.8       | 4.2        | 3.6         | 3.4         | 4.1         | 3.8         | 3.8         |
| Helping Students'      | 4                              | 3.8       | 3.8        | 3.8         | 3.2         | 3.9         | 3.8         | 3.5         |
| Material Presentation  | 4.2                            | 4.3       | 3.7        | 3.7         | 3.2         | 3.8         | 3.8         | 3.7         |
| Technology Reliable    | 4                              | 3.8       | 3.9        | NA          | NA          | NA          | NA          | NA          |

| Course:                | ECO 181                        |             |             |
|------------------------|--------------------------------|-------------|-------------|
|                        | Introduction to Macroeconomics |             |             |
|                        | Summer '21                     | Summer '20  | Winter '21  |
| Class Type             | Remote                         | Remote      | Remote      |
| Response Rate          | 7/30 (23%)                     | 17/60 (28%) | 26/35 (74%) |
| Overall Course         | 4.3                            | 4.3         | 4.5         |
| Overall Instructor     | 4.9                            | 4.6         | 4.6         |
| Course Organized       | 4.6                            | 4.3         | 4.3         |
| Intellectual Challenge | 4.1                            | 4.4         | 4.2         |
| Work Load              | 4.6                            | 4.3         | 4.3         |
| Method of Eval Fair    | 4.3                            | 4.2         | 4.5         |
| Content and Learning   | 4.4                            | 4.1         | 4.2         |
| Teaching Enthusiasm    | 4.6                            | 4.6         | 4.5         |
| Helping Students'      | 4.7                            | 4.4         | 4.6         |
| Material Presentation  | 4.6                            | 4.6         | 4.6         |
| Technology Reliable    | 4.8                            | 4.2         | 4.3         |

| Course:                | ECO 182                        |             |             |             |             |             |             |
|------------------------|--------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                        | Introduction to Microeconomics |             |             |             |             |             |             |
|                        | Spring '21                     | Spring '19  |             |             | Winter '20  | Fall '18    |             |
| Class Type             | Remote                         | In-person   |             |             | In-person   | In- person  |             |
| Sections               | C4                             | B1          | B2          | B4          | W1          | A1          | A3          |
| Response Rate          | 19/54 (35%)                    | 14/73 (19%) | 14/72 (19%) | 19/76 (25%) | 25/31 (81%) | 23/97 (24%) | 34/90 (38%) |
| Overall Course         | 4                              | 3.1         | 4.1         | 3.9         | 4.2         | 3.7         | 3.5         |
| Overall Instructor     | 4.4                            | 3.3         | 4.3         | 4.3         | 4.4         | 3.8         | 3.9         |
| Course Organized       | 4.2                            | 3.5         | 3.9         | 4.1         | 4.3         | 3.6         | 3.6         |
| Intellectual Challenge | 4.1                            | 3.6         | 3.7         | 4.1         | 4.3         | 3.5         | 3.5         |
| Work Load              | 4.2                            | 3.6         | 4           | 4.1         | 4.3         | 3.7         | 3.5         |
| Method of Eval Fair    | 4.3                            | 3.4         | 3.9         | 4           | 4.6         | 3.8         | 3.6         |
| Content and Learning   | 4.3                            | 3.1         | 3.9         | 4.1         | 4.2         | 3.5         | 3.4         |
| Teaching Enthusiasm    | 4.3                            | 3.2         | 4.1         | 4.2         | 4.5         | 3.7         | 3.8         |
| Helping Students'      | 4.3                            | 3.1         | 4.5         | 4.1         | 4.3         | 3.8         | 3.8         |
| Material Presentation  | 4.2                            | 3.4         | 4.4         | 4.2         | 4.4         | 3.6         | 3.9         |
| Technology Reliable    | 4.3                            | NA          | NA          | NA          | NA          | NA          | NA          |

## 2. WRITTEN RESPONSES (VERBATIM) FROM STUDENT EVALUATIONS OF TEACHING

- **Comments on teaching effectiveness**

- Professor Bhattacharjee is a friendly, smiling face in the slog that can be a summer course. She genuinely cares for the success of each student and will happily review material taught in the course in a simple manner if a topic is vague or confusing. With this glowing attitude towards the classroom, a labyrinth of a topic like Microeconomics appears navigable when Professor Bhattacharjee is at the helm. She is a pleasure to have as a professor and I enjoyed learning in this fast-paced environment because of her. Thank you, professor, for all that you have done!
- I have never had such an amazing professor before. I have had professors that care or want their students to succeed but she is above any exceptional professor I've had the courtesy of being around. she is an amazing soul built to better the people around her. I am glad she chose a career in teaching and if she were to ever leave UB it would be a huge loss to the education system you want to build. she loves what she is doing and is passionate about spreading her love for economics to her students.
- The professor was phenomenal. She has a great attitude every single day, and on some she even begins the class with asking how everyone's night, or weekend was. Highly recommend this professor for some sort of promotion, because I have never experienced anything like it before.
- Professor Bhattacharjee did a great job teaching the subjects that were most important. I was able to learn a lot about the even though it was extremely fast-paced. Would definitely recommend to other students.
- She was very enthusiastic and excited to teach all of us and when we understood the material that made her even more excited. Having this excitement from her and asking us how we are doing at the beginning of class made it very enjoyable and made me want to come to class. Definitely one of my favorite professors I've ever had.
- The teacher took the time out to explain all the student's questions and concerns and was very knowledgeable about the course.

- She is very enthusiastic regarding teaching the course and has a very strong grip on the subject she is teaching the only complain would be about going too fast and I feel like a little bit work on the accent would make her a perfect instructor. Overall a wonderful person and a wonderful instructor.
- She is very enthusiastic about teaching the subject. She very much encourages coming to office hours to either talk about class, homework, the exam, or just to speak in general. She is extremely helpful in understanding or repeating the simplest of topics/notes to allow someone to understand them. A lovely professor overall.
- Ms. Bhattacharjee was really helpful and committed to the class. She made sure everybody had a copy of the discussion questions that were discussed in class. She took time to see students in her office hour and after class. She was always open to answering question and was always punctual.
- Professor Bhattacharjee was always quick to respond to any questions I had and an extremely reliable instructor. Her understanding and discussion of the material made the otherwise difficult course extremely easy to transition into and learn.
- She was very nice and understanding. She always would ask about what we thought about an assignment or quiz and she would ask us for feedback and change things around if it was a problem for anyone. Overall, I thought she was great! She was very understanding and would spend as much time as needed on a practice problem if someone didn't understand it.
- What really made this course effective was how passionate the professor was in making sure we learned. Instead of just telling us what something is she really explained it and didn't move on until we all understood. She really cared about us as students and succeeding which makes any kind of teacher great. From the beginning she was very welcoming and super nice, and I was able to tell she would be a great teacher from the beginning.
- Very effective, nice, cared about students. Good at explaining material. No complaints.
- The instructor was very knowledgeable in what she was teaching and was very helpful with any questions or concerns you have.
- I loved this discussion so much, extremely helpful, made the material very easy to understand. The teacher was incredible.
- The instructor explained difficult concepts with proper speed and understanding that really helped not only me but all of the class day in and day out.
- Very helpful, always answered questions and explained things that students did not learn/understand in lecture.
- The course made jokes, tried to keep us engaged and was really interesting to listen to.
- Most of what the instructor teaches is retained the first time teaching and the instructor goes over important parts to help solidify an understanding of the course.
- Very welcoming and friendly. Would explain everything to the best of her ability.
- Professor Bhattacharjee did a great job explaining questions and making sure students understood what she was teaching. She replied to emails quickly and answered my questions thoroughly. She did a great job.
- Professor Bhattacharjee was very effective. She truly cares that her students understand the material and can effectively apply it. She is eager to address questions and help outside of the classroom. I would highly recommend Professor Bhattacharjee!
- The TA made sure we understood the topic before moving on. Took her time explaining the material.
- Sandipa was really knowledgeable and very helpful. Very enthusiastic teacher and very involved in student success.
- The instructor always seemed enthusiastic to teach and was super approachable. Not only that but the instructor really cared and wanted all the students to understand the material.
- She did answer confusing questions and draw diagrams, explaining how she got what she got.

- Sandipa, was an extraordinary TA. She taught everything very well. The material was clear, and she seemed to care a great deal about us. I had a wonderful experience with her as my TA. I recommend for her to start teaching in the future because the way she teaches is incredible. I had a pleasant experience, thank you Sandipa.
- She was very effective and used great examples that made understanding the material a lot better.
- Very enthusiastic to teach, clear and understandable, all-around great professor!
- Great instructor, made sure the students understood all aspects of the lecture and prepared me well to complete assignments, quizzes, or tests.
- She is a great instructor as she is very passionate about Economics and is always down to help.
- Professor Bhattacharjee was extremely effective in teaching this course! I felt that she was excited to teach and help students learn. She took time to ensure that all students were on track and made sure to offer assistance when there was confusion.
- One of the best professors I've had honestly, I learn the material so well with her lectures and find it extremely helpful the way she explains.
- This professor was extremely effective in teaching me all the concepts. The best professor I've had so far at UB. She really explains things well and takes the time to help if we don't understand something.
- She was very effective, and I learned a lot. She explained things very well as much of her explanations were very detailed.
- Sandipa was very approachable and knowledgeable about macroeconomics. She encouraged us to ask questions and was able to help us understand difficult topics. Sandipa assisted us in completing recitation assignments while still showing us to think for ourselves. She showed us how to properly navigate through questions. She is very kind, and she is a wonderful TA.
- Sandipa was very helpful whenever any questions were asked not only that whenever I got anything right she made me feel so proud of myself. I actually enjoyed attending recitation it was helpful and kind of a confidence booster.
- She worked hard and taught well. I really was able to listen compared to other teachers. Very effective. She seemed very knowledgeable and communicated ideas well.
- The instructor provides thorough explanations and notes that are helpful for her students to understand their topic of teachings. Very effective. Always wanted people to ask questions if they were confused on anything
- Professor Sandipa was great! She explained the coursework very well and guided us through the work in a manner that wasn't too difficult, but also allowed us to learn from.
- She presented all the material clearly and concisely and was always willing to answer questions if anyone had any. Basically, what you want in a TA.
- Keep up the great work! You helped me learn a lot about economics this semester. Sandipa really emphasized the importance of understanding the material, rather than just copying it. She explained concepts extremely well. She made the course material very clear and very understandable. She made recitation fun and informative and really knew the material for any questions that were brought up.
- Sandipa made the content clear. She would also not just give the answer away, she would try to have us have at least one guess before she would explain if needed. I greatly enjoyed recitation with her, I know the night recitation was hard because of a lack of participation, but I thoroughly enjoyed.

- **Comments on most effective elements**

- Course design as well as content coverage methods were good.

- The instructor always tried to keep the class engaged which was really helpful especially since the class was 3 hours long.
- There was a lot of discussion, which helps to hear new perspectives.
- Recap the previous lecture content by summarizing them in the beginning of every new lecture.
- The Active Learning questions were really useful in determining whether or not students were following along with the material, and Professor Bhattacharjee did a great job of ensuring that students understood major concepts before continuing.
- I found the way she taught was very good. She just taught what we needed to know and some fun facts around that very good.
- It discussed real life situation that help us better understand the world. The syllabus and grading criteria were very clear and straight forward. Everything was incredible.
- Going through the slides together in class making note of what was very important information that we needed to remember. Using videos to learn some concepts like the used car market, that I found to be very helpful.
- Professor Bhattacharjee is a great teacher. She is very informative and is eager to help students succeed in her course. Not only had she given great instruction in the course, but also out of the classroom helping answer questions via email. She provides a clear and engaging style that makes learning a joy!
- She was very good at allowing us to perform and speak our minds about specific topics.
- The examples and the discussion are very effective in helping me understand the topic. I found the homework's were extremely helpful and the lectures as well.
- Going over problems more than once. Going over every question.
- The organization of the lectures and overall the challenge.
- The way she taught the slides given with the examples, helped me understand what to look out for when answering a question and how to mathematically answer with a suitable work to provide an answer.
- The PowerPoints created by Professor Bhattacharjee were great tools to learn and study from. They were extremely helpful.
- The pre-class videos were most useful to me because they prepared me for what I was getting into.
- She was very caring and understanding of each of her students. She made students comfortable asking questions if they did not know or understand something.
- Examples were helpful. Notes. Extra Credit.
- I think it was the short questions you had to make connections and explain your answer.
- Real world examples were effective. Learning to use excel. Going over individual questions helped further understand each chapter.
- She explained a lot which was very helpful. Very interesting, I feel like I've retained much of the information learned.
- I liked that there was nothing due at the end of class, but it was a place to apply the things we had learned in class to questions we might see on the test.
- Course had a very appropriate work load and I still managed to learn a lot without the stress. Good teaching style.
- Going through each question individually helped the class understand how to figure out each question and helped a lot when taking the exam because we learned how to do similar questions like that in this discussion class.
- Sending the PowerPoints earlier, so I can review before class to know some understanding while following along with the professor.
- In class answers and discussion helped broaden my views. Went over what we learned in class and was a good reinforcement.

- Whenever we needed help in a certain topic we would ask questions and the TA would help us answer our questions and it was effective. Answers my questions when I'm unsure and goes through the practice problems thoroughly.
- The problem sets were incredibly helpful for exams.
- Great outline of class expectations and tools necessary for success.
- I found going over on the board practice problems helpful.
- The assignments help me to do better on exams.
- The problem sets really help give examples to use the formulas we've been using and help put in context how to use what we've been learning.
- The record and ppt slide are so good for learning. She was very helpful and always willing to go over previous questions if missed or not clearly understood.
- I thought it was nice that lectures were both live and recorded for anyone who could not attend or if you just wanted to re-watch lecture if you didn't understand something that was important. I thought it was nice that we were able to do the practice problems and that she would go over the answer step by step for us to understand.
- The format of how each chapter were taught each week.
- I really liked how Prof. Bhattacharjee really made sure that students understood the material. She was a great teacher and when I emailed her with questions would give me very helpful explanations and respond quickly. She also did helpful study sessions to ensure that students understood everything.
- Discussions about a topic in-depth helped. Quizzes and Assignments are very helpful.
- Always in tune with the course. Complete understanding of the material. Brings a lot of new perspectives to the table. Very responsive via email.
- Her explanations are very effective and on point. The questions she asks us in the middle of the classes helps me understand if I understood the topic or not.
- Reviewing the homework was very helpful I think the examples were extremely helpful and stimulating
- Meeting weekly for recitation and reviewing the recitation assignments with TAs helped reinforced the information learned in class that week. The assignments had clear instructions and the TAs helped us understand important concepts while still encouraging us to think for ourselves.
- I liked the homework content and how she used PowerPoint slides to lecture instead of using a white board. She was always willing to help
- I found the way she taught was very good she made it easy to understand.
- The leniency of the professor was very helpful. Economics is a hard concept and she let it be known if you worked hard on it you will be rewarded.
- She did a great job of explaining each problem effectively.
- It was very straightforward, and we were able to talk out the problems and learn more from that.
- The recitation was easy to follow along with and really helped and guided me through the more important sections of the coursework.
- We talked through a lot of the problems and Sandipa was extremely helpful in making sure everyone truly understood the content.
- Encouragement of class participation and discussion.
- I felt the quick and precise nature of this course to be particularly effective.
- Wonderful professor. Great at explaining things, patient, detailed and easy to approach though I didn't take the opportunity.
- I was very happy Sandipa did not use break out rooms because they tend to stress me out a lot. The method of question and answer through unmuting or the chat box was effective for me.
- I liked how the professor was just very fun to learn with. she has a great attitude!
- The homework's helped a lot and the lectures explained much.



- Exceptional class all around. The information and the time she took to explain things we were confused about was incredible.
  - Given that this class was at a 300 level, the extra credit offered was appreciated and, in the end, vital in the hope of a noneconomic major who is taking this as a prerequisite to succeed.
  - Everything was clear the audio and video. It's easier to take notes because its right in front of you.
  - The activity learning questions.
  - I enjoyed the lectures and how the work of the course followed them.
  - Professor Bhattacharjee was always quick to respond and taught well.
  - I think the homework was very good as it prepared us for the exam. In addition, studying for the exam was very simple as all of the information was taught in class.
  - I think the idea that my professor wanted students to learn well rather than rush through the material was very effective.
  - An element I found most effective is that lectures were recorded, and slides of the lecture were posted to UB Learns for quick and easy access to understand the material outside of class.
- **Suggestions to improve course**
    - The instructor needs more reliable resources outside of a textbook created PowerPoint. Using her own notes and directing the class that she created would vastly improve the pacing and the learned connection of the necessary material. Bhattacharjee was genuinely nice and very positive throughout the course. If given the proper class level or material, the class would have been a blast to have in person or virtually. Additionally, the professor could have the class size to work alongside students after lectures instead of the TA. It would have created a more cohesive learning environment and less disconnect when grades were given or concepts that need more review. I might recommend that Bhattacharjee reviews the TA work even at random to ensure the grading correlates with a 100-level class.
    - I used to hate economics, she made me love it and enjoy it. That's an improvement for me.
    - I would suggest going over concepts related to class notes or on practice exams.
    - I think that instructor should I have more conversation with the TA about discussion section.
    - Stop facing the board and writing at the same time.
    - For the entire semester keep the recitations focused on practice concepts and problems for the quizzes. It became far more useful to me once you guys made that change. It was near useless beginning of the semester.
    - She explains the problems pretty well, but I just could not follow up due to her accent sometimes. But overall, she is great!
    - I would like discussion materials to have answers available for additional practice while they are posted.
    - Can't think of any. Very nice lectures.
    - I would hold it in a smaller classroom, start with review, and then just go over the questions (not irrelevant or redundant concepts).
    - Get students engaged in the discussions. Go over examples repeatedly.
    - I feel like it would be nice to go over all the questions even if you do not think it is most challenging problems.
    - It's a short time so, I would make sure to give a clear view of what to study for exams rather than saying just to read everything.
    - Course design was fine, but I did not like Sandipa's TA.
    - More interactive. Be more detailed.
    - Everything was perfect. Nothing to add.
    - Maybe a curve on the final.

- Keep doing what you are doing.
- Better structure to the course and communication between TA and teacher.
- Review days before an exam.
- Use zoom instead of WebEx, since in zoom you can be more engaged and all-around better software.
- I would not suggest any improvements.
- Should go slower when going through the problems.
- Give more time to actually do the problems in class.
- More practice exams would be great.
- Not too many improvements to be made possibly more examples and practice sheets to help students practice more.
- Longer span of weeks (it was only 6).
- No improvements. She was an awesome lecturer.
- Give little quizzes to help bump up grades.
- Make students answer, because no one would do the work because the instructor just went over it 30 seconds later.
- I don't have any improvements to suggest. The professor was very understanding and just wanted to see us all pass.
- Nothing, I believe everything was done well.
- After learning a formula, it would be good to give a problem example set in both the just numbers forum and then in the question's forum. Although it is a little more work, it allows people to get an understanding of what to look out for when taking an exam or even in future scenarios.
- More questions on exam.
- More examples and possibly some mandatory classes.
- Add a sign in or attendance so people show up.
- Maybe before exams posting like a study guide like a brief document saying the key concepts of a chapter with an example problem we learned in class.
- Make all assignments be graded based on highest score of both attempts and not just second attempt taken (was fixed after midterms).
- I would have chosen a better time to have recitation as it was quite late.
- Reviewing some of the lecture slides.
- Basically, made the course as automatic and awkward as possible so the professor wouldn't have to do any work. Everything was online.
- N/A! I believe both instructors did a wonderful job teaching this course!
- I would say nothing really very well taught class.
- Actually, doing the problems by not skipping steps sometimes and explaining them.
- Maybe center the questions around those of us who aren't able to draw graphs and make it accessible to answer those types of questions.
- Don't do breakout rooms in Zoom.
- Perhaps slowing down more during live lectures, it's a bit difficult to keep up not mentioning taking notes and understanding the content,
- Maybe provide a different way of presenting the material.
- More in class practice problems would have been helpful.
- I think the class should have less weight on exams.
- I have no improvements that I would suggest as I felt the course was done incredibly well.
- Maybe more real-world applications and examples and the less textbook definitions.
- I felt like there were often some time issues just with running over class time. However, that was mostly in the beginning and we have recently ended on time or most recitations. Overall she was really awesome.

- I can understand getting a lot of emails about the same thing, but the passive aggressiveness and sometimes rude replies back are a little unnecessary and I would rather have you not respond at all instead of being rude.
- I could not be happier with this entire course.
- Bhattacharjee was knowledgeable, but this was not a 100-level class for any major. This was easily a 300-level class. This needs to be more real world focused and understandable for more students outside of an Economics Major.
- E-assignments instead of paperwork.
- More than only 3 homework's - more comprehensive exams that tested what was asked.
- I think everything in the class is set up perfectly, so I would not change a thing.

### 3. CLASSROOM OBSERVATIONAL FEEDBACK FROM FACULTY (DR. AISLING WINSTON, CLINICAL ASSISTANT PROFESSOR, UNIVERSITY AT BUFFALO, SUNY)

#### ECO 181: Introduction to Macroeconomics Recitation Spring 2021

Your recitations were very well run! I thought your beginning summary was very effective, you did a nice job mixing demonstration and student practice, your use of questioning was effective, and students are clearly comfortable asking questions.

I have two recommendations:

- You sometimes do what I am guilty of and move quickly between ideas. I recommend pausing after stating an important concept to give students a moment to process and respond. You give a lot of good information (and excellent descriptions, explanations, and examples). Pausing a little more will allow students to commit these to memory and link them with previous knowledge!
- A lot of students have started hiding the chat box because they find it distracting. When you are answering a chat question, restating it before answering it will help those students who have it hidden.

Overall, very nicely done!

You are providing a lot of value to our students!

#### ECO 181: Introduction to Macroeconomics Lecture Summer 2021

I thought your class on Monday went well! Please see my notes below.

- Content knowledge and relevance – very good
  - Appropriate content and level selection
  - Anticipated common questions well
  - Nice use of current data to show changing labor force trends over time in the US
- Organization – good
  - I missed the beginning of your class – did you start with learning objectives and/or connecting the material for the day to past concepts or the overall goals of the unit?
  - Sequence of material and pace were good
  - You were very clearly prepared
- Student engagement and interaction – very good

- You used a good mix of examples, intuition, and formal definitions
- You had good timing between active learning opportunities and switching from definitions to data, which helps to keep students paying attention
- You utilized some prediction in your active learning, which is helpful for learning
- While only a subset of students responded in the chat, you were very responsive to the chat
- Recommend using Zoom polls or reactions to try to encourage all students to attempt the problems, though it is reasonable not to require them for points given how many of your students are taking the course asynchronously
- Presentation – very good
  - You are engaged and enthusiastic, and students appear to be responding well to that
  - You use technology well
  - You use a good mix of intuition and real-world examples
  - Your explanations were clear, and you have clearly spent time thinking about how to best help students be successful
- Observations related to requested feedback:
  - Some of your students are quite active in chat, but it is only a handful of your students. You may want to use Zoom polls or ask students to generate their own examples (while waiting a little longer for some of the more reticent ones to answer) in order to allow more students time to respond and get involved. The added benefit of Zoom polls is that you can see how many students have responded; this will allow you to give sufficient time for all of the students to work through the problems. The issue with Zoom polls is that they are easier to use if they are created in advance, and they don't accept short answer responses.
  - You might also want to consider using the emoji reactions to quickly poll your students to see how they are feeling and if they are comfortable with the material. I have found them to be especially useful when I can't tell if they get it and are silent because they don't have questions or if they are confused.
  - About half of your students are attending live despite no points being associated with real-time participation – this is a good indicator that students view the live class as adding value.
  - The only thing I saw that would concern me is that a few (three or four) students are dominating providing answers via chat. If they are faster than the rest of the students (which is likely), this might lead you to move through the material slightly too quickly (in addition to providing free-riding opportunities). Providing an opportunity for students to provide feedback without others seeing it immediately might help with that pacing.

Overall, nicely done!

If you would like to discuss further, we can set up a virtual meeting. If there are other things you would like to work on and receive feedback on, please let me know!

#### [ECO 208: Introduction to Environmental Economics](#) *Lecture Fall 2021*

I think your class went well last week. Please find my notes below:

- Content knowledge and relevance - very good
  - You were clearly comfortable with the material
  - You were clearly well prepared
  - Your teaching took into consideration students' existing knowledge

- Organization - very good
  - Your learning objectives were clearly stated at the beginning and appropriate for the course
  - You previewed the organization of the lecture, helping students plan and understand the goals
  - Your theory-then-examples approach appeared to resonate well with the students
  - Recommend supplementing your motivation with a news article or a brief discussion of something happening in current events
- Student engagement and interaction - very good
  - You mix recall and application in your student questions, which works well for developing student understanding
  - Students clearly feel comfortable interacting with you
  - You walk around well, which helps to keep all students engaged
- Presentation - very good
  - Your use of slides and the iPad is effective
  - Recommend restating definitions after you have finished writing them (so that you build in some more time to allow students to finish copying it down)
  - Using red and bold helps students to identify the key ideas
  - Recommend taking more frequent breaks between statements (you sometimes move slightly too quickly through ideas, a problem that I also have; taking breaks between statements can help slow you down a little)
  - You are clearly enjoying yourself!
- Things that went particularly well
  - You know the names of the students in your class - this is a great way to help them feel involved in the class!
  - Walking around the classroom works really well in keeping all the students engaged
  - The recap at the beginning, during which you connected the topics for the day to earlier ideas, was very nicely done
  - Your use of slides and writing is very nicely done
- Observations related to requested specific feedback
  - Since you annotate your slide deck, I think you have left enough time for students to take notes (though I recommend pausing after writing to allow them to catch up)
  - Recommend pausing after stating a key concept to allow students to catch up
  - Not uploading your handwritten notes is fine - there is a lot of benefit to students in having to identify key ideas and write them down
  - Do you require your students to read the chapter or define key terms before class? If there is a way to ensure that students know the definitions in advance, more class time could be dedicated to building on the topics and connecting ideas together.
  - Students were a little lost through the Pareto efficiency definition and example - perhaps try restating why we need the theory in order to answer the driving questions for the class (those questions were very good!)
  - Recommend asking students to agree or disagree before explaining the answers
  - Multiple students volunteer answers to your questions, which is a good indicator that they are following the material and have had sufficient time to take notes. The mix of definitions and examples help this. The organization of the theoretical portion seems intuitive.

- Recommend connecting what you are currently working on to the big questions for the lecture a little more frequently to help students keep the context in mind.

Overall, you are doing a great job!

Please let me know if you have any other questions!

**ECO 201: Introduction to Health Economics Lecture Spring 2022**

I thought your class went well. I was worried that expected value/expected utility might be a little tricky for the 200-level, but since it seems like your students are getting it, great!

I would recommend relating the math back to real-world examples a little more frequently as you are working through it (or at the beginning and as a summary at the end). It is sometimes hard for students to remember why they are working through the math in the first place, especially if it is a little more abstract. I would also recommend giving the students a touch more time to work through the harder practice problems in groups. When they are working on practice problems and you are walking around, I would recommend creepily looking at their work and/or confirming verbally that they are comfortable with the question. This might help encourage them to work more actively together, too.

In general, though, it seemed like your students were engaged and following the material, and most appeared to appreciate the rigor of the class. You scaffolded your lecture and activities well. Your students are responding well to the fact that you know their names and are clearly both interested in the topic itself and in their learning. Your frequent summaries/reiterations are effective. Nicely done!

**ECO 405: Microeconomic Theory Lecture Summer 2022**

Please find my notes from Monday below.

- You clearly enjoy teaching this class – your enthusiasm is palpable! You do a really nice job of explaining your reasoning while constructing your graphs in real time, and it is easy to understand both what you are doing and why. You clearly care about your students, which is evidenced by your familiarity with their names and answering habits and how you have constructed your explanations. I have some suggestions for increasing student participation, which I will list out in the “Student engagement and interaction” section below.
- Content knowledge and relevance
  - This is fine. Your choice of topics is appropriate, and you are clearly well prepared.
  - The only thing I expected to see but didn’t was mathematical derivation of the long-run average cost curve (which might have happened after I left). However, your graphic derivation was very nicely done.
- Organization
  - You are always very organized! This session was no exception. The sequence of material was intuitive.
  - I liked your brief recap at the beginning as well as your preview of what would be covered during the session. You may want to have a roadmap slide that you point back to in order to help students see what you are explaining, but they should be able to understand what they are doing just from your recap and review.
- Student engagement and interaction

- This is really the only place that I think some small changes might be helpful. From what I could tell, your students were understanding the material pretty well (which makes sense, given the strength of your explanations). However, they don't seem to want to either ask or answer questions, which is a shame. You are clearly working hard to engage them in the material!
  - I have two suggestions for how you might increase engagement:
    - More active learning opportunities. You do a nice job of trying to get students to answer your questions about the material. My recommendation is to make them show you that they understand (instead of just telling). Adding a practice problem in once you have finished a concept (even during the review) will create a nice break in the lecture, allow students to practice applying the concept, and allow you to walk around and get a better sense of their understanding (as well as provide individualized feedback). Your class is small, so this shouldn't take too much time, but it will be helpful for student learning. It might also create space for students to ask questions that they are hesitant to bring up in the larger-group setting.
    - Small group problem-solving opportunities. With a small class, having students break into groups of two or three to do more complex exercises or predictive exercises (or even exercises with real-world data) is feasible. This will allow them to peer-teach, which leads to better learning (especially for math-heavy concepts) and will also allow you to adjust pacing to meet student needs. Pivoting to instruction that is small-group intensive is costlier to implement on your part, so if it is not feasible to do so this term, I wouldn't worry too much about it.
- Presentation
    - Your mix of definitions slides and blank slides that you annotate is nice. Your graphs are clear and easy to read and watching *and* listening to you create them in real time works well.
    - Your examples are good, and your explanations are easy to understand!
    - Your overall pace is appropriate. I would recommend slowing down slightly between concepts, however. When you ask students if they have questions, I would recommend giving them a little more time to respond. This is something I struggle with, too – in my head, I've been waiting for a while, but students experience it as a much shorter delay. I usually try to count to ten or make eye contact with a student in each section of the room before moving on. Adding practice problems in before switching concepts will also help with the between-concept pacing.

Overall, nicely done!

## 4. STUDENT TESTIMONIALS

### ECO 208: Introduction to Environmental Economics Lecture Fall 2021

**Testimonial By: Alexander Prag; Program: Economics BA/History Minor; Level: Senior**

My name is Alexander Prag and I recently graduated from the University at Buffalo with a B.A. in Economics. During my fall 2021 semester I took *ECO 208 Intro to Environmental Econ* taught by Sandipa Bhattacharjee. The first thing I noticed in this course was her delightful personality and I could see that through the way she taught. Through the way she discussed economics, I could see her passion in the subject and how much she wanted us to learn.

Miss Bhattacharjee usually started her classes off with explaining what she was going to teach for the day along with important dates we needed to remember. Each lecture would include PowerPoint slides on that week's subject along with example questions at the end of each. Also, there were chapters from the textbook for where we could find more information on the subjects. Bhattacharjee gave more detailed explanations on what was in the slides for a deeper understanding which was very beneficial to understanding. Throughout the lectures she would ask us questions on what the answer might be or why some of these policies might be used. Each subject she taught us built upon the last one taught, which expanded our thought process on the material. Each lecture therefore became



important for the next. For example, we were taught the theory, then mathematics behind it and the real-world examples and how to apply the math and see results graphically. Her use of technology especially with an iPad was very helpful in explaining her examples further with colorful graphs and side notes. This allowed me to make more detailed notes along with my highlighter.

What I found very helpful was her use of real-world examples scattered throughout the notes she gave us. Learning just theory for me can be confusing sometimes without examples, but she was able to clearly show how a majority of the economic policies are used. Her communication skills were definitely a stand out among my previous economics courses. Her availability was great as emails were always answered the day of as well as her staying behind after class if there were any questions. The homework's that we were given were more challenging than the material learned in class, but I usually see this as a way to think harder on the material to truly understand the subject. When it came to the exams, we got review sessions on what was most important to know, and the questions were not just cut and copy but they were more complex and required knowledge from a range of subjects from lectures to create a well written response. A benefit in this course is that if you weren't doing so great, there were many extra credit and bonus point opportunities to improve on your grade, which I myself did so every time. Her way of teaching should definitely be looked at by others as a great example for future economists. I'm thankful that I was able to learn so much in this class as its very memorable compared to other courses at UB. I'm very glad she was able to clearly discuss material in a way that was understandable on the first go which made the course great. I'm very grateful that was able to have Sandipa Bhattacharjee as a professor this year to finish off my undergraduate degree and hope she's able to go on and greatly affect other students like she did for me.

#### ECO 208: Introduction to Environmental Economics Lecture Fall 2021

**Testimonial By: David Li; Program: Management BA, Accounting BS; Level: Sophomore**

Sandipa Bhattacharjee's teaching style is consistent throughout the multiple instances I have been in a class she teaches. Usually, the beginning of a class involves a brief introduction and clarification of previous assignments and tests. These tend to be in detail and have a good structure that allows students to remember certain concepts in the class. This is effective and is one of the strong points in which Sandipa uses the beginning of class time effectively for the students to have a better chance of retaining information and doing better in the classes in the long term. This was an advantage also because it was useful for me to plan out key ideas before the new material to keep track of what I need to review for the HW or tests that are coming up. Another advantage to her is her pacing throughout the lectures in her class. Although she goes through material pretty quickly she pauses in certain intervals for people to ask clarifying questions which compensates for the speed at which she goes through the class material on a certain day. Her mode of instruction of using the slides is also good due to having pretty detailed and well-organized slides that were easy to process and review when doing assignments or reviewing them during a test. She is also open with how she incorporates information and makes it easy to ask if something is not clear. It made the learning process a lot more enjoyable and easier to look at when I needed to study for a midterm or final in a class.

One of the negatives in Sandipa Bhattacharjee's teaching style is that she doesn't incorporate as many videos in a lot of the lectures. This wasn't much of an issue for me since I'm fine learning through slides or a PowerPoint format. However, having a video during a class can help with further clarifying in a different way which can help keep the attention of the students in the class who are better at understanding the material through a video format. It also helps balance out some of the times she goes over material too quickly in order to further clarify some of the information is easier to communicate in a video format. Overall Sandipa Bhattacharjee's teaching style is consistent and effective at helping someone learn new information and develop an interest in the subject.

#### ECO 208: Introduction to Environmental Economics Lecture Fall 2021

**Testimonial By: Thomas Grasso; Program: Economics BA; Level: Senior**

I really enjoyed learning about Environmental Economics with Professor Bhattacharjee. She always cultivated a welcoming and productive learning environment for all students. She understands that college students often have busy and stressful lives. As a result, she took measures to help guide us towards success. Professor Bhattacharjee



explained the course material very well in structured lectures. She also gave us plenty of time to complete homework assignments and prepare for exams. She was always more than willing to answer our questions and help us to understand the material throughout the semester. She was very flexible with office hour time slots and would go over the tricky concepts multiple times until they became clear.

Often in college classes, it is difficult for professors and students to get to know each other well on an individual basis. However, Professor Bhattacharjee made the effort to interact with all the students in the class and knew everyone's name within the first couple classes. When I asked her questions about class material or the class schedule, it never felt like I was speaking to a stranger.

I think this course included an appropriate amount of work. I did not feel overwhelmed, but I felt that the coursework motivated me to understand the material. Professor Bhattacharjee did a great job of applying the economic concepts to real-world environmental issues. By attaching these concepts to something more tangible that affects everyone, I became more interested in the course as a whole. Overall, she did a great job teaching this course. I wish her the best in the future, and I have no reason to doubt she would excel in teaching future classes.

**[ECO 208: Introduction to Environmental Economics Lecture Fall 2021](#)**

**[ECO 201: Introduction to Health Economics Lecture Spring 2022](#)**

**Testimonial By: Ellie Anstrom; Program: Economics BA; Level: Junior**

Through the semesters I spent taking classes with Sandipa, I learned far more from her than just economics. Sandipa is one of the most enthusiastic, passionate, selfless and caring instructors I have had during my undergrad experience. She makes sure that every one of her students fully understand the material being presented regardless of how long that may take and will check-up on the class after every new concept and idea to see if clarification is needed. The ways in which she uses technology truly enhances her teaching style. Sandipa uses an iPad and Apple pencil to annotate the notes as she goes which really helped with understanding difficult material. One thing I always enjoyed was how she made her classes easy, but only if you put the effort in. Which really helped me across the board by seeing the benefit of attending every class. The note slides are accessible to the whole class, but the most useful and relatable content was delivered in class through her annotations on the slides and drawings of graphs. Beyond that she is accessible outside of scheduled class time, even office hours. Sandipa is so willing to help her students excel and does anything she can to make sure you are confident in what is being taught. In addition to making sure her students excel; she makes sure to know each and every student personally. She will know the entire class's name by the end of the first week. By Sandipa showing an interest in knowing each student, I was extremely comfortable going to her for additional help. In taking both environmental and health economics with Sandipa I was able to see how she carries out similar class structure between her courses, which helped make the difficult material easier to digest with well-organized notes and resources she made available. Outside the scope of economics Sandipa makes sure her students are having fun alongside learning. She brings awareness to mental health within her classroom by acknowledging the hardships that come with being a student and the importance of taking time for yourself. By doing so she creates a comfortable learning environment which ultimately makes it fun and inviting to ask questions and be curious. Sandipa's personal qualities, on top of her extensive knowledge of economics is what makes her an outstanding instructor.

**[ECO 201: Introduction to Health Economics Lecture Spring 2022](#)**

**[ECO 405: Microeconomic Theory Lecture Summer 2022](#)**

**Testimonial By: Connor Licht; Program: Economics BA; Level: Junior**

As a student of UB, it is with great pleasure that I write this testimonial letter for Sandipa Bhattacharjee, who I fortunately had as a professor twice. Once in the Spring of 2022 for ECO 211, and once in the Summer of 2022 for ECO 405. During both classes I was always very engaged with her lecture, which is something I really admire. Sandipa always brings a phenomenal attitude to class. Where in most of them she starts with asking the student how their weekend went, or by asking the students to share something positive that happened to them during the time she didn't see them.

Sandipa always provided essential resources to fully understand the topic that was being covered in class. She would even go as far as emailing us videos she found in her free time to topics that the class may have struggled on. There were several times that I can remember that I found myself stuck on a question on a Problem set. All I would ever need to stress about was at what time was I going to send Sandipa the email, because I already knew she would do whatever it takes to make sure I understand the problem.

The most impressive aspect of Sandipa's teaching is how she gives great real-life examples, to aid in the understanding of some of the more difficult math problems. There were several occurrences in Eco 211, where some of the students (including myself) were having trouble. Sandipa went out of her way to have an entire class dedicated to making sure we fully grasped all of the concepts.

Thank you, Sandipa, for being my favorite professor I've had across any class I've taken thus far!

#### **ECO 201: Introduction to Health Economics Lecture Spring 2022**

**Testimonial By: Kevin Milza; Program: Biological Sciences BA; Level: Sophomore**

I was a student for Professor Sandipa Bhattacharjee for ECO211, Introduction to Health Economics, during the Spring 2022 semester at the University at Buffalo. She was an overall excellent teacher. She brought an exciting and engaging energy to the classroom from the first day all the way until the last. Her cheerful demeanor always made it enjoyable to attend the class, and her approachable personality made it very easy to ask questions before, during, or after class. At any time of the day, she was reachable and responsive.

During the class, she always came prepared with detailed presentations (more detailed than the ones posted), which made it especially important to attend each day but more rewarding due to her ability to easily explain the complex topics in a clear way. Each class had a solid mix of lecture and practice/review problems. But before each time we moved on, she made sure that everyone fully understood the topic. This meant that in some classes we more heavily focused on certain subtopics if the class didn't understand it. This was a much different layout than my other classes, but it was much preferred because she actually cared if we understood it or not.

What made Professor Bhattacharjee stand out to me was her genuine care for our mental wellbeing. She began each class by asking, "how is everyone doing today?" And she wanted real responses. I had never had a teacher that cared about me in that way. All in all, I am not able to recommend her enough as a valuable asset to any academic staff. She will provide a new perspective for her students and change the way they see the classroom, for the better.

#### **ECO 201: Introduction to Health Economics Lecture Spring 2022**

**Testimonial By: Mathew Mohan; Program: Public Health/Exercise Science BS; Level: Senior**

I am pleased to write this testimonial letter on behalf of Sandipa Bhattacharjee for consideration for the job position which she is applying for. Sandipa was my professor for Introduction to Healthcare Economics at the University at Buffalo in the spring of 2022, and her teaching methods and devotion to teaching helped me to succeed in the course and helped me to be prepared for similar courses I may take in the future.

Introduction to Healthcare economics was a somewhat challenging course, especially for those who are not used to economics classes. This class was heavy with content and new concepts were introduced nearly every class. Sandipa used a slideshow format to deliver this content, stopping along the way to work through mathematical problems during class time. She was thorough in her explanations of concepts and very clear in her expectations of our understanding of the concepts. She often stopped to make sure we all understood the concepts before moving on, and frequently offered time outside of class to clear up any confusion if any student needed any help. She also had made her office hours available every week for students. Her grading was clear to students and fair, and she made clear on homework and tests what criteria she was grading and the answers she was grading for.

What impressed me with Sandipa's teaching style and helped myself and other students get through the course was her attention to our mental well-being, our focus, and our enthusiasm for the course. She regularly encouraged us

to get to know our fellow classmates and to work and study with each other outside of class. This was important in helping the classroom atmosphere feel “normal” and certainly welcoming amid the pandemic. Sandipa taught this course enthusiastically every day, despite the class being early in the morning, and the enthusiasm she brought to class every day helped all of us be enthusiastic about the class as well.

In short, I believe Sandipa is very well qualified for the position which she is applying for; as she is a professor that is very helpful towards students and enthusiastic to help students succeed not just at passing the class, but also at understanding the content well enough to leave a lasting impression on our ability to reason and use logic going forward in our life as students.

#### **ECO 405: Microeconomic Theory Lecture Summer 2022**

**Testimonial By: Alexandra Villafuerte; Program/Level: Undergraduate Education Non-Degree**

Being a fourth-year undergraduate student, I can confidently say that coming across a professor that is truly passionate and caring about their students is very rare. But, Professor Sandipa Bhattacharjee was just that and more. She created an encouraging learning environment that enabled every student in the class to grasp the learning concepts presented and enjoy doing so.

Most professors say they want to excite the students about their field of study, but most are not excited about it themselves. Professor Bhattacharjee came into class every single day ready to teach and excited to share her knowledge with her students. From the first day, she was very excited to learn everyone’s names and even changed the classroom location as she was unhappy with the layout of the room and wanted it to be better for us. That moment was when I immediately knew that she was passionate about her job, and she carried this attribute with her throughout the duration of the course.

This past summer I took Professor Bhattacharjee’s course in microeconomic theory. In this course she taught us the mathematical knowledge and theories behind microeconomics. Although the class was three and a half hours long, she formatted the course to clearly display what was to be learned and even gave us breaks based on our body language; understanding when enough was enough. She was very adaptive in this way to the students and their behavior; knowing when to implement more heavy material and when to take it slow. Her lectures were very easy to understand as her PowerPoint notes were useful and she used her words as well as technology in a very strategic way.

Professor Bhattacharjee is not only a great professor, but a great person. She was very caring and always asked how we were doing. She took time to get to know people, and her kindness shined every day. Along with the previous outstanding qualities she demonstrated, I must note that she checked off all of the boxes that a good professor should. This includes a very fair grading system and helpful office hours. I cannot express enough how much she enjoys teaching students and helping them improve, and this makes such a great impact on every student in the room. Coming from another university as well, Professor Bhattacharjee made my experience at University at Buffalo the best it could be. She is an incredible mentor and would be an asset to any university’s economics department.

#### **ECO 181: Introduction to Macroeconomics Lecture Summer 2019**

**Testimonial By: Sidharth Sylesh; Program: Mathematics INT BA; Level: Freshman**

During the summer of 2019, I had the privilege of attending Professor Bhattacharjee’s Introduction to Macroeconomics (ECO 181) class. I must admit she played an integral role in my success in this class; I finished 2nd out of 67 students.

Professor Bhattacharjee has the most admirable personal attributes with her charisma and excellent communication skills, playing a vital role in making the lessons enjoyable. She employed creativity and dedication into the lessons, taking time to ensure we understood the crucial concepts. Not only did she effectively engage with students, she also developed robust relationships built on trust and her ability to influence our thinking and behavior. Bhattacharjee was an all-rounded person who used empathy to identify our weaknesses, and hence guide us

appropriately. She especially, instituted mentorship to enable us to apply what we had studied in real-life work environments.

Professor Bhattacharjee's efficacy in teaching through online platforms is also notable. Video conferencing was one of the best techniques where her verbal and non-verbal communication skills came to play. She also supplied articles, videos, and other reading materials that enriched the student's online experience. One of the primary values I learned from the professor was punctuality; she would always be the first in the class sessions, and none of the students wanted to miss her introduction narratives. She encouraged student participation with her exceptional listening and feedback skills. Professor Bhattacharjee impacted my thinking both in economics and education in general. I am always indebted to her amazing teaching prowess.

#### **ECO 181: Introduction to Macroeconomics Recitation Spring 2020**

**Testimonial By: Gabriella Akopyan; Program: Business Administration BS; Level: Senior**

I was extremely lucky to have Sandipa Bhattacharjee as a TA for my spring 2020 ECO 181: Introduction to Macroeconomics course. Starting from the first recitation I attended I realized how helpful those are and all the credit for that goes to Sandipa. Her effort and passion made the atmosphere during the class extremely warm and pleasant. The material of this course was quite challenging and without her help, it would be impossible for me to succeed in this course. The teaching manner Sandipa has is efficient, during each recitation we would not waste time for irrelevant talks and would directly proceed with the material. The teaching strategy she had was also extremely helpful. During each class, we would be offered a real-life situation and would answer questions about it. For me, the examples and information she provided were important to create connections with the formulas and theoretical knowledge I was taught during the lectures. Another trait I extremely appreciated in Sandipa is her willingness to help despite any circumstances. During the spring 2020 semester due to COVID-19 pandemics, all classes were transferred to remote mode and that was quite challenging for all of us. However, Sandipa continued to provide all the information needed to successfully complete the course. She also adjusted recitations in a very efficient way and created a platform for her students to feel as if they participate in an in-person class. I am extremely grateful for everything Sandipa did for me!

#### **ECO 181: Introduction to Macroeconomics Recitation Fall 2020**

**Testimonial By: Lauren Cramer; Program: Public Health BS; Level: Sophomore**

I had the pleasure of learning from Ms. Sandipa Bhattacharjee in the Fall 2020 semester. She was my TA for ECO 181: Introduction to Macroeconomics. Therefore, she instructed my recitation via Zoom. I applaud her not only for her instruction, but for her perseverance. Conducting a recitation in itself is a difficulty, let alone entirely online. I can only imagine the behind-the-scenes work that Ms. Bhattacharjee performed to ensure that everything ran smoothly, considering the amount of work was evident. There are many students struggling with the shift to online learning and Ms. Bhattacharjee is one of those instructors that sees this, empathizes and tries to make it better. She notoriously asks if anyone has any questions after each matter of discussion. While this may seem a menial task, many instructors do not take that same step to ensure comprehension. I was never afraid to speak up and say I didn't understand something or needed more instruction. She made sure that everyone felt welcome and safe, somehow even over a computer screen. And you can ask any student, they have all felt afraid, embarrassed or just simply too uncomfortable to ask for more help than what was already provided. Although her explanation of each question left little room for inquiry due to the understandable rationality, she never let further inquiry go unanswered. Ms. Bhattacharjee was much more than an intelligent instructor, she was a friendly face, a trusted guide and an accountable advisor. What more could one ask for?

#### **ECO 181: Introduction to Macroeconomics Recitation Fall 2020**

**Testimonial By: Natasha Lam; Major: UGRD Education Bachelor; Level: Junior**

For the fall semester of 2020, Sandipa was my teaching assistant for my weekly Macroeconomic recitation. Regarding the Macroeconomic lectures, I found them to be quite difficult due to the fast pace, and comprehending the topics was a struggle as everything was new to me. However, contrary to my feelings towards this subject, I managed to

do well in this course. Thanks to Sandipa for being such a caring, helpful and motivating TA. Recitation with her was a key part of my success as she not only reinforced my understanding of the topics but provided depth to the class through insightful commentary towards complex questions and helped us connect theories with the real-life examples. She was patient with us and did not discriminate or judge us for our questions which was greatly appreciated. In fact, the environment she created encouraged participation and welcomed answers both correct and incorrect. When they were incorrect, she explained why our answers may not have been applicable to a question or what it was lacking and made sure to clear up any misconceptions we expressed. Additionally, she made sure to accommodate our needs and asked for feedbacks to improve upon her lecture style during this stressful time where we conducted this class remotely due to the pandemic. She looked after us by giving us tips and pointers, and overall, I could tell that she truly wanted us to not only succeed but walk away from this class with the ability to think like an Economist.