

# Application: Jeffrey Stewart

Posting number: FAC0003558

Posting: Teaching Assistant Professor (Fixed-Term) (Permanent Faculty )

Form: Faculty Application (With Reference Letter)

Submitted: July 07, 2021 at 07:42 PM (EDT) (confirmation number: CN002218967)

## Personal Information

### Contact Information

Legal First Name	Jeffrey
Middle Name	
Legal Last Name	Stewart
Suffix	
Street Address	11810 Hamlet Road
City/Province	Cincinnati
State	OH
Zip/Postal Code	45240
Country	United States of America
Preferred Contact Number	513 - 918 - 1781
Is this number	Mobile
Extension	
Alternate Contact Number	513 - 825 - 9155
Is this number	Home
Email address	stewarjt@cinci.rr.com
Are you currently a permanent employee of UNC - Chapel Hill?	No
Are you related by blood, marriage or relationship to any other employees in the department you are applying to?	No
If Yes, please list employees name, nature of relationship.	
Are you legally authorized to work in the United States?	Yes
Will you now or in the future require sponsorship for employment immigration status (e.g., H-1B immigration status)?	No

Did you find out about this position opening through one of the following websites or job boards:	Chronicle of Higher Education
If you learned about this vacancy from 'other', please provide the source.	
Did you find out about this position opening through one of the following job fairs or local agencies?	Not Applicable - Did not find through job fair or local agency
If you learned about this vacancy from 'other', please provide the source.	

## Documents needed to Apply

### Required Documents

Kind	Name	Conversion Status
Curriculum Vitae / Resume	Curriculum Vitae / Resume 07-07-21 19:32:14 (EDT)	PDF complete
Cover Letter	Cover Letter 07-07-21 19:32:58 (EDT)	PDF complete
Teaching Philosophy/evaluations	Teaching Philosophy/evaluations 07-07-21 19:33:17 (EDT)	PDF complete

### Optional Documents

Kind	Name	Conversion Status
Other Document	Other Document 07-07-21 19:34:01 (EDT)	PDF complete

## Veteran's Preference

### Military Service Experience (Section 1)

Do you qualify for Veteran's Preference?	No
Did you receive an honorable discharge?	
If No, was it dishonorable?	
Do you have a service-connected disability or did you serve in the policy-defined wartime* period?	
Active Duty Start	
Active Duty Concludes	
Total Length of Service	

### Spouse or Dependent of Deceased or Disabled Veteran (Section 2)

Are you the spouse of a veteran who died from service-connected circumstances?	
Are you the spouse of a veteran who was disabled while in the military?	
Are you a dependent of a veteran who died from service-connected circumstances?	
If yes is indicated in any of the questions above, give the name of the related veteran and the active duty of the related veteran.	
Active Duty Start	
Active Duty Concludes	
Total Length of Service	

## Professional References

---

### References

Name of Reference	Trevor Collier
Institution	University of Dayton
Email	tcollier1@udayton.edu
Phone Number	9372295302

Name of Reference	Nodir Adilov
Institution	
Email	adilovn@pfw.edu
Phone Number	2604816497

Name of Reference	Duncan Foley
Institution	Graduate Faculty of the New School for Social Research
Email	foleyd@newschool.edu
Phone Number	212-229-5717

## Supplemental Questions

Required fields are indicated with an asterisk (\*).

1. \*Please specify your primary field of research.

☐ 1. MicroTheory

☒ 2. Macro/International

☐ 3. Econometrics

☐ 4. Applied Microeconomics

☐ 5. No Answer

2. \*Describe any experience you have teaching macroeconomic subjects as well as large lecture courses in a higher education setting.

I taught large lecture classes of 120 at New York University. I taught intermediate macroeconomics and macroeconomic principles at New York University, Barnard College and Purdue University in Fort Wayne, IN. I taught microeconomic principles at New York University, Barnard College and the private Catholic Marianist University of Dayton.

## Certification

---

I hereby certify that all information included within the Application materials is true and complete to the best of my knowledge and belief. I authorize persons, educational institutions, employers, licensing, registering and certifying boards, or other organizations to provide The University of North Carolina at Chapel Hill with any relevant information needed to consider my application. I understand that electronic submission of my Application indicates my consent to the University's verification of any information contained in the Application materials. I understand that false or misleading information or documentation, or an omission or failure to include all relevant information may result in rejection of my Application, or action up to and including termination if hired, and/or criminal prosecution. (North Carolina Law General Statutes 126-30 & 14-122.1)

☒ By checking this box and initialing below, I hereby certify that all of this information is accurate and correct.

JTS Please enter your initials to verify your identity.

Submitted on July 07, 2021 at 11:42 PM (UTC) by Jeffrey Stewart

## CURRICULUM VITA

Jeffrey T. Stewart, Ph.D.  
11810 Hamlet Road  
Cincinnati, Ohio 45240  
Home: (513) 825-9155  
Mobile: (513) 918-1781  
e-mail: [stewarjt@cinci.rr.com](mailto:stewarjt@cinci.rr.com)

### AREAS OF SPECIALIZATION

Macroeconomics and Political Economy

### EDUCATION

Ph.D., Economics, January 2005  
The Graduate Faculty of Political and Social Science  
New School University  
65 Fifth Avenue  
New York, NY 10014

Masters Degree, Economics, November 1988  
The Graduate Faculty of Political and Social Science  
New School for Social Research  
65 Fifth Avenue  
New York, NY 10014

B.S. in General Business, 1982  
Bowling Green State University  
Bowling Green, Ohio 43403

### DISSERTATION

“Foundations for a Critique of So-Called Marxian Economics”  
**Committee:** Dr. Will Milberg, Dr. Edward J. Nell, Dr. Duncan Foley  
**Successfully Defended:** October 20, 2004

## **RESEARCH AND DATA ANALYSIS**

**Present Research:** Revising and resubmitting my “Dissolution of the New Solution” paper to the *Review of Political Economy*. Theoretical research and data collection for an Irish social wage paper with Patrick Joyce, a graduate school classmate.

## **EMPLOYMENT**

Adjunct Instructor  
Fall 2014 – Present  
University of Dayton  
Department of Economics & Finance  
510 Miriam Hall  
300 College Park  
Dayton, Ohio 45469 - 2251

Visiting Instructor  
Spring 2013  
Indiana University Purdue University Fort Wayne  
2101 E. Coliseum Blvd.  
Fort Wayne, IN 46805

Adjunct Assistant Professor of Economics  
2009 - 2010  
University of Cincinnati  
Raymond Walters College  
9555 Plainfield Road  
Cincinnati, OH 45236-1096

Adjunct Assistant Professor of Economics  
2008 - 2009  
University of Cincinnati  
Department of Economics  
1202 Crosley Tower  
Cincinnati, OH 45221-0371

Adjunct Assistant Professor of Economics  
2006 - 2007  
Northern Kentucky University  
Department of Economics & Finance  
Nunn Drive  
Highland Heights, KY 41099

**EMPLOYMENT (cont.)**

Adjunct Professor of Economics

2005 - 2006

Wright State University

3640 Colonel Glenn Highway

Department of Economics

Dayton, Ohio 45435

Visiting Instructor of Economics

Spring, Fall 2003

Xavier University

Department of Economics and Human Resources

Cincinnati, Ohio 45207

Visiting Instructor of Economics

Fall 1998 – Spring 2003

Miami University

Department of Economics

208 Laws Hall

Oxford, Ohio 45056

Instructor of Economics

1989 - 1995

New York University

Department of Economics

New York, NY 10003

Instructor of Economics

Adjunct Fall 1989,1991; Spring 1990,1992,1993

Barnard College of Columbia University

Department of Economics

New York, NY 10027

Instructor of Economics

Adjunct Spring, Fall 1992

Vassar College

Department of Economics

Poughkeepsie, NY 12604

## **PUBLICATIONS & REVIEWS**

“Marx’s Transformation Problem: The Dissolution of the New Solution.” Revising and resubmitting to *The Review of Political Economy*, 2017.

“The Consumption Function.” *Magill’s Survey of Social Science: Economics*, Pasadena, CA. 1991.

Review for 4<sup>th</sup> Edition of *Managerial Economics and Organizational Architecture* by Brickley, Smith and Zimmerman.

Reviewer for 9<sup>th</sup> Edition of *Macroeconomics: Principles and Policy* by Baumol and Blinder.

## **WORKING PAPERS**

“The Irish Social Wage”

“A Critical Thinking Approach to Neoclassical Microeconomics”

## **AWARDS**

Nominee Miami University Alumni Association Effective Educator Award  
October 2004

Nominee Richard T. Farmer School of Business Administration Teaching Effectiveness Award  
December 2000

Honored Professor  
The Associated Student Government of Miami University  
March 2002

Honored Professor  
The Associated Student Government of Miami University  
March 2001

Honored Professor  
The Associated Student Government of Miami University



March 2000

Honored Professor

The Associated Student Government of Miami University

February 1999

### **AWARDS (cont.)**

Teacher of the Year Nominee

Stern School of Business New York University

1993-94

Outstanding Adjunct Teaching Award

New York University

Spring 1993

### **PRESENTATIONS**

“Capitalism, Political Economy and the Question of Value” St. Johns University, Queens,  
New York. May 1994

July 7, 2021

To Whom It May Concern:

I am writing to request your consideration for your *Teaching Assistant Professor (Fixed-Term)* position advertised through *HigherEdJobs.com*. Please find attached my application materials. My qualifications are commensurate with your requirements.

One of my graduate school classmates said, “A good teacher is one who is prepared and who cares.” I care about the intellectual and moral development of students. Therefore, I fully prepare for every class meeting and employ the latest available technology for facilitating student learning. I am relentlessly positive during student interactions. Throughout the semester, I repeatedly encourage them to take advantage of all learning opportunities, including class participation and office hours where they ask questions, answer questions and practice analysis.

I have experience with and am able to teach online or in person formats. I taught large sections of 120 introductory macroeconomic students every semester during my six years at New York University. My responsibilities included coordinating and supervising teaching assistants for each course. In addition, I taught intermediate macroeconomics every semester and introductory microeconomics infrequently. The Stern School of Business nominated me for teacher of the year in 1994. The NYU College of Arts and Sciences awarded me an outstanding adjunct teaching award in 1993.

I have been teaching three micro and macroeconomic principles classes per semester at the private and Marianist University of Dayton for the last six years. I finished a very successful one-semester appointment at Indiana University-Purdue University in Ft. Wayne, IN in spring 2014 where I taught introductory and intermediate macroeconomics.

I was a visiting instructor at Miami University teaching introductory microeconomics and macroeconomics from 1997 to 2003. I had the highest percentage of principles students that became economics majors of anyone in the department during that time according to the department chair, Dr. Dave Ferguson.

I have been recognized for my teaching excellence at every school that bestows awards. The Miami University Alumni Association nominated me for its 2004 – 2005 Effective Educator Award in the fall of 2004. The Associated Student Government nominated me for Outstanding Professor for four of my six years at Miami. One of my colleagues nominated me for the Richard T. Farmer School of Business Administration’s Teaching Effectiveness Award in 2000.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Jeffrey T. Stewart, Ph.D.

## STATEMENT OF TEACHING PHILOSOPHY

My undergraduate and graduate school professors profoundly influenced my pedagogy. The master teacher and critical thinking expert of Bowling Green State University, Dr. M. Neil Browne, was especially influential. Many students, colleagues and administrators at different schools contributed to the development of my approach. An overview of my philosophy follows.

One of my classmates in graduate school, Mark Levitan, once said, “A good teacher is one who is prepared and who cares.” Following Dr. Browne, I believe students are entitled to “respect, clarity of objectives, prompt and effective feedback, dependability and enthusiasm.” Like him, my priority is the “intellectual and moral development of students.” To this end, I challenge students to meet high, yet attainable standards because I *know* they can do it. Course standards are rigorous, but my unshakeable belief is that if students do the required work they are all capable of achieving excellence.

I hold myself to high performance standards regarding class preparation and administrative organization. One of my greatest fears is wasting any pupil’s time because of my inadequate preparation or knowledge of the subject. My goal is the clearest, most logical presentation of the material possible, which improves on and clarifies the assigned reading.

I spend an appropriate amount of time preparing when I first teach a course, using the latest learning enhancement technology. I fully prepare what I plan to say or present during class, in what order and how. The organization of the course extends to administrative matters such as keeping office hours, posting readings and assignments on time, rooms for review and examination adequate for the number of students. With hope, my diligent effort in this area is evident and serves as an example for students.

There are three aspects to my pedagogy: repetition, active learning and critical thinking. An educational epiphany came to me relatively late in my academic career: Most learning is done on one’s own. Learning is a *process* requiring repeated encounters with the material. Economics is inscrutable, but after numerous iterations and rumination, it is intelligible. Second or third time movie viewing and music listening are used as examples in class to drive home this point.

I continually promote numerous interactions by frequently encouraging students to engage in class discussion, take advantage of office hours, form study groups and attend supplemental instructor sessions if available. The point is made no one can learn the material for them and there are no short cuts. I do my best helping them learn. In my view students’ comprehension is enhanced when they are active rather than passive learners. Once an assignment is made, I strongly recommend students read the material *twice* and prepare study questions *before* the class in which the material is covered.

Students become note taking stenographers without adequate preparation. They are able to participate in class discussion, i.e., be active learners if they complete the assignments. Ideally, class time is at least the fourth experience with the material, not an introduction to it. The entire class period is filled with questions, answers and practicing analysis. Students are given every opportunity to question, clarify, deepen their understanding and demonstrate comprehension.

Essentially each class period is an oral exam for students, if they choose to take it. We are able to go beyond what happens to why with the background understanding students bring to class. It is a great start, but never enough for a student to know the right answer. He or she must be able to explain *why* it is the right answer. Thus analysis, i.e., taking the material apart in their heads in order to understand it, is required of students.

Once they have mastered the vocabulary, terminology and concepts of economics, they use these concepts for analysis. For example, students are required to know not only that the market demand has a negative slope and that it shifts; but why it has that slope, why it shifts, in what direction and how a shift is interpreted.

Classroom participation, office hour interaction, study groups and supplemental instructor sessions provide students with important feedback about their understanding. I believe knowledge is collective and not individual. Thus, students are urged repeatedly to form and participate in study groups and attend any supplemental instruction sessions. These meetings enable students to share information and understanding, i.e., teach each other thereby reinforcing their own understanding. A student related to me once that he found he really understood something when he could explain it to someone else. In any of these forums, students can practice articulating their understanding and determine *before* the exam what they know and what areas need more attention while there is still time for repair.

I value contributions students make in class. Class time is much, much more interesting to all of us when they do most of the talking. Students are offered a possible grade augmentation for consistent and effective participation. It is an incentive for promoting desired classroom behavior. If they worked hard enough so their exam scores indicate they earned a “B” for the course, but engaged in effective and consistent class participation, their grade can be raised a maximum one full letter to an “A.”

In addition to analysis, another level on which all of my courses operate is critical thinking. In their classic text, *Asking the Right Questions: A Guide to Critical Thinking*, Dr. Browne and Dr. Stuart Keeley define it as “an awareness of an integrated set of critical questions plus the willingness and ability to ask and answer them at appropriate times”. Thus, critical thinking as they define it is not puzzle solving. Critical thinking involves identifying issues, conclusions and reasons for the conclusions in order to systematically evaluate written and oral communication. The goal is for students to decide what to believe based on *reasons*. The book is strongly recommended in every course on the first day of classes. Students are encouraged to read it before the much of the semester lapses.

Class time is utilized for critical thinking exercises periodically during the term. I ask students to integrate concepts and analyses and evaluate arguments. A critical thinking approach evaluates reasons and empirical evidence, or the lack of the same. Then one accepts, rejects or withholds judgment on an issue based on the quality of the reasons or evidence.

I consider my greatest teaching accomplishments to be those students who have yet to realize their potential, but find their academic identity in my class. It is most gratifying to see students expend diligent effort applying the study strategies and critical thinking techniques to master the

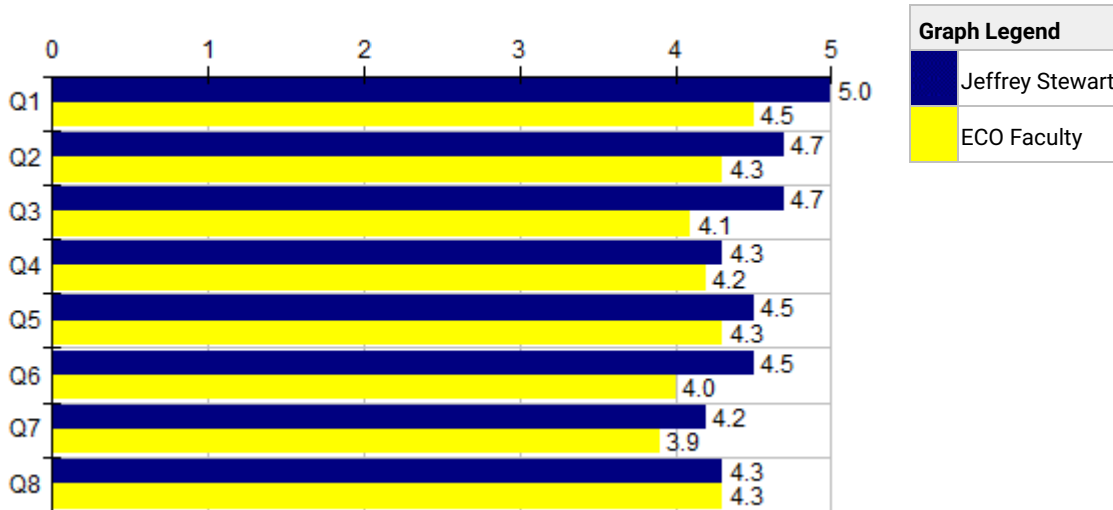
material in my class and then utilize them in their other subjects and excel for the rest of their college career and beyond.

The following quote by Janet Erskine Stuart summarizes my feelings about teaching. I have it on my office wall as a constant reminder.

Those who have to educate them [the young] to something higher must themselves have an idea of what they want; they must believe in the possibility of every mind and character to be lifted up to something better than it has already attained; they must themselves be striving for some higher excellence, and must believe and care deeply for the things they teach...It is the example of the life that is lived, and the truths that are honestly believed that makes the true educator.

**Fall 2018 Survey  
Fall 2018**
**University of Dayton  
UD**

<b>Course:</b>	ECO 203 03 - Principles of Microeconomics	<b>Department:</b>	ECO
<b>Responsible Faculty:</b>	Jeffrey Stewart	<b>Responses / Expected:</b>	6 / 8 (75%)




Student Evaluation of Teaching (SET) Questions		Jeffrey Stewart										--- Period Comparisons ---		
		Responses					Individual					ECO		
		ASA	BA	CN	DD	ESD	N	Mean	Low	High	Std Dev	N	Mean	--+ <sup>1</sup>
<b>Q1</b>	1a. The instructor seemed organized.	6	0	0	0	0	6	5.0	5	5	0	1.1K	4.5	++
<b>Q2</b>	2a. I knew what I was expected to accomplish in this course.	4	2	0	0	0	6	4.7	4	5	.47	1.1K	4.3	+
<b>Q3</b>	3a. The instructor presented the subject matter clearly.	4	2	0	0	0	6	4.7	4	5	.47	1.1K	4.1	+
<b>Q4</b>	4a. The instructor created an environment that supported my learning.	3	2	1	0	0	6	4.3	3	5	.75	1.1K	4.2	=
<b>Q5</b>	5a. The instructor demonstrated a genuine interest in my success.	3	3	0	0	0	6	4.5	4	5	.50	1.1K	4.3	=
<b>Q6</b>	6a. The feedback I received from the instructor improved my learning.	4	1	1	0	0	6	4.5	3	5	.76	1.1K	4.0	=
<b>Q7</b>	7a. This course stimulated my interest in the subject.	2	3	1	0	0	6	4.2	3	5	.69	1.1K	3.9	=
<b>Q8</b>	8a. This course increased my understanding of the subject.	3	2	1	0	0	6	4.3	3	5	.75	1.1K	4.3	=

**Responses:** [ASA] A. Strongly Agree=5 [BA] B. Agree=4 [CN] C. Neutral=3 [DD] D. Disagree=2 [ESD] E. Strongly Disagree=1

<sup>1</sup> This Individual compared with others: [--]=0-10th [-]=10th-25th [=]=25th-75th [+]=75th-90th [++]=90th-100th Percentile Calculated vs. precise Mean


<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	1b. (Optional) Comments relating to instructor organization:

<b>Response Rate:</b>	<b>16.67%</b> (1 of 6)
-----------------------	------------------------

1	He was always prepared for class and his notes were always very organized.	
---	--	---


<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>2b. (Optional) Comments related to knowing what was expected in the course:</b>
<b>Response Rate:</b>	<b>No participants responded to this question.</b> (0 of 6)

<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>3b. (Optional) Comments related to instructor presenting the subject matter clearly:</b>
<b>Response Rate:</b>	<b>16.67%</b> (1 of 6)

1	He was one of the best instructors I've ever had in regards to teaching to help us clearly learn the information.	
---	---	---


<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>4b. (Optional) Comments related to supportive learning environment:</b>
<b>Response Rate:</b>	<b>No participants responded to this question.</b> (0 of 6)

<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>5b. (Optional) Comments related to instructor's genuine interest in my success:</b>
<b>Response Rate:</b>	<b>16.67%</b> (1 of 6)


1	My instructor graded and analyzed countless of long practice essays for each student.	
---	---	---

<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>6b. (Optional) Comments related to instructor feedback improving my learning:</b>
<b>Response Rate:</b>	<b>No participants responded to this question.</b> (0 of 6)






<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>7b. (Optional) Comments related to the course stimulating my interest in the subject:</b>
<b>Response Rate:</b>	<b>16.67%</b> (1 of 6)

1	I was never bored in one of his classes. They are very engaging and it definitely sparked my interest in the subject.	
---	---	---







<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>8b. (Optional) Comments related to my increased understanding of the subject:</b>
<b>Response Rate:</b>	<b>16.67%</b> (1 of 6)

1	I really did not know much about microeconomics before, but I feel like I have gained so much new information from this class than any other class I've ever taken.	
---	---	---






<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	9. If you could take the course over again, is there anything YOU could have done differently in your role AS A STUDENT to improve your learning?
<b>Response Rate:</b>	83.33% (5 of 6)

1	Yes, I would have started studying earlier for the exams.	
2	Read over material more consistently throughout the course and go in during office hours.	
3	Look more carefully over the readings, practice the analysis in class daily	
4	I would prepare more for the exams by practicing essays more.	
5	I would joined a study group earlier on in the semester.	

<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	10. What aspects of this course did you find MOST EFFECTIVE in helping you to learn?
<b>Response Rate:</b>	100.00% (6 of 6)

1	The professor repeated things as many times as we needed, and it helped not to miss anything important.	
2	The most effective tip was to go to SI sessions.	
3	The instructor allowed us to practice analysis in class on topics that would be on our essays, which was very helpful in getting comfortable with the material.	
4	The high energy teaching strategy of the professor	
5	The ability to practice analysis each day before starting on the material that we were learning in class.	
6	I thought office hours and practice analysis helped me the most.	

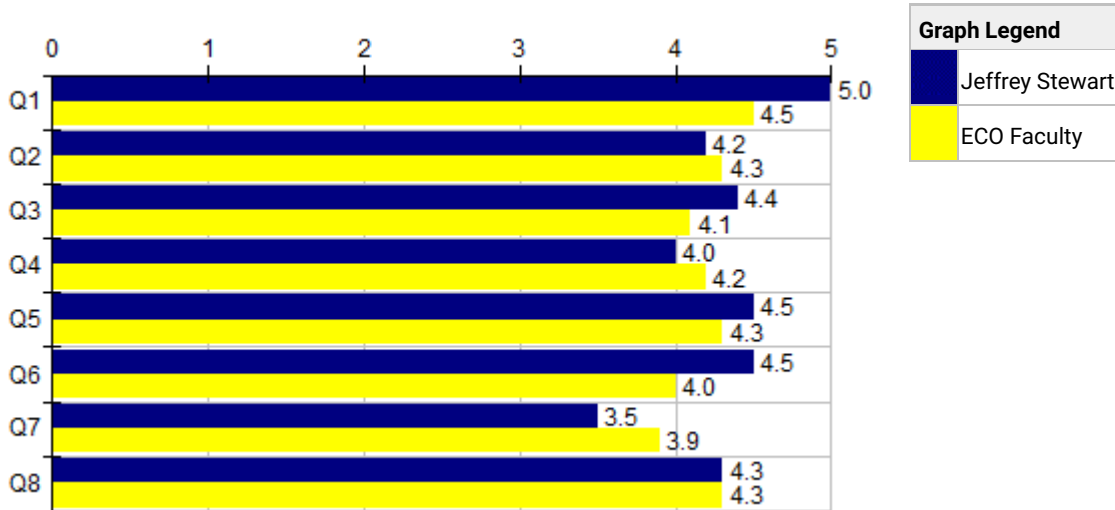
<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	11. What aspects of this course did you find LEAST EFFECTIVE in helping you to learn, and how do you suggest they should be changed?
<b>Response Rate:</b>	83.33% (5 of 6)

1	nothing really sticks out to me to be not effective	
2	The least effective part of the class was that it covered a ton of material.	
3	It was hard finding answers in the required readings for the questions that we were assigned.	
4	I really only have good things to say about this class, I can't think of anything that was ineffective.	
5	I found the study questions and readings the least effective. Most of the readings were confusing and did not help my understanding that much.	



**Fall 2018 Survey  
Fall 2018**
**University of Dayton  
UD**

<b>Course:</b>	ECO 203 04 - Principles of Microeconomics	<b>Department:</b>	ECO
<b>Responsible Faculty:</b>	Jeffrey Stewart	<b>Responses / Expected:</b>	22 / 24 (91.67%)








Student Evaluation of Teaching (SET) Questions		Jeffrey Stewart										--- Period Comparisons ---		
		Responses					Individual					ECO		
		ASA	BA	CN	DD	ESD	N	Mean	Low	High	Std Dev	N	Mean	--+ <sup>1</sup>
<b>Q1</b>	1a. The instructor seemed organized.	21	1	0	0	0	22	5.0	4	5	.21	1.1K	4.5	++
<b>Q2</b>	2a. I knew what I was expected to accomplish in this course.	9	8	4	0	0	21	4.2	3	5	.75	1.1K	4.3	=
<b>Q3</b>	3a. The instructor presented the subject matter clearly.	11	8	3	0	0	22	4.4	3	5	.71	1.1K	4.1	=
<b>Q4</b>	4a. The instructor created an environment that supported my learning.	11	3	6	2	0	22	4.0	2	5	1.07	1.1K	4.2	-
<b>Q5</b>	5a. The instructor demonstrated a genuine interest in my success.	14	6	1	1	0	22	4.5	2	5	.78	1.1K	4.3	=
<b>Q6</b>	6a. The feedback I received from the instructor improved my learning.	13	8	1	0	0	22	4.5	3	5	.58	1.1K	4.0	+
<b>Q7</b>	7a. This course stimulated my interest in the subject.	7	2	7	5	0	21	3.5	2	5	1.18	1.1K	3.9	-
<b>Q8</b>	8a. This course increased my understanding of the subject.	13	5	2	2	0	22	4.3	2	5	.97	1.1K	4.3	=

**Responses:** [ASA] A. Strongly Agree=5 [BA] B. Agree=4 [CN] C. Neutral=3 [DD] D. Disagree=2 [ESD] E. Strongly Disagree=1




<sup>1</sup> This Individual compared with others: [-]=0-10th [-]=10th-25th [=]=25th-75th [+]=75th-90th [++]=90th-100th Percentile Calculated vs. precise Mean

<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	1b. (Optional) Comments relating to instructor organization:








<b>Response Rate:</b>	<b>22.73%</b> (5 of 22)
-----------------------	-------------------------

1	Very smart and always knows what he is talking about	
2	The instructor is very well organized and put together	
3	I liked how there were study questions for different concepts and it helped figure out which parts of chapter went with other parts of different chapters.	
4	Always presented the information in an organized fashion. This made it a little easier to understand.	
5	Always had an agenda and knew exactly what he was talking about.	



<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>2b. (Optional) Comments related to knowing what was expected in the course:</b>
<b>Response Rate:</b>	<b>13.64%</b> (3 of 22)





1	The definitions have to be word for word. Sometimes I look in my notes and have the same definition twice with different wording.	
2	I knew what was expected out of the course but there was so much information in the course that causes you to forget.	
3	He made it clear, what was going to happen in this course. The only thing that wasn't clear is how we were going to be graded.	

<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>3b. (Optional) Comments related to instructor presenting the subject matter clearly:</b>
<b>Response Rate:</b>	<b>31.82%</b> (7 of 22)










1	The professor did a good job allowing for questions at the beginning of class, which helped encourage students to ask any questions that they had.	
2	Some times the material was a little confusing, but when I asked for more help it I understood it more.	
3	Professor is very knowledgeable on the subject of the class and tells us exactly what we need to say when asked to define a term or explain a graph.	
4	It is presented in an organized fashion and he relates everything really well.	
5	Interesting way of teaching, but extremely effective nonetheless. Started off a bit rattled, but I adjusted quickly and it worked.	
6	Class in theory is very straight forward, however the class is taught at such a high level where its hard to fully understand what he is teaching.	
7	Always repeats important information and reviews material from past classes	

<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>4b. (Optional) Comments related to supportive learning environment:</b>
<b>Response Rate:</b>	<b>27.27%</b> (6 of 22)




1	Sometimes intimidating to participate, but overall I believe the best way to learn is by practicing so it was nice we were able to do that in class.	
2	Puts a great emphasis on office hours, SI sessions, and study groups. This helped me learn how to use my resources.	

3	Most everything we learned in class was delivered without any visual help except for graphs. As a visual learner, this was not helpful to me.	
4	I'm more of a visual learner and he is straight lecture besides drawing out the graphs we have to analyze.	
5	I have ADHD and its hard to follow how fast he talks.	
6	Hard to adjust two at first, but it was extremely consistent and was easily adapted to.	




<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	5b. (Optional) Comments related to instructor's genuine interest in my success:
<b>Response Rate:</b>	40.91% (9 of 22)


1	provided a lot of extra support for the students to do well	
2	Whenever I went into office hours with Professor Stewart he expressed that he appreciated me coming in and was happy with the effort that I was putting into the class. He also acknowledged when I would improve.	
3	When ever I missed class or needed more help the professor was a great help.	
4	Very helpful in office hours and told me I have the ability to do well in the course and doesn't just base grading on how you perform on the tests, as long as you can show you know the material.	
5	The professor was always willing to help me to succeed by allowing numerous opportunities for officec hours and emails	
6	Notices when people stop participating.	
7	If you worked hard, did study questions, read twice.... yes he did care about your success, and I truly believe that.	
8	I strongly agree because I put effort in. He is open to helping you with whatever you need, but you must be the one to initiate it. He makes it known that you can go to him with questions. Reminds us of his office hours every class and asks if we have questions at the beginning of each class.	
9	He was more than willing to help me during office hours.	

<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	6b. (Optional) Comments related to instructor feedback improving my learning:
<b>Response Rate:</b>	13.64% (3 of 22)







1	Test corrections are very helpful and feedback in office hours aided me in improving my learning.	
2	By going to office hours he told me exactly what I needed to work on.	
3	Always told me what I needed to do to improve, and what I got wrong on the quiz.	

<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	7b. (Optional) Comments related to the course stimulating my interest in the subject:
<b>Response Rate:</b>	18.18% (4 of 22)


















1	The course demonstrated that neoclassical economics are not based off of anything concrete.	
2	It was a lot of work but once I would get the material, I would become more interested in it	
3	I have negative interest in economics after this class.	






4	I am not interested in economics much, however Professor Stewart made me feel engaged everyday with his unique way of teaching.	
---	---	---

<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	8b. (Optional) Comments related to my increased understanding of the subject:
<b>Response Rate:</b>	27.27% (6 of 22)























1	Very effective way of teaching	
2	I liked the course because you are forced to learn the material in order to get a good grade.	
3	I learned more in this class than any other class this semester by far	
4	I know material FAR better than my friends in other econ classes who have A's and I probably have a C or D right now.	
5	I feel like this class was more focused on memorization than real life application.	
6	By relating things back to simpler things we learned at the beginning it created a better foundation for economics.	

<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	9. If you could take the course over again, is there anything YOU could have done differently in your role AS A STUDENT to improve your learning?
<b>Response Rate:</b>	100.00% (22 of 22)

1	reading more thoroughly and taking notes on the reading.	
2	read more of the material more than once to know it before class so it would be easier to understand.	
3	been better prepared and know what was coming	
4	Yes I could have gone to office hours more frequently when I had any uncertainty on information.	
5	Went to more office hours before the first test	
6	Try to talk to the professor more.	
7	No, the course is straight to the point.	
8	I would've participated more in the SIs and office hours during the first midterm.	
9	I would have spent more time preparing before class	
10	I would have prepared way in advance and gone to office hours earlier in the semester for help when I was struggling with a topic.	
11	I would have gone to office hours more before my first midterm. Going to office hours and meeting with Professor Stewart made a big difference in my understanding.	
12	I would have found a different way to organize my notes so that subjects and topics stayed together	
13	I would get rid of any social life I have and dedicate all my time to learning "principles" microeconomics.	
14	I could have prepared more for class, I knew what I needed to do to succeed I just did not always do everything that I could have.	
15	I could have started participate in class earlier and when i missed classes I should have reread the material.	
16	I could have probably read the material more. Though I often participated, sometimes it would have been unnecessary if I had just read more.	
17	Go to office hours to practice analysis.	






















18	Go to more office hours and SI sessions	
19	Be more proactive about reading the material and studying much earlier for exams.	
20	Attend more office hours	
21	Ask more questions, don't be afraid to mess up analysis in class	
22	As a student, I could have utilized office hours and SI sessions more often than I did.	

<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	10. What aspects of this course did you find MOST EFFECTIVE in helping you to learn?
<b>Response Rate:</b>	100.00% (22 of 22)



1	the in class discussions over the reading.	
2	going to SI sessions, participating in class and going to office hours	
3	a lot of visual help	
4	When Professor Stewart repeats definitions and things that are very important and asks us to repeat them as well. Doing analysis at the beginning of each class and being able to ask questions is very effective in helping me learn.	
5	The teacher is straight forward.	
6	The study questions was the most effective in helping me learn.	
7	The repition. Though it could get annoying from time to time, it was extremely helpful in helping me understand the material.	
8	The repetition	
9	The repetition of course material and the involvement of students in the discussions.	
10	The organization of the course material	
11	The most effective aspect was practicing analysis on the board and the constant repetition.	
12	The SI sessions were very helpful in my learning, and the instructor was very passionate about teaching us.	
13	Reading the book twice and reviewing notes.	
14	Practicing analysis and asking questions in class. Also doing corrections for the midterm exams.	
15	Participation in class and SI sessions with Bridget.	
16	One on one office hours were really helpful with memorizing the information needed.	
17	Office hours and the SI sessions.	
18	Office hours and resource availability.	
19	Even though it is a really tough class I think it was taught very well and I learned a lot	
20	Engaging and participating in class helped me learn the most.	
21	Being able to ask any question I needed helped me to learn	
22	Ability to analyze in class and the SI sessions	









<b>Faculty:</b>	Jeffrey Stewart
-----------------	-----------------

<b>Question:</b>	<b>11. What aspects of this course did you find LEAST EFFECTIVE in helping you to learn, and how do you suggest they should be changed?</b>
<b>Response Rate:</b>	<b>95.45%</b> (21 of 22)

1	very fast moving	
2	sometimes the feedback from the teacher was overly critical	
3	nothing	
4	expectations for the essay writing	
5	The midterms were extremely hard and didn't reflect my knowledge on the subjects, so maybe try and rethink how hard the exams are made.	
6	The least effective aspect was the role of reading in relation to what was taught in class. The readings were helpful in increasing understanding somewhat, but what was taught in class was the main thing on the test.	
7	The class moved a little to fast, making it difficult to fully comprehend concepts and material.	
8	The class being more of a lecture class is hard to sometimes drop and process what you just learned	
9	Study Questions: They were good for giving a preview of what we were going to learn, but some of the questions were near impossible to answer without the class notes.	
10	Some times the lectures were a little fast, but when I did not get something I asked the professor or another student.	
11	Some of the study questions we barely covered.	
12	Not creating a big study group with classmates.	
13	None.	
14	N/A	
15	Maybe if there were some more application problems or explanations of real world situations.	
16	It was sometimes hard for me to keep up with the topic and subject matter because it was going too fast, this could be changed by taking time to go through each topic	
17	I think the SI sessions were fairly helpful but could have done more activities to remember the information.	
18	I had no problems within the course that affected my ability to learn.	
19	I found that the study questions confused me sometimes instead of clarifying the material.	
20	I did not find the SI sessions very helpful as I find more success in studying on my own and being able to thing out loud.	
21	Going over concepts without providing real world examples was very ineffective in helping me learn. Straight definitions and concepts is not an effective way to teach a class. Incorporate real world examples.	

<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>12. Please provide any additional comments you may have.</b>
<b>Response Rate:</b>	<b>45.45%</b> (10 of 22)

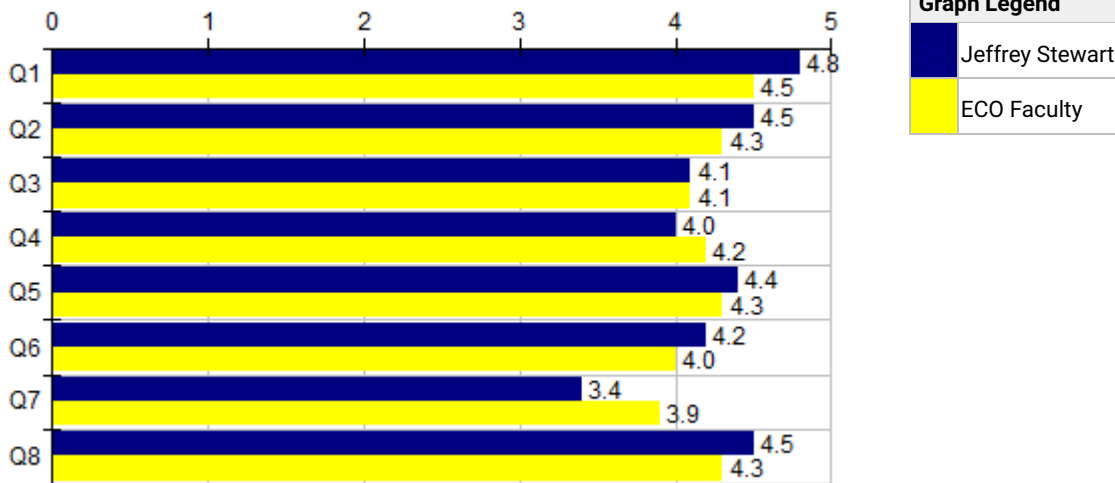
1	great teacher once you understand his teaching style. would take him again	
2	Tough, tough class. I think having quizzes would be nice to prepare the students for midterm exams considering we have no other grades.	

3	Thank you for this unique classroom style. It made me appreciate different teaching styles. It was fun.	
4	Stewart is a great professor that I learned a lot from!	
5	Overall I really enjoyed this course even though I failed both midterms, the professor assured me that I can still succeed and that I won't fail as long as I don't give up. Stimulating class to be in, and I also really liked my SI Bridget.	
6	N/A	
7	It would be nice to know a general idea on what my standing is grade wise in the course so I know where to improve and get help. It would also be helpful to have a few more grades in the grade book if we struggle on the tests. Essays that are graded to help us better understand graphs and definitions would be very beneficial.	
8	I love this class and the way he teaches.... it gets a bad wrap and word of mouth but Stewart is very concerned with his students doing well and the class forces you to learn how to be a good student in order to succeed.	
9	Dr. Stewert was a great help in trying to push me to be my best self. When he saw that I was struggling he reached out and helped point me to the counseling center as well as offered to help me as much as he could.	
10	Class is taught at such a high level and expands outside of principles micro to intermediate micro. The professor himself tends to push his own opinion and is not open to new opinions. Also there is some stuff we were taught that I do not think even exist in microeconomics. They seem more like a philosophy topic rather than micro.	

Please contact SET@udayton.edu if you have questions about this report.

**Fall 2018 Survey**  
**Fall 2018**
**University of Dayton**  
**UD**

<b>Course:</b>	ECO 203 05 - Principles of Microeconomics	<b>Department:</b>	ECO
<b>Responsible Faculty:</b>	Jeffrey Stewart	<b>Responses / Expected:</b>	28 / 32 (87.50%)



Student Evaluation of Teaching (SET) Questions		Jeffrey Stewart										--- Period Comparisons ---		
		Responses					Individual					ECO		
		ASA	BA	CN	DD	ESD	N	Mean	Low	High	Std Dev	N	Mean	--+ <sup>1</sup>
<b>Q1</b>	1a. The instructor seemed organized.	23	4	1	0	0	28	4.8	3	5	.49	1.1K	4.5	+
<b>Q2</b>	2a. I knew what I was expected to accomplish in this course.	20	5	1	2	0	28	4.5	2	5	.87	1.1K	4.3	=
<b>Q3</b>	3a. The instructor presented the subject matter clearly.	11	12	2	2	1	28	4.1	1	5	1.03	1.1K	4.1	=
<b>Q4</b>	4a. The instructor created an environment that supported my learning.	11	7	9	1	0	28	4.0	2	5	.93	1.1K	4.2	-
<b>Q5</b>	5a. The instructor demonstrated a genuine interest in my success.	18	6	1	2	1	28	4.4	1	5	1.08	1.1K	4.3	=
<b>Q6</b>	6a. The feedback I received from the instructor improved my learning.	14	9	3	1	1	28	4.2	1	5	1.01	1.1K	4.0	=
<b>Q7</b>	7a. This course stimulated my interest in the subject.	6	6	11	3	2	28	3.4	1	5	1.14	1.1K	3.9	-
<b>Q8</b>	8a. This course increased my understanding of the subject.	18	8	0	1	1	28	4.5	1	5	.94	1.1K	4.3	=













**Responses:** [ASA] A. Strongly Agree=5 [BA] B. Agree=4 [CN] C. Neutral=3 [DD] D. Disagree=2 [ESD] E. Strongly Disagree=1

<sup>1</sup> This Individual compared with others: [-]=0-10th [-]=10th-25th [=]=25th-75th [+]=75th-90th [++]=90th-100th Percentile Calculated vs. precise Mean











<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	1b. (Optional) Comments relating to instructor organization:



<b>Response Rate:</b>	<b>42.86%</b> (12 of 28)
-----------------------	--------------------------











1	always comes well prepared to class and is ready to teach us.	
2	Very prepared for class and provided layouts for the schedule for each week so there were never any surprises.	
3	The study questions helped me know what we were going to go over and in what order we were going to talk about the subject.	
4	Professor Steuert always had the lesson plans laid out and the materials ready to go.	
5	Most organized teacher I've ever had.	
6	Instructor knows material very well and is good at informing his students about changes in the class. Also good at assigning material.	
7	He showed up everyday knowing what he wanted to teach. Always willing to go back on past material as well.	
8	He memorizes everything that he needs to talk about and he made huge efforts throughout the semester to memorize every single students name. He was exceptional at being organized for class.	
9	He had the whole lesson memorized, returned our exams and exam corrections back the next class. Yeah he was pretty organized.	
10	Dr. Stewart is always timely and organized	
11	Clearly lays out a schedule for the week at the beginning of each week.	
12	Always had everything under control and knew what he would be teaching that day.	

<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>2b. (Optional) Comments related to knowing what was expected in the course:</b>
<b>Response Rate:</b>	<b>35.71%</b> (10 of 28)











1	almost a couple times a week the instructor told us what the goal of this course was.	
2	The syllabus made it very clear exactly what was to be expected from this course.	
3	Professor clearly laid out objectives and how to best accomplish those objectives.	
4	I have a better understanding more deep in the year, but starting out wasnt sure what I was expected to accomplish	
5	He said responsible students will do well and gave us resources to be responsible such as office hours, suggested study groups, study tips, and supplemental instruction.	
6	He made it clear that I was expected to give a large amount of effort in this class. He set up study questions for every chapter so that the students can stay current with what professor Stewart would be discussing.	
7	He lets you know what you need to do to succeed in the course and it is useful information.	
8	Expectations were set but what was expected for us to know and grasp was unclear. Topics for exams were broad but the answers wanted were too specific to know with the wide range of topics possible.	
9	Dr. Stewart told us multiple times what the goal of the class was.	
10	Coming in to the class I did not know what to expect but it was made very clear on the first day of class on what he expected and how his class ran	







<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>3b. (Optional) Comments related to instructor presenting the subject matter clearly:</b>

<b>Response Rate:</b>	<b>35.71%</b> (10 of 28)
-----------------------	--------------------------















1	Sometimes yes and sometimes no but I believe that is the nature of micro-economics.	
2	Material was confusing at some times when presented and needed extra efforts out of class to understand	
3	Instructor was clear on concepts and offered numerous opportunities to practice analysis of material in class.	
4	I think slowing down and providing a little more detail would be beneficial. I felt like the class went a little fast at times.	
5	He would stop class if someone had a question to ask. He would spend the whole class period answering questions all to make sure that the students are understanding the material.	
6	He teaches the class as if all the students have taken a micro economics class before.	
7	He is hard to get used to at first because he does not simplify anything. He keeps everything in economics terms which is an adjustment but do able.	
8	He goes over examples and definitions a lot in order for us to write them into our notes and this is very useful for when we need to study later on.	
9	He always goes through the material in class very thoroughly and if you have questions you can always ask them and he will give you an in depth explanation for the answer. Also if you don't understand something you can go to office hours and he will go over anything with you.	
10	Dr. Stewart answered any question you had and made sure he was presenting the information clearly.	

<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>4b. (Optional) Comments related to supportive learning environment:</b>
<b>Response Rate:</b>	<b>57.14%</b> (16 of 28)


1	Was very direct and went on even when the students were not completely understanding the topic completely.	
2	Very flexible with giving opportunities to improve learning and try new ways to go about studying and analyzing material	
3	The instructor presented us with a multitude of opportunities outside the classroom to learn, including office hours, as well as encouraging participation during class. The instructor also reminded us of these options before every class.	
4	Sometimes seemed a little harsh when telling a student they were incorrect, but he also was very respectful about it other days.	
5	Professor Stewart is great and genuinely cares about his students. I am struggling in this class with two weeks left and he is encouraging me to work harder and doing everything he can to help me. He is available and more than happy to help any student who has questions and wants to do better.	
6	Professor Stuart was very encouraging of student participation and provided positive reinforcement for all questions asked in class in effort of not discouraging us from asking questions.	
7	Prof understood the difficulty of the material and helped you understand it when you put forth effort	
8	I was intimidated at first, but building a relationship with Mr. Stewart made me want to participate and be confident in my abilities.	
9	I believe that he did support peoples learning environment, although personally I did not like his teaching habits, I feel that I like different teaching styles.	
10	I am not one to work well under pressure and I just personally dislike the model of calling on random students to check and see if they studied the material but that again is just a personal preference about how I enjoy my learning experience. I believe that some people work better with this kind of pressure but I found it more stressful than effective in supporting my comprehension of the material but to each is own.	










11	He made his class so that anyone can learn. He used study questions, and reading tactics to help the students on an individual level. He also extended his office hours and offered SI sessions almost everyday of the week so that students can learn outside of class.	
12	He comes off as very unapproachable which makes it hard to ask questions to clarify.	
13	Dr. Stewart always showed interest in his student's success. There were always opportunities for improving my understanding provided by Dr. Stewart, which ultimately helped my grade.	
14	At times can be stressful but if I asked any questions he had no problem at all helping.	
15	As stated above office hours, suggested study groups, study tips, and supplemental instruction.	
16	As someone who is a very hard worker this class is perfect. He loves to see when someone is working hard even if they don't quite understand it but he will go over it with you until you get it.	

<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>5b. (Optional) Comments related to instructor's genuine interest in my success:</b>
<b>Response Rate:</b>	<b>50.00% (14 of 28)</b>









1	The instructor was always willing to help if I genuinely reached out for it.	
2	Mr. Stewart doesn't directly show it, but through office hours and asking questions after class I could see he truly cares about student success.	
3	Most encouraging professor I have right now	
4	Meeting with him in office hours is where he really gets to know you. He likes to know who you really are and not just be the student.	
5	Lots of office hours and time spent in class going over material so students could succeed.	
6	Lets us know how he wants us to succeed and offers lots of help.	
7	He would always want me to ask questions and urged me to ask questions to him. He was glad to see me coming to his office hours with questions.	
8	He worked with me during office hours and helped me improve my grade and have a better understanding of the material overall	
9	He encouraged me to try and gave tips to succeed. Told me what I needed to do to be successful in the class.	
10	He did demonstrate everyones interest in success because he cared that we did our best and he constantly would want to see people succeed.	
11	He asked to meet with me about my grade and has said that it is never too late to get to where I want to be as long as I try and put in effort. He is very encouraging and is offering a lot of help.	
12	Dr. Stewart really cared about all of his students. He tried to learn all of our names and encouraged us to go to office hours.	
13	Does not seem to care whether you fail or pass. Just lets you know what is available to you and what you should do.	
14	Always provided extra opportunities to deepen your understanding in economics.	

<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>6b. (Optional) Comments related to instructor feedback improving my learning:</b>
<b>Response Rate:</b>	<b>35.71% (10 of 28)</b>

1	When I went in to office hours he always gave me a better understanding of the material I was confused on.	
---	--	---








2	This class structure was reliant on independent work outside of the classroom, which Dr. Stewart was always very clear about. The feedback he provided always encouraged students to do their work outside of the classroom necessary to succeed in the classroom, and thus improve their learning.	
3	Sometimes on exams I did not understand what I needed to be corrected at first but that was always cleared up after following up with him.	
4	Professor Stewart was always willing to provide feedback to make sure we knew the correct information.	
5	Professor Stuart always answered our questions in effort to improve our learning, however, a lot of times he would restate things. It would have been more helpful if he tried to explain things that we didn't understand in a different way, maybe wording things a different way that makes the concept easier to understand or relating a concept to things we, as students, may have experienced and could understand better.	
6	I failed my first test and I was so upset about it and I told him that I studied so hard and for so long. I cannot add anymore study time to my routine. He told me don't do more, just try something different. That was the greatest advice I got from professor Stewart and it helped me with my other classes as well.	
7	He gives so much feedback and it is very helpful.	
8	He gave comments to you if you went to his office hours and have conversations because he wanted all of us to succeed because he knows that his class is difficult and wanted us to learn the most.	
9	Does not let you know what you did wrong on the tests and expects you to figure it out on your own time.	
10	Before the tests he allows us to bring in practice essays to his office hours and he will go over them with you and let you know what you would need to change in order to get a good grade on the essay on the test if it was one of them.	

<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>7b. (Optional) Comments related to the course stimulating my interest in the subject:</b>
<b>Response Rate:</b>	<b>28.57% (8 of 28)</b>

1	This has nothing to do with the professor, I am just not a fan of this subject and find it very difficult to learn and understand.	
2	The course was interesting at times but got very repetitive in the daily routine of taking notes from lecture. I think if the environment of the classroom was switched up every once in a while, possibly allowing student collaboration, students efforts to learn and participate would increase.	
3	The course was useful and was interesting to learn how microeconomics functions in a capitalist world.	
4	I just wasn't very interested, and a I wasn't a huge fan of it.	
5	I didn't love economics at the beginig and I dont love it now.	
6	I am leaving this class with more interest in economics than I had entered with.	
7	I am interested in the economy and how it is effected by certain decisions.	
8	Gave a different insight that I had never learned or heard about before.	












<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>8b. (Optional) Comments related to my increased understanding of the subject:</b>
<b>Response Rate:</b>	<b>28.57% (8 of 28)</b>

1	Very helpful and helped me learn quite easily.	
---	--	---

















2	Lots of information and knowledge gained from this course	
3	I was very foreign to economics prior to this course, and Dr. Stewart taught me a lot about the subject. More than I ever expected to learn in a class.	
4	I knew very little coming into this course.	
5	I feel as if I am putting in way more time than any of my friends with different Econ teachers and feel as if more is expected of us in this class.	
6	I ended up being more confused on economics. Questions were answered with questions. Things were taught then we were told they were wrong and may not actually be correct but that's economics which doesn't make sense.	
7	I definitely understand more about economics after taking this course, however, a lot of the material was difficult to understand how it related to the real world. I think practices with real world examples would have helped with this.	
8	Dr. Stewart is maybe the most passionate professor in economics. He urged us that this class is not just about microeconomics but also establishing the ability to critically think. I enjoyed how he taught the course.	













<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	9. If you could take the course over again, is there anything YOU could have done differently in your role AS A STUDENT to improve your learning?
<b>Response Rate:</b>	100.00% (28 of 28)

1	go in to see my professor more often. reread the textbook before class.	
2	Visited the instructor's office hours more often.	
3	To take even more notes than I did.	
4	To improve my learning as a student, I could have gone to more SI sessions, although it is very difficult to attend multiple of these because of extracurricular activities. I also could have spent more time on the study questions to help my understanding.	
5	Practiced more during class time	
6	Nothing, I got exactly what I needed from the course through my actions	
7	Less just presenting, more class dialogue. It was the same every day.	
8	I would study way more and not cram before exams. I would also read the readings twice, like Professor Stewart instructed.	
9	I would have started studying for exams much sooner than only a week and a half beforehand. It is important that students review material as they learn it, and not hold off until (closer to) the last minute.	
10	I would have started going to office hours earlier on in the semester.	
11	I would have participated more.	
12	I would have started out the semester stronger. It took me until my first test to understand the work ethic necessary to be successful in this course and made it difficult to catch up with the material.	
13	I would have been to office hours and figure out what was expected of me earlier.	
14	I would have stopped by his office more earlier in the semester.	
15	I would have gone to office hours earlier in the year and made sure I always read the material more than once before the start of class.	
16	I would have prepared much more in the first half of the semester.	
17	I would definitely practice potential essay questions earlier and go to more office hours.	











18	I would attend more of the SI sessions and maybe try and make it to some office hours to talk directly to him.	
19	I wish I would have tried a little harder.	
20	I think I would have re read the content more before each class, although I did read it multiple times. but when I went to class his teaching style did not go well with how I learn material and I would be confused.	
21	I should have been more organized and took more initiative earlier to learn the material as we went rather than cramming the last few weeks before an exam.	
22	I could've utilized office hours more often and asked for more clarification.	
23	I could have come to more so sessions and office hours.	
24	I could have been more prepared in going to class and I should have gone to more office hours and SI sessions.	
25	I could have practiced more analysis and read the reading more.	
26	I could have gone to office hours and written practice essays.	
27	I could have completed the study questions more thoroughly.	
28	Gone to more SI's	















<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	10. What aspects of this course did you find MOST EFFECTIVE in helping you to learn?
<b>Response Rate:</b>	100.00% (28 of 28)

1	practicing in front of the class.	
2	practice problems.	
3	There wasn't much. The only thing was that you would read our essays before hand but I wish you gave us a list before the exam of 5-8 possible essay questions. It would allow for better preparation and allow students to be as specific as you want us to be.	
4	The study questions outlines and the practiced analysis.	
5	The study questions helped me learn	
6	The si sessions really helped me go over the material and reassure my understanding of the material.	
7	The repeated practice of graphs and definitions in class.	
8	The one on one time I spent with professor Stewart	
9	The most effective aspect is that he lets us ask questions in the beginning of the class in order for us to go over any subject we need help on.	
10	The lectures	
11	The SIS and Office Hours.	
12	Study questions	
13	Reading twice before class.	
14	Reading the material and doing the homework before class as suggested by the instructor.	
15	Professor Stewart offered an abundance of in class practice throughout the course which really helped with my understanding of the material.	
16	Office hours where I went over analysis with Mr. Stewart.	







17	Office hours were the most beneficial in helping me learn throughout the semester	
18	I went to most of the SI sessions and I learned more there at times because I would understand it there more.	
19	I think that we were really encouraged to ask questions and this really helped me learn and not be afraid to ask when I didn't understand something.	
20	I liked the SI sessions and office hours were helpful.	
21	I found the study questions to be most effective in helping me to learn. They kind of served as a benchmark of what I should be taking away from the readings and also served as a study guide to tests.	
22	I found that only having 2 tests was very helpful. This made me study large amounts of information at a time and made me memorize key words that I will need in my future business classes.	
23	Having a general idea of the material by doing the study questions before he goes over it in class.	
24	Going over study questions multiple times.	
25	Dr. Stewart pushes you to be your best and he challenges people to participate in class to flush out mistakes. He is definitely unique but participation as well as his prepared and overall knowledge of the material was extraordinary.	
26	Critical thinking classes. I liked when he would put a scenario up on the board and ask us if we should believe this, or whether there was any evidence supporting the theory of microeconomics. I really enjoyed the discussion days.	
27	Asking questions. Study questions were sometimes helpful, but they seemed a bit premature. I think doing them after is more beneficial because hearing it in class made things more clear, and doing them after learning a unit would cement material in the brain better I think.	
28	Asking questions in office Hours and practicing analysis in class.	

<b>Faculty:</b>	<b>Jeffrey Stewart</b>
<b>Question:</b>	<b>11. What aspects of this course did you find LEAST EFFECTIVE in helping you to learn, and how do you suggest they should be changed?</b>
<b>Response Rate:</b>	<b>89.29% (25 of 28)</b>

1	all the information required to know for each midterm. not having any quizzes made it harder to remember all the information learned.	
2	There were no aspects of the course that did not help my learning. All of the concepts and material covered during the course was needed to understand the fundamentals of microeconomics.	
3	There is only 3 grades for the semester so it is very stressful when the tests come around. I would change this by making more projects.	
4	There is nothing that I could really say didn't help me learn. Every class was an opportunity to prepare for the test.	
5	The three grades is the part I found least affective.	
6	The stress induced by only having three grades in the course.	
7	The lingo he uses is hard to understand sometimes	
8	The class was very fast paced, especially when telling us word for word definitions that are essential to the class. Maybe slowing down at times when he knows that something is important and we need to know it. Also, it would be helpful if he released midterm grades.	
9	Study questions weren't ineffective, but I felt a lot of unnecessary stress come from them.	
10	Reading the material. The material gives you the answers but its difficult to understand at times so hearing Professor Stewart explain it helped a lot.	



11	Nothing	
12	N/A	
13	Lots of material that was studied and learned throughout classes but not put into the tests	
14	If there was one thing I could change it would not really be about his class but rather the SI session times. I found the 6:30 time to be inconvenient in my schedule. While this is a small thing for me and the class was incredible, if this was maybe a little earlier or maybe a little later, then I would have really appreciated it.	
15	I would say to try to connect more with student's through their experiences.	
16	I wish we would have talked more about the readings assigned with the study questions because often times I would read them and use them to answer the study questions but not fully comprehend them.	
17	I found that the lack of guidance was sometimes an issue.	
18	I found the text book to be almost a hindrance to my comprehension of the material by the second half of the semester. What was in the book and what was shown as important I felt as if was not the same as what was important on the exam so I would study for a good amount of time on something that was not actually necessary for understanding the material I was assigned to know. I found just listening and taking notes in class to be much more helpful and I eventually just stopped looking at the book and I actually started to do better.	
19	I felt that there was a lot of information that was taught and It was hard to remember It all.	
20	I do not believe that there are enough evaluations throughout the course. The two tests are very far apart and the amount of material we need to learn before a test is too much.	
21	I did not like memorizing every single definition.	
22	I believe that he would teach the class very fast and assume that we would know the information sometimes because he knows it so well. But at times, I was completely lost because I have never learned this material before.	
23	How there is only 3 grades for the whole semester and if you aren't a good test taker it is hard to get a good grade.	
24	Having to memorize definitions word for word seemed pretty ineffective for me because just because someone can memorize something word for word doesn't mean they understand what it actually means and how to apply it. Practice with actually understanding topics rather than simply being able to recite definitions and analysis of graphs would have helped me a lot in the class.	
25	Answering questions with questions. Saying the study guides are the study questions. It is a lot of material to study for a relatively short exam.	

<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	12. Please provide any additional comments you may have.
<b>Response Rate:</b>	53.57% (15 of 28)










1	n/a	
2	The class enhanced my understanding of economics.	
3	Thank you to Dr. Stewart for a great semester! Economics is not something I intend to pursue but I enjoyed learning about it.	
4	Professor Stewart helped me tremendously during his office hours and he really cared about my understanding of the material.	
5	Professor Stewart is a hard working guy who doesn't want to waste his time or ours	
6	Professor Stewart is possible the most inspirational teacher on campus. I walked into the class just wanting to receive the credit for microeconomics, but I am leaving the class wondering whether I should try to get a degree in this. I did not hesitate to sign up to take Dr. Stewart for macroeconomics for next semester.	



<b>Faculty:</b>	Jeffrey Stewart
<b>Question:</b>	12. Please provide any additional comments you may have.
<b>Response Rate:</b>	33.33% (2 of 6)

1	Thanks for a great year and caring so much about our success!	
2	Fun and interactive course, i feel well educated on the subject already	

Please contact SET@udayton.edu if you have questions about this report.

7	Professor Stewart was very thorough and I learned tons in his class. He is a really hard class to take, but if i was taking Macroeconomics, i would choose him again.	
8	Overall, his class was okay. I did not like the format of the class grades. I did not like that the whole class grade consisted of 3 test.	
9	Learned a lot but was not very happy about the course.	
10	Keep this man, he pushes people.	
11	It was a pleasure to be in this class.	
12	I really liked Professor Stewart and I think he truly cares about our grade.	
13	Hard professor but is a good teacher. Learned a lot from him.	
14	Great class going to get more out if this than a lecture hall.	
15	Dr.Stewarts class is definitely challenging, but he puts a lot of effort into the class and his students.	

Please contact SET@udayton.edu if you have questions about this report.



Leonard N. Stern School of Business

Stern Student Council

Tisch Hall

40 West 4th Street, Suite UC-51

New York, NY 10012-1118

TEL: (212) 998-4032

April 21, 1994

Professor Jeffrey Stewart  
Department of Economics  
269 Mercer Street, Room 700

Dear Professor Stewart:

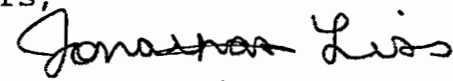
We would like to congratulate you for being nominated for the 1993-94 Stern Undergraduate Teacher of the Year. The student council decided that as we continue to push for greater emphasis on teaching effectiveness, it was equally important to recognize those Professors who are exceptional in and out of the classroom.

All students enrolled in the Undergraduate College were given the opportunity to nominate the Professor of their choice. A selection committee of students then evaluated the applications and chose the Teacher-of-the-Year.

The applications submitted combined with student evaluations demonstrate your commitment to excellence in teaching. Unfortunately we can only select one Teacher-of-the-Year, but we would like to acknowledge your exceptional performance to motivate and inspire your students.

Very Truly Yours,

  
Jasley Poblete  
Student Council President

  
Jonathan Liss  
Undergraduate Senator  
Chair, Selection Committee



***New York University  
College of Arts & Science***

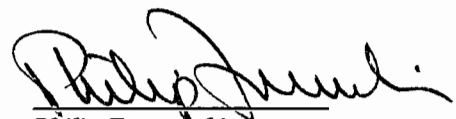
***presents its***

***OUTSTANDING ADJUNCT TEACHING  
AWARD***

***for Excellence in Teaching  
to***

***Jeffrey Stewart  
Department of Economics***



  
***Philip Furmanski***  
***Dean, College of Arts & Science***



**New York University**  
*A private university in the public service*

College of Arts and Science  
Office of the Dean

910 Main Building  
Washington Square  
New York, N.Y. 10003  
Telephone: (212) 998-8100  
FAX: (212) 995-4141

April 13, 1993

Professor Jeffrey Stewart  
Economics Department

Dear Professor Stewart:

I am delighted to inform you that the Teaching Awards Committee of the College of Arts & Science, consisting of faculty, students, administrators, and alumni, has awarded you one of the six Outstanding Adjunct Teaching Awards for distinguished teaching.

This award recognizes CAS adjunct faculty who, through their extraordinary teaching and individual work with students, demonstrate their commitment to the fundamental values and goals of the College and its teaching programs. Among the many individuals nominated by students and faculty, the Committee felt that you were one who met those very high standards.

There will be an afternoon tea on Wednesday, 28 April, 3:00pm - 4:00pm, in the Heights Alumni Lounge, to honor the 1993 outstanding adjunct teachers and teaching assistants. I hope that you will be able to attend. Department chairs, directors of undergraduate studies and past winners of the award will also be invited. Please return the enclosed RSVP in the envelope provided at your earliest convenience. I would ask that you keep the news of the award confidential until it is officially announced through a press release. If you should have any questions, please don't hesitate to give me a call.

Again, warm congratulations!

Sincerely,

Philip Furmanski  
Interim Dean

Spring 2013  
ECON E202-01  
Dr. Jeffrey Stewart

**Comments:**

- I do not think he was a bad teacher has high expectation of students for it to be an intro class.
- The amount of time needed to adequately prepare for this course seemed to be more than others. The instruction at the end improved from the beginning. I preferred hearing the material come from the professor rather than students answering questions.
- I feel Dr. Stewart had unreasonable out of class expectations. I spent more time reading through the plethora of assignments he gave than I did doing all of my other 3 classes out of class work combined. He expects students to read on absurd (sic) amount of material and commit it to memory in or unfeasible amount of time and prior to lecture explaining any of it.
- Best teacher I've ever had. Expects students to be ready and attentive. The five best words a teacher can say "this is not good enough." It pushes the students to do more and definitely pushed me to expect more out of myself.
- Great teaching style.
- This is the first class here at IPFW that I feel like I have gained knowledge for my future. This class was definitely (sic) hard and took time but it was worth it. Professor Stewart really opened my eyes to the politics in the US and I am very thankful for it. I can honestly say now that I understand what should be done in our economy. I wouldn't change a thing about this course with Professor Stewart!
- Although it's a tough course to me. But this is the class that I learned most in 1 appreciate this instructor. He is responsible and patient. I learn a lot from him.
- Way too fast-paced for non-business majors. Horrible class!
- Good effective teacher, but very very difficulty. Possibly should reward students efforts with higher grades.
- I really enjoyed taking Professor Stewarts course. I learned a lot through his teaching methods. I did not come into this course expecting to do well and learn so much. I think Professor Stewart is an exceptional teacher.
- He is a really good instructor. I've learnt to actually work hard in this class in order to get a good grade. He also taught us to be consistant (sic) and discipline.
- Worst professor I've ever had. The person who hired him needs to have their head examined. Should never teach again. And only taught his opinion. Did not care about others. Disrespectful and a weirdo. Oh and this evaluation is insane and way too long. Should be fired immediately.
- I definitely (sic) learned a lot in this class, but for an introductory class I thought it was pretty extreme.
- Professor Stewart inspired me and taught how to learn.

Prepared By: Jayla M. Heller

Spring 2013  
ECON E322-01  
Dr. Jeffrey Stewart

**Comments:**

- This is definitely one of the best classes that I've taken in my time at IPFW. This was what I expected college courses would be like when I was in high school but in my experience most classes fall short. At first I was put off by Dr. Stewart intense teaching style, but by the end I definitely (sic) feel differently. I feel overall that I learned a lot, even though my final grade may be lower than I would have hoped before taking the class.
- Breaking down study questions into separate parts would make preparing for class less daunting. Add other assignments besides tests. Prof. Stewart should try not to seem so critical when students aren't participating and then also when they do participate and may not be on the right track. In all more encouraging.
- This course has been one of the most challenging in my college education. The material was in depth and required much attention to detail. Dr. Stewart is hands down the best professor I have ever encountered. Although his teaching methods did not intimidate me, I feel as though fellow classmates were intimidated by his directness. I don't feel this is really a bad quality, I do however think a slightly different approach may encourage more of the class to participate in discussions.
- Dr. Stewart expects perfection. One (sic) one hand, it was discouraging to be consistently given 2 letter grades lower than what I felt I earned. On the other hand, I do feel I learned an exceptional amount which is the point. I just wish my grade reflected what I learned. I think this teacher would do better by changing the exams to part "fill in the blank" instead of all essay. It would have been a more accurate portrayal of all that I learned.
- Instructor is very knowledgeable of the subject. Sometimes he may go too fast and its (sic) hard to understand but overall I think he is good. He has very different teaching style.
- At the beginning of the course, I was initially (sic) concerned about the expectation of the professor and maintaining his expectations. As the course progressed, I am grateful to Dr. Stewart for his highly motivation criticism of the expectations as I received the most knowledge from this course than any every taken at IPFW.
- Not used to essay question tests. Nothing against Stewart but students need to be more prepared for a class like this, at least in the testing sense. This would be the first course in three years I had to do a "blue book" test.
- Would have liked a little more preparation (sic) for the tests. Study guides would have helped.
- This course was very difficult and the material was presented way to quickly for effective learning. All essay exams are also very stressful for students and I feel not a very effective way to see if students have learned the material.
- I learned a great deal in this class. Tests were extremely difficult and made up 100% of our grade. I feel I definitely learned more than my grade reflects.

Prepared By: Jayla M. Heller

Spring 2013  
ECON E322-02  
Dr. Jeffrey Stewart

**Comments:**

- The most difficult class I have taken at IPFW. He moved way, way, way too fast in class. 80% of learning happened outside of class because of his speed and inability to explain things in ordinary language. The use of technical words made class difficult. He is knowledgable (sic) in the subject by shouldn't be teaching in the methods he used. He expected more out of us than should be expected and assigned reading material as if his course is the only course I'm taking. Worst teacher ever.
- This class felt like graduate class. There was entirely too much work to keep us with. As soon as you fall behind you are done for the entire semester. The only points in the class were 3 essay exams. So if one exam is a failing grade your grade for the course is most likely going to be a D or F. Its (sic) bad when majority of his students are so stressed about the exams when students have to take the week off work to study just for his exam that is pathetic.
- Dr. Stewart expects a lot out of students. He made that clear throughout (sic) the entire course – even before the semester started. He wasn't unfair about it. I think that many teachers at IPFW expect much less from their students than Dr. Stewart does. There was so much reading and writing, but with that being said he was always available to help students outside of class, or responded to emails quickly. It was possible to do well in the class, with very much time and effort. He wanted and encouraged students to practice all of the analysis before exams. Also, he treated student disrespectfully sometimes.
- The test were (sic) to (sic) broad to study for. The class moved to (sic) fast to keep up with notes that were given. The essays tests were too vast to complete in the time available. The amount of reading was over the top and much more than most other classes at this level. The use of the book was nonexistent.
- I believe Dr. Stewart is a motivating encouraging teacher that goes beyond requirements. Some will say they did not enjoy his class, but I personally feel those opinions are based on the students lack of enthusiasm (sic). I'm a few years older than most students, and in this class if you attend class, read required reading, and do study problems, the instructor has designed this course to be challenging but very well. To pass this class, you must be willing to work and use your own thinking.
- He taught the class at such a fast rate I could not write fast enough to keep up. I felt he did not care if you understood he just kept going. The tests covered more knowledge than possible to study for and he gave no focus on what to study for. This class was taught about undergraduate level and had unrealistic expectations on the students. I feel my amount of work is not reflected in the grade. This is the most challenging class I have ever taken and I feel that improvements need to be made. I feel a blue book test is not an adequate (sic) way to show knowledge in this content area.
- By far, this is the worst class I've taken at IPFW. The instructor was rude, condescending, and uncaring of whether or not students learned. He spoke too fast, and lectures were incomprehensible. His expectations and grading process are ridiculous. The tests are based off memorization and require at least 50 hours of studying to do well. I would not recommend this class.
- This course is the hardest course I have ever taken. I wish that we could have an assignment and quizzes, so that our grade won't be based just on the test. I wish he could



## Spring 2013 • ECON E322-02 Comments • Stewart

use powerpoint to teach instead just reading note in class. He is good teacher for graduate but not for undergraduate because the method of his teaching are for graduates.

- Much of the information was presented in a specific way. It seemed as if either he liked to make the material confusing. Rarely was it acceptable to reword something to see if you understood. It had to be specific indicating memorization rather than learning and comprehension of the material. No helps were given to test if you understood. He often appeared to find students questions humerous (sic). I have never had a professor at IPFW that I felt wanted to show his intelligence at the expense of my learning until now.
- This instructor started out with a positive goal; giving us a different perspective on econ. Once day 1 began though it turned into ridicule and laughter at those with different non-marxian (sic) views, allowed for questions but gave the feeling that they were not welcome, sped through material providing no other lecture material other than quick talking and some writing on the board, created a huge amount of stress for those of us trying to graduate with an econ degree. The only positive is he wanted us to learn, but he certainly was not the right teacher.
- The professor flew through information with excess verbage (sic) that made lectures extremely overwhelming. His demnor (sic) was very closed off and when I witnessed classmates asking questions, very often they were belittled. I love all the professors in the economics department but I was very disappointed in Stewart. He did not express any concern with the struggles of his students. He was very defensive to his beliefs, teaching method, and ideologys (sic). I would NEVER take course with him again.
- Instructor was demanding and rewarding to those who took the challenge to read and prepare questions everyday (sic). He expects high standards upon students which I think was very negatively received. I believe he had the right idea in challenging students so they could get the most from this class which many students did not like. It was a wake-up call for many students but I suppose his reasoning and liked the class.
- This was an uncommon course. The professor's method of teaching is very different, but I believe it encourage students who want to learn and/or do well to meet his expectations and grow from the process. I appreciated his method of teaching and believe it has strengthen my abilities to logically deduce, integrate material, and analyze subject matter.
- I really enjoyed this instructor and learned a lot from him. He is very passionate in this field and it is evident when he teaches. I would definitely take another class with this instructor.
- Difficult course format to follow.

Prepared By: Jayla M. Heller



Office of the Vice President for  
Student Affairs

Lucas Administrative Center 836  
Nunn Drive  
Highland Heights, Kentucky 41099

tel 859.572.6447 | fax 859.572.1310

[www.nku.edu](http://www.nku.edu)

December 10, 2007

Dr. Jeffrey Stewart  
Economics And Finance

Dear Jeffrey:

It is with distinct pleasure that I write to inform you of a very special recognition. You have been identified by an NKU senior student as having the greatest impact on their academic and personal development!

In the fall and spring of each year, students who will graduate are required to complete a senior survey. This survey yields information that helps us improve NKU. One of the questions asked on the survey is "Who has had the greatest impact on your academic and personal development?" You have been identified by an NKU student as a person who has had a profound impact on his or her life while at NKU.

I wanted to take this opportunity to personally commend you on this accomplishment. To be chosen by a student for special recognition is quite an honor and speaks of your dedication to your students. Northern Kentucky University is a better place as a result of your efforts. You are a role model for your colleagues and the University community.

Thank you again for your commitment to your students.

Sincerely,

A handwritten signature in black ink, which appears to read "Zebulun R. Davenport". The signature is written in a cursive style and is enclosed within a large, loopy oval shape.

Zebulun R. Davenport, Ed.D.  
Interim Vice President for Student Affairs

*Stewart-Apr 2003*

RICHARD T. FARMER SCHOOL OF BUSINESS  
INSTRUCTOR/COURSE EVALUATION  
Spring Semester 2003  
Economics Department  
Instructor 469  
Course 202 Section 03  
Class Size:17

Scale: 4=Strongly Agree, ... , 0=Strongly Disagree

Item	Response Frequencies(%)					Instructor				Department/Division		
						Class		Course	Overall	Course	Dept.	Div.
	0(%)	1(%)	2(%)	3(%)	4(%)	Mean	S.D.	Mean	Mean	Mean	Mean	Mean
1. Communicated performance expectations	0	0	6	24	71	3.65	0.61	3.25	3.25	3.11	3.10	3.09
2. High academic standards	0	0	0	12	88	3.88	0.33	3.79	3.79	3.36	3.40	3.29
3. Challenged to think	0	0	0	6	94	3.94	0.24	3.69	3.69	3.42	3.43	3.20
4. I learned more	0	0	0	24	76	3.76	0.44	3.30	3.30	2.85	2.86	2.75
5. Well-prepared	0	0	0	0	100	4.00	0.00	3.83	3.83	3.30	3.38	3.30
6. Exams were challenging	0	0	0	0	100	4.00	0.00	3.85	3.85	3.63	3.59	3.39
7. Regular attendance important	0	0	0	0	100	4.00	0.00	3.82	3.82	3.25	3.31	3.10
8. Explained material clearly	0	0	0	29	71	3.71	0.47	3.22	3.22	2.88	2.95	2.89
9. Free to ask questions	0	12	6	18	65	3.35	1.06	2.83	2.83	2.77	2.95	3.15
10. Interest and enthusiasm	0	0	0	12	88	3.88	0.33	3.55	3.55	3.22	3.34	3.34
11. Dealt with questions	0	0	6	24	71	3.65	0.61	3.23	3.23	3.06	3.11	3.10
12. Available outside of class	0	0	6	24	71	3.65	0.61	3.39	3.39	3.14	3.19	3.19
13. Time outside helpful	0	0	7	27	67	3.60	0.63	3.13	3.13	2.90	2.96	2.97
14. Goals clearly explained	0	0	0	18	82	3.82	0.39	3.43	3.43	3.09	3.08	3.08
15. Workload greater	0	0	0	0	100	4.00	0.00	3.71	3.71	2.44	2.38	2.51
16. Interesting subject matter	6	0	18	29	47	3.12	1.11	2.95	2.95	2.61	2.77	2.73
17. Exams consistent with goals	0	0	0	29	71	3.71	0.47	3.05	3.05	2.99	3.04	3.03
18. Exams returned on time	0	0	0	0	100	4.00	0.00	3.72	3.72	3.25	3.20	3.24
19. Outside assignments	0	0	6	19	75	3.69	0.60	3.40	3.40	2.89	2.90	2.96
20. Instructor excellent	0	0	6	18	76	3.71	0.59	3.05	3.05	2.97	3.06	3.01
21. Course excellent	0	0	29	29	41	3.12	0.86	2.85	2.85	2.50	2.64	2.64
22. High quality instruction	0	0	0	6	94	3.94	0.24	3.62	3.62	3.17	3.25	3.21
23. Writing skills	7	7	40	27	20	2.47	1.13	1.94	1.94	1.55	1.96	2.28
24. Oral communication skills	7	0	27	40	27	2.80	1.08	2.16	2.16	1.46	1.68	2.10
25. Team skills	44	0	44	11	0	1.22	1.20	1.19	1.19	1.65	1.79	2.55
26. Computer/technology	33	11	56	0	0	1.22	0.97	1.00	1.00	1.44	1.60	2.31
27. Analytical/problem solving	12	0	12	18	59	3.12	1.36	3.14	3.14	3.15	3.13	2.96

*Stewart - Spr 2002*

RICHARD T. FARMER SCHOOL OF BUSINESS  
INSTRUCTOR/COURSE EVALUATION  
Spring Semester 2002  
Economics Department  
Instructor 469  
Course 202 Section 16  
Class Size:18

Scale: 4=Strongly Agree, ... , 0=Strongly Disagree

Item	Response Frequencies(%)					Instructor				Department/Division		
	0(%)	1(%)	2(%)	3(%)	4(%)	Class		Course	Overall	Course	Dept.	Div.
						Mean	S.D.	Mean	Mean	Mean	Mean	Mean
1. Communicated performance expectations	0	6	0	33	61	3.50	0.79	3.27	3.27	2.86	3.00	3.12
2. High academic standards	0	0	0	17	83	3.83	0.38	3.83	3.83	3.20	3.34	3.29
3. Challenged to think	0	0	0	17	83	3.83	0.38	3.65	3.65	3.22	3.35	3.19
4. I learned more	0	0	6	22	72	3.67	0.59	3.49	3.49	2.56	2.72	2.75
5. Well-prepared	0	0	0	0	100	4.00	0.00	3.89	3.89	3.00	3.25	3.33
6. Exams were challenging	0	0	0	0	100	4.00	0.00	3.93	3.93	3.50	3.56	3.35
7. Regular attendance important	0	0	0	11	89	3.89	0.32	3.77	3.77	3.02	3.24	3.10
8. Explained material clearly	0	0	17	17	67	3.50	0.79	3.28	3.28	2.55	2.74	2.92
9. Free to ask questions	0	0	11	28	61	3.50	0.71	2.87	2.87	2.75	2.82	3.15
10. Interest and enthusiasm	0	0	0	28	72	3.72	0.46	3.60	3.60	3.00	3.25	3.33
11. Dealt with questions	0	0	0	29	71	3.71	0.47	3.28	3.28	2.72	2.88	3.09
12. Available outside of class	0	0	17	11	72	3.56	0.78	3.31	3.31	3.07	3.12	3.19
13. Time outside helpful	0	6	13	6	75	3.50	0.97	3.07	3.07	2.73	2.83	2.96
14. Goals clearly explained	0	0	11	33	56	3.44	0.70	3.32	3.32	2.92	3.03	3.10
15. Workload greater	0	0	0	22	78	3.78	0.43	3.67	3.67	2.11	2.28	2.48
16. Interesting subject matter	0	0	17	39	44	3.28	0.75	3.12	3.12	2.46	2.63	2.72
17. Exams consistent with goals	0	0	6	24	71	3.65	0.61	3.26	3.26	2.81	2.95	3.07
18. Exams returned on time	0	0	0	28	72	3.72	0.46	3.55	3.55	2.81	3.06	3.24
19. Outside assignments	0	0	0	24	76	3.76	0.44	3.63	3.63	2.69	2.83	2.95
20. Instructor excellent	0	11	0	17	72	3.50	0.99	3.09	3.09	2.58	2.85	3.01
21. Course excellent	0	0	29	24	47	3.18	0.88	2.81	2.81	2.34	2.52	2.63
22. High quality instruction	0	0	0	24	76	3.76	0.44	3.59	3.59	2.89	3.14	3.21
23. Writing skills	0	20	40	27	13	2.33	0.98	2.44	2.44	1.79	1.91	2.36
24. Oral communication skills	0	13	19	50	19	2.75	0.93	2.44	2.44	1.55	1.72	2.14
25. Team skills	23	23	46	8	0	1.38	0.96	1.34	1.34	1.82	1.75	2.58
26. Computer/technology	27	27	36	9	0	1.27	1.01	1.20	1.20	1.60	1.53	2.29
27. Analytical/problem solving	0	0	6	38	56	3.50	0.63	3.18	3.18	2.92	2.99	2.94

2009 | 09W | Arts & Sciences | Economics Survey  
09W/2009University of Cincinnati  
University of Cincinnati

Course: 15ECON102 902 - INTRO TO ECONOMICS

Department: ECON

Instructor: Jeffrey Stewart

# Responses: 12

Economics Department		Stewart, Jeffrey										--- Comparisons ---			
		Responses					Individual					ECON		All	
		[SA]	[A]	[NA]	[D]	[SD]	Med.	Mode	S.D.	N	Mean	Mean	Pct	Mean	Pct
Q1	The course closely follows the goals and objectives listed on its syllabus.	5	7				2	2	.49	12	1.6	1.6	55	1.6	55
Q2	Grades on assignments, quizzes, exams, etc. are fairly assigned.	2	5	3	2		2	2	.95	12	2.4	1.8	90	1.8	90
Q3	Assignments and exams seem appropriate for the course.	3	3	2	3	1	2	1,2,4	1.31	12	2.7	1.8	95	1.8	95
Q4	The instructor is well prepared.	9	3				1	1	.43	12	1.3	1.7	25	1.7	25
Q5	The instructor gives clear, understandable explanations.	6	5	1			1	1	.64	12	1.6	1.9	46	1.9	46
Q6	The instructor uses instructional time well.	7	4		1		1	1	.86	12	1.6	1.9	48	1.9	48
Q7	Overall, the instructor's classroom presentations and activities are highly effective.	3	8	1			2	2	.55	12	1.8	2.1	53	2.1	53
Q8	The class is conducted in a professional manner.	8	4				1	1	.47	12	1.3	1.6	31	1.6	31
Q9	The instructor is available for help or advice.	7	5				1	1	.49	12	1.4	1.8	37	1.8	37
Q10	The instructor stimulates interest in the subject.	6	2	3	1		1	1	1.04	12	1.9	1.9	59	1.9	59
Q11	Overall, I would give a high rating to the instruction in this course.	3	5	2	2		2	2	1.01	12	2.3	1.9	84	1.9	84
Q12	I would recommend this course to other students.	2	4	2	4		2	2,4	1.11	12	2.7	2.0	90	2.0	90
Number of Individuals / Survey Responses used for Comparisons:												37 / 714		37 / 714	
Responses: [SA] Strongly Agree=1 [A] Agree=2 [NA] Neither Agree nor Disagree=3 [D] Disagree=4 [SD] Strongly Disagree=5															
Pct = Percentile Rank (Higher is better)															

## Raymond Walters College

### Student/Faculty Evaluations

Instructor: Jeffrey Stewart

Date: 03/30/2010

Course: Principles of Economics II

Section:

# Responding: 9

Question		Exc	HiSat	Sat	UnSat	Poor	Omits	Total
1	Organization and use of class time	#	7	2	0	0	0	9
		%	78	22	0	0	0	
2	Clarity of presentations, use of good explanations and/or examples	#	7	1	1	0	0	9
		%	78	11	11	0	0	
3	Stimulation of student's interest and desire to learn	#	7	1	1	0	0	9
		%	78	11	11	0	0	
4	Fairness of evaluation of student's work	#	4	1	3	1	0	9
		%	44	11	33	11	0	
5	Overall rating of this instructor	#	5	3	1	0	0	9
		%	56	33	11	0	0	

Instructor: **Jeffrey Stewart**  
 Course Title: **Principles of Economics II**  
 Quarter: **Winter 2010**  
 Date: **3/9/10**  
 Total Responding: **9**  
 Administered By:

The following are verbatim comments by the class typed by Eileen Rehring.

**Question #1: What do you consider to be this instructor's best qualities as a teacher?**

**Question #2: Do you have any other comments relating to this instructor?**

<b>RATING</b>	<b>COMMENTS</b>
E	1. Organization, helps to students in and outside classes. Respond all the question ever rised.
	2. He is one of the best professor ever had.
E	
E	1. Dr. Stewart is the most passionate and well informed instructor that I've had at my time here at RWC.
HS	
HS	1. His understanding of the subject.
E	1. <u>Best Qualities</u> – very clear with presentations in class, he always asks his student if we have any questions. From day 1, he said he wants us to learn so he'll put that much more effort into teaching.
E	1. Taught both sides of each story.
	2. Very good professor.
S	1. Too much info in the time allowed
HS	1. Intense passion for the topics. If he doesn't inspire one to learn I don't know who could.
	2. A little more opportunity for grades to be earned than just 2 exams.

## Raymond Walters College

### Student/Faculty Evaluations

Instructor: Jeffrey Stewart

Date: 03/30/2010

Course: Principles of Economics I

Section:

# Responding: 12

Question		Exc	HiSat	Sat	UnSat	Poor	Omits	Total
1 Organization and use of class time	#	6	3	3	0	0	0	12
	%	50	25	25	0	0		
2 Clarity of presentations, use of good explanations and/or examples	#	3	4	2	1	2	0	12
	%	25	33	17	8	17		
3 Stimulation of student's interest and desire to learn	#	4	0	4	2	2	0	12
	%	33	0	33	17	17		
4 Fairness of evaluation of student's work	#	4	2	3	1	2	0	12
	%	33	17	25	8	17		
5 Overall rating of this instructor	#	4	2	3	1	2	0	12
	%	33	17	25	8	17		



Instructor: **Jeffrey Stewart**  
 Course Title: **Principles of Economics I**  
 Quarter: **Winter 2010**  
 Date: **3/11/10**  
 Total Responding: **12**  
 Administered By:

The following are verbatim comments by the class typed by Eileen Rehring.

**Question #1: What do you consider to be this instructor's best qualities as a teacher?**

**Question #2: Do you have any other comments relating to this instructor?**

RATING	COMMENTS
E	1. He will answer any question until you understand. 2. I wish at times he made the explanations a little more realistic for us to understand. Ex. Bubbles or Money
US	1. Highly energetic
E	1. He was passionate about the subject. He took time to make sure we learned the material. He made himself available at all times. He encouraged us to learn; awesome notes, study groups and virtual study sessions. 2. absolutely excellent! refreshing!
E	1. Good teaching 2. No
P	
S	
S	
P	
E	
S	1. I think it was very obvious that he knew much about this subject.
HS	1. Repitition – use of concepts throughout course
HS	1. Knowing the information

## Raymond Walters College

### Student/Faculty Evaluations

Instructor: Jeffrey Stewart

Date: 03/30/2010

Course: Principles of Economics II

Section:

# Responding: 7

Question		Exc	HiSat	Sat	UnSat	Poor	Omits	Total
1 Organization and use of class time	#	4	1	2	0	0	0	7
	%	57	14	29	0	0		
2 Clarity of presentations, use of good explanations and/or examples	#	0	5	1	1	0	0	7
	%	0	71	14	14	0		
3 Stimulation of student's interest and desire to learn	#	2	1	4	0	0	0	7
	%	29	14	57	0	0		
4 Fairness of evaluation of student's work	#	1	3	1	1	1	0	7
	%	14	43	14	14	14		
5 Overall rating of this instructor	#	1	3	2	1	0	0	7
	%	14	43	29	14	0		

Instructor: **Jeffrey Stewart**  
 Course Title: **Principles of Economics II**  
 Quarter: **Winter 2010**  
 Date: **3/12/10**  
 Total Responding: **7**  
 Administered By: **Alena Wadsworth**

The following are verbatim comments by the class typed by Eileen Rehring.

**Question #1: What do you consider to be this instructor's best qualities as a teacher?**

**Question #2: Do you have any other comments relating to this instructor?**

<b>RATING</b>	<b>COMMENTS</b>
US	<ol style="list-style-type: none"> <li>1. Very smart, well informed individual, but unable to convey that knowledge properly to an undergrad student.</li> <li>2. Demoralizes students by making them feel less intelligent compare to his ownself.</li> </ol>
HS	<ol style="list-style-type: none"> <li>1. Clarity, and showing good example. Doesn't just lecture but makes sure the students understand.</li> <li>2. no</li> </ol>
HS	
S	<ol style="list-style-type: none"> <li>1. Very passionate about the material. Very knowledgeable.</li> <li>2. Maybe a little too "preachy" about some things.</li> </ol>
E	<ol style="list-style-type: none"> <li>1. He has a passion for the subject matter which in term made me really want to learn. I took both micro economics &amp; macro economics from him &amp; have really enjoyed both his classes.</li> </ol>
HS	<ol style="list-style-type: none"> <li>1. Dr. Stewart show extreme passion for his work.</li> <li>2. While understanding this is course requires a higher level of comprehension, the examples given were not always clear. Also, some working and example types were difficult to differentiate.</li> </ol>
S	

## Raymond Walters College

### Student/Faculty Evaluations

Instructor: Jeffrey Stewart

Date: 12/30/2009

Course: Principles of Economics I

Section:

# Responding: 10

Question		Exc	HiSat	Sat	UnSat	Poor	Omits	Total
1	Organization and use of class time	#	5	3	2	0	0	10
		%	50	30	20	0	0	
2	Clarity of presentations, use of good explanations and/or examples	#	5	2	2	1	0	10
		%	50	20	20	10	0	
3	Stimulation of student's interest and desire to learn	#	4	5	0	1	0	10
		%	40	50	0	10	0	
4	Fairness of evaluation of student's work	#	4	3	2	1	0	10
		%	40	30	20	10	0	
5	Overall rating of this instructor	#	3	4	2	1	0	10
		%	30	40	20	10	0	

Instructor: **Jeffrey Stewart**  
 Course Title: **Principles of Economics I**  
 Quarter: **Autumn 2009**  
 Date: **12/5/09**  
 Total Responding: **10**  
 Administered By:

The following are verbatim comments by the class typed by Eileen Rehring.

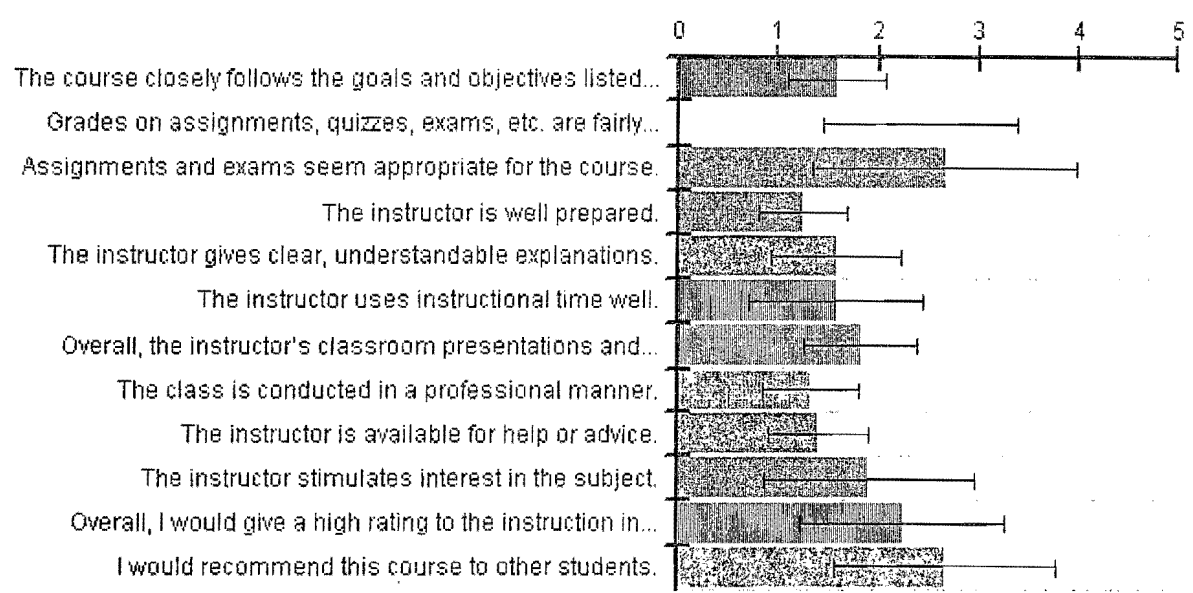
**Question #1: What do you consider to be this instructor's best qualities as a teacher?**

**Question #2: Do you have any other comments relating to this instructor?**

<b>RATING</b>	<b>COMMENTS</b>
E	
HS	<ol style="list-style-type: none"> <li>1. Extremely knowledgeable about topic. Very informative and helpful when you do what he asks.</li> <li>2. Has the ability to make an example out of students so they feel "stupid" because the answers he demands weren't found in assignment.</li> </ol>
S	<ol style="list-style-type: none"> <li>1. He really seems to know his subject material extremely well!</li> </ol>
HS	<ol style="list-style-type: none"> <li>1. use of study material</li> </ol>
E	<ol style="list-style-type: none"> <li>1. He revised the all materials in the class while he is teaching the material. And also encourage the student to participate in the class.</li> <li>2. None</li> </ol>
HS	<ol style="list-style-type: none"> <li>1. He knows. the material extremely well. Expects the same amount of work from every student. Willingness to help students when they need help.</li> <li>2. This class, I feel like, is too accelerated for a 101 class. Needs to have more grades, so that students can see where they need to improve on throughout the course.</li> </ol>
S	<ol style="list-style-type: none"> <li>1. He knows his material very knowledgeable. But too much information is given in a short time &amp; he goes too fast. Craming is not good especially when you are carrying 16 cr. hrs.</li> <li>2. Too much material to cover. Don't understand whey he plays music videos at class time.</li> </ol>
US	<ol style="list-style-type: none"> <li>1. His passion</li> </ol>
HS	<ol style="list-style-type: none"> <li>1. Mr. Stewart is a great teacher, but he gives us too much work. Most of the class doesn't is having trouble. The study questions answers are different from class work.</li> </ol>
E	<ol style="list-style-type: none"> <li>1. Gives good examples of the material covered, covers the material well, and he challenges student by asking question what they learned. Encourages participation.</li> <li>2. Very good instructor/professor.</li> </ol>

Course:	15ECON102 902 - INTRO TO ECONOMICS	Department:	ECON
Instructor:	Jeffrey Stewart		
Faculty:	Stewart, Jeffrey		

Category / Section: Economics Department / Economics Course Evaluation



[E] Strongly Agree=01 | [D] Agree=02 | [C] Neither Agree nor Disagree=03 | [B] Disagree=04 | [A] Strongly Disagree=05

KEY	Questions	Statistics				Frequency					Response		
		Mean	Med.	Mode	S.D.	E	D	C	B	A	Rec.	N/A*	Exp.
	The course closely follows the goals and objectives listed on its syllabus.	1.6	2.0	2	.49	5	7				12	0	23
	Grades on assignments, quizzes, exams, etc. are fairly assigned.	2.4	2.0	2	.95	2	5	3	2		12	0	23
	Assignments and exams seem appropriate for the course.	2.7	2.5	1,2,4	1.31	3	3	2	3	1	12	0	23
	The instructor is well prepared.	1.3	1.0	1	.43	9	3				12	0	23
	The instructor gives clear, understandable explanations.	1.6	1.5	1	.64	6	5	1			12	0	23
	The instructor uses instructional time well.	1.6	1.0	1	.86	7	4		1		12	0	23
	Overall, the instructor's classroom presentations and activities are highly effective.	1.8	2.0	2	.55	3	8	1			12	0	23
	The class is conducted in a professional manner.	1.3	1.0	1	.47	8	4				12	0	23
	The instructor is available for help or advice.	1.4	1.0	1	.49	7	5				12	0	23
	The instructor stimulates interest in the subject.	1.9	1.5	1	1.04	6	2	3	1		12	0	23
	Overall, I would give a high rating to the instruction in this course.	2.3	2.0	2	1.01	3	5	2	2		12	0	23
	I would recommend this course to other students.	2.7	2.5	2,4	1.11	2	4	2	4		12	0	23

\*N/A responses indicate that the participant felt they did not have the information or experience required to respond to a question.

<b>Faculty:</b> Stewart, Jeffrey	
<b>Question:</b> What did you like best about this course?	
<b>Response Rate:</b> 91.67% (11 of 12)	
1	I really appreciated his passion for teaching us. I felt that he wanted us to walk away from his class knowing something, and that meant a lot. We were able to e-mail at any time with questions or concerns. Also, he wanted to help us in any way possible.
2	I liked that Professor Stewart was very clear with his explanations.
3	I felt we used class time appropriately and Dr. Stewart took the time to explain the material so that we learned more in class through examples than in actually reading the material. Trying to comprehend the material wasn't always the easiest but having examples and practicing what we learned made it more understandable.
4	Professor Stewart was ver thorough in his explanations of the course material, and was very intent on making sure we learned it.
5	The high level of information that was presented.
6	This course enabled the student to take an educated look at the economy and be able to fully understand what is going on and what is being hidden from the public's eye (reading between the lines). Ending this class gave a sense of accomplishment and that is what I liked.
7	I appreciated Prof. Stewart's enthusiasm towards the content of the course, the application of generic principles learned in class to the current economic situation, and his genuine interest in helping us learn. His intensity is intimidating but inspiring as well. It pushed us to increase preparedness and be on our toes in class. He is extremely precise in defining vocabulary and concepts, but encouraging when a student would get the answer wrong.
8	Smart, well-spoken professor
9	Professor Stewart is prepared beyond my own comprehension. He is clear, concise, and knows his material, both in theory and in application. While I wouldn't call this a 102 course, I have learned more in this entry level course than any other. I found to be more interested and engaged in the class than I had anticipated. I would definitely recommend the course to others, but a fair warning that this is no "piece of cake" business elective.
10	He made points very clear which helped us to understand all the difficult concepts.
11	The professor was very knowledgable and provided solid facts and explanations. Assigned relative as well as interesting readings from books as well as current articles. Highly recommended reading a book on critical thinking that should have helped students not just in this class but in all aspects of life.

<b>Faculty:</b> Stewart, Jeffrey	
<b>Question:</b> What suggestions would you make to improve the course?	
<b>Response Rate:</b> 91.67% (11 of 12)	

1	Sometimes I felt overwhelmed by all the material. This is only a quarter class and I felt that every week I was doing a lot more work than my other courses. While working hard is important and there should be material to learn, sometimes I thought it would be better to split it up over two weeks instead of one.
2	I think Professor Stewart is too hard on the students in the class. He expects everyone to know exactly everything that he's gone over, word for word. He wants us to regurgitate what he's said in class. His emphasis is more on using exact words, then what the overall understanding of the material is. He also sends emails that are additional and optional material, yet expects everyone to have completed it. I think he's confused about the level of the course and what the difficulty should be. He teaches the class as if it's a senior level class for economic majors.
3	Learning should always be a pleasant experience, however this class was way too demanding and unbalanced in my opinion. I do believe in working hard and not just coasting by, but the professor was very unreasonable in his expectations. He required us to do so much reading that it was hard to keep up particularly because we had to read it all twice. All the reading didn't help in comprehension so it was a waste. The class benefited more from examples in class. This is a pre-requisite class and not an upper level class. The time you spend outside class doing homework should not be more than you spend on your upper level core classes. (Where is the balance!!!!) Professor Stewart is very knowledgeable in Economics but he needs to find a more affective way of reaching the students with this material so they look forward to coming to class and learning something new.
4	Even though he has good intentions and really wants us to learn, the course seemed somewhat too intense for a one hundred level course.
5	More gradable assignments.
6	Dr. Stewart taught an extremely difficult level of economics. It felt like being in a 500level course instead of a 100level course (which I signed up for). However, Dr. Stewart was ALWAYS available for the students to ask for help and feel like he truly cared about there progress. Honestly, economics is a hard course, Dr. Stewart did his best to make it understandable and make himself available for help. Not much(if anything) could be improved in this course.
7	While the content is interesting, the amount of material that was required for reading and including in class discussion was overwhelming at times. It was difficult to thoroughly complete the assignments and feel fully prepared for class, while balancing other class loads. It seemed as though the amount of time required to attempt to successfully prepare for the class far exceeded the standard in class/out of class ratio that is

	typical of other classes.
	More grades than just a mid-term and final.
8	Also, find a professor who isn't a raging Marxist to teach 100 level Economics classes.
9	With the quarter being so short, I would recommend having an optional once a week class to discuss today's economy, leaving class to just the theory and models. I would also be interested in learning the Neo-Ricardian, Marxian theories of economics.
10	More ways to earn points.
11	Suggests shortfalls of Capitalism quite often, although doesn't really explain shortfalls of other economic systems. Also, seemed to credit Presidents with a little more influence than they actually have.





MIAMI  
UNIVERSITY

RICHARD T. FARMER  
SCHOOL OF BUSINESS

OFFICE OF THE DEAN  
ROGER L. JENKINS  
LAWS HALL ROOM 104  
OXFORD, OHIO 45056-3628  
(513) 529-1799  
jenkinrl@muohio.edu

October 25, 2004

Dear Jeff,

Congratulations on your recent nomination for the Miami University Alumni Association Effective Educator Award by a member of the class of 2000. This honor brings distinction to you, the University, and the School of Business.

Best wishes to you for continued success.

Warm personal regards,

A handwritten signature in black ink, appearing to read 'Roger Jenkins'.

Roger Jenkins  
Dean and Professor of Marketing

Jeff Stewart  
11810 Hamlet Road  
Cincinnati, Ohio 45240



# MIAMI UNIVERSITY

MIAMI UNIVERSITY ALUMNI ASSOCIATION

MURSTEIN ALUMNI CENTER  
725 EAST CHESTNUT STREET  
OXFORD, OH 45056-2480  
(513) 529-5957  
(513) 529-1466 FAX  
alumni@muohio.edu  
www.miamialum.org

October 1, 2004

Mr. Jeffrey T. Stewart  
11810 Hamlet Road  
Cincinnati, OH 45240-1960

Dear Mr. Stewart:

Each year our office is proud to administer the Miami University Alumni Association Effective Educator Award. It gives me great pleasure to inform you that you are one of twenty-three Miami University faculty or staff members who were nominated by the Class of 2000 for the 2004-2005 Effective Educator Award. Congratulations on this significant recognition. Your nomination speaks to a lasting positive impact you have had on a former student from the Class of 2000. A copy of your nomination letter is enclosed.

As you may know, the award is presented annually to a Miami faculty or staff member whose influence extends beyond the classroom. The selection committee, comprised of faculty, staff, and alumni is proud to announce that, Professor Emerita Dr. Louise Van Vliet, Speech-Language Pathology & Audiology, was selected as the award recipient.

I would like to bring to your attention two requests for all Effective Educator nominees:

- **Please join the other nominees, department chairs and deans, and previous recipients of the Effective Educator Award for the Effective Educator Reception on Tuesday, October 19, 2003 at 4:30 p.m. in the Murstein Alumni Center Staley Lounge.** Please RSVP by calling Linda Ward at 529-8386 or emailing [wardll1@muohio.edu](mailto:wardll1@muohio.edu). The reception honors all nominees and offers you a chance to mingle with similarly recognized colleagues from across campus. During the reception, you will be recognized and receive a "Golden Apple" lapel pin. The Effective Educator Award will also be formally presented to Professor Bauer.
- Please wear your pin for the remainder of Homecoming week and to the football game on Saturday, October 23. Professor Van Vliet will be honored in a halftime ceremony.

Since our founding in 1809, Miamians of all ages have made a positive impact on the world we live in today. On behalf of those alumni, and in particular the Class of 2000, please accept my most sincere congratulations as an Effective Educator nominee. I hope you enjoy this recognition and the heartfelt thanks of the University community!

Love and honor to Miami,

Christopher Adkins - Lamb '89  
Associate Director, Miami University Alumni Association

Enclosure

Cc Department Chair

## **JEFFREY STEWART - SBA Teaching Effectiveness Award**

---

**From:** DAVID ROSENTHAL  
**To:** JEFFREY STEWART  
**Date:** 12/15/2000 2:37 PM  
**Subject:** SBA Teaching Effectiveness Award

---

Dear Jeff,

Congratulations! You have been nominated for the SBA Teaching Effectiveness Award. You can find the guidelines for submitting your documents on the SBA website:

[www.sba.muohio.edu/home/teachingeffectivenessaward.htm](http://www.sba.muohio.edu/home/teachingeffectivenessaward.htm)

Please ignore the dates. You need to have your documentation in to me by January 12, 2001.

The very fact of your nomination is proof that someone on the SBA faculty believes that you are among the best teachers in our school. I hope that you will honor that belief by submitting your materials for this important award.

Again, congratulations!

D. Rosenthal, Chair  
SBA Teaching Effectiveness Committee



MIAMI  
UNIVERSITY

SCHOOL OF ENGINEERING & APPLIED SCIENCE  
OFFICE OF THE DEAN

KRIGER HALL ROOM 123  
OXFORD, OHIO 43056-3057  
(513) 529-4036  
(513) 529-4040 FAX

March 19, 2002

**TO:** Jeffrey Stewart

**FROM:** Marek Dollár *MD*

**SUBJECT:** Graduate Survey

Each year the School of Engineering & Applied Science surveys its recent graduates to inquire about their placement after graduation. One of the questions we ask is "Which (three) professors at Miami contributed most significantly to your educational development?"

We have recently analyzed responses to this question for the 2000-01 graduates. I am pleased to inform you that you were mentioned as one of the faculty contributing most significantly to one of our students' educational development. I believe this is noteworthy for two reasons: 1) most of the faculty mentioned are within the student's department of major and 2) the comment speaks to the heart of our primary mission, the educational development of our students.

The education our students receive outside their major is every bit as important as their major courses. I want to sincerely thank you for your significant contribution to our students' education.

**The Associated Student Government of Miami University**  
hereby proclaims that

*Professor Jeffrey Stewart*

has been recognized as an

**Honored Professor**

for making a remarkable commitment to students and their educational development.



*Jennifer M. Stewart*  
Chair of the Outstanding Professor Awards

*Carolyn Hadgikosti*  
Secretary for Academic Affairs



## Panhellenic Association • Interfraternity Council

Phillip R. Shriver Center

Miami University

Oxford, OH 45056



October 23, 2000

Dear Outstanding Professor,

Congratulations! You have been recognized by Miami University's Greek Community as a faculty member who has truly made a difference in the lives of students. As a way of saying thank you for your commitment and dedication, a reception to honor you and your fellow colleagues will be held on Monday, October 30, 2000 from 4:00-6:00 pm in the Heritage Room on the second floor in Shriver. We look forward to seeing you there!

Sincerely,  
Brianna Bagent

A handwritten signature in cursive script that reads "Brianna Bagent".

Panhellenic Vice President of Public Relations

Michael Schimmel

A handwritten signature in cursive script that reads "Michael Schimmel".

Interfraternity Council Vice President of Public Relations

The Miami University Greek Community  
Proudly recognizes

**Jeffrey Stewart**

For ***Making a Difference*** in the lives of your students both in and out of the  
classroom.

Your dedication and commitment have inspired your students to make a  
difference in the lives of others.

Make A Difference Day  
October 28, 2000

*Brianna Bagent*

Brianna Bagent, VP Public Relations  
Panhellenic Association

*Michael Schimmel*

Michael Schimmel, VP Public Relations  
Interfraternity Council

Dear Professor Stewart,

As I prepare to leave Miami, I have taken the time to reflect on what I've learned in the last four years both academically and about myself. I could not possibly leave without letting you know how much you influenced my college career and the overall impact you have had on me. I came to college a declared economics major, but taking your classes made me excited to study economics. I focused on labor economics, poverty, and compensation issues over the last few semesters and part of my capstone paper even discussed the large labouring class!

I can't tell you how much I admire you as an instructor - your command of the course material and dedication to student learning/understanding was and is incredible. I felt that I learned not only the material, but also the importance of critical thinking and the value of questioning. I'm sure you have heard this many times before but you were/are my favorite professor. It was a privilege to have had you as an instructor!

I know I have not done a good job at keeping in touch this year, but I hope we can stay in contact in the future. Thank you for everything!

Regards,

Katie Hatcher

KT58KT58@hotmail.com



Dear Professor Stewart,

I would just like to take this opportunity to thank you for all your hard work over the past year. I, and all your other students, can tell that you put a tremendous amount of work into preparing each class session. It is refreshing to have a professor who is passionate about his teaching. Through your hard work, you inspired me to work hard. Thank you. As I have told you before, I am going to be a teacher. You have taught me more about teaching than all my education classes here at Miami. You have a deep concern for the learning that takes place inside your class. You care about your students and what they take out of your class. I hadn't experienced this type of teaching at Miami until I took your courses. I just wanted you to know how much all of your students appreciate you. You guided me to actually think about the material I was studying and for that I am grateful. You are an asset to the ECO department at Miami. Keep up the good work! If you teach any more courses, let me know. Have a good summer! I'll see you in the fall. Thanks again!

Sincerely,

Caleb Lang



P.S.- I have talked to many people about whether it is easier to get cool or easier to get warm. On about a 2:1 margin, they agree with me! Just thought you'd like to know.

## **PROFESSIONAL REFERENCES**

Dr. Trevor Collier  
Department of Economics & Finance  
University of Dayton  
Miriam Hall 510  
300 College Park  
Dayton, Ohio 45469 - 2251  
Email: [tcollier1@udayton.edu](mailto:tcollier1@udayton.edu)  
Telephone: 937-229-5302  
Economics Department Chair

Dr. Nodir Adilov, Chair  
Indiana University – Purdue University, Fort Wayne  
Department of Economics  
340 C Neff Hall  
2101 E. Coliseum Blvd.  
Fort Wayne, IN 46805  
Email: [adilovn@pfw.edu](mailto:adilovn@pfw.edu)  
Office phone: 260-481-6497  
Economics Department Chair

Dr. Duncan K. Foley  
Department of Economics  
New School for Social Research  
6 East 16th Street  
New York, NY 10003  
Email: [foleyd@newschool.edu](mailto:foleyd@newschool.edu)  
Telephone: 212-229-5717  
Dissertation Committee



To whom it may concern:

I am writing this letter of reference for Jeffrey Stewart. Jeffrey currently teaches Principles of Microeconomics and Principles of Macroeconomics at the University of Dayton as an adjunct professor. Jeffrey has worked in this capacity for us since the fall of 2014. He started teaching only one section and now regularly teaches 3 sections per semester. Our students find Jeffrey to be a wonderful instructor – some even note in his evaluations that he was the best instructor they have had at UD. I served as our department chair from 2013 – 2017 and was his supervisor during that time period. I found Jeffrey to be a very dedicated instructor who spent a lot of time with students outside of the classroom. I strongly encourage you to consider him for your open position.

Sincerely,

Trevor C. Collier, Ph.D.  
Associate Professor,  
Department of Economics and Finance  
University of Dayton

DEPARTMENT OF ECONOMICS AND FINANCE  
SCHOOL OF BUSINESS ADMINISTRATION  
300 College Park, Dayton, Ohio 45469-2271  
Telephone (937) 229-2416 FAX (937) 229-2477



**Department of Economics and Finance**  
RICHARD T. DOERMER SCHOOL OF BUSINESS

January 18, 2021

Dear Search Committee:

I am writing this letter to give my strong recommendation for Dr. Jeffrey Stewart, who has applied for a teaching position with your institution. He taught intermediate macroeconomic theory and principles of macroeconomics courses as a visiting instructor at Purdue University Fort Wayne in the spring semester of 2013.

To evaluate Dr. Stewart's performance, I went through his course syllabi and other course materials. His courses were very well structured and the coverage of the course materials was rigorous and appropriate. Based on student comments and my one-on-one interactions with students, I conclude that Dr. Stewart is an effective teacher. He is also patient with students and genuinely cares about their learning. He makes himself available to students. I frequently saw him thoroughly and patiently answering students' questions when I passed by his office during the office hours. Students noted that they had learned a lot in his classes.

Dr. Stewart was a great colleague. I and other faculty had many interesting discussions about economics and effective pedagogy with him. It was a pleasure having him in the department.

In my assessment, Dr. Stewart is an excellent instructor and he is committed to excellence in teaching. Therefore, I highly recommend him. Please do not hesitate to contact me if you have any questions about this letter of reference.

Sincerely,

A handwritten signature in blue ink that reads "Nodir Adilov".

Nodir Adilov, Ph.D.  
Chair and Professor  
Department of Economics and Finance  
Doermer School of Business  
Purdue University Fort Wayne  
(260) 481-6497  
[adilovn@pfw.edu](mailto:adilovn@pfw.edu)

10/31/20 Page 1 of 1

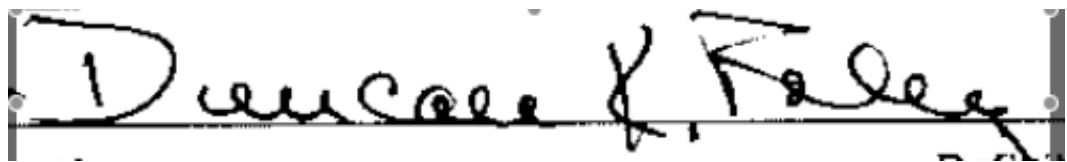
To the Search Committee:

JEFFREY STEWART has asked me to write to you in support of his application for a teaching post in your Department. I knew Stewart slightly when he taught in the Barnard Economics Department in the 1980s as a graduate student at the New School. I was a member of his thesis committee. He successfully defended his thesis in 2004.

Stewart's thesis contains three essays, an exegesis of Marx's theory of value, and critical essays on the work of Ronald Meek and myself on this topic. These essays show a deep and passionate intellectual engagement with complex theoretical problems, and a notable capacity for clear and forceful writing. While I have no recent knowledge of Stewart's teaching abilities, his writing convinces me that he is a naturally effective expositor, and likely a very good teacher. Stewart has also completed a critical review of Fred Moseley's work on Marx's transformation problem.

I think you will find it worthwhile to look beyond the long delay in Stewart's completion of the Ph.D. degree to his intellectual gifts and commitment to the life of scholarship and teaching.

Sincerely yours,

A handwritten signature in black ink, reading "Duncan K. Foley". The signature is written in a cursive, flowing style. The first letter "D" is large and prominent. The signature is enclosed within a rectangular frame that has small circular marks at the corners, possibly from a scanner or a stamp.

Duncan K. Foley