

Report: Teaching Effectiveness

Experience

I have been a Teaching Assistant and an Instructor of Record for undergraduate courses during my time as a graduate student in the University of Colorado-Boulder. My class sizes have ranged from 15-25 students. I have taught during the Fall and Spring semesters as well as one summer term. I have been assigned a teaching position during each semester of my graduate studies. In addition, I have accepted one-on-one tutoring jobs on occasion.

I have been an instructor of record for Intermediate Microeconomic Theory, and I have been a teaching assistant (TA) for the following courses: Principles of Microeconomics, Principles of Macroeconomics, Intermediate Microeconomics, Introduction to Statistics with Computer Applications, and the Honors Seminar. In both roles of instructor and TA, I have taught class sizes of 15-25 students.

Student Evaluations

I have provided, below, tables summarizing student feedback given in the Faculty Course Questionnaires (FCQs) at the end of each course. Since the FCQ format has changed since the start of the COVID-19 pandemic, I report pre-pandemic and post-pandemic FCQ results, separately.

Before Spring 2020, FCQs asked students to evaluate their instructors on a scale from 1 (lowest) to 6 (highest). Students are asked a multitude of questions, and I have reported responses to the questions of overall instructor quality and the level of the instructor's respect in their interactions with students in the following table:

FCQ Reports, Pre-COVID19				
Course	Role	Term(s)	Instructor Overall	Instructor Respect
Principles of Microeconomics	TA	Fall 2018	3.6	5.7
Principles of Macroeconomics	TA	Spring 2019	4.2	5.8
Intermediate Microeconomics	TA	Fall 2019	5.1	5.6

The scores reported are averages weighted by the proportion of completed forms in each section.

These FCQ results demonstrate that I treat students with respect and that, though I had an admittedly rocky start, I showed a lot of improvement in the overall quality of my instruction, surpassing the department average by my third semester of teaching.

Due to the shift in teaching modality (and other pandemic-related changes) starting in Spring 2020, the FCQ was revised in various ways. Some of the scoring and public availability of reports changed; while “Instructor Overall” rating remained on a scale of 1-6, the “Instructor Respect” rating changed to a new scale of 1-5. The Instructor Overall scores are no longer accessible publicly – however, please contact me for a copy of any full reports that you would like to see. I have summarized my post-COVID19 FCQ reports, below. I think these scores reflect the learning curve posed by online teaching but a firm commitment to maintaining a respectful environment in my classroom. Even though zoom instruction was challenging, I maintained a department average or above in my student evaluations.

FCQ Reports, Spring 2020-present				
Course	Role	Term(s)	Instructor Overall (score out of 6)	Instructor Respect (score out of 5)
Intermediate Microeconomic Theory	TA	Spring 2020	Not available	4.9
Principles of Microeconomics	TA	Fall 2020, Fall 2021, Summer 2023	4.3*	4.0
Principles of Macroeconomics	TA	Spring 2021, Spring 2023	4.7	4.2
Intro to Stat w/ Computer Applications	TA	Fall 2022	5.0	4.6
Intermediate Microeconomic Theory	Instructor of Record	Spring 2022	4.2	4.3

The scores reported are averages weighted by the proportion of completed forms in each section. * Instructor Overall scores are not available for AY 2020. This score is calculated using student responses from Fall 2021 and Summer 2023.

All scores are available online for [2018-2019 and Fall 2020-present](#). Only Instructor Overall ratings are private, but I am happy to share those full reports upon request.

On the next page, I have included a qualitative response from a student I had in Spring 2022, when I was an instructor of record for Intermediate Microeconomic Theory. This feedback encapsulates everything I intend to demonstrate as an instructor.

Teaching Interests

My teaching interests are varied; I enjoy most topics in microeconomics and applied econometrics. I am happy to teach fundamental courses in microeconomics, macroeconomics, and statistics. I am particularly interested in courses relating to labor and gender topics and would be happy to teach elective courses in these fields. Additionally, I am happy to teach undergraduate as well as graduate courses.

Qualitative Response, Spring 2022:

Saigeetha makes herself available, teaches with definitions and numerical examples, visualizes the material with her slides, chalkboard, and ipad. Something about the way she teaches has made the subject challenging but fun, I have learned more in this one semester of economics than I have in 2 years of economics. She is kind, helpful, constructive, and fair. The exams can be challenging but are fair, and she will explain anything you question. She has inspired me to consider a career in economics, I have a lot of respect for this class, so much so, that I switched my major to economics. It can be awkward at times when people don't participate, but she handles it well and fixes the awkwardness. Attendance is optional, but I feel bad when I skip class because I know that I am missing out on really valuable things. I will miss her instruction greatly, as she clearly knows the material, is considerate of her work, and even has discussions in her office hours about higher economic concepts that have still not been completely figured out. This fosters interest, keeps me engaged, and makes me grateful for her instruction everyday. Her class may be early, at 9:00, but I genuinely wake up and attend just because I know she explains concepts better than any textbook, slides, or online instruction. She has office hours weekly, but will also schedule appointments basically whenever which I rely on heavily when I am stuck on the problem sets. I am truly going to miss the quality of instruction I have received, which has been better than any large lecture hall with an ancient professor. I could go to Saigeetha for anything, whether that's economics, other academic questions, or even concerns about outside things. She has made the class inclusive, we've had discussions about gender in economics, and has made herself available to her students. She clearly cares about the subject and her students, and has a lot of respect for her students. You get what you put into her class, and I have gotten a lot out of it.