

Teaching Statement

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At the graduate and undergraduate level I am best prepared to teach courses on health economics and applied econometrics. Additionally, I have extensive preparation teaching introductory courses at the undergraduate level. I would also be excited to teach health policy classes related to policy evaluation. Finally, I would feel comfortable teaching any courses in applied microeconomics, depending on the needs of the department.

Throughout graduate school I have gained experience teaching both as an instructor of record and as a teaching assistant. Being the instructor of record for *"Introduction to Economics"* (Summer 2019, Fall 2021) has been one of the most enjoyable experiences I have taken part in while in graduate school. Tackling the challenge of addressing the needs of a broad and diverse group of students with a multitude of educational and personal backgrounds has been so rewarding. In teaching the course twice, I have gained experience working in a small classroom setting (<10 students) and in a large lecture hall (roughly 80 students) where I have an assigned teaching assistant. The course covers the basic concepts of microeconomics and macroeconomics and is designed to prepare students for classes at the intermediate level.

I've also had the opportunity to be a teaching assistant for *"Introduction to Economics"* (Fall 2018, Spring 2019, Fall 2019, Spring 2021). As a teaching assistant, I was responsible for weekly recitations and breaking down the concepts shown in a large lecture. During the 2018-2019 school year I was given the *Best Undergraduate Teaching Assistant* award in recognition of my work as a teaching assistant. Along with this, I have undergone a rigorous training program at the University of North Carolina at Chapel Hill aimed at preparing people for teaching economics courses.

I also believe that my experience in industry provides me with an opportunity to serve undergraduate and graduate students in a unique way. In my time working at Lewin Group, I gained a perspective that I'd be able to use in supervising students as well as teaching courses in health policy. I have broad exposure to the applications of methods used in policy evaluation like propensity score matching, difference-in-differences, and inverse probability weighting. These practical experiences would inform any class I teach in the future in the realm of health policy.

My main teaching aims when I step into a classroom are (1) to prepare students for whatever is next on their journeys, and (2) to foster an environment where they can positively engage with the material. To accomplish my first aim, it is vital that I teach in such a way as to address the vast diversity within the classroom. I do this by trying to engage students through different mediums, whether it be popular media to illustrate a point or in class short questions to facilitate discussion with other students. To accomplish my second aim, it is important to make the class inclusive to different viewpoints and to always be willing to approach questions with an open mind.

Overall, I feel confident that I can contribute to the department's efforts in teaching and supervising of students. Not only do I feel confident in my ability, but I look forward to the opportunity to teach and work with students on research.